



Report of the Judson ISD Ad Hoc Committee on Conflict and Bullying

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We are experts in each area and – critically – in where these domains intersect.

IDRA bases our work on research and data and works to better public education across the nation.

Introduction

Judson ISD (“the District”) is located in the eastern San Antonio metropolitan area and serves over 23,000 students across 33 campuses in Bexar County and surrounding counties (Texas Tribune, 2026). Mirroring trends from across the state and country, bullying continues to be identified as a major concern for both students and families.

Given the complex social, emotional, legal and interpersonal dynamics raised by bullying behavior, however, incidents of bullying and other harmful behavior often go unreported. When school leaders do become aware of bullying, harassment and other interpersonal conflict, administrative responses must be swift, trauma-informed and effective.

The District has done significant work over the last decade to improve bullying policy and protocols and comply with state education law mandates. Over the last year, however, several students and families have reported severe instances of bullying and similarly harmful behavior both by peers as well as from school staff. In addition, families have reported challenges accessing support when their child is victimized, as well as concerns that incidents of peer-to-peer conflict go unaddressed, ultimately escalating into more harmful behavior.

A recent increase in complaints and grievances by students, families, and advocates related to bullying, conflict resolution, and discipline created questions and concerns regarding current district policy and procedures. In response, in January 2026, the Judson ISD Board of Trustees established an ad hoc committee (the “Committee”) to review the District’s bullying prevention and response policies (Duggins-Clay & Ryan, 2026). The Committee was created to address and analyze community concerns, then identify gaps and oversights in policy to create safe and welcoming schools for all students.

The actions, findings and recommendations of the Ad Hoc Committee, as well as an overview of the review process, follows.

About Judson ISD

Judson ISD serves a diverse student population of approximately 22,620 students. Latino students comprise the majority of enrollment (59.8%), followed by Black students (21.3%) and white students (12.0%) (Texas Tribune, 2026; TEA, 2026). Students identifying with two or more races account for 4.3% of enrollment, while Asian American students represent 2.0% of the student body. American Indian or Alaska Native students (0.2%) and Native Hawaiian or Other Pacific Islander students (0.4%) constitute smaller proportions of enrollment. These demographic characteristics reflect the racial and ethnic diversity of the communities served by the district and underscore the importance of maintaining school environments that are safe, inclusive, and responsive to the needs of all students.

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Judson ISD Profile

22,620 Students
37 Campuses

69%	Economically Disadvantaged
60%	Latino
21%	Black
12%	White
2%	Asian American
5%	Other

Committee Charge and Goals

The Judson ISD Board of Trustees asked the Ad Hoc Anti-Bullying Committee to analyze current bullying and discipline procedures and policies to effectively address any gaps and areas of improvement. See Appendix A (Board Materials Establishing Ad Hoc Committee).

This report is intended to serve as a resource to support Board members, District leadership, and the Judson ISD community to understand both the strengths and weaknesses of the District's implementation, prevention, investigation, and remediation of bullying and harassment in its schools. If paired with action, the District can use this tool to catalyze substantial change to ensure that every student feels safe, supported and free to learn in the classroom.

The Committee's work is not only responsive to student, parent and community concerns; it also advances the District's mission, vision and goals. The Board has committed to providing students with "an equitable education in a safe learning environment," in which they will "meet or exceed academic growth expectations," "graduate college, career or military ready," and "be inspired to discover and develop their unique abilities, talents and voice" (Judson ISD, 2024).

Effectively preventing and addressing bullying and harassment is a key component of school safety, positive school climate, academic excellence and social-emotional learning (Brion-Meisels, et al., 2024; Duggins-Clay & Lyons, 2023).

The District also has established three core beliefs, which further align with the goals and recommendations in this report, see Appendix B (Judson ISD Strategic Scorecard), as follows:

- Judson ISD believes in an equitable education that looks beyond academic scores, so students feel empowered and capable of developing their identity, dreams and goals.
- Judson ISD believes in creating a culture of service that places respect, honesty, open communication, innovation and collaboration at the forefront in order to create a safe sense of community and lifelong learners.
- Judson ISD believes that positive relationships among students, staff, families and community members make them feel valued, safe and trusted so they will be involved and empowered to make informed decisions about the future of our district and students.

In accordance with these values, the Committee is proud to have engaged in a collaborative, innovative effort to center the voices of students and families in actualizing these beliefs through collective research, reflection, and action.

Committee Membership

The Committee is made up of nine members, chaired by Trustee Laura Stanford. Additional District representatives included Board President Monica Ryan, Trustee Stephanie Jones, and relevant District personnel, including Dr. Amber Palmer, director of student and family support services, and Dr. Paula Johnson, in her role as executive director of student engagement. The Committee also included Parent Liaison and Committee Secretary Laura

Wickwire, with Paige Duggins-Clay, J.D., and Tionna Ryan, J.D., from IDRA serving as subject matter experts.

Methodology

To develop this report and recommendations, the Committee collected information from various avenues to identify any gaps in bullying protocols and procedures. To ensure transparency and honor the many voices that contributed to this process, we offer a summary of the Committee's methodology in conducting this review and formulating recommendations.

Ad Hoc Committee Meetings

The Ad Hoc Committee met three times on March 3, March 27 and June 17.

Engagement with Parents and Caregivers

The Committee conducted four targeted parent meetings, co-facilitated by Ms. Wickwire and IDRA, with a diverse group of parents whose children were victims of bullying, harassment, and other forms of peer-to-peer and family-staff member conflict. During these meetings, parents had the opportunity to share their experiences with bullying and the District's response to the incident(s). Committee members had the opportunity to ask questions of the parents, and parents similarly had the opportunity to ask questions to the District's Board and administrative representatives.

While many of the stories of impact were understandably focused on missed opportunities or inadequate response, parents also identified aspects of the District's procedure and practice that work well in their experience.

The Committee also engaged with several parents and caregivers informally through private, one-on-one meetings upon request, in addition to connecting with families at several community events, discussed in more detail below.

Consultation with District Administration

District administrators were also invited to present on and discuss current bullying policy and school climate initiatives.

Ms. Amber Palmer, director of student and family support services, gave the Committee a high-level overview of the District's policy and practice for responding to reports of bullying. Discussion included an overview of the six-step analysis tool the District uses when determining whether bullying has occurred, as well as how staff use Texas State School Safety Center bullying resources, such as the "Bullying Checklist for Schools" (TSSC, 2025). Ms. Palmer's office also responded to requests for documents and information to help guide the Committee's review.

Dr. Paula Johnson, in her role as executive director of student engagement, provided critical context regarding the District's initiative to address bullying, harassment and conflict management through the School Health Advisory Council ("SHAC"). Required by Texas Education Code 28.004, SHAC advises the Board of Trustees on health curriculum, wellness policies, and coordinated school health initiatives that impact student health and learning, and has been an important space for students, families, and concerned

community members to discuss student health issues, including bullying and harassment (Judson ISD, 2026).

District administration also had the opportunity to review the Committee's proposed local policy changes. Analysis provided by Dr. Johnson indicated that the proposed policy would strengthen the district's approach to preventing and responding to bullying by providing clearer definitions; emphasizing proactive prevention efforts; requiring supportive measures for students; establishing more consistent and reporting measures; and better distinguishing bullying from peer conflict. See Appendix C (District Review of Recommended Updates to Policy FFI: Freedom from Bullying).

Administrators also identified ways to further strengthen implementation, such as providing staff training on supportive measures, requiring documentation of supportive measures provided, requiring campus-level disaggregation for internal monitoring, and continuing to analyze anonymous reporting trends and school climate data.

Finally, at the recommendation of former Superintendent Dr. Robert Jaklich, Committee members also consulted with legal and policy counsel at the Texas Association of School Boards (TASB). TASB provided guidance to further improve the proposed policy revisions and assisted the Committee in ensuring alignment with state and federal law and current District policy.

Student and Community Engagement

Members of the Committee engaged with dozens of community members, students, staff and families through four main strategies: (a) targeted focus group sessions with District families impacted by bullying; (b) participation in Districtwide community events, health fairs and town halls; (c) individual meetings and anonymous written feedback provided to the Committee; and (d) facilitation of a virtual town hall focused on the Committee's charge.

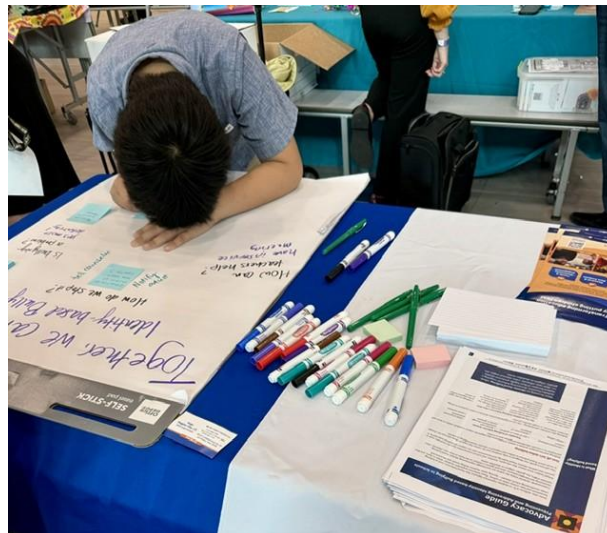
Targeted Focus Group Sessions with District Families Impacted by Bullying

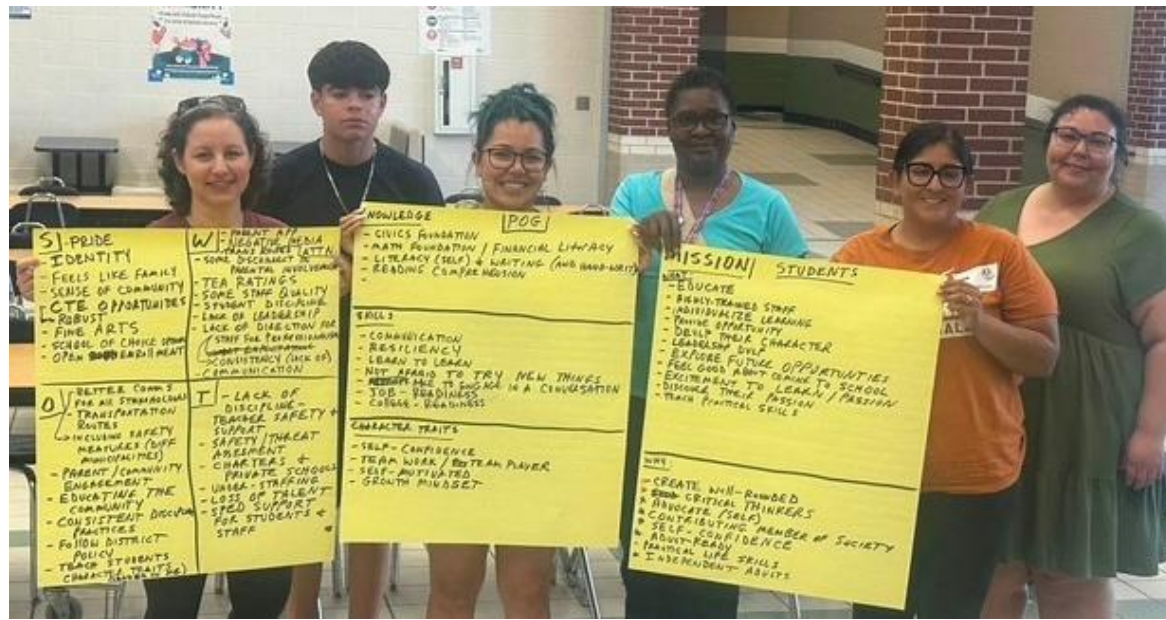
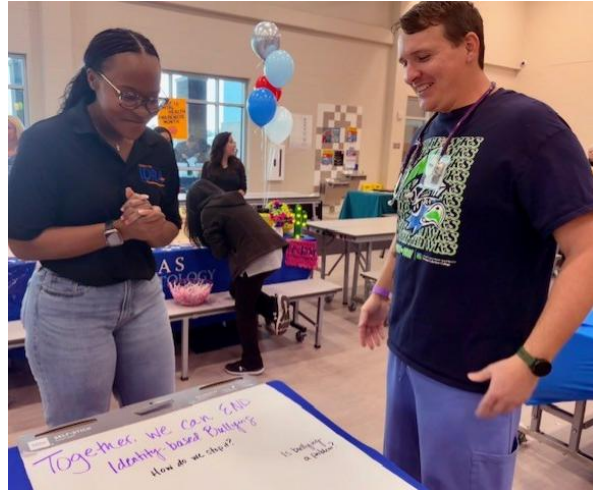
IDRA hosted two focus group sessions with parents during the review period. The first session constituted a parent-led dialogue centering families' experiences – both positive and negative – with the District's investigation and response to reports of bullying. IDRA and Ms. Wickwire worked together to compile, analyze and present the information shared to the Committee. The second focus group centered on developing solutions to help alleviate bullying and harassment in the District. Common themes emerged from the focus group relating to steering the District to focus on prevention, communication, high-quality investigations, and student and family support.

