Professional Learning Manual



ALEDO ISD

2025-2026

Aledo ISD
Revised: : August 2025
Board Approved: August 18, 2025

Table of Contents

Superintendent of Schools..... 5
Aledo ISD Administration.....5
Board of Trustees.....5
Aledo ISD Mission.....6
Aledo ISD Vision.....7
Introduction.....7
Board Policy for Staff Development:.....7
Professional Learning.....7
    AISD Professional Learning Philosophy.....7
Professional Learning as a Component of Annual Teacher Appraisal..... 7
Tools for Monitoring the Curriculum Taught.....8
Professional Learning Requirements..... 8
Professional Learning Requirements for Teachers.....8
Professional Learning Requirements for New-to-AISD Teachers.....9
Aledo ISD 0-3 New Teacher Mentors..... 9
Professional Learning for Paraprofessional and Auxiliary Staff.....9
Professional Learning Requirements for Other Certified Professionals, Administrators, and District Leadership.....10
Professional Learning Requirements for Late-hire Employees..... 10
Absenteeism and Making Up Professional Learning Sessions..... 10
State Board of Educator Certification (SBEC) Rules for Continuing Professional Education Credits.... 11
Acceptable CPE Activities..... 11
Undergraduate and Graduate Coursework..... 11
Independent Study.....11
Flex Days.....12
Documentation of Professional Learning..... 12
Approval of CPE Credits.....12
In-district professional learning courses:.....12
Out-of-district professional learning offerings:.....13
College Coursework..... 13
Annual Compliance Trainings.....13
Stop The Bleed Trainings……14
Professional Learning for Serving Students with Dyslexia..... 14
Professional Learning for Serving Gifted and Talented Students.....14
Professional Learning for Special Education Services.....15
CPI is required for the following employees:..... 15

Aledo ISD District Professional Learning Focus....16
Appendix A....17
Professional Learning Continuum by Topic/Content Area....17
Appendix B....32
2024-2025 Professional Learning Calendar by Department....32
DUE DATE - July 19 Link to form - https://forms.gle/2eKgBxxpcYHruG2GA....32
Appendix C....35
District-Mandated Compliance Training by Department....34
Appendix D....35
Out-of-District Professional Learning Request Form....35
Appendix E....37
Requesting Credit in Eduphoria! Strive....37
Appendix F....41
Flex Day Guidelines....41
Appendix G....44
2024-2025 Aledo ISD School Calendar....45

Superintendent of Schools

Susan Bohn, J.D., Ed.D.

Aledo ISD Administration

- Dr. Susan Bohn, *Superintendent*
- Kimberly Raymond, *Deputy Superintendent*
- Dr. Amber Crissey, *Assistant Superintendent of Curriculum and Instruction*
- Earl Husfeld, *Chief Financial Officer*
- Mercedes Mayer, *Director of Communications*
- Brooks Moore, *Chief Technology Officer*
- Caleb Bell, *Chief Facilities and Construction Officer*

Board of Trustees

- Forrest Collins, President (Place 4)
- David Lear, Vice President (Place 1)
- Zach Tarrant, Secretary (Place 6)
- Hoyt Harris (Place 7)
- Lynn Morgan (Place 5)
- Jeremy Pruett (Place 3)
- Jim Scott (Place 2)

Aledo ISD Mission

Ensuring high levels of learning for all students.



Aledo ISD Vision

Growing greatness through exceptional experiences that empower learners for life.



Introduction

This document contains the Aledo Independent School District (AISD) Professional Learning Plan including information about AISD core philosophies, the definition of professional learning, and the rationale for all employees to be lifelong learner.

Board Policy for Staff Development:

DMA (LOCAL & LEGAL)

The staff development provided by a district to an educator other than a principal must be conducted in accordance with the standards developed by the district and designed to improve education in the district (DMA (LEGAL)).

Definition of Professional Learning

Aledo Independent School District defines professional learning as an ongoing course of study that changes participants' behavior in a way that produces a demonstrable and measurable effect on student learning. The Aledo ISD Professional Learning Plan is built on the expectations that all supervisors are professional developers of the employees they supervise, and all employees will continually seek opportunities to grow professionally to improve performance. Excellence in the education profession is not merely a condition but rather "a process of continuous improvement over time" (Wink, 2017, p. 25)*.

**Wink, J. R. (2017). A leader's guide to excellence in every classroom: Creating support systems for teacher success. Solution Tree Press.*

Professional Learning

Aledo ISD Professional Learning Philosophy

Aledo ISD believes that professional learning increases educator effectiveness and school success. The Curriculum and Instruction Department offers a variety of courses throughout the year at the campus and District level. Courses are taught by in-house and outside experts in various subject matter areas. Staff growth and improvement is the key to moving forward individually and collectively.

Professional Learning as a Component of Annual Teacher Appraisal

As a component of the Aledo ISD board-approved teacher appraisal system, T-TESS, all educators must work closely with their supervisors to identify and plan annual professional learning targets aligned with the district's mission and goals and focused on increasing student achievement. These professional learning targets are reviewed in the first and second semesters as well as at the end of each school year. Teachers complete a self-assessment in Eduphoria! Strive that is used in planning individual professional learning for the next school year.

- The professional learning plan may incorporate all forms of professional learning, not limited to traditionally provided courses offered by outside entities or to whole staff. Professional learning could include working within the professional learning community (PLC) process, a department chair, or another teacher on practices identified as improvement goals. It could also include self-directed professional learning that seeks literature, online videos, or modules addressing practices that the teacher identified as improvement goals.
- Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on T-TESS, Professional Learning Plan, and other related data sources.

Tools for Monitoring the Curriculum Taught

The taught curriculum is to be monitored by the campus administrative team using any of the following tools:

- Analysis of student assessment data
- Observations of teachers (daily impact walks, T-TESS observations)
- Interviews and conferences with individual teachers and/or teams
- Meetings with district curriculum/instruction personnel
- Review of lesson plans and instructional units

Professional Learning Requirements

All AISD employees are expected to model lifelong learning through active participation in and application of professional learning. Professional learning at the district level is determined by district instructional priorities along with state and federal guidelines. Campus/department professional learning is based on alignment with the district mission and goals, campus/department needs, and on improving instructional/operational practices. All professional staff, including but not limited to principals, school counselors, librarians, educational diagnosticians, supervisors, coordinators, directors, or visiting teachers, shall participate in professional learning activities and shall be required to complete a minimum of 150 to 200 clock hours of professional growth every five calendar years as required by the Texas State Board for Education Certification (SBEC).

Professional Learning Requirements for Teachers

As the largest group of employees in AISD, teachers play a critical role in the academic success of students.

- All currently employed certified personnel will be required to attend all district and campus professional learning day sessions in their entirety.
    - Approved CPE hours earned outside of the contract day may apply to designated Flex Days.
- Based on teaching assignment, TEA, and district requirements, currently employed certified, degreed personnel will be required to complete specific professional learning hours as outlined in this plan and any necessary addendums to this plan (see Appendices A and D).

Professional Learning Requirements for New-to-AISD Teachers

In addition to the general professional learning requirements for teachers, New-to Aledo ISD teachers will attend Aledo ISD New Teacher Academy and will receive three days of district-led orientation and training designed to provide the information needed to integrate into the district's culture and systems.

- In addition to onboarding provided by Human Resources, all new-to-Aledo ISD teachers will receive training in technology services, curriculum management, Bearcat Belonging, and content-based topics provided by the Curriculum & Instruction Department.
- Each new-to-Aledo ISD teacher will receive additional support/coaching from campus leadership and campus-based Instructional Specialist with the implementation of the district curriculum and instructional priorities.
- In addition to the general professional learning requirements for teachers, educators with three years' experience or less will participate in the Aledo ISD 0-3 Year New Teacher Program. On-going collaborative, professional learning meetings will be required as part of the 0-3 Year New Teacher Program. In addition to district-level learning initiatives and annual compliance training, the district provides additional professional learning designed to support new teachers with three years or less experience. This learning is delivered in a collaborative, experienced-based format to build on day-to-day classroom experiences and to provide research-based support through strategic and purposeful classroom management tools, strategies, tips, and techniques.

