

Salado Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Board Approval Date: October 27, 2025
Public Presentation Date: October 27, 2025

Mission Statement

The Salado Independent School District empowers today's youth to be leaders in a global society through educational excellence.

We are committed to:

S-Success

I-Innovation

S-Self-Reliance

D-Determination

Vision

Salado ISD - Where excellence is expected.

Value Statement

- Relationships are the bedrock of success.
- When students are visible and their strengths are cultivated, they will be hopeful about the future.
- Effort, persistence and determination are equally important to the content students learn.
- Inspiration and motivation for success come from staff, parents and community.
- Innovation and creativity in schools increase student engagement.
- The district's priorities are reflected in its use of resources.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on data from the Texas Education Agency at txschools.gov, the district has the following student demographics in 2024-2025:

Total Enrollment: 2,421

African American 1.2%

Hispanic 27%

White 66.3%

American Indian 0.1%

Asian 0.5%

Pacific Islander 0.3%

Two or More Races 4.6%

Student Enrollment by Type:

Economically Disadvantage: 21.1%

Special Education: 12.6%

Emergent Bilingual Learners: 6.1%

Based on data from the Texas Education Agency, teacher information for 2024-2025 is as follows:

Number of Teachers: 149.5

Average Teacher Salary: \$59,856

Teacher to Student Ratio: 16.2

Number of Full Time Staff: 258.7

Teachers by Year of Experience"

Beginning Teachers: 5.8%

1 to 5 years: 23.3%

6 to 10 years: 19.3%

11 to 20 years: 25.4%

21 to 30 years: 21.3%

> 30 years: 5.1%

Attendance Rates for 2024-2025 were as follows:

All: 94.5%

Chronic Absenteeism: 14.2%

Demographics Strengths

The District continues to attract and hire a wealth of teachers and staff. We have been able to start the last several school years fully staffed with teachers, even through funding challenges.

Salado ISD considers a variety of data sources to plan professional development, including teacher input. Central office administrators work closely with campus administrators to provide job embedded professional learning throughout the school year to individuals, as well as teachers.

Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

Student Learning

Student Learning Strengths

Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Salado ISD students typically score higher than state average on STAAR/EOC. Masters rates at TAE were at an all time high in 2025. SMS saw large gains in student growth in 2025.

2025 STAAR results along with State and Region 12 comparisons are below.

Salado High School

English 2	Did not Meet	Approaches	Meets	Masters		English 1	Did not Meet	Approaches	Meets	Masters
SISD	12%	11%	65%	12%		SISD	20%	11%	52%	17%
ESC	27%	16%	49%	8%		ESC	32%	16%	38%	14%
State	29%	15%	48%	9%		State	34%	15%	36%	16%
vs ESC	-15%	-5%	16%	4%		vs ESC	-12%	-5%	14%	3%
vs State	-17%	-4%	17%	3%		vs State	-14%	-4%	16%	1%
Biology	Did not Meet	Approaches	Meets	Masters		US History	Did not Meet	Approaches	Meets	Masters
SISD	2%	14%	48%	36%		SISD	3%	19%	36%	42%
ESC	9%	30%	42%	19%		ESC	5%	26%	34%	35%
State	9%	29%	41%	21%		State	6%	26%	31%	37%
vs ESC	-7%	-16%	6%	17%		vs ESC	-2%	-7%	2%	7%
vs State	-7%	-15%	7%	15%		vs State	-3%	-7%	5%	5%
Algebra 1	Did not Meet	Approaches	Meets	Masters		Alg 1 (HS only)	Did not Meet	Approaches	Meets	Masters
SISD	13%	32%	26%	29%		SISD	24%	49%	20%	7%
ESC	23%	32%	20%	24%		ESC	23%	32%	20%	24%
State	24%	29%	18%	29%		State	24%	29%	18%	29%

English 2	Did not Meet	Approaches	Meets	Masters		English 1	Did not Meet	Approaches	Meets	Masters
vs ESC	-10%	0%	6%	5%		vs ESC	1%	17%	0%	-17%
vs State	-11%	3%	8%	0%		vs State	0%	20%	2%	-22%

Salado Middle School

Gr8 ELAR	Did not Meet	Approaches	Meets	Masters		Gr8 Math	Did not Meet	Approaches	Meets	Masters
SISD	11%	20%	30%	40%		SISD	24%	33%	32%	11%
ESC	20%	26%	26%	27%		ESC	34%	27%	27%	12%
State	20%	23%	26%	31%		State	31%	24%	27%	17%
2022										
vs ESC	-9%	-6%	4%	13%		vs ESC	-10%	6%	5%	-1%
vs State	-9%	-3%	4%	9%		vs State	-7%	9%	5%	-6%
Gr8 Science	Did not Meet	Approaches	Meets	Masters		Gr8 Social Studies	Did not Meet	Approaches	Meets	Masters
SISD	13%	24%	36%	27%		SISD	33%	23%	23%	21%
ESC	31%	28%	27%	14%		ESC	49%	26%	13%	12%
State	28%	25%	28%	18%		State	45%	26%	14%	16%
vs ESC	-18%	-4%	9%	13%		vs ESC	-16%	-3%	10%	9%
vs State	-15%	-1%	8%	9%		vs State	-12%	-3%	9%	5%
Algebra (dist)	Did not Meet	Approaches	Meets	Masters		Algebra (MS only)	Did not Meet	Approaches	Meets	Masters
SISD	13%	32%	26%	29%		SISD	0%	12%	32%	56%
ESC	23%	32%	20%	24%		ESC	23%	32%	20%	24%
State	24%	29%	18%	29%		State	24%	29%	18%	29%
vs ESC	-10%	0%	6%	5%		vs ESC	-23%	-20%	12%	32%
vs State	-11%	3%	8%	0%		vs State	-24%	-17%	14%	27%

