

1. How will teachers be moved in the system? For example, if one's children will be at a neighborhood school, but a parent is currently a teacher at a school across town, will there be an opportunity to transfer to that neighborhood school - or at least a closer school to home? Until the scenario is chosen and the Board makes a decision, this is not something that can be attended to immediately. We will need to look at teachers as a special group with certification. If at all possible, we would try to minimize the movement of teachers if it is not necessary. It is estimated that between 10-12 positions might be eliminated; however, every year the system experiences 5 times that amount of normal retirements plus attrition. What we expect would happen, would be that in the upcoming spring, no new people would be hired unless they are new positions with special certifications; like teaching Spanish, music or art. There would be a need to work first with the school faculties where the building would be closed.
2. Is the NAACP going to sue over the black to white ratios in some locations? Is this going to increase busing and increase transportation costs? Currently, there is an unequal situation in terms of race and socioeconomic status between all schools and the magnet schools. The Magnets were put into place as an answer to the Desegregation Order; however the numbers would tell us that far fewer minorities attend Magnets even though the school is placed in a predominantly minority area. This situation could be the topic of review at any time the way it currently exists. That being said, the scenarios create neighborhood schools and get as close as possible to the overall system numbers of a 70/30 split by race and 67% Free/Reduced number. The scenarios, especially one and two should reduce bus or transportation costs.
3. By which date will employees be notified if they are being reduced? We would expect to inform staff of any impending movement in January or February at the latest. What will be the process in deciding which teachers will be reassigned or stay at current assignment? See question 1
4. How can you guarantee that the We students will be safer going to school with the older students? By drawing zones closer to neighborhoods, and keeping families together, the safety concerns on busses should be reduced. Less schools allows us to have a better chance of putting SRO's in every school. It also offers the opportunity to have additional assistance in terms of student discipline. In less schools, staff can be more concentrated.
5. How many students are you planning to have per class? Capacity was based on very conservative student/teacher ratios. The class ration was created by taking our current class size averages. At grades K - 2, 21 per class; at grades 6 - 8, 25 per class; and at grade 9-12, 30 per class. There is no intent to pack students into schools.
6. How will this impact high school football? We have 2-6A programs currently, and you'll kill the tradition of the high school rivalry. There are 2 scenarios that do not change the high schools. However; if a 10-12 model is chosen, it might bump the system up to a 7A level and by ensuring that there is football and other sports and extracurricular activities concentrated at the 8/9 level; you could improve the skill level of students before going to senior high. Expect that some form of activity bus would be provided to get students to practice if they qualified for the varsity team.

7. Don't combine the high school or we will have a new board of education. Thank you for your thoughts. This plan was developed to address a number of critical issues which affect instruction. To make a decision on voting out Board members because of one element rather than looking at the plan as a whole seems one-sided, but it is always the will of the people.
8. Does this mean that magnet schools will be closed or will no longer be considered a magnet school? First, the scenario choice must be addressed and then the last question, which is at the end of the plan, allows at least 2 choices relative to magnet schools.
9. How much is it going to cost to maintain abandoned properties or demolish and clean up these sites? We don't own all the schools. The system owns three and they remain open. One or two will be repurposed, but this means that existing staff will move to an open building. The school system will work with the city to determine what will happen to empty buildings. We do not estimate large costs for the abandoned schools.
10. I hope and pray that "this money you will save" will go to teachers mostly! I work as a sub, and I know how hard the teachers work and how much of their own money they use. That's why you have teachers quitting plus administrators don't respect them as I think they should. I think we need to get parents involved more, especially with conduct! Teachers have students that want to learn but can't because of the misconduct of others. If magnet schools stay, they should be like they were in the beginning, with a conduct discipline that could kick them out, and not wait until the end of the year to do it. I've also seen discipline documents that are supposed to return a copy to the teacher that wrote it never to be seen! One of the hopes is that we can restructure the salary schedule by adding to it. At one time, Dothan City had the best salaries. Now that is not the case. It needs to be addressed.
11. If both siblings want to go to a school out of their zone, will both students get in once one is admitted? Or will they stay a lottery? Without knowing which plan will be chosen it is hard to say, but it should be a system where a parent would put in for the lottery and if chosen the children of the family go to that school.
12. How are you going to fit the significant increase of kids into the existing classrooms? Most are pod-based, and the middles have three pods with eight rooms per pod, and one of those is emergency. The schools have already been mapped out by classroom and other instructional areas; the capacities were developed based on actual spaces.
13. Will there be a reduction in employees? There should be not only teachers but lunchroom workers, school guards, janitorial staff, bus drivers and central office. Yes, there will be some employees that may not be needed in fewer schools. Every category will be reviewed and a plan developed to fairly rank employees in the various categories. In a RIF plan, this must be brought to the school board for action. We still expect retirement and attrition to be a positive factor in freeing up spaces. Employees may also be repositioned in a different capacity. Bus drivers will always be needed and there is a shortage.