Participation in Districtwide Community Events, Health Fairs and Town Halls

The Committee hosted a table at the District's annual health fair organized by the SHAC. During this event, Committee members shared information about this initiative and collected feedback from students, parents, and staff in a variety of ways. For example, participants were able to participate in vision board activity where they provided reflections and insights in response to questions about school climate and solutions for addressing

bullying. In addition, community members had the opportunity to write anonymous feedback on index cards, which were shared with the facilitators. Many students and parents also took time to share their own personal stories and observations with facilitators, which Committee members documented.





IDRA additionally hosted a virtual town hall for families and community members to discuss bullying prevention and response. During this nearly two-hour session, many parents shared individual stories about how their child was exposed to bullying in the district. Parents offered support for one another, emphasizing the importance of community building. The town hall also served as an opportunity for parents to give feedback on proposed policy changes and build consensus on common issues they have experienced regarding bullying investigations.

Several community members reached out to Committee members to share individual stories and feedback. These anecdotes were noted and were considered in the development of the proposed policy recommendations.

Document and Information Requests

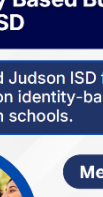
Key documents provided by the District included:

- Judson ISD's "Six-Step Analysis Process" provided to employees responsible for conducting bullying investigations
- Texas State School Safety Center Bullying Checklist
- Student and Family Support Service Department Bullying Prevention Plan
- [Board Policy BQ \(Planning and Decision-Making Process\)](#)
- [Board Policy FDB \(Admissions: Intradistrict Transfers and Classroom Assignments\)](#)
- [Board Policy FFF \(Student Welfare: Student Safety\)](#)
- [Board Policy FFH \(Student Welfare: Freedom from Discrimination, Harassment, and Retaliation\)](#)
- [Board Policy FFI \(Student Welfare: Freedom from Bullying\)](#)
- [Board Policy FO \(Student Discipline\)](#)
- [Board Policy FOC \(Student Discipline: Placement in a Disciplinary Alternative Education Setting\)](#)
- School Climate Data for the 2024-25 and 2025-26 school years

Virtual Townhall: Help Us Identify Based Bullying in Judson ISD



Join IDRA and Judson ISD for a virtual town hall focused on identity-based bullying and harassment in schools.



Meeting Details

 Tuesday June 16
 7:00 pm to 8:00 pm
 Zoom



Together We'll discuss

- What identity-based bullying and harassment look like
- How they affect students and school communities
- Students' rights and schools' responsibilities
- Strategies to prevent harm and support students
- Resources available to families and educators
- Opportunities for questions and community dialogue



With support from:



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Summary of Community Feedback

The Committee received a significant amount of feedback from a variety of stakeholders and sources, as discussed above. Below is a summary of the key themes, insights and recommendations generated from our community dialogue on this important issue.

Administration, Teachers and Support Staff

School leaders, staff members and District administration resoundingly affirmed the importance of preventing and addressing bullying and harassment. School leaders expressed a desire to address bullying issues proactively because they understand that this anti-social and harmful behavior ultimately affects teaching and academic performance if students do not feel safe and comfortable in the classroom. Perspectives varied on the most appropriate and effective strategies for interrupting interpersonal conflict when it is observed and reported, however.

Some District staff expressed a desire to support parents who are struggling to navigate the bullying process but felt unequipped to provide that support because they themselves were not fully aware of the District's process and procedure for addressing incidents. Several staff members described observing that parents often do not feel heard when they are expressing their grievances to school officials; or worse, they do not even know where to go or who to turn to for support. A school social worker noted a desire to have better communication and "transitions" for students to improve the "continuity of care" offered to students and families, *i.e.*, ensuring support staff and families are in communication with administrators to provide (and receive) wraparound care.

Some campus leaders and student support staff described feeling too constrained by the District's "Six-Step Analysis" process to identify bullying and mitigate future harm. While many staff members were quick to identify the District's general policy on bullying (FFI) and reference the six-step process, some staff members noted that the rigidity of the process often screens out incidents that they would have otherwise labeled as bullying.

Relatedly, campus administrators expressed concerns that there was not an intentional, coordinated effort to track and monitor patterns in particular kinds of bullying behavior, resulting in an inability to correctly identify conduct as bullying (particularly, targeting that occurs repeatedly over time) under Texas law.

In addition, school administrators described a persistent challenge in addressing behavior generally labelled as "conflict," noting a widely shared belief that school leaders need more tools and options to proactively and educationally address peer-to-peer conflict before it escalates to bullying or harassment.

Lastly, many educators and campus level support staff observed a specific rise in "identity-based bullying," or bullying that targets students on the basis of their legally protected status (*e.g.*, race, ethnicity, national origin, sex, gender, religion and disability status). Many staff attributed this uptick to factors outside of school control, such as the current political and social climate and/or family beliefs or ideologies but nonetheless expressed a desire to address these incidents more effectively in the school community.

Parents and Caregivers

Parents unanimously expressed frustration with campus-level administrators' communication and investigation strategies after a bullying incident is reported. For example, one parent, who has three children in the district, described inconsistency in how procedures are implemented, even among her own three children. Several described incidents of bullying escalating while families waited for the conclusion of a bullying investigation only to receive a terse communication stating that the incident was deemed "not bullying" and identifying no action to address the underlying conflict.

Other families described receiving findings that bullying had not occurred, despite never having had the opportunity to share their side of the story or provide supporting documents, context or other information. Another parent expressed deep concern about the school leaders' lack of communication regarding their child's change in behavior from day-to-day, limiting the parent's ability to intervene.

Relatedly, many parents identified concerns about a lack of transparency and standards of evidence utilized during an administrators' bullying investigation. Several parents in our focus group noted that campus investigators often only relied on witness statements without taking additional steps to gather materially relevant information, such as impact statements from the targeted students, social media posts or conversations with the students' caregivers. Several parents described an inability to view relevant video footage of incidents occurring on school grounds, due to either the videos not being preserved or denied requests to review by school administrators.

For example, one parent of a daughter with special needs who was relentlessly targeted for bullying stated that when a campus investigator receives contradicting statements from students, there should be a responsibility to identify and assess additional evidence to corroborate information received rather than simply dismissing the matter as a "he-said, she-said" situation.

Parents described the immeasurable pain and dysregulation bullying causes to students and their families. One parent shared that her son attempted severe self-harm as a result of being targeted by bullying. Another parent described the unimaginably painful experience her family was subjected to as a result of unaddressed bullying and harassment leading to her child dying by suicide.

All parents agreed that the District should invest in providing additional support for students and families on how to navigate school and life during a bullying investigation and after experiencing bullying, regardless of an official disciplinary finding.

When asked about specific solutions, parents offered ideas, such as "provide parents classes on bullying, harassment and hate crimes to increase awareness"; "share information to educate parents about how to advocate effectively for their students;" and "facilitate more community dialogue on this topic." Parents in our focus groups also identified a need to better utilize the campus anti-bullying committees to gather information about school climate, in addition to a need for the District to have a central office or staff member designated to review and coordinate the local committees' work and insights.

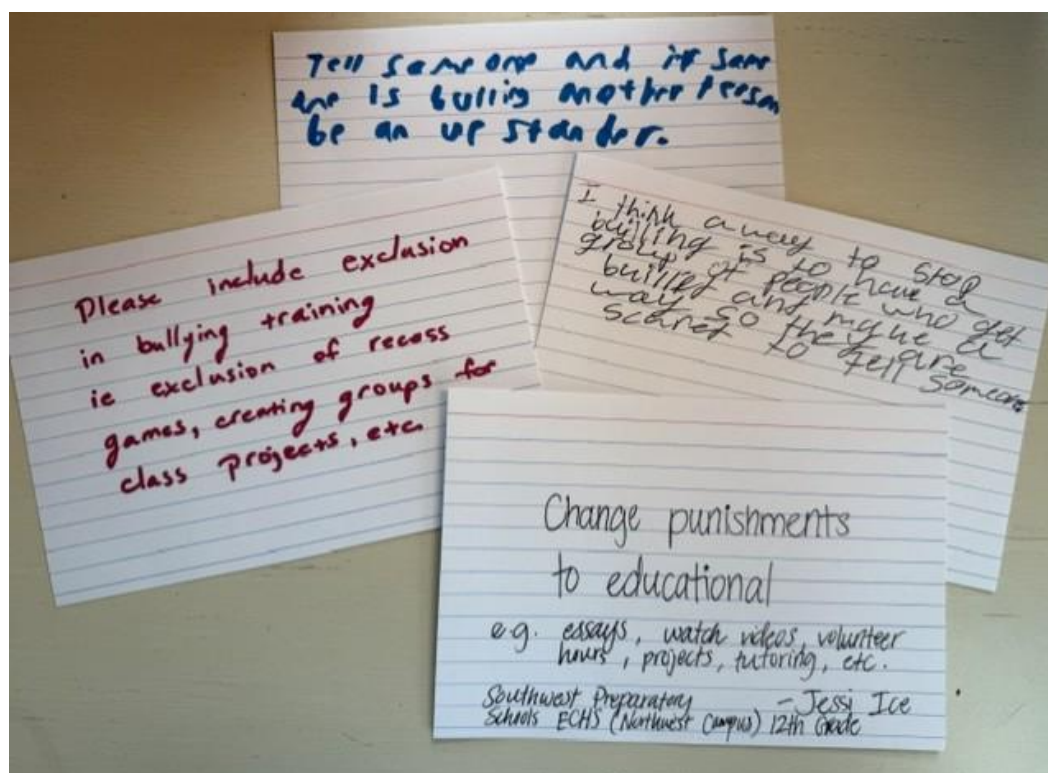
Students

Students are the primary stakeholders in education, and the Committee took care to solicit and take seriously their perspectives and recommendations during the review process.

Students consistently articulated frustration with the ineffective use of punitive punishments to address bullying. Several students stated that teachers should instead provide educational opportunities for students to learn why certain behavior is prohibited.

For instance, one student in the District was sent to ISS (in-school suspension) on the first day of school after kicking another student for calling him a racial slur. The student said racial slur was left unaddressed, and the student who was a victim of racial bullying missed out on crucial instructional time.

In addition, students repeatedly identified fear of retaliation or further bullying for “snitching” on friends or classmates after they report an incident of bullying. While some students expressed a need for the reinforcement of a schoolwide culture of teaching students and adults to “be an upstander,” a majority of students said that they may be more inclined to trust adults with their experiences with or observations of bullying if they felt that the student engaging in the harmful behavior would be taught to stop, as opposed to being removed from the school community, which often escalates the bullying upon the perpetrators return.



Students had significantly differing perspectives on the pervasiveness of bullying based on their own personal identities. When talking with students of color, students with disabilities (or a friend or sibling with a disability), and students who were perceived to be religious minorities, the issue of bullying was often (though not always) connected to their identity

or appearance. Students described their peers using racial slurs (such as the “N” word) or other derogatory language and then defending their use of such language as permissible “free speech.”

Other students identified particular problem areas where bullying seems to feel most disruptive and harmful, such as online and social media and during unstructured time (e.g., passing periods, recess, group work/class projects and athletics or P.E.).

In terms of solutions, students voiced a desire to participate in campus anti-bullying committees. Students are experiencing and witnessing bullying firsthand in schools, thus having students on the committee would give parents and administrators direct insight on how bullying manifests in schools and online. One student expressed her experience that bullying is not always a physical altercation between students, but it could be a series of microaggressions against a student or online harassment via social media. Addressing these nuanced issues requires student input and authentic student engagement.

Several students identified a desire for more efforts to hold a student who engages in bullying accountable by “making the student face the person they are harming” and providing “education on bullying, its effects and the consequences.”

Students expressed a need for adequate counseling services, describing feelings of isolation, depression, fear and anxiety. While students keenly understand that their teachers and school leaders are under a lot of strain and do not necessarily have the resources to hire additional staff, they identified dedicated social-emotional counselors and trusted conflict resolution specialists as critical resources needed to address this issue.

Recommendations

The Committee understands that the way that bullying is defined in policy has important implications for how behavior is viewed within the school community and the extent to which school personnel and other students recognize and respond to bullying behavior. We know from research and the feedback provided by the Judson ISD community that failing to provide clear definitions of bullying can lead to inconsistent approaches among school personnel to identification and enforcement of bullying policies (Duggins-Clay & Lyons, 2024).

Texas law defines bullying as a “single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct.” Tex. Educ. Code § 37.0832.

In addition, federal civil rights law prohibits discriminatory harassment, generally defined as unwelcome conduct based on an individual’s legally-protected status that, based on the totality of the circumstances, is subjectively and objectively offensive and so severe or pervasive that it limits or denies a student the ability to participate in or benefit from a school’s education program or activity (Duggins-Clay and Lyons, 2024).

Unlike state and federal law, which can only be changed through the legislative process, local board policy can be reviewed and revised by the school district and adopted by the school board. That means districts have the ability to strengthen their policies, clarify procedures, improve accountability and incorporate best practices so long as they do not conflict with existing law.

The District’s “Six-Step Analysis,” bullying toolkit for administrators, the Student Code of Conduct and Board Policy FFI (Student Welfare – Freedom from Bullying) are the primary sources of guidance for school leaders and the community regarding the steps that should be taken when a bullying report is made.