Aledo ISD 0-3 New Teacher Mentors

Campus-based New Teacher Mentors, selected by campus principals, will be required to attend mentor training as one component of the district's Professional Learning Plan. This training will provide the Aledo ISD framework and timeline for support, professional learning on best practices for being a mentor, and ongoing collaboration through the district-based New Teacher Mentor Program.

- In addition, campus-based Mentors will be required to log and report dates and times of collaborative support opportunities spent with their assigned new teacher (Mentee). This time may include conferences, observations, 1:1 time spent daily, weekly, and monthly, and all other mentor-mentee partnership time throughout the school year. Follow-up meetings after the initial Mentor training and documentation of support will be required.

Professional Learning for Paraprofessional and Auxiliary Staff

Campus-based paraprofessional and auxiliary staff members assigned to work with students will be required to attend all campus and district professional learning day sessions during the year based on their job responsibilities.

- Campus-based paraprofessional and auxiliary staff members not assigned to work directly with students will be required to attend all professional learning day sessions during the year based on their job responsibilities.

- District-level paraprofessional and auxiliary staff members will be required to attend all professional learning during the year based on their job responsibilities.

Professional Learning Requirements for Other Certified Professionals, Administrators, and District Leadership

Aledo ISD leaders, whether at the district or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. Aledo ISD will provide opportunities for all campus and district leaders to continue their learning through embedded job experiences and training offered through partners such as the Region 11 Service Center, TASPA, TASB, AASPA, and other educational entities.

The purpose of leadership learning is to make leaders competent to function effectively and influence others to continuously improve instructional, cultural, and strategic operational practices that ultimately lead to student success.

Professional Learning Requirements for Late-Hire Employees

Employees hired after the general contract report date will be required to attend make-up onboarding, training, and information sessions scheduled in partnership with the Curriculum & Instruction Department. Sessions may include but are not limited to required face-to-face professional learning time, video tutorials, campus-based professional learning time, webinars, etc.

- Flex Day eligibility will be determined on a case-by-case basis.

Absenteeism and Making Up Professional Learning Sessions

In the event of an absence during a district-scheduled professional learning day, the employee must inform their principal/supervisor of the absence and report it using the district's absence system in Frontline Absence Management.

The District expects all employees who miss campus-based and/or district-based professional learning sessions to make up the sessions within a reasonable amount of time.

- Campus-based professional learning sessions will be made up during an agreed-upon time between the campus administrator and the employee within 10 days.
- District-based professional learning will be made up during an agreed-upon time between the district department offering the session(s) and the employee within 10 days of the initial offering.
- If the employee is unable to complete the entire staff learning or workshop, they must check with the sponsoring Department/agency.
- In-depth and intensive training sessions often require participants to meet all attendance requirements in order to receive CPE credit.

State Board of Educator Certification (SBEC) Rules for Continuing Professional Education Credits

The SBEC rules for CPE hours for renewal of certifications can be found here: Standard Certificate Renewal Requirements. The following credit types will be utilized in Aledo ISD.

- CPE
- FLEX
- GT
- ESL
- PREK

Acceptable CPE Activities

Acceptable professional learning activities eligible for CPE credit include workshops, conferences, and clinics conducted by TEA-approved providers face-to-face or online. Undergraduate and graduate coursework related to the employee's job assignment completed through an accredited institution of higher education is also acceptable.

- Faculty meetings focusing on policies, procedures, and the dissemination of information are not recorded as CPE.
- Educational trips and Field trips – personal or school-related – may not be applied toward CPE credit hours.

Undergraduate and Graduate Coursework

Undergraduate and graduate coursework applicable to the employee's job assignment through an accredited institution of higher education (IHE) will be awarded as 1 credit hour equivalent to 1 CPE clock hour (1 semester credit hour equals 15 CPE hours).

Credit and credit type will be considered for approval with the submission of an official transcript. CPE credits will not be approved for any undergraduate and/or graduate coursework completed prior to the beginning of the next school year.

Independent Study

Independent Study is an approved method to earn Continuing Professional Education (CPE) hours. The State Board of Educator Certification (SBEC) limits Independent Study CPE to 20% of the required clock hours during a five-year renewal period: 30 hours for the Standard Classroom Teacher Certificate and 40 hours for Standard Principal, Counselor, Librarian, Diagnostician, and Reading Specialist Certificates

Flex Days

Flex days provide a way to exchange district-required professional learning time for 3 designated contract days in which the District is closed during the school year. The three days are “compensation” for attendance and participation in training sessions that occur during off-contract time. Given these parameters, flex credit will not be given for training that occurs during regular contract time (See Appendices F).

Click here for the 2025-2026 AISD Flex Day Guidelines

Documentation of Professional Learning

All AISD staff members are expected to sign-in for every district-led professional learning session they attend to serve as documentation of attendance.

- All Aledo ISD staff members that have been approved to attend professional learning are required to register their absence from the classroom in the Frontline Absence Management System under the “Professional Learning” category immediately, especially if a substitute is required.
- Aledo ISD staff can check their Aledo ISD portfolio summary in *Eduphoria! Strive*.
    - To receive credit, the staff member must sign in at every professional learning session conducted on campus and district professional learning days and attend the entire session.
    - Any staff member who does not sign in and stay for the entire session will be reported to their supervisor as being absent.
    - Documentation of and credit requests for professional learning attended outside the district is the responsibility of the individual staff member. The employee must receive proper documentation of attendance: date, title of session, CPE hours, provider number, and authorizing signature.

IMPORTANT:

- Each employee is strongly encouraged to keep a personal file of previous years’ certificates not in Eduphoria! Strive as evidence of completion in the event of an SBEC audit. Before departure from Aledo ISD, each employee is responsible for printing a copy of their Eduphoria! Strive portfolio and all applicable certificates.

Approval of CPE Credits

In-district professional learning courses:

- Verify your attendance for each professional learning session by signing in at every professional learning session.
- Credit will be granted by the Curriculum & Instruction Department.

Out-of-district professional learning offerings:

- Obtain approval from the district and campus level to attend the course using the District Professional Learning Request Form.
    - The course provider must be a TEA-approved provider and provide written documentation of the participant's attendance indicating:
        - CPE provider's name and provider number (CPE provider number for school districts, charters, private schools, and institutions of higher education is their assigned County/district number)
        - Educator's name
        - Date and content of the activity
        - Number of clock hours that count toward satisfying CPE requirements
        - Authorizing signature
- Register for the course.
- Enter absence in Absence Management as Professional Learning for substitute coverage.
- Complete all requirements for attendance of the course.
- Submit a request for credit by adding a new portfolio entry in Eduphoria! Strive (see Appendix E) which includes a copy of the course attendance certificate.
- Credit will be reviewed by the C&I Department to determine eligibility for approval of credit.

College Coursework

Submit a request for credit by adding a new portfolio entry in Eduphoria! Strive (see Appendix D) including a copy of the employee's official grade report or transcript.

- Credit will be reviewed by the Curriculum & Instruction Department to determine eligibility for approval of credit.
- Credit will not be approved for courses taken before the current school year

Annual Compliance Trainings

All employees will access the state-mandated training online through the Vector/Safe Schools records system at the beginning of the school year with training completion deadlines set by the Human Resources department.
Aledo ISD employees are required to participate annually in statutory professional learning training for all staff. The following list reflects mandatory compliance training. All mandatory training can be found at the link
A Guide to Statutory Professional Learning & Training For Texas Public School Employees

Aledo ISD Annual Compliance List may include but not limited to:

- Sexual Harassment
- Standard Response Protocol
- Bullying: Recognition and Response

- Child Abuse: Identification and Intervention
- Conflict Management: Student to Student
- Cybersecurity
- Discrimination Awareness in the Workplace
- FERPA
- Human Trafficking Awareness
- Trauma & Trust-Based Relational

Stop the Bleed Training Opportunities

The district is committed to providing comprehensive Stop the Bleed training and the use of bleeding control stations to ensure the safety of our school community.

