

2015-2016 DIVISION OF YOUTH SERVICES ANNUAL REPORT TO LEGISLATURE

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SCHOOLS



Executive Summary

Act 972 of the regular session of 2009 provided for an establishment of a system of education within the Division of Youth Services. Educational guidelines were developed with input from the Arkansas Department of Education and were finalized and forwarded to the Department of Youth Services on July 1, 2009.

The Department of Education shall conduct an assessment of each facility to provide a baseline report of that assessment to the Director of Youth Services. With the assistance of the Department of Education, corrective action plans for each facility will be submitted and put into place with the Division of Youth Services Education Department. Act 972 shall provide for a triennial system of monitoring beginning March 2010.

This report shall provide general education and special education overviews of the Division of Youth Services. Included in this report are responses to the Arkansas Department of Education's baseline monitoring, statistical results from educational facilities, and indications of the cultural and academic conditions of the treatment facilities, and the American Recovery and Reinvestment Act Progress Report.

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Background

Act 972 of the Arkansas General Legislative Session (2009) established the Division of Youth Services (DYS) system of education to perform the following functions and have the authority and responsibility to:

- 1) Coordinate communication among the various components of the juvenile justice system
- 2) Oversee reform of the state's juvenile justice system
- 3) Provide services to delinquent and families-in-need-of-services (FINIS) youth
- 4) Conduct research into the courses, nature, and treatment of juvenile delinquency and related problems
- 5) Develop programs for early intervention and prevention of juvenile delinquency
- 6) Maintain information files on juvenile delinquents in the state
- 7) Actively pursue the maximization of federal funding
- 8) Evaluate the effectiveness and efficiency of programs and recommend changes to the Governor
- 9) Provide a system of education in residential facilities operated by the division that conform to the guidelines established by the Department of Education (9-28-205)
- 10) Do and perform all other actions and exercise all other authority not inconsistent with the provisions of this subchapter

In addition, the Department of Education, the Department of Workforce Education, and the Division of Youth Services shall work collaboratively to prepare courses of study suited to the age and capacity of the youth.

During 2015 DYS education administrators reviewed Education Program Guidelines for revisions and updates to ensure alignment with the Department of Education rules and regulations. Our system of education is currently accredited by the Arkansas Department of Education as a result of their most recent quality assurance audit (2014-2015 school-term). Administrators have also researched national education trends in juvenile secure care settings in order to develop goals and objectives that are intended to improve educational services. Our efforts are ongoing and aimed at keeping pace with the Department of Education's rising standards. For example, we would like to raise our educational program status from "adequate" to "high-quality", broaden the breadth and depth of our services, and most important, establish collaborations among other agencies, state units, and community-based providers to improve transition services for students leaving our residential programs. We understand that education is not a stand-alone process and in order to provide effective programs we require the knowledge, skills, and resources from a variety of state and federal departments.

This report summarizes our efforts in general education, the quality of our program, special education, Section 504 of the Rehabilitation Act of 1973, the educational use of technology, adult education, college and career readiness, and the transition services program.

We have also attempted to identify program challenges and areas in need of improvement. Currently, we subscribe to three primary research-based documents for guidance:

- 1) Interim Study on the Educational System of the Division of Youth Services (September 2012)
- 2) Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings (U.S. Department of Education and the U.S. Department of Justice)
- 3) Effective Practices in Juvenile Correctional Education: A Study of the Literature and Research 1980-1992

Mission Statement

The mission of the Division of Youth Services (Education Unit) is to provide guidance, support, technical assistance, and resources for our education providers.

Purpose

The purpose of the Division of Youth Services Education Unit is to address the academic needs of our students.

Vision

The vision of the education unit is for every student to experience success through education.

Aim

We aim to offer a system of education that is sequential, persistent, and timely.

Goals

1. To provide the same educational opportunities for our student as those that are provided in public schools.
2. To identify characteristics, practices, and strategies present in high-quality educational programs.
3. To develop five year strategic plan for the school system.