Board Policy FFI covers the definition of bullying, reporting mechanisms and potential disciplinary actions to address bullying. Given the Committee’s charge and the purview of the Board to review and revise Board policy, the Committee recommends the following revisions to Board Policy FFI (LCOAL), which provides the main policy framework for the District’s prevention of and response to bullying.

Below is a summary of the substantive policy recommendations the Committee offers to the Board and to the community. Redlined and non-redlined copies of the revised policies are attached as Appendix E and F, respectively.

Definition of Bullying

Consistent with state law, FFI currently defines bullying as a “single act or a pattern of acts by one or more students directed at another student that exploits an imbalance power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct.”

To emphasize the District's ongoing commitment to address this issue, the Committee recommends amending the prohibition of bullying currently in policy by including a statement of policy regarding the importance of addressing bullying and harassment. The proposed language states: *"The District finds that bullying and harassment foster a climate of fear, intolerance, and disrespect that can seriously impair the physical safety and mental health of students and create conditions that negatively affect learning, undermining the ability of students to achieve their full potential."*

The Committee also recommends adding additional examples of bullying conduct to the current list: *Bullying behaviors may include unwanted physical contact, intimidation through words or gestures, as well as the use of epithets.*

Finally, given the significant number of students reporting incidents of identity-based bullying, the Committee further recommends adding language clarifying that bullying that targets students based on their immutable characteristics and/or legally-protected status can "exploit a power imbalance" and is therefore prohibited by District policy: *"Bullying also includes conduct that exploits an imbalance of power by targeting a victim on the basis of the victim's actual or perceived religion, disability status, race, ethnicity, color, national origin, sex, or association with a person or group with one or more of those actual or perceived characteristics."*

Bullying Prevention and Response

Next, we propose adding a new section to the policy to strengthen bullying prevention and response. We included language that was requested by community members who want to see more intentional communication and coordination by the District regarding bullying prevention. We recommend that the district adopts languages that require professional development and training for school-level staff and administrators regarding how to identify and address bullying. The bullying prevention and response section emphasizes the need for guidance on strategies to support students impacted by bullying, cyberbullying, and harassment. The proposed language is as follows:

The District commits to purposeful coordination around bullying prevention, educational programming, and response to reported incidents of bullying. The District shall provide adequate support and training for District and campus-level staff. Unless otherwise designated by District policy, school principals have primary responsibility for investigating and responding to incidents of bullying reported on their campus. Bullying prevention shall include, but not be limited to:

- *Professional development and training for school-level staff and campus administrators regarding identifying, investigating, and addressing bullying, cyberbullying, and harassment;*
- *Educational programming and guidance for students and caregivers on how to recognize and report bullying, cyberbullying, and harassment to school officials and other appropriate authorities;*
- *Implementation of campus anti-bullying committees consistent with state law;*

- *Facilitating positive and prompt resolution of conflict between students; and*
- *Guidance on strategies to support students impacted by bullying, cyberbullying, and harassment.*

In addition, the Committee proposes creating more structure, visibility, and accountability for the anti-bullying committees required by state law by clearly defining their purpose, membership, and meeting expectations in Board policy:

Anti-Bullying Committee

The District will establish a committee that includes parents and secondary-level students to review and respond to the discipline data across the district.

Each Campus will establish a committee that includes parents and secondary-level students to address bullying by focusing on prevention efforts and health and wellness initiatives.

The committee will consider student survey results to develop action plans and address student concerns. The committee will complete a checklist to guide District personnel in assessing and responding to bullying, cyberbullying, and/or identity-based bullying incidents.

The members of the committee will be selected by the campus contact for bullying. The committee will meet at a minimum once per semester.

Supportive Measures

Given the well documented mental, physical, emotional and academic impacts of bullying, schools should ensure that students impacted by a bullying incident are adequately supported during and after an investigation. For example, granting an impacted student an extension of academic deadlines may prevent that student from unfairly receiving failing grades. In some cases, supportive measures may be for safety, such as separating students or making class schedule modifications so that impacted students reduce their interaction.

Accordingly, to implement the recommendations from students, parents and staff regarding increasing wraparound support for students impacted by bullying, the Committee proposes adding a new section to guide school leaders in providing supportive measures:

Supportive measures shall promptly be made available to all students impacted by bullying regardless of their status as a victim, alleged perpetrator, or witness of a bullying incident, and regardless of whether a student elects to initiate or otherwise participate in an investigation or grievance process under this section.

Supportive measures are individualized, non-disciplinary, non-punitive measures offered as appropriate, as reasonably available, and without fee or charge, that are designed to:

- Restore or preserve an individual's access to or participation in the District's education programs or activities;
- Protect the safety and sense of belonging of impacted individuals and the broader school community;
- Implement a written safety plan outlining steps to protect victim from further harm;
- Address the root causes of the bullying behavior and prevent its recurrence.

Supportive measures may include counseling, extensions of academic or other deadlines, class-related adjustments, modifications to class schedules, campus escort, increased supervision or monitoring, mutual restrictions on contact between the students implicated by a report of bullying (a stay away agreement), parent-student mediation, and other similar measures.

Intersection with Other District Policies

One concern identified from speaking with parents as well as school staff is clarifying how the bullying policy and procedures intersect with other District policies and state law. We have sought to clarify that bullying investigations should incorporate legal requirements and student protections established in other District policies, including the anti-discrimination and threat assessment policies in Board Policy FFH and the threat assessment policies in Board Policy FFB:

In evaluating a report of bullying or other prohibited conduct, the principal or designee shall determine whether the allegations in the report, if proven, would constitute discrimination, harassment, or retaliation as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both discrimination, harassment, or retaliation under FFH and bullying under this policy, the investigation under FFH shall include a determination on each type of conduct.

If the reported behavior involves an allegation of harmful, threatening, or violent behavior as defined by policy FFB, the principal or designee shall coordinate with the campus threat assessment and safe and supportive school team and comply with the procedures outlined in policy FFB.

Notice to Parents

In response to parent concerns regarding lack of transparency and communication in bullying investigations, the Committee proposes revising current policy regarding the required notice to parents upon the conclusion of an investigation. These revisions seek to offer a framework for notice that provides critical information for students and families impacted by bullying, including clarifying that parents have the right to review relevant video footage, if any:

The principal or designee shall prepare a final, written report of the investigation. The report shall include:

- *A summary of the information and evidence considered, including the opportunity to view video footage, if any;*
- *A determination of whether bullying occurred and the rationale for the determination; and*
- *Whether the victim used reasonable self-defense.*

A copy of the report shall become a part of the student's educational record and should be immediately provided to parents without request, with appropriate redactions to comply with applicable law.

Regardless of the determination of responsibility for conduct prohibited under this policy, the notice provided to students and parents must include the actions taken to:

- *Resolve the conflict underlying the reported incident;*
- *Restore or preserve a victim's access to or participation in the District's education programs or activities;*
- *Protect the safety and sense of belonging of the victim and the broader school community; and*
- *Educate the student alleged to have engaged in bullying behavior on the harmful impact of the alleged behavior.*

Corrective Action

Responding to student and community demands to incorporate additional strategies for responding to and ending bullying and harassment, the Committee proposes adding additional factors for campus administrators to consider when taking corrective action in response to a report of bullying.

Separate from disciplinary consequences, where are not modified, this addition seeks to create opportunities for school leaders to consider and offer non-punitive and educational responses to bullying incident, regardless of whether the administrator ultimately makes a finding that bullying occurs:

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate corrective action in accordance with the District's Student Code of Conduct reasonably calculated to address the conduct and prevent its recurrence. In determining the appropriate actions, the District may consider the following factors:

- *the impact on and needs of the victim;*
- *the responsible student's willingness to accept responsibility for and take steps to address the harm caused by the bullying behavior;*
- *the interim and ongoing steps taken to address the root causes of the bullying behavior;*
- *the nature, frequency, and seriousness of the conduct;*

- *the age of the students involved;*
- *whether the perpetrator has engaged in any prior acts of bullying or retaliation; and*
- *other factors established by District policy or required by law.*

Retention of Records

In response to parent feedback that documentation of bullying investigations is insufficient, the Committee proposes clarifying that the District's record retention policy applies to bullying investigation materials: *including witness statements, investigative reports, documentation of supportive measures, notice, documentation of STOPit reports, and corrective action.*

Access to Policy and Procedures

Lastly, families expressed frustration and concern regarding the lack of information and transparency about the District's general compliance with state bullying laws and implementation of anti-bullying committees. In addition, board members expressed concern that they were not getting regular updates from District administration relating to prevalence of bullying and conflict incidents and therefore did not have adequate information to respond to parent complaints on this topic.

In response, the Committee proposes adding language requiring the District and campus level anti-bullying committees to submit an annual summary of the District's compliance Board Policy FFI to the Board of Trustees:

District and campus level anti-bullying committees shall submit an annual summary of the District's compliance with this policy to the Board of Trustees. The reports may not identify any student, and must include information regarding:

- *the number of reports of bullying received under this policy, including the number of reports of cyberbullying and bullying that targets a student on the basis of their legally protected status;*
- *a general description of the District's responses and interventions in response to bullying reports; and*
- *assessment of available climate survey data and community feedback;*
- *any recommended changes in policy, practice, or programming to support the District's compliance with this policy.*

Conclusion and Acknowledgements

The Committee agrees with our community: all students deserve to feel safe and welcome in school. When students are targeted with bullying and harassment, families should have access to supportive school staff, feel confident that school leaders take reports seriously, and respond to impacted students with compassion. And when students do engage in harmful behavior, such as bullying and harassment, they should be met with accountability, support, and education.

In collaboration with students, families, and educators, the Committee developed policy recommendations that we hope will help students in Judson ISD feel a sense of safety and belonging in their schools. The Committee sought to further define bullying, provide measures and guidance on how to support students once bullying is identified, and create mechanisms that will minimize reoccurrences of bullying. The policy recommendations were created with the wellbeing and success of students at the forefront of our deliberations.

IDRA would like to extend a special thank you to Ms. Laura Wickwire and the many parents who shared their stories and worked tirelessly with the Committee to ensure the policy recommendations reflected the voices of those directly impacted.

Thank you to Judson ISD administration, including Ms. Amber Palmer, Dr. Paula Johnson, Dr. Lacey Gosch and Dr. Robert Jaklich, for reviewing drafts of the policy and providing recommendations that contributed to the final policy recommendations.

Thank you to the Committee Board Members, Monica Ryan, Stephanie Jones and Laura Stanford, for creating and contributing to a space that has led to authentic community engagement and meaningful change in Judson ISD.

The passage of the recommended policy is a step forward in ensuring that all students can show up to school being their true and best selves without the fear of bullying and harassment.

Resources

[A Guide to Preventing Bullying: Elementary K-2](#). Texas School Safety Center.

[Concerns About Bullying](#). Texas Education Agency.

[Texas Education Code 37.0832 \(Bullying Prevention Policies and Procedures\)](#).

[Minimum Standards for Bullying Prevention](#). Texas Education Agency.

[Bullying and Cyberbullying](#). SchoolSafety.gov

[IDRA Model Policy: Preventing and Addressing Identity-based Bullying in Schools](#).

[IDRA Interrupting Bullying & Harassment in Schools – Online Technical Assistance Toolkit](#). Designed to give educators and school leaders the tools that they need to prevent bullying and harassment by fostering a positive school climate. This package includes five chapters, each with a video and supporting resources.

[Literature Review Bullying and Harassment in Schools, Second Edition](#), by Gretchen Brion-Meisels, Ed.D.; Eliza O’Neil, Ed.M.; & Sarah Bishop, M.A., Paige Duggins-Clay, J.D.

[Identity-based Bullying in Texas Schools – Policy Recommendations](#) – IDRA Issue Brief, by Paige Duggins-Clay, J.D., & Makiah Lyons (in English & Spanish).

[What Safe Schools Should Look Like for Every Student – A Guide to Building Safe and Welcoming Schools and Rejecting Policies that Hurt Students](#) – IDRA Issue Brief, by Morgan Craven, J.D.

Citations

- Brion-Meisels, G., O'Neil, E., Bishop, S., & Duggins-Clay, P. (2024). Literature Review – Bullying and Harassment in Schools, Second Edition. IDRA. <https://idra.news/LitRevBullying>
- Judson ISD. (2024). Judson ISD Strategic Scorecard. https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/5591/Jisd/98c2eachb-703e-4fba-a3d9-be007b9c46de/Judson-ISD-Strategic-Scorecard.pdf
- Judson ISD. (2026). School Health Advisory Council (SHAC). <https://www.judsonisd.org/page/school-health-advisory-council>
- Duggins-Clay, P., & Lyons, M. (May 2023). Identity-based Bullying Undermines Student Safety and Success. IDRA Newsletter. <https://idra.news/nlMay23c>
- Duggins-Clay, P., & Lyons, M. (May 2024). Preventing and Addressing Identity-based Bullying in Schools. IDRA Model Policy Issue Brief. <https://idrased.org/wp-content/uploads/2024/05/Identity-based-bullying-Model-Policy-Brief-IDRA-May-2024-1.pdf>
- Duggins-Clay, P., & Ryan, T. (February 2026). IDRA Celebrates School District Actions to Strengthen Bullying Prevention Policies. IDRA Newsletter. <https://idra.news/nlfeb26b>
- Texas School Safety Center. (2025). Bullying Checklist for Schools. <https://locker.txssc.txstate.edu/3942be0c6bbe569ed1417377e6c1d2a9/Bullying-Checklist-Full-Color.pdf>
- Texas Tribune (2026). Judson ISD, demographics webpage. <https://schools.texastribune.org/districts/judson-isd/demographics/>

Appendix A: Board Materials Establishing Ad Hoc Committee



JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: January 22, 2026

Submitted By: Laura Stanford

Title: Board Member

Agenda Item: Discussion and possible action regarding the formation of a Board Ad Hoc Committee to address discipline/bullying issues

DISCUSSION/ACTION ITEM

RECOMMENDATION:

The Board discuss the formation of a Board Ad Hoc Committee to address discipline/bullying issues.