14. I don't think elementary kids (K-5) need to be grouped with any higher grades. Has anyone thought of how it was when us older ones were in school? Grades 7-9 were junior high, and 10-12 were high school, and K-6 was elementary. We had no problems then. Many people went to school all the way through 8th grade with no incident. Children will be at one school longer. It becomes a family-centered school. Children in grades 7 and 8 can be huge helpers with reading to children and tutoring. This increases the sensitivity and caring of older students and increases self-esteem. Keeping children together longer in an elementary environment should keep the adolescent behavior down. With the 8/9 model, it keeps this age group together and doesn't place 9th graders with 12th.
15. How would these proposals affect children with special needs (i.e., IEP and BIPs for cases like autism, ADHD, ADD)? Would this allow for more staff to meet the needs of those kids, would it remain the same or be lessened? Specifically, with the number of autistic children on the rise, I feel like this should be an essential planning item to ensure continued and advanced inclusion efforts. It does not. All exceptionalities will be served. It may actually increase the quality of services since they can be concentrated and not spread so far. Public schools must provide exceptional education and limited English proficiency services. Right now, the system spends 10 million dollars to provide this service and only receives 3 from the state.
16. What can or will be done to provide more emotional and behavioral support for students? It will increase the quality of services since they can be concentrated and not spread so far. With the savings we hope to provide resources to place social workers in the system and perhaps more behavioral specialists.
17. What is the projected class size for each of the scenarios? See question 5, 12, 25, 30, 115
18. If the magnet schools close. Will those schools remain closed, and not in use. Are we closing the magnet schools to put those kids in schools that are failing, to help improve those schools? What are the benefits of closing magnets schools? See question 8, 22, 23
19. Can you all NOT close down a bunch of schools and make a lot of people lose their jobs? That'd be awesome. The Board can decide to do nothing or to close a limited number of schools. If nothing is done to restructure, the system will continue to lose students and the system has already lost teaching positions and other positions. This loss will go on and no efforts can be made to try to fix the problems.
20. What will be the cost in converting any schools to accommodate the numbers included or age group in each facility? Until a model is chosen this is hard to answer. We have 16 million dollars needed in deferred maintenance issues. If some schools are closed, these dollars will not have to be invested in this way. Also, many schools are not now ADA appropriate and this needs to be fixed. Yes, elevators are expensive but necessary and there will be a need to look at such things as bathrooms to ensure that they are appropriate. This detailed review will begin when the Board makes a decision.
21. When does this start? 2019-2020 school year

