

P.A.S.S. ACADEMY

PROVIDING ALTERNATIVE STUDENT SERVICES

“Whatever It Takes”!



ALIGNMENT WITH THE DOTHAN CITY SCHOOLS STRATEGIC PLAN 2026-2030

If the proposed expansion of PASS Academy is successful, it should directly support the vision and mission of the Dothan City Schools 2026–2030 Strategic Plan by ensuring every learner is equipped with the skills, confidence, and support needed to thrive in school and beyond. As discussions continue decisions must align with each of the district's four strategic pillars by strengthening collaboration with families and community partners, expanding mental health and behavioral supports, increasing academic achievement through individualized instruction and tiered interventions, and preparing students for successful transitions to graduation, college, careers, and productive citizenship. Expanding PASS Academy represents a strategic investment in the whole child and advances the district's commitment to providing equitable opportunities for every student to succeed.

PILLARS

Collaborative Leadership & Connected Community

Mental Health & Social-Emotional Learning

Academic Excellence for Lifelong Success

Pathways to Purpose & Career Readiness

THE PURPOSE OF TODAY'S PRESENTATION

Every student deserves an opportunity to succeed-even when a traditional school setting is not the right fit. The purpose of this presentation is to provide an overview of Dothan City Schools current alternative school program, provide research based information regarding the types of alternative programs offered locally, regionally, and nationally, and consider how expanding services, staffing, and programming will strengthen student outcomes, increase district capacity, and provide a more comprehensive alternative education model that supports student success.

ALTERNATIVE SCHOOLS/PROGRAMS DEFINITION

In Alabama, an alternative behavior school (or program) is a specialized educational setting for students who consistently exhibit disruptive behaviors or violate zero-tolerance policies. These programs aim to modify behavior and teach self-control, anger management, and personal responsibility while keeping students on track with their basic academic skills.

Under the [Alabama Administrative Code](#), local school systems operating alternative programs must provide a curriculum that specifically stresses:

- ☐ Anger Recognition & Management: Recognizing triggers and developing healthy emotional responses.
- ☐ Alternatives to Aggression: Strategies to de-escalate verbal and physical assault.
- ☐ Self-Control & Responsibility: Building accountability and impulse control.
- ☐ Life and Workplace Skills: Developing social skills for getting along with others and preparing for the workforce.

ALTERNATIVE SCHOOLS/PROGRAMS DEFINITION

While traditional K-12 education meets the needs of most students, according to Hanover Research, 64% of school districts across the nation offer at least one alternative school or program designed to “address the needs of students that typically cannot be met in the regular schools”. Alternative education encompasses any non-traditional educational activity, and most commonly serves middle or high school students. Alternative education delivery can occur within traditional schools or at separate sites.

DOTHAN CITY SCHOOLS CURRENT ALTERNATIVE EDUCATION MODEL

P.A.S.S. Academy is currently located at 323 West Selma Street inside the Dothan City Schools Virtual School building along with the ARC program. P.A.S.S. currently serves general and special education students in grades 6-12 who have committed specific disciplinary student code of conduct offenses. Students may be referred for a maximum of 15 days by building administrators. Students who commit serious Class III offenses may be assigned to P.A.S.S. for an additional time frame via Tribunal, the Superintendent, or the School Board. This additional time may range from 16 days to the remainder of the school year. Students who enroll in the district from a previous alternative school setting may be enrolled in P.A.S.S. Academy as we honor the previous district's assignment. Students who are readmitted to the school district after being released from a behavior facility or program may be assigned to P.A.S.S. for a maximum of 15 days.

GOALS OF THE PROGRAM

The ultimate goal of alternative behavioral placement is **corrective and temporary**. The environment is designed to be highly structured—often featuring smaller class sizes and focused behavioral contracts—so the student can eventually return to a traditional, mainstream classroom setting once they have successfully completed their assigned days. Academically, students remain on the academic course schedule provided by their base school. Students receive individual counseling services provided by a private certified mental health counselor if agreed upon by the student and parent at least twice a week.

PROCEDURES FOR STUDENT PLACEMENT AT P.A.S.S. ACADEMY

- Base school administrators determine if a student offense (s) warrants placement at P.A.S.S. Academy based on the specific student code of conduct violation.
- Students are assigned via Tribunal decision.
- Students are assigned via Superintendent decision.
- Students are assigned via School Board decision in lieu of expulsion or long-term suspension.
- Students are assigned honoring a previous district's alternative school placement.
- Students are assigned after being released from a residential behavior facility or program via a Readmit Hearing.

READMIT HEARING

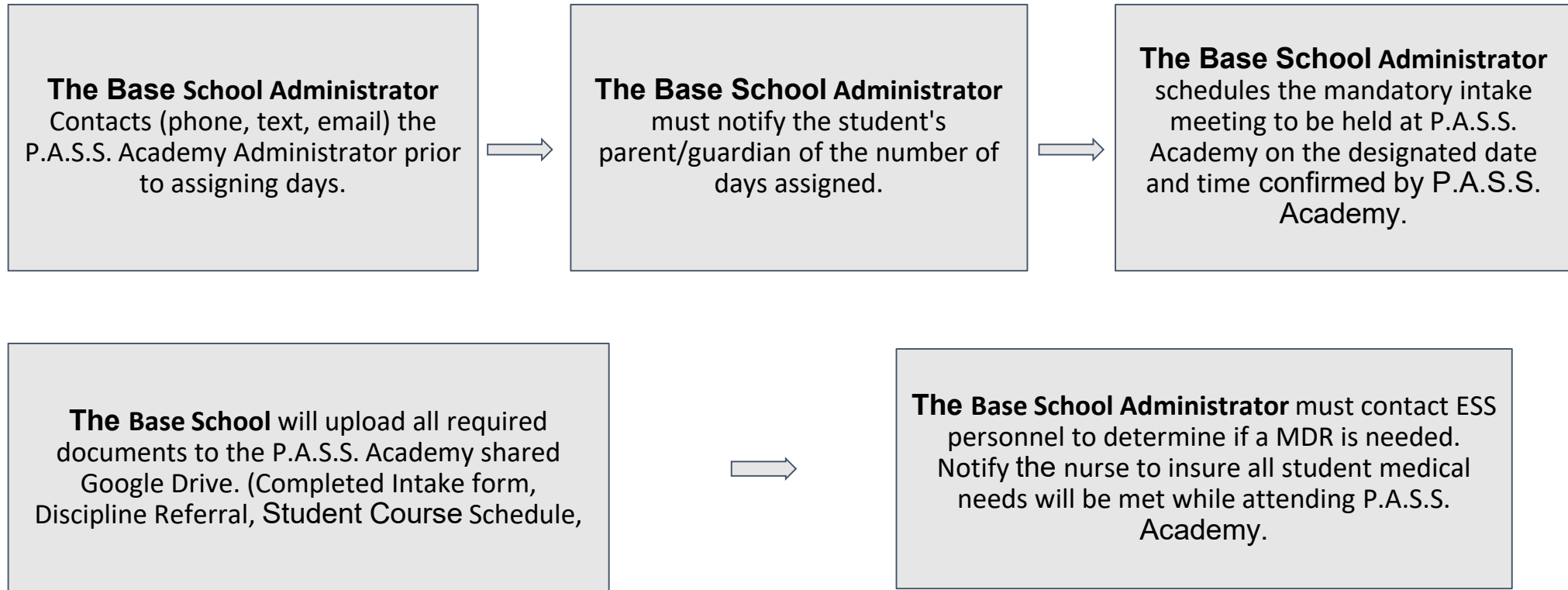
- Any student returning/coming from an Alabama Department of Youth residential facility (Boot camp, group home, etc.) must attend a Readmit Hearing at their base school.
- The Readmit Hearing Committee will determine the assignment (maximum 15 days) at P.A.S.S. Academy. If assigned to P.A.S.S. Academy, the student must successfully complete the assigned days before attending their base school.

P.A.S.S. ACADEMY INTAKE MEETINGS

Intake meetings are held Monday through Thursday at 9:30.

- Student and parent/guardian (or adult designee) must attend the Intake meeting **before** the student can start their P.A.S.S. Academy assignment.
- The base school must upload all documents to the P.A.S.S. Academy shared drive by 3:00 pm the day before the student's intake date.
- Required Documents: Completed Intake Form, Discipline Referral(s), Student Course Schedule
- If a special education student or a student who has a 504 is being referred to P.A.S.S. Academy and has been suspended for more than 10 calendar days for the current school year, the base school must contact the district Exceptional Student Services office to request a manifestation determination hearing (MDR).
- If an ELL student is being referred to P.A.S.S. Academy, please contact the district ELL coordinator.
- 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.).

INTAKE PROCEDURES FLOW CHART



P.A.S.S. ACADEMY BEHAVIOR CONTRACT

P.A.S.S. Academy Behavior Contract 2026-2027

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
(Student's name)

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 8:15 a.m.
 - School begins at 8:30 a.m. for students in grades 6-12.
 - School ends at 3:00 p.m. daily for all students.
 - Breakfast is offered beginning at 8:25.
 - Lunch is offered at 11:55.
 - 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 8:45 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.
 - Paper and pencil will be provided.
 - Students will not be dismissed if they have an "F" in any core subject area.
 - *Students are not allowed on their base school campus or to attend DCS school activities until released from P.A.S.S. Academy.*
- DCS CODE OF CONDUCT and DRESS CODE STRICTLY ENFORCED**
- No plain White Tees, holes in jeans below the knee, leggings, slides, flip flops, hats, head coverings, "grills", or bedroom shoes allowed.