Central Office Administration

The Division of Youth Services Education-Unit has a central office staff of seven. As of today's date there is one vacancy for a total of eight positions. Staff positions are as follows:

- Superintendent of Schools
- Assistant Superintendent of School
- Program Coordinator
- Director of Special Education
- Director of Vocational Education
- Registrar
- Analyst
- Administrative Assistant

All staff persons have recorded professional development related to their responsibilities. Each administrator has responsibilities directly related to program guidelines and accreditation standards. An additional list of standards will be introduced during the 2016-2017 school year. Three of the administrative staff is currently in graduate programs that lead to higher degrees or certificates. Certified staff has also recorded Department of Education professional development requirements annually. The efforts are aimed at providing higher levels and more effective leadership. We recognize that we don't operate the facilities from day to day; however, we are here to guide, assist and support the providers in the delivery of educational services.

Finance

Cost

Cost/youth/yr (residential & education)	\$67,538*
Education only (direct & indirect)	\$ 9,512*

*Represents state and federal funding

Funding and Organization - SFY 2015

SFY 2015 Residential Education Expenditures by Facility
Includes Title I, General Revenue and ADE Serious Offender

AJATC		994,837.12
Colt		274,746.22
Dermott (JTC)		316,575.57
Dermott (18-21 JCF)	Does not receive Title I	268,407.50
Harrisburg		367,579.15
Lewisville		288,247.43
Mansfield		545,791.13
Total		3,056,184.12

SFY 2015 Central Office Education Expenditures

Central Office Education Expenditures - Excluding Title I, Title VI-B, and Perkins

Salary and Fringe	412,752.40
Operating Cost	258,968.86
Travel	3,679.53
Contracts	2,500.00
Sub Total	677,900.79

Central Office Education Title I Expenditures

Travel 6,141.26

Central Office Education Title VI-B Expenditures

Salary and Fringe -

Operating Cost 6,137.01

Travel 2,598.47

Sub Total 8,735.48

Central Office Education Carl Perkins Expenditures

Operating Cost 35,322.69

Capital Outlay 26,715.00

Sub Total 62,037.69

Total Central Office Educational Expenditures 754,815.22

Total Education Expenditures: Residential and Central Office - SFY 2015 3,810,999.34

Education Funding - DYS Central Office

General Revenue, Other

60.89% Educational personnel

39.11% Educational administrative

Title I

100% Educational administrative

Title VI-B

100% Educational administrative

Carl Perkins

100% Educational administrative

Residential Title I Funding

76.34% Title I services
23.66% Transitional services

DYS Educational Program Guidelines

- Equal Educational Opportunities
- Goals
- Active Community Involvement
- Curriculum
- Instruction
- Attendance
- Student Performance
- School Performance
- Graduation Requirements
- Personnel
- Support Services
- Special Education
- Gifted and Talented Education
- Supplementary Education Opportunities
- Facilities and Equipment
- Auxiliary Services
- Cooperation Among Juvenile Treatment Facilities

Rules Governing Standards of Accreditation

- Equal Education Opportunities
- Goals and Administration
- Community Involvement
- Curriculum
- Instruction
- Attendance
- Student Performance
- School Performance
- Graduation Requirements
- Personnel
- Support Services
- Special Education
- Gifted and Talented Education
- Supplementary Educational Opportunities
- Facilities and Equipment
- Auxiliary Services

DYS Student Demographic and Academic Summary

Median Age: 16

Male: 84%

Female: 16%

African American/Black: 47%

Hispanic: 3%

White: 48%

Average Grade: 9:3

Median IQ: 89

Median Reading Grade Level: 6.3

Median Math Grade Level: 5.9

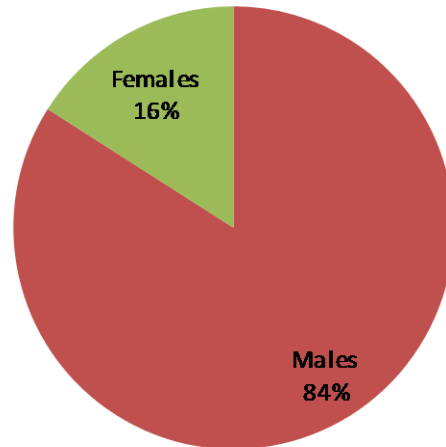
Percent of population retained in school at least one time before adjudication; 43%

