

Purple Star Campus Designation (PSCD) Application Support



Exemplar Resource

PSCD Support Team



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Objectives for Today's Presentation



Preview the PSCD Application Process



Guide Schools through Application Questions



Provide an Exemplar with Sample Responses

Introductions



Overview: Before We 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**). *Will be posted to the webpage in late Spring.*



Applications **MUST** be submitted through the **Qualtrics Survey Link** to be considered for the current PSCD window.



The **PSCD Application** will be submitted by interested School Systems using evidence and artifacts from implementation during the **CURRENT School Year**.

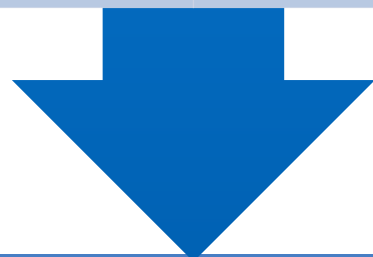
Overview: What to know

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.

There is a **file upload size limit** in Qualtrics; therefore, please be strategic when building your evidence files.



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

NOTE

- There is an **optional** box where you can submit **additional information** regarding your campus.
- Example: 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

****REMINDER****

Campuses that received the PSCD in the **2025-26** SY **DO NOT** need to apply until **Spring 2027**.

PSCD Program Requirement Overview (4 Criteria)

PSCD Criteria	Definition
Campus-based Military Liaison	A campus must designate an assigned staff member as a military liaison.
Webpage for Military Families	A campus must create and maintain an easily accessible webpage for military families that includes information for military-connected students and their families.
Campus Transition Program	A program that provides support to military-connected students through a campus-based military liaison or peer-to-peer mentoring program.
Military Initiatives	A campus must offer at least one of the following initiatives: A. a resolution showing support for military-connected students and families, B. participation in the Month of the Military Child or Military Family Month, or C. a partnership with a school liaison to encourage and provide opportunities for active-duty military members to engage with local schools.



Criteria 1



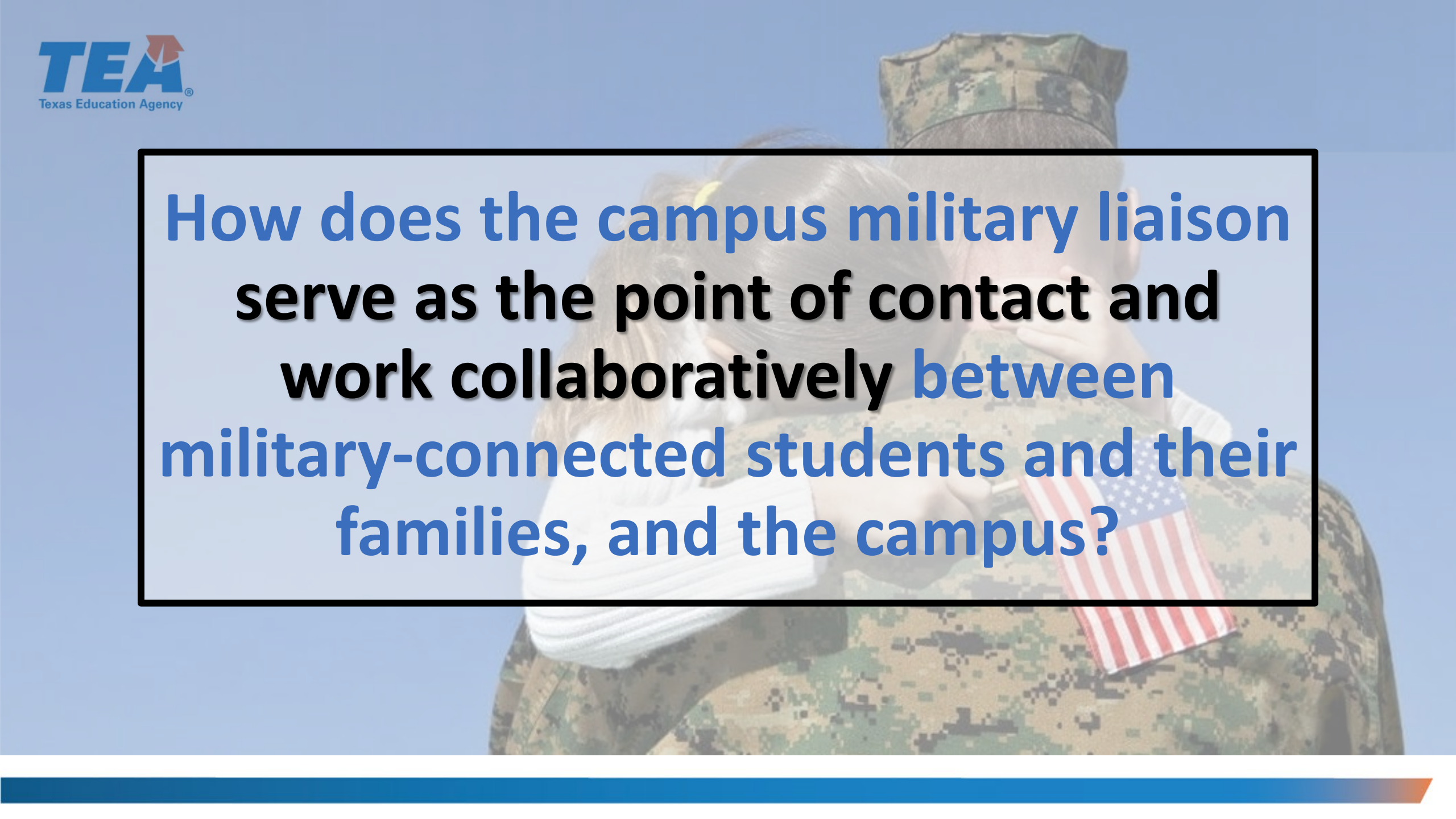
The campus-based military liaison must support military-connected students and their families by:

- ☐ Serving as the point of contact and working collaboratively between military-connected students and their families.
- ☐ Maintaining familiarity with enrollment processes, records transfer, existing community resources, and student supports.
- ☐ Collaborating with school leaders to ensure military-connected students are identified and properly coded in the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS).
- ☐ Coordinating campus-based supports and services available to military-connected students.
- ☐ Coordinating campus-based programs relevant to military-connected students.
- ☐ Attending annual professional development or training to learn and understand topics related to the transition of military-connected students and their families.

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 shown from the chest up, facing slightly to the right. She is wearing a camouflage uniform with a green and brown pattern and a matching garrison cap. An American flag patch is visible on her left sleeve. She is holding a white cell phone to her ear with her right hand. The background is a clear blue sky. A large, semi-transparent white box with a black border is overlaid on the image, containing the text.

**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)

REMINDER: PSCD Application Rubric Guidance

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Duties	Developing	Satisfactory	Exemplary	Score
Serves as the point of contact and works collaboratively between military-connected students and their families and the campus staff.	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to families and students.	The military liaison performs this duty as expected . The work performed by the military liaison provides adequate support to families and students.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison provides significant support and explicitly includes family engagement practices .	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Responses – POC role

As the campus military liaison at Berry Miller Junior High, I serve as a bridge between our campus and new and current military connected students and their families. I am the campus point of contact for our military families. I meet with the PIEMS clerk to ensure that our identification process is clear and up to date in order to ensure that we properly identify military connected students. I meet with campus counselors to ensure that our students are given a tour of the campus by a fellow student to ease the transition to our school. I email tips to all staff in addition to providing professional development on how to best serve our military connected students. I keep updated on services available to our military families both on and outside our campus. These resources are sent to all teachers on their quick tips page and are updated on our campus military webpage that I manage. Finally, I arrange and participate in campus events to show our support, such as the Veteran's Day assembly, Veteran's and Family Breakfast, and Purple Up Day. This help bring not only awareness but also build s community on campus.

As the Military Liaison, I work closely with our TOPS Executive Director and Operations Manager to maintain familiarity with the enrollment process, records transfers, and policies related to PSC. It's my job to welcome and support our military-connected students. I make sure that they have successfully completed their Strong Start activities, which include logging in within their first 3 days, having a successful connection call with their teacher within their first 5 days, and completing orientation within their first 10 days. I also am sure to introduce myself to new families. I send my Welcome Smore to new military-connected families after each cohort start date (roughly every two weeks throughout the school year) so that parents of military-connected students know who I am, how to contact me, and that I'm here to support their child. That Smore includes a link that families can fill out to tell me if they are experiencing any particular difficulties throughout the year. For example, if there is a recent or upcoming deployment, if a family member was recently killed in action, etc. I work closely with our campus Social Worker to immediately connect these students and their families to resources and support in the community. It is also my job to make sure that our staff are aware of who their new military-connected students are, and the unique social and emotional needs of military-connected students and how teachers can support them. To this end, I attend trainings from the TEA and other organizations, and I bring that knowledge back to the campus as a whole. I also create opportunities for our entire school community to recognize, celebrate, and support our military-connected students throughout the school year. I make sure our families know they are important to the TOPS community. I ensure that our military-connected students know how to advocate for themselves within our school community both socially and academically. I help connect them with both military-connected and civilian peers by providing intentional opportunities for them to make friends and find a strong sense of belonging within both groups. I host a social hour for the military-connected students. I check their grades and attendance 4-weeks before the end of each academic quarter, and again 2-weeks before the end of each academic quarter, and follow-up with every military-connected student who is struggling. I offer support, remind them how to check their grades and find missing assignments, and support them in communicating with their teachers. I make sure that our military-connected students and their parents all know my name and face and are comfortable approaching me as an adult at TOPS who is here to support them no matter what they need.

A person in a military uniform, wearing a camouflage cap and jacket, is holding a small American flag. The person's face is partially obscured by a large text box. 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)