The following groups will be included in yearly training sessions:

- Police Officers
- School Nurses
- Campus Administrators
- Front Office Staff
- Child Nutrition Employees

Training Schedule

- **Staff Training**:
  All staff members will be offered training twice a year to ensure they are prepared to respond to emergency situations involving severe bleeding.
- **Student and Parent Training**:
  Students in grades 7-12, along with their parents, will also be offered training twice per year to empower the broader community with life-saving skills.

These sessions will cover essential techniques such as applying pressure, using tourniquets, and packing wounds. Dates for training sessions will be provided well in advance to allow for full participation.

Professional Learning for Serving Students with Dyslexia

All teachers are required to complete annual TEA Dyslexia training. The annual training will be provided at each campus by the assigned dyslexia specialist/teacher. Additional updates are provided at the campus level by dyslexia specialists.

Professional Learning for Serving Gifted and Talented Students

As specified in 19 TAC §89.2 Professional Learning, each school district must ensure the following:

- Prior to assignment in the program, a teacher who provides instruction and services as a part of the program for gifted students must have a minimum of 30 hours of staff development that includes the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

- A teacher without the above-required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the fall semester.
- A teacher who provides instruction and services that are part of the program for gifted students must complete annually a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the fall semester.
- Administrators and counselors with authority for program decisions must complete at least six hours of professional learning that includes the nature and needs of gifted/talented students and program options.
- Aledo ISD offers 30-hour foundation training and opportunities for the 6-hour update annually.
- Aledo ISD is also a member of the ESC 11 Co-Op for Gifted and Talented Services, allowing teachers to attend workshops at reduced rates or for free. ESC 11 will provide the 30-hour foundation training each summer at no cost to teachers or campuses. Additionally, options for teachers to complete the required annual 6-hour update are through face-to-face professional learning at Region 11.
- Per available funding, the district pays for initial College Board PreAP/AP Summer Institute registration for teachers assigned to Honors (formally PreAP) and AP courses.
- Twelve hours of The College Board PreAP/AP Summer Institute may substitute for the curriculum and instruction requirements. The College Board PreAP/AP Institutes do not fulfill the nature and needs or assessing student needs components.

Professional Learning for Special Education Services

- All teachers and campus administration will complete a Special Education/Section 504 annual compliance training.
- Crisis Intervention Prevention (CPI) training focuses on prevention and offers proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Initial, 6-hour CPI training is required for staff who have not attended CPI or whose CPI certification has lapsed. Upon completion of the initial CPI training, designated faculty must attend an annual three-hour CPI refresher session. CPI is an annual certification.

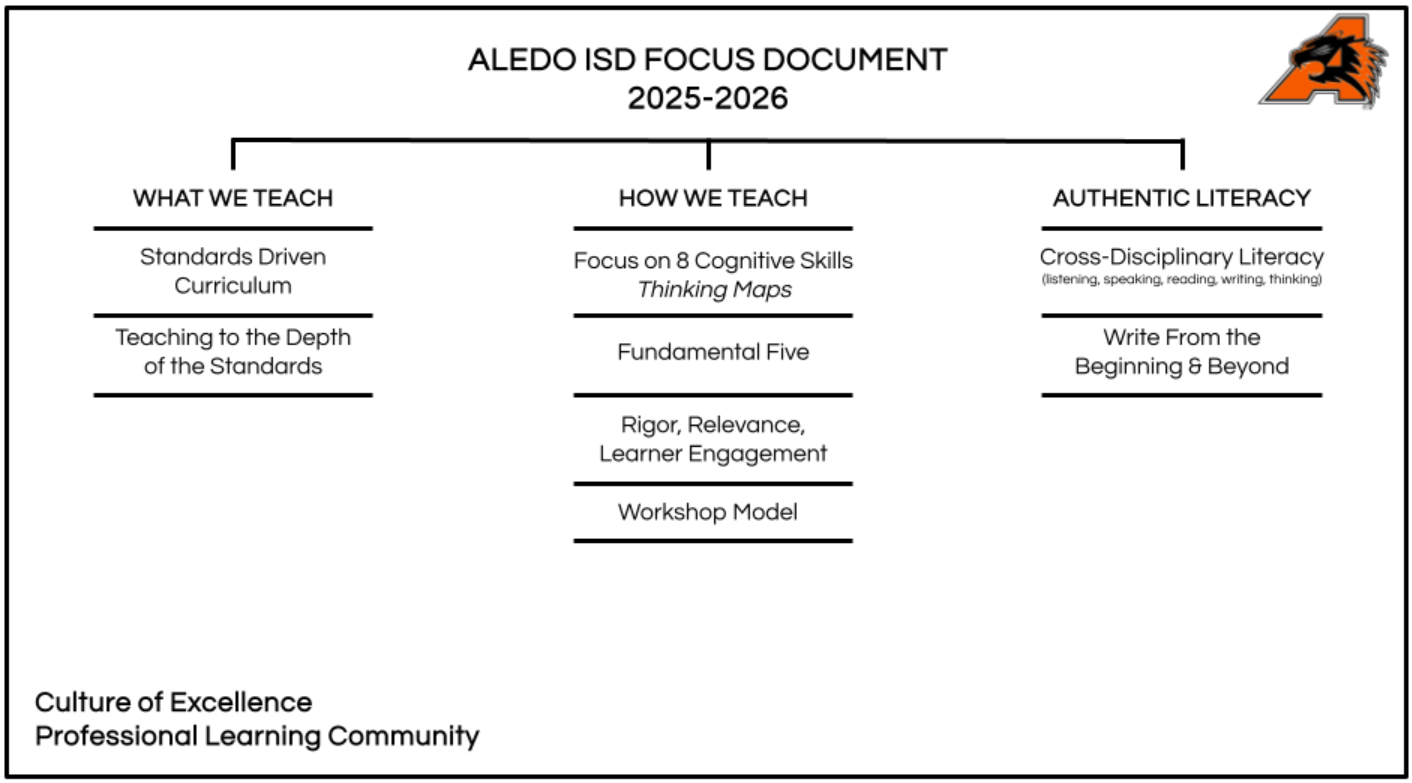
CPI is required for the following employees:

- All Special Education teachers and teaching assistants assigned to Behavior, Life Skills, and ECSE classrooms, including 1:1 staff/student assignments;
- Campus Crisis Team, which minimally must include an administrator, a SPED teacher, a GE staff member; and any other faculty/staff designated by the principal.

Aledo ISD District Professional Learning Focus

Aledo ISD is committed to implementing a consistent instructional focus that outlines high-leverage instructional priorities.

Below is a copy of the 2025-2026 AISD Instructional Focus



Appendix A

Professional Learning Continuum by Topic/Content Area

CURRICULUM & INSTRUCTION			
Teachers who are new to AISD	New Teacher Academy	➔ All staff new to Aledo ISD will attend the 3-day New Teacher Academy that will provide new staff with professional learning that supports our district instructional focus. ➔ All new hires will receive the following foundational trainings: ◆ Thinking Maps ◆ Fundamental Five Overview ◆ Workshop Model ◆ PLC Process ◆ Rigor, Relevance, Learning Engagement	➔ Ongoing professional learning will be provided based on identified needs throughout the school year.
Teachers new to AISD with 0-3 years experience	➔ New Teacher Academy ➔ 0-3 Year New Teacher Program	➔ All staff new to Aledo ISD with 0-3 years of teaching experience will participate in the AISD 0-3 Year New Teacher Program. In the 0-3 Year New Teacher Program, a mentor will be assigned to each staff member who will support the mentee throughout the school year. ➔ Strategic professional learning will be offered throughout the school year to provide timely support and resources.	➔ Ongoing professional learning will be provided based on identified needs throughout the school year.

