JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: October 15, 2026

Submitted By: Dr. Lacey Gosch
Title: Chief of Staff Support Services

Agenda Item: Consider and take action regarding approving the 2026-2027 District Improvement Plan and annual performance objectives pursuant to Texas Education Code § 11.252.

CONSENT ITEM

RECOMMENDATION:

That the Board of Trustees approve the 2026-2027 District Improvement Plan and annual performance objectives pursuant to Texas Education Code § 11.252.

IMPACT/RATIONALE:

Under the Texas Education Code § 11.252, Texas Public School are must develop, evaluate, and revise a District Improvement Plan (DIP) annually to improve student performance, achieve state standards, and align district goals. The District Improvement Plan formalizes an operational roadmap required to achieve the Board's multi-year strategic goals. The DIP incorporates a Comprehensive Needs Assessment and is designed to align district resources, federal and state grant applications, professional development, academic achievement, budgetary needs, and operational priorities. The approval of the plan establishes clear and measurable standards for the district to monitor progress toward the achievement of District/Board Goals.

BOARD ACTION REQUESTED:

Approval/Disapproval

Judson Independent School District

Accountability Rating: C

2026-2027 District Improvement Plan

Public Presentation Date:
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Mission Statement

Judson ISD partners with families and the community to educate, empower, and support every student to become lifelong learners, preparing them for a future as confident contributors to their communities.

Vision

Judson ISD, driven by purpose, focused on the future.

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Comprehensive Needs Assessment

Demographics

Summary

Judson ISD Fall PEIMS enrollment (as of 1/22/2026) was 22,621, a decrease of almost 1,000 students (or just under 4%) from the 2024-2025 academic year. Demographics of our students remained relatively stable at 59% Hispanic/Latino, 21% Black/African-American, 2% Asian, 12% White, and 5% identifying as multi-racial or another race. Special Education and TAG student numbers both increased, with almost 4,800 students receiving Special Education services and over 1,800 being enrolled in TAG. The number of Emergent Bilingual, Bilingual, and ESL students decreased this year but still includes over 5,500 students. Over 80 languages other than English are spoken in Judson ISD homes.

The percentage of students considered by TEA to be At-Risk of dropping out increased again to over 73%, while almost 69% of students remain Economically Disadvantaged. Additionally, almost 400 students had been identified as Homeless, as of Snapshot.

Attendance and graduation rates show statistical improvement this academic year, in the third year of our state grant-funded truancy prevention program. The percent of students who are "chronically absent" fell from 25% in the 2023-2024 school year to just over 18% for 2024/2025 and further dropped to 13% this academic year. ADA has hovered at 93% this academic year, as well. Although official numbers are not yet available, an estimated 83.6% of seniors graduated with their 4-year cohort in 2026.

According to TEA, the demographics of the staff at Judson ISD do not reflect the demographics of our students. 39% of teachers are White, while 40% are Hispanic/Latino and 17% are Black/African-American. Approximately 3 out of 4 teachers are female. 70% of teachers in Judson ISD hold a Bachelor's degree, and 28% hold a Master's degree or higher. Approximately 4% of teachers are new to the profession, while 34% have 1-5 years of experience. Over 21% have between 6 and 10 years; 40% have over 11 years of experience.

Judson ISD ESSA Title I School-Wide program serves all elementary schools and Kirby STEM, Metzger Middle School and Woodlake Hills College Prep. Programming supports are determined by grade span and high to low rank of campus Eco Dis percentage per Eco Dis student. Judson ISD does not provide ESSA Title I Targeted Assistance Programming.

Title I Campus Allotments 2026-2027

School	Number	Enrollment	Free/Reduced & Income Verification	% Free & Reduced
CONVERSE EL	101	607	573	94.40%
SPRING MEADOWS CP	127	513	478	93.18%
PASCHALL EL	114	659	592	89.83%
HOPKINS EL	102	685	536	78.25%
WOODLAKE EL	107	572	438	76.57%
CANDLEWOOD STEM	126	439	328	74.72%
MILLER POINT EL	111	492	365	74.19%
HARTMAN EL	115	595	435	73.11%
SALINAS EL	116	591	402	68.02%
CRESTVIEW EL	106	533	360	67.54%
ESCONDIDO EL	123	655	432	65.95%
ELOLF EL	113	656	416	63.41%
COPPERFIELD EL	119	627	396	63.16%
MASTERS	117	685	426	62.19%
OLYMPIA EL	109	430	253	58.84%
SELMA EL	125	468	253	54.06%
WORTHAM OAKS EL	124	719	306	42.56%

Kirby STEM	047	665	595	89.47%
Metzger MS	044	826	602	72.88%
Woodlake Hills College Prep	048	841	611	72.65%

Strengths

Truancy and chronic absenteeism numbers continue to drop, and ADA continues to rise, indicating that students are coming to school and are in classrooms, ready to learn.

Judson ISD teachers bring a wealth of experience into the classroom, with more than 61% of teachers having more than 5 years of experience.

Middle school enrollment in 2025-2026 increased by almost 200 students and was the highest it has been since before 2023-2024.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Judson ISD still struggles to identify and implement services for special populations of students, including gifted and talented students.	For gifted and talented students, the G/T identification process results in students who perform at a high level academically more effectively than those students that have the potential of performing at a high level academically. This means that certain student groups such as economically disadvantages students and at-risk students are under-identified.
2 ★	Students, families, and the community have expressed a need related to student behavior and its effect on the overall culture and climate of JISD campuses, to include issues with conflict, classroom disruptions, and feeling of belonging.	Lack of student self-regulation, self-awareness, impulse control, and decision-making.
3 ★	On average, over 1,500 students are absent per day from Judson ISD campuses.	Transportation continues to be an issues for families; lack of parent engagement and support; and a decrease in prioritization of education... for students facing homelessness and economic instability, availability of basic necessities further impedes participation in academic pursuits.
4 ★	Judson ISD continues to experience high rates of identification of students with disabilities, resulting in increased demand for specialized instructional and related services that currently outpaces available staffing resources.	Because the number of students requiring special education services continues to grow faster than the district's ability to recruit, develop, and retain qualified staff, Judson ISD experiences staffing shortages that impact service delivery and support for students with disabilities.

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Student Learning

Summary

While only STAAR preliminary data available for the current school year, what is available indicates that approximately 70% of Judson ISD students passed RLA STAAR at their grade level standards, a slight increase over the previous year. Regarding Math STAAR scores, a majority of grade levels showed that between 50% and 70% of students scored "Approaching Grade Level" or higher. However, 7th grade showed to be significantly lower in the percentage of students passing, at 20%. Science scores decreased from the previous year, but 41% of 5th grade and 55% of 8th grade students passed STAAR at "Approaches Grade Level" or higher. A large majority of Biology students, 90% of students, passed STAAR at "Approaches Grade Level" or higher, while more than 60% attained "Meets Grade Level" or higher scores. Finally, more than 42% of 8th graders scored "Approaches Grade Level" or higher, while 93% of US History students passed at "Approaches Grade Level" and 65% scored "Meets Grade Level" or higher.

District-wide, CCMR rates for graduating seniors rose approximately 7% from the previous academic year, to 85%.

Judson ISD has a large number of students who speak a language other than English as their primary language. For 3rd-5th grade students who took the STAAR Spanish tests, 5th graders performed exceedingly well in Reading, surpassing the State and Regional averages by 11 percentage points. 3rd grade performed on par with the State and Regional averages at just above 60% of students passing at "Approaches Grade Level"; however, 4th grade performed slightly less, with almost half passing the STAAR Reading test. In math, again, 3rd and 5th grade saw approximately half of their students pass at "Approaches Grade Level", while 4th grade saw a lower percent, hovering just over 35%.

Strengths

Through vigorous efforts, CCMR rates rose to 85% this year - showing that Judson ISD graduates are ready to meet the challenging demands of an ever-changing world.

The percentage of Judson ISD students passing EOC Biology and US History EOC tests are comparable to those at the regional and state level - over 90% each, with approximately 2/3 of students achieving "Meets Grades Level" or above.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Judson ISD's percentage of students meeting CCMR criteria Class of 2024 graduates 76.1%, while increasing, is still below the State (81.8%) on the most recent TAPR report.	Inconsistant implementation of strong instructional practices used to prepare students for advanced couse work/testing. The district lags in CCMR including Industry Based Certification. College Ready 4% below Career & Military Ready 9% below
2 ★	Judson ISD still struggles to identify and implement services for special populations of students, including gifted and talented students.	For gifted and talented students, the G/T identification process results in students who perform at a high level academically more effectively than those students that have the potential of performing at a high level academically. This means that certain student groups such as economically disadvantages students and at-risk students are under-identified.
3 ★	Students, families, and the community have expressed a need related to student behavior and its effect on the overall culture and climate of JISD campuses, to include issues with conflict, classroom disruptions, and feeling of belonging.	Lack of student self-regulation, self-awareness, impulse control, and decision-making.
4 ★	Judson ISD continues to experience high rates of identification of students with disabilities, resulting in increased demand for specialized instructional and related services that currently outpaces available staffing resources.	Because the number of students requiring special education services continues to grow faster than the district's ability to recruit, develop, and retain qualified staff, Judson ISD experiences staffing shortages that impact service delivery and support for students with disabilities.
5 ★	The percentage of Judson ISD students at approaches grade level or above on RLA state and EOC assessments is lower than the state average but did increase from the previous year.	Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

6 ★

The percentage of Judson ISD students at approaches grade level or above on Math state and EOC assessments is lower than the state average and did not increase from the previous year.

Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

7 ★

The percentage of Judson ISD students at approaches grade level or above on Science state and EOC assessments is lower than the state average but did increase from the previous year.

Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

8

Judson ISD four year graduation rate (TAPR 2024 85.8%) is below the state average (TAPR 90.7%) and the JISD Dropout Rate Annual 9-12 3.1% and State 1.9%

Students face barriers to graduation, including rise in a mental health crises, incrased drug use, family and economic instability, lack of parent engagement and support, academic struggles, and a decrease in prioritzation of education.

