

**Dothan City Schools**

# **P.A.S.S. Academy**

**(Providing Alternative Student Services)**

## **Procedures Manual**



**201 E. Wilson Street**

**Dothan, AL 36301**

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***LaTasha Weatherington, Principal***

# **P.A.S.S. Academy**

## **Advisory Members**

**LaTasha Weatherington, Principal**

**Jason Abercrombie, Teacher**

**Stephanie Truitt, Counselor**

**Pastor Charles Lewis, Dothan Community Church, Community Partner**

**Sheila Goodman, Community Partner**

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**Mission:** Providing Alternative Student Services that focuses on positive behavior modifications that will give our students the opportunity to improve both academically and socially every day.

**Vision:** Providing Alternative Student Services that promotes academic and behavioral instructions in an environment conducive to building students' overall confidence in personal, social, and workplace interactions in their communities.

**Who Are We?** Providing Alternative Student Services Academy is a school that provides intervention programs for our students in the area of social, emotional/behavioral and academic support.

**Who Attends?** Any student in grades 7-12 who does not adhere to the Dothan City Schools' Code of Conduct can be placed at P.A.S.S. Academy. Any student who is returning/coming from a Department of Youth Facility, Boot Camp, or Group Home may be placed at P.A.S.S. Academy before returning to their base school.

### **Placement Options:**

**Permanent Placement:** Board approved or Tribunal hearing approved only. This includes regular and special education students being assigned for the entire school year.

**Long-Term Placement:** Board approved or Tribunal hearing approved only. This includes regular and special education students being assigned for 30 days or more.

**Short-Term Placement:** Students placed at P.A.S.S. Academy for up to 30 days based on the DCS Student Code of Conduct.

## **Curriculum Plan**

Students at P.A.S.S. Academy will receive individualized and small group instruction in English, Mathematics, Science, and Social Sciences.

- All students are placed into classes and courses based on the class schedule provided by their base school.
- Teachers at P.A.S.S. will use a standards-based learning management system (Edgenuity) and Google Classroom to reinforce direct instruction from certified teachers.
- Teachers have been Trauma Informed trained which helps them develop better relationships with students.
- Students are provided with opportunities to develop their time management skills, positive behavior skills, and employability techniques with the school based counselor and school based behavior specialist.

## **Grading Procedures**

All students must complete required assignments, quizzes, and tests for all courses (core and elective).

- P.A.S.S. Academy will be responsible for the direct instruction, monitoring of student progress, and grades for long-term, short-term, and permanently placed students.

## **Promotion/Retention of Students assigned to P.A.S.S. Academy**

- Grades will be reported to the students' base school according to the DCS Progression Guide at scheduled reporting periods.
- The students' base school is responsible for awarding high school credit and assigning promotion/retention of students assigned to P.A.S.S. Academy.
- Students' academic progress while at P.A.S.S. Academy will align with the base school's courses of study.
- P.A.S.S. Academy reserves the right and privilege to offer additional classes in social/emotional learning, career preparation, and mentoring during a students' enrollment.
  - Students will not receive academic credit for these courses but are expected to participate to meet dismissal requirements.

**P.A.S.S. Academy will use the Dothan City Schools approved (4-point Grading Scale).**

<b><u>Letter/Numerical Grade Point</u></b>	<b><u>Grade Point Averages</u></b>
<b>A 90-100</b>	<b>4.00</b>
<b>B 80-89</b>	<b>3.00</b>
<b>C 70-79</b>	<b>2.00</b>
<b>D 60-69</b>	<b>1.00</b>
<b>F 59 or Below</b>	<b>0.00</b>

Depending on when a student enrolls into P.A.S.S. Academy, that student(s) will be responsible for completing an identified percentage of Edgenuity coursework and face to face instruction.

**For example, see chart below:**

- Permanent and Long-Term Students who successfully complete a course while attending P.A.S.S. Academy, will have a progress report sent to the home base school for final approval. The base school is responsible for updating student transcripts and schedules to reflect the progress made while attending P.A.S.S. Academy.