IMPACT/RATIONALE:

BOARD ACTION REQUESTED:

Approval/Disapproval

Board Agenda Item Form

All Judson ISD students will receive a quality education enabling them to be successful in a global society.

Board Meeting Date: 1/9/2026 Click or tap to enter a date.

Office	Agenda Location/Type
☐ Administrative Services	☐ Recognitions
☐ Business and Operations	☐ Consent Items
☐ Curriculum and Instruction	☒ Action Items
☒ Communication	☐ Discussions
☐ Human Resources	☐ Superintendent's Report
☒ Student Services	☐ Board Activities
☐ Superintendent	☐ Unfinished Business
☐ Other:	☐ New Business

Strategic Priorities: Check the strategic priority your agenda item applies to.

XX Priority 1: Student Academic Achievement and Success 1.1 Growth and Student Achievement 1.2 Student Experience and Well-Being 1.3 CCMR	☐ Priority 2: Faculty and Staff 2.1 Faculty and Staff Recruiting and Retention 2.2 Faculty and Staff Engagement and Satisfaction 2.3 Faculty and Staff Capacity Building	☐ Priority 3: Stakeholder Engagement 3.1 Parent and Family Satisfaction and Engagement 3.2 Connections with Governmental Institutions 3.3 Business and Community Partnerships
☐ Priority 4: Finance and Operations 4.1 Long-Range Facility Planning 4.2 Equity of Funds 4.3 Systematic Long-Range Financial Planning		

Specific Items on Agenda: Form Board Ad Hoc Committee to address discipline/bullying issues

Information Requesting for Meeting:

Rationale for Agenda Item: Review discipline & bullying policy for possible revision

Requested by Board Member

LStanford

Official and Approved
Minutes of Regular Board Meeting
1-22-2026
The Board of Trustees
Judson ISD

A Regular Board Meeting of the Board of Trustees of Judson ISD was held January 22, 2026, beginning at 6:00 PM in the ERC Board Room, 8205 Palisades Dr, Live Oak, Texas 78233. Notice of this meeting was posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551. The meeting was audio and video tape recorded.

Present: Monica Ryan, Amanda Poteet, Lesley Lee, Suzanne Kenoyer, José Macias, Laura Stanford and Acting Superintendent Dr. Lacey Gosch. Stephanie Jones arrived at while the Board was in closed session.

Absent: None.

1. MEETING CALLED TO ORDER

A. Roll Call, Establishment of Quorum, Invocation, Pledge of Allegiance

Board President Monica Ryan called the meeting to order at 6:00 PM. Roll call was taken and a quorum was established.

2. RECOGNITIONS

Pledges were led by Selma Elementary student Brielle Blockley. Colors were presented by Wagner High School JROTC students Cadet Lieutenant Colonel Noah Perez, Cadet Staff Sergeant Angel Sarabia, Cadet Captain Lieutenant Nicholas Brinegar and Cadet Captain Sergeant Branden Domiguez. Counselors Christy Duhart from Escondido Elementary, Amy Hadas from the Fine Arts Academy at Olympia Elementary and Mirza Estrada from Copperfield Elementary that were awarded the CREST award sponsored by the Texas School Counselor Association were recognized. The Judson ISD Community Connections Award was awarded to Tito Cubriel representing Birdies for Better Sight and the EssilorLuxottica Foundation OneSight for offering vision screening to Candlewood Elementary students at no cost. Judson ISD Board Members Monica Ryan, Amanda Poteet, Lesley Lee, Suzanne Kenoyer, José Macias, Stephanie Jones and Laura Stanford were recognized for January's School Board Recognition Month theme: Our Future is Public.

3. ACKNOWLEDGEMENT OF VISITORS/CITIZENS TO BE HEARD

A. Public Comment

Gilbert Flores, Matthew Fields, David Glascoe, Jessica McMillian, Carolina Mancilla and Scott Willis addressed the Board.

4. SUPERINTENDENT REPORT

A. Bond & Construction Update

Dr. Gosch noted there was a Bond Oversight Meeting earlier in the week and called on Mr. Brooks to give a update on the Construction Report. Mr. Brooks highlighted the progress on the playgrounds at Escondido and Copperfield.

B. Intruder Detection Security Audit

Dr. Gosch shared that there were three security audits that took place and there were two campuses with no and one with findings that will be discussed in closed session.

C. Staffing & Vacancy Report

There was brief discussion regarding Librarians and Paraprofessionals vacancies.

Vacancies are being filled to ensure the library is available for students to use.

Other vacancies are being filled with individuals that are indistrict.

D. Growth & Planning Report

Dr. Gosch gave an update on the Growth and Planning Committee Meetings that have been held since November. Members were selected from across the district to participate in the committee. The committee considered several factors of each campus for the consolidation process. The feedback and data that the committee collected was shared with the Board.

5. CONSIDERATION OF CONSENT ITEMS

Consent items A, E, F, and J – S were unanimously approved.

Motion made by Ms. Ryan to approve consent agenda items A, E, F, J, K, L, M, N, O, P, Q, R, and S, seconded by Ms. Poteet

Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford

Nay: None.

Abstained: None.

Motion passes. Ms. Jones was absent for vote.

A. Consider and take action regarding approving Minutes from the Regular Meeting on November 20, 2025, the Special Meetings held on December 9, and December 15, the Public Hearing and Regular Meeting held on December 18, 2025

Consent item passed unanimously.

B. Consider and take action regarding approving the December 31, 2025 monthly financial statements and the November 30, 2025 tax collection report and bond reports

Motion made by Ms. Ryan to approve the December 31, 2025 monthly financial statements and the November 30, 2025 tax collection report and bond reports, seconded by Ms. Poteet

Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford

Nay: None.

Abstained: None.

Motion passes. Ms. Jones was absent for vote.

C. Consider and take action regarding approving expenditures equal to or greater than \$50,000

Motion made by Ms. Lee to approve expenditures equal to or greater than \$50,000, seconded by Ms. Poteet

Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford

Nay: None.

Abstained: None.

Motion passes. Ms. Jones was absent for vote.

D. Discussion and possible action approving the attached budget amendments to the budget for the 2026 fiscal year

Motion made by Ms. Ryan to approve the attached budget amendments to the budget for the 2026 fiscal year, seconded by Ms. Poteet

Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford

Nay: None.

Abstained: None.

Motion passes. Ms. Jones was absent for vote.

- E. Consider and take action regarding approving the submittals for Request for Proposal 24-04 for Miscellaneous Curriculum & Instruction Special Education Contracted Products & Services
Consent item passed unanimously.
- F. Consider and take action regarding approving the submittals for Request for Proposal 24-05 for General Products & Services
Consent item passed unanimously.
- G. Consider and take action approving the selection of general contractor services for the RFCSP 25-02 Districtwide MEP (Mechanical, Electrical and Plumbing) Package III project in Bond 2022
Motion made by Ms. Ryan to postpone items, 5G, 5H and 5I to the February Board Meeting and ask that they be represented at the Regular Board Meeting with the additional bond finance data, seconded by Ms. Poteet
Motion withdrawn, second withdrawn.
Motion made by Mr. Macias to approve consent items G, H and I, seconded by Ms. Ryan
Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford
Nay: None.
Abstained: None.
Motion passes. Ms. Jones was absent from the vote.
- H. Consider and take action approving the selection of general contractor services for the RFCSP 25-03 Districtwide MEP (Mechanical, Electrical and Plumbing) Package IV project in Bond 2022
Consent item passed with item 5G.
- I. Consider and take action approving the selection of general contractor services for the RFCSP 25-04 Districtwide MEP (Mechanical, Electrical and Plumbing) Package VI project in Bond 2022
Consent item passed with item 5G.
- J. Consider and take action regarding approving District-Wide Technology Package 03 Change Orders for Judson CARE Academy and Judson Middle School from Bond 2022
Consent item passed unanimously.
- K. Consider and take action regarding approving a contingency fund for Package 03 of the District-Wide Technology Upgrades associated with Bond 2022
Consent item passed unanimously.
- L. Consider and take action regarding approving NEISD Regional Day School Program for the Deaf (RDSPD) Shared Services Agreement (SSA)
Consent item passed unanimously.
- M. Consider and take action regarding the approval of pay for early release on December 19, 2025

- Consent item passed unanimously.
- N. Consider and take action regarding approving the resolution required by the Office of the Governor for the Victims of Crime Act (VOCA) Grant Program application and award
Consent item passed unanimously.
- O. Consider and take action regarding approving the resolution required by the Office of the Governor for the Youth Diversion Program, formerly the Truancy Prevention and Intervention Program application and award
Consent item passed unanimously.
- P. Consider and take action regarding approving a Proclamation to declare February 2026 Career & Technical Education Month®
Consent item passed unanimously.
- Q. Consider and take action regarding approving the proclamation declaring February 2026 as Black History Month
Consent item passed unanimously.
- R. Consider and take action regarding approving the proclamation for National School Counseling Week, February 2 - 6, 2026, for Judson ISD
Consent item passed unanimously.
- S. Consider and take action regarding approving the Proclamation Declaring January 26-30, 2026 as Holocaust Remembrance Week
Consent item passed unanimously.
6. DISCUSSION/CONSIDERATION OF ACTION ITEMS
- A. Discussion and possible action regarding the Board of Trustees Budget for 2025-2026 and 2026-2027
No action taken.
- B. Discussion and possible action regarding board protocols on board legal expenditures and fees (Macias)
Motion made by Mr. Macias to form an ad hoc committee to review legal costs, seconded by Ms. Poteet
Aye: Ryan, Poteet, Lee, Kenoyer, Macias, Stanford
Nay: None.
Abstained: None.
Motion passes. Ms. Jones was absent for the vote.
- C. Discussion and possible action regarding the formation of a Board Ad Hoc Committee to address discipline/bullying issues (Stanford)
Motion made by Ms. Stanford that we create an Board Ad Hoc Committee to address discipline and bullying issues, seconded by Ms. Ryan
Aye: Ryan, Poteet, Lee, Kenoyer, Jones, Macias, Stanford
Nay: None.
Abstained: None.
Motion passes. Ms. Jones was absent for the vote.
7. DISCUSSION ITEMS/REPORTS
- A. Discuss Board member requests and practices (Macias)
The Board discussed the number of requests that staff received this school year.
- B. Discuss and update on district ASVAB initiatives (Macias)

Dr. Gosch invited Mr. Devin Holmes, Director of College, Career and Military Readiness the brief the Board on the districts ASVAB initiatives.

C. Update on Training, Conferences, Events, Board Committee Updates and Board Norms

Mr. Macias visited staff at multiple campuses. Ms. Lee attended Candlewood Elementary School Horse Clinic, the Wagner High School Wizard of Oz play, and the Regional Band Performance at the PAC. Ms. Kenoyer promoted the JEF Gala on March 20th, she attended the Wizard of Oz production at Wagner High School, she watched the judging of the FFA Show. Ms. Stanford attended the Wizard of Oz as well, she gave an update on the Reading Contest and the winner will be announced in February, she attended the Ag Expo awards. Ms. Ryan will be attending Leadership TASB in February to Amarillo and will be attending Region 20's School Board Summit in Boerne.

Motion made by Mr. Macias to have legal counsel, Walsch Anderson legal counsel in closed session for item 8D pertaining to the status of the Superintendent investigation, seconded by Ms. Stanford

Motion made by Ms. Ryan to postpone until after we talk about this, seconded by Ms. Poteet

Aye: Ryan, Poteet, Lee

Nay: Kenoyer, Macias, Stanford

Abstained: None.

Motion fails. Ms. Jones was absent for the vote.

Vote was taken on Mr. Macias motion to have legal counsel in closed session for item 8D pertaining to the status of the Superintendent investigation

Aye: Ryan, Poteet, Lee

Nay: Kenoyer, Macias, Stanford

Abstained: None.

Motion fails. Ms. Jones was absent for the vote.

The Board adjourned into closed session at 9:23 PM.