Gr8 ELAR	Did not Meet	Approaches	Meets	Masters		Gr8 Math	Did not Meet	Approaches	Meets	Masters
Gr7 ELAR	Did not Meet	Approaches	Meets	Masters		Gr7 Math	Did not Meet	Approaches	Meets	Masters
SISD	15%	19%	42%	24%		SISD	29%	16%	34%	22%
ESC	28%	26%	25%	21%		ESC	51%	22%	20%	8%
State	26%	22%	25%	27%		State	48%	21%	21%	11%
vs ESC	-13%	-7%	17%	3%		vs ESC	-22%	-6%	14%	14%
vs State	-11%	-3%	17%	-3%		vs State	-19%	-5%	13%	11%
Gr6 ELAR	Did not Meet	Approaches	Meets	Masters		Gr6 Math	Did not Meet	Approaches	Meets	Masters
SISD	16%	21%	30%	33%		SISD	23%	33%	21%	23%
ESC	26%	24%	27%	22%		ESC	31%	36%	21%	12%
State	25%	21%	26%	28%		State	28%	34%	22%	15%
vs ESC	-10%	-3%	3%	11%		vs ESC	-8%	-3%	0%	11%
vs State	-9%	0%	4%	5%		vs State	-5%	-1%	-1%	8%

Thomas Arnold Elementary School

Gr5 ELAR	Did not Meet	Approaches	Meets	Masters		Gr5 Math	Did not Meet	Approaches	Meets	Masters
SISD	15%	14%	35%	36%		SISD	15%	26%	33%	25%
ESC	25%	21%	28%	25%		ESC	30%	29%	24%	17%
State	23%	19%	28%	30%		State	27%	27%	24%	22%
vs ESC	-10%	-7%	7%	11%		vs ESC	-15%	-3%	9%	8%
vs State	-8%	-5%	7%	6%		vs State	-12%	-1%	9%	3%
Gr5 Science	Did not Meet	Approaches	Meets	Masters						
SISD	18%	32%	24%	26%						
ESC	39%	36%	16%	9%						
State	36%	34%	17%	12%						

Gr5 ELAR	Did not Meet	Approaches	Meets	Masters		Gr5 Math	Did not Meet	Approaches	Meets	Masters
vs ESC	-21%	-4%	8%	17%						
vs State	-18%	-2%	7%	14%						
Gr4 ELAR	Did not Meet	Approaches	Meets	Masters		Gr4 Math	Did not Meet	Approaches	Meets	Masters
SISD	9%	29%	36%	26%		SISD	25%	26%	25%	24%
ESC	20%	31%	30%	19%		ESC	35%	24%	21%	19%
State	19%	28%	30%	24%		State	32%	22%	22%	24%
vs ESC	-11%	-2%	6%	7%		vs ESC	-10%	2%	4%	5%
vs State	-10%	1%	6%	2%		vs State	-7%	4%	3%	0%
Gr3 ELAR	Did not Meet	Approaches	Meets	Masters		Gr3 Math	Did not Meet	Approaches	Meets	Masters
SISD	17%	21%	38%	24%		SISD	18%	17%	34%	31%
ESC	24%	28%	30%	18%		ESC	33%	27%	24%	15%
State	22%	26%	29%	23%		State	30%	25%	26%	19%
vs ESC	-7%	-7%	8%	6%		vs ESC	-15%	-10%	10%	16%
vs State	-5%	-5%	9%	1%		vs State	-12%	-8%	8%	12%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are economically disadvantaged perform lower than the district on state assessments.

Root Cause: Lack of resources at home, lack of educational enrichment opportunities.

Problem Statement 2 (Prioritized): Students receiving special education services perform lower than the district on state assessments.

Root Cause: Need for specialized support and resources, alignment between instruction and assessment.

Problem Statement 3 (Prioritized): Students receiving ESL services perform lower than the district on state assessments.

Root Cause: Language barriers creating limited educational access and opportunity.

Problem Statement 4 (Prioritized): Opportunities for students to earn industry based certifications through career education courses are limited.

Root Cause: Funding shortages, limited faculty pool, limited space to house courses

Problem Statement 5: The district needs to continue academic growth of students in the "meets" level on STAAR/EOC assessments.

Root Cause: Teachers need ongoing professional development related to tracking student progress and developing individualized plans for student success.

District Processes & Programs

District Processes & Programs Summary

- Elementary MTSS Programs for academic & behavior needs, accelerated instruction, and summer remediation programs are in place to help at-risk students in demographic groups who continue to struggle academically and behaviorally.
- District administration is committed to a focus on understanding the needs of all sub-populations and providing necessary training to meet the challenges of a continually changing population.
- Strong parental involvement at all schools, including PTO, Education Foundation, and booster clubs.
- Community in Schools staff member and mental health personnel are employed to meet the social and emotional needs of our students.
- A variety of staff development options is offered each summer and throughout the school year.
- Exit survey to help understand why employees leave the district and to get feedback on how to improve.
- Targeted programs such as OnRamps, Dual Credit, and AP support the general curriculum and the academic success of our students.
- We have hired an instructional technology specialist to provide training and support in the area of instructional technology.
- The district has an excellent level of support built into its operations and systems.
- We are committed to providing our students and staff innovative technology tools, resources, and training to meet the 21st century demands.
- Increased emphasis on data and understanding how instruction impacts learning.