REMINDER: PSCD Application Rubric Guidance - Familiarity

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

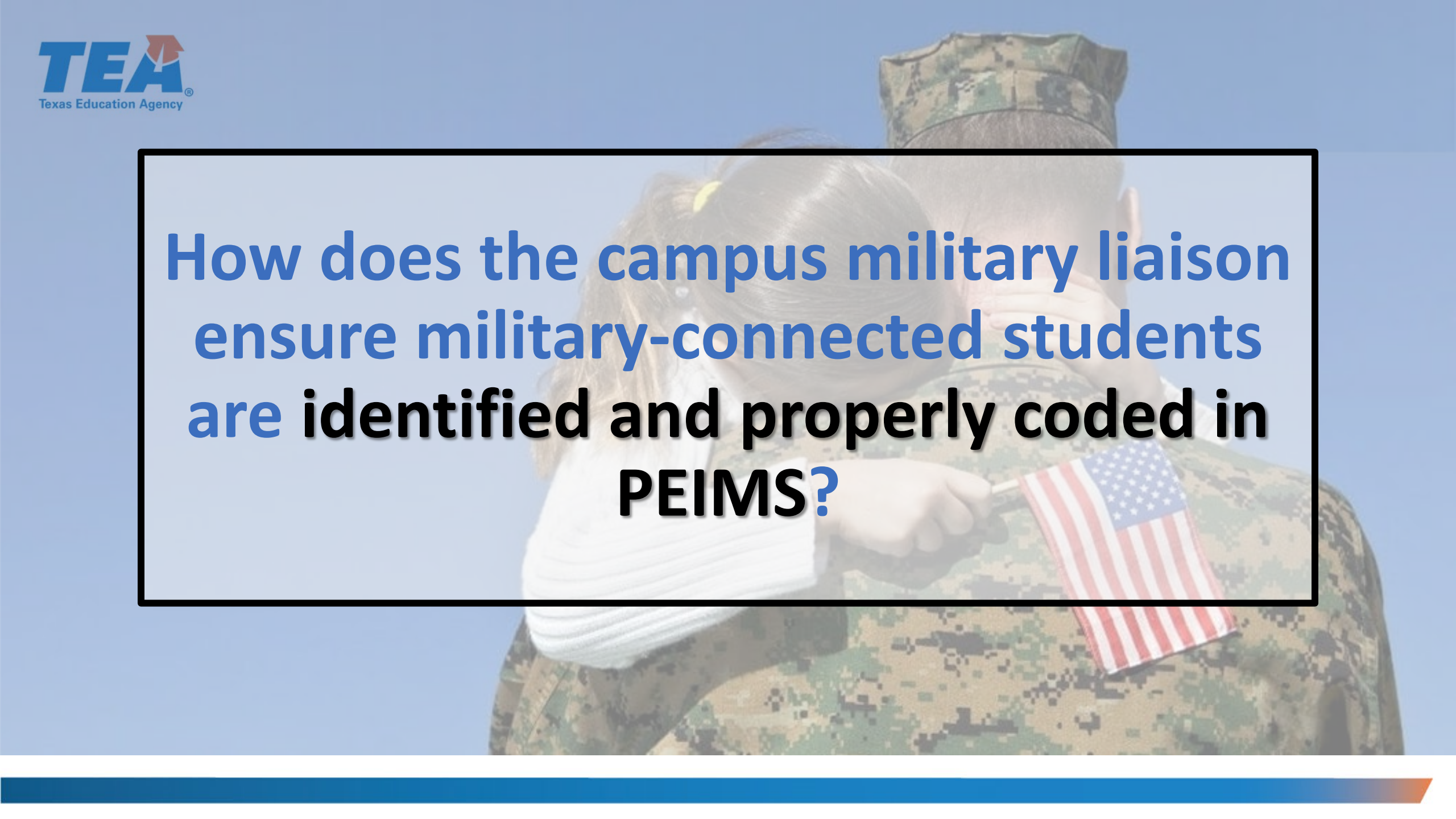
Maintains familiarity with enrollment processes, records transfer, use of the military student identifier (MSI), existing community resources, and student support.	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to families and students.	The military liaison performs this duty as expected . The work performed by the military liaison provides adequate support to students and families utilizing a feedback survey.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison provides significant support to students and families utilizing a feedback survey link to address enrollment concerns on your campus webpage.	☐ Developing ☐ Satisfactory ☐ Exemplary
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Example Responses – Maintain Familiarity

As the Military Liaison for TOPS HS, I meet every other week all throughout the school year with our TOPS Executive Director (who oversees TOPS 3-12), our TOPS Social Worker, and the other TOPS schools Military Liaisons. Our Social Worker attends the monthly TEA Highly Mobile and At-Risk Student Program Webinars to stay current on any new information pertaining to the Military-Connected Student Program, and then she relays that information to the rest of our team at our bi-weekly meetings. She also shares with us any existing community resources, and then our Executive Director works with our website team to make sure that those resources are posted there. The Military Liaisons also update our Smore with that information. If there is ever a change to policy or practice, it is updated in both of those places as well. Our Executive Director communicates regularly with our Operations Manager who oversees the enrollment process. With their guidance, we have collaboratively documented and executed our policies and practices related to the enrollment, onboarding, support, and transfer of our military-connected students. As the Military Liaison, I am equipped with the proper answers to provide to the most frequently asked questions by the parents of our military-connected students. If there is ever a question I am unable to answer, I can always ask it at our bi-weekly meetings, or I have unlimited live access to my Executive Director and the other Military Liaisons in our ongoing Teams Chat message system.

As the military liaison, Ms. Theriot collaborates closely with the campus attendance secretary/registrar to identify military-connected families during the enrollment process and to ensure they receive appropriate support. The military-connected students' reports are checked 2-3 times a year to make sure their proper status is updated in the school system. She assists with the timely transfer of student records, helps families navigate school procedures, and connects them with available campus and district resources. Ms. Theriot serves as co-chair of the Northside ISD Military Task Force, a group consisting of counselors from the district. In this leadership role, Mrs. Theriot stays well-informed on best practices and evolving needs within the military community. She regularly networks with community organizations that provide social, emotional, academic, and practical support for military families. These include services addressing transitions, mental wellness, school readiness, food security, and peer connection for students. All members of the Military Task Force, including Ms. Theriot, receive training throughout the school year. Training is delivered by the Joint Base San Antonio School Liaison Program Manager, as well as by leaders from our local community—such as the Military Child Education Coalition (MCEC) San Antonio Coordinator. These trainings ensure that campus military liaisons are equipped with up-to-date information, tools, and strategies to support military-connected students and their families effectively.

To maintain familiarity, I meet with key campus staff, monitor the TEA Military Connect Students page, and review sources such as Military One for updates. I meet with our PIEMS clerk and campus academic counselors to review our enrollment process, records transfer process, and our new to campus transition procedures. I also meet with our campus social-emotional counselor to review all available resources such as free counseling sessions through the local children's hospital. Additionally, I meet with SPED case workers and academic counselors to review the process to ensure accommodations/modifications are communicated and implemented. Finally, I meet with campus leaders to review plans for campus events. These efforts are to ensure that military connected students have access to campus supports, timely record transfers, and a smooth enrollment.

A woman in a military uniform, including a camouflage jacket and a garrison cap, is holding a small American flag. She is looking down at the flag. The background is a clear blue sky.

**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 **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)

REMINDER: PSCD Application Rubric Guidance - PEIMS

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Duties	Developing	Satisfactory	Exemplary	Score
Ensures the use of the military student identifier (MSI) to identify and properly coded through the Texas Student Data System Public Education Information Management System (TSDS PEIMS).	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to families and students.	The military liaison performs this duty as expected . The work performed by the military liaison provides adequate support to families and students.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison provides significant support to families and students. Provide or organize quarterly staff training for data processors and registrars on the use of the Military Student Identifier in PEIMS.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Responses – PEIMS Coding

During enrollment, our Site Based Enrollment Coordinator (SBEC) generates a weekly Child Find Report and filters through application responses indicating “Check”. The Child Find report helps flag students whose parent/legal guardian indicated military connection in the registration questions. Our SBEC adds specific information needed to a SY Military Connected spreadsheet and begins the process of verifying. Military Connected Forms are sent to these specific families via DocuSign which allows parents/legal guardians to select their military connection, sign by verifying and form is automatically returned to our SBEC for processing via DocuSign. Upon receipt of the completed form, our SBEC verifies the parent/legal guardian’s selections by signing the Military Connected Form. Our SBEC updates the SY Military Connected spreadsheet with form response. Our SBEC uploads the Military Connected form in the appropriate school system section. Our SBEC updates the “Notes” section with legal guardian’s selection in Section 1 of the Military Connected form. Our SBEC codes school’s Special Program with legal guardian’s selection in Section 1 of the Military Connected form, enters the date, and initials. Our SBEC codes the student in Skyward. During nightly integration, our internal teacher-facing data suit is updated so that everyone has updated lists of military-connected students.

Ms. Theriot, the campus military liaison, works collaboratively with the campus attendance secretary/registrar to create student reports to ensure students are accurately identified and coded in the PEIMS. Ms. Theriot also has access to an internal school-wide database system which enables her to run reports and monitor the list of military-connected students throughout the year. If a student’s military status is unclear or appears to be missing, she works with classroom teachers to connect with families directly and verify their current military status. Once updated information is received, Mrs. Theriot promptly communicates with the registrar to ensure that the student’s PEIMS coding is corrected and up-to-date. This ongoing process helps ensure compliance with reporting requirements and guarantees that military-connected students receive the appropriate support and services.

As part of the new student enrollment process with Hutto ISD, there is a section specifically for military-connected families to complete. Once enrollment is finalized, the PEIMS clerk will notify me if this section has been filled out. In my role as the campus military liaison, I will then verify the submitted information and update each student’s status as military-connected in our online system, Skyward. If the military-connected section was not completed during enrollment, and we later discover that a student qualifies as military-connected, I will contact the student’s parents or guardians. I’ll provide information about the district’s military-connected program and ask if they would like to officially identify as a military-connected family. I will also share the benefits of this designation, such as access to events with other military families, free online tutoring, and counseling services. Throughout the school year, I collaborate with the district military liaison to stay informed about any new policies or procedures relevant to our military families. Additionally, I conduct regular check-ins with faculty members who work closely with military-connected students to stay updated on any changes in their home situations or support needs.



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 **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)

REMINDER: PSCD Application Rubric Guidance - Programs

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Establishes and coordinates campus- based supports and services to advocate for highly mobile military-connected students based on their unique needs.	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to military-connected students and families.	The military liaison performs this duty as expected . The work performed by the military liaison meets TEA requirements of staff professional development and the campus transition program implementation to support military-connected students and families.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison meets all TEA requirements of staff professional development, campus transition program implementation, and peer-led campus program coordination to support military-connected students and families.	☐ Developing ☐ Satisfactory ☐ Exemplary
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Example Responses – Determine Supports

I attend PD about the unique needs of military-connected students so that my team of TOPS Military Liaisons can consider our existing practices across TOPS 3-12 and collaborate together on ways to improve to better support our military-connected students. I regularly monitor the responses that families submit in our support survey so that I can connect students and families to the appropriate support person on campus. Sometimes I can provide the support needed myself, but other times I connect them with our Operations Manager, our Social Worker, Crisis Counselor, guidance counselor, one of their teachers, our campus administrators, etc., depending on what their particular need is. Our Executive Director and Campus Principal also checks the TOPS 3-12 data every academic quarter to confirm that every student in our entire school has had a meaningful point of contact with at least one adult on campus during that period of time. If there are any military-connected students on that list, we are always sure to follow-up. I check their grades and attendance 4-weeks before the end of each academic quarter, and again 2-weeks before the end of each academic quarter, and follow-up with every military-connected student who is struggling. I offer support, remind them how to check their grades and find missing assignments, and support them in communicating with their teachers. At TOPS HS, our students also have access to our virtual school grounds (the K12 Zone) where students can socialize virtually with other students. A bot monitors anything concerning that students may say in the chat and notifies us and the counselors immediately for follow-up. Additionally, if students write anything concerning in any of their assignments or say anything concerning in any of our live classes, our teachers are trained on how to follow our campus counseling referral process. In the HS, our team of counselors meet quarterly one-on-one with every student to review their grad plan and to make sure they are on track to graduate on time. They ensure that transcripts are updated and accurate before military-connected students transfer out of our school. Our counselors provide weekly SEL guidance lessons to students. Every year, at every grade level, we always take time to talk about post-secondary options, which includes the military as a career choice. We learn about military awareness and what this career pathway could look like for students. Our Social Worker provides individualized resources to each family based on their zip code, including counseling and support groups, utility

At the beginning of each school year, the campus military liaison and the counseling team host a display table at “Meet the Teacher” night, providing families an opportunity to connect with counselors, ask questions, and request support. This proactive engagement helps the military liaison identify military-connected families and begin building relationships early. When a new student enrolls on campus, the attendance secretary/registrar notifies Ms. Theriot or her co-counselor (depending on the student’s grade level) of any specific needs or concerns shared by the family during the enrollment process. This communication allows the counseling team to promptly determine and coordinate appropriate campus-based supports and services. If military families express a need for academic, social-emotional, or practical support, the counselors follow up directly to provide assistance or connect them with relevant resources. Throughout the year, brochures are available to parents in the front office with information on resources specifically for military families. Additionally, campus staff are trained to alert the counseling team when they observe signs that a student or family may need support, ensuring timely intervention and care. This collaborative, school-wide approach enables the military liaison to assess and respond to the unique needs of military-connected students, including those arising from high mobility, deployments, and family transitions.