<b>H.S. Permanent or Long-Term Placement Students who enter P.A.S.S. Academy 1<sup>st</sup> Nine Weeks</b>	<b>Students will be responsible for completing 100% of the course(s) or the standards that have not been taught.</b>
<b>H.S. Permanent or Long-Term Placement Students who enter P.A.S.S. Academy 2<sup>nd</sup> Nine Weeks</b>	<b>Students will be responsible for completing 50% of the course(s) or the standards that have not been taught.</b>
<b>H.S. Permanent or Long-Term Placement Students who enter P.A.S.S. Academy 3<sup>rd</sup> Nine Weeks</b>	<b>Students will be responsible for completing 100% of the course(s) or the standards that have not been taught for the second semester.</b>
<b>H.S. Permanent or Long-Term Placement Students who enter P.A.S.S. Academy 4<sup>th</sup> Nine Weeks</b>	<b>Students will be responsible for completing 50% of the course(s) or the standards that have not been taught for the second semester.</b>

**Master Schedule:**

- All students will have 7 periods per day which will include:
  - Core subjects (English, Math, Science, Social Sciences)
  - Physical education
  - Elective courses (Edgenuity, Google Classroom, or pen and paper assignments from the base school.
  
  - Time management, advisory, and character/social skill development

Teachers transition for all core and elective courses. Students transition for physical education and lunch only.

**Advisory and Intervention is scheduled every Monday and Wednesday in collaboration with the school based counselor, school based behavior specialist, principal, faculty, and community partners.**

- **Mentorship:** We have community leaders and organizations who come and speak to our students about careers, decision making, and social skills etc.
- **Advisory:** P.A.S.S. Academy faculty and community partners use our advisory time to teach time management, career exploration, address substance abuse prevention and awareness, and character/social skills.
- **Counseling:** Students receive small group and individual counseling from the school based counselor, school based behavior specialist, the district mental health coordinator, and Spectra Care.

**Readmit Hearing:**

- Any student returning or coming from an Alabama Department of Youth Facility, out of state Youth Facility, Boot Camp, or Group Home must attend a Readmit Hearing with the Principal at P.A.S.S. Academy.
- The base school principal/designee should contact the P.A.S.S. Academy to schedule a date and time for the Readmit Hearing to be held at P.A.S.S. Academy.
- The base school Principal/Designee should bring all enrollment documents and previous school/facility documents (grades, discipline, etc.) to the Readmit Hearing.
- The Readmit Hearing Committee will determine the eligibility for enrollment and placement of the incoming student. Students may be assigned to P.A.S.S. Academy for up to 15 days depending on the student's behavior while attending P.A.S.S. Academy.

## **Positive Behavior Intervention and Supports:**

School wide positive behavior interventions and supports are used to monitor students' academic, behavioral, social, and emotional progress with a positive approach that will ultimately improve student behaviors. All faculty members document academic progress and behavior progress for each student at P.A.S.S. Academy in the following areas:

- 1. Academics**
- 2. DCS Student Code of Conduct**
- 3. Attendance**
- 4. Behavior in classrooms**
- 5. Behavior on campus**
- 6. Emotional/Mental Health**

Students earn days of completion, early release, leadership opportunities, and behavior incentives based on successful fulfillment of academic and behavior requirements and approval of the principal.

### **School-Wide Classroom Expectations and Consequences**

## **THE JAGUAR TEN**

- 1. Always stay quiet in the hallways and cafeteria.**
- 2. Bring all needed materials to class.**
- 3. Maximize learning time by staying on task and following directions.**
- 4. Complete all class assignments on time.**
- 5. Raise your hand before speaking or getting out of your seat.**
- 6. Keep your hands, feet, and objects to yourself.**
- 7. Be polite to everyone. Profanity, teasing, and bullying will not be tolerated.**
- 8. Eating, drinking, gum chewing, grooming, or sleeping is not permitted in class.**
- 9. Always try to perform better than you did yesterday.**
- 10. Follow all school and district policies (cell phones, dress code, earbuds, air pods).**