District Processes & Programs Strengths

Ongoing teacher training in research-based instructional strategies and behavior management is provided to teachers and administrators.

District training is designed to provide instructional staff with new skills and expertise required to support instructional/behavioral needs of a diverse student population at multiple levels of intervention and intensity.

Engaging learning activities that are TEKS-based have been established at all campuses designed to meet the needs of all students.

Teachers have a voice by participating in campus and district site based advisory teams. Structures are in place to bring feedback to the district level for continuous improvement.

Curriculum and instruction support including the implementation of HQIM instructional materials.

Progress towards becoming a fully accepted Teacher Incentive Allotment District.

Implementation of a district wide Safety Planning Committee to assist in implementing safety processes and procedures throughout all three campuses and the community.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need to continue recruiting and retention efforts, especially in the areas of compensation.

Root Cause: Limited state funding

Problem Statement 2: Parents want to feel that their children are safe in school and that they are well informed regarding any potential threats.

Root Cause: Increased fears and concerns surrounding campus safety throughout the state and country.

Problem Statement 3: The district needs to continue academic growth of students in the "meets" level on STAAR/EOC assessments.

Root Cause: Teachers need ongoing professional development related to tracking student progress and developing individualized plans for student success.

Perceptions

Perceptions Summary

Salado ISD understands the importance of the role that parents and community share in the success of our district. The district collects data through district and campus committees, planning teams and surveys to gauge community perceptions. Salado ISD is proactive in developing community engagement programs to help parents and community members have a deeper understanding of the District. It is a priority of Salado ISD to maintain transparency and open dialogue with students, parents, and community to share information between the District and our stakeholders.

Salado ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities (athletics, fine arts and beyond), family nights at the elementary schools, bond committees, and open houses at all campuses. The district has over 2,100 students attending three campuses and the Salado community, including students and staff, understand the importance of a shared vision and focus on resources and efforts to help each maximize his/her potential.

Campus administrators engage in monthly collaborative meetings to ensure that each leader is not working in isolation solely focused on making their campus stronger, but has a vested interest in the system as a whole. Assistant Principals (AP) engage in monthly meetings with the assistant superintendent and to engage in professional learning that centers on topics such as MTSS, instructional leadership, change management, finance, human resources, and technology integration.

Salado ISD values inclusive processes for all levels of staff. Each campus facilitates a campus site based decision-making team, along with the district decision-making team with staff representation to collaborate on school organization, budget and professional development. Representation at the district level involves input to gather information on topics such as instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Student Health Advisory Council and School Safety Committee.

Perceptions Strengths

Salado ISD has been strategic in their approach to soliciting parent feedback regarding district practices. Parents receive multiple opportunities to participate in District committees such as District Site Based Planning Committee, School Health Advisory Committee and School Safety Committee.

Evidence of a positive relationship between Salado ISD and our community is supported by the success of the following partnerships:

Strong PTO programs at all three campuses

Volunteer mentor program at TAE and SMS

Multiple booster clubs supporting various SISD activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to continue to increase involvement of parents and community within the schools.

Root Cause: Work schedules and school schedules often conflict. Occasional communication issues may keep some parents and community members from being aware of

opportunities to engage with the schools.

Problem Statement 2: There is a need to continue recruiting and retention efforts, especially in the areas of compensation.

Root Cause: Limited state funding

Problem Statement 3: Parents want to feel that their children are safe in school and that they are well informed regarding any potential threats.

Root Cause: Increased fears and concerns surrounding campus safety throughout the state and country.

Priority Problem Statements

Problem Statement 1: Students who are economically disadvantaged perform lower than the district on state assessments.

Root Cause 1: Lack of resources at home, lack of educational enrichment opportunities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments.

Root Cause 2: Need for specialized support and resources, alignment between instruction and assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students receiving ESL services perform lower than the district on state assessments.

Root Cause 3: Language barriers creating limited educational access and opportunity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Opportunities for students to earn industry based certifications through career education courses are limited.

Root Cause 4: Funding shortages, limited faculty pool, limited space to house courses

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to continue to increase involvement of parents and community within the schools.

Root Cause 5: Work schedules and school schedules often conflict. Occasional communication issues may keep some parents and community members from being aware of opportunities to engage with the schools.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 65% in May 2025 to 70% by May 2026

High Priority


HB3 Goal

Evaluation Data Sources: K-2 mClass Reading Assessments
3-5 Edify Assessments
3-5 2023 Reading and Math STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments. Strategy's Expected Result/Impact: Increase achievement and growth scores on math and reading STAAR. Staff Responsible for Monitoring: Campus Administration Campus Teachers</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills. Strategy's Expected Result/Impact: Skills gaps will be reduced to increase student achievement for all students. Staff Responsible for Monitoring: Campus Administration Campus Teachers</p> <p>Results Driven Accountability - Equity Plan Funding Sources: Summer school staffing - 199 General Fund - \$4,800, summer school staffing - 199 General Fund - \$3,600</p>	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 64% in May 2025 to 70% by May 2026