Percent of population retained in school two or more grades before adjudication: 3%

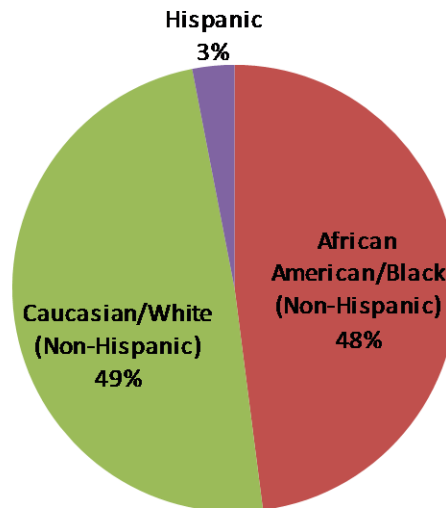
The Arkansas Division of Youth Services enrolled 535 students in the education programs during the 2014-2015 school year. During the year, 457 students earned high school credit toward graduation. The GED programs in the Division enrolled 45 students, 23 students graduated with the Arkansas High School Diploma after passing the GED Exam. The education programs in the Division awarded 14 traditional high school diplomas.

DYS Student Demographic and Academic Summary

DYS Student Demographic 1



DYS Student Demographic 2



General Education

Currently, the DYS Education System provides an adequate but fragmented education for students. We passed the most recent Arkansas Department of Education audit and as a result gained accreditation. The focus of our soon to be completed strategic plan is to provide a high quality education for our students that the U.S. Department of Education and the Department of Justice are recommending. In addition to improving the quality of our service, we are required to provide the same educational opportunities that are available in traditional public schools.

All of our teachers are highly qualified and we offer the Department's core curriculum in addition to adult education and vocational training. To date, our greatest achievement has been a partnership with Shorter College. This partnership results in the ability to offer college classes at the AJATC facility. Upon release students grades are accepted at any state supported college or university. Our post-secondary opportunities provide a measure of alignment with public school experiences.

Remedial or compensatory programs have been researched in order to identify ways that we can improve those services. We are planning to make better use of technology to possibly accelerate learning opportunities. There are plans to implement Gifted and talented opportunities by the end of the 2017-2018 school year. There may be added cost for implementing these programs but every effort will be made to maximize use of current resources.

The effects of our accreditation are immeasurable because we are able to assure our students' academic work and achievement efforts will transfer to their home school and/or result in a high school diploma. During their stay students can at least keep pace with the graduating class and in many cases students can catch up with their class. We have focused on expanding post-secondary opportunities for the sake of eliminating recidivism. Research based data confirms the relationship between higher levels of education, employment opportunities, and a decreased likelihood of returning to the system. Plans are in the place to ensure our College and Career Ready Program is as effective as possible. In order to evaluate the program we have identified a framework of six basic outcomes that can be measured quantitatively.

- 1) Attendance
- 2) Promotions
- 3) Achievement
- 4) Discipline
- 5) Graduation Rates
- 6) Dropout Rates

Quality of Education

According to an interim study of the DYS Educational System presented in 2012, the quality of the education provided to youth in the DYS facilities has been a significant concern. In March 2003, the Department of Justice announced a settlement agreement that requires DYS to provide all students with adequate education services and adequate special education services. Since then, the U.S. Department of Education and U.S. Department of Justice have produced a set of principles that serve as a framework for implementing promising practices. Their focus is to address the negative effects on youth of long-term commitments to juvenile justice secure care facilities.