**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 **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)

REMINDER: PSCD Application Rubric Guidance - Coordinate

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Assists in coordinating a campus transition program and peer-led student program relevant to military- connected students.	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to families and students.	The military liaison performs this duty as expected . The work performed by the military liaison provides adequate support to families and students.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison provides significant support to families and students.	☐ Developing ☐ Satisfactory ☐ Exemplary
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Example Responses – Coordinate Programs

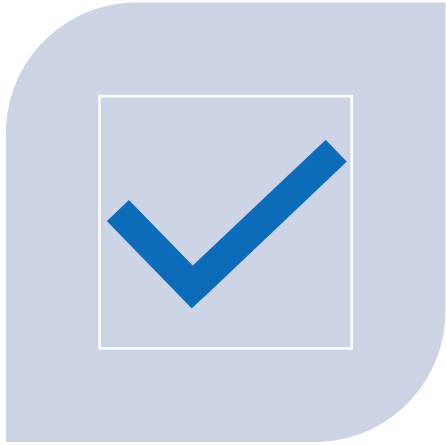
The campus military liaison plays a crucial role in coordinating various programs and events designed to support and recognize military-connected students (MCS) and their families. Through collaborative efforts with school administrators, counselors, parents, and community partners, the liaison helps ensure that MCS's unique needs are met and that they feel supported and celebrated in the school community. These efforts include:

1. **Collaboration with Campus Administrators:** The military liaison meets bi-weekly with her co-counselor and campus administrators to plan and discuss upcoming programs and events, including but not limited to, those that will benefit MCS. These regular meetings ensure that the needs of military-connected students are at the forefront of planning and decision-making. This collaboration allows for the effective integration of military-related programs into the school calendar and promotes a sense of inclusion for MCS.
2. **Military Kids Club:** A key initiative sponsored by the military liaison is the Military Kids Club, which is co-sponsored with her counselor partner. This club provides MCS with an opportunity to come together, share experiences, and participate in fun, engaging activities that celebrate their unique military family experiences. The military liaison coordinates monthly activities for the club, ensuring that each event reflects the needs and interests of MCS. She also works to gather supplies and materials for the club's activities, often soliciting input from military families to make the events more relevant and engaging.
3. **Military Task Force and Resource Hub:** The military liaison also taps into broader district-level resources, such as the Military Task Force meetings and the Military Families Resource Hub, to gather ideas for new activities and to ensure that the needs of MCS are being met. By connecting with these resources, the liaison can stay up to date on best practices, tools, and materials that are designed specifically for military-connected families.
4. **Veterans' Day Ceremony:** Another significant event coordinated by the military liaison is the Veterans' Day Ceremony, where she collaborates with Military Kids Club members and their parents to prepare them for their roles in the ceremony. The liaison's responsibilities include organizing the event, liaising with local ROTC units for their participation, and helping to integrate MCS into the ceremony in meaningful ways. This event fosters a sense of pride and belonging for MCS, as they take part in honoring military veterans.
5. **Career Day Involvement:** The campus liaison also plays a central role in the school's Career Day. Together with her co-counselor, the liaison reaches out to military parents and local community members to participate as speakers, sharing their career experiences with students. Many of the military parents who present do so in their military uniforms, which serves as a powerful representation of the military profession and gives MCS a sense of pride in their parents' service. This event allows MCS to see first-hand how military careers can contribute to society, while also helping to foster a deeper understanding among non-military students.
6. **Role of Additional Support Staff:** In addition to the military liaison and co-counselor, other campus staff members assist in the coordination of these efforts. For example, teachers may be involved in the Military Kids Club, providing a supportive environment for students to participate in activities and discussions. The school's administration, including the principal and vice-principal, also play key roles in ensuring these events are prioritized and supported throughout the year. Through these collaborative efforts, the campus military liaison ensures that military-connected students are not only supported academically but also have opportunities to connect with their peers, feel proud of their family's service, and be recognized for their unique experiences.

A woman in a military uniform, including a camouflage jacket and a garrison cap, is seen from the back, hugging a young girl with long brown hair. The girl is wearing a white long-sleeved shirt. The background is a clear blue sky. The text is overlaid on a semi-transparent white box with a black border.

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

REMINDER: PSCD Application Rubric Guidance – Attend PD

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Attends professional development or training annually to learn and understand topics related to the transition of military-connected students and their families.	It is unclear how the military liaison performs this duty . The work performed by the military liaison may not provide adequate support to families and students.	The military liaison performs this duty as expected . The work performed by the military liaison provides adequate support to families and students.	The military liaison performs this duty above and beyond expectations . The work performed by the military liaison provides significant support to families and students.	☐ Developing ☐ Satisfactory ☐ Exemplary
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Example Responses – Annual PD/Training

Yes. Purple Star Rise, March 19, 2025; Student Mental Health: Awareness, Intervention and Referral, September 23, 2024; Campus PD High Mobility Students, December 11, 2024

1.) 11/15/23 Northside ISD Military Task Force Meeting – Presentation of services by clinical director of behavioral health at the Steven A. Cohen Military Family Clinic at Endeavors 2.) 01/26/24 Annual Anchored4Life Advisor Training – Anchored4Life transition program reflection on activities and their impact on campus 3.) 03/07/24 Northside ISD Military Task Force Meeting – share ideas for the Month of the Military Child and Military Kids Club activities at schools across the district 4.) 11/13/24 Northside ISD Military Task Force Meeting – Joint Base San Antonio School Liaison presentation on community resources for military families; United Way of San Antonio Strong Families/Strong Forces program presentation (support services for military families) 5.) 01/10/25 Annual Anchored4Life Advisor Training - annual program training that includes reflection on impact on school community and planning on how to best help students in the future who are going through transitions on campus such as being new to school or family deployment 6.) 01/29/25 Northside ISD Military Task Force Meeting – Military Task Force members collaborated to create a google site that includes curriculum for district counselors and staff as a resource for working with military families and their dependents

As the High School Military Liaison, I completed the course called Social-Emotional Learning and the Military Child which was offered asynchronously through MCEC. Following this, during one of our bi-weekly military liaison meetings, we held a collaborative debrief session where we shared our reflections, key takeaways, and new insights from the training. Together, we discussed effective ways to relay this important information to the broader staff in a meaningful and impactful manner. Another major focus of our discussion was the unique life experiences of military-connected children—including frequent relocations, parental deployments, and transitions—that can impact their academic and emotional well-being. We wanted to emphasize how these factors may influence a student's behavior, engagement, and performance, and how awareness of these experiences can help educators better support them. Even as a member of a military-connected family myself, I had not considered that some military-connected students may be the primary caregivers for a wounded warrior at home. 2.29.2025

A woman in a military uniform, wearing a camouflage cap and jacket, is holding a small American flag. She is looking down at the flag with a somber expression. The background is a clear blue sky.

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

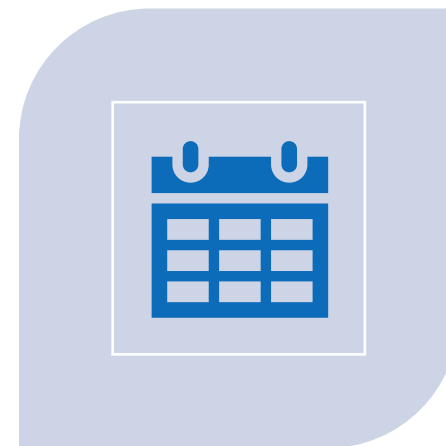
Facilitated PD Opportunity



TOPIC



LEARNING
OBJECTIVES



DATE

Example Responses – Facilitated PD

Topic

Supporting Military-Connected Students

Learning objectives

Understanding the unique needs of military-connected students

Date

March 21st, 2025

Topic

Supporting Our Military Students and Their Families

Learning objectives

1.) Understanding military life and culture 2.) Understand how deployment and training cycles present challenges 3.) Reveal attributes and foster resilience among military families 4) Identify supports and resources necessary for military families to thrive

Date

11/04/2024

Topic

Purple Star Campus

Learning objectives

To define what a Purple Star Campus is. To be able to identify who are military-connected students. To understand the strengths and needs of military-connected students.

Date

March 12, 2025

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 **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)

REMINDER: PSCD Application Rubric Guidance – Facilitate PD

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Professional Development	Developing	Satisfactory	Exemplary	Score
Narrative: The campus-based military liaison must provide or coordinate professional development opportunities for staff members on issues related to military-connected students.	The military liaison does not facilitate professional development for campus staff on issues related to military- connected students.	The military liaison facilitates professional development for campus staff on issues related to military-connected students.	The military liaison regularly facilitates professional development for campus staff on issues related to military-connected students and acts as a resource to campus staff.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Responses – PD Description

In the PD session I facilitated for the HS staff, I introduced myself as the Campus Military Liaison. They all know me as a colleague and fellow teacher, but I had to explain these additional responsibilities and how vital it is to offer specific support to our military-connected students. In the PD, I also aimed to establish a shared language around terms frequently used within military-connected communities. I understood that some commonly used terminology may not be familiar to all educators, and I wanted to ensure that staff could confidently and respectfully communicate with and about our military-connected students and families. Most importantly, I aimed to equip our teachers with practical, actionable strategies to support the emotional and academic needs of military-connected students. I informed staff about which students are military-connected within their classrooms and the specific resources and opportunities already available to those students at TOPS HS. During the PD session, I incorporated multiple opportunities for engagement. Teachers were invited to share their existing knowledge, reflect on past experiences, tell stories involving military-connected students, and ask questions. I used these moments to check for understanding and foster a collaborative environment. My goal was to ensure that staff left the session not only informed but also empowered to apply their learning in their daily interactions with students.

On November 4th, Scarborough Campus staff received professional development focused on supporting military families. Ms. Theriot, the Scarborough military school liaison, presented information on military culture, the unique challenges military families face, and strategies for providing effective support within the school community. A key component of the training addressed the five stages of deployment that military families experience, along with the corresponding behavioral changes students may exhibit. Staff were educated on how to best support military families during each of these distinct phases. Beyond deployment, the presentation also highlighted the significant educational and social challenges students face due to frequent moves. This information aimed to help teachers and staff understand the critical need for a welcoming school environment and robust communication systems to facilitate smooth transitions for military families. As Scarborough currently holds a Purple Star Designation, Ms. Theriot reviewed the criteria for this recognition and detailed how the school meets each requirement. She also outlined available community, district, and campus resources. The importance of communicating student transitions to the counseling department and other relevant staff was emphasized. Ms. Theriot provided information about Scarborough's Anchored4Life Club, a student ambassador program designed to assist military-connected students through periods of uncertainty and change. Additionally, other campus events and activities that positively impact military children were highlighted. On December 4th, Ms. Theriot shared valuable insights from Northside's Military Task Force with her district colleagues. This task force, composed of district counselors, plays a crucial role in connecting with local organizations that support military families and then spreading that information to all counselors. Their mission also includes developing activities and lessons specifically designed to aid military students. During the meeting, Ms. Theriot highlighted resources from Dianna Fryar, the Joint Base San Antonio (JBSA) School Liaison Manager, and the coordinator of United Way's Strong Families Strong Forces program. The aim was to equip counselors with accessible resources for families and schools. Counselors learned about the JBSA school liaison's role in fostering partnerships between schools and the military for school-wide events and initiatives, as well as various ways military members can volunteer in schools. The comprehensive services offered by the United Way Organization for military families were also discussed. Counselors received resource materials from the United Way program. Additionally, ideas for activities suitable for Military Kids Club meetings and small group counseling sessions were shared.