8. CLOSED SESSION

- A. Pursuant to Texas Government Code Section 551.074, Discussing Personnel, the Personnel Report and Updates Including New Hires, Resignations and Administrative Appointments
- B. Pursuant to Texas Government Code Section 551.076 Discussion regarding Intruder Detection Security Audit and Security Devices
- C. Pursuant to Texas Government Code Section 551.074, discussion regarding board member duties roles and responsibilities (Kenoyer)
- D. Pursuant to Texas Government Code section 551.071 consultation with attorney regarding legal issues pertaining to and status of Superintendent investigation
- E. Pursuant to Texas Government Code Section 551.071, attorney consultation regarding legal issues related to the proposed termination of Matthew Short's contract during the contract period for good cause

- F. Pursuant to Texas Government Code Section 551.074, consider and discuss issues related to the proposed termination of Matthew Short's contract during the contract period for good cause

The Board reconvened in open session at 1:00 AM. No final action, decision or vote was taken while in closed session.

9. CONSIDER AND TAKE POSSIBLE ACTION(S) REGARDING ITEMS DISCUSSED IN CLOSED SESSION

- A. Consider and take possible action(s) regarding the Personnel Report and Updates Including New Hires, Resignations and Administrative Appointments
Motion made by Ms. Kenoyer to approved the Personnel Report as presented, seconded by Ms. Poteet
Aye: Ryan, Poteet, Lee, Kenoyer, Jones, Macias
Nay: None.
Abstained: None.
Motion passes. Ms. Stanford was absent for the vote.
- B. Consider and take possible action regarding Superintendent's recommendation to propose termination of Matthew Short's contract during the contract period for good cause
Motion made by Ms. Poteet to propose termination of the probationary contract of Matthew Short during the contract period for good cause as determined by the Board of Trustees and further move to authorize the Superintendent to deliver written notice to Dr. Short of this Board action as required by law, seconded by Ms. Kenoyer
Aye: Ryan, Poteet, Lee, Kenoyer, Jones, Macias
Nay: None.
Abstained: None.
Motion passes. Ms. Stanford was absent for the vote.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 1:02 AM on Friday, January 23, 2026.

Appendix B: Judson ISD Strategic Scorecard

JUDSON ISD

STRATEGIC

SCORECARD



Board Approved October 2024

OUR PROMISE TO STUDENTS

All students will:

- Receive an equitable education in a safe learning environment.
- Meet or exceed academic growth expectations.
- Graduate college, career or military ready.
- Be inspired to discover and develop their unique abilities, talents and voice.

OUR VISION

Judson ISD is producing excellence!

OUR MISSION

All Judson ISD students will receive a quality education enabling them to be successful in a global society.

OUR BELIEFS

- Judson ISD believes in an equitable education that looks beyond academic scores so students feel empowered and capable of developing their identity, dreams and goals.
- Judson ISD believes in creating a culture of service that places respect, honesty, open communication, innovation, and collaboration at the forefront in order to create a safe sense of community and lifelong learners.
- Judson ISD believes that positive relationships among students, staff, families, and community members make them feel valued, safe, and trusted so they will be involved and empowered to make informed decisions about the future of our district and students.



P1. STUDENT ACADEMIC ACHIEVEMENT & SUCCESS

Actively support students and teachers to ensure academic growth and overall success for all

To ensure that all Judson ISD students receive effective instruction, we will get to know the unique needs and strengths of each student and provide the support our teachers need to get better every day. We will collaborate across grade levels and campuses to create a powerful instructional framework that targets foundational academic skills in Tier 1 instruction and ensure all students get the support they need. We will use input from teachers and administrators and a deep understanding of our data on student outcomes to help make the best decisions. We will measure the right data to ensure we are providing an equitable education and extra-curricular opportunities for our students. We commit to accelerate, remediate, and enrich learning so that students become well rounded and ready for life after graduation.

Strategic Objective 1.1 Increase academic growth for all students

Long Term Outcomes- By 2028, Judson ISD will increase STAAR Performance

Reading 3-8 STAAR/EOC

Approaches from 69% to 79%

Meets from 42% to 47%

Masters from 11% to 14%

Social Studies 8 STAAR/EOC

Approaches from 72% to 82%

Meets from 43% to 48%

Masters from 20% to 23%

Math 3-8 STAAR/EOC

Approaches from 58% to 68%

Meets from 24% to 29%

Masters from 7% to 10%

Science 5, 8 STAAR/EOC

Approaches from 65% to 75%

Meets from 30% to 35%

Masters from 6% to 9%

Strategic Objective 1.2 Promote and increase positive student experience and wellbeing

Long Term Outcomes- By 2028, Judson ISD will...

- Increase the participation counts in extra-curricular, co-curricular, or club activities (baseline measure TBD)
- Increase the student perception of safety and belonging from 47% to 57%

Strategic Objective 1.3 Increase the number of Judson ISD graduates who are college, career, and military ready

Long Term Outcomes- By 2028, Judson ISD will...

- Increase CCMR for graduating seniors from 64% to 76%
- Increase test participation in Advanced Placement going from 84% 90%
- Increase the number of seniors meeting TSI criteria in math and ELAR from 52% to 55%
- Maintain the percentage of seniors meeting CCMR through the Industry-Based Certification criteria at 19% due to the updated requirements
- Increase the number of SPED graduates completing an advanced graduation plan from 60% to 63%
- Increase the number of military recruits submitting DD-4 enlistment paperwork to campus personnel from 70 to 77



P2. FACULTY AND STAFF

Recruit and value all staff to ensure satisfaction and retention

In Judson ISD, we need leaders at every level of our organization who are clearing the path toward our shared mission of delivering an excellent and equitable education to every student. We will identify and recruit a diverse pool of staff with leadership potential and provide them with the growth experiences they need to lead in Judson ISD. We will increase opportunities for educational advancement at all levels. We will provide quality, relevant, and timely professional development for all staff to hone and strengthen their craft. We will expand on feedback opportunities to understand why people stay or separate employment with the district and follow through with strategies to retain our employees. We commit to creating a sense of safety, family and community through excellent customer service.

Strategic Objective 2.1 Recruit and retain high quality talent

Long Term Outcomes- By 2028, Judson ISD will...

- Decrease the number of vacancies in all areas (baseline August 2024- 94%) by ensuring that the district is staffed at 96% in the beginning of the school year
- Increase the number of employees attaining degrees through District endorsed partnerships (baseline determined in Fall 2025)
- Decrease the Teacher Turnover Rate (TAPR) from 21.3% to 20% and the Staff Turnover rate from 23% to 21.7%

Strategic Objective 2.2 Improve employee engagement and satisfaction

Long Term Outcomes- By 2028, Judson ISD will ...

- Staff Survey Results will increase in level of satisfaction by 1% per year
 - "I would recommend this district to a friend as a good place to work" from 71% to 75%
 - "My workload is appropriate for my position" from 61% to 65%
 - "I can communicate openly and honestly with my supervisor" from 80% to 84%
 - "I believe my pay is competitive with other districts in this area" from 46% to 50%
 - "I get help with problems or questions about benefits when I need it" from 74% to 78%
- Increase opportunities for district-wide participation in wellness activities from 2 to 6

Strategic Objective 2.3 Increase and ensure capacity building opportunities for all staff at all levels

Long Term Outcomes- By 2028, Judson ISD will...

- Increase the number of promotions into leadership positions that participated in district-developed leadership programs from 6 to at least 10 depending on the availability of positions
- Staff Survey Results will increase in level of satisfaction by 1% per year
 - "I have the equipment, tools, and supplies I need to do my job" from 71% to 75%
 - "I get the information I need from campus leaders" from 73% to 77%
 - "I get the training I need to do my job effectively" from 72% to 76%



P3. STAKEHOLDER ENGAGEMENT

Serve and market to our families and broader community through communication, collaboration and connections

Trusting relationships with students, parents and members of our community are at the core of student success. Only by working together can we ensure that each child's social, emotional and academic needs are being met. We want our families to feel welcome, and to know their voice and presence matters. In Judson ISD, we want business leaders, faith-based leaders, community leaders and post-secondary institutions to share their perspectives and offer meaningful educational experiences to our students, giving them the chance to positively contribute to their community. We commit to increasing engagement by providing excellent customer service and opportunities to meaningfully interact with the community as well as by creating spaces to share information about governmental priorities that may have impact on their future decision-making.

Strategic Objective 3.1 Improve satisfaction and engagement with parents and families

Long Term Outcomes- By 2028, Judson ISD will...

- Increase participation in parent engagement in district-level committees that offer 2-way communication opportunities from 437 to 457
- Increase participation in family engagement in district-level events and activities from 2033 to 2113
- Increase engagement in communication platforms
 - Increase Facebook Followers 17.3K by 865
 - Increase Instagram Followers 5.7K by 285
 - Increase LinkedIn Followers 4.8K by 240
 - Increase YouTube Subscribers 3.4K by 170
 - Increase Facebook Interactions 113.6K by 5.6K
 - Increase Instagram Interactions 38.7K by 1.9K
 - Increase LinkedIn Views 317 by 16
 - Increase YouTube Views 97K to 4.8K
 - Increase Website Visits (Baseline Spring 2025)

Strategic Objective 3.2 Connect with and increase awareness of governmental institutions and their priorities

Long Term Outcomes- By 2028, Judson ISD will...

- Increase participation and knowledge of local governmental priorities to 90% attendance at City Council Meetings
- Increase knowledge and awareness of governmental priorities by increasing the # of information entries in staff & community publications (one item per month) from 4 entries to 12 entries per month

Strategic Objective 3.3 Increase and maintain business and community partnerships

Long Term Outcomes- By 2028, Judson ISD will...

- Increase participation in community events; increase the # of community events from 3 to 6
- Increase the number of business and community partners from 91 to 100



P4. FINANCE AND OPERATIONS

Implement transparent and efficient processes to ensure equitable distribution of district resources

In Judson ISD, we prioritize fiscal responsibility by managing taxpayer dollars to provide quality education while being transparent about financial decisions. We will use operational and academic data to create a budget that not only allocates resources optimally, but is clear, concise and aligned with strategic priorities. We will build capacity within our staff to better understand processes and best practices regarding spending and accounting for money. We commit to increasing efficiencies and working toward equitable educational environments for our students.

Strategic Objective 4.1 Develop a prioritized district facilities plan and increase efficiency of building utilization

Long Term Outcomes- By 2028, Judson ISD will...

- Ensure that all campus facility usage is between 80%- 90% functional capacity/usage
- Ensure strategic replacement/repair of broken equipment or renovation of outdated facilities as indicated in the calendar of priority action items in the facilities assessment plan.
- Increase the efficiency of building utilization by using the 2025 Facilities Assessment Plan
- Account for the prioritized calendar items indicated on the Facilities Assessment Plan for any future bond proposal

Strategic Objective 4.2 Develop an equitable budget to meet the needs of all students and staff

Long Term Outcomes- By 2028, Judson ISD will...

- Meet the needs of all student groups based on the Maintenance of Equity Finance Assessment
- Ensure that campuses and departments will utilize or encumber at least 75% of allotted discretionary funds by the end of March. Example: Title Funds & State Allotment Funds including GT, Sped, Bilingual, CTE, and State Comp Ed

Strategic Objective 4.3 Build capacity in all budget managers to ensure effective budgeting

Long Term Outcomes- By 2028, Judson ISD will...

- Decrease the deficit by 1% annually from the previous year's deficit
- Implement strategies to decrease energy spending by a minimum of 1-3% each year

**Subject to any governmental or Board decisions that may impact the outcome*



Appendix C: District Review of Recommended Updates to Policy FFI: Freedom from Bullying

Review of Recommended Updates to Policy FFI (Local): Freedom from Bullying

Summary of Proposed Enhancements

- Expanded definition of bullying including identity-based conduct
- Systemwide coordination of prevention, training, and response
- Required supportive, non-punitive measures for impacted students
- Clear reporting procedures and parent notification timelines
- Structured investigation protocol and timelines
- Distinction between bullying and conflict with restorative options
- Increased transparency and communication with families
- Annual data reporting to Board for oversight

Implementation Considerations

- Clarify roles and responsibilities across campus and district levels
- Provide comprehensive staff training
- Develop standardized tools, procedures, and definitions
- Establish monitoring systems for consistency

Side-by-Side Comparison

Policy Area	Current	Proposed	Impact
Definition	General definition	Expanded with identity-based examples	Improved clarity
Prevention	Implicit	Coordinated systemwide programs	Proactive approach
Support	Limited	Required supportive measures	Student-centered response
Reporting	General	Clear timelines and documentation	Greater transparency
Investigation	Basic	Structured process and timelines	Consistency
Conflict	Not defined	Defined with restorative strategies	Better classification
Data	Limited	Annual Board reporting	Stronger oversight

Recommendations

- Approve proposed policy updates with minor procedural clarifications and implement a structured rollout plan including training, tools, and accountability measures.
- Define who leads coordination (Central Office vs. campuses)
- Identify accountability roles (e.g., Student Services, Counseling, Campus Admin)
- Staff need training on when and how to apply supports consistently
- Add a requirement for documentation of supportive measures provided
- Provide a clearly defined decision-making rubric or flowchart for campuses
- Ensure FERPA-compliant parent communication language
- Require campus-level disaggregation for data monitoring/reporting (internal use only)
- Begin/Continue to analyze anonymous reporting trends and climate survey data

Next Steps

- Final legal review
- Development of administrative procedures
- Staff training rollout
- Communication plan for families and community

Appendix D: Documents Produced by Judson ISD



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.



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



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.



**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**.





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



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: _____



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: _____



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.