22. Because of the ratings of schools in our neighborhood, we highly anticipated our new Kindergartener getting into a magnet school, which he did. He attends Heard. If Heard closes, how can you guarantee that he will receive the same education in a public setting? Alabama publishes a list of all public schools and how they are "ranked" or "graded" every year. This year Heard received a 98. Selma, which we are zoned for, received a 72. How is that fair!? Also, I would not approve of my Kindergartener, who is young and impressionable to attend school with 7th or maybe 8th graders. Do you realize how terrible middle and high schoolers can be in this time?! My kindergartener needs time to grow, learn, and become his own thinking person before being exposed to that age of students. Heard received a good grade and Selma is also a good school. When determining school efficacy, it is also important to remind ourselves if the two schools are starting on equal ground. This is not an attempt to disparage any magnet school but the inequality should also be a factor. To assume that students will not receive a good education if they have a more diverse environment is not looking at the full picture. Please keep in mind that the magnet schools are "public setting" schools.
23. If there magnet schools, would there still be two-layer zoning, like there is now? Would you still apply and go to your "zoned" magnet school instead of your zoned regular school? It depends on which model is chosen and what the Board decides to do with magnet schools. If all open schools become magnet or signature schools then any child who lives in the zone can go to the school and others outside of the zone can make an application. The zones would be the neighborhood zones. IF the Board decides to superimpose the magnets on top of this plan and does not change the requirements for magnets; there is no way to know exactly what the schools in the neighborhood zones will look like internally because we will not know who will go to the Magnet Schools and what this will do to the big picture.
24. What will is process be for assigning teachers/staff from closed schools? Will staff assignment at open schools be shifted and realigned to meet the changing needs? See questions 1, 3, 13, 19, 84, 109
25. When the families that have moved their children to county schools return them to the city schools due to this amazing change in our school system, will we not need the room that the closed schools provide? If students from the county schools come back to us because they see the wonderful things that are happening in DCS and our enrollment increases, then that's a good problem to have. We can look at reopening a building, adding on to the current building (which why we look at lot sizes), or we could look at building. We have a lot to do before we get to that point.
26. There is considerable racial and economic inequality in the current school system. How does each scenario ensure that these inequalities are greatly reduced or eliminated? It is impossible to provide a totally equitable opportunity for and access to a quality education without mixing the races equitably. And, it will improve the understanding between the races and in doing so, strengthen Dothan and reduce social tensions.
27. Which plan (1 - 4) is the one that the Superintendent seems to think will fit the best with Option 2? Any of the scenarios will fit with the option of Signature Schools.

28. How quickly will behavioral assistance and social workers be hired or put in place? Behavioral and other staff like Social workers would be on the list to get in place quickly.
29. Education is the only chance our kids have to do better than we did! Where is it? Why are kids passing if they aren't reading or doing work at their grade level? The proficiency levels are not good. This plan will address remedial education by putting more resources in to help children than currently exist. Accountability is necessary in the system regardless of whether the Board makes this decision or not
30. How is making schools have larger class sizes and crowding going to help improve our schools? I understand it will save some money, in the fact that schools will be closed but how is that improving? If the issues can't be fixed as it is now with smaller classes and room to separate how do you expect me to believe it will be better with larger numbers and more crowding? The capacities listed in the plan used very moderate and acceptable class sizes. We also understand that small and large spaces are needed. See question 5, 12, 25, 115
31. Lastly, I hope you seriously think about how these things will affect the students and family. Yes, the plan was developed very thoughtfully and education and safety as well as not moving students too far or past an existing school were considerations.
32. This question is in regards to the elementary schools. I understand that consolidation may be necessary to improve occupancy rates and decrease costs. I do not disagree with this idea in theory. I also see that Montana and Heard are not the ideal schools to keep open due to size, crime rate, etc. Would it be possible to maintain one larger elementary magnet that allowed children who were zoned there to attend also? Yes, that is essentially option 2 under magnet school question, which is the last page or so of the presentation. The Board can choose any scenario and decide to do something else.
33. No offense but plan 4 sounds crazy! Say no to that one! No offense taken. It is harder to understand and is less systemic.
34. What will be done with the empty buildings when schools are closed? We don't own all the schools. The system owns three and they remain open. One or two will be repurposed, but this means that existing staff will move to an open building. The school system will work with the city to determine what will happen to empty buildings. We do not estimate large costs for the abandoned schools. This plan assumes that the school buildings will be more efficiently utilized. That means that no classroom will be 'reserved' for a use that leaves it unoccupied for much of the day.
35. Approximately how long will it take to implement any changes that are approved? The plan is for this to be implemented by the 2019-2020 school year.
36. In these new plans will there be more help for children with learning disabilities? As our system is set up now these children are being pushed aside and left behind. Currently we have limited resources that are disbursed over many schools. There will be more opportunities for assistance, because resources will be concentrated in fewer schools.
37. Why are you all worried about the amount of diversity in a school? The parents choose where they live, so if it's about the diversity, tell the parents to move to the other school