Criteria 2



Includes
required
resources for
military-
connected
students and
their families:

Relocation

Enrollment and Registration

Academic Planning

Counseling and Support Services

Campus-Based Military Liaison

The webpage must include information required by TAC, §61.1063

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

- (A) Relocation. The military-connected student and family support webpage must include information regarding **relocation to the campus** such as introductions to school environment and processes, enrollment information in extracurricular activities and clubs, tutoring opportunities, student code of conduct, and contact information of pertinent school staff.
- (B) Enrollment and registration. The military-connected student and family support webpage must provide information regarding the process and requirements for enrollment, including:
 - (i) a checklist of required documentation needed **to enroll at the campus**, which may include information such as copies of student records, transcripts, and residence documentation; and
 - (ii) **eligibility requirements for free public school prekindergarten**, as required by TEC, §29.153, 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.
- (C) Academic planning. The military-connected student and family support webpage must provide a link to information on course sequences, advanced classes **available on campus**, and information on the **Interstate Compact** on Educational Opportunity for Military Children, as specified in TEC, Chapter 162.
- (D) Counseling and support services. The military-connected student and family support webpage must provide eligibility, application, and referral information offered specifically to military-connected families for counseling and support services **on or off a military installation**.
- (E) Campus-based military liaison. The military-connected student and family support webpage must provide the **contact information** and **duties** of the campus's designated military liaison.

A soldier in a camouflage uniform is holding a young girl in a white shirt. The soldier has a small American flag pinned to his chest. The background is a clear blue sky.

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

Campus Webpage for Military Families

- Please **provide the URL** for the campus webpage that serves as a resource for military-connected students and their families.
- Must have evidence that the webpage is **maintained and updated regularly** (e.g., no outdated resources, liaison contact information matches application).



****NOTE****

- Your application will not receive consideration for the PSCD if:
 - No website is included
 - Link is broken
 - Page is not accessible
 - Leads only to district page

REMINDER: PSCD Application Rubric Guidance – Criteria 2

Webpage Criteria

Does the **campus** have a webpage for military-connected students and their families? *Please note: The district may have a military webpage for families, but the requirement is for the campus managed webpage per 19 TAC §61.1063.*

☐ Yes

☐ No

Is the webpage easily accessible? *(Can it be easily located and navigated? Parents/families should not have difficulties finding required information.)*

☐ Yes

☐ No

Relocation Information

Such as:

- ☐ Introductions to school environment and processes
- ☐ Enrollment information in extracurricular activities and clubs
- ☐ Tutoring opportunities
- ☐ Student code of conduct
- ☐ Contact information of pertinent school staff
- ☐ Information on the process for providing academic records to the receiving LEA

Enrollment and Registration (all required)

- ☐ Information regarding the process and requirements for enrollment
- ☐ A checklist of required documentation needed to enroll at the campus
- ☐ Eligibility requirements for free public-school prekindergarten

Academic Planning (all required)

- ☐ Course sequences, graduation requirements, and college and career readiness options
- ☐ Advanced Placement, Dual Credit, Dual Enrollment, or Career and Technical Education options available on campus
- ☐ Information on the Interstate Compact

Counseling and Support Services (all required)

- ☐ Eligibility and referral counseling information offered specifically to military-connected families on a military installation.
- ☐ Eligibility and referral counseling information offered specifically to military-connected families within the local community.

Campus-based Military Liaison information (all required)

- ☐ Contact information (Name, email, and phone; photo is optional)
- ☐ Campus-based Military liaison's job description and/or duties

Webpage Examples - Relocation

Relocation Information

- [City of Fair Oaks Ranch Website](#)
- [BISD Academic Calendars](#)
- [About Fair Oaks Ranch Elementary](#)
- [FORES Clubs](#)
- **FORES Staff Information**
 - [Administration & Front Office Staff](#)
 - [Teachers by Grade](#)
- [Campus Tours](#)
- [Attendance Zones & Boundaries](#)
- [Bus Routes](#)
- [FORES Family Handbook/Campus Procedures](#)
- [BISD Student Handbook](#)
- [Student Code of Conduct](#)
- [Tutor.com for Military Students](#)
- [Joint Base San Antonio Resources for Support](#)
- [Joint Base San Antonio School Liaison Programs](#)

The following information is provided to assist military families relocating to our District.

Our District	Athletic Eligibility (HS Only)
NISD At-A-Glance	Student Handbooks
Boundary & Campus Map	Code of Conduct
Campus Directory	Extracurricular Enrollment Info
District Calendars	Academic Records Transfer
Clubs & Activities	

In the 2024-2025 school year, Northside ISD proudly welcomed over 6,000 military-connected students!

Berry Miller Junior High welcomes military families. Any parent or guardian who is an active-duty member of the armed forces of the United States, or are part of the reserve armed forces, may establish residence and enroll children in Pearland ISD.

Thank you for choosing our community. Our aim is to support you and your children, ease into our community and schools. For your convenience, we have collected some resources that you may find valuable.



Relocation Information

[Student Code of Conduct](#)

[Campus Administration](#)

[Campus Faculty](#)

Webpage Examples – Enrollment & Registration

Enrollment & Registration

If you have educational records for your child from the previous school, you may upload them when completing the online registration process or provide physical copies to the campus registrar.

- [BISD Enrollment/Registration Information](#)
- [Pre-Kindergarten Program Information](#)
- [Pre-Kindergarten Eligibility Requirements](#)
- [BISD School Supply Information](#)
- [BISD Family Engagement Plan](#)
- [Military Interstate Children's Compact Commission](#)

Questions about enrollment at Fair Oaks Ranch Elementary? We are here to help!

Please contact Angela Perez, FORES Registrar, at (830) 357-4806.

Enrollment and Registration

The following information is provided to assist military families with enrollment and registration.

[Submit Academic Records](#)[Enrollment Checklist](#)[Enrollment Process](#)[Pre-K Eligibility](#)

Eligibility for extracurricular activities

- **Eligibility:** Your child can participate in activities even if application deadlines have passed.
- **Information access:** Schools must provide all relevant information about extracurricular activities.
- **Communication:** Schools should ensure military families have access to all communication channels for activity information.

Contact your school's administrators or coaches to request information and support for your child's participation in extracurricular activities. Chapter 600 [MIC3-Rules-Book-WEB.pdf](#) ^{cr}

Proof of Residency

[TEC §25.001\(c-1\)](#) ^{cr}

To ensure prompt enrollment for military-connected students, active-duty members of the U.S. armed forces, including the National Guard and Reserves, can establish residency for school enrollment by submitting a military order indicating their transfer to a military base within or near the school district's adjacent to the district's attendance zone.

Proof of Residency

[TEC §25.001\(c-2\)](#)

To ensure prompt enrollment for military-connected students active-duty members of the U.S. Armed Forces, including the National Guard and Reserves, can establish residency for school enrollment by submitting a military order indicating their transfer to a military base within or near the school district's adjacent to the district's attendance area within 90-days of their arrival.

Enrollment and Registration

[Enrollment](#)[Enrollment Checklist](#)[Pre-K Information](#)[Athletics](#)[UIL Requirements](#)

Webpage Examples – Academic Planning

Academic Planning

- [BISD Elementary Grading Guidelines](#)
- [BISD Gifted & Talented](#)
- [Texas Education Agency Gifted & Talented](#)
- [BISD Special Education](#)
- [SPEDTEX Special Education Information Center](#)
- [BISD Multilingual Programs](#)
- [BISD College, Career & Military Readiness](#)
- [Texas Education Agency College, Career, and Military Readiness](#)
- [BISD Advanced Academics](#)
- [Graduation Requirements](#)
- [Middle & High School Course Catalogs](#)
- [BISD Dual Credit](#)
- [BISD Advanced Placement \(AP\) Program](#)
- [BISD Career & Technical Education](#)
- [BISD Pathways in Technology Early College High School \(P-TECH\)](#)

• [Interstate Compact on Educational Opportunity for Military Children](#)

Academic Planning

The following information is provided to help military families complete successful academic transitions.

- [Course sequences, graduation requirements, and college and career readiness options](#)
- Advanced Programs:
 - [Advanced Placement](#)
 - [Dual Credit/Enrollment](#)
 - [On-Ramps](#)
 - [Career and Technical Education opportunities](#)
- School programs:
 - [Gifted and Talented](#)
 - [Special Education](#)
 - [Emergent Bilingual](#)
- [Information on Educational Opportunity for Military Children](#) ^{ef}, as specified in [TEC §162](#) ^{ef}

Additional Resources

- [Texas OnCourse Website](#) ^{ef}
- [Texas Reality Check | Home](#) ^{ef}
- [The TSIA \(Texas Success Initiative Assessment\) | Texas Education Agency](#) ^{ef}
- [Special Education Services and/or Gifted and Talented](#) ^{ef}
- [College, Career, and Military Prep \(CCMP\)](#) ^{ef}



Academic Planning

[Military Interstate Compact](#)

[Course Sequencing/Selection Handbook](#)

[Gifted & Talented \(GT\) Information](#)

[Multi-lingual Information](#)

[Special Education](#)

Webpage Examples – Counseling & Support Services

Counseling and Support Services

The following information provides information on counseling support services available to military families located in NISD and the community.

- [NISD Counseling Services](#) (available to all students, including military-connected)
- **Counseling Support Groups**
 - Because children experience a variety of concerns at different ages, Northside Independent School District offers school counseling services to all children in grades Kindergarten through 12. The purpose of school counseling is to help children make maximum use of their educational experience. Schools offer different kinds of groups to help children with the following topics: self-esteem, decision-making skills, coping and life skills, peer pressure resistance strategies, and social relationships. In particular, to help support our military children, many schools offer a small group called "We Serve Too."
- **Clubs**
 - Military pride clubs are established in several Northside schools with many military children. The focus is on providing military children and their families an opportunity to socialize with other students/families with similar concerns.
- **Counselor Training**
 - The Northside ISD Guidance Department offers additional training opportunities for counselors about the specific needs that military children face. This counselor training also teaches specific strategies/techniques that can be used when working with military children.
- **Military Children and Family Task Force**
 - The Northside ISD Guidance and Counseling Department formed a task force of school counselors who meet several times a year specifically to discuss current military concerns and any resources available to our military families.
- **Curriculum**
 - The NISD Guidance and Counseling Department developed a book bag filled with children's books and curriculum specifically designed to target handling change (i.e., deployment, moves, loss, and coping). Counselors use this book bag as a resource to develop guidance lessons, small group sessions, and individual sessions.
- **Parenting Sessions**
 - Northside provides many parent education opportunities throughout the district.
- **Events**
 - Many Northside schools sponsor military events such as Celebrate Freedom Week, Veterans Day Assemblies, Hall of Honor, Trevor Romain and the Comfort Crew, Salute Night, and Purple Up! Day.
- **Service Projects**
 - Northside service projects supporting military causes include Cup of Joe for a Joe, Linus Project, Fisher House, and Wounded Warriors.
- The [Military and Family Life Counseling Program](#) provides free, confidential, non-medical counseling to service members, their families, and survivors on or near installations. Trained to work with the military community, military and family life counselors deliver valuable counseling services, briefings, and presentations to the military community. Counselors help service members and their families navigate issues such as improving relationships at home and work, stress management, adjustment difficulties, parenting, and grief or loss. Adult, child, and youth behavioral MFLCs are assigned to units, schools, child development centers, and other locations worldwide.