Providing high-quality education in juvenile justice service care facilities presents unique challenges for staff that are responsible. The United States Department of Education and Justice recognized that to overcome these challenges it will require vision, dedication, and leadership. Based on research and promising practices, the Education Department and the Department of Justice focuses on five guiding principles for providing high-quality education in juvenile justice secure care settings:

- A safe, healthy facility-wide climate prioritizes education
- Necessary funding to support educational opportunities
- Recruitment, employment, and retention of qualified education staff
- Rigorous and relevant curricula
- Formal processes and procedures

DYS Education shall be responsible for implementing these principles over the next five years.

Adult Education

An analysis of any given student's academic profile may suggest the need for the student to pursue her/his GED. Factors that typically have the greatest influence in the process include age, academic progress, potential for success, and student led decisions. Adult Education opportunities are available for eligible students at all of our schools. We would like to have greater influence by centralizing services. From there we can ensure the flow of services identified in the student transition plan. We do not advocate adult education as the end of the formal learning process.

Special Education / Section 504

For the last five years, our special education population has been between 30-50% which is considerably higher than the typical public school. We have maintained a highly-qualified special education teaching staff and have started to re-evaluate how we allocate our Title VI B grant monies. We strive to maintain compliance because these students have greater academic needs. When we review our needs assessment results we can develop improvement plans. There are plans to increase staff persons to meet the demands of transition services mandated for our students.

Section 504 requirements are different from IDEA (Individual with Disabilities Education Act) but not less important. This sub-group may often be our largest, yet we do not receive federal funding services. Teachers actively pursue ways to meet the individual needs of the students and in the classroom setting with a variety of modifications.

Services for our students with learning disabilities are critical for our success. The relevant laws that govern our program are:

- Individuals with Disabilities in Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)
- Family Educational Rights and Privacy Act (FERPA)

College and Career Education

The Division of Youth Services College and Career Education vision is to provide Career Technical Education programs to assist students to apprentice in their area of interest and/obtain gainful employment upon transitioning from the Division of Youth Services.

Vision and Mission Statements

The Division of Youth Service seeks to:

- Empower faculty to use technology as a tool to enhance learning
- Ensure that students and faculty become technology literate and productive in a digital society.
- Engage teachers in collaboration efforts
- Provide immediate access to the tools, data, and information needed to make sound educational decisions
- Meet the documentation requirements of the United States Department of Education to obtain federal technology funding (E-rate)

DYS students are offered opportunities to successfully transition back into the community through employment skills, post-secondary education, life skills training and industry recognized certification training.

The Division of Youth Services partnered with Shorter College June 2015 allowing teenagers to earn college credit while at the Arkansas Juvenile Assessment and Treatment Center. The partnership allow youths who have earned a high school diploma or GED to attend college classes taught by a Shorter College professor. The partnership has allowed DYS to become an ACT Compass testing site for its students. DYS has had (20 to 30) students to complete the ACT Compass testing and many students who have transitioned are continuing their post-secondary education.

The Division of Youth Services is in the process of an MOU with the Central Arkansas Planning & Development District. The CAPDD will serve students 14-16 through their Workforce Innovation and Opportunity ACT (WIOA) program. While in DYS custody, youth who qualify will have the opportunity to become employed by working on the grounds within the juvenile facility. Currently, no other juvenile facility in Arkansas has taken this opportunity. The Workforce Innovation Opportunity Act will ensure students a smooth transition of employment upon leaving the juvenile facility.

The Division of Youth Services provides the *C-Tech Industry Recognized Certification Program*. C-tech provides juveniles with career industry recognized certification opportunities in the area of Telecommunication and Fiber Optics. The Fiber Optics program is in full effect at the Dermott Correctional 18-21 Facility. Dermott Correctional facility has 20 to 25 students who have successfully completed the program and received a C-tech Industry Certification in the area of Fiber Optics. The program is also at the Arkansas Juvenile Assessment and Treatment Center

and, if expected outcomes are met, will expand to all Arkansas Consolidated High Schools.