High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments
Bluebonnet Math assessments
Edify assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments. Strategy's Expected Result/Impact: Increase achievement and growth scores on math and reading STAAR. Staff Responsible for Monitoring: Campus Administration Campus Teachers</p> <p>Results Driven Accountability - Equity Plan Funding Sources: Eureka Materials and ESC Region XII training - 429 LASO Grant - \$100,000</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills. Strategy's Expected Result/Impact: Skills gaps will be reduced to increase student achievement for all students. Staff Responsible for Monitoring: Campus Administration Campus Teachers</p> <p>Results Driven Accountability - Equity Plan Funding Sources: Summer school staffing - 199 General Fund - \$4,800, summer school staffing - 199 General Fund - \$3,600</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 3: SISD will implement high quality instructional materials, including Bluebonnet math at the elementary level, to ensure that students are receiving rigorous, grade level appropriate instruction.

High Priority

HB3 Goal

Evaluation Data Sources: Bluebonnet Math assessments

Edify data

STAAR data





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 4: Increase the percentage of graduates that meet TSI criteria for College, Career, or Military Readiness (CCMR) from 57% for the class of 2025 to 70% for the class of 2026.

High Priority

Evaluation Data Sources: Number of students graduating with career certificates and/or TSI compliant.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the opportunities for students to gain career certificates including welding, pharmacy technician, and floral design.</p> <p>Strategy's Expected Result/Impact: Increase the number of students graduating with career certificates.</p> <p>Staff Responsible for Monitoring: Campus administration CTE teachers</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers to certify students in new areas including pharmacy tech, floral design, and welding.</p> <p>Strategy's Expected Result/Impact: Increase student certifications</p> <p>Staff Responsible for Monitoring: CTE Teachers</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Reimburse student exam fees for students who successfully pass certification exams.</p> <p>Strategy's Expected Result/Impact: Encourage more students to challenge the certification exams</p> <p>Staff Responsible for Monitoring: CTE Teachers Campus Administration</p> <p>Funding Sources: Certification Exam Fees - 199-PIC 22 State Career & Technical Education (CT - \$2,500</p>	Formative			Summative
	Nov	Feb	June	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Salado High School will provide opportunities for students to prepare for and take the TSIA in order to demonstrate college readiness.</p> <p>Strategy's Expected Result/Impact: Increase number of students who attain passing TSIA scores</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide access to college and career readiness programs such as: advanced placement, dual credit courses, OnRamps, college exam prep, gifted and talented program, and UIL academic classes.</p> <p>Strategy's Expected Result/Impact: The percentage of students who are considered college, career and military ready will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors</p> <p>Funding Sources: UT OnRamps Training - 199 General Fund - \$1,400</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Salado High School will add both College Prep Math and College Prep reading classes through Texas College Bridge to help students meet CCMR requirements for college readiness.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting college readiness requirements.</p> <p>Staff Responsible for Monitoring: counselors, principal</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 5: Salado ISD will use all federal, state and local, and campus monies for the improvement of student learning and teacher instruction. Monies such as SCE, ESL, GT, CTE, and Special Ed, etc. will be utilized to extend student learning and staff development.

High Priority

HB3 Goal

Evaluation Data Sources: Increased passing rate on STAAR/EOC
Increased in the percentage of students who attain Meets and Master level

Strategy 1 Details	Reviews			
<p>Strategy 1: Will use monies for the improvement of student learning through professional development, additional staffing, intervention, targeted tutorials, curriculum, and technology.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Choices Program - 199 General Fund - \$85,000, Early Childhood SPED Teacher - 199 General Fund - \$52,000, ESL tutoring - 199 General Fund - \$2,500, Reading Interventionist - 211 Title I, Part A - \$67,000, Additional paraprofessionals for reading/math intervention - 211 Title I, Part A - \$66,500</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 6: Salado ISD will hire, train, and retain the most effective and talented workforce and create a system of care and support that values, retains, and grows high-quality staff.


High Priority


HB3 Goal

Evaluation Data Sources: 100% Highly Qualified Staff
Annual Retention Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to revise base compensation and stipend plan to be more competitive in the marketplace. Strategy's Expected Result/Impact: Updated, revised compensation plan. Staff Responsible for Monitoring: District Administration</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Examine innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, ESL, CTE, science, and math). Strategy's Expected Result/Impact: Certification initiative to recruit current employees into hard to fill areas. Staff Responsible for Monitoring: District Administration</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality, research based professional development opportunities for our staff to help them grow as professionals. Strategy's Expected Result/Impact: Increased student achievement scores Staff Responsible for Monitoring: District Administration Campus Administration</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 1: Evaluate and update the comprehensive plan addresses protocols for campus safety in case of an emergency.

Evaluation Data Sources: Comprehensive plan developed, approved by the school board and communicated to the public.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue developing and evaluating procedures to keep our students and staff safe.</p> <p>Strategy's Expected Result/Impact: Students and staff will be safe at school and prepared in the event of an emergency.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.


Performance Objective 2: Monitor and evaluate facility safety in accordance with TEA guidance.

Evaluation Data Sources: Weekly door checks, intruder audits

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 3: Focus on fostering a safe and positive school climate with caring and supportive relationships between students and staff. Ensure all staff has appropriate training to ensure a safe campus environment including, but not limited to stop the bleed, mental health first aid, trauma informed responses, suicide and bullying prevention, seizure recognition and response.