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District Processes & Programs

Summary

Professional Development

- The C&I Department is providing and contracting ongoing training to campus Academic Leaders focusing on instructional practices and coaching. Due to the large turnover of Campus Leaders and understanding the role of effective instructional coaching, the Campus Leaders will revisit the instructional coaching cycle and the implementation process to better assist teachers in implementing effective Tier I instruction.

Communication

- Monday Message - sent via email every week to all JISD staff and Board members
- Monthly Memo - sent to all ERC staff and principals each week for distribution to staff
- JISD Facebook, LinkedIn, and other social media pages
- Truancy/Attendance - RaWee; Skyward notification; call-outs; parent forums; truancy court/hearings, Annual Parent Summit, BOY Attendance Summit (3 elementaries)

Support Services/Equity of Service

- Special Education services - JISD offers a multitude of Special Education services, serving over 4,800 students (over 21% of registered students) this academic year. The SPED department works to ensure parents are included in the process of identifying and serving students through Parents as Partners events and trainings on a variety of topics applicable to their families. Services are offered to students through a variety of settings, including in mainstream classrooms, self-contained classrooms, resource rooms, and homebound services.
- Accelerated services - TAG students are identified through referrals from parents, teachers, and other campus staff during a specific referral window. Over 1,800 students were identified and receiving services as of Snapshot in October 2025. Honors and AP classes are offered at middle and high schools with open enrollment for any student choosing to participate. Dual Credit is also offered once students have passed the TSI exam.
- Bilingual programs - When parents register their students with JISD, they fill out a Home Language Survey. If languages other than English are identified, students are tested at the campus, which determines whether they qualify for Emergent Bilingual. Parents are offered programming and can choose whether to participate or not.
- Alternative school schedules - JISD offers students the opportunity to participate in Optional Flexible School Day Programs that fit student schedules to encourage students to complete graduation requirements, including nights and weekends. Students are able to apply online, either directly or when referred by Student Support Services personnel. OFSDP is offered at Judson HS and Wagner HS, as online instruction offered through Edgenuity. JISD also offers Judson Learning Academy for nontraditional students and those needing evening or accelerated schedules.
- Fine Arts - JISD students participate in a wide variety of Fine Arts programs to include, Art, Music, Band, Theater, Dance, Orchestra.
- Early Childhood Transition - elementary schools will participate in transition activities in the Spring 2027 for families of PreK students to Kinder through after school parent/student events explaining Kinder readiness skills, early literacy and math tips to support at home,

Stakeholder Involvement

- District Site Based Committee (DSBC) - The DSBC meets quarterly to review and revise the district needs assessment, allowing all stakeholders a voice in current needs of the district. District staff, parents, and community members are invited and encouraged to participate.
- Camus Site Based Decision Making (SBDM) committees - Each campus has a SBDM that meets at least twice per year to discuss campus needs; review and revise the campus CNA, parent engagement policy, and school-family compact; and plan future activities. Required stakeholders include campus administration, teachers, non-teaching professionals, paraprofessionals, parents, community members, and students (in secondary schools).
- Parent Teacher Organizations (PTOs) - JISD campuses are increasing the facilitation of partnership between parents and staff through PTOs.
- Private Non-Profit Schools (PNPs) - JISD confers with area PNPs for issues related to Title I through an SSA with Region 20. Title I, II, IV, SPED support is provided through ongoing consultation with PNP schools within the JISD boundaries.

- Superintendent Student Advisory Council

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Judson ISD continues to experience high rates of identification of students with disabilities, resulting in increased demand for specialized instructional and related services that currently outpaces available staffing resources.	Because the number of students requiring special education services continues to grow faster than the district's ability to recruit, develop, and retain qualified staff, Judson ISD experiences staffing shortages that impact service delivery and support for students with disabilities.
2 ★	Judson ISD continues a high turnover of campus staff or new to the position, creating campuses with possible instability of systems.	High staff turnover attributed to decrease retention, increased workload, competing demands, inconsistent administrative support, and limited opportunities for professional growth and recognition for core and elective teachers . These factors contribute to decreased staff morale, job satisfaction, and organizational commitment. A review of exit data, staff feedback, working conditions is ongoing.

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Perceptions

Summary

Judson ISD has worked to improve district-wide perceptions, offering students, families, and staff multiple opportunities to voice opinions and request feedback from district leaders. In addition to the District Site Based Committee, JISD offers Board Advisory committees, the Employee Superintendent Advisory Committee, and the Special Education Parent Advisory Council. The Board and Cabinet have also hosted Town Hall meetings for parents and families, with conversation topics that include discipline, bullying, vaping, and more. Parents of 5th, 8th, and 11th graders are additionally offered the opportunity to complete the Panorama district feedback survey.

Staff retention fell during the academic year and rolling into the 2026-2027 academic year due to leadership instability, fear of losing jobs, consolidating campuses, and lower reported overall staff morale.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students, families, and the community have expressed a need related to student behavior and its effect on the overall culture and climate of JISD campuses, to include issues with conflict, classroom disruptions, and feeling of belonging.	Lack of student self-regulation, self-awareness, impulse control, and decision-making.
2 ★	Staff retention was lower this academic year than in previous years. TAPR District 21.5% State 18.8%	The district's elevated teacher turnover rate may be attributed to challenges in teacher retention related to workload demands, student behavior, inconsistent administrative support, and varying campus working conditions.

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Goals

Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1

☑ High Priority ☑ HB3 Goal

The number of JISD students receiving approaches on the RLA STAAR test will increase by 7%, the number of students receiving meets will increase by 4%, and the number of students receiving masters will increase by 3% by the end of the 2026-2027 academic year.

Evaluation Data Source: STAAR, EOC, NWEA Screeners (BOY, MOY, EOY) Unit Assessments

Strategy 1

Campuses will utilize assessment software that mirrors state writing assessment scoring criteria to evaluate student responses, provide targeted feedback, and strengthen instructional practices for Extended Constructed Responses (ECR) and Short Constructed Responses (SCR). Teachers will use assessment data to identify areas for improvement, guide targeted instruction, and monitor student progress toward proficiency on state assessments.

Strategy's Expected Result/Impact: Increased scores on STAAR and EOY screening

Staff Responsible for Monitoring: C&I Directors

Strategy 2

Provide professional learning and instructional support to increase the effective use of district-supported digital tools and resources that strengthen literacy instruction, accessibility, student engagement, and academic achievement.

Strategy's Expected Result/Impact: Teachers will effectively integrate district-supported digital resources into literacy instruction, resulting in increased student engagement, improved access to learning, and enhanced opportunities for reading achievement and academic growth.

Staff Responsible for Monitoring: Instructional Technology

Performance Objective 2

By June 2027, the percentage of Grade 3 students scoring Meets Grade Level or above on STAAR Reading will increase from 45% (2026) to 48%.

Evaluation Data Source: BOY, MOY, EOY, District/Campus Assessments, STAAR results

Strategy 1

Campuses will implement data-driven, standards-aligned RLA instruction in third grade, emphasizing reading comprehension, vocabulary development, fluency, and evidence-based responses to text. Teachers will utilize ongoing formative assessments, targeted small-group instruction, and differentiated interventions to address student learning gaps, monitor progress,

and improve student achievement on the Grade 3 RLA STAAR assessment.

Strategy's Expected Result/Impact: Increase student achievement on 3rd grade STAAR Reading

Staff Responsible for Monitoring: C&I, Campus Administration, Classroom Teachers, Instructional Support Staff

Performance Objective 3 ☑ High Priority

By June 2027, the percentage of students scoring Meets Grade Level or above on STAAR Math will increase from 37% (2026) to 40%.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

Campuses will implement data-driven, standards-aligned Math instructional materials (HQIM), emphasizing conceptual understanding, automaticity, and procedural fluency. Teachers will utilize ongoing formative assessments, targeted small-group instruction, and differentiated interventions to address student learning gaps, monitor progress to improve student achievement.

Strategy's Expected Result/Impact: Increase student achievement on STAAR Math

Staff Responsible for Monitoring: C&I Directors, Campus administrators, Classroom teachers, Instructional support staff

Strategy 2

Provide professional learning and instructional support to increase the effective use of district-supported digital tools and resources that strengthen mathematics instruction, problem-solving, student engagement, and academic achievement.

Strategy's Expected Result/Impact: Teachers will effectively integrate digital resources into mathematics instruction, resulting in increased student engagement, improved problem-solving skills, and higher levels of mathematics achievement.

Staff Responsible for Monitoring: Instructional Technology

Performance Objective 4 ☑ High Priority

The number of JISD students receiving approaches on the science STAAR test will increase by 3%, the number of students receiving meets will increase by 1%, and the number of students receiving masters will increase by 2% by the end of the 2026-2027 academic year.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

Students will increase access to immersive science experiences with more hands-on activities including labs to bring real life experiences to the classroom as aligned to state assessments.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and/or STAAR scores will increase.

Staff Responsible for Monitoring: C&I Directors

Performance Objective 5 ☑ HB3 Goal

The percentage of 2026-2027 of Judson ISD graduates who meet or exceed grade-level expectations and/or will be college, career, or military ready upon graduation in 2027 will increase by 3% from the end of the 2025-2026 academic year.

Evaluation Data Source: CCMR Accountability Data such as TAPR, TSIA, SAT, ACT, Industry-based certifications, enrollment data, demographic data, G/T referral and identification data.

Strategy 1

Implementation of a tiered approach to TSI Readiness which increase student preparedness and opportunity in TSIA, SAT, ACT, and College Preparatory Mathematics and English.

Strategy's Expected Result/Impact: The number of students meeting CCMR will increase by 3%.

Staff Responsible for Monitoring: C&I Directors, College Counselors, Campus Administrators, Classrooms Teachers, Instructional Support Staff

Strategy 2

By May 2027, the district will increase the identification of economically disadvantaged and at-risk students for Gifted and Talented services by 10% through the implementation of universal screening, targeted staff training on recognizing gifted potential in diverse populations, and quarterly analysis of referral and identification data, ensuring a more equitable G/T identification process.

Strategy's Expected Result/Impact: Increase the number of students referred for GT testing from all groups evaluated in the TEA accountability framework.