districts instead of busing children all the way across town to make a school more diverse. You all are wanting to save money right?? That will cost even more in maintenance and fuel for the buses. It is impossible to provide a totally equitable opportunity for and access to a quality education without mixing the races equitably. And, it will improve the understanding between the races and in doing so, strengthen Dothan and reduce social tensions. Bussing will be reduced if any of these scenarios are adopted.

38. The school I currently teach at is one of the schools to be closed. We are having to double and triple up as far as sharing classrooms. What is the school building in Dothan city schools large enough to fit all of our students plus ones from other schools? I know that some schools have a few extra empty classrooms, but how are there enough empty classrooms sitting around to house six schools worth of students that you are planning to close? These scenarios benefit the students and may inconvenience some teachers. The efficiencies cited assume that each classroom is fully occupied for most of the day (excluding planning periods). Therefore, some teachers may not be able to lay claim to a classroom unless they teach a class in that classroom all day long.
39. The American Disabilities Act will probably require the properties to be improved to meet the current law. What will this cost (elevators)? We have done some capital assessments but once a scenario is chosen that number would become more specific.
40. Does the superintendent plan on developing a reduction in force policy? When will this information be available for the community to view? We have had a RIF policy for a while. We just recently updated that policy on August 20th to alline with the most recent state laws and guidelines. You can access the policy on district website link to *eboard* at - <https://simbli.eboardsolutions.com/Index.aspx?S=2058>. This site has all of the Board meetings and documentation on it.
41. Is it true that there are only three blue ribbon schools in Dothan and they are all magnet schools? Yes
42. With DCS saving millions under each new scenario, will teachers be better compensated to attract and retain quality teachers? More funds will be available to improve student achievement. This will include more opportunities for learning based on student interests and talents, smaller class sizes, retaining and recruiting quality teachers, etc. However, specific spending will be determined after careful planning. These scenarios benefit the students and may inconvenience some teachers. The efficiencies cited assume that each classroom is fully occupied for most of the day (excluding planning periods). Therefore, some teachers may not be able to lay claim to a classroom unless they teach a class in that classroom all day long.
43. On the total points for schools, under total crime score, how is Hidden Lake's score a 'good' #4, yet Beverlye Middle Magnet's score a 'bad' #1, when these schools are next door to each other? As in the right next to each other? Something is way off on that score. I have two children that graduated years ago, and we lived in the area of both schools. The #4 score is correct, and the #1 score needs correction. The elementary schools, and middle schools were ranked separately and relative to other schools in of that type leading to discrepancies in crime score ratings for adjacent properties which are in serving different levels of education. Please refer to the referenced website for the raw data.