Evaluation Data Sources: End of the year surveys
 Discipline referrals
 Counselor referrals
 Training sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Emphasize the importance of safe, supportive relationships, to include prioritizing students' mental health Strategy's Expected Result/Impact: A connected, supportive environment that minimizes fear and anxiety Staff Responsible for Monitoring: Mental health professional, counselors, administrators Funding Sources: Mental Health Professional-Impact Counseling - 199 General Fund - \$48,873	Formative			Summative
	Nov	Feb	June	June
				

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 4: Ensure all marshals complete required training and qualifications as outlined in board plans.

Evaluation Data Sources: marshal training completions

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 5: Ensure the continued development of Salado ISD PD.

Evaluation Data Sources: Department reports and data.

Goal 3: Successfully gain full approval for the Teacher Incentive Allotment (TIA) program.

Performance Objective 1: Ensure that SISD is able to recruit and retain strong teachers and staff through competitive and fair compensation for all positions.

Evaluation Data Sources: TASB salary surveys

Goal 3: Successfully gain full approval for the Teacher Incentive Allotment (TIA) program.

Performance Objective 2: The district will monitor student growth performance and teacher instructional skill in accordance with the TIA application and data capture requirements.

Evaluation Data Sources: TIA Surveys

T-TESS data

Student growth data

Goal 4: Develop a balanced budget for the 2026-2027 school year.

Performance Objective 1: Each department and campus will carefully plan and review budgets to ensure that funds are allocated in the most efficient manner possible.

Goal 5: Research options and student interest regarding different Career and Technical Education (CTE) courses and certifications to expand offerings for the 2026-2027 school year.

Performance Objective 1: The district will explore potential CTE offerings that may be added once the new high school is open and more facility space is available.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments.
1	1	2	Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills.
1	2	1	Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments.
1	2	2	Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Beth Aycock

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	summer school staffing		\$3,600.00
1	1	2	Summer school staffing		\$4,800.00
1	2	2	summer school staffing		\$3,600.00
1	2	2	Summer school staffing		\$4,800.00
1	4	5	UT OnRamps Training		\$1,400.00
1	5	1	ESL tutoring		\$2,500.00
1	5	1	Choices Program		\$85,000.00
1	5	1	Early Childhood SPED Teacher		\$52,000.00
2	3	1	Mental Health Professional-Impact Counseling		\$48,873.00
Sub-Total					\$206,573.00
199-PIC 22 State Career & Technical Education (CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Certification Exam Fees		\$2,500.00
Sub-Total					\$2,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Reading Interventionist		\$67,000.00
1	5	1	Additional paraprofessionals for reading/math intervention		\$66,500.00
Sub-Total					\$133,500.00
429 LASO Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Eureka Materials and ESC Region XII training		\$100,000.00
Sub-Total					\$100,000.00

Addendums

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

- 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. 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. 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;
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 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.).

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]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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.
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	
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.
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	<p>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.</p> <p>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.</p>
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.
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>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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

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Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

Policy
Requirements

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. *Education Code 37.0831(c)*

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. *20 U.S.C. 1681 (Title IX)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681* [See also FB regarding Title IX]

Designation of
Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

Parties Entitled to
Notice

The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy

A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state

that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication
Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

Note: To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

Adopting and
Publishing
Complaint
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual
Harassment

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to a district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Consent” is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

*Deliberate
Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education
Program or
Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over

both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator
Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

*Supportive
Measures
Required*

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

*Constitutional
Restrictions*

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

*Response to a
Formal Complaint*

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

*Emergency
Removal*

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

*Administrative
Leave*

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training

on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints

against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

*Notice of
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known;
 - b. The conduct allegedly constituting sexual harassment; and
 - c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not

included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

*Dismissal of a
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

*Consolidation of
Formal
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

34 C.F.R. 106.45(b)(3)-(4)

*Investigation of a
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or

paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The

district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any

notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

*Implementation
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated

or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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FFH
(LOCAL)

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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</p>

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<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 disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
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 and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Title IX Sexual Harassment	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, 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 or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding 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 readily available at each campus and the District's administrative offices.



Organization: SALADO ISD
 Campus/Site: N/A
 Vendor ID: 1746002024

County District: 014908
 ESC Region: 12
 School Year: 2024-2025

SAS#: PERKAA24

2024-2025 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. 24-25 Perkins V	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|--|--|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate
<input type="checkbox"/> 1S2: Extended Graduation Rate
<input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts
<input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics
<input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> 3S1: Postsecondary Placement
<input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment
<input checked="" type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential
<input checked="" type="checkbox"/> 5S4: CTE Completer
<input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |
|--|--|

2. 2021-2022 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. **Include possible explanations for any differences.**

CTE learners' performance was lower than non-CTE learners in 2S2 and 2S3. This could potentially be due to scheduling issues if CTE course conflict with honors and advanced math and science courses. Additionally, non CTE learners may have more opportunities in their schedule to take electives that support math and science learning. On the positive side, CTE learners far outpaced non-CTE learners in reading/ELAR proficiency which may be because these courses allow for depth of learning in technical and non-fiction texts that non-CTE learners aren't as likely to experience.