## **What Happens When a Student Breaks a Jaguar Ten?**

**1<sup>st</sup> Offense: Verbal Warning/ Correction/Reminder/Redirection**

**2<sup>nd</sup> Offense: Verbal Warning and Parental Conference by phone or in person**

**3<sup>rd</sup> Offense: Assignment to Behavior Specialist (Administration only)**

**4<sup>th</sup> Offense: Office Referral (attached a copy of the Class I discipline log to the referral)**

**Principal (grades 10-12)**

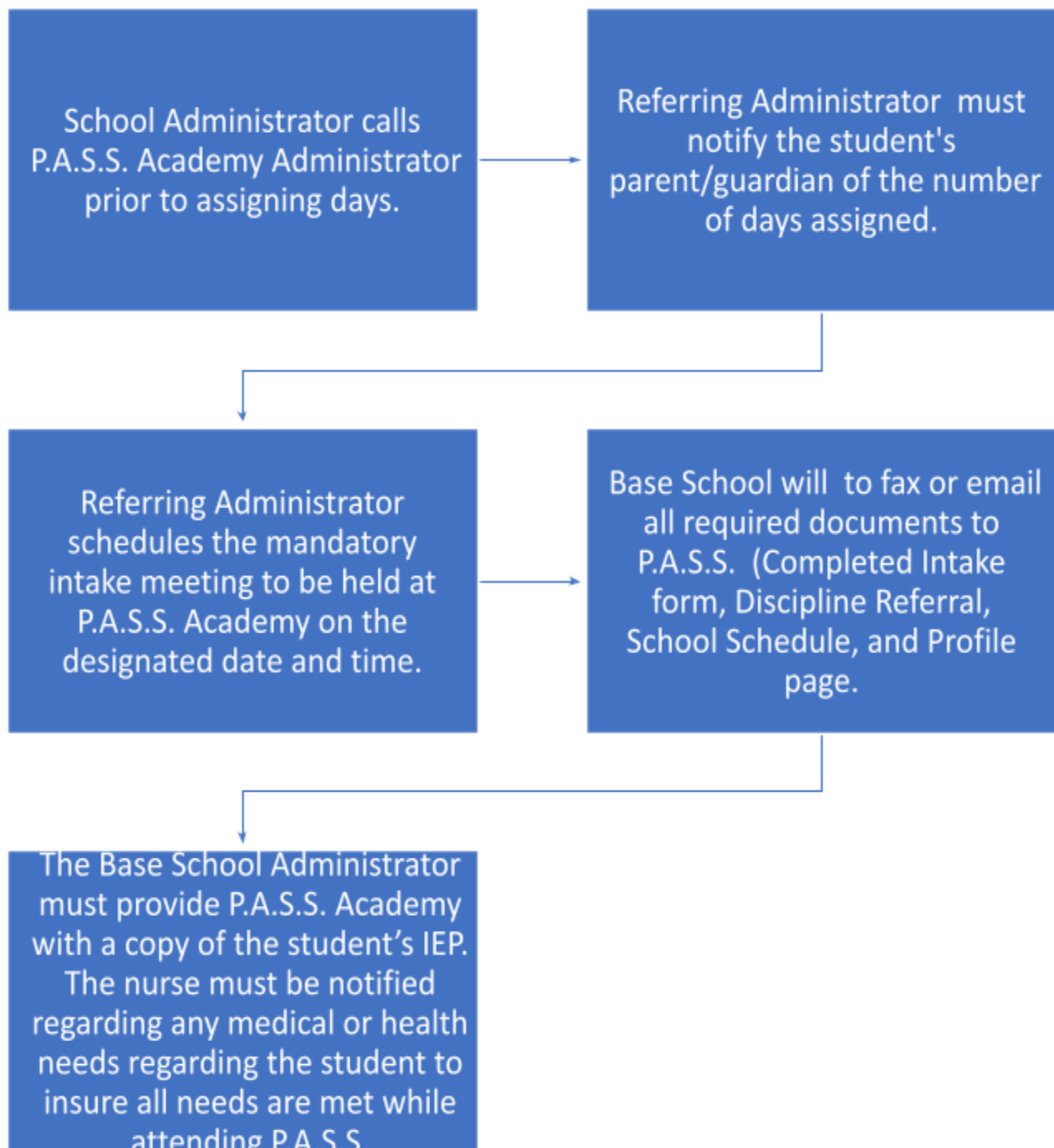
**Assistant Principal (grades 7-9)**

Class II or Class III Offenses result in an immediate office referral. See DCS Code of Conduct Policy.

Classroom interventions: Class I behavior is considered minor behavior offenses in which the teacher / school staff attempts to resolve the behavior through classroom management. Per the DCS Code of Conduct, the parent/ guardian will be contacted if a student commits a Class I offense (via telephone, email, text, Parental Involvement Specialist. Please review the Secondary Code of Conduct guidelines for Class I offenses.