Staff Responsible for Monitoring: Directors of C&I

Strategy 3

Implementation of a tiered approach to RTI, HB1416, and other Intervention/Acceleration Readiness which increase student preparedness and opportunity in STAAR/EOC, state and local exams.

Strategy's Expected Result/Impact: Number of students retesting will increase passing by 5%.

Staff Responsible for Monitoring: C&I Department

Strategy 4 ☑ Results Driven Accountability

Increase the number of students meeting Industry Based Certification Criteria for CCMR by 1% through the addition of new certifications, implementation of test prep strategies, additional support for retesters and tracking of course completion for Completer status.

Strategy's Expected Result/Impact: Increase in the percentage of students meeting CCMR criteria by earning an Industry Based Certification by 1%.

Staff Responsible for Monitoring: CTE Director

Dropout Prevention: High-Quality, College Readiness Instruction, Secondary to Postsecondary, Postsecondary Supports

Strategy 5

Promote digital literacy, cybersecurity awareness, computational thinking, and responsible use of artificial intelligence to support college, career, and military readiness.

Strategy's Expected Result/Impact: Students will develop future-ready skills that support college, career, and military readiness through increased digital literacy, responsible technology use, and awareness of emerging technologies.

Staff Responsible for Monitoring: Campus Leaders and Technology

Dropout Prevention: High-Quality, College Readiness Instruction, Secondary to Postsecondary

Performance Objective 6 ☑ High Priority

The graduation rate for JISD students will increase to 86% and the 4-year longitudinal dropout rate for 9th-12th grades will decrease to 10% by the end of the 2026-2027 academic year.

Evaluation Data Source: Official graduation transcripts, Skyward PEIMS reports

Strategy 1

Students, including special populations such as McKinney-Vento, migrant, economically disadvantaged, and at-risk students, will have the opportunity to participate in dropout prevention programs like Optional Flexible School Day (OFSDP), Credit Recovery, EOC remediation, college mentoring program, and summer school, supported by targeted tutoring, social-emotional learning, and community resources to recover grades/credit, and graduate high school with their 4-year cohort.

Strategy's Expected Result/Impact: Increase in graduation rate

Staff Responsible for Monitoring: Director of Student and Family Support Services

Dropout Prevention: High-Quality, College Readiness Instruction, Secondary to Postsecondary

Performance Objective 7

JISD students will gain knowledge and skills in the areas of self-awareness, self-regulation, relationship building, and managing emotions to improve the learning environment on campuses.

Strategy 1

Judson ISD will apply Tier 1 counseling interventions to include guidance lessons, calming corners, online programs offering daily check-ins and SEL strategies.

Strategy's Expected Result/Impact: Decrease in need for Tier 2 interventions, Increased time in the classroom engaged in lessons, Decreased discipline issues

Staff Responsible for Monitoring: Classroom teachers, Campus Admin, Director of Student and Family Support Services, SEL Coordinator

Strategy 2

Judson ISD will apply Tier 2 counseling interventions to include small group and individual sessions with students.

Strategy's Expected Result/Impact: Increased time in the classroom engaged in lessons, Decreased discipline issues

Staff Responsible for Monitoring: Campus Admin, Campus Counseling Department, Director of Student and Family Support Services, SEL Coordinator

Strategy 3

Judson ISD will offer Tier 3 mental health services for students who need assistance beyond the scope and capacity of campus professionals - to include referrals to community partners.

Strategy's Expected Result/Impact: Increased time in the classroom engaged in lessons, Decreased discipline issues

Staff Responsible for Monitoring: Campus Counseling Department, Director of Student and Family Support Services, SEL Coordintaor

Strategy 4

Support digital citizenship education that promotes responsible online behavior, media literacy, cybersecurity awareness, ethical and effective use of artificial intelligence, and safe technology use.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased awareness and application of responsible, safe, ethical, and effective technology practices, including informed use of artificial intelligence tools.

Staff Responsible for Monitoring: Support Services staff, Curriculum and Instruction staff, campus administrators, instructional coaches, Instructional technology, librarians, and teachers.

Performance Objective 8 ☑ High Priority

Judson ISD attendance rate will increase to 95% for the 2026-2027 academic year

Evaluation Data Source: RaWeeK12, PEIMS, OnData Suites, TEA reports

Strategy 1

JISD will utilize various forms of communication with parents and families to stress the importance of student attendance.

Strategy's Expected Result/Impact: Increase district-wide attendance in all grade levels

Staff Responsible for Monitoring: Director of Student and Family Support Services

Dropout Prevention: Secondary to Postsecondary

Strategy 2

Judson ISD will offer district-wide incentives and campus challenges to increase campus average daily attendance rates.

Strategy's Expected Result/Impact: Increase district-wide attendance at all grade levels

Staff Responsible for Monitoring: Director of Student and Family Support Services

Dropout Prevention: Secondary to Postsecondary

Strategy 3

Provide resources to students and families that assist in alleviating circumstances that lead to chronic absenteeism.

Strategy's Expected Result/Impact: Increase daily attendance and graduation rates

Staff Responsible for Monitoring: Director of Student and Family Support Services

Dropout Prevention: Secondary to Postsecondary

Performance Objective 9 ☑ High Priority

By the end of the 2026-2027 school year, increase academic performance and achievement for students with disabilities enrolled in Algebra I and English I & II by ensuring that 100% of special education and general education teachers serving these students receive training and ongoing support in evidence-based instructional practices, targeted interventions, and progress-monitoring strategies. As a result, students with disabilities will demonstrate measurable growth toward their IEP goals, increase course passing rates by at least 5%, and improve performance on STAAR End-of-Course assessments in Algebra I and English I & II by at least 5 percentage points compared to the previous school year.

Evaluation Data Source: STAAR EOCs, NWEA, RDA, Unit Assessments, and Mock STAAR

Strategy 1 ☑ Results Driven Accountability

Monitor and Analyze Academic Performance Data to Drive Instructional Decisions

Strategy's Expected Result/Impact: Increased academic performance among students with disabilities

Staff Responsible for Monitoring: Special Education Instructional Team

Strategy 2

Provide training and support on accessibility features, assistive technologies, and inclusive digital learning tools to increase access to grade-level instruction and improve outcomes for students with disabilities.

Strategy's Expected Result/Impact: Educators will effectively utilize accessibility and assistive technology tools to support student learning, increase access to instructional content, and improve academic outcomes for students with disabilities.

Staff Responsible for Monitoring: Special Education leadership, campus administrators, and instructional coaches.

Performance Objective 10 ☑ High Priority

By June 2027, at least 26% of Judson ISD students will attend an A or B rated campus. Baseline 2026 20%. And 20% of students will attend a D or F rated campus by June 2027. Baseline 29%.

Evaluation Data Source: STAAR results and Campus Ratings per TEA

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1

Recruit, support and retain highly effective teachers, staff and administration by implementing identified professional learning through targeted training and coaching.

Evaluation Data Source: Feedback from supervisors
T-TESS and P-TESS measurements
Feedback from staff
Retention comparisons

Strategy 1 ☑ Talent Plan

Judson ISD will implement tiered, job-embedded instructional coaching cycles and weekly HQIM-aligned PLC protocols for all core teachers, prioritizing novice and newly certified staff.

Strategy's Expected Result/Impact: Improve retention
Build campus capacity
Improve accountability

Staff Responsible for Monitoring: C&I Leaders
Principals
Other JISD Department Leaders

Strategy 2

Judson ISD will implement classroom walk-though calibration between district level leaders and campus principals to establish common instructional "look-fors" to support the implementation of HQIM instructional materials and support quality practices through high-leverage coaching feedback.

Strategy's Expected Result/Impact: Build educator capacity
Improve retention
Support consistent walkthough practices across all campuses
Successful implementation and structure for HQIM implementation

Staff Responsible for Monitoring: District level curriculum leaders
Campus Principals

Strategy 3

Judson ISD will equip campus leadership teams with standardized data-meeting protocols to support timely instructional coaching for teachers to intervene and support reteaching and instructional growth following interim and formative assessments.

Strategy's Expected Result/Impact: Increase accountability
Build capacity in leadership
Build teacher capacity
Increase retention

Staff Responsible for Monitoring: C&I Directors and Leadership
Campus Principals

Strategy 4

Judson ISD will use targeted coaching and calibration walkthroughs to help high-performing teachers build evidence toward Teacher Incentive Allotment designations.

Strategy's Expected Result/Impact: Improve Retention
Build Capacity
Increase Designations

Staff Responsible for Monitoring: TIA Lead
Campus Principals
C&I Directors and Leadership

Strategy 5

Judson ISD will provide mandatory, evidence-based professional development for all secondary campus administrators, counselors, and teachers on recognizing red flags, trauma-informed response, and mandatory reporting laws for dating violence.

Strategy's Expected Result/Impact: Build educator capacity
Meet state mandatory training requirements
Support student social-emotional needs

Staff Responsible for Monitoring: Director of Safety and Security
Director of Counseling
Principals
Other JISD Departmental Leaders

Strategy 6

Judson ISD will provide mandatory training for all employees related to trauma-informed care, mental health, sexual abuse, human trafficking, and maltreatment prevention.

Strategy's Expected Result/Impact: Increase educator awareness and responsiveness
Build educator capacity
Support student social and emotional needs
Meet state mandatory training requirements
Promote district safety and security

Staff Responsible for Monitoring: Director of Safety and Security
Director of Counseling
Principals
Other JISD Leaders

Strategy 7

Judson ISD will conduct a comprehensive evaluation of the Special Education staffing models focusing specifically on behavior related services, high need support areas, and classroom

instructional intervention.

Strategy's Expected Result/Impact: Proper staffing ratios to support campus needs
Standardized Special Education Staffing model
Teacher retention

Staff Responsible for Monitoring: Executive Director of Special Education
Chief of Staff
Director of Human Resources

Strategy 8

Judson ISD will develop a plan to address instructional support needs of paraprofessional staff focusing specifically on student behavior management, instructional support strategies, and classroom management.