TEA Use Only

CTE Review: Accept Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. **List the strategies to be implemented that will address the underperformance within special populations.**

English learners are performing below all CTE learners in 2S2 and 5S1. They are performing slightly higher in 1S1 and 3S1. Individuals with disabilities are similarly performing below all CTE learners in 2S3, 3S1, 1S2, 5S1. Individuals from Economically Disadvantaged families are performing lower in 5S1 and 2S2 and higher in 2S3, 1S1, and 3S1. Individuals preparing for non traditional fields performed lower in 3S1. Youth with parent in active military were lower in 5S1. No data was given for migrant students, out of workforce individuals, youth in foster care or single parents. Proficiency in academic subjects seemed to be a struggle across these special populations. a possible strategy would be including academic support through CTE classes, including reading and math across content areas so that students have a more cohesive and immersive experience. Counselors will meet with students and work with instructors to ensure students have a clear understanding of routes to IBC completion. Additionally, administration will consider the viability of offering new IBC based on student interest and availability of resources for implementation. While over 500 students are enrolled in some type of CTE course, numbers decline dramatically in terminal courses. For example, Ag is one of our most popular course strands, but there are only 2 students in the terminal mech and metal course, suggesting a need to focus on helping students complete the full strand.

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5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. **List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.**

Female CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1 Male CTE Learners performed lower than all district CTE Learners in the following indicators: 2S2, 2S3, 3S1, 5S1. Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 2S2, 2S3, 3S1. White CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S3, 5S1. CTE Learners of two or more races performed lower than all district CTE Learners in the following indicators: 2S2. No data was provided for Asian, African American, or Pacific Islanders. Again, academic indicators seemed to be a struggle for most ethnic subgroups, so additional emphasis on these areas, especially math, would be helpful across our CTE offerings. Focus on how math is used in the difference strands could provide relevant, real world context for students.

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Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.



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Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

in 2021-2022, Salado High School had 715 students. 579 were enrolled in some sort of CTE course during their high school career, this represents 81% of our student population. The district offered 25 CTE courses. Agriculture, Food, and Natural Resources is our largest interest area, with 96 students participating in those courses.

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2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. (Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)

We work closely with Temple College to offer dual credit options to students, including an on campus dual credit cohort offering English and Social Studies as well as the off campus Temple BioScience Institute with a math and science emphasis. Our veterinary science students partner with Jarrell Animal Hospital to gain the hours needed for their vet tech certification. Our health science students partner with Scott and White for phlebotomy and pharmaceutical tech opportunities. Our school has launched a Cyber-Eagles competitive group that is largely supported by parent volunteers who help students with competitive cybersecurity/programming events. While it's not an official class, it does compliment our computer science program and is helping us gauge interest for eventual class offerings. All programs are supported by an on campus Texas Workforce representative who helps students determine future career paths.

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3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

Because Salado is a smaller community and because we often lack funding, it can be a struggle to widen opportunities for CTE students to participate in work programs. many of the industries we'd like to partner with are already working with larger school districts in our area. We have no large industry or businesses within district boundaries, which can make developing partnerships difficult. It can also be difficult to recruit and retain CTE teachers due to a lack of funding, especially when compared to larger districts in the surrounding areas. Additionally, a tight master schedule also means that CTE courses and dual credit/advanced placement courses sometimes conflict. While we have passed a bond to build new facilities including CTE space, current facilities are crowded and class sizes are capped, meaning some students cannot fit into CTE offerings.

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4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

Once we open our new facilities, we will be able to increase the number of students in CTE courses which will in turn prepare more students for work based experiences. Because we are a smaller community, we are investigating ways to "grow our own" CTE programs, including exploring the option for an early childhood center that might work in conjunction with a new education program. Additionally we will continue to work with Temple College to potentially expand dual credit offerings as more facility and schedule space are available. We also hope to expand our phlebotomy, pharm tech, and vet tech options as we are able to build specialized facilities at our new high school. This will allow us to broaden our relationships with area vet clinics as well as Baylor Scott and White.

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5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

We are working with Temple College to expand the number of courses they are able to offer on our campus which will free up room in our master schedule for CTE students to enroll in both CTE and Temple courses. In the 23-24 school year, we've doubled course sections that are available and we hope this will help CTE students with access. We've also increased our AP and OnRamps offerings to include more math and science courses available on campus.

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Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

Part 6 is hidden because it does not apply to the selected application designation.

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Salado High School's CTE program is o integrate rigorous classroom instruction with relevant, work based experiences that inspire and empower students for post secondary success. Our vision is to provide academic and technical skills vital for successful entry in to the 21at century workplace.

TEA Use Only

CTE Review: Accept Decline Pending Edits

2. List the top (three-five) CTE priorities over the next four-years.

1. Increase the number and type of CTE offerings for students. Add at least one POS within two years.
2. Recruit and retain CTE staff. Aim for 90% retention over the next two years.
3. Improve and increase community/business relationships to grow opportunities for students. Find at least two new community partnerships to support IBCs within the next two years.

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CTE Review: Accept Decline Pending Edits

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs.

- Most aligned:
1. Health Science-Nurses, LVNs, phlebotomists
 2. Manufacturing-welding
 3. Information technology-cyber security, computer programming

Continue to build community and business partnerships, recruit and retain quality CTE instructors

TEA Use Only

CTE Review: Accept Decline Pending Edits

4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

1. Architecture and Construction
2. Culinary Arts
3. Floral Design

Continue to build relationships with area business that help us refine and further develop student interest areas to align with local demand. We plan to continue these programs because of high student interest, but we want to explore how we can align them more closely with areas of need in our community.