<table>
<tr><th colspan="3">ALL Instructional Staff</th></tr>
<tr><td>All Teacher Staff</td><td>District Instructional Priorities

➔ The district instructional focus areas include:
◆ Professional Learning Community Process
◆ MTSS/ RTI at Work
◆ Thinking Maps
◆ Fundamental Five
◆ Workshop Model
◆ Rigor, Relevance, Learner Engagement</td><td>Professional learning will be provided based on identified needs throughout the school year. Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes.</td></tr>
<tr><td rowspan="3">All Teacher Staff</td><td>Eduphoria! Strive</td><td>➔ Using Eduphoria! Strive for professional learning enrollment, portfolios, T- TESS and Aware for assessment administration and student data analysis.
➔ Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings, and program evaluation outcomes.</td></tr>
<tr><td>Learning Management Systems (LMS)</td><td>➔ AISD utilizes Seesaw & Canvas as instructional tools to support the creation, distribution, and management of educational content.
◆ PreK-2 Seesaw
◆ 3-12 Canvas
➔ Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings, and program evaluation outcomes.</td></tr>
<tr><td>Ascender</td><td>➔ Navigation of Ascender
◆ taking attendance, building seating charts, creating assignments, entering grades, grade book settings, and accessing student profiles.
➔ Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings, and program evaluation outcomes.</td></tr>
</table>

	Instructional Technology	➔ Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. Support includes: ◆ Meaningful Technology Integration ◆ Peardeck ◆ Canva ◆ Seesaw ◆ Canvas ◆ etc.
All Certified Teachers	T-TESS (Campus-based)	➔ Culture of Continuous Improvement ➔ Rubric Training Professional Goal Setting ➔ Student Growth Goal Setting Formative Evaluation Summative Evaluation ➔ Annual Update
	Gifted and Talented	➔ 30 hours of professional learning including the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. ➔ 6-Hour Annual Update
	ESL	6-Hour Annual Update

All PK-3 Teachers	Reading Academy	60-hour initial training for K-3 teachers
All K-2 Teachers	RLA	➔ Reading-mCLASS and Really Great Reading ➔ Writing-Write from the Beginning and Beyond/The Writing Revolution
All 3-12 RLA Teachers	RLA	➔ Writing-Write from the Beginning and Beyond/The Writing Revolution ➔ Primary Resource- (Pearson/Savvas for 3-5 and SpringBoard for 6-12) if they are teaching on-level classes
All PK-12 Math Teachers	Math	➔ IXL ➔ Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings, and program evaluation outcomes.
All PK-12 Science and CTE	Science Safety Training and Certification: Required by law for anyone teaching a science-based course or in a laboratory setting.	Teachers receive 3-hour CPE credit each year for taking online courses. Teachers must make an 80% or higher to become certified.

science-based Teachers		

Human Resources				
All Staff	➔ 2025-2026 Employee Handbook ➔ All other Department Manuals & Procedures Child Development Center Handbook, ➔ Transportation Handbook, ➔ Child Nutrition Handbook ➔ Professional Development ➔ Guest Teacher Handbook ➔ Annual Compliance Training (Vector) -Linked Here ➔ All employees, including substitutes, seasonal, and part-time staff, will log in directly to the Vector/ Safe Schools platform			
Human Resources Staff	➔ Offerings based on district goals and identified needs of current PD offerings ➔ Throughout the State's Associations (TASPA, NCASPA) ➔ others, such as Law offices	➔ Basics of HR ➔ Frontline Recruit & Hire ➔ certification ➔ Frontline Absence ➔ Management & Time & ➔ Attendance certification ➔ HR Calendar according to TEA ➔ I-9 ➔ Fingerprints Compliance & Legal	➔ Compliance Law ➔ HR Calendar & ➔ compliance ➔ FMLA Guidelines	➔ Annual update
Human Resources / Professional	➔ HR Staff ➔ C&I NTO	➔ Onboarding & Orientation	➔ Department Led	➔ Department Led
Human Resources / Paraprofessional	➔ HR Staff ➔ C&I NTO	➔ Onboarding & Orientation ➔ Support Staff HUB	➔ Department Led ➔ Support Staff HUB	➔ Department Led ➔ Support Staff HUB
Human Resources / Auxiliary	➔ HR Staff ➔ Department guided	➔ Onboarding & Orientation	➔ Department Led	Department Led

Human Resources/ Substitutes	➔ HR Staff ➔ Frontline Resources ➔ Vector ➔ C&I	➔ Substitute Onboarding & Orientation meetings ➔ Monthly ➔ Vector Compliance training -1st month of hire	➔ Online Annual Substitute Academy ➔ Monthly Newsletter ➔ Video Library – Frontline ➔ Vector/Safe Schools Compliance Training -Yearly
Business Office			
Business Office	➔ Attend Region XI Webinars ➔ Texas Education Agency resources.	➔ Region XI Webinars ➔ Ascender Trainings ➔ Weekly Publications and Monthly Meetings ➔ Networking with other ISD's	

Auxiliary Services		
ALEDO CDC	➔ Child Care | Texas A&M AgriLife Learn ➔ Instructor from CDC	➔ CPR and First Aid ➔ Brain Development SIDS, Shaken Baby Syndrome ➔ Positive Guidance and Discipline ➔ Poison Prevention and Safety in Child Care Programs ➔ Managing Common Childhood Illnesses in Child Care ➔ Injury Prevention and Child Safety in Child Care Settings ➔ Emergency Planning for Child Care Providers ➔ Medication Administration in Child Care: Ensuring Children's Safety Infection Control in Child Care Settings ➔ Child Maltreatment: A Guide for Child Care Professionals ➔ Child Growth and Development ➔ Supporting the Establishment of Strong Peer and Adult-Child Relationships in the Inclusive Child Care Environment ➔ Supporting Children's Social and Emotional Development

Child Nutrition Services	➔ CN Orientation ➔ CN Staff Manual ➔ CN Food Safety Manual AISD Employee Handbook ➔ Kitchen 101/Vector ➔ Training ➔ Food Handler Card ➔ EpiPen Training w/School Nurse ➔ New Staff Training Worksheet ➔ 30 New Staff Evaluation ➔ 90 New Staff Evaluation	➔ Vector/Safe Schools Compliance Training ➔ Continuing Education ➔ Safety Meetings/Trainings ➔ ESC Summer Workshop ➔ Food Handler Card Renewal ➔ Chef & Vendor Training ➔ Back-to-School Training	***EXPERT/MANAGER LEVEL:*** ➔ Food Manager ➔ Certification ➔ New Manager Train Checklist ➔ Manager ➔ Meetings/Training ***EXPERT/DIRECTOR LEVEL:*** ➔ Food Manager ➔ Certification ➔ School Nutrition ➔ Specialist ➔ Credentialing ➔ ESC Credentialing ESC Director ➔ Updates/Training ➔ TDA ➔ Updates/Training ➔ SNA Summer ➔ Conference
Transportation Services	➔ Edward's Risk Management	➔ CPR Training ➔ Safe Schools Training ➔ Dry Runs ➔ SpEd Trainings ➔ First Aid/ Safety	
Maintenance & Operations	➔ Edwards Risk Safety Trainings ➔ Dakin Lunch & Learns	➔ TASBO Training ➔ Licensed Training (Electrical, Plumbing, and IPM) Includes renewals & continuing ➔ education. ➔ HVAC training	

Special Programs				
Special Programs ***Campus Administrators***	➔ IDEA and TEA ➔ compliance and ➔ alignment to the district mission and vision.	➔ ARD processes and procedures ➔ Roles and Responsibilities of Special Programs support staff for the campus ➔ Special Programs Handbook Training (Administrator Toolkit) ➔ Section 504 Processes ➔ Behavior Consult forms and processes ➔ Legal Updates ➔ Success Ed Training ➔ Look-for in Co-Teach and Functional Academics classrooms ➔ CPI (for administrator on the Bearcat Response Team) ➔ LRE Guidance Process ➔ AISD district-wide programming options and the continuum of services ➔ Standards-based IEP training for administrators.	➔ Legal Updates ➔ Updates to Special Programs Handbook (Administrator toolkit) ➔ CPI (for administrator on the Bearcat ➔ Response Team) ➔ Standards-based IEP for administrators ➔ IEP/ARD facilitation	➔ Legal Updates ➔ Updates to Special Programs Handbook (Administrator toolkit) ➔ CPI (for administrator on the Bearcat ➔ Response Team) ➔ Advanced IEP/ARD Facilitation
Special Programs Administrative Staff	➔ IDEA/TEA Compliance	➔ Ascender ➔ Special Ed IEP Management System ➔ Special Programs Handbook ➔ Service Logs/SHARS ➔ Legal Updates	➔ Legal Updates	➔ Legal Updates