David's Law Senate Bill 179 Attached for Employee Reference

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.



SIX STEPS ANALYSIS TO SEE IF BULLYING/HARASSMENT OCCURRED

A. Reported Conduct

The conduct reported was (check all that apply):

- ☐ Written
- ☐ Verbal
- ☐ Physical
- ☐ Electronic

☐ *Yes: Proceed to Section B.*

☐ *No: The reported conduct does not constitute "Bullying" or "Harassment" under District policy. Go directly to Findings and Follow-Up below.*

B. Where did the Reported Conduct Occur

- ☐ on school property,
- ☐ at a school-sponsored or school-related activity,
- ☐ in a vehicle owned by the District or being used for transportation to or from a school-sponsored or school-related activity on or off school property,
- ☐ off school property, but is delivered to school property, or the site of a school-sponsored or school-related activity,
- ☐ off school property or outside of a school-sponsored or school-related activity but it
 - interferes with a student's educational opportunities, or
 - substantially disrupts the orderly operation of a classroom, school, or school sponsored or school-related activity

☐ *Yes: Proceed to Section C.*

☐ *No: The reported conduct does not constitute "Bullying" or "Harassment" under District policy. Go directly to Findings and Follow-Up below.*

C. Accuracy of Allegations

As a result of my administrative investigation, I concluded that the allegations of bullying or harassing conduct are substantially accurate.

- ☐ *Yes: Proceed to Section D.*
- ☐ *No: The reported conduct does not constitute "Bullying" or "Harassment" under District policy. Go directly to Findings and Follow-Up below.*

D. Educational Effect

The reported conduct interfered with the Target Student's educational opportunities or substantially disrupted the operation of the school.

- ☐ *Yes: Proceed to Section E.*
- ☐ *No: The reported conduct does not constitute "Bullying" or "Harassment" under District policy. Go directly to Findings and Follow-Up below.*

E. Specific Effects

As a result of my administrative investigation, I concluded that the reported conduct had the following effect(s):

- ☐ The Target Student was, or will be, physically harmed
 - ☐ The Target Student's property was, or will be, damaged
 - ☐ The Target Student had or has a reasonable fear of damage to self or property
 - ☐ It is sufficiently severe, persistent or pervasive enough that it (check all that apply):
 - created an intimidating, threatening, or abusive educational environment for the Target Student.
 - materially and substantially disrupted the educational process or the orderly operation of a classroom or school.
 - infringed on the rights of the Target Student at school.
- ☐ *Yes: If any of these boxes are checked "Yes" proceed to Section F.*
 - ☐ *No: If none are checked, the reported conduct does not constitute "Bullying" or "Harassment." Go directly to Findings and Follow-Up below.*

F. Motivation

- ☐ As a result of my investigation, I concluded that the reported conduct was based on the Target Student's race, color, religion, sex, gender, national origin, or disability.

If this box is checked, the reported conduct is considered “Harassment” under District policy FFH.

- ☐ As a result of my investigation, I concluded that the reported conduct exploited an imbalance of power between the Student Perpetrator(s) and the Target Student.

If this box is checked, the reported conduct is considered “Bullying” under District policy FFI.

If both boxes are checked, the conduct is considered both “Bullying” and “Harassment” under District policy.

If neither box is checked, the reported conduct is not considered “Bullying” or “Harassment” under District policy.

FINDINGS AND FOLLOW-UP: Whether or not the reported conduct constitutes bullying, the District should seek to protect all parties from improper conduct and from any retaliation as a result of good faith reporting and/or participation in the investigation of the conduct alleged. Remember to record the determination in the completed Administrative Investigation Report.

If the Conduct is Determined NOT to Constitute Bullying Under Policy FFI: The District should take appropriate actions, if any, considered necessary, in accordance with District policy and the Student Code of Conduct. The parents of the alleged Perpetrator and alleged Target Student should be notified of the investigation findings.

If the Conduct is Determined to Constitute Bullying or Harassment, the District Should Take Appropriate Action(s) as Documented in the Administrative Investigation Report. For suggested actions to address bullying and/or harassment, see the Ideas and Strategies to Address Bullying/Harassment provided with this Toolkit. The parents of the alleged Perpetrator and alleged Target Student should be notified of the investigation findings.



Judson Independent School District
Administrative Investigation Report for Bullying/Harassment

Administrator Completing Report: _____ Title: _____

Campus: _____ Date Report Completed: _____

Alleged Target Student's Name: _____ Grade: _____ ID#: _____

Alleged Perpetrator's Name(s): _____ Grade: _____ ID#: _____

_____ Grade: _____ ID#: _____

_____ Grade: _____ ID#: _____

Parent(s) of Target Student notified? ☐ Yes ☐ No If yes, date of notice: _____

If no, why not: _____

Parent(s) of Perpetrator(s) notified? ☐ Yes ☐ No If yes, date of notice: _____

If no, why not: _____

INVESTIGATION INTERVIEWS:

Date of Interview	Individual Interviewed	Identity: Witness, Target, or Perpetrator	Summary of Information Obtained (refer to administrator's notes for more information)

INTERIM MEASURES: Please check the interim measures, if any, taken during the course of the investigation to ensure student safety and prevent further potential misconduct:

- ☐ I directed my campus staff to monitor students and report to me immediately any conduct by a student that could indicate bullying or harassment. Date of notification to staff: ____
- ☐ Students were placed in separate classrooms.
- ☐ Alleged perpetrator was disciplined. Describe: _____

- ☐ Counseling offered/provided to the alleged target student.
- ☐ If an act or threat of violence or assault was an element of this incident, a report was made to the _____ (law enforcement division) on _____ (date).
- ☐ Other (please describe) _____

INVESTIGATION DETERMINATION: (REFER TO THE SIX STEP ANALYSIS TO DETERMINE IF BULLYING/HARASSMENT OCCURRED)

☐ Bullying conduct did not occur because _____

☐ Bullying conduct did occur because _____

The Target Student ☐ did ☐ did not use reasonable self-defense to respond to the bullying. Describe: _____

☐ Harassing conduct did not occur because _____

☐ Harassing conduct did occur because _____

ACTIONS TAKEN IN RESPONSE TO INVESTIGATION FINDINGS:

☐ The Target Student and Perpetrator Student will be separated at the following times & locations:

☐ Permanent schedule change(s) will be made to separate students

☐ The following Student(s) were found to have engaged in misconduct and/or bullying/harassment and will be disciplined in accordance with the Student Code of Conduct:

☐ The following Student(s) were found to have engaged in misconduct and will have privileges removed as documented below:

☐ A Stay-Away Agreement will be put in place

☐ An additional staff monitor will be assigned to supervise the students

☐ A staff escort will be assigned to the Target Student or Perpetrator

- ☐ The ☐ Perpetrator Student or the ☐ Target Student will receive a campus transfer
 - ☐ Appropriate counseling options provided/offered to the Target Student
 - ☐ Other educational services provided/offered to the Target Student
 - ☐ The Target Student will have an opportunity to make up lost school work
 - ☐ Counselor will provide impartial conciliator session for interpersonal conflicts and discord arising out of the accusations of bullying
 - ☐ Counseling options offered/provided to the student witnesses and/or student(s) found to have engaged in bullying or harassing conduct
 - ☐ A report was made to the _____(law enforcement division) on _____(date)
 - ☐ Additional staff training is or will be scheduled
 - ☐ Other (please describe)_____
- _____

If needed, summarize any follow-up actions taken or needed to address misconduct and prevent further bullying or harassment (refer to the Ideas and Strategies to Address Bullying/Harassment as needed):

Additional comments:

Name of Administrator Completing Report: _____

Signature of Administrator: _____ Date: _____

A copy of this report has been sent to:

☐ Superintendent

☐ Title IX Coordinator

☐ Special Education or Section 504 Coordinator

☐ Other _____

Are there any documents* attached to this report? ☐ Yes ☐ No

**The investigating administrator's detailed interview notes may be retained separately or attached to the completed report.*

Letter to Parents of the Alleged Targeted Student: No Bullying/Harassment Found

[School District Letterhead]

[Date]

[parent/guardian name]
[address]

[Via Hand Delivery or Certified Mail RRR]

RE: Allegation of bullying [and/or harassment] of your child

Dear [Name]:

This letter is to inform you of the results of my administrative review into an allegation that your child [Name] was bullied [and/or harassed] in violation of our District policy. Specifically, it was alleged that: [Describe in detail the conduct alleged to be bullying and/or harassment]

Upon receipt of this allegation, I conducted an administrative investigation, which included interviews with the students involved as well as with other students and staff members who had or may have had personal knowledge of the facts. As a result of my investigation, I have concluded that the reported conduct does not constitute “bullying” or “harassment” as defined in law and District policy because [briefly explain the basis for the decision based on the Six Step Analysis].

[OPTIONAL PARAGRAPH: Although I did not find that this incident was one of bullying or harassment, I did find that [without violating FERPA or student confidentiality, describe generally any other investigation findings – for example, the incident was mutual name-calling by the students, or the alleged bully was responding to being pushed by the alleged target – and state that appropriate disciplinary action was taken in accordance with the Student Code of Conduct].

I appreciate you bringing your concerns to our attention. Our District is committed to ensuring that every student is able to attend school in a safe, secure environment. While I have concluded that this particular situation did not meet the definition of “bullying” or “harassment” as described in law and policy, I can assure you that I share your commitment to the safety of all students, and I will continue to look out for the safety and well-being of your child. Furthermore, we want to make sure that you and your child suffer no retaliation as a result of the report. I will continue to monitor the situation, and I encourage you and/or your child to contact my office immediately if you believe that any retaliatory action has been taken or if you believe your child has been the target of student misconduct.

If you wish to discuss this matter, or have any questions, please contact me.

Sincerely,

[administrator name], [administrator title]

Letter to Parents of the Targeted Student: Bullying/Harassment Found

[School District Letterhead]

[Date]

[parent/guardian name]
[address]

[Via Hand Delivery or Certified Mail RRR]

RE: Allegation of bullying [and/or harassment] of your child

Dear [Name]:

This letter is to inform you of the results of my administrative review into an allegation that your child [name] was bullied [and/or harassed] in violation of our District policy. Specifically, it was alleged that [Describe in detail the conduct alleged to be bullying and/or harassment].

Upon receipt of this allegation, I conducted an administrative investigation, which included interviews with the students involved as well as with other students and staff members who had or may have had personal knowledge of the facts. I have concluded that the reported conduct constitutes “bullying” [and/or “harassment”] as defined in law and District policy. Such conduct is unacceptable and will not be tolerated by the District. As a result of my investigation I have [describe broadly the actions taken without disclosing unnecessary details – e.g., the student was disciplined in accordance with the Student Code of Conduct, the students’ schedules have been changed, an aide was assigned to monitor the students, etc.].

Furthermore, we want to make sure that you and your child suffer no retaliation as a result of the report. I will continue to monitor the students involved, and I encourage you and/or your child to contact my office immediately if you believe that any retaliatory action has been taken or if you believe your child has been the target of additional student misconduct.

If you wish to discuss this matter further, or have any additional questions, please contact me.

Sincerely,

[administrator name], [administrator title]

Judson ISD

Letter to Parents of the Alleged Perpetrator: No Bullying/Harassment Found

[School District Letterhead]

[Date]

[parent/guardian name]
[address]

[Via Hand Delivery or Certified Mail RRR]

RE: Allegation of bullying [and/or harassment] by your child

Dear [Name]:

This letter is to inform you of the results of my administrative review into an allegation that your child [Name] bullied and/or harassed another student in violation of our District policy. In compliance with that policy, as well as the applicable law, [school district] ISD investigates every report of bullying or harassment that we receive. Our District is committed to ensuring that every student is able to attend school in a safe, secure environment.

Upon receipt of the allegation that your child [describe the conduct alleged], I conducted an administrative investigation, which included interviews with the students involved as well as with other students and staff members who had or may have had personal knowledge of the facts. As a result of my investigation, I have concluded that the reported conduct does not constitute bullying or harassment as defined in law and District policy.

[OPTIONAL PARAGRAPH: While I have concluded that your child has not engaged in bullying as defined in state law and District policy, I did find that your child violated our behavior standards as set out in the Student Code of Conduct when [he or she] [describe the specific violation of the Student Code of Conduct]. The disciplinary action taken by the school in response to this finding will be, or already has been, communicated to you.]

If you wish to discuss this matter further, or have any questions, please contact me.

Sincerely,

[administrator name], [administrator title]
Judson ISD

Letter to Parents of the Perpetrator: Bullying/Harassment Found

[School District Letterhead]

[Date]

[parent/guardian name]
[address]

[Via Hand Delivery or Certified Mail RRR]

RE: Allegation of bullying [and/or harassment] by your child

Dear [Name]:

This letter is to inform you of the results of my administrative review into an allegation that your child, [Name] bullied [and/or harassed] another student in violation of our District policy. In compliance with that policy, as well as the applicable law, [school district] ISD investigates every report of bullying that we receive. Our District is committed to ensuring that every student is able to attend school in a safe, secure environment.