44. The schools chose to be closed, why were they selected from over other schools? The schools selected to remain open were those based on a high 'Rating'. The rating was based on a low crime score, a large school capacity, the proximity of other school facilities, and a large site acreage. On occasion this rating was not strictly followed if a slightly different school was well located geographically.
45. How much my property tax will increase? This rezoning will SAVE MONEY. It will reduce your property tax. Dothan has the lowest legally allowable real estate tax in Alabama and as a result, has massive deferred maintenance needs and a deficient educational infrastructure. This rezoning will reduce any millage rate increase required, but it may not completely eliminate it.
46. What do free/reduced lunches have to do with anything? Free and reduced lunches are federally funded programs which provide food to disadvantaged students. We have used it to identify students that are not as economically privileged as their peers.
47. Will teachers' children still be allowed to attend the school/cohort that the teacher works in? Yes
48. Is there any discussion on the heavy load of homework in elementary schools, almost zero homework during middle school years, and then a heavy load of homework in high school. The disparity causes children that are accustomed to homework at an elementary age to slack way off in middle school and then have the shock of homework in high school. Middle school's are on a block schedule and most teachers are able to have their students complete practice during class. In high schools, teachers have approximately 50 minutes for a lesson and need students to practice outside of the classroom. Elementary teachers are similar to high school because they are required to teach math, reading, science, social studies, and ELA each day.
49. What is the suggestion about large student populations at schools vs. lower student populations? The suggestion is that small student populations require a greater number of schools, greater operational and maintenance costs and a greater amount of transportation costs, which denies the school system the finances to increase teacher salaries, and to provide teacher training, materials and support to start advanced high quality research based educational programs for the students.
50. What will be the student to teacher ratio? See questions 5, 12, 25, 30, 115
51. What will become of the empty schools? See question 9
52. Does the plan of removing the magnet schools? Sorry but I don't understand what you are asking.
53. How will the consolidation affect the average class size at a DCS school? See questions 5, 12, 25, 30, 115
54. What will it cost to move all the equipment and supplies from one location to the next? It will cost us to move the furniture and equipment from school to school. At this time, we

don't know the exact amount because we don't know what schools will be closed and the number of schools closed until the Board makes a decision. We can narrow that cost down once the Board narrows the options down to two. Please remember this would be a one time cost.

55. What will happen to all the excess furniture and equipment? The furniture and equipment will go where the kids and teacher go. One thing we have to ensure is that when a Title I school closes then any fixed assets purchased with federal funds will have to be transfer to to a Title I school. We do not foresee that being an issue.
56. More help for these kids is what is needed not cuts because of budgets. Instead of police officers use veterans to guard schools. Stop giving bonuses to principles not meeting expectations! We support your call for "more help for these kids... not cuts due to budgets." We I intend to apply the savings to better the education of the children and to improve their educational environments.
57. Who is going to pay for the prekindergarten program? The pre-K units we currently have are funded through state grants (Office of School Readiness -OSR). By combining these units into one location instead of having them spread out among schools (Kelly Springs, Girard Elem, Cloverdale, Slingluff, and Faine) we can consolidate our resources and apply for more grants. We would also have the space to do so in the Honeysuckle building.
58. Yes, I think we should go to Northview it's better. Thanks
59. Why are you all wanting to close schools? We as parents want what's best for our children, and it is not good to put every school in Dothan close to or over capacity. If you put 40 kids in one classroom with one teacher, what do you think our children will learn. Not much, the teacher can't cover everything that they will need to include and help a student one on one when they are struggling. Ms. Edwards is going to run the Dothan City School system in the ground. We agree that 40 students per class is far too large. The largest allowable classroom size is 30 students at the high school level only. All other classroom sizes will be smaller.
60. A lot of parents feel that the magnet schools are merely a segregation loophole, if not for race, financial segregation. Unfortunately, the lottery system has turned into a political system. What does the Board have to say about this? You will need to ask your local Board member.
61. How is it that both High Schools are running at 80% or more capacity-2 of only three that meet that criteria- and they are being targeted? It seems pretty clear that we need both. Restructuring means closing schools, consolidating students. Expanding already large classroom sizes. These children are academically behind most of the nation! Why on earth would we make the learning environment more congested? We just audited the Dothan High classroom capacity and found that it has a capacity of 2120 rather than the 1500 student capacity claimed as a self reported capacity. Our mistake in not doing a field audit earlier.
62. Why was the difference of race mentioned as a deciding factor for Magnet Schools versus other schools? The strong racial differences in between the magnet schools and other schools are not a deciding factor. It is a fact. They were created under a desegregation



court order and they no longer achieve the goals of that court order. The school system is open to renewed desegregation lawsuits unless some method of providing equal opportunity is established.