***Submit an individual student discipline log attached to each Class I offense resulting in a discipline referral.***

## Student Referral Procedures



## INTAKE MEETINGS

Intake meeting times are Tuesday and Thursday beginning at 8:30 am until 2:30 pm only.

- The student and parent/guardian must attend the Intake meeting **before** the student can start their P.A.S.S. Academy assigned days.
- The base school should fax or email all required documents to P.A.S.S. Academy **before** the student can attend the Intake meeting.
  - Required Documents: Completed Intake Form, Discipline Referral, student course schedule, and student profile.
- Before a special education or 504 student is referred to P.A.S.S. Academy, the base school must contact Exceptional Student Services to request a manifestation hearing.
- The base school's nurse must be notified immediately upon placement of the student at P.A.S.S. Academy to ensure all medical needs are addressed (medications, health plans, etc.).

### **Behavior Contract:**

All students are required to follow the contract of rules, expectations, and procedures to successfully complete the required number of days at P.A.S.S. Academy before dismissal and return to their base school. At the conclusion of the Intake meeting, the student and parent/guardian must sign the behavior contract explaining all expectations.

## **Action Plan**

# **P.A.S.S. Academy**

**(Providing Alternative Student Services)**

## **Dothan City Schools' Alternative Student Services**

### **Action Plan**

**Submitted by:**

**LaTasha Weatherington, Principal**

**Spring 2022**

**“The National Center for Education statistics defines an alternative school as a public elementary or secondary school that address the needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories of regular, special education, or vocational education” (Carver, Lewis, & Tice, 2010).**

## Background Information

According to the National Dropout Prevention Center, “Alternative schools and programs exist in almost every school district in the United States. Small school districts sometimes share alternative schools; many districts operate their own alternative school; and large urban school districts often operate multiple alternative schools. These schools and programs typically serve our most at-risk youth and are often the most difficult schools to manage, lead, and staff” (Daggett & McNulty, 2020).

Although the terms *alternative school* and *alternative programs* are often used interchangeably, there are technical and funding differences. Dothan City Schools operates two distinct alternative programs which are not recognized by the Alabama State Department of Education as schools. P.A.S.S. Academy is located at 201 East Wilson Street in Dothan, Alabama.

P.A.S.S. Academy has been at the present location for approximately 20 years. During this time, the program has experienced many changes. At its inception, the Wilson Street campus championed over 20 teachers and served general and special education students in grades K-12. In past years, students who were assigned to the alternative setting received a multitude of services to include, middle school grade advancement, parenting classes for expecting and current teen mothers, long-term behavior infraction placement, short-term behavior infraction placement, and P.M. school services. Students and parents were also provided the opportunity to request permanent placement at the alternative school for students who thrived in a smaller more structured school environment.

To date, P.A.S.S. Academy serves secondary students in grades 7-12 enrolled in Dothan City Schools who have violated the district’s Student Code of Conduct, assigned by the district’s Tribunal, or assigned by the school board. The offenses committed by students may include, but are not limited to; fighting, drug possession or use, vape possession or use, profanity towards a school board employee, multiple Class II offenses, disorderly conduct, cell phone violations, major school disruption, and juveniles who are returning from a court appointed behavioral facility. Students are assigned for varying lengths of time which causes the daily enrollment numbers to consistently fluctuate. Due to the fluctuation of students, varying grade levels, and number of days assigned, the program provides blended learning classrooms with mixed face-to-face and standards based online instruction. Students also receive individual counseling sessions via SpectraCare and the school-based counselor. Small group behavior intervention lessons are conducted twice weekly via the behavior intervention specialist.

Students who attend P.A.S.S. Academy will participate in all state mandated testing procedures. State testing will be administered at P.A.S.S. Academy. Students assigned to P.A.S.S. Academy may not participate in extracurricular activities at their home based school (Dothan High School, Carver 9<sup>th</sup> Grade, and Dothan Preparatory Academy).