Upon receipt of the allegation that your child [describe the conduct alleged], I conducted an administrative investigation, which included interviews with the students involved as well as with other students and staff members who had or may have had personal knowledge of the facts. I have concluded that the reported conduct constitutes bullying [and/or harassment] as defined in state law and District policy. Such conduct is unacceptable and will not be tolerated by the District. As a result of my investigation, I have [describe broadly the actions taken without disclosing unnecessary details – e.g., the student was disciplined in accordance with the Student Code of Conduct, the students' schedules have been changed, an aide was assigned to monitor the students, etc.].

Any disciplinary action taken by the school in response to this finding will be, or already has been, communicated to you. If you wish to discuss this matter further, or have any additional questions, please contact me.

Sincerely,

[administrator name], [administrator title]
Judson ISD

Judson Independent School District STAY AWAY AGREEMENT

stops, or at school-related activities. You also may not have others engage in such conduct on your behalf.

In addition, the following actions are effective immediately:

Current Schedule	New Schedule

Lunch: _____

Extracurricular Activities: _____

Enforcement:

Violations of this agreement, or any retaliatory conduct, made directly or indirectly towards the any other person, student or adult, involved in this matter will result in further disciplinary actions.

Your compliance with this agreement will be monitored by (*name and title of staff member*).

Signatures:

Student: _____ Date: _____

Parent/guardian: _____ Date: _____

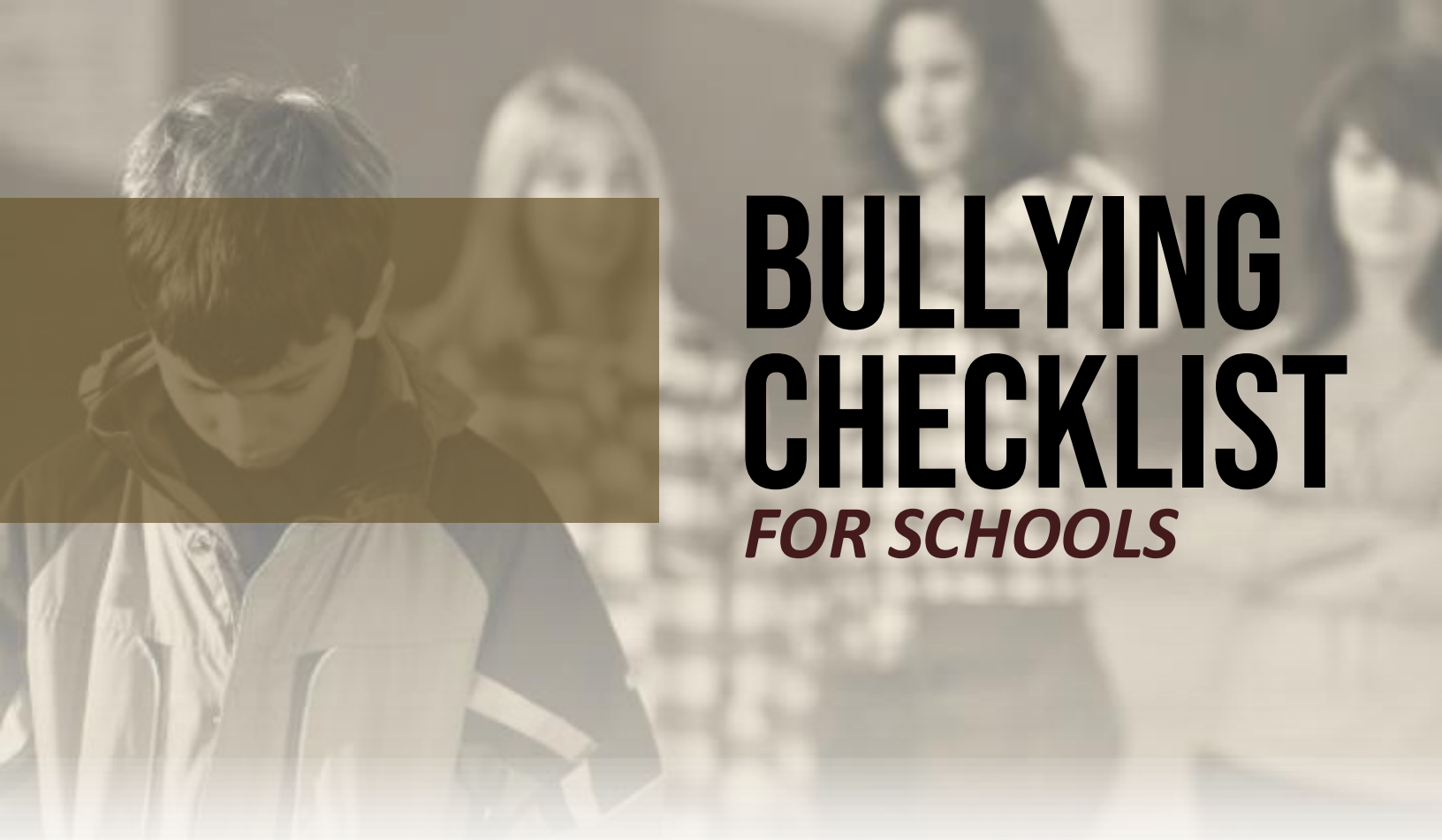
Administrator: _____ Date: _____

Copies of this Agreement provided to:

☐ Principal ☐ Assistant Principal ☐ Counselor ☐ SRO ☐ Teachers _____

Periodic Review of Stay Away Agreement:

[illegible]



BULLYING CHECKLIST

FOR SCHOOLS

PLEASE READ BEFORE PROCEEDING TO CHECKLIST

- ♦ If you determine that the situation is an imminent threat to life or safety, notify the police and your school's *Safe and Supportive School Program Team** immediately.
- ♦ If you determine that the situation meets bullying or cyberbullying criteria, notify your school's *Safe and Supportive School Program Team**.
- ♦ If you are still unsure if the situation meets bullying or cyberbullying criteria, speak with your school's *Safe and Supportive School Program Team** for guidance.
- ♦ If the student receives special education services, they may not be disciplined in a way that changes their educational placement for certain conduct (bullying, harassment, hit lists) until the ARD committee has reviewed the conduct. Any removal or placement change must be made by the ARD committee.
- ♦ If the incident being screened doesn't meet bullying or cyberbullying criteria, student social-emotional support may still be needed. Consult with your school's *Safe and Supportive School Team** for guidance.

**Safe and Supportive School Program Team is a state mandated team that conducts threat assessments. It is responsible for collecting and analyzing harmful, threatening, and violent behavior, which includes bullying, to assess threat and risk levels and determine appropriate interventions. Every Texas public school must be served by a Safe and Supportive School Program Team.*

BULLYING CHECKLIST

FOR SCHOOLS

PLEASE READ BEFORE USING CHECKLIST

To determine whether an act is bullying or cyberbullying by law, proceed down the checklist and provide a checkmark for each true statement. If any identified section does not receive at least one checkmark, then the act is not considered bullying by state law.

SB 179, "David's Law" expanded authority to school districts, allowing public and charter schools to address cyberbullying off-campus and outside of school-related or school-sponsored activities based on specific criteria. In order to address this legislative change, this checklist may help parents, educators, and administrators determine if a student at their school has been bullied according to the legislative definition. Please follow the conditional 'yes/no' logic for the questions regarding the use of electronic communication devices in possible bullying scenarios.

IS IT BULLYING?

Was it a single significant act? ☐

Was it a pattern of acts? ☐

By one or more students directed at another student that **exploits an imbalance of power** ☐

Through physical conduct ☐

Using verbal expression ☐

Using written expression ☐

Using electronic means ☐

Physically harms a student or damages their property ☐

Creates reasonable fear of harm to student or damage to their property ☐

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:

Intimidating educational environment ☐

Threatening educational environment ☐

Abusive educational environment ☐

Materially and substantially disrupts the educational process or operation of school ☐

Infringes on rights of victim at school ☐

Did the act occur outside of a school-sponsored or school-related activity?

(This is an important distinction, as David's Law expands a school district's authority to include cyberbullying incidents that occur off campus and outside a school-sponsored or school-related activity, as long as it meets one of the below criteria.)

Yes

Yes

Was the act committed by using any type of electronic communication device?

(i.e., Cellular or other phone, computer, camera, e-mail, text or instant messaging, social media app, internet website, internet communication tool)

No

No

Did the act interfere with a student's educational opportunities; or substantially disrupt the orderly operation of a classroom, school, or school-sponsored/related activity?

No

Yes

On school property ☐

At a school-sponsored or school-related activity (on or off campus) ☐

On school bus or vehicle used to transport students ☐

YES, IT'S BULLYING

(Cyberbullying is bullying)

According to law, if the act **DID NOT** meet the criteria above, it is not under the school district's authority.



TEXAS STATE UNIVERSITY

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BULLYING CHECKLIST EXAMPLES

The examples provided below are not an exhaustive list. They are provided to support you through the checklist to determine whether the act(s) meet the legal definition of bullying.

Was it a single significant act? What makes a single act 'significant' is the severe or pervasive effect it has on the target (victim) of the bullying. Examples of single significant acts include a student who is severely physically injured by their bully or a student who is told to kill themselves. It can occur electronically, for example, an intimate photo is stolen and posted online, or a video showing a student being ridiculed is uploaded onto social media. With social media, it can be difficult to determine whether an act of bullying occurred once or was a pattern of acts. This is one reason why David's Law amended the Texas Education Code to include a single significant act. As hurtful comments, images, or videos may be posted one time, each comment, like, or share, as well as the permanent nature of the internet and technology adds additional pain to the target of the bullying. The important thing to focus on is not whether the act meets 'significant' status, but whether it is significant to the target of the bullying.

Was it a pattern of acts? There is no timeline for bullying behavior to be considered a pattern of acts. Repeated acts can occur within a short period of time or they can span months or even years. For example, a student is physically bullied in sixth grade, and is then cyberbullied in seventh grade when altered images and hurtful comments are posted online by the same student who bullied them in sixth grade. Or a student is repeatedly called hurtful names and has things thrown at them every time they walk down the school hallway.

By one or more students directed at another student that exploits an imbalance of power. An imbalance of power is a subjective determination and can include physical, social, emotional, informational, or other threats to a students' emotional wellbeing. This can change over time even if it involves the same students.

Power may include physical strength and stature, social status at school or on social media, or having access to embarrassing photos or personal information. For example, a student threatens to tell everyone at school that the target of their bullying lives at a shelter, or that the target's parents are unemployed. Another example is a student with a large social media following who has access to unflattering photos of the target and threatens to post the photos online.

Through physical conduct Bullying through physical conduct can include impeding or blocking someone from moving, damaging property, pinching, flicking, poking, punching, slapping, hitting, being pushed down the stairs, or invading someone's personal space in an aggressive manner with the intent to intimidate. Bullying through physical conduct, such as flicking or pinching, can sometimes be dismissed as immature or childish behavior. Avoid minimizing or dismissing the behavior, especially when it meets all bullying checklist criteria.

Using verbal expression Bullying through verbal expression can include name calling, derogatory comments, ridiculing, threats to cause harm, or threats to take away friendship. It is important to distinguish between when a student is being rude or mean, and when they are bullying. Rude and mean comments hurt, but for it to rise to the level of bullying it would need to meet all checklist criteria.

Using written expression Bullying through written expression can include writing hurtful comments or threats in notes, on photos, lockers, mirrors, walls, or on paper or other material.

Using electronic means Bullying through electronic means includes using technology such as smartphones or computers to bully others. It can also include the use of a camera, e-mail, text or instant messaging, social media application, or internet website. Examples include spreading rumors or gossip through social media, taking and sending embarrassing pictures or videos without permission, creating a fake profile and pretending to be another student, threatening violence through group bullying, photoshopping someone's image to humiliate, harass, or embarrass, or recording and posting fight videos. The technology and devices used can be personal, or school issued.

BULLYING CHECKLIST EXAMPLES

Physically harms a student or damages their property Physical harm could include bruises, cuts, burns, or a broken bone. Bullying can also include damage to property including clothing, bookbags, smartphones, or laptops.

Creates reasonable fear of harm to student or damage to their property It is important to understand the fear of harm that bullying causes, either to a person or their property. For example, a student is told “you’ll be sorry if you come to school tomorrow” and as a result the student is in fear of going to school. In this context, ‘reasonable’ fear of harm applies to whether other people in the same situation would feel similarly.

Intimidating educational environment The target of the bullying feels intimidated at school, and as a result, the school environment is not a safe place for them. For example, the student is fearful of going to class because the student who is bullying them is in the same class.

Threatening educational environment The target of the bullying feels threatened at school, and as a result, the school environment is not a safe place for them. For example, the student is threatened online for asking a particular girl to prom and is fearful to return to school. Or the student is told that they will “regret it” if they try out for the track team.

Abusive educational environment The target of the bullying feels abused at school, and as a result, the school environment is not a safe place for them. For example, the student is pushed down the stairs, or the student’s friends are told to not sit with them at lunch.

Materially and substantially disrupts the educational process or operation of the school The bullying or the impact of the bullying is significant enough to disrupt or interfere with the education process, the classroom, or school operations. For example, a teacher is unable to cover instructional content as a significant amount of class time is spent addressing the student who is bullying. Or students, even those who may not be a target, are fearful to go to class or have difficulty receiving instruction because of the behavior of the student who is bullying.