Strategy's Expected Result/Impact: Training aligned to district instructional needs
Training specific for employee role in the district
Enhanced campus support for student learning

Staff Responsible for Monitoring: Directors of C&I
Chief of Staff

Performance Objective 2

By June 2027, Judson ISD will develop a comprehensive plan to implement the TEA Preparing and Retaining Educators through Partnerships Allotment pathways to strengthen teacher recruitment, preservice residency training, and first and second year teacher mentorship to support the high-need subject vacancies with certified educators.

Evaluation Data Source: Candidate enrollment
Certification progress
Turnover rate
Retention rates
Participation requests/logs

Strategy 1

Judson ISD will establish and formalize governance agreements and MOUs with regional Educator Preparation Programs (EPPs) to co-design a year long PREP residency preservice pathway specifically targeting Special Education, Bilingual/ESL and Secondary Math/Science Vacancies.

Strategy's Expected Result/Impact: Educator partnerships for certification
Increased funding for program support
Retention of staff
Recruitment of Staff

Staff Responsible for Monitoring: Director of Human Resources
Director of Finance
Chief of Staff
Principals

Strategy 2

Judson ISD will utilize the TEA Prep Allotment Financial Planning Tool to map out the required LEA matching funds and reallocate existing vacancy budgets to fund paid resident stiepdns without increasing net payroll costs.

Strategy's Expected Result/Impact: Reduce vacancies in high need areas
Support existing employees in certification
Create internal pipelines for classroom instruction

Staff Responsible for Monitoring: Executive Director of Human Resources
Chief of Staff
Director of Finance

Strategy 3

Judson ISD will establish a formal process for applications for mentor teachers and identify qualified mentors in alignment with the PREP Mentorship standards to standardize mentor selection, compensation, and release time across all campuses to meet the PREP Allotment requirements.

Strategy's Expected Result/Impact: Building capacity
System of supports for retainment and recruitment of staff

Staff Responsible for Monitoring: Executive Director of Human Resources
Chief of Staff
Principals

Performance Objective 3

By June 2027, the district will align 100% of campus instructional and support staffing allocations to projected student enrollment through master scheduling audits and attrition based reallocation to support district budgetary needs.

Evaluation Data Source: Staffing models and allocations
FTE Staffing Report
Revenue projections and student enrollment projections
Balanced master schedules
Master schedule reviews and audits
Vacancy Lists

Strategy 1

Judson ISD will establish a cross-departmental position control committee (HR/Finance) to review 100% of resignations, retirements, and transfer requests prior to posting, determining whether each vacant FTE should be absorbed, consolidates, or re-allocated to high-need campuses based on current enrollment ratios.

Strategy's Expected Result/Impact: Manage vacancy postings
Ensure alignment of positions to budget constraints
Provide support for highest need areas
Support budgetary needs

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 2

Judson ISD will publish and enforce standardized, enrollment based staffing formulas for elementary, middle, and high school instructional and support positions to ensure campus FTE allocations scale to projected student enrollment.

Strategy's Expected Result/Impact: Stabilization of budget process
Standardization of staffing practices

Staff Responsible for Monitoring: Chief of Staff
Director of Finance
Director of Human Resources

Strategy 3

Judson ISD will review all instructional support, intervention, and coaching positions to maximize allowable state and federal funding to reduce local funding obligations.

Strategy's Expected Result/Impact: Establish funding sources to support student intervention services
Efficient and effective use of budgetary revenue sources
Support staff retention
Enhance student support programs

Staff Responsible for Monitoring: Chief of Staff
Director of Finance
Director of Human Resources

Strategy 4

Judson ISD will establish a master schedule auditing process for elementary and secondary master schedules to provide a mechanism to eliminate under-enrolled singleton courses, balance section sizes, and maximize instructional resources.

Strategy's Expected Result/Impact: Balanced class loads
Accurate FTE accounting
Maximize campus instructional capacity
Retain staff and stabilize employment assignments

Staff Responsible for Monitoring: Chief of Staff
Director of Human Resources
Director of Counseling
Director of C & I
Director of PEIMS Services

Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

Performance Objective 1

Judson ISD will plan and promote a minimum of two strategically designed parent, family, and community engagement events annually.

Evaluation Data Source: Sign-In sheets
Agendas

Strategy 1

Judson ISD will host multiple Table Talks throughout the year to create a forum for parents and students to engage in discussion of important topics

Strategy's Expected Result/Impact: Promote meaningful dialogue among participants
Enhance collaboration and support for more connected engaged school environment

Staff Responsible for Monitoring: Director of Student and Family Support Services

Strategy 2

Judson ISD will host biliteracy events such as Family Literacy Nights, Biliteracy Showcases, Dual Language Celebrations, Cultural Heritage Festivals, and Community Read-Alouds.

Strategy's Expected Result/Impact: Families, students, and community members will become active partners in promoting biliteracy, resulting in stronger relationships, increased community engagement, greater support for multilingual learners, and a district culture that celebrates linguistic and cultural diversity.

Staff Responsible for Monitoring: Bilingual department, campus principals

Strategy 3

Judson ISD will provide translated services for parents, families to gain access to student information, school documents, events and upon request.

Strategy's Expected Result/Impact: Stronger communication between families and decreasing potential barriers due to language differences

Staff Responsible for Monitoring: JISD Departments and Campus Leaders

Performance Objective 2

JISD will provide ongoing Equitable Services with area Private-NonProfit Schools through ESSA Title I, II, IV and III if requested and qualify for services.

Evaluation Data Source: PNP Consultative Services Agreement, Ongoing communication, academic and professional learning support throughout the school year.

Strategy 1

On going consultative services through Region 20 SSA/Bexar County PNP schools with Tutoring for identified students, professional learning opportunities for PNP staff, and academic and SEL supports for three local PNP schools in accordance with established timelines as set by Federal Regulations.

Strategy's Expected Result/Impact: Consultation to provide ESSA Title I, II, IV supports to area and regional students.

Staff Responsible for Monitoring: Federal Programs Department

Goal 4

Finance and Operations - Implement transparent and efficient processes to ensure funds are available for district resources, establishing long-term sustainability while prioritizing student safety and safeguarding classroom instruction

Performance Objective 1

Maintain a budget that supports the district resources and minimize the district's deficit.

Evaluation Data Source: Financial transparency, PEIMS data, Business and HR data

Strategy 1

Judson ISD will align district staffing and operational budget processes to eliminate a structural deficit while directly protecting instructional programs and operational supports.

Strategy's Expected Result/Impact: Sustainable Budget
Reduced or Eliminated Deficit

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 2

Judson ISD will maintain compliance with all TEA and state statutory reporting requirements, achieving a "Superior" rating under the Texas School FIRST and a clean annual Comprehensive Financial Report with zero material weaknesses or audit findings.

Strategy's Expected Result/Impact: Spending Controls
Balanced Budget
Stabilization of Fund Balance Reserves
Financial stability

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 3

Judson ISD will utilize a position control committee to review all staffing requisitions and operational expenditures, ensuring that local general fund dollars are protected and targeted toward direct classroom support and high-need student programs.

Strategy's Expected Result/Impact: Prioritization of budgetary expenditures
Elimination of overspending
Balanced Budget

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 4

Judson ISD will prioritize student learning by allocating at least 80-85% of operating expenditures to instructional and instructional support functions within the district budget.

Strategy's Expected Result/Impact: Balance Budget
Revenue based Budgeting
Elimination of deficit budgets
Stabilization of district spending

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 5

By June 2027, Judson ISD will maintain a healthy unassigned general fund balance equivalent to at least 3 to 3.5 months of operating expenditures, ensuring long term fiscal resilience against legislative shifts or unexpected expenditures.

Strategy's Expected Result/Impact: Superior FIRST Rating
Budgetary Management
Managed Spending

Staff Responsible for Monitoring: Chief of Staff
Director of Finance

Strategy 6

Judson ISD will establish priority lists of maintenance and capital improvement projects to support the physical infrastructure of district facilities.

Strategy's Expected Result/Impact: Identified Maintenance projects
Master Facilities Plan

Staff Responsible for Monitoring: Executive Director of Facilities
Chief of Operations

Strategy 7

Judson ISD will execute a transparent budget development process to support district operations and enrollment trends.

Strategy's Expected Result/Impact: Financial Transparency
Community support for budget adoption
Board and Staff relations

Staff Responsible for Monitoring: Chief of Staff
Director of Finance
Superintendent

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Maintain a safe, secure, and prepared learning environment across all district facilities through structured, compliant School-Based Law Enforcement (SBLE) partnerships.

Evaluation Data Source: District Safety and Security Audits

Strategy 1

In corporate compliance with Texas Education Code SS 37.081(d) and the security infrastructure requirements of House Bill 3 (88th Legislature), the district officially defines and mandates the scope of duties, jurisdiction, and operational boundaries for all School-Based Law Enforcement (SBLE) personnel, including commissioned peace officers, School Resource Officers (SROs), and security staff

Strategy's Expected Result/Impact: Alignment with state security statutes
Clearly defined security and safety roles

Staff Responsible for Monitoring: Director of Safety and Security
Chief of Police

Strategy 2

Judson ISD will comply with all state required drills as required by the Texas School Safety Standards.

Strategy's Expected Result/Impact: State Compliance
Emergency Readiness

Staff Responsible for Monitoring: Director of Safety and Security
Chief of Police

Strategy 3

Judson ISD will refine practices associated with the Standard Reunification Method through at least one reunification drill and one tour of third party facilities that support the district safety program to ensure the district reunification team is prepared for any emergency.

Strategy's Expected Result/Impact: Understanding of the Standard Reunification Method
District Readiness to address emergency situations

Staff Responsible for Monitoring: Director of Safety and Security

Strategy 4

Judson ISD will publish measurable expectations for corrective actions, safety audit follow-up, staff training, drills, and monitoring of recurring safety concerns.

Strategy's Expected Result/Impact: Reduce repeated safety violations
Support staff training and campus security
Provide consistent expectations

Staff Responsible for Monitoring: Director of Safety and Security

Performance Objective 3 ☑ High Priority

By June 2027, Judson ISD will maintain compliance with cybersecurity requirements and implement cybersecurity practices designed to reduce risk and protect district technology resources and sensitive information.