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

Yes

No

Student signature

Date

Parent signature

Date

CURRENT FACULTY AND STAFF

1 Principal

1(Certified Secondary English)

1 (Certified Secondary Science)

1 Part-Time (Certified Special Education)

1 (Certified Physical Education)

1 Behavior Specialist (Support Staff) *NEW POSITION

1 School Resource Officer

MASTER SCHEDULE

Due to safety concerns and sharing a carpool area with DPA's bus loading area, students are not allowed on campus before 8:15 am. Class starts at 8:30 am. All students must enter through the P.A.S.S. entrance of the building and be checked using a metal detector. All students complete core academic assignments in English, math, science, and social studies in grades 6-12 utilizing a learning management system. Elective courses are completed utilizing Google classroom, a learning management system, or pen and paper assignments. Students participate in weekly advisory courses including, but are not limited to, anger management, time management, character development, and social skills.

TIME	ABERCROMBIE PHYSICAL EDUCATION/BIS	BRYAN SCIENCE/SOCIAL SCIENCES/ELECTIVES	HUNTER ENGLISH/MATH/ELECTIVES	CREEL ESS (Mon., Wed., Fri.)
7:50-8:15	DUTY	DUTY	DUTY	DUTY
8:15-8:30	MORNING CHECK-IN	HOMEROOM 10-12	HOMEROOM 6-9	MORNING CHECK-IN
8:30-11:00	PLANNING 9:00-9:55 BATHROOM BREAKS 10:00-11:00	SCIENCE/SOCIAL SCIENCES/ELECTIVES GRADES 10-12	ENGLISH/ MATH/ELECTIVES GRADES 6-9	COLLABORATION P.A.S.S Students GRADES 10-12
11:00-11:55	P.E. GRADES 6-9	ELECTIVES GRADES 10-12	PLANNING 11:00 -11:55	PLANNING 11:00-11:55
11:55-12:30 LUNCH	LUNCH DUTY 11:55-12:30 (Bryan's Room) ELECTIVES 12:30—12:55 GRADES 6-9	PLANNING 11:55-12:50	LUNCH DUTY 11:55-12:30 GRADES 10-12	LUNCH DUTY 12:00-12:30 GRADES 6-9 (Hunter's Room)
12:30-3:00	BATHROOM BREAKS 1:00-2:00 BEHAVIOR INTERVENTION STRATEGIES 2:00-2:30 P.E. 2:30-3:00 GRADES 6-12 (Rotating Days)	SCIENCE/SOCIAL STUDIES/ELECTIVES GRADES 6-9	ENGLISH/MATH/ELECTIVES 12:30-2:30 2:30-3:00 PROGRESS REPORTS/REPORT CARDS/DISMISSALS/ ATTENDANCE GRADES 10-12	COLLABORATION P.A.S.S. Students GRADES 6-9

THE P.A.S.S. ACADEMY 10

THE P.A.S.S. Academy 10

School-Wide Classroom Expectations and Consequences

1. Respect all teachers, staff, and students at all times.
2. Remain quiet in the hallway and classrooms.
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 (DCS Student Code of Conduct and Dress Code).

What Happens If I Break a Jaguar Ten?

- 1st Offense:* Verbal Warning/ Correction/Reminder/Redirection
2nd Offense: Verbal Warning and Parental Conference by phone or in person
3rd Offense: Conference with Behavior Specialist (Administrator only assignment only)
4th Offense: Office Referral (Attach a copy of the student's Class I discipline log.)

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

***"The beautiful thing about learning is nobody can take it away from you".
B. B. King***

ADDITIONAL SERVICES

- Students receive any health related services (medication, diabetes monitoring, unexpected illness) from the nurse assigned to Dothan Preparatory Academy.
- Students receive mental health related services through SpectraCare and a private contracted mental health counselor during school hours if needed.
- Students who have an IELP receive continued services via their base school's IELP teacher while assigned to P.A.S.S. Academy.

TRANSPORTATION

Currently, parents are responsible for transporting their student to and from P.A.S.S. Academy. If the student has an IEP or 504, district transportation may be provided. Parents whose student has an IEP or 504 are given the opportunity to request transportation during the students manifestation determination hearing held at their base school.

P.A.S.S. ACADEMY EXIT CRITERIA

- Students must successfully complete all assigned days.
- Student must maintain a passing grade in all core subject areas.
- Students must successfully complete any additional days added for behavior infractions.
- Students will receive a dismissal form once all exit criteria have been met. Dismissal forms are emailed to base school designees the day of dismissal.

DISPROPORTIONALITY AND DIVERSITY

Although P.A.S.S. Academy's student population is not racially diverse, it is highly diverse in student needs. Students represent multiple grade levels (6-12), a wide range of behavioral and disciplinary challenges, varying academic achievement levels, special education eligibility, and diverse social and emotional needs. The next slides will provide the Board with P.A.S.S. Academy's disproportionality and student enrollment data for the past three school terms.

TOTAL ENROLLMENT BY DEMOGRAPHICS
2025-2026
DATA FROM AIM PORTAL

SCHOOL	BLACK	WHITE	HISPANIC	MULTI-RACE	TOTAL ENROLLMENT
DOTHAN HIGH	1051	464	14	153	1716
CARVER 9	388	134	7	48	584
DOTHAN PREP	682	239	4	140	1091
DOTHAN 6	341	87	3	64	506

TOTAL ENROLLMENT BY DEMOGRAPHICS
2024-2025
DATA FROM AIM PORTAL

SCHOOL	BLACK	WHITE	HISPANIC	MULTI-RACE	TOTAL ENROLLMENT
DOTHAN HIGH	1052	634	NA	35	1771
CARVER 9	432	193	NA	21	658
DOTHAN PREP	800	367	NA	29	1151
DOTHAN 6	341	124	NA	11	492

TOTAL ENROLLMENT BY DEMOGRAPHICS
2023-2024
DATA FROM AIM PORTAL

SCHOOL	BLACK	WHITE	HISPANIC	MULTI-RACE	TOTAL ENROLLMENT
DOTHAN HIGH	948	572	NA	25	1600
CARVER 9	419	218	NA	15	666
DOTHAN PREP	754	343	NA	27	1147
DOTHAN 6 DATA FOR GIRARD INTERMEDIATE	NA	NA	NA	NA	NA

P.A.S.S. ACADEMY STUDENT ENROLLMENT DATA SUMMARY 2023-2026

SCHOOL	TOTAL NUMBER OF STUDENTS SERVED	TOTAL NUMBER OF BLACK STUDENTS SERVED	TOTAL NUMBER OF WHITE STUDENTS SERVED	TOTAL NUMBER OF HISPANIC STUDENTS SERVED	TOTAL NUMBER OF SPECIAL EDUCATION STUDENTS SERVED	TOTAL NUMBER OF MALES	TOTAL NUMBER OF FEMALES	TOTAL NUMBER OF REPEATERS
DOTHAN HIGH	289	255	27	9	27	219	60	32
CARVER 9	114	103	7	3	20	72	42	6
DOTHAN PREP	209	190	16	2	79	107	102	18
DOTHAN 6	47	45	2	0	14	32	25	4
DOTHAN VIRTUAL	1	1	0	0	0	0	1	0
Totals	660	594	52	14	140	430	230	60

STUDENT ENROLLMENT DATA 2025-2026

DOTHAN HIGH SCHOOL

TOTAL NUMBER OF STUDENTS SERVED	91
BLACK	83
WHITE	5
HISPANIC	3
SPECIAL EDUCATION	16
504	2
ELL	3
MALE	63
FEMALE	28
REPEATS	7
10TH GRADE TOTAL	56
11TH GRADE TOTAL	28
12TH GRADE TOTAL	7

STUDENT ENROLLMENT DATA 2024-2025

DOTHAN HIGH SCHOOL

TOTAL NUMBER OF STUDENTS SERVED	64
BLACK	56
WHITE	4
HISPANIC	4
SPECIAL EDUCATION	13
504	0
ELL	3
MALE	46
FEMALE	10
REPEATS	1
10TH GRADE TOTAL	32
11TH GRADE TOTAL	20
12TH GRADE TOTAL	11

STUDENT ENROLLMENT DATA 2023-2024

DOTHAN HIGH SCHOOL

TOTAL NUMBER OF STUDENTS SERVED	134
BLACK	114
WHITE	18
HISPANIC	2
SPECIAL EDUCATION	27
504	4
ELL	2
MALE	110
FEMALE	24
REPEATS	17
10TH GRADE TOTAL	77
11TH GRADE TOTAL	38
12TH GRADE TOTAL	19

STUDENT ENROLLMENT DATA 2025-2026

CARVER 9TH GRADE ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	46
BLACK	41
WHITE	3
HISPANIC	2
SPECIAL EDUCATION	6
504	5
ELL	4
MALE	28
FEMALE	18
REPEATS	5