Special Programs Clerks	➔	➔ 504/IEP Management ➔ System ➔ Meeting ➔ Notices/Requirements ➔ (IEP/504) ➔ Special Programs Handbook Legal Updates ➔ Filing Procedures	➔ 504/IEP Management System Refresher ➔ Meeting ➔ Notices & Requirements (IEP/504) Refresher ➔ Special Programs ➔ Handbook ➔ Legal Updates	➔ Legal Updates
Special Programs/ 504 Coordinators	Compliance	➔ 504 Management System 504 Evaluation ➔ 504 Plan Development ➔ Special Programs Handbook Homebound Services ➔ Legal Updates	➔ 504 Management ➔ System Refresher ➔ 504 Evaluation ➔ Refresher ➔ 504 Plan ➔ Development ➔ Refresher ➔ Special Programs ➔ Handbook ➔ Homebound Services Refresher ➔ Legal Updates	Legal Updates

Special Programs / Diagnosticians	➔ IDEA and TEA ➔ compliance	➔ Legal Updates ➔ Testing Updates/New ➔ Assessment Batteries ➔ IEP Development & Best Practices ➔ Success- Ed ➔ Adobe Pro ➔ Q-Interactive & Other online programs (WJ, CPPS, MHS, WPS, PARi etc.) ➔ SPED Handbook ➔ Processes for evaluation (C SEP, PPA, etc) ➔ Peer Review and District SPED Procedures ➔ COSF or Transition ➔ dependent on grade level Continuum of Services ➔ Outlook: Calendar ➔ Expectations	➔ Legal Updates ➔ Testing Updates/New Assessment Batteries ➔ IEP Development & Best Practices ➔ Processes for ➔ evaluation (C-SEP, PPA, etc) ➔ Adobe Pro ➔ Q-Interactive & Other online programs (WJ, CPPS, MHS, WPS, ➔ PARi etc.) ➔ District SPED ➔ Procedure Changes	➔ Legal Updates ➔ Testing Updates/New Assessment Batteries ➔ IEP Development & Best Practices ➔ Adobe Pro ➔ Q-Interactive & Other online programs (WJ, CPPS, MHS, WPS, PARi etc.) ➔ District SPED ➔ Procedure Changes

		➔ Google Shared Folders ➔ Referral Panel ➔ Standards Based IEPs for Evaluators		
Special Programs/ Dyslexia	➔ IDEA and TEA ➔ compliance, Dyslexia Handbook, and ➔ alignment to the district and special programs' mission and vision.	➔ Goal Book ➔ MTA or RBD training as appropriate ➔ Success Ed training ➔ Eduphoria - create monitor list ➔ Dyslexia Progress Reports ➔ Google: Dyslexia Shared Drive ➔ Special Programs Handbook ➔ Student Liaison duties training ➔ How to read an IEP ➔ ARD Prep - PLAAFP writing ➔ Dyslexia Data Collection & Documentation - Student Files ➔ Learning Ally & Typing Club training ➔ Basic District AT training ➔ Standards Based IEPs	➔ MTA or RBD training as appropriate ➔ Success Ed training ➔ Special Programs ➔ Handbook ➔ Google: Dyslexia ➔ Shared Drive ➔ 504 Processes - ➔ Student Liaison ➔ duties ➔ ARD Prep - PLAAFP writing ➔ Dyslexia Data ➔ Collection & ➔ Documentation - ➔ Student Files ➔ Learning Ally & ➔ Typing Club ➔ Basic District AT ➔ training ➔ Legal Updates	➔ Success Ed training ➔ Special Programs ➔ Handbook Updates ARD Prep ➔ Student Liaison ➔ duties updates ➔ Legal Updates

Special Programs/ Behavior Emotional Support Team	➔ IDEA and TEA ➔ Compliance	➔ Functional Behavior ➔ Assessment and Behavior Intervention Training ➔ Social Emotional Learning Training ➔ Emotional Disturbance Training for Older Students ➔ CPI Training (Depending on if there is previous training) ➔ SuccessEd ➔ SHARS Billing/Service Logs ➔ LSSP/SPED Counselor ➔ Protocols ➔ Progress Reports ➔ Certification/Licensing ➔ Training ➔ Everyday Speech ➔ Special Program Handbook ARD Prep Form	➔ Functional Behavior Assessment and ➔ Behavior Intervention Training ➔ Social-Emotional Learning Training ➔ Emotional Disturbance Training for Older Students ➔ CPI Training ➔ (Depending on if ➔ there is previous ➔ training) ➔ Everyday Speech ➔ Legal Updates ➔ Special Programs ➔ Handbook Update	➔ Functional Behavior Assessment and ➔ Behavior Intervention Training ➔ Social-Emotional Learning Training ➔ Emotional Disturbance ➔ Training for Older ➔ Students ➔ Everyday Speech ➔ Legal Updates ➔ Special Programs ➔ Handbook Updates

		and ➔ Responsibilities ➔ Legal Updates ➔ Standards Based IEPs for Evaluators		
Special Programs/ SLPs	➔ IDEA and TEA ➔ compliance and ➔ alignment to the district mission and vision.	➔ SuccessEd Evaluation ➔ ARD prep ➔ Progress Reports ➔ Running reports ➔ SHARS Billing/Service Logs Adobe Pro ➔ Q-interactive ➔ Q-global ➔ SPED Handbook ➔ Everyday Speech ➔ Data Collection Sheets ➔ Outlook: Calendar/Email Groups ➔ Google Shared Folders ➔ Standards Based IEPs for Evaluators and Standards Based IEPs for Service Providers ➔ Aledo ISD Speech Disability Criteria ➔ Testing Batteries ➔ COSF ➔ Speech Referrals ➔ REED ➔ ARD Prep Form ➔ PLAAFP ➔ Processes for Evaluation ➔ Student Liaison ➔ Responsibilities ➔ Legal Updates ➔ AT/AAC Processes and Training ➔ Peer Review	➔ SuccessEd-Refresher Evaluation ➔ ARD prep ➔ Progress Reports ➔ Running reports ➔ SHARS ➔ Billing/Service ➔ Logs ➔ Adobe ➔ Q-interactive ➔ Q-global ➔ SPED Handbook ➔ Data Collection ➔ Sheets ➔ Outlook: ➔ Calendar/Email ➔ Groups ➔ Disability Related ➔ IEP's ➔ Aledo ISD Speech Disability Criteria ➔ Testing Batteries ➔ COSF ➔ Speech Referrals ➔ REED ➔ PLAAFP ➔ Legal Updates ➔ Student Liaison ➔ Responsibilities ➔ AT/AAC Processes and Training	➔ Aledo ISD Speech Disability Criteria ➔ Testing updates/New batteries ➔ SPED Handbook ➔ Speech Referrals ➔ Legal Updates ➔ SHARS ➔ Billing/Service Logs ➔ Student Liaison ➔ Responsibilities ➔ AT/AAC Processes and Training

Special Programs/ Related Services	➔ IDEA and TEA ➔ compliance that aligns with the district mission and vision	➔ Standards based IEP for evaluators ➔ SHARS billing/Service Logs Adobe ➔ AT related technology ➔ Requisition process ➔ Special Programs Handbook Feeding training ➔ AT training ➔ Sensory Interventions ➔ CVI training for IEP implementation ➔ IEP development and implementation ➔ Standards Based IEPs for Evaluators	➔ Feeding Training ➔ AT training ➔ Sensory Processing CVI training ➔ Protocol training for specific usage ➔ Neurodevelopmental Training	➔ Feeding Team ➔ CVI ➔ Neurodevelopmental Training ➔ AT team ➔ Autism team consultant ➔ Process developer for RS
Special Education / Program Specialists	➔ IDEA and TEA ➔ compliance that aligns with the District's mission and vision	➔ Ascender/Registration ➔ Programming ➔ Special Ed IEP Management Program ➔ Disability Related Standards based on IEPs ➔ Instructional Coaching ➔ Diagnostic Assessment ➔ Reports ➔ Eduphoria - Reports and Uploads- Audit Logs - ➔ Approval Monitor Lists ➔ Adobe Pro ➔ Annual Compliance Training ➔ Special Programs Handbook Transition Process ➔ COSF Process ➔ AISD Continuum of Services ARD Prep Process ➔ District AT Training ➔ Goal Book	➔ Instructional ➔ Coaching - alignment with district PLC ➔ model ➔ Annual Compliance Training ➔ Legal Updates	➔ Instructional ➔ Coaching ➔ Annual Compliance Training ➔ Legal Updates