Evaluation Data Source: Cybersecurity Risk Assessments, Staff Cybersecurity Training Records, MFA Reports, Vulnerability Assessments, Incident Response Documentation, Technology Department Security Reviews, and Cybersecurity Incident Reports.

Strategy 1

Judson ISD will maintain compliance with TEC 11.175 designating a District Cybersecurity Coordinator and executing mandatory reporting protocols to TEA and affected stakeholders in the event of any breach or system security incident.

Strategy's Expected Result/Impact: State Compliance with Cybersecurity Posture

Staff Responsible for Monitoring: Chief of Staff
Executive Director of Technology

Strategy 2

Judson ISD will require all district and campus staff to complete a yearly cybersecurity training to support district security measures.

Strategy's Expected Result/Impact: Cybersecurity Compliance
Educator Support and Education
Strong Cybersecurity Posture

Staff Responsible for Monitoring: Executive Director of Technology
Chief of Staff

Strategy 3

Judson ISD will complete an external penetration test of network systems yearly.

Strategy's Expected Result/Impact: Prevent outside attack
Ensure continued district security practices
Identify any potential risks to network and system security

Staff Responsible for Monitoring: Executive Director of Technology
Chief of Staff

Strategy 4

Judson ISD will require Multi-factor authentication for all staff accounts.

Strategy's Expected Result/Impact: Account Security
Data Protection

Staff Responsible for Monitoring: Executive Director of Technology

Strategy 5

Judson ISD will maintain 24/7 end point detection and response monitoring across all district issued devices and enforce automated patch-management cycles that remediate critical operating system and application vulnerabilities.

Strategy's Expected Result/Impact: Network Security
Cybersecurity Requirement for Insurance
Data Protection
Early detection of cybersecurity threats

Staff Responsible for Monitoring: Executive Director of Technology
Chief of Staff

Performance Objective 4

By June 2027, Judson ISD will facilitate a transparent, stakeholder engaged process to develop a District Facility Master Plan and determine future uses for vacant facilities to maximize district facility usage and support district budgetary needs.

Evaluation Data Source: Facility Master Plan process
Updated Demographic Report
Stakeholder Feedback

Strategy 1

Judson ISD will utilize the existing Facility Conditions Assessments as an informed data source in the development of a district master plan for facility usage.

Strategy's Expected Result/Impact: Determine future maintenance and repairs needed to facilities
Ensure proper maintenance of facilities based on priorities
Determine potential uses for vacant facilities.

Staff Responsible for Monitoring: Chief of Operations
Executive Director of Facilities

Strategy 2

Judson ISD will conduct community meetings to gather stakeholder input on education program priorities and community needs for vacant properties.

Strategy's Expected Result/Impact: Community Input
Baseline of information to support district decision making.

Staff Responsible for Monitoring: Chief of Operations
Executive Director of Facilities

Addendums

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	**Priority for Service (PFS) Action Plan**	Completed By: ESC-20 MEP Team, SSA Member Representatives
District Name:		**School Year**	**Date: 08/25/2026**
		2026-2027	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		**ESC Assurance** ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		**ESC Reviewer Signature**	ESC Region 20
Date		**Date Review Complete**	08/25/2026

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
● Provide district contacts with Priority for Services criteria and a copy of the PFS Action Plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			

2026-2027 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS: Summer (May-August)		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** MEP Recruiters and Designated SEA Reviewers	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT: Year-Round		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** MEP Recruiters and Designated SEA Reviewers	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff. .	**Staff:** MEP Administrators, Recruiters and Designated SEA Reviewers	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** MEP Recruiters and Designated SEA Reviewers	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP Recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout the year – potentially eligible children. Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP Recruiters	Within **5** working days of parent signature
F. Review of COEs/ECOEs. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. ● Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP Recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other Update ID&R marketing with culturally relevant, multilingual materials to better reach migratory families. Contact families referred via MSIX move notifications and complete COEs. LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20's MEP program email account.. Recruiters follow up on "yes" responses and note whether the family qualifies for the MEP. MEP Family Surveys are retained for the current year and previous year per state documentation purposes.	**Staff:** MEP Coordinator Program Manager LEA designee MEP Recruiters	Update throughout the year
III. MAPS AND INTRAREGIONAL NETWORKING: Year-Round		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** MEP Recruiters and Designated SEA Reviewers	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP Administrators and Recruiters	Update throughout the year
C. Other		
IV. INTERAGENCY COORDINATION: Year-Round		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families Complete an agency info sheet on each organization in the area that provides services to migratory populations.	**Staff:** MEP Administrators and Recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other Visit laundromats, ethnic stores, worker housing, and ESL/Adult Basic Education Classes to post flyers and talk to individuals about the MEP.	**Staff:** MEP Recruiters	
V. QUALITY CONTROL: Winter & Spring		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder. Monitor TX-NGS entries by reviewing random history lines. Run TX-NGS reports to doublecheck entered data. Ensure Recruiter and Reviewer actively review COEs "in process" to catch errors before the COE is finalized.	**Staff:** MEP Administrators, Recruiters, designated SEA Reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers MEP Administrators and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Consultant/Program Manager	As needed throughout the year

D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** All MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP).	**Staff:** ESC, LEA Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December
VI. EVALUATION: Late Spring/End of Year	**INDIVIDUALS RESPONSIBLE**	
		TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. Assess the program, make changes, and improve.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA Designee	By July 30
B. <u>Other</u>		

WHAT RIGHTS AND SERVICES CAN STUDENTS RECEIVE?

Go to school no matter where they live or how long they have lived there based on the student's best interest

Right to attend the school of origin or the local school

Be enrolled in school immediately, even if lacking paperwork normally required

Receive transportation to and from their school of origin

Receive preschool services (as eligible), free school meals, services for English language learners, special education, Title I services, vocational/technical education, gifted and talented services, before and after-school tutoring and services, as needed

Go to school with children who are not homeless. Students cannot be separated from the regular school program because they are homeless

Have the opportunity to meet the same high academic achievement standards as all students.

CONTACT US

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STUDENT AND FAMILY SUPPORT SERVICES
SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
JISD

MCKINNEY-VENTO PROGRAM



The Judson ISD McKinney-Vento program supports and helps students, families and unaccompanied youth who live in a temporary situation due to loss of housing. The goal is to help maintain educational stability by allowing students to remain in school during their transition.

Our program is committed to ensure all JISD students in non-traditional living situations receive a quality education enabling them to become successful in a global society.



The **McKinney-Vento Act** defines homeless students and families as lacking a fixed, regular, and adequate nighttime residence. If any one of the following three conditions below is missing, the child is considered homeless:

Fixed: Stationary, permanent, not subject to change.

Regular: Used on a regular (nightly) basis.

Adequate: Sufficient for meeting both the physical and psychological needs typically met in home environments

The McKinney Vento Homeless Education Act is a federal law that provides services to children who may not meet the conditions listed above.

WHO/WHAT SITUATIONS QUALIFY FOR THE MCKINNEY-VENTO PROGRAM?

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied youth living in a temporary situation and not in the physical custody of a parent or guardian
- Migratory children living in circumstances described above

COMMUNITY RESOURCES

Free Pregnancy Testing- Centro Med
5542 Walzem Rd
San Antonio, Tx. 78218
210-922-7000

Women, Infant, and Children (WIC)
4343 Rittiman Rd.
San Antonio, Tx. 78218
210-207-450

Texas Health and Human Services
Medicaid/SNAP
3300 Nacogdoches
San Antonio, Tx. 78217
210-599-3217

State of Texas-Office of the Attorney General-Child Support Division
1-800-252-8014
www.texasattorneygeneral.gov/child-support

Metropolitan Health District: Immunizations
210 N. Mel Waiters Way
San Antonio, Tx. 78202
210-207-8894

City of San Antonio-
Child Care Services
3652 Bluemel, Suite 200
San Antonio, Tx. 78229
210-230-6300

CONTACT US

Trisha Smith, LCSW
McKinney-Vento Liaison
tsmith972@judsonisd.org
210-945-5360

Amber Palmer, LMSW
Director of Student and Family Support Services
apalmer@judsonisd.org
210-945-1128 ext. 61419

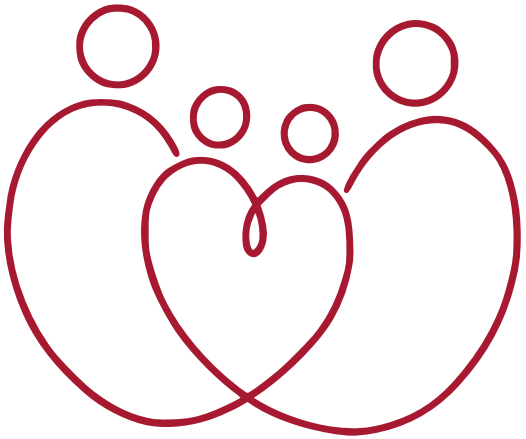
Educational Resource Center
8205 Palisades Dr.
Live Oak, Texas 78233



STUDENT AND FAMILY SUPPORT SERVICES
SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AWARENESS
RELATIONSHIP SKILLS
RESPONSIBLE DECISION-MAKING
JISD

SCHOOL AGE PARENTING PROGRAM

Education and Support Opportunities for School Age Parents



PROGRAM GOALS

The goals of the Judson ISD School Age Parenting Program are to assist students to:

- Stay in school and graduate successfully
- Receive comprehensive pregnancy and parenting education
- Practice positive parenting skills
- Develop healthy relationships with their partner and child
- Access and utilize valuable school and community resources
- Understand and promote sexual responsibility
- Build self-esteem through personal success and self-discovery

ELIGIBILITY

The Parenting Program is open to any school-aged parent (male or female) currently enrolled in Judson ISD. To qualify, students must:

- Be pregnant and/or parenting (documentation required)
- Maintain regular attendance and follow the student code of conduct

SERVICES AVAILABLE

Counseling
Personalized guidance to support students with academic and career planning, relationship navigating, and building self-esteem.

Case Management
Social services provided by a State Licensed Social Worker to connect students and their families with vital community resources.

