



WINDHAM SCHOOL
DISTRICT

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PAGE: 1 of 3
SUPERSEDES: OP-08.11
September 1, 2001

OPERATING PROCEDURES

SUBJECT: OFFENDER TUTOR PROGRAM

AUTHORITY: Texas Education Code Chapter 19

APPLICABILITY: Windham School District (WSD)

POLICY:

WSD may use offender tutors, assigned to the classes as teacher aides, to provide assistance in specific program areas which support the educational goals of the WSD.

PROCEDURES:

I. Purpose

- A. The purpose is to maximize the amount of individual instructional assistance available to offenders.
- B. Improvement of reading skills should be the primary focus of tutorial assistance in literacy classes.

II. Organization

- A. Offenders may serve as tutors or teacher aides when deemed essential and appropriate by the principal.
- B. Offender tutors may be used as time, space, staff, scheduling, security, and facilities permit.
- C. The offender tutor initiative shall be implemented under the supervision of the principal.
- D. Tutors shall work under the direct supervision of a teacher designated by the principal.

- E. Offender tutors shall be assigned full or part-time according to the unit's instructional arrangement.
- F. Each assigned offender tutor shall be utilized only as a teacher's aide to a certified academic teacher and shall exercise no supervisory authority or control over other offenders.

III. Instructional Design

Offender tutors/teacher aides shall work with the designated teacher and student(s) to achieve objectives and instructional goals identified by the teacher.

IV. Offender Tutor Qualifications

Offenders assigned as teacher aides in literacy classes shall meet the following criteria.

- A. Offender tutors shall have a verified high school diploma or high school equivalency certificate (GED).
- B. Offender tutors shall have a 9.0 or above educational achievement (EA) score on the reading subtest of the Tests of Adult Basic Education (TABE).
- C. Offender tutors shall be assigned by the warden or classification committee as appropriate.
- D. Offender tutors shall meet other requirements established by the principal, warden, and/or classification committee.

V. Student Qualifications for Individual Tutoring in Reading

To qualify for individual tutoring assistance in reading, an offender must be illiterate and perceived by the teacher to be capable of benefiting from such assistance. For the purpose of implementing this program, illiteracy shall be defined as functioning below the sixth grade level in reading.

VI. Student Assessment and Evaluation

- A. Initial diagnosis of learner need shall be determined by the teacher.
- B. The following measures shall serve as the basis for diagnosis of need for tutorial assistance:
 - 1. EA level indicated by performance on the TABE;
 - 2. Performance on an informal measure of student achievement;
 - 3. Curricular objective tests; and/or

- 4. Other appropriate means of assessment.
- C. Student progress shall be determined by the teacher or principal.

VII. Evaluation

- A. The principal shall periodically evaluate the instructional effectiveness of offender tutors, taking into consideration such things as learner progress, learner feedback as to the offender/tutor relationship, adherence with security requirements, and other relevant issues.
- B. When appropriate, a written recommendation shall be submitted to the warden's office for an offender tutor to be reassigned.

* Signature on file

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