63. Will this ensure safety [We work hard everyday to ensure the safety of all children.](#)
64. How much of a bonus are Ms. Edwards and the rest of the board going to get for closing schools? [Dr. Edwards does not receive a bonus and there never was any language in the contract to that effect. The Board Members do not receive a bonus.](#)
65. Is the age demographics of a K7 or K8 really in the best interest of younger children? [See question 14](#)
66. Will, you also be restructuring and downsizing the main offices? [See questions 5, 12, 25, 30, 115](#)
67. Where are the birth statistics, enrollment statistics and other statistics from? Please cite the source. [Birth statistics come from the Alabama department of vital statistics. Enrollment data comes from the Dothan City public school system based on the twenty day count as reported also to the Alabama Board of Education. We have counted only those children that live within the Dothan city limits. There are 227 students that attend Dothan City Schools from outside the city limits.](#)
68. Why are we worrying about restructuring our schools when you can't even control a kid bringing a gun to school. What are you all doing, giving an active shooter more targets??? [Worry about what's important first, OUR CHILDREN'S SAFETY!!! The system has put over \\$500,000 into changes to the existing schools for the safety of students; the city has put up another \\$500,000 for every school to have a Resource Officer. Right now, because of all the schools, we don't have enough officers. If consolidation happens, then the number of schools and campuses to be covered is less and the resources can be spread to every campus. Things can happen anywhere. The only thing that might have changed in this last instance would be metal detectors, which the community needs to be ready to deal with as they are not usually in place in schools. Also, in addition to the cost of the equipment, you need a full-time trained person to be by the metal detector and trained to know what to do if someone comes through with a weapon. With less schools, more campus security guards and more SRO's are possible at each school. The school personnel all did what they should do in that instance and they should be congratulated.](#)
69. There is little to no use of the schools' website for keeping parents updated and involved. Much information on School websites is dated from years ago. Use technology for the school, students and parents benefit. [This Summer, DCS changed website hosts for the District and the Schools in order to become ADA compliant - as now required. We are working to create sites with adequate and pertinent information that is compliant.](#)
70. Fewer schools mean, fewer teachers also, right? [See questions 1, 3, 13, 19, 84, 109](#)
71. Why is there such a difference in enforcing school rules/dress code from school to school? Rules are in place for a reason! [The same reason there is inconsistent parenting practices.](#)

72. How will all the children fit into the schools left open? Most schools have no extra rooms and already have 25-30 students in a class. Will, there be additions to these schools to accommodate the students, and if so, how much will that cost? [See questions 5, 12, 25, 30, 115](#)
73. Is there a clear map with roads listed to see actual dividing lines? [Once a scenario is chosen then we will be able to provide you that information.](#)
74. Why can't we keep 1 or 2 of the magnet schools? Why does she want to get rid of a good thing completely? [It's our attempt to expand that same opportunity to all schools by finding enough funding to support this mission.](#)
75. The future of public schools is on the downtrend. With the technology today the students can stay at home and do there learning. that is put there the children - [Not sure what this question is asking.](#)
76. How will busy, working, and/or single parents be supported in becoming more involved? [We support anyone that wants to be involved in our schools. Please notify the school's administration on what your needs are and what you want to contribute to the school.](#)
77. What is going to happen to excess personnel, such as cafeteria employees, media specialists, principals, office staff, PE coaches, athletic coaches, maintenance personnel, etc. etc.??? [This is a consolidation and some administrative and clerical positions may be paired down. It is not expected that teachers will lose their jobs. In any year, the system expects retirements and general attrition due to moving or other factors. Teachers will be needed and might be used in other capacities like remedial and small group instruction.](#)
78. My concern is if you put all middle school children are not the same building the kids who have worked hard to earn the grades to be able to go to the magnet schools are going to suffer. A teacher can't teach at to levels either the magnet school kids will have to lower their abilities or the slower learners will have to step it up, and I don't see that happening. You will be putting the problem children that bring guns to school and cause nothing but trouble in with kids who want to learn. I will pull my child out of the city school system and homeschool or put in private school if this happens I would not feel safe any longer to see her to school. [Please remember that public perception is not always reality. Thanks for sharing!](#)
79. Changing schools will not change a child's behavior. With that said, what is the purpose of eliminating magnets? I can understand refocusing or improving, but I'm not sure why they are being vilified. [There are two options presented in the plan, neither eliminates magnet schools. The signature school option adds research-based programs, which enhance magnet schools and spreads the magnet school concept to every school in the system. The magnet school option limits the magnet school program to a very limited number of schools with a selection criterion yet to be decided.](#)
80. Will transportation to and from school be still provided? [Yes, as long as the child lives in the zone of the school they are attending. Transportation will not be provided for the magnet school option which occurs now and for school choice. The only exception for transportation is for children with special needs. If an IEP team determines that transportation is a related service, then transportation will be provided.](#)