SERVICES CONTINUED

Pregnancy & Parenting Education

- CEHI (Home Instruction): Judson ISD certified teachers provide temporary home instruction for female students during prenatal medical complications and following delivery.

Child Care Assistance

- Resources and coordination assistance through the City of San Antonio (CCS).
- Call 210-206-5500 for info.

Transportation

- Bus services are coordinated through the JISD Transportation Department (210-945-1234).
- Eligible students may ride the “Parenting Bus” to and from approved child care facilities within their attendance zone, or their home campus.

Student Residency Questionnaire

The information on this form is required to meet the law known as the McKinney-Vento Act 42 U.S.C. 11434a(2), which is also known as Title X Part C, of the No Child Left Behind Act. The answers you give will help the school determine the services the student may be eligible to receive. You may contact the district McKinney-Vento Liaison, Trisha Walker, LCSW should you have any questions at (210-945-5360).

Name of Student: _____ Gender: ❑ Male ❑ Female
Last *First* *Middle*

Birth Date: _____ / _____/_____ School: _____ Grade: _____ Student ID# _____
Month *Day* *Year*

Address: _____ City: _____ Zip: _____

Home Phone #: _____ Cell Phone#: _____ Other emergency#: _____
Last District Attended: _____ Last School Enrolled: _____
Length of Time at Present Address: _____ Length of Time at Previous Address: _____

1. Is your current address a temporary living arrangement? _____ Yes _____ No
2. Is this temporary living arrangement due to a loss of housing or economic hardship? _____ Yes _____ No
3. Is the student currently in the conservatorship of the Department of Family and Protective Services (DFPS) – Foster Care? *Provide documentation to school staff* _____ Yes _____ No

Stop Here if you answered "No" to all questions. If you answered "Yes", please complete the remainder of the form.

4. Check the box that best describes with whom the student resides:
   - ❑ Parent(s) _____
   - ❑ Legal Guardians(s) _____
   - ❑ Foster Care Parent(s) _____
   - ❑ Caregiver(s) who are not legal guardian(s) *(Examples: friends, relatives, parents of friends, etc.)* _____
   - ❑ Other _____
5. **Please check only one box that best describes where the student is presently living:**
   - ❑ In my own home or apartment, in Section 8 housing, or in military housing with parent(s), legal guardian(s), or caregiver(s) ❑ My home has no electricity ❑ My home has no running water
   - ❑ In the home of a friend or relative because I lost my housing; Name of person with whom student resides: _____
   - ❑ Moving from place to place
   - ❑ In a shelter or transitional housing: _____
   - ❑ In a hotel or motel: _____
   - ❑ In a tent, car, abandoned building, on the streets, at a campground, in the park, or other unsheltered location
   - ❑ None of the above describe my present living situation, Briefly describe your situation: _____
6. Is the student unaccompanied? _____ Yes _____ No

Please provide the following information for school-age siblings (brothers and/or sisters) of the student:

Name	Grade Level	School	District

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3)(d).

_____ _____
Signature of Parent/Legal Guardian/Caregiver/Unaccompanied Student **Date**

_____ _____
Signature of Campus-Based Liaison **Date**

_____ _____
Signature of District Liaison **Date**

TEA Foster Care | PEIMS Coding | Supplemental Guidance

To streamline enrollment and clarify expectations regarding the PEIMS indicator code, identifying students in foster care and acceptable documentation TEA developed the guidance below. Please ensure that Campus Administrators, PEIMS Coordinators, Foster Care Liaisons, Registrars, Counselors, and other personnel who develop and support enrollment processes are informed.

Defining "foster care" for PEIMS: The general term "foster care" for education purposes includes *all* students in the **managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS).**

- This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.[1]
- The Texas Legislature only granted TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship, therefore student's from another state's foster care system and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas, although both may be considered in "foster care" should not be coded for the purpose of PEIMS.

Acceptable Documentation for PEIMS: Schools may accept any official Texas Department of Family and Protective Services form, listed below, **that designate that a student is in *Texas DFPS Managing Conservatorship***. A school may also accept a copy of the court order for this purpose.

*{Forms **do not** include **letters or memos on DFPS letterhead** (unless for the purposes of pre-k verification[2]) or **other documentation from contracted Child Placing Agencies** stating that a student is in DFPS Managing Conservatorship.}*

Acceptable Documentation:

☑ *All* forms in the 2085 series:

- Foster Care/Residential Care - 2085 FC
- Kinship or Other Non-Foster Caregiver - 2085 KO
- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker - 2085 E[3]

[1] A 'Kinship' Caregiver is a relative or fictive kin who provides care for a child. A relative is a member of the child's biological family. A fictive kin is a person who has a longstanding and significant relationship with a child in DFPS conservatorship or with the child's family. For more information about "foster care" and other settings a student may live in visit pg. 36 of the Foster Care & Student Success Resource Guide.

[2] If a student is eligible for prekindergarten because the student *is* or *ever has been* in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code, the parent or caregiver of the child will be mailed a verification letter of prekindergarten eligibility. *Districts are asked to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten*. For assistance in obtaining a letter, please contact the DFPS Education Specialists in your area for assistance or for a description of other forms of proof of eligibility. Additional information is provided on pg. 74 of the Foster Care & Student Success Resource Guide.

[3] ***All*** students in DFPS Managing Conservatorship are required to present an Education Decision-Maker 2085 (E-2085) form at enrollment in accordance with Family Code § 263.004. If a student does not have this form at enrollment, please request it. The form includes the contact information for the education decision-maker and caseworker. Schools, in accordance with TEC § 25.007 *are required* to notify the education decision-maker and caseworker regarding any event that may significantly impact the education of a child. It is critical that schools receive this form and store it with other privacy-protected records. The Foster Care

- Designation of Medical Consenter - 2085 B

☑ DFPS Kinship Caregiver Agreement - 0695

☑ Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

Non-Acceptable Documentation:

- Placement Authorization forms from Child Placing Agencies*
- Letters from Child Placing Agencies*
- Memorandums and Letters on DFPS letterhead *(unless for pre-k verification)***
- Documents from another state's child welfare system***
- Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas***
- Agreement for a Parental Child Safety Placement - DFPS 2298***
- Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665**
- Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)***
- Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent***

Students with this documentation **are likely in DFPS managing conservatorship and will also have a 2085.*
*** Students with this documentation **may** or **may not** be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.*
****Student's with this documentation **are not** in Texas DFPS managing conservatorship.*

Please remember that the "foster care" status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. *All* foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

& Student Success Resource Guide contains additional information in Chapter 9 and on pg. 91, regarding education decision-making and who to contact for what purpose(s).

JUDSON INDEPENDENT SCHOOL DISTRICT

Student & Family Support Services Department

BULLYING PREVENTION PLAN

BULLYING PREVENTION POLICIES

FFH (Local), FFH (Legal) and (FFH Exhibit)
FFI (Local), FFI (Legal) and FDB (Local)
FDB (Legal) House Bill 1942 – Bullying in Public Schools

The minimum standards for bullying prevention policies and procedures implemented by a school district or open-enrollment charter school (local educational agency or LEA) under Texas Education Code (TEC), §37.0832

Integrated Instruction

(1) Ensure and appropriately integrate into instruction research-based content designed to reduce bullying for students in that age group

School Culture

(2) Define how positive school culture and building healthy relationships between students and staff will be measured in alignment with the school and LEA's mission, vision, and values, using an **age-appropriate survey** that includes relevant questions on bullying, including cyberbullying, that includes appropriate privacy controls in compliance with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g), and define who is responsible to develop and oversee the implementation of action plans based on the results that address student concerns regarding bullying, including cyberbullying.

Local Committee

(3) Require each LEA campus to establish a committee, which **must include parents and secondary level students** and may be incorporated into an existing committee that otherwise meets the requirements of these minimum standards, to address bullying by focusing on prevention efforts and health and wellness initiatives

Policy for Reporting

(4) Develop a policy for the reporting of bullying, including cyberbullying, incidents:

the policy must outline an easy mechanism(s) for reporting bullying, including cyberbullying, incidents both anonymously and identifiable by students and staff to an appropriate campus staff member(s) the policy should recognize that, while one or more staff members may be designated, students are encouraged to report incidents of bullying to any trusted staff member, and that any staff member aware of such incidents must relay any reports to the appropriate designated staff member(s); and

the policy should provide for a tracking mechanism to allow for LEA-level staff to periodically monitor the reported counts of bullying incidents, and that declines in the count of bullying incidents may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

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STUDENT AWARENESS

- Definitions on bullying and harassment
- Protocol for reporting of bullying incidents
- Student awareness activities to include rallies, pledges, posters
- Guidance lessons
- Student survey NEW 2023-2024
- Counseling services for-Bully, Victim, and Bystander

Early Primary Students- NEW

For students in early primary

- explicit direct instruction designed so students can recognize bullying, including cyberbullying, behaviors, and how to report them;
- age-appropriate classroom culture-building discussions that encourage peers to intervene when they observe bullying occur; and
- explicit direct instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an immutable trait.

Secondary Students-NEW

For students in secondary

- explicit direct instruction on the brain's neuroplasticity so the student recognizes bullying, including cyberbullying, the behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait; and
- classroom-culture or school-culture-building discussions that portray bullying as undesirable behavior and means for attaining or maintaining social status in school, and to dissuade students from using bullying as a tool for reputation management;
- explicit direct instruction is designed so students recognize the role reporting plays in promoting a safe school community.

PARENT AWARENESS

Require each LEA campus to establish a committee, which must include parents and secondary level students and may be incorporated into an existing committee that otherwise meets the requirements of these minimum standards, to address bullying by focusing on prevention efforts and health and wellness initiatives.

- Definitions on bullying and harassment
- Letter to parents for bullying notification of guidance lessons
- Meetings and presentations
- Coffee with Counselors, posters, marquees
- How to talk to children
- Bullying brochure

JUDSON INDEPENDENT SCHOOL DISTRICT

STAFF AWARENESS

- Definitions on bullying and harassment
- Online staff development training on reporting/coding of incidents
- Data on number of incidents
- Resource guide
- Posters in classrooms

Rubric or Checklist

(6) Include a rubric or checklist to assess an incident of bullying and to determine the LEA's response to the incident.