The Division of Youth Services partnered with Arkansas Department of Workforce to offer its students the Arkansas Career Readiness Certificate (CRC) Program. The Division of Youth Services has successfully tested (25 to 30) students who have passed the Workkeys Assessment test with either a Bronze, Silver, or Gold certificate. The vision and plan is for all DYS juvenile facilities to administer the ACT Workkeys Assessment

Division of Youth Services received the Carl Perkins grant in 2013 and implemented the Growing Up Ready life skills program at the Dermott Juvenile Treatment Center. GUR provides integrated instructional units which reinforce core academic skills while exposing students to future career opportunities including course work in banking and credit services, caregiving, hospitality, Nutrition and Wellness and etc.

DYS hosted its 3rd “Youth On the Rise: Job Fair May 2015. The primary purpose of the Career Fair is to expose at-risk youth to opportunities that exist in the local community business. DYS education system networks with business and technical programs to partnership's programs for our most promising at-risk juvenile.

Current Technology Assessment

A. Integration with Curriculum and Instruction

Currently, DYS is using Arkansas Department of Education E-School network. E-School allows DYS teachers to enter attendance and grades into the ADE E-School system. Student's grades are now electronically transferred to the school the student will enter upon transitioning from DYS. All cycles reports are completed by a DYS education staff member.

The Arkansas Consolidated High School has a total of 300 computers distributed throughout the schools. Each classroom have student's computers available. Students do not have access to email. We based educational programs are used through secure shortcuts and portals. Students do not have the ability to save any work on external devices or on a server. All teachers are provided laptops with greater freedom than student computers. Classrooms have additional learning tools as digital reading pens to assist low level readers, electronic probes for science class, and calculators for math classes. An electronic monitoring system is in place for security purposes allowing DYS central office staff to perform informal virtual observations of instruction and classroom management.

The Division of Youth Services (Education System) uses the Edmentum Plato Courseware web-based program at all its facilities. The program satisfies the Arkansas Department of Education Digital Learning Act 8.05 (Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least (1) digital learning course for credit to graduate).

The Plato courseware provides engaging, age appropriate learning experience with real world applications. The mission of the program is to engage students and teachers in a one on one learning environment, credit recovery, and remediation and standards-aligned online curriculum with Arkansas Frameworks and Common Core Standards.

To assist students with remediation and recovery, DYS has also purchased the Edmentum EdOptions Academy Virtual High School for grades 7-12. EdOptions Academy is a fully accredited online high school by Northwest Association of AdvancED, and Southern Association of College and Schools Council on Accreditation and School Improvement (SACSCASI). All teachers in the program are highly qualified certified teachers. EdOptions Academy offers researched-based, and pedagogically curriculum.

The Division of Youth Services continues to offer student centered software and web-based programs to meet the transitional needs of students through Kuder Career Interest Assessment, Renaissance Learning and NEO2 computer lab.

The Division of Youth Services recognizes the importance of providing educators with access to technology required to support curriculum, instruction, assessment, and professional

development. These tools include:

- **Individual laptop computers**
- **Classroom Internet connectivity**
- **Presentation devices**
- **Learner-centered training**
- **Access to web-based resources**

Equally important is providing students with technology applications that will promote engagement and improve student achievement. Teachers often use the applications and learning games available for the Smart Board to allow students to engage in an active role in learning. These activities increase student engagement as well as collaborative learning.

Students with special needs are accommodated according to their IEPs. Those with reading difficulties use reading pens; those with vision or hearing difficulties utilize the Windows accessibility tools; those with learning difficulties use programmed instruction according to their unique abilities.

Policies and Procedures

The Division of Youth Services strives to assure effective, equitable, and successful utilization of technology to improve student achievement and to gain higher levels of productivity. DYS must provide the youth in its care with controlled access to technology for participation in educational, rehabilitative, industrial and job-skills programs. Faculty and staff have additional access as appropriate for performing their job responsibilities. Computer and Internet safety policies address cyber-ethics, cyber-bullying, Internet dangers, and electronic communications. It also addresses hacking, copyright, and intellectual property as required by the Children's Internet Protection Act (CIPA). In addition to the DYS Education System policies, personnel are bound to the Department of Human Services and Arkansas Office of Systems & Technology security agreement, confidentiality statement, and access policy.