STUDENT ENROLLMENT DATA 2024-2025

CARVER 9TH GRADE ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	35
BLACK	33
WHITE	2
HISPANIC	0
SPECIAL EDUCATION	8
504	0
ELL	0
MALE	21
FEMALE	14
REPEATS	0

STUDENT ENROLLMENT DATA 2023-2024

CARVER 9TH GRADE ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	32
BLACK	29
WHITE	2
HISPANIC	1
SPECIAL EDUCATION	6
504	0
ELL	1
MALE	23
FEMALE	9
REPEATS	1

STUDENT ENROLLMENT DATA 2025-2026

DOTHAN PREPARATORY ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	44
BLACK	41
WHITE	3
HISPANIC	0
SPECIAL EDUCATION	16
504	1
ELL	0
MALE	26
FEMALE	18
REPEATS	4
7TH GRADE TOTAL	21
8TH GRADE TOTAL	23

STUDENT ENROLLMENT DATA 2024-2025

DOTHAN PREPARATORY ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	76
BLACK	64
WHITE	9
HISPANIC	2
SPECIAL EDUCATION	28
504	3
ELL	2
MALE	44
FEMALE	32
REPEATS	7
7TH GRADE TOTAL	35
8TH GRADE TOTAL	41

STUDENT ENROLLMENT DATA 2023-2024

DOTHAN PREPARATORY ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	89
BLACK	83
WHITE	4
HISPANIC	0
OTHER	2
SPECIAL EDUCATION	35
504	1
ELL	0
MALE	37
FEMALE	52
REPEATS	7
7TH GRADE TOTAL	49
8TH GRADE TOTAL	40

STUDENT ENROLLMENT DATA 2025-2026

DOTHAN 6TH GRADE ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	22
BLACK	22
WHITE	0
HISPANIC	0
SPECIAL EDUCATION	7
504	1
ELL	0
MALE	16
FEMALE	6
REPEATS	1

STUDENT ENROLLMENT DATA 2025-2026

NO STUDENTS ENROLLED FOR THE PREVIOUS TWO YEARS

DOTHAN CITY VIRTUAL SCHOOL

TOTAL NUMBER OF STUDENTS SERVED	1
BLACK	1
WHITE	0
HISPANIC	0
SPECIAL EDUCATION	0
504	0
ELL	0
MALE	0
FEMALE	1
REPEATS	0
10TH GRADE TOTAL	1

STUDENT ENROLLMENT DATA 2024-2025

DOTHAN 6TH GRADE ACADEMY

TOTAL NUMBER OF STUDENTS SERVED	25
BLACK	23
WHITE	2
HISPANIC	0
SPECIAL EDUCATION	7
504	0
ELL	0
MALE	16
FEMALE	19
REPEATS	3

REFERRAL TRENDS AND OFFENSES

[illegible]

REFERRAL TRENDS AND OFFENSES

[illegible]

REFERRAL TRENDS AND OFFENSES

[illegible]

MOST COMMON REFERRALS

- Fighting
- THC Vape Possession or use
- Multiple Class IIs
- Readmit from a Facility
- Cell Phone Refusal

Standard placements range from 10-15 days for the above offenses.

Spikes in enrollment occur during October/November and February/March.

P.A.S.S. ACADEMY RECIDIVISM RATES DATA

The number of students who returned to P.A.S.S. Academy during the same academic school year.

2025-2026	2024-2025	2023-2024
17	10	25

GRADUATION VERIFICATION REPORT RATE

ACADEMIC YEAR	NUMBER OF 12TH GRADERS ASSIGNED TO P.A.S.S ACADEMY	PERCENTAGE GRADUATED
2023-2024	19	95%
2024-2025	11	100%
2025-2026	7	100%

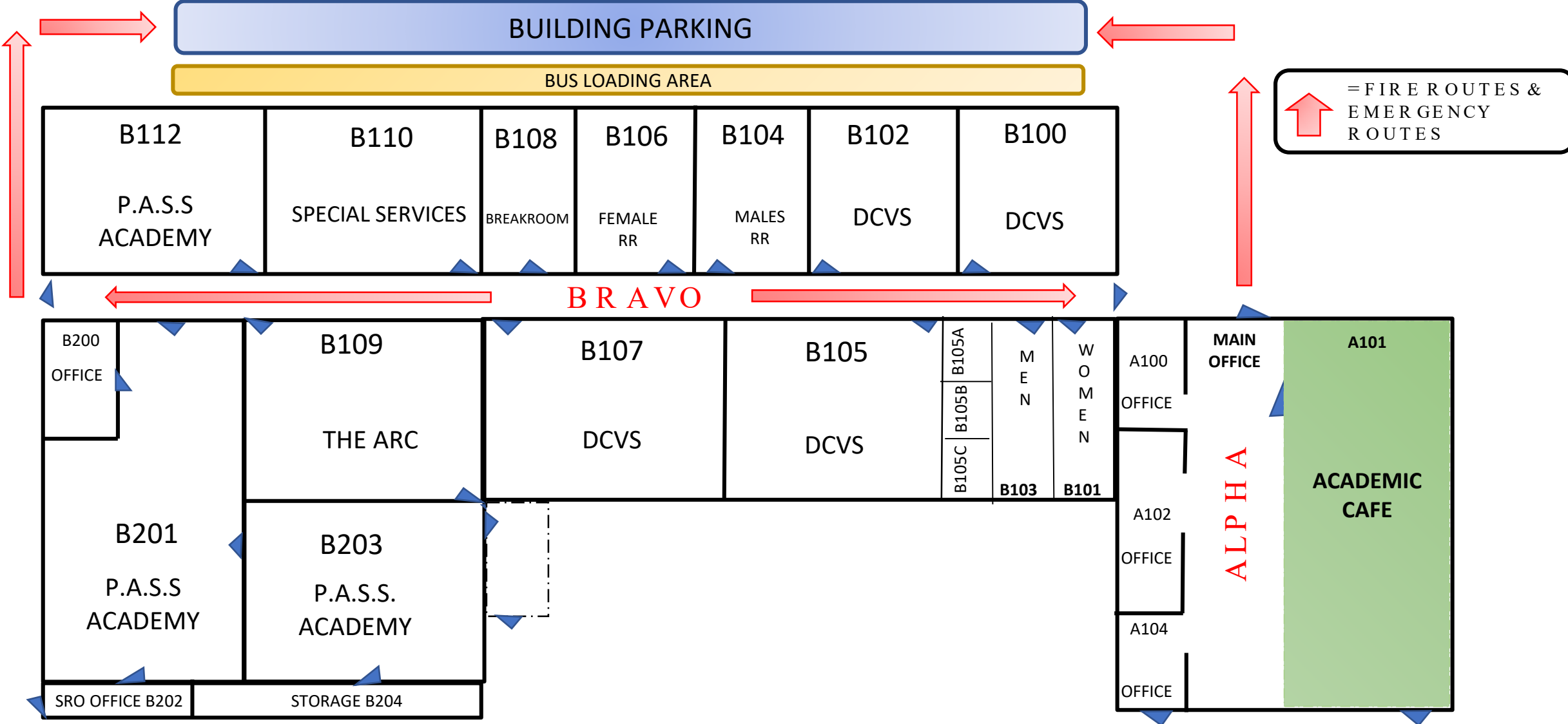
STRENGTHS OF P.A.S.S. ACADEMY

- Focus on the whole child and restorative practices for student behavioral growth
- Students remain academically on track while receiving behavior supports
- Highly structured environment
- Low student-to staff ratio
- Mandatory parental involvement (intakes)
- Utilization of district-aligned learning management platforms ensuring students keep pace with base school course work
- Positive relationship building between staff and students
- Emphasis on accountability, self-regulation, and decision making skills
- District-wide behavior resource for students in grades 6-12
- Provides a safe learning environment for students who commit specific behavior infractions
- Supports traditional schools by reducing classroom and school disruptions
- Highly committed educators experienced in alternative education
- Strong collaboration with families, traditional school administrators, and community agencies
- Staff consistently adapt to meet students' academic and behavior needs
- Provides students with a second opportunity to succeed
- Promotes improved attendance, behavior, and academic engagement

CAPACITY LIMITATIONS OF THE CURRENT MODEL

- Shared facility with Dothan City Virtual School
- Maximum seat capacity 60 desks for students grades 6-12
- Provide alternative educational services 5 traditional schools
- Two general education classrooms
- One special education classroom
- One shared classroom (intake meetings and behavioral specialist individual and group sessions)
- One office area for the SRO
- One storage area
- Breakfast and lunch provided by Dothan Preparatory Academy
- Students eat breakfast and lunch at their desks.
- Shared nurse with Dothan Preparatory Academy as needed.
- Shared restrooms with DCVS and the ARC students

DOTHAN CITY VIRTUAL SCHOOL, P.A.S.S. ACADEMY, & THE ARC



DOTHAN CITY VIRTUAL SCHOOL, P.A.S.S. ACADEMY, & THE ARC

THE REALITY OF THE CURRENT MODEL

The majority of students assigned to P.A.S.S. Academy have very complex needs. No current staff member can meet all of these needs. Including general education and special education teachers, student success depends on a multidisciplinary team working together that may also include the following:

Behavior Specialist

Transition Coordinator

Academic Interventionist

Counselor

Career Tech Coordinator

Mental Health Coordinator

CURRENT GENERAL FUND SCHOOL ALLOCATION SUMMARY

Student Materials - State: 4,600.00

Technology - State: 2,300.00

Professional Development - State: 460.00

Library Enhancement - State: 725.51

General Allocation: 9,089.72

General Library: 2,000.00

Utilities Allocation: 38,971.09

Substitute Allocation: 4,140.00

Total Allocations: 62,286.32

***Salaries not included

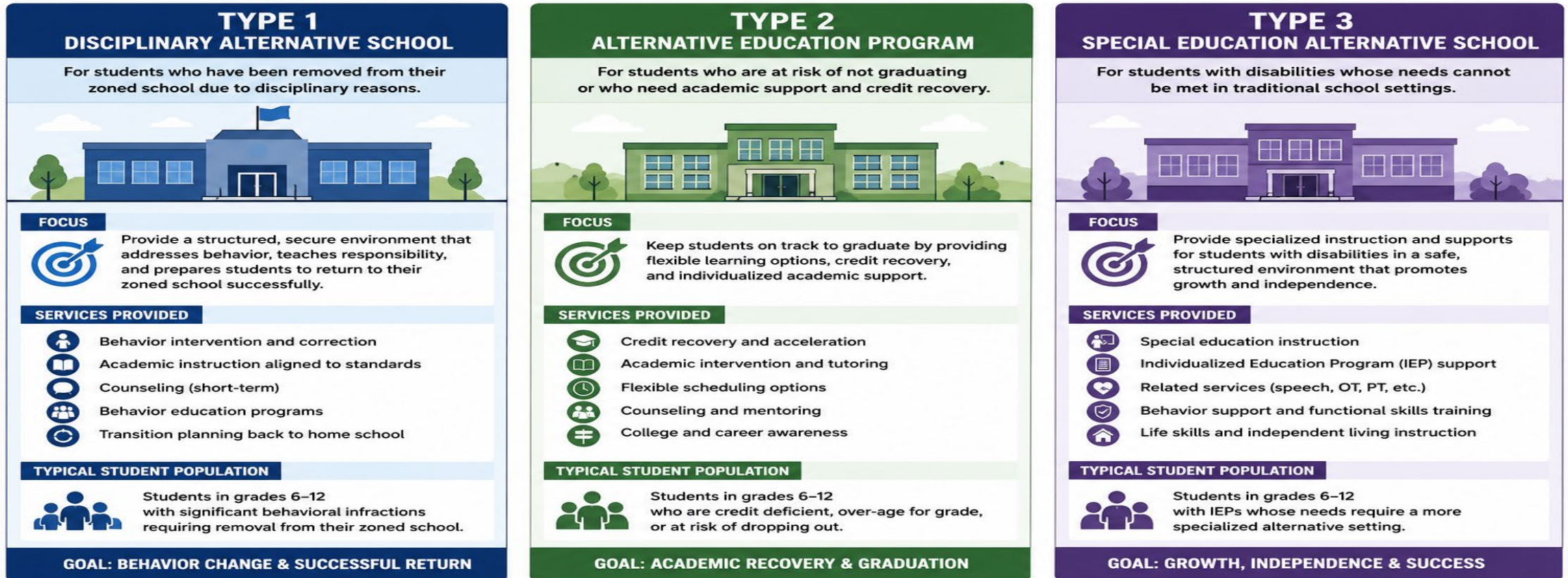
*** Additional instructional support funds become available via Mrs. Jacobs office throughout the school year.

OTHER ALTERNATIVE SCHOOL MODELS

TYPE, 1, 2 and 3

ALABAMA ALTERNATIVE SCHOOL TYPES

Three Models of Support for Student Success



**ALL THREE TYPES
SHARE THE SAME
COMMITMENT:**



Safe & supportive
environments



Student success
and well-being



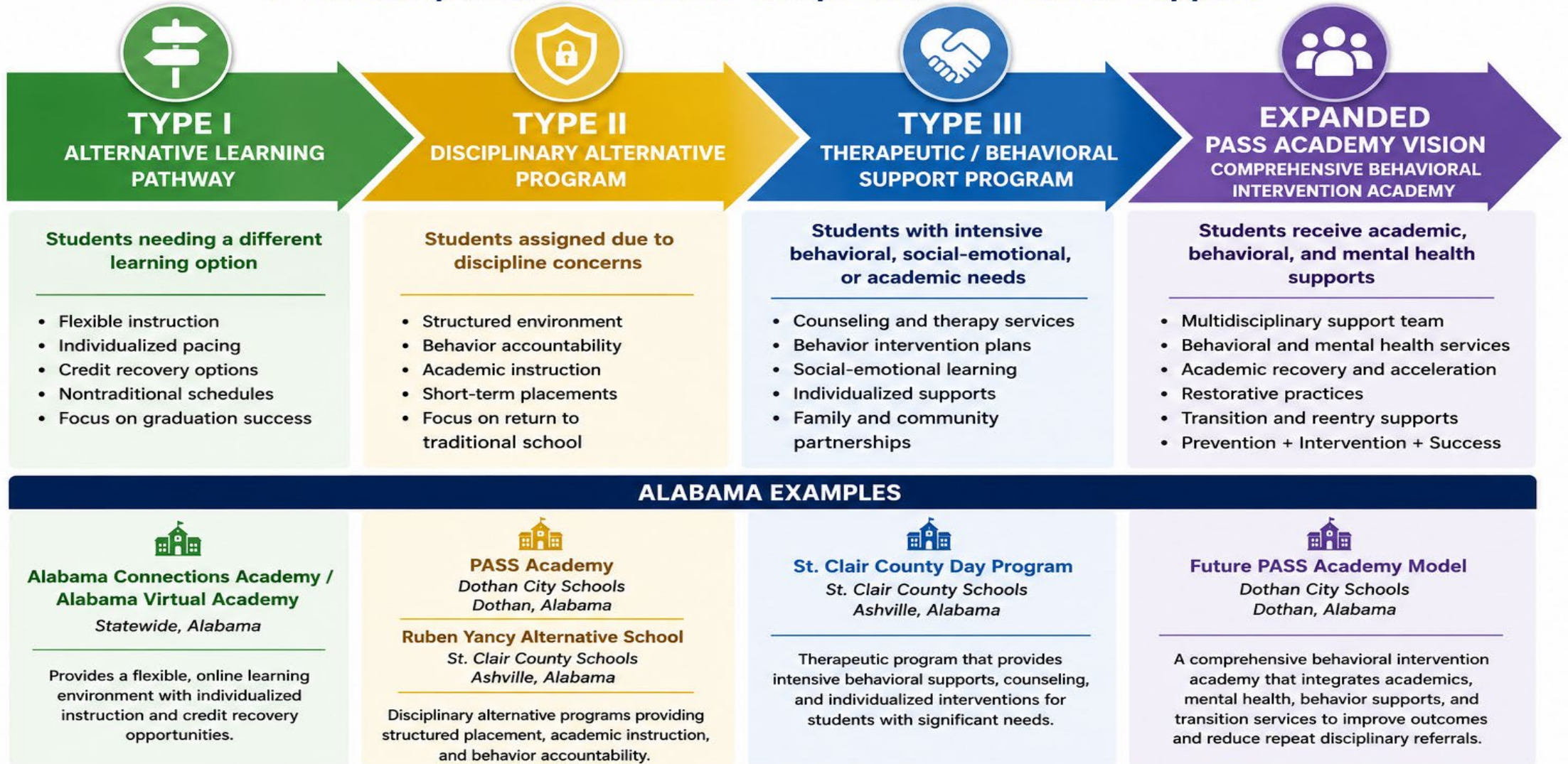
Family & community
partnerships



Preparing students for
bright futures

ALTERNATIVE EDUCATION CONTINUUM

From Discipline Placement to Comprehensive Student Support



Goal: Provide the right support at the right time so every student can learn, grow, and succeed.

LOCAL, STATE, AND NATIONAL MODELS

Locally, (Enterprise, Houston County, Henry County) most alternative education models are punitive with a small staff and student population.

State-Wide, alternative education models vary from district to district. Many Alabama programs have expanded student support services beyond punitive (credit recovery, twilight schools, over-aged middle school programs, workforce development).

Nationally, Leading programs combine academics, behavioral interventions, counseling, career preparation, and family engagement in a comprehensive support model.

THE GROWING NEED FOR ALTERNATIVE EDUCATION

Post-Pandemic Behavioral Trends: Widespread increase in trauma-impacted students, social-emotional gaps, and dysregulated classroom behavior.

District Capacity: Traditional schools require dedicated, external placement options to preserve safety and instructional focus for the broader student body.

Dropout Prevention: Alternative programming serves as a crucial safety net to keep off-track or multi-suspended students engaged in school.

RESEARCH-BASED PRACTICES IN ALTERNATIVE SCHOOLS

Multi-Tiered System of Supports (MTSS): Layering academic, behavioral, and social-emotional interventions based on validated student needs.

Trauma-Informed Care (TIC): Understanding the root causes of dysregulation and training staff in de-escalation over punitive discipline.

Restorative Justice Practices: Integrating structured reflection, accountability circles, and restorative conferences prior to base-school re-entry.

