

NUMBER: SD-08.05 (rev. 2)

WINDHAM SCHOOL DATE: September 12, 2016

DISTRICT PAGE: 1 of 7

SUPERSEDES: SD-08.05 (rev. 1)

September 10, 2015

SUPERINTENDENT DIRECTIVE

SUBJECT: TITLE I, PART D, SUBPART 1—PREVENTION AND

INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK—STATE

AGENCY PROGRAMS

AUTHORITY: Elementary and Secondary Education Act of 1965 (ESEA), Title I, Part D,

as amended by the No Child Left Behind Act of 2001 (NCLBA) (20 USC

6421 et seq.)

APPLICABILITY: Windham School District (WSD)

POLICY:

The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, authorized by Title I, Part D of the ESEA, as amended by the NCLBA include Subpart I, which provides federal financial assistance to the Texas Education Agency (TEA) to enable them to award a subgrant to the WSD in order to operate educational programs and transition services for youth who are 21 years of age or younger in adult correctional facilities. Under this authority, WSD will provide programs that enhance literacy, leadership, and employability skills for youthful offenders and transition services.

DEFINITIONS:

"Adult Basic Education" (ABE) describes students functioning below a ninth grade level.

"Adult Secondary Education" (ASE) describes students functioning at or above ninth grade level.

"Lead and Achieve Academy" describes course offerings at designated campuses for students aged 21 or younger intended to enhance literacy, leadership, and employability skills.

PROCEDURES:

I. Purpose

WSD programs utilizing Title I, Part D, Subpart 1 funds will:

- A. Improve educational services for children and youth in state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic content standards and state student achievement standards that all children in the state are expected to meet;
- B. Provide these youth with services to enable them to transition successfully from institutionalization to further schooling or employment; and
- C. Prevent at-risk youth from dropping out of school as well as to provide dropouts and youth returning from correctional facilities with a support system to ensure their continued education.

II. Funding

- A. As an adult correctional educational institution, WSD is eligible for assistance under Title I, Part D, Subpart 1. The federal funds are administered through the TEA.
- B. TEA determines the WSD allocation through a formula based on an annual count of neglected or delinquent children and youth 21 years of age or younger who are in state-operated adult correctional facilities and enrolled in a regular program of instruction (classroom instruction not beyond grade 12 in basic school subjects and vocationally oriented subjects, supported by non-federal funds) for at least 15 hours per week.
- C. The WSD Division of Instruction will coordinate the Title I, Part D, Subpart 1 funds and will apply for the funds annually.
- D. WSD will reserve not less than 15 percent or more than 30 percent of the amount it receives in any year under Subpart 1 to support "transition services" for these children and youth.

III. Program Description

- A. Based on needs assessment and the number of eligible students on each WSD campus, the Division of Instruction will determine the location of a supplemental educational program titled Lead and Achieve Academy on designated campuses each school year. Lead and Achieve Academy classes will:
 - 1. Include instruction for beginning, low, intermediate, and high functioning ABE students and ASE students intended to enhance literacy, leadership,

and employability skills;

- 2. Be competency-based and non-graded;
- 3. Address essential knowledge and skills appropriate for ABE students and target skills and standards aligned with high school equivalency certification for ASE students;
- 4. Not exceed three hours and 15 minutes in length without written permission from the director of the Division of Instruction; and
- 5. Incorporate instructional strategies designed to equip students with the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, communicate effectively, and to work with a variety of technologies in preparation for employment, secondary education, and/or postsecondary participation.

NOTE: Students enrolled in a Lead and Achieve Academy must also be enrolled in a regular program of instruction (classroom instruction not beyond grade 12 in basic school subjects and vocationally oriented subjects, supported by non-federal funds) for at least 15 hours per week.

- B. WSD will provide transition services for all students who are 21 years of age or younger. These services will:
 - 1. Provide information and services necessary for students to make a successful transition from institutionalization to secondary or postsecondary education and/or employment;
 - Include conferences and/or information provided by Division of Instruction specialists and/or third party services procured by the division; and
 - 3. Incorporate parental participation when possible.

IV. Student Selection

- A. Student placement into WSD programs is subject to WSD prioritization guidelines and designated on the student's Individualized Treatment Plan (ITP).
- B. Students on campuses with a Lead and Achieve Academy will be enrolled in the course if they are 21 years of age or younger and do not possess a high school diploma or high school equivalency certification.
- C. Students who are 21 years of age or younger on any campus will receive transition services.

D. Students who meet established criteria will be administered the high school equivalency assessment in accordance with SD-10.03 "General Educational Development (GED) Testing."