Counseling & Support Services

- [FORES Campus Counseling Information](#)
- [Military & Family Life Counseling Services](#)
- [BISD Student Support Services](#)
- [BISD Mentor Program](#)
- [Texas Child Health Access to Telemedicine \(TCHAT\)](#)
- [Local Counseling Resources](#)

Counseling and Support Services

[Campus Counselors](#)

[Military-connected Student & Family Resources](#)

[Military & Family Life Counseling](#)

Webpage Examples – Campus-based Military Liaison

Military Family Liaison

Military Family Liaisons are recognized as one of the strongest supports for addressing the social and emotional needs of military parents, families, and military-connected students. They support military families with integration into school, coordinate military-connected professional development opportunities for staff, and provide military families guidance and information to district, community, and military resources.

The Military Family Liasons for Fair Oaks Ranch Elementary are Marisa Perez and Ashley Maytum.

Marisa Perez

Fair Oaks Ranch Registrar
(830) 357-4806

[EMAIL MS. PEREZ](#)

Ashley Maytum

Fair Oaks Ranch Counselor
(830) 357-4807

[EMAIL MS. MAYTUM](#)

Student Ambassador Program

The MFL's major duties and responsibilities include:

- Helps to integrate military-connected students into the campus.
- Advises the Student
- Coordinates with the Ambassador program with transition for military-connected students and their families.
- Communicates with principal, teachers, students and parents upon arrival of a military family.
- Interact with students on campus.
- Advocates and provides program information and support to military families.



Scarborough Elementary School Military Family Liaison

Kelli Theriot

Professional School Counselor

Email: kelli.theriot@nisd.net

Phone: (210) 397-8026

Duties: Help answer questions about services and connect you to organizations and/or programs that will help your family.

Campus Military Liaison

Hi military families! As campus military liaison, I am here to serve as a point of contact and resource for all military families.

I assist military students with:

- new student transition program
- campus life
- effectively coding military students
- access to clubs, athletics, and resources

English Learner Language Arts (ELLA)

Teacher Bio

Hi! I am Ms. Dobbins and I am the English Second Language (ESL) teacher and Campus Military Liaison at Berry Miller Junior High. I grew up in Corpus Christi, TX. I love teaching and am excited to start the 2022-2023 school year.

University/College



B.S. Kinesiology - Sports Business



M.Ed. Educational Administration



Contact Info

- Email: dobbinsj@pearlandisd.org
- School Phone: (281) 997-3900

Criteria 3



PSCD Criteria 3: Maintain a campus transition program

Part III: Campus Transition Program

- ❑ Introductions to the school environment and school processes by the campus-based military liaison or by peer-led student leaders or ambassadors to provide new military-connected students.
- ❑ Any peer-led student leaders or ambassadors should be supported or sponsored by a campus-based staff member such as:
 - The campus-based military liaison.
 - A campus counselor.
 - A teacher.
 - A campus administrator such as a principal or an assistant principal.
 - Another staff member who supports highly mobile students.
- ❑ Any peer-led student leaders or ambassadors should participate in the following activities:
 - Organize and host newcomer social events throughout the school year that give military-connected students and families an opportunity to learn about campus culture, processes, and the community.
 - Provide guided campus tours including the library, nurse's office, counseling office, gym, cafeteria, and other common areas.
 - Accompany the new student to lunch the first day or week of school.

A woman in a military uniform, including a camouflage jacket and a garrison cap, is seen from the back, hugging a young girl with long brown hair. The girl is wearing a white long-sleeved shirt. The woman has an American flag patch on her left sleeve. The background is a clear blue sky.

**A campus must demonstrate they
have an active campus transition
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.

The campus transition program must include: (per TAC, §61.1063)



Introductions to school environment and processes by **campus military liaison or student ambassador**



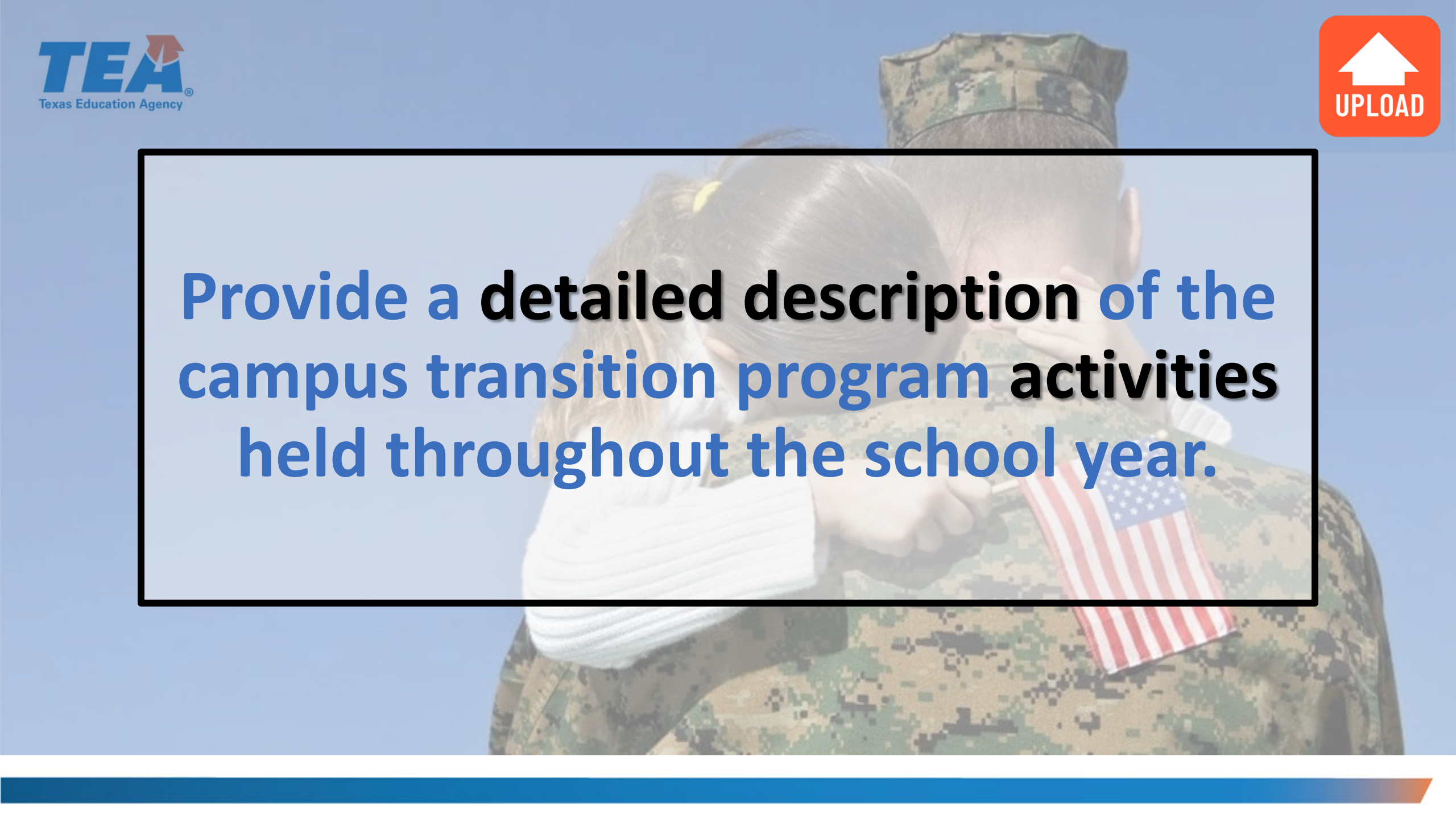
Organize and host newcomer social events **throughout the year**



Facilitate **guided tours** of the campus



Accompany **new students to lunch** the first week of school.

A background image showing a young girl with brown hair in a ponytail, wearing a white long-sleeved shirt, hugging a man in a military camouflage uniform. The man is wearing a matching camouflage cap. The girl is holding a small American flag in her hands. The scene is set against a clear blue sky.

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

Campus transition program activities

- Include **descriptions** of any campus transition 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 **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)

REMINDER: PSCD Application Rubric Guidance – Criteria 3

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Campus Transition Program	Developing	Satisfactory	Exemplary	Score
Narrative	The campus transition program does not introduce military-connected students to the school environment or does not ensure new students feel welcomed and included at the school.	The campus transition program introduces military-connected students to the school environment and ensures new students feel welcomed and included at the school.	The campus transition program goes above and beyond introducing military-connected students to the school environment and ensures new students feel welcomed and included at the school.	☐ Developing ☐ Satisfactory ☐ Exemplary
Documentation 	Documentation and short description do not align with the narrative or do not provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide strong evidence of the activities that occurred on campus.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Responses – Campus Transition Program Activities Description