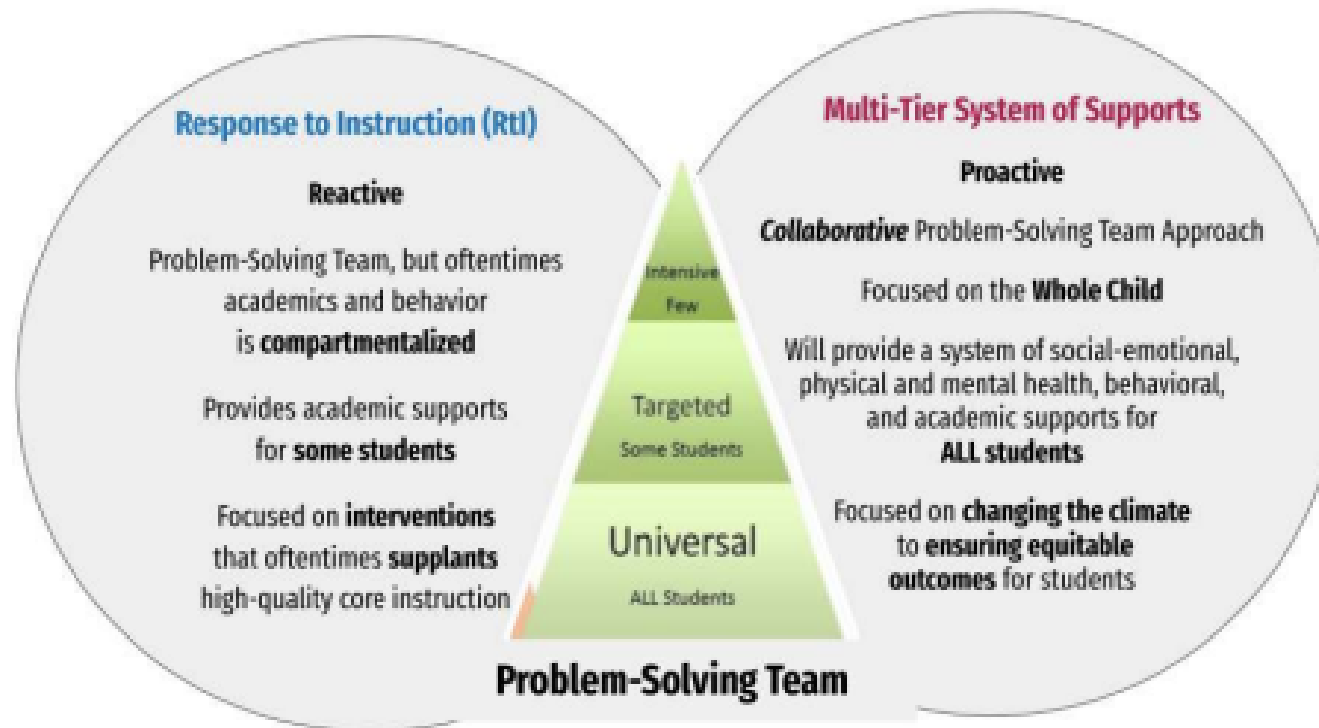
Low Teacher-to-Student Ratios: Maintaining 1:8 to 1:12 staff ratios to foster strong, supportive adult-student relationships.

DOTHAN CITY SCHOOLS WHOLE CHILD INITIATIVE

Core Philosophy: Supporting academic, physical, social, emotional, and behavioral growth for every student. The strategies that Dr. Benner that he has provide will assist our staff in becoming more trauma informed. RTI, PST/MTSS teams are preventative supports for our school. Our school counselors and behavioral specialist will work with the school PST teams to identify and develop behavior plans to address students needs. We will use a tiered approach so we can maintain and practice a restorative approach. Dr. Benner's Behavior initiative will provide practical how to use restorative strategies.

RTI/PST/MTSS Approach

Key differences between Alabama Response to Instruction (Rti) and Alabama Multi-Tier System of Supports (AL-MTSS)



(Novak, 2019)

BOARD MEMBER FEEDBACK

BOARD MEMBER FEEDBACK: STUDENT SUPPORTS

- Current Dothan City Schools Preventative Supports (Elementary)
- Current Dothan City Schools Preventative supports (Secondary)
- Dothan City Schools Mental Health Initiatives
- District Trauma-Informed Practices
- District Restorative Interventions
- District Access to Certified Mental Health Technicians
- District Behavior Specialist
- In-School Suspension Support Staff

BOARD MEMBER FEEDBACK: STUDENT SUPPORTS

- **DCS Intervention Support for elementary and secondary** will involve practices and professional development strategies by Dr. Benner to assisted us in becoming trauma informed. Tiered models of prevention will provide a framework for teaching social skills and behavioral expectations with positive, proactive, evidence-based practices at the elementary and secondary levels (Journal of Applied School Psychology, 2017).
- **DCS have MTSS teams serve as trauma informed preventative supports for our schools.** Systematic screening for behavior will be used by our school personnel to ensure accurate measurement of their performance with guidance and assistance of our consultant, Dr. Benner. An emphasis must be placed on the importance of identifying and supporting students with emotional and behavioral disorders before they develop significant learning and behavior problems requiring special education services under the category emotional disturbance (Hammill Institute on Disabilities, 2010)
- **Dothan City Mental Health Initiatives** are coordinated by our staff, community partners with SpectraCare and private licensed counselors. DCS has a Crisis Response Team organized by the mental health coordinator and district leadership to support students and staff during a crisis.
- **Dothan City Schools has access, support, and guidance from certified mental health techs at SpectraCare and private contracted Licensed Counselors.** It is also important for school psychologists to lead and support training efforts in support-based interventions (International Journal of School & Educational Psychology, 2020).
- **DCS has behavioral specialist** who will work with the school PST teams to identify and develop behavior plans to address students needs. We will use a tiered approach so we can maintain and practice a restorative approach. Dr. Benner's Behavior initiative will provide practical how to use restorative strategies.
- **DCS Restorative practices** consist of Peacemaking circles, self-management Reset strategy, and TEAM technique to improve behaviors and reduce exclusionary discipline outcomes (C. Samimi, 2023, Contemporary Justice Review)
- **DCS ISS staff** members have been placed in most of our schools to serve as Tier II and Tier III preventive support for our student. The ultimate goal will be have a tiered approach to providing a schoolwide PBIS framework which will reduce the reliance on exclusionary discipline (M. Prater, Concordia University, 2025).

BOARD MEMBER FEEDBACK: DISTRICT DISCIPLINE DATA

- Disproportionality district data (general and special education)
- What safeguards exist to ensure equitable discipline practices?
- Does the district provided implicit discipline biased training for employees?
- What does restoratives disciplinary practices look like for Dothan City Schools?
- How will alternative school placement data be reviewed and reported to the board by race, gender, disability status, grade level, referring school?

DISPROPORTIONALITY DATA

SPLC DISTRICT CITATION

During the 2015–2016 school year, although Black students made up approximately 55% of district enrollment, they accounted for:

100% of expulsions

90% of referrals to PASS Academy

87% of out-of-school suspensions

85% of in-school suspensions. These figures were included in a civil rights complaint filed with the U.S. Department of Education's Office for Civil Rights (Southern Poverty Law Center complaint filed with U.S. Department of Education, Office for Civil Rights, 2016).

MOST RECENT DISCIPLINE DATA

2023-2024

Black Students- # of students 3409, % of students of total pop. 65%, % of offenses 88%, % of Disparity 22%

White Students- # of students 1118, % of students of total pop. 21%, % of offenses 7%, % of Disparity -15%

Multi-race Students- # of students 518, % of students of total pop. 10%, % of offenses 4%, % of Disparity -6%

2024-2025

Black Students- # of students 4080, % of students of total pop. 65%, % of offenses 86%, % of Disparity 21%

White Students- # of students 1361, % of students of total pop. 22%, % of offenses 9%, % of Disparity -12%

Multi-race Students- # of students 632, % of students of total pop. 10%, % of offenses 4%, % of Disparity -6%

2025-2026

Black Students- # of students 4892, % of students of total pop. 64%, % of offenses 85%, % of Disparity 21%

White Students- # of students 1700, % of students of total pop. 22%, % of offenses 9%, % of Disparity -13%

Multi-race Students- # of students 774, % of students of total pop. 10%, % of offenses 5%, % of Disparity -5%