All teachers hold valid teacher certification and have several years of alternative education experience. Currently, P.A.S.S. Academy is staffed as follows:

**P.A.S.S. Academy Faculty & Staff**

<b>Principal</b>	<b>Assistant Principal</b>	<b>Counselor</b>	<b>Secretary</b>	<b>General Education Teachers</b>	<b>ESS Teacher</b>	<b>Physical Education Teacher</b>	<b>Behavior Specialist</b>	<b>Custodian</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

# **Alternative Education Vision for Dothan City Schools**

## **Unlimited Opportunities...**

**In recent years, P.A.S.S. Academy has served as an alternative program that serves students who violated the Student Code of Conduct. While those students often thrive in a smaller school setting, the population can also include those with special needs, gifted and talented, adjudicated, abused and neglected, homelessness, academic gaps, social and emotional maladjustment disorders (bipolar, mood disorders, ADHD, ADD, anxiety, depression, schizophrenia, and conduct disorders), and other students who can benefit from a non-traditional learning environment.**

**My vision for alternative student services extends beyond P.A.S.S. Academy as it is known today. My vision includes becoming a stellar alternative education service center that not only serves students who violated the code of conduct, but an alternative education service center that specializes in programs that have the potential to serve ELL students with extreme language barriers, over-aged middle school students at least two or more grade levels behind, GED course offerings for students who have been court referred, P.M. School in lieu of expulsions, and a voluntary program for pregnant and parenting teens. Essentially, P.A.S.S. Academy has the potential to become an alternative education hub for all students enrolled in Dothan City Schools who would become more successful due to flexible schedules, a blended curriculum, and individual academic and mental health support.**

**Of course, this vision could only become a reality with the support of the school district by providing funding and other applicable resources in collaboration with city leaders, public and private businesses, other community agencies and leaders, and state/federal grants.**



# **P.A.S.S. Academy**

## **Action Plan**

**2022-2023**

**According to Dr. Bill Daggett, “In many school districts, and in some states, alternative schools are ground zero for dropout prevention and efforts to meet the needs of at-risk students. Alternative schools serve disproportionately high numbers of students with multiple risk factors, students of color, students of poverty, and trauma impacted students “(Daggett, 2020).**

**This Action Plan was developed using P.A.S.S. Academy enrollment data, parent and student intake information, student disciplinary referrals, student academic referrals, an analysis of student demographics, student’s physical and mental health statistics, principal observations/reflections, district code of conduct meetings, individual research conducted by the school principal, and an ongoing needs assessment with current faculty during faculty meetings, the district equity plan, informal suggestions from other district leaders, and district school administrators. Formal and informal data was collected over a two-year timeframe.**

**Goal 1: Facilitate activities to address mindset shifts to inclusive values in supporting multiple voices (community stakeholders) particularly when describing behaviors without interpretation.**

**Reference**

Clark-Louque, A. R., Lindsey, R. B., Quezada, R. L., & Jew, C. L. (2019). *Equity partnerships: A culturally proficient guide to family, school, and community engagement*. Corwin.

Action Strategies	Persons Responsible	Financial Resources	Activities	Timeline	Evaluation
<p>Enhance involvement from outreach community agencies who specialize in youth mentorship, mental health, drug and alcohol abuse, and career explorations.</p>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Counselor</li> <li>4. Behavior Specialist</li> <li>5. Teachers</li> <li>6. Career Tech Director</li> </ol>	<p>N/A</p>	<p>Implement job-shadowing opportunities for ARC students. Invite mentors, and guest speakers into classes to discuss employment options, technical careers and college opportunities, drug awareness, conflict resolution, and behavior modification.</p>	<p>Fall 2022-Spring 2023</p>	<p>Program review of family and school community partnerships including the number of students who participate and number of guest speakers and outside agencies who become involved.</p>

**Benchmark Date:** End of each semester

**Measurable Data:** Student sign-in sheets, activity evaluation data, teacher/ parent/ student surveys, feedback from participating agencies.

**Goal 2: Ensure that all students have equitable access to and are successful within a rich variety of rigorous and standards-aligned set of learning opportunities that promote obtaining behavioral and academic success for all students.**

<b>Action Strategies</b>	<b>Persons Responsible</b>	<b>Financial Resources</b>	<b>Activities</b>	<b>Timeline</b>	<b>Evaluation</b>
<p>Students will receive a standards based blended curriculum utilizing face-to face instruction and Edgenuity to fit the needs of the students who attend P.A.S.S. and the ARC who have diverse academic and behavior needs.</p>	<p>1. School Administrators 2. Instructional Staff (general education and special education)</p>	<p>Local school funds</p>	<p>Teachers will provide face-to face, individualized, and online instruction based on the academic, mental, and behavioral needs of each student.</p>	<p>Ongoing</p>	<p>Teacher Effectiveness, walk-throughs , observations, student progress, and report cards.</p>