Scarborough Elementary implements a comprehensive student-led transition program through its partnership with Anchored4Life, a military-funded, peer-to-peer support initiative designed to help students navigate transitions with confidence and resilience. The program is guided by the school counselors who serve as Anchored4Life advisors and support a team of trained student leaders. Together, they provide essential services that help meet the required components outlined in TAC §61.1063. When a new student enrolls, the school registrar promptly notifies the Anchored4Life advisors. Student team leaders then take the lead in welcoming the new student, introducing them to key parts of the school environment. A core responsibility of the student leaders is to provide personalized school tours for all new students. These tours are more than a walk around the building—they are tailored to introduce students to the school layout, routines, and culture. Student leaders point out key locations like classrooms, the cafeteria, gym, nurse's office, library, and counselor's office while sharing helpful tips about daily school life. During the guided campus tour, team leaders personally introduce new students to essential staff members such as the school nurse, counselors, librarian, and front office personnel. These introductions help new students feel connected, informed, and supported from their very first day. This peer-led approach creates a more relatable and less intimidating introduction for students. The Anchored4Life Club has a variety of kits full of resources to support skill development for youth experiencing changes such as being new to a school, moving away, deployment and reintegration. For example, welcome kits are given to each new student as part of the enrollment process. These kits include helpful resources such as a student journal, a family guidebook, a link to an online video addressing the type of change the student is experiencing at that time and a comfort item (i.e., stuffed bear, dog tags, focus coin, etc...). For sensitive issues such as grief and divorce, advisors hand out specialty kits, as needed. This combination of personal interaction and informational materials ensures new students receive both a warm welcome and the tools to understand how the school functions. Advisors and Anchored4Life team leaders often meet with newly enrolled students at lunch within their first month of their arrival to help them adjust to their new school. This informal but intentional gesture allows new students to feel included, ask questions in a relaxed setting, and start building friendships. Team leaders share information about lunchroom routines, playground expectations, and how to navigate school-wide procedures. These peer interactions are critical in helping new students feel at home more quickly, especially those who are military-connected and may have experienced frequent school changes. In addition, Scarborough Elementary School's Anchored4Life team coordinates informal social opportunities throughout the year to help new students feel more connected. While not labeled as formal "events," activities such as lunch meetings, bookmark/message distribution during campus spirit weeks, and the Military Kids Club gatherings serve as key opportunities for peer bonding. These gatherings give new students a chance to connect with peers, ask questions, and begin building relationships in a welcoming setting. The Anchored4Life team is exploring plans to add more structured newcomer social events in the upcoming year. In addition to required transition activities, Anchored4Life team leaders lead character-building efforts across campus. This year, students created and displayed positive character development quotes. Technology and various artistic mediums such as painting and coloring were used to create quotes. Displaying positive messages throughout campus on a daily basis helps to build and reinforce the school culture. Team Leaders also distributed inspirational bookmarks to reinforce kindness and inclusion during key events such as Bullying Awareness and Prevention Month and Random Acts of Kindness Week. These efforts contribute to a school culture that is supportive and empathetic—especially important for military-connected students who may be coping with transition-related stress. Team leaders also led Activity Groups—interactive lessons focused on social-emotional learning topics- and presented topics such as "How to Show Kindness" and "What is an Everyday Hero?" These lessons were delivered after school during Military Kids Club sessions, to their own classrooms, and to kindergarten classes. Team leaders rehearsed during bi-weekly meetings to make sure the lessons ran smoothly. The materials used for these lessons were ideas found through online research and the lesson bank from the Anchored4Life website. Military-connected students benefit greatly from this structured, student-led support system. The program fosters a sense of belonging, builds resilience, and helps reduce the emotional burden of frequent moves. By seeing peers take leadership in welcoming them and supporting their transitions, military students are more likely to feel included, confident, and emotionally safe during their first days and weeks at Scarborough Elementary.

Example Responses – Campus Transition Program Activities Description B

At Texas Online Preparatory School (TOPS), we are committed to ensuring a smooth and supportive transition for every new student. We onboard a new cohort of students almost every other week, all school year. Before students' first day, students and families receive a Welcome Newsletter outlining the essential steps to get started. This includes instructions on how to set up their technology, log in to learning platforms, and prepare for the first day of online school. The newsletter also includes a calendar of events for the school year, highlighting both in-person outings and virtual activities, as well as an invitation for parents to attend live Q&A sessions with our Community Engagement Specialist. These sessions occur during the first week of each new cohort. Before students begin classes, school counselors carefully review each student's incoming academic records to ensure proper course placement. They personally reach out to welcome new students and families, explain the course selection process, and answer any questions related to academic planning. Teachers are provided with a list of incoming students before each cohort start date, which occurs roughly every other Wednesday throughout the school year. Homeroom teachers make personal welcome calls to each new student to ensure they are fully prepared. These calls cover key topics such as confirming internet and technology access, setting up a productive workspace, understanding their class schedule, navigating asynchronous coursework, and attending live class sessions. Every new student is also invited to attend a mandatory orientation session. These sessions are held live and guide students through all aspects of online learning at TOPS. Orientation covers the use of our primary learning platforms (OLS, OMS, and Classkick), expectations for attendance and participation, how to access support, and how to succeed in both synchronous and asynchronous environments. Students are also introduced to key staff members, including teachers, advisors, and counselors. They also meet the student council who is there to answer questions peer-to-peer. To further support families, we maintain a robust video library on our YouTube channel. During a student's first week, we send parents targeted videos that address immediate needs such as logging in, setting time zones, and introductions to administrators, teachers, and counselors. As the school year progresses, we continue to release timely videos addressing relevant topics, including checking student grades, STAAR and other testing requirements, preparing for the end of the academic quarter, supporting social-emotional well-being in a virtual setting, and navigating frequently asked questions. As the Campus Military Liaison, I personally welcome every military-connected student in each new cohort. I introduce myself, explain my role, and invite them to join our Military-Connected Student Social Hour, where they can meet peers and begin to build their peer-to-peer community. I also assist with connecting each new student with a club or Career and Technical Student Organization they'd be interested, again to help foster their peer-to-peer relationships right from the first week they're enrolled with us. And I'm always available to answer any questions our military-connected students may have during their initial transition, or at any point throughout the school year. Upon enrollment, military-connected students receive a needs assessment survey and are added to our distribution list for a regularly updated Smore newsletter featuring valuable resources and announcements. These students are introduced to key staff members and are given a detailed walkthrough of our online systems. In addition, the K12 Zone, our virtual school grounds, includes a dedicated space where military-connected students can connect, communicate, and access ongoing support.

Military-connected students are introduced to the campus both at the beginning and throughout the year. At the beginning of the year, any new military-connected students are invited to attend Bobcat camp. This camp is lead by current 8th grade campus ambassadors, who provide guided tours of the school and explain campus procedures. Though out the year, I work with the registrar to ensure newly enrolled military-connected students are given a tour of the school by a campus ambassador. The campus ambassador follows a check list including showing the military-connected students their classes, introducing them to their campus counselor and assistant principal, and explaining campus procedures (how to get an ID, lunch...). The campus ambassador also will accompany the student to Bobcat Hour. This hour includes lunch, tutoring, and a variety of clubs.

Criteria 4



Part IV: Military Initiatives

A campus must offer at least one of the following military initiatives:

- ☐ A resolution showing support for military-connected students and families
- ☐ Participation in the Month of the Military Child or Veteran and Military Family Month
- ☐ Partnership with the local installation school liaison to encourage and provide opportunities for active duty military members to volunteer in the local schools, speak at a school assembly, or host a school field trip.

Sharyland ISD Board Approved Resolution

Sharyland ISD Board of Trustees Resolution for the Support of Military Children and Families through the Purple Heart Campus Designation

WHEREAS, our country owes the daily freedoms to the members of our military, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength, and character of military-connected students and families in Sharyland ISD schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of Sharyland ISD schools affirms their commitment to providing the resources and programs to support military-connected students academically, socially, and emotionally; and

WHEREAS, the School Board of Sharyland ISD calls for the continued creation of opportunities for military families and community members to purposely partner with Pioneer High School in supporting student achievement, aspirations, and social-emotional development.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of Sharyland ISD schools officially supports all military children and families; and be it

FURTHER RESOLVED: That the School Board of Sharyland ISD schools encourages Pioneer High School be designated as a Purple Star Campus to support military families, ensure a smooth transition, address their needs, and support academic and social-emotional success; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes.


Sharyland ISD Board President
Maritza Venecia
4/2/25
Date


Sharyland ISD Board Vice President
Hector Rivera
4/2/25
Date

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.

Although campuses may select all 3, only ONE is required.

REMINDER: PSCD Application Rubric Guidance – Criteria 4

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Military Initiative	Developing	Satisfactory	Exemplary	Score
Narrative	The school military initiative does not show support of military-connected students and families or does not engage with the military installation. It is unclear whether the activities have a positive impact on military-connected students.	The school military initiative shows support of military-connected students and families and/or engages with the military installation. The activities have a positive impact on military-connected students.	The school military initiative shows support of military-connected students and families by actively recognizing their experiences and engaging with the military installation . The activities have a significant impact on military-connected students.	☐ Developing ☐ Satisfactory ☐ Exemplary
Documentation 	Documentation and short description do not align with the narrative or do not provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide robust evidence of the activities that occurred on campus.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Responses – If you selected RESOLUTION:

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

At Fair Oaks Ranch Elementary, our Resolution to Declare Commitment to Military Families is more than a written promise—it's a reflection of our daily efforts to support, honor, and uplift our military-connected students and their families. This resolution recognizes the sacrifices made by military families and the unique challenges their children face, particularly with frequent relocations and adjusting to new school environments. We take this commitment seriously by making sure every military-connected student feels welcomed, supported, and valued from day one. When a student enrolls, we work with the registrar to provide a welcome bag and assign both a student ambassador and classroom buddy. These student leaders offer a tour of the campus, explain daily routines, and join the new student for lunch during the first week to help ease the transition. The school counselor follows up during the first few weeks to check in and offer any needed support. When a military student is preparing to leave, the counselor also meets with them, and, if they'd like, arranges a farewell lunch with friends. We show our appreciation for military families throughout the year with events like Purple Up! Day, Month of the Military Child celebrations, Veterans Day programs, and CCMR Week military presentations. These events help students feel seen and appreciated while also building awareness across our campus. We also collaborate with military support organizations and community partners to ensure families have access to helpful resources. Our campus military liaison serves as the main point of contact, helping families feel connected and supported throughout their time at FORES. And we're always learning. We seek feedback from students, parents, and staff to make sure our programs stay meaningful and responsive. Supporting military families is part of our school culture—and something we're proud to do every single day.

The resolution adopted on March 31, 2025, by PSJA Memorial Early College High School affirms the campus's unwavering commitment to supporting military-connected students and their families. It acknowledges the unique challenges these students face—such as frequent relocations, parental deployment, and reintegration—and commits to creating a supportive, inclusive, and empowering school environment where military-connected students can thrive academically, socially, and emotionally. Fulfilling the Commitments in the Resolution 1. Creating a Welcoming and Inclusive Environment • Implementation: Military-connected students are welcomed through our campus student-led transition program, which includes guided tours, social mixers, lunch buddy assignments, and peer mentoring. • Impact: These efforts reduce the emotional burden of school transitions and foster a sense of belonging for new students, especially those arriving mid-year. 2. Academic and Emotional Support • Implementation: Faculty and staff receive professional development on trauma-informed practices and supporting high-mobility populations. The campus military liaison collaborates with counselors and interventionists to monitor and support academic performance and mental wellness. • Impact: Military-connected students benefit from early identification of academic or emotional needs and timely interventions that support their overall success. 3. Dedicated Campus Webpage • Implementation: Under the leadership of Campus Military Liaison Dr. Gina Saenz, the school has developed a dedicated military-connected families webpage. This page includes resources on: o Enrollment and records transfer o Counseling and mental health services o College and career planning o Military family-specific supports and contacts • Impact: The webpage serves as a centralized and accessible hub for military families, ensuring they can easily find support and guidance throughout their time at PSJA Memorial. 4. Community Engagement and Awareness • Implementation: The campus promotes student and staff involvement in military family awareness events and encourages community support through partnerships with ROTC, Student Council, and other student-led groups. • Impact: These activities reinforce a culture of respect and gratitude, while empowering students to become advocates for their peers from military backgrounds. PSJA Memorial Early College High School actively upholds the values expressed in the Resolution in Support of Military-Connected Students and Families. Through intentional planning, staff training, peer-led programs, and accessible resources, the school demonstrates a campus-wide commitment to ensuring military-connected students and their families feel supported, welcomed, and valued every day.

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.