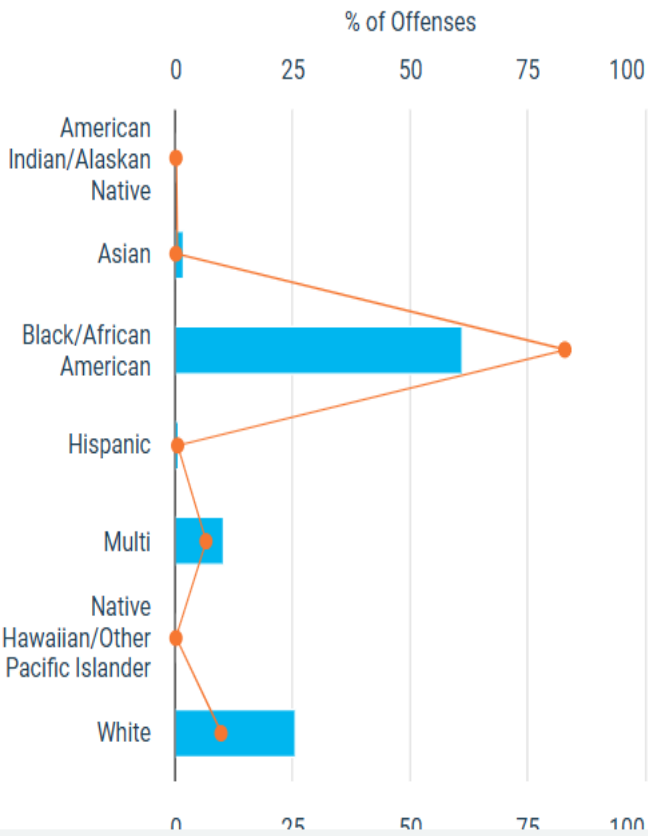
***** This data is all offenses and not just students that were sent to PASS. This data represents ISS, Suspensions, PASS, or Alt Placement *****

DISTRICT DISCIPLINARY ACTIONS (PER UNIFIED INSIGHTS)

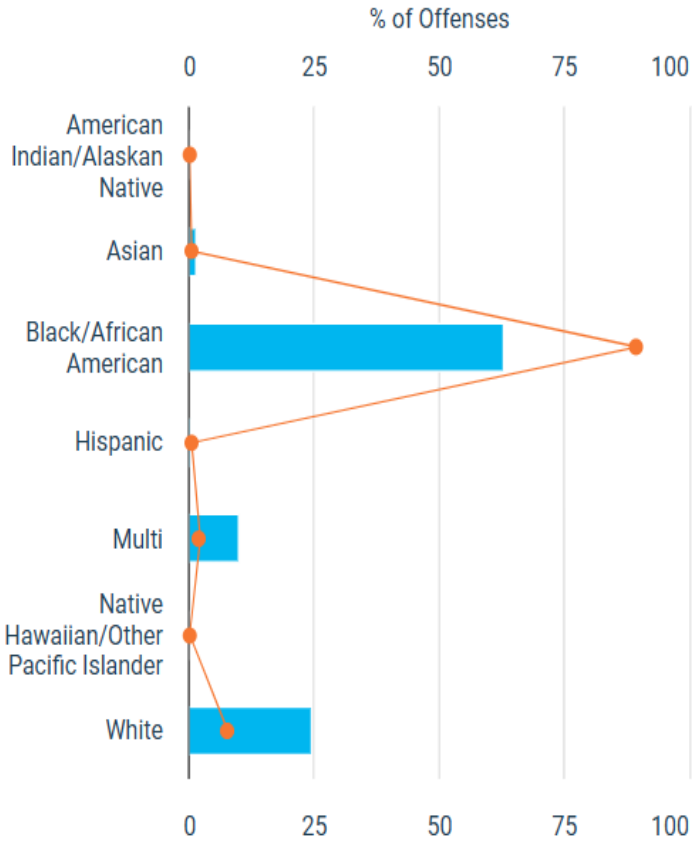
	YEAR ▲					
ACTION ⇅		<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	Totals
<u>Alternative Placement</u>		<u>246</u>	<u>218</u>	<u>366</u>	<u>384</u>	1,214
<u>Alternative Placement (SP)</u>		<u>40</u>	<u>60</u>	<u>210</u>	<u>179</u>	489
<u>Expelled</u>		<u>33</u>	<u>4</u>	<u>11</u>		48
<u>Expelled/Permanent</u>		<u>2</u>	<u>1</u>	<u>1</u>		4
<u>Expelled/Services Provided</u>		<u>12</u>	<u>2</u>		<u>1</u>	15
<u>Local Use</u>		<u>901</u>	<u>742</u>	<u>524</u>	<u>1,514</u>	3,681
<u>Removed by a Hearing Officer</u>			<u>2</u>	<u>4</u>	<u>2</u>	8
<u>Suspended/In School</u>		<u>1,420</u>	<u>1,623</u>	<u>1,400</u>	<u>1,695</u>	6,138
<u>Suspended/Out of School</u>		<u>1,033</u>	<u>936</u>	<u>626</u>	<u>911</u>	3,506
Totals		3,687	3,588	3,142	4,686	15,103

DISTRICT DISCIPLINARY ACTIONS (ISS) (PER UNIFIED INSIGHTS)

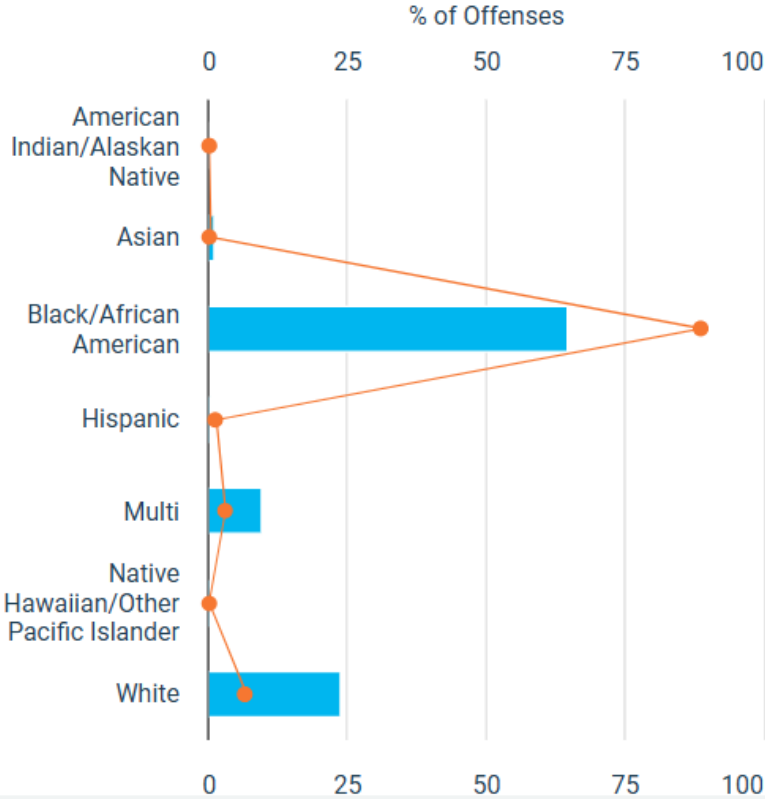
ISS by Ethnicity for 2025-2026



ISS by Ethnicity for 2024-2025



ISS by Ethnicity for 2023-2024



***DISTRICT EXPULSION DATA
PER STUDENT SERVICES OFFICE
GRADES 6-12***

<i>YEAR</i>	<i>NUMBER OF STUDENTS EXPELLED</i>	<i>BLACK</i>	<i>WHITE</i>	<i>HISPANIC</i>
2023-2024	4	4	0	0
2024-2025	11	9	1	1
2025-2026	6	5	1	0

BOARD MEMBER FEEDBACK: DISTRICT DISCIPLINE DATA

In order to address **disproportionality** within our district, we must disaggregate data based on sub-groups and the number of students per sub-groups. (SPE, Ethnicity etc.). A systematic and comprehensive review of school based interventions in the public schools are conducted to identify interventions to remedy racial disparities in school discipline (Prevention Science Journal, 2025).

To ensure we have **equitable discipline practices**, we must follow the code of conduct and schoolwide and classroom discipline management plans that we have in place. We use a progressive discipline approach and collaborate with the district office and principals throughout the district. Also, review current and past behaviors and consequences to ensure we are consistent and fair as a district.

DCS does provide implicit discipline biased training or culture diversity training, through professional development training with Dr. Benner and the Whole Child Initiative, to build unbiased relationships with students. School administrators, behavior specialist, teachers, and counselors have attended PD training for the past 2 years. It is possible that educators can hold unconscious biases that we have picked up over the course of our lifetime (Instruction in Libraries an Information Centers, 2020).

WHAT ARE OTHER SCHOOL DISTRICTS DOING TO CLOSE DISPROPORTIONALITY GAPS?

Many secondary schools are shifting from exclusionary discipline (such as suspension and expulsion) to prevention and intervention strategies. Research suggests that no single strategy eliminates disproportionality, but districts often see improvement when they combine several evidence-based approaches and monitor discipline data regularly.

WHAT ARE SOME STRATEGIES?

Multi-Tiered Systems of Support (MTSS)

Provides increasing levels of academic, behavioral, and social-emotional support before behaviors escalate.

Positive Behavioral Interventions and Supports (PBIS)

Teaches and reinforces expected behaviors while using discipline data to identify trends.

Restorative Practices

Uses restorative circles, conferences, and mediation to repair harm and rebuild relationships instead of relying solely on suspension.

Behavior Intervention Specialists

Provides intensive coaching and intervention for students with recurring behavioral concerns.

Mental Health Services

School counselors, therapists, and social workers address trauma, anxiety, depression, and other underlying factors that contribute to behavior.

Trauma-Informed Practices

Helps staff recognize how adverse experiences may affect behavior and respond with appropriate interventions.

WHAT ARE SOME STRATEGIES?

Early Warning Systems

Uses attendance, behavior, and course performance data to identify students before problems become chronic.