V. Instructional Design

- A. Lead and Achieve Academy courses will utilize curricular resources and standards for literacy instruction as outlined in SD-08.03, "Literacy Program."
- B. Lead and Achieve Academy courses will utilize curricular resources to incorporate leadership and employability skill training into instruction.
- C. Lead and Achieve Academy teachers will:
 - 1. Collect and review all available student assessment data regularly in order to design appropriate interventions for students and to determine their course progress;
 - 2. Utilize instructional materials and methods based on a student's ability as indicated by the student's educational achievement assessments, course or objective pre-tests, WSD course mobility guidelines, and performance in class;
 - 3. Provide a variety of instructional differentiated activities which enable all students to master the course objectives;
 - 4. Utilize WSD-approved curricula with fidelity and supplement with innovative resources as needed;
 - 5. Use engaging materials and resources as well as an appropriate combination of direct teaching, differentiated instruction and activities, large and small group work, and individual assignments appropriate for 21st century learners;
 - 6. Follow all directives for participating in WSD Project Based Learning curricular activities and other WSD initiatives;
 - 7. Design re-teaching activities as needed to ensure student success;
 - 8. Employ appropriate classroom management strategies that promote positive student behavior;
 - 9. Ensure that students meet minimum requirements for computer assisted instruction;
 - 10. Coordinate instructional efforts with other teachers on their campus to ensure students are receiving a comprehensive pathway to their

- educational goals and that lesson scope and sequence are appropriate and not duplicative;
- 11. Document daily lesson planning as approved by the campus principal;
- 12. Develop objectives for students to meet educational goals;
- 13. Employ appropriate instructional strategies and the use of appropriate curricular resources:
 - a. For students with disabilities as prescribed in their Individualized Education Program (IEP) as prescribed by their Admission, Review, and Dismissal (ARD) committee,
 - b. For English language learners as prescribed by their Language Proficiency Assessment Committee (LPAC), and
 - c. For students who require accommodations under Section 504 of the Rehabilitation Act as prescribed by the student's 504 Committee;
- 14. Keep classroom clean, orderly and aspirational, and ensure that all safety and security procedures are enforced at all times; and
- 15. Participate in district wide and campus planning as directed.
- C. Campus Principals with Lead and Achieve Academies will:
 - 1. Evaluate teaching techniques informally and according to the WSD-approved teacher evaluation system procedures;
 - 2. Verify documentation of individual student progress by reviewing and disaggregating academic and behavioral data at least quarterly;
 - Use academic and behavioral data along with teacher observations to design and implement appropriate student interventions and/or teacher support;
 - 4. Work independently and with the Division of Instruction to provide appropriate professional development and training opportunities for Lead and Achieve Academy teachers;
 - 5. Ensure WSD-approved curricula and initiatives are implemented with fidelity;
 - 6. Ensure employment of appropriate student placement and documentation;

- 7. Ensure that students with disabilities are appropriately served according to federal, state, and local regulations and in accordance with their IEP; and
- 8. Ensure that appropriate placement and services are provided according to federal, state, and local regulations for English language learners and students who require accommodations under Section 504 of the Rehabilitation Act.
- D. Instructional strategies in all Lead and Achieve Academy courses will include opportunities for students to apply and practice skills in the context of functional, real-life settings and situations.
- E. Instructional strategies in all Lead and Achieve Academy courses will include linkages to workplace competencies, labor market information, and postsecondary opportunities.
- F. WSD will provide WSD-approved curricular resources, standards, and a Curriculum and Instruction Guide for student literacy levels, available on the WSD share drive INS/Public/Literacy Curriculum.
- G. WSD will provide a curricular framework aligned with educational achievement essential knowledge and skills for ABE and high school equivalency certification target skills and standards for ASE.
- H. WSD will review curricular resources and instructional materials annually for relevance, content validity, compliance with established standards, and for program/student needs, using third party experts for vetting processes when necessary.
- I. Professional development and training for teachers, principals, and Division of Instruction support staff in the area of youthful offender education and grant administration will be provided by the campus principal, the Division of Instruction, third party experts, and/or procured independently by WSD educators.

VI. Program Evaluation

- A. The WSD will conduct a program and student needs assessment at least quarterly using the following components:
 - 1. Student academic growth on educational achievement assessments;
 - 2. Student pass rate of high school equivalency assessments;
 - 3. Student rate of promotion from one literacy level to the next; and
 - 4. Student rate of qualification for high school equivalency assessments.

- B. The WSD will conduct a teacher and student survey at least annually.
- C. Based on needs assessment, the Division of Instruction will review necessary interventions and supports for programs supported by Title I, Part D, Subpart 1 as needed.
- D. Program evaluation data will be compiled and reported in the *Windham School District Annual Performance Report*.
- E. The WSD will submit information regarding programs supported by Title I, Part D, Subpart 1 to the TEA annually.
- F. Documentation of the fiscal records and student records used for completing the evaluation and maintaining the program will be kept for a period of five years.

VII. Administration

- A. WSD Title I, Part D, Subpart 1 programs will be coordinated through the Division of Instruction.
- B. Division of Instruction support staff will assist principals with Title I, Part D, Subpart 1 programs in implementing campus programs that are in compliance with federal, state, and local regulations/guidelines.
- C. The Division of Instruction will administer the budget and process all Title I, Part D, Subpart 1 requisitions and travel vouchers.
- D. Equipment, supplies, and materials purchased with Title I, Part D, Subpart 1 funds will be used in the WSD Title I, Part D, Subpart 1 program and will not be converted to non-Title I, Part D, Subpart 1 usage without prior permission from the Division of Instruction.

Signature on file
Dr. Clint Carpenter, Superintendent
Windham School District