DYS Transition Services

Perhaps the most critical (and least talked about) services for student success are transition services. We believe the services should be centralized for the sake of coordination, data collection, and program evaluation. Education administrators have developed transitional procedures including a plan for efficient and formalized procedures. Students should have the necessary and appropriate support, guidance, and advocacy. As mentioned previously, education is not a stand-alone process. Transitional activities are what require the greatest collaborative efforts.

The flowchart of the juvenile justice system motivated educators to recognize the need for educational services to remain sequential, persistent, and timely. We have identified four components of transition services: (1) Education, (2) Housing, (3) Treatment and (4) Employment. We know that the process should be initiated upon entry and remain active for a designated length of time upon re-entry. For the purpose of assessing the effectiveness of our program, we have identified the following list of measurable outcomes under the General Education Section of this report.

Current and Pending Partnerships

Shorter College- Education

Workforce Initiative Opportunity Act (WIOA)- Employment

Arkansas Career Training Institute (ACTI)- Training

SiaTech Charter School – Education

University of Arkansas at Monticello (McGehee Campus)- Vocational Training

City Connections- Employment

Hot Springs Community School- Treatment

Philander Smith College- Education (Housing)

Arkansas Baptist College- Education (Housing)

Teach for America- Recruitment and Retention of Teachers

All of our schools have institutions of higher education relatively near them. Relationships with these schools are the first step in the transition process. We seek to foster at least one partnership for each school. They include:

- Mansfield- Uof A, Fort Smith
- Colt/Harrisburg- Crowley's Ridge Community College
- Lewisville- Uof A, Hope Community College

Education Initiatives Five Year Outlook

- Gifted and Talented course offerings
- System Guidance and Counseling
- Strategic Plan (5-years)
- Expanded use of technology
- Dropout Prevention Strategies
- Upgrade College and Career
- Parent Involvement (formal)
- School Improvement Planning Process
- Formal and Centralized Data Collection

Program Outlook

We have used the term “plan” throughout this report and in this section we have listed some of the services that may raise the quality of service for the DYS Education System. Our plans are aligned with our goals and the goals are aligned with state and federal regulations. Programs growth and development is the focus. We expect to have a dramatic impact on our graduation rates, dropout rates, and credit recovery promotions.

As of today, we have ten pending or signed agreements with organizations or schools that are in place for continuing education, training, and employment opportunities. We want to establish these relationships and others across the state to ensure that regardless of where the student lives, services are available.

Our primary project is a transition services center in a central state location.

Primary Project:

Transition Services Center (Little Rock)

Summary

We believe that our recommendations, plans, policies, and procedures are aligned with state and federal guidelines. We have to improve as traditional public schools do the same. Our students deserve the same opportunities in addition to services designed to meet with their individual needs. Our plans are to establish an Arkansas secure-care education program that is equal to traditional public schools and meets the needs of all students.

In order to implement a high-quality education program, stakeholders should support our efforts, or any organized effort to improve our system of education.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
UNIFORM GRADING SCALES FOR PUBLIC SECONDARY SCHOOLS AND FOR
OPTIONAL USE IN PUBLIC ELEMENTARY SCHOOLS**

October 2005

1.00 Uniform Grading Scales for Public Secondary Schools

1.01 These Rules shall be known as the Arkansas Department of Education's Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools.

1.02 These Rules are enacted pursuant to the State Board of Education's authority under Arkansas Code Ann. § 6-11-105 and Ark. Code Ann. § 6-15-902 and Act 2152 of 2005.

2.00 Purpose

2.01 These Rules establish the uniform grading scales to be used by all public secondary schools in the state for regular courses, Advanced Placement courses, International Baccalaureate courses, approved weighted honors courses and approved weighted concurrent credit college courses.

2.02 These Rules establish the numeric value given to each letter grade for the purpose of determining grade average in all public secondary schools in the state for regular courses, Advanced Placement courses, International Baccalaureate courses, approved weighted concurrent credit college courses and approved weighted honors courses.