In recognition of Military Family Appreciation Month this past November, TOPS HS hosted meaningful events across the state to honor the service and sacrifice of our nation's military families. On November 11th, students, families, and staff gathered simultaneously at different locations throughout Texas—including Houston, Pearland, College Station, and other cities—to participate in community activities such as card-making, attending local parades, and visiting memorials dedicated to servicemen and women. These events provided a heartfelt opportunity for students to learn about and show appreciation for those who serve in the U.S. Armed Forces. In addition to in-person events, we held a virtual celebration on November 21, 2024, where students and staff came together face-to-face online to engage in interactive games, share stories, and participate in a special salute honoring both current service members and veterans. This virtual gathering allowed our school community from across the state to connect and celebrate the unique lifestyle and sacrifices of military families. Although April is one of our busiest months due to statewide STAAR testing, we remained committed to recognizing the Month of the Military Child. On April 15, 2025, our students and staff showed their support by wearing purple—symbolizing all branches of the military—to their respective testing sites in honor of Purple Up Day. Throughout both November and April, the K12 Zone, our virtual school grounds, as transformed with themed signage, interactive messaging, and digital activities designed to educate and engage students around the contributions of military families. Examples included military-themed trivia games, virtual bulletin boards filled with student-created thank-you cards, and spotlights on students from military households. Additionally, we amplified our outreach through social media campaigns, sharing posts throughout both months to build awareness and foster a sense of unity and gratitude for military families within our school community during both November and April.

During “The Month of the Military Child”, Scarborough Elementary hosted a series of celebratory campus-wide events that honored our military connected-students and their families. During our school’s character awards ceremony in April, military students were asked to stand and be formally recognized for their service in support of their parents and family members. This public recognition served to elevate their role in the school community and honor the challenges they face due to deployments, frequent moves, and other military-related transitions. Led by the military liaison, Mrs. Theriot, the school community embraced MOMC and Purple Up days. Mrs. Theriot ordered campus Purple Up t-shirts for students and staff to wear every Wednesday throughout the month of April including Purple Up Day, April 15th. This weekly celebration kept the focus on military-connected students consistent throughout the month, reinforcing a sense of pride and solidarity. In collaboration with families, Mrs. Theriot sent letters home with students that included an information sheet that highlighted students and their military family member(s). These informational sheets were returned to Mrs. Theriot to be included on our campus wall display entitled, “Month of the Military Child”. Our students and staff enjoyed looking at the family photos and reading about students’ experiences. Our military liaison also organized a Purple Up Breakfast that specifically celebrated military-connected students and their families. The breakfast included interactive table-top activities to encourage family bonding and conversation and a photo backdrop to capture memories of the morning. During our April Military Kids Club meeting, students made Purple Up bracelets and keychains and engaged in a variety of themed activities celebrating this special month. Our Anchored4Life team leaders also made Purple Up bracelets to be handed out during our Purple Up Breakfast. To raise awareness across the entire student body, information about Purple Up Day and The Month of the Military Child was announced during our school-wide morning broadcast. These messages shared facts about military life and highlighted the importance of honoring military-connected students. During guidance lessons, the counselors discussed The Month of the Military Child where they introduced students to the significance of MOMC, discussed the challenges and strengths of military children, and distributed purple hearts to be decorated by students and added to the school’s “The Month of the Military Child” wall display. This activity not only included all students in honoring their military-connected peers, but also contributed to a school culture of empathy and understanding. These MOMC initiatives had a powerful impact on our military-connected students. They felt seen, valued, and celebrated by their peers, teachers, and the entire school community. Events like the Purple Up Breakfast and the wall display gave students and their families opportunities to reflect on and share their experiences, while student-led initiatives promoted leadership and connection among peers. Overall, MOMC created an inclusive environment that uplifted military-connected students and enhanced school-wide appreciation for their unique contributions and challenges.

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.

At Fair Oaks Ranch Elementary, we've built a strong and consistent partnership with our installations' School Liaison offices. We stay in regular contact throughout the year to make sure we're supporting our military-connected students and families as best we can. When new military families enroll, we provide them with a brochure that includes helpful information—like contact details for the School Liaison—so they know where to turn for support and resources right away. We also brought in active duty military members during College, Career, and Military Readiness (CCMR) Week to speak to our students. These presentations gave students a chance to learn about different branches of the military, hear about real-life experiences, and explore military careers. It was a great way to highlight service and leadership, and it really helped our military-connected students feel recognized and supported. Overall, these efforts made a big difference. Military families felt welcomed and informed, and students got to see their experiences reflected and valued in our school community.

Adopt a Unit—20th Engineers Battalion: As part of the initiative, the 20th Engineers Battalion partnered with Killeen ISD schools. Soldiers volunteered on campuses, interacting with students and assisting in school activities, fostering stronger civilian-military community bonds. **Military and Family Life Counselor (MFLC) Resource Tables:** At key events throughout the month, MFLCs provided tables offering resources, support materials, and information to military families, ensuring that both students and parents had ready access to counseling and assistance services. School Liaison office provided Youth Sponsorship training to military liaisons at the start of the year. They also help us organize events with out Adopt a Unit.

On February 27th, our campus hosted a successful Career Day event, welcoming representatives from the Army National Guard to speak with students about career opportunities, leadership development, and service pathways. This engaging experience not only broadened our students' understanding of future possibilities, but also supported our ongoing commitment to military-connected students. In addition, we invited 1LT Michael Esquivel from Texas A&M International University to our Military Child Celebration Breakfast to share benefits of joining the Army during college and took time to speak with students about their family's military experiences, personal interests, and future higher education goals. Through this event and experience, military-connected students were able to build trust and connect with someone they feel relatable to. 1LT Michael Esquivel also served as a role model, inspiration, and a source of information to some of our military-connected students who are looking forward to following a military career path. Overall, our goal was to foster a supportive school culture for our military-connected students.



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.

REMINDER: PSCD Application Rubric Guidance – Evidence 1

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Professional Development	Developing	Satisfactory	Exemplary	Score
Narrative: The campus-based military liaison must provide or coordinate professional development opportunities for staff members on issues related to military-connected students.	The military liaison does not facilitate professional development for campus staff on issues related to military- connected students.	The military liaison facilitates professional development for campus staff on issues related to military-connected students.	The military liaison regularly facilitates professional development for campus staff on issues related to military-connected students and acts as a resource to campus staff.	☐ Developing ☐ Satisfactory ☐ Exemplary
Documentation: The application must clearly provide evidence demonstrating that the designation requirement has occurred.	Documentation does not align with the narrative or does not provide a clear picture of the activities that occurred on campus.	Documentation aligns with the narrative and provides a clear picture of the professional development that occurred on campus.	Documentation aligns with the narrative and provides robust evidence of the professional development delivered to 70% of campus staff .	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Description of Evidence: Facilitated PD

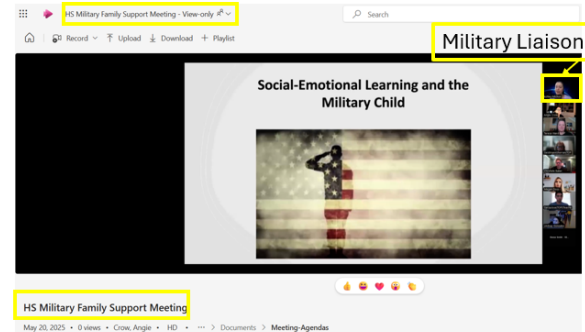


 UPLOAD

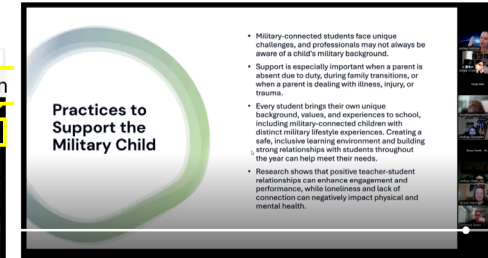
Facilitated Professional Development (PD)

Military-Connected Students and their Unique Needs-Annual PD/Training

- March 21, 2025
- Staff meeting via Zoom, since we are a virtual school campus and teachers are located throughout the entire state of TX.
- Campus Military Liaison introduction to the high school staff members.
- Introduced the Purple Star designation and what it means to the staff.
- Military Liaison described goals and current efforts already in place to support military-connected students.
- Military liaison described who military-connected students are and covered how teachers can support the SEL needs of this unique population.



Description of Facilitated PD

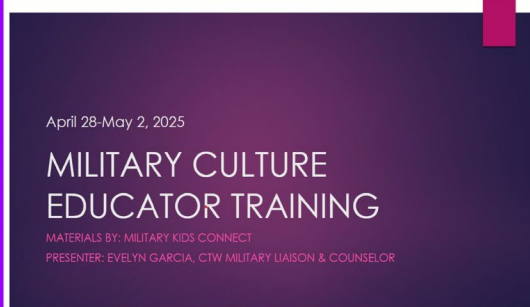


- Here were some of the best practices that were shared during the PD presentation given by the High School military liaison to the school staff. This presentation was based on the MCEC training titled, *Social Emotional Learning and the Military Child*. The military liaison is certified in this training.

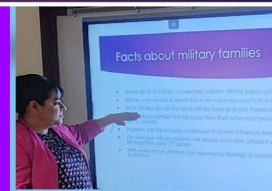


Facilitated Professional Development (PD)

Counseling Military Connected Training - 4/28-5/2	
Pre-K (3 Teachers)	Speed (7 Teachers)
Rosalia Barba (DL) 113-115	Araceli Cabrera 304
Rocio Martinez (Mono) 116	Kourtney Edwards (BAC) 202/204
Elizabeth Rivera (DL) 114	Patricia Jaques (PK Collab) 113-115
Kinder (4 Teachers)	
Elizabeth Castro (DL) (English) 119	Guadalupe Medina 401
Ana Moriel (DL) (Spanish) 117	Victoria Morales (ASC) 307
Ashley Mata (Mono) 128	Genesis Moreno 304
Zulma Rodela (Mono) 118	Reginaldo Sifuentes 306
1st Grade (4 Teachers)	Special Programs (4 Teachers)
Heather Chavez (DL) (Spanish) 112	Dayana Diaz (PE)
Araceli Montalvo (DL) (English) 111	Marcos Flores (PE)
Kristen Perez (Mono) 109	Brandon Gamboa (Music)
Andrea Ruiz (Mono) 107	Suzanne Ritchey (L.Arian)
2nd Grade (5 Teachers)	Aides (11)
Maribel De Santiago (Mono) 105	Ana Baca (BAC) 202
Patricia Hernandez (Mono) 103	Melissa Duran (Inst. Aide/Science)
Lisset Rios (DL) (Spanish) 104	Vacancy (PK Collab-Berra) 113/115
Priscilla Simental (DL) (TT) (Co-Teach) 106	Lillian Farman (PK/Rivera) 114
Ana Soto (DL) (English) 101	Sonia Garcia (PK/Martinez) 116
3rd Grade (5 Teachers)	Monica Magos (PE)
Janelle Ayala (DL) (English) 410	Julie Medrano (BAC) 202
Silvia Elias (DL) (Spanish) 413	Edwardo Pineda (SP/ED)
Mariela Gutierrez (Mono) 409	Errika Espinoza (ASC) 307
Natasha Vacant (Mono) (Co-Teach) 408	Annette Reyes (PK Collab-Jaquen) 113-115
Adriana Villaseor (DL) (TT) (Co-Teach) 411	Laura Torres (Technology) 302
	Teacher Residents
	Kiara Diaz (3rd-4th) 410
	Samantha Sanchez (2nd-3rd) 413
4th Grade (6 Teachers)	Curriculum Coaches (2)
Hermila Beck (DL) (Spanish) 418	Brenda Lopez (Math/Sci) 211
Josephine Chavez (DL) (TT) (Co-Teach) 421	Priscilla Medina (ELA/PS) 211
Daniel Fernandez (Mono) 417	Counselors (4)
Patricia Mora (DL) (English) 420	Janet Chang (Stronger Connections) 206
Ashley Ornelas (Mono) 416	Errika Espinoza (ASC) 307
Robina Rodela (Mono) (Co-Teach) 419	Teresa Pata (LPC) 205
5th Grade (5 Teachers)	Special Ed Services (10)
Yvonne Chavez (Mono) (Co-Teach) 405	Christina Deal (SP/EL) P1
Melina Lemos (DL) (English) 402	Gloria Dwyer (Dyslexia) 207
Lizette Pineda (DL) (TT) (Co-Teach) 406	Sonia Galvan (SP/EL Counsellor) P1
Karin Ramos (Mono) 403	Rosa Gandara (Diagnostician) P1
Lourdes Reyes (DL) (Spanish) 404	Sylvia Maldonado (Diagnostician) P4
Kari Sosa (Bere) 405	Rosaura Quintanilla (Diagnostician) P01
Administration (3)	Nancy Padilla (CI) P2
Daisy Garcia	Yvette Ruiz (Spanish) P2
Gabriela Gutierrez	Frances Amy Sanchez (AI) P2
Elizabeth Montero	