81. It was a very informative presentation, and I can tell that Dr. Edwards has spent a lot of time and thought on her scenarios. I firmly believe that the magnet schools have got to be dissolved. [Thank You](#)
82. With proposed schools closings, what will the new teacher to student ratio be? [See questions 5, 12, 25, 30, 115.](#)
83. Aren't most babies and toddlers in daycare already? How is it different if they are at a school vs. a building somewhere else? Will this child care be free?
84. Please don't change the schools it's not good for the kids. I'm begging you because it's going to take a significant change. You should keep it simple. [Thank you for your opinion](#)
85. Is the Dothan School system going to be operating a daycare center? [Not at this time. We are proposing for all of our current pre-k units to be housed in one location so we can grow the pre-k program. Eventually we would like to add P-3, P-2, toddlers, and infants.](#)
86. Are you a communist. Because this plan is. [We realize this is a very tough decision and we don't see how it helps to make these kinds of comments. We respect opinions, but do not appreciate the use of a meaningless word thrown around to get an emotional reaction out of someone.](#)
87. Why does the restructuring of the schools seem to be about race and free or reduced lunch? That's what most of the powerpoint slides showed. How many white kids to black and other ethnicities. It should be about the best-qualified teachers teaching the students that are in their classrooms, not how many white or black or different ethnicities are represented. LEAVE EVERYTHING LIKE IT IS!!! [Restructuring is about using our resources more wisely in operations so we can invest in the instruction components that are needed to increase achievement for all students, to engage communities for all schools and to attract qualified teachers to all schools. We are only stating the facts and the numbers for all the schools would indicate that there has only been decreases in enrollment, white flight, and gradual segregation. Magnet schools currently have the opposite enrollment data as the other schools.](#)
88. What is the maximum class size that will be allowed at each of these schools? [See questions 5, 12, 25, 30](#)
89. So how many teachers are going to lose their job due to the restructuring? [See question 1, 3, 13, 19](#)
90. What are the proposed class sizes? Will classes reach 30 students at the k-2nd level? [The following class ratio was used: Kindergarten - 2nd would be 21 per class, 3rd - 5th would be 25 per class, 6th - 8th would be 28 per class, 9th - 12th would be 30 per class](#)
91. I like 9 & 10 together and 11 & 12 together. But also think best for kids if 5 & 6 together and 7 & 8 together. [Thank You for your suggestion.](#)
92. I don't have a question, but I would like to say that I sure hope and pray that our wonderful community can come together on the issues of our schools. One thing is for sure our

current system is not and has not truly ever worked. I fully support the changes that need to be made. I wish people could realize the "saving the magnet schools" is not an option. Both of my children went to the magnet schools, but I feel if we went back to neighborhood schools with honors programs within them our community would come together in so many other ways. There are excellent teachers in every school in Dothan, not just the magnet school and TEACHERS are the difference makers not the school they attend. All our kids deserve the best education, but we've got to come together to see the bigger picture. Dothan is disjoint when it comes to all the schools. That's where the "school pride" and city pride has gone. We are spread too thin. Don't get me wrong we loved the teachers at The magnet school but I can't help but to always think, about the children who don't get selected for the magnet schools especially the middle school ages that's a crushing blow at a critical period, I feel it automatically sends them a message they're not good enough, and that's simply not true. [We really appreciate your thoughts!](#)