Special Considerations

(7) In connection with the policy in subsection 4 and the rubric/checklist in subsection 6 any actions taken in response to bullying, including cyberbullying, must comply with state and federal law regarding students with disabilities.

JUDSON INDEPENDENT SCHOOL DISTRICT

Student Welfare Freedom from Bullying
Judson ISD Board Policy FFI (LEGAL)

(1) Bullying is a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves:

- Written or verbal expression;
- Expression through electronic means; or
- Physical conduct that:
  - Harms a student or his or her property, or places them in reasonable fear of this harm;
  - Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student 's property, or placing a student in reasonable fear of harm to the student 's person or of damage to the student 's property;
  - Sufficiently severe, persistent or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
  - Materially and substantially disrupts the educational process or orderly operation of a classroom or school; or
  - Infringes on the rights of the victim at school.

(2) "Cyberbullying" means bullying that is done through the use of electronic communication, including through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

This section applies to:

(1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

(2) bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school- related activity;

(3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

(A) interferes with a student's educational opportunities; or

(B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

All employees are required to report student complaints of bullying to the principal or designee. No exceptions! No decision-making needed from the employee, just report.

Judson ISD provides a reporting tool on the district website: https://www.judsonisd.org/. Students, parents and staff can report bullying incidents anonymously through **STOPit**.

STOPit SOLUTIONS

JUDSON INDEPENDENT SCHOOL DISTRICT

BULLYING REPORTING PROTOCOL

Incident is reported as bullying or cyberbullying

- STOPit! – Anonymous Reporting Tool
- In Person
- Parent Notification
- Gaggle Alert

One of the following staff members will complete the Texas State Bullying Checklist to determine if it is conflict or bullying.
*Counselor * Social Worker * Assistant Principal * Principal
Immediate review is needed to refer to the next steps to remain in compliance.

Administrator is notified that possible bullying/harassment has occurred and the administrator will begin the investigation and complete the Six Steps Analysis.

- The Six Steps Analysis must be completed within 48 hours to be in compliance with the three-day notification requirement.
- A parent/guardian of the alleged victim will be notified on or before the third business day after the date the incident is reported; the parent or guardian of the alleged bully will be notified within a reasonable amount of time after the report.
- Parent letters must be provided either by hand delivery or certified mail.
- As needed, based on the seriousness and frequency of incidents, a School Based Stay Away Agreement is completed with identified students, parents/guardians, and an administrator.
- If applicable, mediation can be conducted by a counselor or social worker.
- Disciplinary consequences should be assigned by an administrator.
- Bullying incident should be coded in Skyward.

Follow-up is conducted and documented by administrator or counselor/social worker

JUDSON INDEPENDENT SCHOOL DISTRICT

BULLYING REPORT FORM

Bullying can be defined as repeated physical or emotional harm involving an imbalance of power.
This is a form for reporting incidents of bullying, intimidation, or harassment involving any Judson ISD student.

Please provide as much information as possible.

Today's date: _____

Person Reporting Incident: Name: _____ Telephone: _____
Place an X in the space: ___Student ___Witness Bystander ___Parent/Guardian ___School Staff

Name of student victim: _____ Grade:_____

Name(s) of alleged offender(s)	School	Age	Grade	Is he/she a student?

On what date(s) did the incident happen? _____

Has this happened before?

___No, this is the first time. ____Yes, this has happened once before. ___Yes, this is an ongoing problem.

Place an **X** next to the statement(s) that best describes what happened (choose all that apply):

- ❑ Physical: hitting, kicking, or other physical aggression
- ❑ Social/Emotional: starting rumors, excluding, or telling others not to be friends with someone
- ❑ Verbal: teasing, name-calling, or put-downs
- ❑ Cyber Bullying: using an electronic medium to engage in any bullying behavior
- ❑ Other (specify): _____

Where did the incident happen (choose all that apply)?

❑ Classroom ❑ PE ❑ Lunch ❑ Hallway
❑ Bus/Bus Stop ❑ Restroom ❑ Other

What did the alleged offender(s) say or do?

_____

_____

_____

(Attach a separate sheet if necessary)

Signature: _____ **Date:** _____

JUDSON INDEPENDENT SCHOOL DISTRICT

Actions Taken

Consequences: _____

Remediation: _____

Referral for additional support services: _____

Parent Contact: Date _____ Time _____ Person making contact: _____

Result: _____

Bullying Incident Follow-Up

Follow-up Conference Date: _____ ***Time:*** _____ **Conducted by:** _____

People present:

Administrator_____ Social Worker_____ Counselor_____ Teacher_____
Student _____ Parent _____ Parent _____ Witnesses _____
School Psychologist /Other _____

According to student, situation is: __Better ____Worse ____No difference

Comments: _____

_____

Parent Contact: Date: _____**Time:** _____ **Person making contact:**_____

Additional Actions / Notes: _____

_____

_____

****

Follow-up Conference Date: _____ ***Time:*** _____ **Conducted by:** _____

People present:

Administrator_____ Social Worker_____ Counselor_____ Teacher_____
Student _____ Parent _____ Parent _____ Witnesses _____
School Psychologist Other _____

According to student, situation is: ___Better ____Worse ____No difference

Comments: _____

_____

Parent Contact: Date: _____**Time:** _____ **Person making contact:**_____

Additional Actions / Notes: _____

_____

_____

JUDSON INDEPENDENT SCHOOL DISTRICT

House Bill 1942 – Bullying in Public Schools

SECTION 1. Section 21.451 (d), Education Code, is amended to read as follows:

d) The staff development:

(1) may include training in:

(A) technology

(B) conflict resolution; [~~and~~]

(C) discipline strategies, including classroom management, district discipline policies, and the student code of conduct adopted under Section 37.001 and Chapter 37; and

(D) preventing, identifying, responding to, and reporting incidents of bullying; and

(2) subject to Subsection (e), must include training based on scientifically based research, as defined by Section 9101, No Child Left Behind Act of 2001 (20 U.S.C. Section 7801), that:

(A) relates to instruction of students with disabilities; and

(B) is designed for educators who work primarily outside the area of special education.

SECTION 2. The heading to Section 25.0342, Education Code, is amended to read as follows:

Sec. 25.0342. TRANSFER OF STUDENTS WHO ARE VICTIMS OF OR HAVE ENGAGED IN BULLYING.

SECTION 3. Section 25.0342, Education Code, is amended by amending Subsection (a) and adding Subsections (b-1) and (b-2) to read as follows:

(b-1) The board of trustees of a school district may transfer the student who engaged in bullying to:

(1) another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

(2) a campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

(b-2) Section 37.004 applies to a transfer under Subsection (b-1) of a student with a disability who receives special education services.

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David's Law Senate Bill 179 Attached for Employee Reference

By: Menéndez, Zaffirini S.B. No. 179

A BILL TO BE ENTITLED
AN ACT

relating to student harassment, bullying, cyberbullying, injury to or death of a minor; creating a criminal offense.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. This Act shall be known as David's Law.

SECTION 2. Section 37.0832, Education Code, is amended by amending Subsections (a), (c), (d), and (e) and adding Subsection (a-1) to read as follows:

(a) In this section:

(1) "Bullying":

(A) [~~"bullying"~~] means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves[~~, subject to Subsection (b),~~] engaging in written or verbal expression, expression through electronic means, or physical conduct, that satisfies the applicability requirements provided by Subsection (a-1), [~~that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district~~] and that:

(i) [~~(1)~~] has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; [~~or~~]

(ii) [~~(2)~~] is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

(iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

(iv) infringes on the rights of the victim at school; and

(B) includes cyberbullying.

(2) "Cyberbullying" means bullying that is done through the use of electronic communication, including through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

(a-1) This section applies to:

(1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

(2) bullying that occurs on a publicly or privately owned school bus or van being used for transportation of students to or from school or a school-sponsored or school-related activity;

(3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

(A) interferes with a student's educational opportunities; or

(B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

(c) The board of trustees of each school district and the governing body of each open-enrollment charter school or private school shall adopt a policy, including any necessary procedures, concerning bullying that:

(1) prohibits the bullying and cyberbullying of a student;

(2) prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith

provides information concerning an incident of bullying;

(3) establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully not later than the next school day [~~within a reasonable amount of time~~] after the incident is reported;

(4) establishes the actions a student should take to obtain assistance and intervention in response to bullying;

(5) sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

(6) establishes procedures for reporting an incident of bullying, including procedures for a student, parent, teacher, or administrator to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

(7) prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

(8) requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

(d) The policy and any necessary procedures adopted under Subsection (c) must be included:

(1) annually, in any [~~the~~] student and employee [~~school district~~] handbooks; and

(2) in the district improvement plan under Section 11.252.

(e) The procedure for reporting bullying established under Subsection (c) must be posted on the district's or school's Internet website to the extent practicable.

SECTION 3. Subchapter A, Chapter 37, Education Code, is amended by adding Section 37.0052 to read as follows:

Sec. 37.0052. PLACEMENT OR EXPULSION OF STUDENTS WHO HAVE ENGAGED IN CERTAIN BULLYING BEHAVIOR. (a) In this section:

(1) "Bullying" has the meaning assigned by Section 37.0832.

(2) "Intimate visual material" has the meaning assigned by Section 98B.001, Civil Practice and Remedies Code.

(b) A student may be removed from class and placed in a disciplinary alternative education program as provided by Section 37.008 or expelled if the student:

(1) engages in bullying that encourages a minor to commit or attempt to commit suicide;

(2) incites violence against a minor through group bullying; or

(3) releases or threatens to release intimate visual material of a minor.

SECTION 4. Subchapter A, Chapter 37, Education Code, is amended by adding Section 37.0151 to read as follows:

Sec. 37.0151. REPORT TO LOCAL LAW ENFORCEMENT REGARDING CERTAIN CONDUCT CONSTITUTING ASSAULT OR HARASSMENT; LIABILITY. (a) The principal of a public or private primary or secondary school, or a person designated by the principal under Subsection (c), shall make a report to any school district police department and the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if the principal has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 or 42.07(a)(7), Penal Code.