Special Programs / Special Education Teachers	➔ IDEA and TEA ➔ Compliance that aligns with the district's mission and vision.	➔ Special Ed IEP Management System ➔ Student Liaison ➔ Responsibility ➔ Goal Book ➔ Access to online curriculums (such as Teach Town) ➔ Service Logs/SHARS Billing ➔ Progress Reports ➔ AT Resources (such as Snap and Read, Kami) ➔ Program Specific Training (CT, FA, PRIDE, SLC, ➔ etc…) ➔ Special Programs Handbook ➔ Legal Updates ➔ COSF Training (Kinder and below) ➔ Community-Based Training Transition (Secondary) ➔ Least Restrictive ➔ Environment (Continuum of Services ➔ Standards Based IEPs	➔ Student Liaison ➔ Responsibility ➔ Legal Updates ➔ Special Programs ➔ Handbook ➔ Service Logs/SHARS Billing ➔ IEP Development Refresher ➔ AT Resources Refresher ➔ Progress Reports ➔ Refresher ➔ COSF Training ➔ (Kinder and below) Refresher ➔ Community-Based ➔ Training Refresher ➔ Least Restrictive ➔ Environment ➔ (Continuum of Services) ➔ Transition ➔ (Secondary) Refresher	➔ Student Liaison ➔ Responsibility ➔ VI teacher/TSBVI for district ➔ APE ➔ Student Liaison ➔ Responsibility ➔ (Changes) ➔ Legal Updates ➔ Special Programs ➔ Handbook (Changes)
Special Programs / Special Education Paraprofessionals	➔ IDEA and TEA ➔ Compliance that aligns with the district's mission and vision.	➔ Paraprofessional ➔ Responsibilities ➔ Service Logs ➔ AT Resources (such as Snap and Read Kami) ➔ How to read an IEP ➔ Program Specific Training (CT, FA, PRIDE, SLC, etc.…) ➔ Special Programs Handbook Community-Based Training ➔ SHARS Documentation	➔ Paraprofessional ➔ Responsibilities ➔ Service Logs ➔ AT Resources (such as Snap and Read Kami) ➔ How to read an IEP Program Specific ➔ Training (CT, FA, PRIDE, SLC, etc…) ➔ Special Programs ➔ Handbook ➔ Community-Based ➔ Training Refresher	➔ Special Programs Handbook (Changes)

Special Programs - Transition Specialist	➔ IDEA and TEA ➔ Compliance that aligns with the district's mission and vision.	➔ Role and Responsibilities ➔ Special Programs Handbook ➔ Special Education IEP Management System ➔ Transition Assessments and Plans ➔ Community Based Instruction ➔ Adobe Pro	➔ Special Programs Handbook Updates ➔ Legal Updates ➔ Role and Responsibilities Updates	➔ Special Programs Handbook Updates ➔ Legal Updates ➔ Role and Responsibilities Updates
Special Programs / ARD Managers	➔ IDEA and TEA ➔ Compliance that aligns with the district's mission and vision.	➔ Role and Responsibilities ➔ Special Programs Handbook ➔ Special Education IEP Management System ➔ Adobe Pro ➔ ARD Notices ➔ Outlook Campus Calendars	➔ Special Programs Handbook Updates ➔ Legal Updates ➔ Role and Responsibilities Updates	➔ Special Programs Handbook Updates ➔ Legal Updates ➔ Role and Responsibilities Updates

Student Services			
Student Services/ Nurses	➔ ERP ➔ Student Care ➔ Wellness Center ➔ Telemedicine	➔ AED ➔ Concussion ➔ Seizure Recognition ➔ Bearcat Care MedPods	
Student Services/ Counseling	➔ GT Program ➔ Comprehensive School Counseling ➔ Counselor evaluation aligned to Texas Model	➔ Gifted/Talented ➔ Texas Model for Comprehensive School Counseling Programs ➔ Aledo ISD Framework for School Counseling Texas Evaluation Model for Professional School Counselors, 3rd edition (TEMPSC-III)	
Safety & Security			
Police	➔ Firearms Training ➔ Qualification ➔ Defensive Tactics ➔ Active Threat Training Police Technology ➔ Training ➔ Campus tours/ ➔ familiarization ➔ Vector, ICS training ➔ General Order Review De-escalation / Behavior training ➔ TASER Instructor ➔ Course ➔ SBLE Training	➔ Required annual firearms proficiency and qualification for both pistol, rifle, and shotgun. ➔ Defensive tactics training ➔ Review of tactics for officer response to an active threat ➔ Review/ introduction to report writing system, camera system, citations, and all forms used to track activity and compliance ➔ Each Campus officer will provide a tour and overview of their respective campuses and introduce the officer to available staff ➔ On-line training completion ➔ Review of CKEA, CKE Legal, General Orders, Special Orders De-escalation training as well as working with students with special needs.	
Technology			
Technology ***Help Desk Technicians***	*Not provided*	➔ Basics of IncidentIQ help desk and inventory system.	➔ CompTIA A ➔ certification ➔ CompTIA Network + certification

Technology Network Engineers	*Not provided*	➔ Basics of IncidentIQ help desk and inventory system.		
Technology Server Engineers	*Not provided*	➔ Basics of IncidentIQ help desk and inventory system.		
Technology / PEIMS	➔ Attend Region XI ➔ Webinars offered regularly on ➔ Upcoming PEIMS items. Texas Education ➔ Agency resources. ➔ Review Student ➔ Attendance Accounting Handbook – TEA guide to all things ➔ PEIMS/ Attendance	➔ Train with outgoing PEIMS clerk when available ➔ PEIMS Coordinator visits to review basic PEIMS ➔ Region XI Webinar/Records Trainings for Ascender ➔ PEIMS/Attendance Weekly Publication ➔ PEIMS/Attendance Monthly Meetings ➔ Specific Training with ➔ Coordinator as necessary Networking with other ➔ PEIMS clerks in AISD	➔ Region XI Webinars PEIMS/Attendance Weekly Publication PEIMS/Attendance Monthly Meetings ➔ Specific Training with Coordinator as ➔ necessary ➔ Networking with other PEIMS clerks in AISD	➔ Region XI Webinars PEIMS/Attendance Weekly Publication PEIMS/Attendance Monthly Meetings

Appendix B

2025-2026 Professional Learning Calendar by Department

Aledo ISD strives to offer professional learning opportunities to all staff on a rotating basis. Professional Learning (PL) days that are not district-wide are based at individual campuses.

Department	**August** **BOY PD**	**October / November** **Fall PD**	**January / February** **Winter PD**	**March ½ day** **Spring PD**
C&I	New Teacher Orientation	Core Content Professional Learning/Curriculum Mapping for Grading Cycle 2	Core Content Professional Learning/Curriculum Mapping for Grading Cycle 3	Core Content Professional Learning/Curriculum Mapping for Grading Cycle 4
GT	GT BOY Planning	GT Planning	GT Planning	GT EOY Planning
CTE	CTE Summit	CTE Goal Setting/Advisory Committee Meeting	CTE Community Connections	CTE Advisory Committee Meeting
Fine Arts	Fine Arts Required Training 2025-2026 Theme Reveal and Discussion	Fine Art Collaboration Teams Band Choir Theatre Arts Dance	Fine Art Collaboration Teams Band Choir Theatre Arts Dance	Fine Art Collaboration Teams Band Choir Theatre Arts Dance
Special Programs	Special Programs Updates for 2025-2026	TBD	TBD	TBD