**Benchmark Date:** End of each semester

**Measurable Data:** Student progress reports and report card, Edgenuity data, teacher feedback. via questionnaire

**Goal 3: Implement an effective, cohesive and sustainable professional development model that strengthens the conditions of learning for all students who attend P.A.S.S. Academy and the ARC.**

<b>Action Strategies</b>	<b>Persons Responsible</b>	<b>Financial Resources</b>	<b>Activities</b>	<b>Timeline</b>	<b>Evaluation</b>
<p><b>Provide professional development (PD) needed for staff to execute Goal 3.</b></p>	<p><b>1. Principal 2. Assistant Principal 3. District PD Coordinator</b></p>	<p><b>PD funds provided by the district.</b></p>	<p><b>Provide PD for teachers specifically focusing on positive behavioral supports, conflict resolution, restorative practices, mental health, subject specific, and at-risk training.</b></p>	<p><b>Fall 2022- Spring 2023</b></p>	<p><b>Focus group debriefing and completion of book study on restorative practices.</b></p>

**Benchmark Date: End of each semester**

**Measurable Data: book study activities, administrator observations and evaluations, enrollment and completion of PD by staff, reduction in Class I student offenses, increase in numbers of credits earned in the ARC program**

**Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.**

**Reference**

Alternative education: single plan for student achievement (SPS). 2018.

<https://www.tusd.org.2018-2019.pdf>

Action Strategies	Persons Responsible	Financial Resources	Activities	Timeline	Evaluation
<p>Continue to develop and implement a multi-tiered behavior framework focusing on PBIS, student incentives, intake meetings with students and parents, exit projects facilitated by the school-based counselor and school-based behavior specialist to support students with extreme behaviors and mental health diagnoses. Provide teachers with program supplies and resources. Continue S4 services provided by SpectraCare.</p>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Teachers</li> <li>4. Building Counselor</li> <li>5. Building Behavior Specialist</li> <li>6. District Mental Health Coordinator</li> </ol>	<p>Utilize existing district resources and free community outreach programs.</p>	<p>Continue individual counseling sessions with students. Continue Sessions provided by behavior specialists. Continue offering individual student counseling via S4. Seek resources from community outreach agencies such as 334 Prevention Project.</p>	<p>Spring 2022-Spring 2023</p>	<p>Sign-in sheets from participation in outreach programs, school-based individual counseling sessions and behavior specialist lesson plans.</p>

**Benchmark Date: End of each semester**

**Measurable Data: Student sign-in sheets, activity evaluation data, teacher/ parent/ student surveys, feedback from participating agencies discipline data, enrollment data**

**Goal 5: Conduct a research-based program evaluation of the current alternative school services being offered by Dothan City Schools in an effort to identify deficits and expand the effectiveness of the current alternative students' services being provided by the Dothan City Schools for students who have been identified as at-risk.**

Action Strategies	Persons Responsible	Financial Resources	Activities	Timeline	Evaluation
<p>Convene a study focus group to explore and access the current alternative programs and educational services being provided in Dothan City Schools alternative settings.</p>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Assistant Superintendents</li> <li>3. Chief Operations Officer</li> <li>4. Secondary School Principals</li> <li>5. SPED Director</li> <li>6. Teachers</li> <li>7. School Board Members</li> <li>8. Community representatives</li> </ol>	<p>N/A</p>	<ol style="list-style-type: none"> <li>1. Conduct a strategic assessment of current practice and policy.</li> <li>2. Identify support services and guiding principles available for alternative education students, educators, and families.</li> <li>3. Explore available partnerships to enhance and expand the effectiveness of services offered to at-risk students enrolled in the school district.</li> </ol>	<p>Fall 2022</p>	<p>The study focus group will outline and present results of the study to the school board.</p>

**Benchmark Date: May 2023**

**Measurable Data:** feedback from program evaluation team, revised alternative student services programs, traditional and alternative education teacher surveys, parent surveys, traditional and alternative school administrator surveys, district discipline data, district state and benchmark data, district alternative education needs assessment

## **Frequently Asked Questions**

### **What type of curriculum is used at P.A.S.S. Academy and why?**

Students at P.A.S.S. Academy will receive individualized and small group instruction in English, Mathematics, Science, and Social Sciences.