Faculty and Staff
PD April 28-May 2,
2025



Description of Facilitated PD

- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)
- At Carroll T. Welch Elementary we held one professional development for our campus staff.
- Date: April 28-May 2, 2025
- Time: During Teacher PLC Times (8:30 AM- 2:30 PM)
- Location: CTW Campus Curriculum Coach Meeting Room
- Presenter: Evelyn Garcia, CTW School Counselor and Campus Military Liaison
- Topic: Military Culture Education Training
- Learning Objective:
 - The objective of this staff professional development is to identify military students at Carroll T. Welch Elementary and understand the unique challenges military students face. Lastly, supports were provided to staff and teachers to help our military students with social and emotional learning and academic success. Goals of the training targeted:
 - Identify unique aspects of military culture and military connected youth
 - Know the different types of military transitions and their impacts
 - Identify how military connected youth are resilient
 - Identify how to support the social and emotional needs of military connected youth
 - Identify learning based activities that support military connected youth that can be built into classroom curriculum
- A copy of the professional development intro slide and sign in sheet are on slide 4 in this evidence file. A photo is provided on slide 5.

**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

REMINDER: PSCD Application Rubric Guidance – Evidence 2

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Campus Transition Program	Developing	Satisfactory	Exemplary	Score
Narrative	The campus transition program does not introduce military-connected students to the school environment or does not ensure new students feel welcomed and included at the school.	The campus transition program introduces military-connected students to the school environment and ensures new students feel welcomed and included at the school.	The campus transition program goes above and beyond introducing military-connected students to the school environment and ensures new students feel welcomed and included at the school.	☐ Developing ☐ Satisfactory ☐ Exemplary
Documentation 	Documentation and short description do not align with the narrative or do not provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide strong evidence of the activities that occurred on campus.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Description of Evidence: Campus Transition Program Activities



Campus Transition Program Activity



Orientation for New Students

- We onboard a new cohort of students every other week.
- For every new cohort of students who enroll in TOPS High School there is a required orientation that's held virtually.
- Peer-to-peer connection: At orientation, new military-connected students are invited to a social time group just for them. During this group time, new students can chat with current students and ask even more questions about school, as needed.
- They can also connect with each other as peers in the K12 Zone.



Description of Campus Transition Program Activity



- At the military-specific virtual social time, students can ask their peers questions about school. We welcome new students to the group. Students can also chat and just check-in with each other.
- Introducing students at orientation and then inviting them to the military-specific social time, as well as other clubs, helps welcome military-connected students and allows for peer-to-peer connections to be made and new friendships to form.
- Orientation is held every time there is a new student cohort (about every other week throughout the school year), and the social times are monthly. Other clubs are held monthly as well, but times do not conflict with the military-connected student social hours.



Campus Transition Program Activity



Student Ambassadors & Family Night at Feeder High School

Description of Campus Transition Program Activity



- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)
 - Description: CTW student ambassadors shown on slide 7 are key to welcoming new students throughout the school to our campus. This is a peer to peer transition program designed to help the new military child feel more comfortable and ease the time in which it takes to integrate in to our school community. Students eat lunch together for a week to help build relationships.
 - When: Throughout School Year As Students Enroll
 - Take Away: Goodie Bag with Pencils, Candies, Treats (shown on slide 7)
 - Where: On campus tours are provided to give new students overview of cafeteria, nurses office, gym, restrooms, office, classroom(s), common areas, music room, etc.
 - Impact: The new student feels welcomed, safe and supported as they transition to our campus.

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

REMINDER: PSCD Application Rubric Guidance – Evidence 3

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

Military Initiative	Developing	Satisfactory	Exemplary	Score
Narrative	The school military initiative does not show support of military-connected students and families or does not engage with the military installation. It is unclear whether the activities have a positive impact on military-connected students.	The school military initiative shows support of military-connected students and families and/or engages with the military installation. The activities have a positive impact on military-connected students.	The school military initiative shows support of military-connected students and families by actively recognizing their experiences and engaging with the military installation . The activities have a significant impact on military-connected students.	☐ Developing ☐ Satisfactory ☐ Exemplary
Documentation 	Documentation and short description do not align with the narrative or do not provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide a clear picture of the activities that occurred on campus.	Documentation and short description align with the narrative and provide robust evidence of the activities that occurred on campus.	☐ Developing ☐ Satisfactory ☐ Exemplary

Example Description of Evidence: Military Initiatives

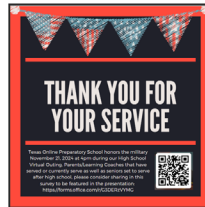


Participation in Military-Connected Initiatives



November Military Family Appreciation Month

- In November, recognition was given to Military Families, as well as Veterans. Students and staff members thanked them for their service. This was done both virtually and in-person. Students were invited to specific locations around the state to meet up together to write thank you notes to servicemembers, attend Veteran Day parades, and to visit memorial sites of significance.
- The impact of this helped military-connected students feel recognized for being a part of their military family. It was also significant that students were able to recognize Veterans and their service.



Military Family Appreciation Month celebrations, both in person and virtual



PSJA Memorial Early College High School
Pharr-San Juan-Alamo ISD
Dr. Raquel Garcia, Principal

March 31, 2025

Resolution in Support of Military-Connected Students and Families

Our nation is deeply indebted to the brave men and women of the Armed Forces, along with their families and loved ones, who sacrifice daily to protect our freedoms. Their unwavering dedication and service deserve recognition and appreciation.

Military-connected students and their families face unique challenges, including frequent relocations, deployments, and reintegration. Despite these obstacles, they display extraordinary resilience, adaptability, and strength. At PSJA Memorial Early College High School, we are committed to ensuring that these students receive the support and resources needed to thrive academically, socially, and emotionally.

As a campus, we honor the contributions of military families by fostering a welcoming and inclusive environment where they feel valued and supported. Our faculty and staff work to provide essential academic assistance and emotional support to help these students navigate their educational journey successfully.

To further honor their sacrifices, PSJA Memorial Early College High School proudly designates April as the Month of the Military Child. During this time, we make a special effort to celebrate military families and pay tribute to the strength, resilience, and contributions of military children.

Additionally, we are developing a dedicated campus webpage for military families, which will provide relevant resources for military-connected students and their families. This webpage will include information on relocation, enrollment and registration, academic planning, as well as counseling and support services. Led by our Campus Based Military Liaison, Dr. Gina Saez, this initiative aims to ensure that military families have easy access to the assistance and guidance they need for a smooth transition and continued success at our school.

We encourage all staff, students, and community members to take part in activities and initiatives that support and honor military families. Their sacrifices should never go unnoticed, and it is our responsibility to ensure they feel appreciated and empowered.

Raquel Garcia
Principal
PSJA Memorial Early College High School

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It is the policy of Pharr-San Juan-Alamo ISD not to discriminate on the basis of race, ethnicity, sex, color, religion, national origin, or age.



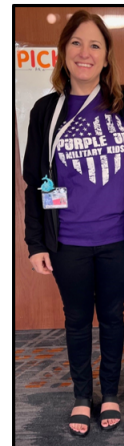
20th Engineer Battalion – Adopt a Unit

Description of Participation in Military-Connected Initiatives



April Month of the Military Child & Purple Up Day

- Celebrations for Month of the Military Child and Purple Up day were held at TOPS High School both virtually and in-person.
- For the Month of the Military Child, military-connected students were recognized in multiple ways. Students and staff made sure to dress up in purple as they interacted with students either virtually or in-person.
- This impacted military-connected students by making them feel recognized. They feel proud to be in a military family and they enjoyed letting others see how they feel.



High School Principal

Description of Participation in Military-Connected Initiatives



- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)**
- In April 2025, Killeen Independent School District (Killeen ISD) formally recognized the Month of the Military Child through the adoption of a district-wide resolution. This resolution honored and celebrated the resilience, strength, and sacrifices of military-connected students and their families.
- Throughout the month, Killeen ISD organized and implemented a series of impactful events and activities:
 - Theme Week (April 14–17, 2025):** Students and staff participated in a designated theme each day, designed to foster school spirit and highlight the unique experiences of military children. Photographic evidence includes collages capturing widespread participation by both students and staff across multiple campuses, demonstrating enthusiastic engagement.
 - Bulletin Boards Created by Military Students:** Schools displayed bulletin boards curated and designed by military-connected students. These boards showcased personal stories, art, and tributes, allowing military students to share their experiences and promote understanding within the wider student body.
 - Picture Collages of Themed Days:** Detailed photo documentation was compiled into collages representing each themed day, emphasizing high levels of participation and school-wide support for military families.
 - Adopt a Unit—20th Engineers Battalion:** As part of the initiative, the 20th Engineers Battalion partnered with Killeen ISD schools. Soldiers volunteered on campuses, interacting with students and assisting in school activities, fostering stronger civilian-military community bonds.
 - Military and Family Life Counselor (MFLC) Resource Tables:** At key events throughout the month, MFLCs provided tables offering resources, support materials, and information to military families, ensuring that both students and parents had ready access to counseling and assistance services.
 - Bring Your Soldier to Lunch Event:** A signature event involved military students inviting their soldier parent or guardian to join them for lunch on campus. Heartwarming pictures captured moments of reunion and connection, underscoring the significant emotional impact of honoring military families within the school environment.
- Impact:** The events and activities throughout April 2025 had a profound impact on Killeen ISD's community. Military students reported feeling seen, valued, and supported. Civilian students gained a deeper appreciation for the challenges and strengths of their military-connected peers. The resolution and activities strengthened school climate, bolstered community relationships with Fort Cavazos and reaffirmed Killeen ISD's commitment to supporting military families.



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 tied in a ponytail with a yellow hair tie is pinning a small American flag onto the back of a soldier. The soldier is wearing a camouflage uniform and a matching garrison cap. The background is a clear blue sky. The entire scene is framed by a black border.

**You have now completed
the 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.

Visit our Military Webpage to learn more!



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Website: tea.texas.gov/mil