(b) A person who makes a report under this section shall include the name and address of each student the person believes may have participated in the conduct.

(c) The principal of a public or private primary or secondary school may designate a school employee, other than a school counselor, who is under the supervision of the principal to make the report under this section.

(d) A person is not liable in civil damages for making a

report in good faith under this section.

SECTION 5. Sections 37.218(a)(1) and (2), Education Code, are amended to read as follows:

(1) "Bullying" has the meaning assigned by Section 37.0832 [~~25.0342~~].

(2) "Cyberbullying" has the meaning assigned by Section 37.0832 [~~means the use of any electronic communication device to engage in bullying or intimidation~~].

SECTION 6. Section 33.006(b), Education Code, is amended to read as follows:

(b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:

(1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:

(A) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide;

(B) who are in need of modified instructional strategies; or

(C) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged;

(2) consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;

(3) consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;

(4) coordinate people and resources in the school, home, and community;

(5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; [~~and~~]

(6) deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum; and

(7) serve as an impartial mediator for interpersonal conflicts involving two or more students, including accusations of bullying or cyberbullying under Section 37.0832.

SECTION 7. Chapter 18, Civil Practice and Remedies Code, is amended by adding Subchapter E to read as follows:

SUBCHAPTER E. SUBPOENAS

Sec. 18.101. PRE-SUIT SUBPOENAS FOR CERTAIN CLAIMS INVOLVING MINORS. (a) The supreme court shall adopt rules of civil procedure providing for the issuance of a pre-suit subpoena to:

(1) investigate a potential claim involving an injury to or death of a minor; or

(2) perpetuate or obtain evidence or testimony from any person for use in an anticipated action involving an injury to or death of a minor.

(b) The rules must:

(1) allow a party to request a subpoena to compel an oral or written deposition, the production of electronic or magnetic data, or the production of documents or tangible things; and

(2) require that a responding party provide any electronic or magnetic data or documentary or tangible evidence to the court under seal for the court to determine, after notice, hearing, and an in-camera inspection, if the evidence should be released to the requesting party.

SECTION 8. Title 4, Civil Practice and Remedies Code, is amended by adding Chapter 100B to read as follows:

CHAPTER 100B. LIABILITY FOR CERTAIN BULLYING OF CHILD

Sec. 100B.001. DEFINITIONS. In this chapter:

(1) "Bullying communication" means written or oral expression, expression by means of electronic communication, or non-verbal expression:

(A) that consists of multiple communications:

(i) with respect to which the individual

making the communication acts intentionally and with malice;

(ii) where the communications:

(a) when taken together, were extreme and outrageous in light of the content, manner, time, place, and number of such communications; or

(b) were harassing and offensive, and the individual making the communication acts was acting in concert with two or more other persons whose communications directed at the recipient the individual making the communication acts knew to be harassing and offensive, if such communications by the individual making the communication acts and such other persons, when taken together, were extreme and outrageous in light of the manner, time, place, and number of such communications; and

(iii) with respect to which the actions of the individual making the communication caused, or if made in concert with other persons as provided in clause (1)(A)(ii)(b) of this Section, contributed to causing, the recipient to suffer severe emotional distress; or

(B) in which the individual making the communication:

(i) urges or incites the recipient to commit or attempt to commit suicide;

(ii) threatens to make available to any third party, whether or not specified, by electronic communication or otherwise, intimate visual material of or depicting the recipient of the bullying communication; or

(iii) threatens bodily injury to the recipient or a member of the recipient's family.

(2) "Claimant" means a party seeking to recover damages under this chapter, including a plaintiff, counter-claimant, crossclaimant, or third-party plaintiff, and includes a party seeking recovery of damages under this chapter on behalf of another person and the person on whose behalf the damages are sought.

(3) "Defendant" includes any party from whom a claimant seeks recovery of damages under this chapter, and includes a person from whom a claimant seeks recovery under Section 100B.005 and the child who engaged in the actionable bullying that is the subject of the action in which recovery is sought.

(4) "Electronic communication" means a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted wholly or partly by a wire, radio, electromagnetic, photoelectronic, or photo-optical system including through the use of a cellular or other type of telephone, facsimile machine, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

(5) "Family" has the meaning assigned by Section 71.003, Family Code.

(6) "Interactive service" means an information service, system, wireless telephone and text message service, or access software provider that provides or enables electronic communication through computer or wireless telephone access by multiple users to a computer server or wireless telephone network, including a system that provides access to the Internet or wireless telephones.

(7) "Intimate visual material" has the meaning assigned by Section 98B.001, Civil Practice and Remedies Code.

Sec. 100B.002. ACTIONABLE BULLYING. A person engages in actionable bullying for the purposes of this chapter if the person directs bullying communication toward a single recipient who, at the time of the bullying communication, is younger than 18 years of age.

Sec. 100B.003. LIABILITY. A defendant is liable to a claimant as provided by this chapter if the claimant shows that the defendant engaged in actionable bullying directed toward the claimant.

Sec. 100B.004. DAMAGES. (a) A claimant who prevails in a suit under this chapter may recover actual damages for all physical, mental, or emotional injury caused by, resulting from, or arising out of the actionable bullying that is the subject of the

suit. The claimant may recover actual damages for mental anguish even if an injury other than mental anguish is not shown.

(b) Except as provided by Subsection (c), in addition to damages awarded under Subsection (a), a claimant who prevails in a suit under this chapter may recover:

(1) exemplary damages; and

(2) court costs and reasonable attorney's fees.

(c) Instead of recovering exemplary damages under Subsection (b), a claimant who prevails in a suit under this chapter may elect to treble the amount that would otherwise be awarded under Subsection (a), not to exceed $75,000.00 under this subsection (c) per actionable claim, if the claimant shows that:

(1) the defendant used an interactive service to transfer electronic communication to the claimant that constituted actionable bullying; and

(2) the defendant knew that two or more other persons were using that interactive service to transfer electronic communication that constituted actionable bullying as to the claimant within 24 hours of each transfer by the defendant described by Subdivision (1).

Sec. 100B.005. PARENTAL RESPONSIBILITY. A parent or other person who has the duty of control and reasonable discipline of a child who engages in actionable bullying directed toward the claimant is liable to the claimant for:

(1) the lesser of:

(A) damages recoverable by the claimant under Section 100B.004, including exemplary damages or multiplied damages, as applicable; or

(B) $50,000; and

(2) court costs and reasonable attorney's fees.

Sec. 100B.006. INJUNCTIVE RELIEF. If a defendant is found liable under this chapter, a court may order any injunctive relief sought by the claimant that the court determines is appropriate under the circumstances.

Sec. 100B.007. DEFENSE. It is a defense to liability under this chapter that the defendant was engaged in conduct that constituted a constitutionally protected exercise of the defendant's rights to free speech.

Sec. 100B.008. CAUSE OF ACTION CUMULATIVE. The cause of action created by this chapter is cumulative of any other remedy provided by common law or statute.

SECTION 9. Chapter 22, Penal Code, is amended by adding Section 22.081 to read as follows:

Sec. 22.081. INDUCING SUICIDE OR ATTEMPTED SUICIDE OF A MINOR BY NONPHYSICAL BULLYING.

Sec 22.081 DEFINITIONS. In this section:

(1) "Electronic communication" has the meaning assigned by Section 42.07(b)(1), Penal Code.

(2) "Intimate parts," "sexual conduct," and "visual material" have the meanings assigned by Section 21.16, Penal Code.

(3) "Intimate visual material" means visual material that depicts a person:

(A) with the person's intimate parts exposed; or

(B) engaged in sexual conduct.

(4) "Suicide baiting" means a communication by a person directed at another by written or verbal expression, expression through an electronic communication, or non-verbal expression, that urges or incites the other to commit or attempt to commit suicide.

(a) A person commits an offense if such person intentionally and with malice directs one or more communications toward a child younger than 18 years of age by written or oral expression, expression through electronic communications, or nonverbal expression, and such communication was, or such communications when taken together were, harassing, extreme and outrageous in light of the content, number, manner, time, and place of such communication or communications; and

(1) the actor's conduct causes the suicide, or the attempted suicide of such child that results in serious bodily injury; or

(2) the actor was acting in concert with two or more other persons whose communications directed at such child the actor knew to be harassing, extreme and outrageous in light of the content, number, manner, time, and place of such other communications, and the cumulative effect of such communication or communications by the actor and such communications by such other persons was to cause the suicide of such child, or the attempted suicide of such child that results in serious bodily injury.

(b) A person commits an offense if such person intentionally and with malice directs one or more communications toward a child younger than 18 years of age by written or oral expression, expression through electronic communications, or non-verbal expression, and in such communication or communications the person threatened to make available to any third party, whether or not specified, by electronic communication, or otherwise, intimate visual material of or depicting such child, and such conduct by the actor causes the suicide of such child, or the attempted suicide of such child that results in serious bodily injury.

(c) An offense under this section is a Class A misdemeanor.

SECTION 10. Section 42.07(b)(1), Penal Code, is amended to read as follows:

(1) "Electronic communication" means a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system. The term includes:

(A) a communication initiated by electronic mail, instant message, Internet website, social media application, network call, [~~or~~] facsimile machine, or other Internet-based communication tool; and

(B) a communication made to a pager.

SECTION 11. Section 37.0832(b), Education Code, is repealed.

SECTION 12. Chapter 100B, Civil Practice and Remedies Code, as added by this Act, applies only with respect to bullying communications engaged in on or after the effective date of this Act.

SECTION 13. The change in law made by this Act applies only to an offense committed or conduct violating a penal law of this state that occurs on or after the effective date of this Act. An offense committed or conduct that occurs before the effective date of this Act is governed by the law in effect on the date the offense was committed or conduct occurred, and the former law is continued in effect for that purpose. For purposes of this section, an offense was committed or conduct violating a penal law of this state occurred before the effective date of this Act if any element of the offense or conduct occurred before that date.

SECTION 10. This Act takes effect September 1, 2017.