2.03 These Rules provide an optional uniform grading scale for public elementary schools.

3.00 Definitions

3.01 For the purpose of these Rules, a "secondary school" is any school containing one or more grades from 7 through 12 or any middle school having any combination of grades 5-8 with the exception of a school having only grade 5, grade 6, or the combination of grades 5-6.

3.02 An "elementary school" is a school having any combination of one or more grades from kindergarten through grade 6.

4.00 Grading scale and numerical values

4.01 The following scale is to be the Uniform Grading Scale and numeric values for secondary schools and the optional Uniform Grading Scale for elementary schools. Grades earned in college courses will be assigned the following numeric values when such courses are used to compute student grade point average.

A 90 – 100 = 4 points

B 80 – 89 = 3 points

C 70 – 79 = 2 points

D 60 – 69 = 1 point

F 0 - 59 = 0 points

Division of Youth Services Arkansas Consolidated High School Calendar 2015-2016 School Year

FIRST QUARTER

August TBA
Monday, August 17
Monday, September 7
Friday, September 18
Friday, October 16

Professional Development
1st day of school for students--begins 1st Quarter
LABOR DAY NO STUDENTS
Mid-term progress reports issued
End 1st Quarter (42 school days)
***Plus 2 days added in for PD**

SECOND QUARTER

Monday, October 19
Week of October 26
Friday, November 20
Wednesday, November 25-27
Friday, December, 18
Monday, December 21-January 3

Begin 2nd Quarter, 1st Semester
Rpt cards for 1st Quarter mailed to parents & DYS
Mid-term progress reports issued
Thanksgiving Holiday--NO STUDENTS
End 2nd Quarter (42 days) & 1st Semester (84 days)
Winter Break--NO STUDENTS

THIRD QUARTER

Monday, January 4
Week of January 11
Monday, January 18
Friday, February 5
Friday, March 11

Begin 3rd Quarter, 2nd Semester
Rpt cards for 2nd Qtr, 1st Semester mailed to parents & DYS
Dr. Martin Luther King Day--NO STUDENTS
Mid-term progress reports issued
End of 3rd Quarter (47 days)
***Plus 2 days added in for PD**

FOURTH QUARTER

Monday, March 14
Monday, March 21-25
Week of March 28
Friday, April 25
Friday, May 27
Friday, May 27

Begin 4th Quarter, 2nd Semester
Spring Break- NO STUDENTS
Rpt cards for 3rd Quarter mailed to parents & DYS
Mid-term progress reports issued
Last Day of School
End of 4th Quarter (47 days) & 2nd Semester (94 days)
***Plus 3 days added in for PD**
Snow days May 30, 31 Jun 2, 3, 4
2nd Semester (94 days) and Year (178 days)
Rpt cards for 4th Qtr, 2nd Sem. mailed to parents & DYS

Summer School Schedule

Monday June 6 to Friday July 1
Midsession Break July 4-8
Monday July 11 to Aug 5
Week of Aug 8

Session 1 (20 days)
NO STUDENTS
Session 2 (20 days)
Rpt cards for SS 1 & 2 mailed to parents & DYS

1. Under Act 1469 of 2009, school districts must adopt a calendar that includes 5 make-up days to allow for student interaction days that are unavoidably lost due to exceptional or emergency circumstances. If these days are not needed, the calendar will be shortened accordingly. If additional days are needed, the calendar will be lengthened. In either case, the school year will end when students have attended school for the required number of days under state law.
2. Seven (7) days are built into the school calendar for certified staff professional development. The Assistant Superintendent of Curriculum and Instruction will coordinate those days with each provider according to ADE requirements.
3. Parent Teacher Conference Days may be scheduled on the same day as family day or as determined by each facility.
4. **Final report cards for 1st and 2nd semesters shall be sign by either the site principal, facilities director or their designee for accuracy.**
5. All holidays are at the discretion of the provider.

DYS Homework Policy

Each school in the Division shall maintain the DYS policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