Infringes on the rights of the victim at school The bullying or impact of the bullying restricts the rights of the target who is being bullied. For example, a student is afraid to go to the restroom or try out for a team because of being bullied.

**Notice of Educator
Misconduct**

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom a person employed by or acting as a service provider for the district is alleged to have engaged in the following misconduct:

1. The person abused or otherwise committed an unlawful act with a student or a minor, including by engaging in conduct that involves physical mistreatment or constitutes a threat of violence to a student or minor and that is not justified under Penal Code Chapter 9, regardless of whether the conduct resulted in bodily injury. *Education Code 22A.051(a)(2)(A)*
2. The person was involved in or solicited a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 22A.051(a)(2)(B)*
3. The person engaged in inappropriate communications with a student or minor, as defined by State Board for Educator Certification (SBEC) rule. *Education Code 22A.051(a)(2)(C)*
4. The person failed to maintain appropriate boundaries with a student or minor, as defined by SBEC rule. *Education Code 22A.051(a)(2)(D)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;
2. Whether the person was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or SBEC concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

Education Code 22A.053

[For the reporting requirements applicable to educator or service provider misconduct, see DHB.]

For purposes of this requirement, "service provider" means a person who provides services to a school district. The term includes, but is not limited to, a contractor or subcontractor, a tutoring provider, an entity that has entered into a contract to operate a district campus under Education Code 11.174, a staffing provider, or any person employed or controlled by any of these individuals or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. 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 engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, 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;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply 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; and
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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. 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;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

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Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count 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.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix E: FFI Student Welfare: Freedom from Bullying (Redlined Version)

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	Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.
Bullying Prohibited	The District <u>finds that bullying and harassment foster a climate of fear, intolerance, and disrespect that can seriously impair the physical safety and mental health of students and create conditions that negatively affect learning, undermining the ability of students to achieve their full potential. The District therefore</u> prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by <u>one or more individuals, through</u> physical contact or through electronic means. <u>Bullying behaviors and</u> may include <u>unwanted physical contact, intimidation through words, or gestures</u>, hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, <u>use of slurs or epithets</u>, name calling, rumor spreading, or ostracism. <u>Bullying also includes conduct that exploits an imbalance of power by targeting a victim on the basis of the victim's actual or perceived religion, disability status, race, ethnicity, color, national origin, sex, or association with a person or group with one or more of those actual or perceived characteristics.</u>
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading <u>(both in person and online)</u>, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Bullying Prevention and Response

The District commits to purposeful coordination around bullying prevention, educational programming, and response to reported incidents of bullying. The District shall provide adequate support and training for District and campus-level staff. Unless otherwise designated by District policy, school principals have primary responsibility for investigating and responding to incidents of bullying reported on their campus. Bullying prevention shall include, but not be limited to:

- Professional development and training for school-level staff and campus administrators regarding identifying, investigating, and addressing bullying, cyberbullying, and harassment;
- Educational programming and guidance for students and caregivers on how to identify, recognize and report bullying, cyberbullying, and harassment to school officials and other appropriate authorities;
- Implementation of campus anti-bullying committees consistent with state law;
- Facilitating positive and prompt resolution of conflict between students; and
- Guidance on strategies to support students impacted by bullying, cyberbullying, and harassment.

Anti-Bullying Committee

- The District will establish a committee that includes parents and secondarily level students to review and respond to the discipline data across the district.
- Each Campus will establish a committee that includes parents and secondary level students to address bullying by focusing on prevention efforts and health and wellness initiatives.
- The committee will consider student survey results to develop action plans and address student concerns. The committee will complete a checklist to guide District personnel in assessing and responding to bullying, cyberbullying, and/or identity-based bullying incidents.
- The members of the committee will be selected by the campus contact for bullying. The committee will meet at a minimum once a semester.

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Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count 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.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<u>Supportive Measures</u>	<u>Supportive measures shall promptly be made available to all students impacted by bullying regardless of their status as a victim, alleged perpetrator, or witness of a bullying incident, and regardless of whether a student elects to initiate or otherwise participate in an investigation or grievance process under this section.</u> <u>Supportive measures are individualized, non-disciplinary, non-punitive measures offered as appropriate, as reasonably available, and without fee or charge, that are designed to:</u> <u>• Restore or preserve an individual's access to or participation in the District's education programs or activities;</u> <u>• Protect the safety and sense of belonging of impacted individuals and the broader school community;</u> <u>• Implement a written safety plan outlining steps to protect victim from further harm;</u>

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Prohibited Conduct <u>Intersection with Other District Policies</u>	• <u>Address the root causes of the bullying behavior and prevent its recurrence.</u> <u>Supportive measures may include counseling, extensions of academic or other deadlines, class-related adjustments, modifications to class schedules, campus escort, increased supervision or monitoring, mutual restrictions on contact between the students implicated by a report of bullying (a stay away agreement), parent-student mediation, and other similar measures.</u>
Investigation of Report	<u>In evaluating a report of bullying or other prohibited conduct, the principal or designee shall determine whether the allegations in the report, if proven, would constitute discrimination, harassment, or retaliation prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both discrimination, harassment, or retaliation prohibited conduct and bullying <u>under this policy</u>, the investigation under FFH shall include a determination on each type of conduct.</u> <u>If the reported behavior involves an allegation of harmful, threatening, or violent behavior as defined by policy FFB, the principal or designee shall coordinate with the campus threat assessment and safe and supportive school team and comply with the procedures outlined in policy FFB.</u>
Concluding the Investigation	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. <u>The principal or designee shall ensure that all students impacted by an alleged incident of bullying are provided supportive measures.</u> Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. The principal or designee shall prepare a final written report of the investigation. The report shall include:

- A summary of the information and evidence considered, including the opportunity to view video footage, if any;
- A determination of whether bullying occurred and the rationale for the determination; and
- Whether the victim used reasonable self-defense.

A copy of the report shall become a part of the student's educational record and should be immediately provided to parents without request, with appropriate redactions to comply with applicable law.

Regardless of the determination of responsibility for conduct prohibited under this policy, the notice provided to students and parents must include the actions taken to:

- Resolve the conflict underlying the reported incident;
- Restore or preserve a victim's access to or participation in the District's education programs or activities;
- Protect the safety and sense of belonging of the victim and the broader school community; and
- Educate the student alleged to have engaged in bullying behavior on the harmful impact caused by the alleged bullying behavior.

District Action
Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct and prevent its recurrence. The District may notify law enforcement in certain circumstances. In determining the appropriate actions, the District may consider the following factors:

- The impact on and needs of the victim;
- The responsible student's willingness to accept responsibility for and take steps to address the harm caused by the bullying behavior;
- The interim and ongoing steps taken to address the root causes of the bullying behavior;
- The nature, frequency, and seriousness of the conduct;
- The age of the students involved;

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	• Whether the perpetrator has engaged in any prior acts of bullying or retaliation; and • Other factors established by District policy or required by law.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records, including witness statements, investigative reports, documentation of supportive measures, notice, documentation of STOPit reports, and corrective action, shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to

the extent practicable, and shall be readily available at each campus and the District's administrative offices.

District and campus level anti-bullying committees shall submit an annual summary of the District's compliance with this policy to the Board of Trustees. The reports may not identify any student, and must include information regarding:

- the number of reports of bullying received under this policy, including the number of reports of cyberbullying and bullying that targets a student on the basis of their legally protected status;
- a general description of the District's responses and interventions in response to bullying reports; and
- assessment of available climate survey data and community feedback;
- any recommended changes in policy, practice, or programming to support the District's compliance with this policy.

Appendix E: FFI Student Welfare: Freedom from Bullying (Non-Redlined Version)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District finds that bullying and harassment foster a climate of fear, intolerance, and disrespect that can seriously impair the physical safety and mental health of students and create conditions that negatively affect learning, undermining the ability of students to achieve their full potential. The District therefore prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by one or more individuals, through physical contact or through electronic means. Bullying behaviors may include unwanted physical contact, intimidation through words, or gestures, hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, use of slurs or epithets, name calling, rumor spreading, or ostracism.

Bullying also includes conduct that exploits an imbalance of power by targeting a victim on the basis of the victim's actual or perceived religion, disability status, race, ethnicity, color, national origin, sex, or association with a person or group with one or more of those actual or perceived characteristics.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading (both in person and online), ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

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**Bullying Prevention
and Response**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

The District commits to purposeful coordination around bullying prevention, educational programming, and response to reported incidents of bullying. The District shall provide adequate support and training for District and campus-level staff. Unless otherwise designated by District policy, school principals have primary responsibility for investigating and responding to incidents of bullying reported on their campus. Bullying prevention shall include, but not be limited to:

- Professional development and training for school-level staff and campus administrators regarding identifying, investigating, and addressing bullying, cyberbullying, and harassment;
- Educational programming and guidance for students and caregivers on how to recognize and report bullying, cyberbullying, and harassment to school officials and other appropriate authorities;
- Implementation of campus ~~an~~ anti-bullying committees consistent with state law;
- Facilitating positive and prompt resolution of conflict between students; and
- Guidance on strategies to support students impacted by bullying, cyberbullying, and harassment.

Anti-Bullying Committee

The District will establish a committee that includes parents and secondarily level students to review and respond to the discipline data across the district.

Each Campus will establish a committee that includes parents and secondary level students to address bullying by focusing on prevention efforts and health and wellness initiatives.

The committee will consider student survey results to develop action plans and address student concerns. The committee will complete a checklist to guide District personnel in assessing and responding to bullying, cyberbullying, and/or identity-based bullying incidents.

The members of the committee will be selected by the campus contact for bullying. The committee will meet at a minimum once a semester.

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Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count 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.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Supportive Measures	Supportive measures shall promptly be made available to all students impacted by bullying regardless of their status as a victim, alleged perpetrator, or witness of a bullying incident, and regardless of whether a student elects to initiate or otherwise participate in an investigation or grievance process under this section. Supportive measures are individualized, non-disciplinary, non-punitive measures offered as appropriate, as reasonably available, and without fee or charge, that are designed to: • Restore or preserve an individual's access to or participation in the District's education programs or activities; • Protect the safety and sense of belonging of impacted individuals and the broader school community; • Implement a written safety plan outlining steps to protect victim from further harm;

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- Address the root causes of the bullying behavior and prevent its recurrence.

Supportive measures may include counseling, extensions of academic or other deadlines, class-related adjustments, modifications to class schedules, campus escort, increased supervision or monitoring, mutual restrictions on contact between the students implicated by a report of bullying (a stay away agreement), parent-student mediation, and other similar measures.

Intersection with other District Policies

In evaluating a report of bullying or other prohibited conduct, the principal or designee shall determine whether the allegations in the report, if proven, would constitute discrimination, harassment, or retaliation as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both discrimination, harassment, or retaliation under FFH and bullying under this policy, the investigation under FFH shall include a determination on each type of conduct.

If the reported behavior involves an allegation of harmful, threatening, or violent behavior as defined by policy FFB, the principal or designee shall coordinate with the campus threat assessment and safe and supportive school team and comply with the procedures outlined in policy FFB.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. The principal or designee shall ensure that all students impacted by an alleged incident of bullying are provided supportive measures.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

- Educate the student alleged to have engaged in bullying behavior on the harmful impact of the alleged behavior.

District Action

The principal or designee shall prepare a final written report of the investigation. The report shall include:

- A summary of the information and evidence considered, including the opportunity to view video footage, if any;
- A determination of whether bullying occurred and the rationale for the determination; and
- Whether the victim used reasonable self-defense.

A copy of the report shall become a part of the student's educational record and should be immediately provided to parents without request, with appropriate redactions to comply with applicable law.

Regardless of the determination of responsibility for misconduct prohibited under this policy, the notice provided to students and parents must include the actions taken to:

- Resolve the conflict underlying the reported incident;
- Restore or preserve a victim's access to or participation in the District's education programs or activities;
- Protect the safety and sense of belonging of the victim and the broader school community; and

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and reasonably calculated to address the conduct and prevent its recurrence. The District may notify law enforcement in certain circumstances. In determining the appropriate actions, the District may consider the following factors:

- The impact on and needs of the victim;
- The responsible student's willingness to accept responsibility for and take steps to address the harm caused by the bullying behavior;
- The interim and ongoing steps taken to address the root causes of the bullying behavior;
- The nature, frequency, and seriousness of the conduct;

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- the age of the students involved;
- Whether the perpetrator has engaged in any prior acts of bullying or retaliation; and
- Other factors established by District policy or required by law.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records, including witness statements, investigative reports, documentation of supportive measures, notice, documentation of STOPit reports, and corrective action shall be in accordance with CPC(LOCAL).

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**Access to Policy and
Procedures**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

District and campus level anti-bullying committees shall submit an annual summary of the District's compliance with this policy to the Board of Trustees. The reports may not identify any student, and must include information regarding:

- the number of reports of bullying received under this policy, including the number of reports of cyberbullying and bullying that targets a student on the basis of their legally protected status;
- a general description of the District's responses and interventions in response to bullying reports; and
- assessment of available climate survey data and community feedback;
- any recommended changes in policy, practice, or programming to support the District's compliance with this policy.

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