Student Services	Aledo ISD Health Services Updates Counselor Welcome and Kickoff!!	AISD / PCHD updates Current Trends in Mental Health & School Counseling	A new year in Health Services New Year, New Tools for Counselors!	Health Services - the last lap Honing Counseling Skills for Kids!
Clerical Staff	BOY Kick-Off	TBD - Feedback Requested in August	TBD - Feedback Requested in August	N/A
Business Office	Business Office & HR Reminders BOY Kick-Off	TBD - Feedback Requested in August	TBD - Feedback Requested in August	N/A
PE ***Athletics***	Connecting and Learning Coaching Orientation and Expectations	Collaboration - Teams UIL/CCP - 1st Aide	Collaboration - Teams CPR/AED & Concussion Training	EOY Wrap Up EOY Wrap Up
Police/Safety & Security	Police Systems Production & Training Standard Response Protocol Raptor Training Informacast Updates	Weapons Training / Qualification	Police Systems/ General Order Training & Review	Spring Physical Fitness Testing
Technology	Empowering Customer Service: Skills for Success	Cyber Threat Awareness: Safeguarding our AISD Data	Foundations of Avigilon: Essential Training for Security	Optimizing Chromebook Deployment and Management
Maintenance &	New Facilities	Liquid applied roof	Disaster recovery	Plumbing

Operations	Orientation	coatings		procedures
Child Nutrition Services	New Point of Sale System training; Civil Rights Training BTS Information	10/10 - Manager Meeting (computer train) 10/15 - Safety Meeting/New POS SWare training	No Training - Prep. Day	No Training - Prep Day
Transportation	Department Trainings DOT Regulations First Aide/CPR Active Shooter Vector	Safety and Update Meeting	Safety Training	Transportation Safety

Appendix C

District-Mandated Compliance Training by Department

Aledo ISD staff will complete all compliance training thru Vector.

All other staff-required training will be completed by the Departments through established professional learning days throughout the school year.

Vector Training Title	Staff Target	Minutes New Staff	Minutes Returning Staff
ACTIVE COURSES			
Aledo ISD: Sexual Harassment	All staff	40	40
Aledo ISD: Standard Response Protocol	All staff	10	10
Bullying: Recognition & Response	All staff	22	22
Cybersecurity Overview	All Staff - except CN and Transportation	15	15
Dating Violence: Identification and Prevention	All Staff	34	34
Discrimination Awareness in the Workplace	All staff	22	22
Epilepsy and Seizure Information for Schools	All Staff	7	7
FERPA: Confidentiality of Records	Professional & Paraprofessional	20	20
Human Trafficking Awareness	All staff	60	3
Medication Administration: Epinephrine Auto-Injectors	All Staff	21	21
TOTAL MINUTES		***251***	***194***

** The following training will be conducted by Student Services through professional development days.*

Appendix D

Out-of-District Professional Learning Request Form

Stage 1: AISD staff will submit their professional learning requests in the form linked below

Aledo ISD Professional Learning Request Form

Stage 2 & 3: The campus principal and department evaluates and approves the requests, ensuring alignment with the district's vision and resource allocation.

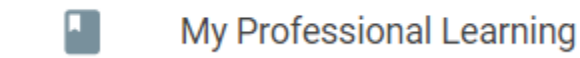
Appendix E

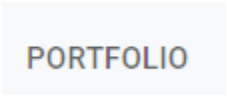
Requesting Credit in Eduphoria! Strive

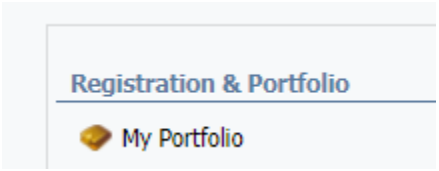
When you attend professional learning outside the district through conferences, ESC service center workshops, or college courses, add these items to your portfolio for accurate professional learning record-keeping. Before attending professional learning sessions outside of the district, employees should seek to verify with their supervisors, directors, or content coordinators that an approved provider conducts the course.

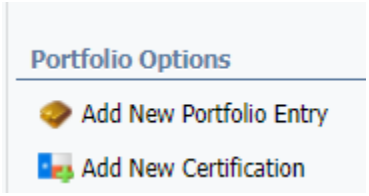
- In *Eduphoria! Strive,* click on “My Professional Learning.

- Select “Portfolio” Once in your “Portfolio,” click on “My Portfolio” and then “Add New Portfolio Entry” to open the “New Portfolio Entry Wizard.”

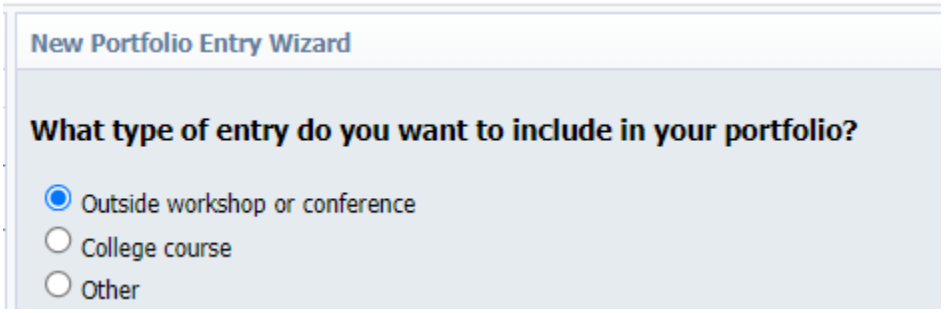




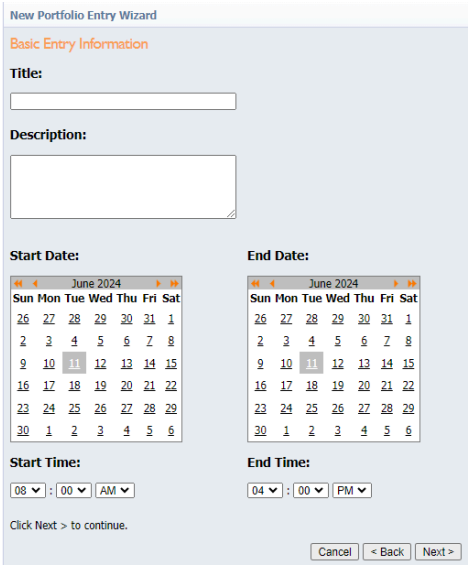




- In the **“New Portfolio Entry Wizard,”** select either **“Outside workshop or conference”** or **“College course.”**



- Click **“Next”** at the bottom right to move to the next section.
- Enter the “**Title”** of the workshop or college course.
- Enter a “**Description”** of the course that includes the learning outcomes for the course.
- Use the calendars to enter the “**Start Date/End Date.”**
- Set the “Start Time/End Time” for the course.



- For “**Credit Type,”** enter the number of hours you earned based on your certificate and the corresponding credit.
  - Choose “**CPE”** for content-specific courses.

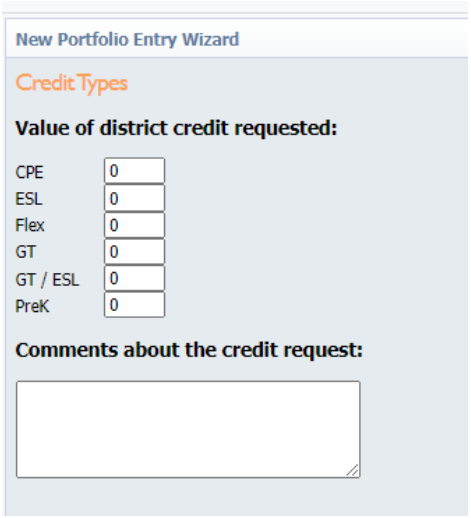
○ Choose “**GT”** for GT-specific courses used to meet the 30-hour or 6-hour requirements.

○ Choice credits for Flex Day requirements may be in any combination of outside the contract day credit types.

● *Also, enter the credits in “**Texas SBEC CPE”** as you will want the credits to be listed for your certification renewal*.

● Enter any comments needed to provide additional context to the staff responsible for reviewing your request.