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5. List the LEA's three lowest performance indicators for CTE learners and unique strategies to address each need to improve the student performance indicators.

- 5S1-Program Quality Attained Recognized
- 5S4-Program Quality CTE Completer
- 4S1-Non Traditional Program Concentration

Continue to recruit quality CTE staff and develop methods for teacher retention. Provide additional training to CTE staff so that they are able to administer IBC exams to students in high interest areas. Develop industry partnerships. Encourage and incentivize students to continue with CTE pathways to reach CTE completer status.

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CTE Review: Accept Decline Pending Edits



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Part 8: Assessment Contact

Primary Contact		Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Beth	Middle Initial:	Last Name: Aycock	Title: Assistant Superintendent		
Phone: 254-947-6906	Ext:	E-Mail: beth.aycock@saladoisd.org			

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)					
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.					
Authorized Official		Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Michael	Middle Initial:	Last Name: Novotny	Title: Superintendent		
Phone: 254-947-6905	Ext:	E-Mail: michael.novotny@saladoisd.org			
Submitter Information					
First Name: Beth	Last Name: Aycock				
Approval ID: beth.aycock	Submit Date and Time: 06/04/2024 09:50:48 AM				



Salado ISD Professional Development Plan

Introduction

This document contains the Salado Independent School District Professional Development Plan including information about SISD's philosophy, the definition of professional learning, and the rationale for all employees to be lifelong learners.

District Vision Statement

Salado ISD-Where Excellence is Expected

District Mission Statement

The Salado Independent School District empowers today's youth to be leaders in a global society through educational excellence. We are committed to:

S Success

I Innovation

S Self-Reliance

D Determination

Professional Development Belief Statements

In SISD we believe that professional development:

- improves student achievement and increases educator capacity;
- is an ongoing, career-long process
- is data driven and research based;
- supports collaboration amongst colleagues;
- is practical, relevant, and useful;
- must be aligned and evaluated against district mission and goals;

Methods of Professional Development

Professional Development in SISD will be offered in multiple formats, including:

- **Blended Professional Development or Flipped Professional Learning:** using face to face, digital products or processes, and virtual interaction for ongoing learning;
- **Professional Development Communities (PLCs):** a collaborative approach to school design wherein all faculty and staff can make a contribution to ongoing student achievement.
- **Seminars:** events with a central theme, utilizing expert consultants and group participation;
- **Workshops:** introductory sessions to build awareness, provide basic information, and allow participants to determine future areas of concentration;
- **Book Studies:** the reading of agreed upon book(s) that may offer insight into the improvement of education and/or provide an opportunity to keep abreast of the latest innovations that would improve schools and our educational system; and the discussion of the content of the book(s) in regularly scheduled sessions;
- **Summer Institutes:** events scheduled over (one or more days), offering a menu of sessions revolving around integrated themes, with expert presentations and opportunities for collegial discussion and planning;
- **Conferences:** local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs;
- **Instructional Coaching:** a strand of concentrated study plus a collegial support component that may include modeling, observations, collegial conversations, and reflection;
- **Faculty/Grade level/Department Meetings:** held for the purpose of formal study groups or teacher as a researcher of curriculum, instruction, technology and assessment design groups,

or interdisciplinary planning or sharing of artifacts or analysis of student work.

Types of Professional Learning

In SISD, three types of professional development opportunities are available for employees depending on their individual needs and the goals of the district and campus. **District** professional development focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of SISD goals; **campus or department** professional development to provide specific opportunities for school and department goals that are aligned with SISD goals; and **individual** professional development to meet each employee's goals aligned with SISD goals.

Professional Development Requirements for All Employees

SISD School Board Policy DMA (Legal) outlines the mandated areas of professional development. All SISD employees are expected to model lifelong learning through active participation and application of professional development. Professional development at the District level is determined by district initiatives along with state and federal guidelines. Campus/department professional development is based on alignment with the District mission and goals and campus/department needs. Individuals are also encouraged to pursue individual professional development opportunities to further their own skills and knowledge.

Professional Development Requirements for Teachers

As the largest group of employees in SISD, teachers play a critical role in the academic success of each student. Because of this responsibility, specific professional development requirements have been established to ensure that the District maximizes resources to support teacher professional learning.

Professional Development as a Component of Annual Teacher Appraisal

As a component of the Salado ISD board approved teacher appraisal system, teachers are required to work closely with their supervisors to identify annual professional development targets aligned with the District mission and goals and focused on increasing student achievement. Teachers set goals at the beginning of each school year, and then reflect on their success at attaining those goals during their summative conference.

A teacher's personal professional development plan may incorporate all forms of professional development, not just the annually required courses. Professional development could include working within professional learning communities (PLCs), with an instructional coach, a department chair or another teacher on particular practices identified as improvement goals. It could also include self directed professional development in the form of book studies, online courses, or university classes that align with teacher identified improvement areas.

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 the Evaluation, Professional Development Plan, and other related data sources.

Funding for Professional Development

Many numerous funding sources are available for professional development in Salado ISD. The most commonly used sources include district funds, state compensation funds, federal funds, state Title allotments, various grants, community partnerships, fundraising and campus budgets. During

professional development planning, funding sources are identified and evaluation criteria are determined. All professional development is monitored for ongoing support and impact on student learning so that full utilization of funds allotted are realized. Employees must receive supervisor approval prior to committing district funds for individual professional development.