- All students are placed into classes and courses based on the class schedule provided by their base school.
- Teachers at P.A.S.S. will use a standards-based learning management system (Edgenuity) and Google Classroom to reinforce direct instruction from certified teachers.
- Teachers have been Trauma Informed trained which helps them develop better relationships with students.
- Students are provided with opportunities to develop their time management skills, positive behavior skills, and employability techniques with the school based counselor and school based behavior specialist.

### **What is your long-term vision for P.A.S.S. Academy?**

My vision for alternative student services extends beyond P.A.S.S. Academy. My vision includes becoming a stellar alternative services center that not only serves students who violated the code of conduct, but specializes in programs that have the potential to serve ELL students with extreme language barriers, over-aged middle school students at least two or more grade levels behind, GED course offerings for students who have been court referred, P.M. School in lieu of expulsions, and a voluntary program for pregnant and parenting teens. Essentially, P.A.S.S. Academy has the potential to become an alternative learning hub for all students enrolled in Dothan City Schools who would become more successful due to flexible schedules, a blended curriculum, and individual academic and mental health support.

### **Why are students assigned to P.A.S.S. Academy?**

P.A.S.S. Academy serves secondary students in grades 7-12 enrolled in Dothan City Schools who have violated the district's Student Code of Conduct, assigned by the district's Tribunal, or assigned by the school board. The offenses committed by students may include, but are not limited to; fighting, drug possession or use, vape possession or use, profanity towards a school board employee, multiple Class II offenses, disorderly conduct, cell phone violations, major school disruption, and juveniles who are returning from a court appointed behavioral facility.

### **Does P.A.S.S. Academy use restorative practices?**

Dothan City Schools is making a commitment to providing restorative discipline practices to all students who display or experience behavioral issues. Beginning in the Fall of 2022, more in depth information

and training sessions will be offered by DCS regarding restorative practices and the expectation for administrators, teachers, and students.

### **How are community stakeholders involved at P.A.S.S. Academy?**

Community Partners support the students and teachers at P.A.S.S. through various mentorship activities, guest speakers provide information on employment options/opportunities, technical careers, college enrollment options, drug prevention and awareness, conflict resolution strategies, and behavior modification/coping skills techniques.

Community Partners are instrumental in providing student and teacher support by contributing to our teacher and student incentive/motivational activities.

### **What are your plans to increase community and outside agencies involvement with the program as a means of support for students and teachers?**

Our school based leadership team and advisory committee will collaborate and identify the needs of our students and teachers. Once specific needs are assessed, the leadership team will be responsible for developing and implementing a school based strategic plan designed to research, locate, and build relationships with community partners who are willing to support our program financially or by volunteering (tutoring, mentorship).

### **What resources does the district provide P.A.S.S. Academy for its at-risk student population?**

P.A.S.S. Academy receives state allocated funding for library, technology, common purchases, and professional development. Through local, at-risk, and ESSER II funds, the district provides additional funding for staffing, general allocation, general library, utilities, and substitute teachers. Title II funds are available for request once all general and local funds are depleted.

### **As the principal, how do you measure the success of the alternative school program?**

The success of P.A.S.S. Academy is determined through district evaluations and feedback, principal and teacher observations/evaluations feedback, teacher and student output, parent/student/community partners and faculty input, student progress reports and discipline reports, student recidivism rates, yearly curriculum and classroom management assessments, school management practices, leadership team and advisory committee meetings, end of the year school based counselor and behavior specialist assessments/evaluations/feedback, and faculty professional development activities.



## References

Alternative education: single plan for student achievement (SPS). 2018.

<https://www.tusd.org.2018-2019.pdf>

Carver, P., Lewis, L., & Tice, P. (2010). Alternative schools and programs for public school students at risk of educational failure: 2007–08.

Daggett, B., & McNulty, R. (2020). Effective strategies for alternative school

improvement. A practice guide by the National Dropout Prevention Center

[http://dropoutprevention.org/wp-content/uploads/2020/02/Alt\\_School\\_Guide\\_NDPC\\_2020.pdf](http://dropoutprevention.org/wp-content/uploads/2020/02/Alt_School_Guide_NDPC_2020.pdf)