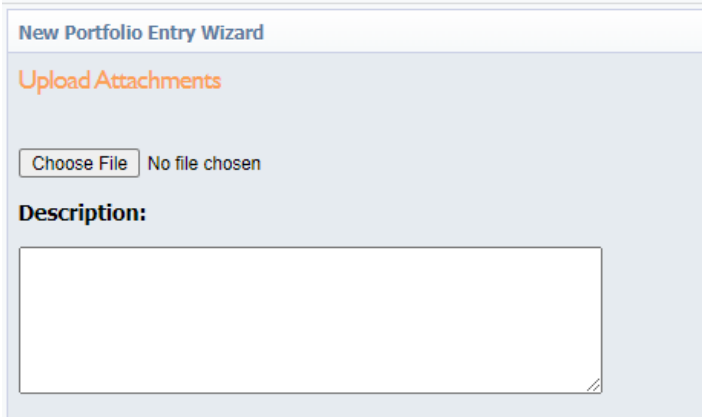
● Click **“Next”** at the bottom right.



● Under **“Frameworks and Dimensions,”** use the **“+”** to open the “**T-TESS”** or **“T-PESS”** dimensions and select the dimensions aligned to your credit request.

● Click **“Next.”**

● Upload files to verify your attendance such as a certificate or reflection document, select Choose File and browse to the document to upload. You can upload up to 3 files on this screen.



- Click Finish to close the Portfolio Wizard.

After you finish the wizard, you can go back to the request under My Portfolio to add notes, attach additional documents, select credit type, and attach goals (if enabled in your district) before submitting the credit for review

Appendix F

Flex Day Guidelines

Aledo ISD Flex Day Guidelines
2025-2026

WHAT ARE FLEX DAYS?
Flex days provide a way to exchange district-required professional learning time for 3 designated contract days during the school year. The three days are "compensation" for attendance and participation in training sessions that occur during off-contract time. Given these parameters, flex credit will not be given for training that occurs during regular contract time. Accumulation of the three flex days (April 3rd, May 26th, May 27th, 2026) begins May 29th, 2025 and ends April 1, 2026.

WHAT POSITIONS NEED TO EARN FLEX CREDIT?	
● Teachers ● Librarians ● Digital Learning Professionals	● Counselors ● Instructional Specialists

GENERAL INFORMATION
ALL FLEX STAFF MUST complete a minimum of 18 hours of professional learning. These days are applied to each employee's scheduled work calendar.
LATE HIRES will still be expected to complete a minimum of 18 hours professional learning. Depending on the employee's official start day, the flex credit due date may be adjusted with approval from the Assistant Superintendent of Curriculum & Instruction.
PART-TIME STAFF Employees who work less than 20 hours must complete 9 hours of professional learning. Employees who work 20 hours or more must complete 18 hours of professional learning.

FLEX STAFF must have approval from the principal and from the Assistant Superintendent of Curriculum & Instruction for any professional learning that occurs outside of Aledo ISD.

- If an employee is receiving compensation from any source for attending/presenting, the activity is not eligible for flex day credit.
- Leave days cannot be used to attend professional learning for flex day credit.
- Employees who do not complete the 18 hours by April 1st, 2026, will have a reduction in pay at their daily rate, dependent upon how many hours are verified as complete.
- Payroll deduction will be on the June paycheck.

Professional Learning for flex days **MUST**:

- Relate to the current teaching assignment, area of content certification, technology, and/or District initiatives.
- Occur on non-duty days, or outside of normal duty work hours between May 29th, 2025 and April 1st, 2026

Professional Learning for flex days **DOES NOT APPLY** to:

- CPR training, AED training, TBSI, CPI training, team planning, site based meetings)

Credit May Be Given for:

- On-line / virtual professional learning (If it is not district required or district provided training, then it must be approved by campus principal, see specifications below)
- Weekend conferences and conferences off contract time
- Summer training sessions in and out of district
- New Hire required training
- GT and ESL 6 hour yearly update if the training occurs off contract time
- Up to 6 hours of flex credit for completing Vector compliance training. Credit will only be granted for the district-required modules, and employees will receive flex credit only for the actual number of training hours completed.
- Obtaining Commercial Driver's License (CDL) and/or 20 hour Driver Certification Class/ 8 hour Renewal of CDL
- Presenting training at the district level (see specifications below)
- District Just in Time Training (see specifications below)
- Up to 9 hours for book study (see specifications below)
- Up to 9 hours for coaching clinics (see specifications below)
- Up to 6 hours for graduate work that is related to current role (see specifications below)

PROOF OF OUT OF DISTRICT PROFESSIONAL LEARNING

Must be provided through a certificate of completion and must be uploaded to your Eduphoria Strive account for approval.

Instructions for uploading certificates to Eduphoria.

CAMPUS ADMINISTRATORS are responsible for communicating with staff members that fail to complete FLEX credit hours by the assigned due date. The Curriculum and Instruction Department will provide principals with staff completed hours.

THINGS TO REMEMBER		
Flex days must be earned between your last contract day on May 29th, 2025 and April 1st, 2026.	Flex credit CANNOT be carried over from year to year (with the exception of CDL training or 20 hour Driver Certification Class). Flex credit CANNOT be awarded for training that occurs during regular contract time.	FLEX STAFF that do not obtain 18 flex credit hours will have a reduction in pay on the June paycheck. No employees will report to work on designated flex dates.

DISTRICT JUST IN TIME TRAINING

- Just in Time Training may count for flex credit if the training occurs outside of the normal contract time.
- In order to receive credit for In-Person Just in Time training, staff must sign-in to document their attendance and credit will be awarded after the conclusion of the training.
- In order to receive credit for Virtual Just in Time training, staff must enroll through Canvas and credit will be awarded based on course completion.

BOOK/PODCAST STUDIES

- Each person may receive up to nine total flex credit hours for participation in one district and one campus book study.
- Six flex credit hours will be granted for participation in one district-wide book study. The district book study will be facilitated by the Curriculum & Instruction Department.
- Three flex credit hours will be granted for participation in one campus book/podcast study.
- Approval is required before beginning any campus book/podcast studies. Each campus book/podcast study requires a two-step approval process from campus administration and the Curriculum & Instruction Department.
    - Flex Credit Book/Podcast Study Proposal Form
- A minimum of 5 people are needed to participate in a book/podcast study.
- Campus book/podcast study groups must engage in guided discussion virtually and/or in person. Documentation of the Flex Credit Book/Podcast Study Guided Discussion Sign-in Form with all participants signing in and a reflective summary of the discussion must be provided by each participant to the facilitator.
- Each book/podcast study group must have a facilitator who will be responsible for completing the Flex Credit Book/Podcast Study Guided Discussion Sign-in Form and submitting the summaries to the Curriculum & Instruction Department.
    - Flex Credit Book/Podcast Study Guided Discussion Sign-in Form
- If all of the above are completed, participants will receive 3 hours of flex credit for a campus book/podcast study.
- District-wide book/podcast study participants must engage in virtual guided discussion and credit will be granted for participation by the Curriculum & Instruction Department.

COACHING CLINICS
• Coaching and sports clinics may account for a percentage of the 18-hour minimum requirement for content teachers. No more than **9** hours can be earned from Coaching Clinics with a minimum of 9 hours earned from Academic Professional Learning to total the 18-hour requirement.
GRADUATE WORK
• Must be in the education field and/or content area. • Course must be completed/passed with grades available within the flex days date parameters. EXAMPLE: A Spring semester course that finished in May 2026 will NOT be able to count for 2025-2026. • Transcripts must be submitted with flex day paperwork. • If all of the above are completed, participants will receive one hour of flex credit per credit hour earned, up to a maximum of 6 hours.
PROFESSIONAL LEARNING INSTRUCTORS
• If a teacher is receiving compensation from any source for attending/presenting, the activity is not eligible for flex day credit. • Presenters who are not paid will receive credit for preparation and presentation time – 1 hour of preparation for each hour of presentation while on non-duty days, or outside of normal duty work hours.
WEBINARS, ONLINE/DISTANCE LEARNING
• Certificate of participation MUST be awarded by the provider. Participants are responsible to verify that a certificate will be awarded and uploaded to Eduphoria. • All 18 hours may be obtained via webinars and/or online/distance learning for the 2025-2026 school year.

Where might I look for training that is relevant for my needs?

In addition to training offered by Aledo ISD, another option for obtaining meaningful training is through ESC Region XI.