Professional Learning

Ongoing training on classroom management, culturally responsive teaching, de-escalation, and implicit bias.

Student Support Teams

Teams of administrators, counselors, teachers, and specialists develop individualized intervention plans for students with repeated referrals.

Family Engagement

Regular communication and collaboration with families before discipline problems become severe.

Alternative-to-Suspension Programs

Reflection rooms, restorative centers, mentoring, behavioral coaching, and in-school intervention programs reduce time away from instruction.

SCHOOL DISTRICT EXAMPLES

Broward County Public Schools (Florida) expanded restorative practices, PBIS, and mental health supports while closely monitoring discipline data.

Gwinnett County Public Schools (Georgia) uses MTSS, PBIS, social-emotional learning, and discipline data reviews to support students before behaviors escalate.

Jefferson County Public Schools (Kentucky) emphasizes restorative practices, equity-focused professional learning, and behavioral intervention teams.

Several Alabama districts have strengthened PBIS implementation, expanded student support teams, and increased mental health services through school-based counselors and regional mental health partnerships.

RESEARCHED BASED RECOMMENDATIONS FOR P.A.S.S. ACADEMY AND DOTHAN CITY SCHOOLS

- Review discipline data monthly by race, gender, disability status, grade level, school, and infraction.
- Expand behavior intervention and mental health staffing.
- Increase restorative practices before assigning students to alternative placement, when appropriate.
- Implement a Transition Coordinator to support students returning to their home schools.
- Strengthen PBIS and MTSS implementation across all secondary schools.
- Provide annual professional learning on de-escalation, culturally responsive practices, and trauma-informed instruction.
- Develop individualized intervention plans for students with repeated referrals.
- Monitor outcomes such as repeat referrals, attendance, academic progress, and successful transitions—not just suspension rates.

BOARD MEMBER FEEDBACK: BEHAVIOR SPECIALIST

Behavior Specialist

What we had...

Kelly Springs Elementary (never filled)

Beverlye Elementary

Dothan High

Carver 9th Grade

Dothan Prep

Behavior Specialist

What was added for 2026-2027...

Faine Elementary

Heard Elementary

Girard Elementary

Dothan 6

Dothan Prep (2)

P.A.S.S Academy

BOARD MEMBER FEEDBACK: IN-SCHOOL SUSPENSION (ISS)

In-School Suspension

2025-2026 and 2026-2027

Heard Elementary (ISS aide)

Hidden Lake Elementary (ISS aide)

Faine Elementary (ISS aide)

Kelly Springs Elementary (ISS aide)

Beverlye Elementary (through Kelly Services)

Slingluff Elementary

Dothan 6 (ISS aide)

Dothan High

Carver 9th Grade

Dothan Prep

In-School Suspension

**Schools that do not have an ISS in 2025-2026
nor will they have one in 2026-2027**

Highlands Elementary

Carver Math, Science, and Technology
Elementary

Selma Street Elementary

Girard Elementary

BOARD MEMBER FEEDBACK: P.A.S.S. ACADEMY STUDENT PLACEMENTS

- **What infractions would qualify a student for P.A.S.S. Academy placement?**
- **Does placement require documented progressive interventions first?**
- **Will principals have discretion regarding placement recommendations?**
- **Who will make final placement decisions?**
- **Will there be minimum or maximum assignments lengths?**
- **Will there be an appeal process for parents and students?**
- **What will the re-entry process look like for students transition back to their base school?**

In order to decrease disproportionality, remain consistent throughout all schools, and use best practices the board approved Student Code of Conduct would outline what infractions would outline what infractions would qualify a student for placement.

Based on the Student Code of Conduct, Class I and Class II, disciplinary infractions are progressive requiring interventions before being referred to the current alternative school setting. Federal and state laws also guide certain placements for Class III infractions. The Student Code of Code is our disciplinary guide.

Some Class III infractions are referred to the student Tribunal. when this occurs, a panel of district principals determine the placement and length. All placement decisions may be appealed to the superintendent or the Board of Education.

The re-entry process has varied from year to year and school to school. Now that each school has a behavior specialist, they would be instrumental in implementing a re-entry process in collaboration with the office of student support services and building administrators.

BOARD MEMBER FEEDBACK: P.A.S.S. ACADEMY STUDENT PLACEMENTS

- **Will there be a cap on the number of placements or days assigned?**
- **Will students have access to extracurricular activities, electives, and advanced coursework while assigned to P.A.S.S. academy?**
- **Will transportation be provided?**
- **Will there be a maximum student-to-teacher ratio?**
- **Short-Term Placements?**
- **Long-Term Placements?**

Capping the number of students would depend on staffing and space.

Participating in extracurricular activities would have to be discussed with other district administrators and approved by Superintendent.

Students receive elective coursework via Edgenuity, Google classroom, or pen and paper. Students continue advanced coursework while assigned to P.A.S.S. via those options.

Research states that limited student-to-teacher ratios have the best student outcomes.

If structured, operated, and funded correctly, an expanded program could support both options as it has in the past.

BOARD MEMBER FEEDBACK: DCS SECONDARY PRINCIPAL DEMOGRAPHICS

SCHOOL	YEAR	RACE	GENDER
DOTHAN HIGH (10-12)	2026-2027	WHITE	MALE
CARVER 9TH GRADE	2026-2027	WHITE	MALE
DOTHAN PREP (7-8)	2026-2027	BLACK	MALE
DOTHAN 6	2026-2027	BLACK	FEMALE
P.A.S.S. ACADEMY (6-12)	2026-2027	BLACK	FEMALE

BOARD MEMBER FEEDBACK: DCS SECONDARY PRINCIPAL DEMOGRAPHICS

SCHOOL	YEAR	RACE	GENDER
DOTHAN HIGH (10-12)	2025-2026	WHITE	MALE
CARVER 9TH GRADE	2025-2026	WHITE	MALE
DOTHAN PREP (7-8)	2025-2026	BLACK	MALE
DOTHAN 6	2025-2026	BLACK	FEMALE
P.A.S.S. ACADEMY (6-12)	2025-2026	BLACK	FEMALE

BOARD MEMBER FEEDBACK: DCS SECONDARY PRINCIPAL DEMOGRAPHICS

SCHOOL	YEAR	RACE	GENDER
DOTHAN HIGH (10-12)	2024-2025	WHITE	MALE
CARVER 9TH GRADE	2024-2025	WHITE	MALE
DOTHAN PREP (7-8)	2024-2025	BLACK	MALE
DOTHAN 6	2024-2025	BLACK	FEMALE
P.A.S.S. ACADEMY (6-12)	2024-2025	BLACK	FEMALE

WHAT DOES THE RESEARCH SAY REGARDING ELEMENTARY ALTERNATIVE EDUCATION PROGRAMMING?

Research on elementary students in alternative schools is rare.

Only 10% to 21% of districts offer an elementary school option

(U.S. Government Accountability Office, 2019). Smaller class sizes can help with classroom management, but removal from traditional classroom setting can worsen behaviors rather than fix the root causes (Institute on Community Integration, 2003).

WHAT DOES THE RESEARCH SAY REGARDING ELEMENTARY ALTERNATIVE EDUCATION PROGRAMMING?

Early Intervention Priority: Research strongly cautions against traditional isolated disciplinary placements for elementary students.

In-District Behavior Labs: Recommends "self-contained, short-term behavior stabilization labs" within base elementary schools over separate disciplinary campuses.

Focus Areas: Heavy emphasis on emotional regulation, developmental screening, family therapy, and foundational literacy/numeracy retention.

WHAT DOES THE RESEARCH SAY REGARDING SECONDARY ALTERNATIVE EDUCATION PROGRAMMING?

Vocational & Academic Relevance: High school models succeed when tied to clear career pathways, hands-on learning, and credit recovery.

Structured Re-Entry: Unplanned returns to traditional schools correlate with a 50%+ reoffense rate; structured transition plans are vital.

Mentorship: Long-term adult mentorship significantly boosts graduation rates for displaced youth.

WHAT DOES THE RESEARCH SAY?

INTERVENTIONS FOR IMPROVING STUDENT BEHAVIOR AND OUTCOMES

Cognitive Behavioral Interventions (CBI): Proven most effective in modifying aggressive behaviors and teaching impulse control.

Restorative Practices vs. Zero-Tolerance: Zero-tolerance policies increase dropout rates without improving safety; restorative frameworks build accountability and preserve learning opportunity.

Parental Engagement: Consistent parental involvement in behavioral contracting directly correlates with assignment success.

HANOVER RESEARCH PROPOSAL

HANOVER RESEARCH PROPOSAL

Research Summary

based on our conversations to date.