Washington, DC: U.S. Department of Education, National Center for

Education Statistics. <https://nces.ed.gov/pubs2010/2010026.pdf>

# APPENDIX

# P.A.S.S. Academy

## Intake Form

**\*\*\*Contact Ms. Weatherington PRIOR to assigning days.\*\*\***

Referring Administrator: \_\_\_\_\_ Number of days recommended: \_\_\_\_\_

Is the student enrolled in Dothan Technology Center (DTC) courses? \_\_\_\_\_

Returning student? \_\_\_\_\_ (Y/N)

### Base School:

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_ Ethnic Origin: \_\_\_\_\_

Address: \_\_\_\_\_

Representative PRESENT at INTAKE: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Emergency #: \_\_\_\_\_

Guardian: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Emergency #: \_\_\_\_\_

### Persons who may check student out of school:

1. \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Home # \_\_\_\_\_ Work # \_\_\_\_\_ Other # \_\_\_\_\_

2. \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Home # \_\_\_\_\_ Work # \_\_\_\_\_ Other # \_\_\_\_\_

**\*\*\*FOR SCHOOL ADMINISTRATION ONLY\*\*\***

Required Procedures before a student attends PASS Academy:

- The base school has notified Ms. Weatherington at (334) 671-1474 of the student being referred.
- The student's guardian has been notified of the required intake meeting at PASS Academy on Tuesday or Thursday at 8:30 until 2:30 pm. Intake will last approximately twenty minutes.
- The base school has faxed all required documents to PASS at (334) 677-7480 or 727100.
- Completed Intake Form, Discipline Referral(s), Copy of School Schedule, Copy of Student Profile sheet.
- The base school has notified Exceptional Student Services (ESS) at (334) 793-1397 (ext. 236241) regarding the referral of any special education or 504 students to PASS Academy. A copy of the student's IEP or 504 must be sent to PASS Academy.
- The school nurse has been contacted and made aware of the student being referred to PASS Academy.

Student Background Information:

- Does this student have any health concerns? Yes No .....If yes, *contact the school nurse.*
- Does this student take medication while at school? Yes No.....if yes, *contact the school nurse.*
- Has the student received special services in any capacity to date (i.e. IEP, 504, Health Plan, etc.)?  
Yes No

If yes, explain: \_\_\_\_\_

- Is this student currently on probation or under court supervision? Yes: \_\_\_\_ No: \_\_\_\_

If yes, Probation officer's name: \_\_\_\_\_

# P.A.S.S. Academy

## Behavior Contract

All students must agree to our behavior contract and successfully complete the assigned number of days at P.A.S.S. Academy before the student can return to their base school. The student and parent/guardian must sign the behavior contract after all expectations, rules and procedures have been explained.

I, \_\_\_\_\_, agree to the following contract of expectations, rules

and procedures in order to return to my base school having successfully completed my required number of assigned days at P.A.S.S. Academy.

### BEHAVIOR CONTRACT REQUIREMENTS

- Respect all teachers, staff, and students at all times.
- There is no bus transportation to P.A.S.S. Academy for general education students. It is the guardian's responsibility to provide transportation for his/her child while the student attends P.A.S.S. Academy.
- Students are not allowed on campus before 7:30 a.m.
- School begins at 7:55 a.m. for students in grades 7-12.
- School ends at 3:00 p.m. daily for all students.
- Breakfast is offered beginning at 7:30 a.m. and ends at 7:55 a.m.
- Students are permitted to bring a plain water bottle. No sodas, juices, or thermoses allowed. Water bottles are permitted to be refilled during lunch only.
- Students must be present for the entire school day in order to receive credit for the day.
- Students will not be permitted to class after 8:10 a.m. unless checked in by a parent or guardian.
- If a student is absent, that day must be made up before a student is dismissed from P.A.S.S.
- Students are expected to follow all district, school, and classroom expectations, rules, policies, and procedures.
- No book bags, money, candy, cell phones, brushes, hair picks, bandanas, large purses, electronic devices, or jewelry allowed (only lunch money will be allowed).
- Paper and pencil will be provided.
- ***DCS CODE OF CONDUCT and DRESS CODE STRICTLY ENFORCED***
- Dothan City School Board approved dress code is required, to include wearing a belt every day.
- No plain White Tees, holes in jeans, leggings, slides, flip flops, hats, head coverings, "grills", or bedroom shoes allowed.
- Students can ***EARN DAYS COMPLETED*** based on P.A.S.S. Academy's school wide Behavior Point System.

The student has permission to walk to and from P.A.S.S. Academy if necessary:

Yes \_\_\_\_

No \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