Documenting Professional Development

All staff are encouraged to maintain their own records of professional development, however, the district also documents professional development in Eduphoria. District and campus assigned training will be entered into eduphoria on the staff members' behalf. Staff members can also upload training hours for individual professional development into their own Eduphoria accounts.

Professional Development by Department

Annual Compliance Training- All Staff	Employee Handbook	
	Bloodborne Pathogens	
	Cybersecurity	
	Harassment in Schools	
	Legal Issues (FERPA)	
	Title IX Compliance	
	Responsible Use Policy	
	Child Abuse/Mandatory Reporting	
	Suicide Prevention and Reporting	
	Human Trafficking	
	Employee Expression	
	Dating Violence	

	Mental Health First Aid/Trauma Informed Care	*all classroom personnel as part of new employee orientation.
	Active Shooter	
Campus Administrators	Threat Assessment	
	Discipline Training	
	Bullying & Harassment	
Campus Administrators Special Education / 504	504 Annual Update: Administrators & Campus 504 Coordinators	
	Dyslexia Update	
	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.	
Coaches	Concussion recognition and response	
	CPR	
Eduphoria!	Basic Eduphoria Training for New Employees – Account set up and profile update	
	Aware and Forethought for Teachers	
	Aware and Forethought for Campus and District Leaders	
ESL / Bilingual	English Language Proficiency Standards (ELPS)	Annual Update
	TELPAS	Annual Update
	Best Practices in Bilingual/Dual Language	Annual Update
Gifted & Talented	Initial Training 30 hours	Annual Update 6 hours

MTSS	MAP Data Training at the Beginning, Middle and End of the Year	
Nurses/Identified Staff	Stop the Bleed	
	CPR	
	Diabetes awareness and management	
Testing Coordinators- Campus and District	STAAR/EOC training	
Special Education / 504	504 Basics (New counselors only)	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.
	504 Annual Update (Required on each campus)	
	Dyslexia	
	Legal Issues in 504 & SpEd	
	Transitioning 504 Students & Records	
Special Education - STAAR ALT	STAAR ALT Training	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.
Transportation – Drivers, Mechanics, CDL Holders	Texas School Bus Driver Safety Training Certification	
	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.	



Thomas Arnold Elementary

575 Salado School Road
Salado, TX 76571
Phone (254) 947-6955

Thomas Arnold Parent and Family Engagement Policy

Statement of Purpose

Thomas Arnold Elementary is committed to the goal of providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, families, and the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. The District recognizes and encourages parents in the four key roles that they play in their children's learning as:

- Teacher – helping their child at home
- Supporter – contributing their skills to the school
- Advocate – helping their child receive fair treatment
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The District and Campus Improvement Site-based Committees are composed of parents, community leaders, business representatives, and district personnel. The Committee has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments from parent/teacher conferences, parent surveys, and other meetings to solicit parent and family input are used in the development and revision of this policy. Light meals or snacks may be provided to encourage attendance and childcare may be offered as needed during site-based committee meetings when Title I program/requirements are being addressed.

Thomas Arnold Elementary Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, the School/Parent/Student Compact outlines school, parent, and student responsibilities necessary for effective learning to take place. The Compact is reviewed/revised each year by the Site-based Committee. The Compact is provided at the beginning of the school year and is included in the registration packet. The school official, parent and student are encouraged to sign and return the Compact to the home campus. A copy is also distributed to parents. The Compact is reviewed with parents at the Fall Parent-Teacher conference as the compact relates to student achievement.

Increasing Communication and Providing Title I Communication in Parent's Home Language

Letters home, newsletters, flyers, phone calls, campus improvement plans and other related Title I, Part A communication will be provided in English and Spanish. Translators will be available for Title I related meetings, parent-teacher conferences, or at the request of a parent for other attended functions. The campus will strive to provide and encourage two-way communication

Thomas Arnold Elementary

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between home and school. Campus personnel will receive annual training on the value of utilizing and increasing parent participation and enhancing communication efforts. Parent input for personnel training is included in parent surveys and through input from the Campus Sitebased Committee.

Annual Title I Parent-Family Meeting

The annual Title I meeting will be provided to inform parents and families of Thomas Arnold Elementary's participation under the Title I, Part A program; campus parent involvement requirements and opportunities; and their right to be involved in their student's education. Two meetings with the same content will be provided, one in the evening and one in the morning to provide flexibility for parent schedules. All Thomas Arnold Elementary parents and families will be invited and encouraged to attend. Translation services will be provided as needed.

Types of Parental Involvement

The Superintendent, in coordination with the campus Principal, provides technical assistance and other support necessary to help the school plan and implement effective parental, family, and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to assist education personnel in building upon that partnership relationship to strengthen ties between home and school. The campus will encourage all parents and families to be an active part of their student's education.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year at Thomas Arnold Elementary.

- Thomas Arnold Elementary School/Parent/Student Compact
- Parent/Teacher Conferences
- Open House
- Annual Title I meeting
- Thomas Arnold Elementary School website
- Parent Surveys
- PTO
- Parent School Volunteers

Questions, concerns, and/or comments may be directed to Dr. Maegan Loya, Principal, at 254-947-6910.