Project	Description	Outcomes
Benchmarking Staffing Configurations in Alternative Education Programs (3-4 weeks)	- A report benchmarking how peer and aspirant districts staff alternative settings, including the roles that support behavioral and academic needs such as social workers, behavior specialists, special education teachers, interventionists, and site administrators - Drawing on publicly available data and secondary research, the report will examine staffing ratios, reporting structures, and how districts allocate specialized roles across sites	- Define staffing models that align roles and ratios to student needs, including behavioral, academic, and social-emotional supports. - Identify priority staffing investments that strengthen student support systems and improve program effectiveness. - Justify staffing recommendations with external benchmarks to support board-level planning and funding decisions.
Best Practices in Alternative Education Program Structure (1-4 weeks)	- A review of current research related to alternative education programs. - Provides actionable recommendations tailored to the district's context for structuring alternative education models, including comparisons between program-based and school-based approaches, expanded models that incorporate credit recovery, student supports, and career readiness, and potential for elementary inclusion.	- Define a clear vision for program evolution, including expanded services such as credit recovery, workforce preparation, and wraparound supports. - Prioritize program design elements that improve student outcomes, engagement, and successful transitions back to traditional settings. - Determine if elementary student inclusion would be beneficial. - Guide board discussions with research-backed options for maintaining, refining, or expanding the current model.
Benchmarking Alternative Education Models (3-4 weeks)	- A report benchmarking how peer and aspirant districts structure alternative education programs, including alternative schools, credit recovery, virtual and blended learning options, night or twilight programs, and school-within-a-school models - Drawing on publicly available data and secondary research, the report will examine referral and placement criteria, instructional models, wraparound supports, and pathways for students to transition back to a comprehensive setting	- Make evidence-based decisions about which programs to expand, redesign, or add to close gaps in the continuum - Make the case internally for adding or reallocating specialized roles, grounded in what comparable systems do
Interventions in General Education Survey (8-12 weeks)	- A survey designed for general education staff, parents, and families to assess how behavior supports and Tier 1 supports currently used in general education settings prior to placement in alternative education. - Disaggregated analysis by respondent group to identify patterns in behavior management practices, consistency of Tier 1 interventions, and perceptions of effectiveness across school and home contexts. - Interactive dashboard available upon survey close. Detailed reports summarize findings with visualizations and recommendations.	- Prioritize targeted improvements to strengthen proactive interventions, reducing unnecessary placement in alternative settings. - Align school- and home-based behavior supports to ensure consistent expectations and strategies for students. - Strengthen decision-making criteria for alternative placement by grounding referral practices in evidence of Tier 1 intervention use and effectiveness.

HANOVER RESEARCH PROPOSAL

Research Summary

based on our conversations to date.

Project	Description	Outcomes
Interventions in General Education In-Depth Interviews and/or Focus Groups* (6-12 weeks)	- In-depth interviews and/or focus groups with general education staff, parents, and families to gather detailed qualitative insights on behavior management, Tier 1 interventions, and decision-making processes prior to placement in alternative education. - Identifies common themes related to how Tier 1 supports are implemented, perceived effectiveness across school and home contexts, and factors influencing referral decisions. - Synthesizes findings into a comprehensive, user-friendly report with illustrative quotes and actionable insights grounded in stakeholder experiences.	- Surface actionable strategies to strengthen proactive behavior supports and improve consistency across classrooms and schools. - Align school and family perspectives to ensure coherent expectations and approaches to student behavior support. - Strengthen referral processes by grounding placement decisions in consistent use of Tier 1 interventions and documented practices. - Build stakeholder alignment and trust by incorporating staff and family insights into program and policy improvements.
Disproportionality in Alternative Placement Data Analysis (10-12 weeks)	- A quantitative analysis of student academic, behavioral, and program enrollment outcomes using district-provided data examining equity in alternative education placement. - Utilizes metrics such as placement rates, discipline incidents, attendance, and academic outcomes to identify disparities in access and outcomes. - Disaggregated dashboard by student subgroup and trends over time to evaluate representation and outcomes.	- Implement data-driven interventions that ensure fair, consistent, and appropriate placement decisions. - Monitor progress toward equitable access to supports and improved student outcomes across groups. - Strengthen accountability and transparency in placement practices for leadership and board reporting.
Correlational Analysis of General Education Supports and Alternative Education Placement (10-12 weeks)	- A quantitative analysis of the relationships between supports in general education setting (such as MTSS, behavior plan, etc.) and placement in alternative education. - Utilizes methods to calculate correlation coefficients and display relationships between factors such as behavior incidents, attendance, academic progress, and prior interventions in relation to alternative placement. - Disaggregated dashboard by relevant subgroup (e.g., student demographics, school sites) and trends over time, pending data availability.	- Identify patterns that predict alternative placement, including gaps in early intervention or support systems. - Strengthen decision-making by aligning interventions in base schools to student needs before referral. - Reduce unnecessary placements by targeting supports that address root causes of behavior and academic challenges.
Alternative Education Capstone Report (4-8 weeks)	- A synthesis of findings across all Hanover projects. - Identifies key themes, patterns, and insights related to program effectiveness, staffing models, student supports, and referral processes across general and alternative education settings. - Summarizes actionable recommendations and potential next steps to inform strategic decisions about program expansion, refinement, or redesign, including considerations for transitioning from a behavior-focused model to a comprehensive alternative learning model.	- Prioritize evidence-based program changes, staffing investments, and support structures that improve student outcomes and reduce unnecessary placements. - Establish clear, research-backed recommendations to support board-level decision making on program design, scope, and resource allocation. - Communicate findings and next steps clearly to leadership and board members, strengthening transparency and building confidence in proposed program changes.

*Additional fee for Focus Groups.

WHERE DO WE GO FROM HERE?

SHAPING THE FUTURE OF P.A.S.S ACADEMY

Expansion Timeline

What timeline do you believe is realistic for expanding PASS Academy while ensuring quality implementation and long-term success?

Your Vision

- What is your vision for an expanded P.A.S.S. Academy?
- Based on the data you have been presented, is an expansion of P.A.S.S. Academy needed? Why or why not?

Location/Facility

What characteristics should we prioritize in a facility that best supports the academic, behavioral, and social-emotional needs of PASS Academy students?

How many students do you want P.A.S.S. Academy to have the capacity to serve? Please provide a numerical answer.

Increased Staffing

What additional staffing positions would have the greatest impact on improving student outcomes and supporting teachers?

Career & Technical Education

- What career and technical education opportunities would most benefit PASS Academy students and prepare them for the workforce?
- What, if any, expanded vocational or alternative student programs should P.A.S.S. Academy include?

Transportation Considerations

What transportation solutions would improve student access, attendance, and participation if PASS Academy were expanded?

Credit Recovery Services (Secondary Students)

How can we strengthen credit recovery opportunities so more students remain on track for graduation?

Mental Health Services

What mental health supports should be available to meet the diverse needs of PASS Academy students?

Disproportionality Concerns

How can we ensure that student placement practices are equitable, data-informed, and free from unnecessary disproportionality?

Curriculum

How can PASS Academy expand its curriculum to better prepare students for academic success, graduation, and life after high school?

Program Model versus School Model

Should PASS Academy continue to operate primarily as a disciplinary program, or should it evolve into a comprehensive alternative school model? Why?

Hanover Research Project Proposal

How could research findings from Hanover help guide our decisions and ensure PASS Academy reflects evidence-based best practices?

Career & Technical Education

What career and technical education opportunities would most benefit PASS Academy students and prepare them for the workforce?

Transportation Considerations

What transportation solutions would improve student access, attendance, and participation if PASS Academy were expanded?

Credit Recovery Services (Secondary Students)

How can we strengthen credit recovery opportunities so more students remain on track for graduation?

Safety and Security

What additional safety measures or resources would help create the safest possible learning environment for students and staff?

Mental Health Services

What mental health supports should be available to meet the diverse needs of PASS Academy students?

Disproportionality Concerns

How can we ensure that student placement practices are equitable, data-informed, and free from unnecessary disproportionality?

Trauma-Informed Services

What role should trauma-informed practices play in the future design of PASS Academy?

Elementary Students

Should the district consider alternative education services for elementary students? If so, what should that model look like?

Student Transition Services

How can we strengthen the transition process so students are successful when returning to their home schools or moving into postsecondary opportunities?

Student Placement Criteria

- What criteria should guide student placement to ensure PASS Academy serves students who will benefit most from its programs and services?
- How would you solve the issue of the disproportionately of students assigned to P.A.S.S. Academy?

Expansion Costs and Sustainability

- How can the district balance the costs of expansion with the long-term benefits of improved student outcomes and school safety?
- How do you propose funding the expansion of P.A.S.S. Academy?

Student Equity

How can we ensure every student has equitable access to the academic, behavioral, and social-emotional supports needed to succeed?

Expand or Strengthen the Current Model

- If you had to choose, would you prioritize expanding PASS Academy into a more comprehensive alternative school or strengthening the current model? What factors influence your thinking?
- What is your vision for an expanded P.A.S.S. Academy?
- Do you have any concerns about expanding P.A.S.S. Academy? If so, what are they?

Non-Negotiables

- What are your absolute must haves for a redesigned P.A.S.S. Academy?
- What are your absolute prohibitions for a redesigned P.A.S.S. Academy?

THANK YOU FOR YOUR FEEDBACK
COMMUNITY



EXPANDING P.A.S.S. ACADEMY

“Expanding P.A.S.S. Academy is not simply adding classrooms. It needs to be informed by the data and based on what evidence and research says works. It will require creating a comprehensive behavioral support system that improves student achievement, enhances school safety, strengthens graduation outcomes, and equips our district to meet the increasingly complex needs of students across Dothan City Schools.”

LaTasha Weatherington

Principal

P.A.S.S Academy