93. Under a scenario in which each school has a signature, how is the signature chosen? [That will be determined by the staff at the school and surrounding community once the decision is made by the Board.](#)
94. Under the scenarios which allow for school choice, how would school choice be conducted in such a way as to ensure fairness and not allow room for either direct or indirect inequalities in the system? [All of the scenarios presented are set for school choice. It has been proposed that one elementary and one middle school magnet school be added to a proposed zoning created at 90% of capacity in lieu of the 80% of capacity presented to this point. These additional schools would cost more to operate and reduce the savings which are available to pay for research proven magnet programs such as the international baccalaureate, expeditionary learning, A+ schools, constructionist schools or others.](#)
95. Will race ratio balance out [Several of the scenarios, if adopted, have better racial balance than the existing zoning. The ultimate opportunity to balance educational opportunities between the races could come from adopting a signature school system which would allow students from one area to attend school in another school of their choosing or by establishing a true lottery for the magnet schools with a unique research-based educational program at the magnet schools.](#)
96. Yes, I think we should go to Northview because it's better. [Thank you for your opinion.](#)
97. How is closing schools and crowding other schools going to help our children? [We are not crowding classroom. We are spending unnecessary money on operations that we can use in instruction. The following class ratio were used: Kindergarten - 2nd would be 21 per class, 3rd - 5th would be 25 per class, 6th - 8th would be 28 per class, 9th - 12th would be 30 per class.](#)
98. Will the district lines be redrawn? For example, we live in Dale county but are zoned for Dothan City schools. [Our zones lines are redrawn in each scenario. However, the city limit lines will not be redrawn. That is determined by the City of Dothan not the city school system.](#)
99. How many employees will be reduced? [See questions 1, 3, 13, 19, 84, 109](#)

100. What about the teachers? You say none will be lost but how do you fund the same number of teachers in 5-6 fewer school? Where do you put them? What about principals? What about band directors or art teachers or coaching staffs? [This is a consolidation and some administrative and clerical positions may be paired down.](#) It is not expected that teachers will lose their jobs. In any year, the system expects retirements and general attrition due to moving or other factors. Teachers will be needed and might be used in other capacities like remedial and small group instruction. Also see questions 1, 3, 13, 19, 84
101. How are many teachers and support staff at risk of termination? [See questions 1, 3, 13, 19, 84](#)
102. You are proposing to close newer schools, why not the older schools which are more than likely filled with asbestos and mold? [We are not proposing for NEW schools to be closed. Faine was built in 1958, Grandview was built in 1958, Cloverdale was built in 1953, Montana St. was built in 1953, and Heard was built in 1962. Honeysuckle is proposed to be repurposed as a pre-k center and Central Office.](#)
103. Please explain the vast difference in crime rating between Carve and Faine....they are located within blocks of each other. [The elementary schools, and middle schools were ranked separately and relative to other schools of that type, it led to discrepancies in crime score ratings for adjacent properties, which are serving different levels of education. Please refer to the referenced website on the presentation for the raw data.](#)
104. Plan 3, please [Thank you for your input.](#)
105. What will be done to prevent overcrowding in the schools? [See questions 5, 12, 25, 30, 115](#)
106. How will these schools adequately hold all these students if the school system moves to K7 or K8? [See questions 5, 12, 25, 30, 115](#)
107. How many board members have children in the DCS school system? [That is a question you should ask your Board member.](#)
108. So how many teachers are going to lose their job? [See questions 1, 3, 13](#)
109. Leave Dothan high the same as it is now. [Thank you for your input.](#)
110. I don't have a question, just a statement. I do not want the schools restructured. I think things are better left the way they are. You have teenagers who will spend several years at one school to graduate from another. Being a graduate of Northview, I would be furious and disappointed if I spent two years there's and then graduated from Dothan High. My daughter is a Dothan High student, and she and many other students feel the same way. Do not restructure the schools. [Thanks for your input!](#)
111. Why aren't all the kids eating free like county schools? And why are you probing with these schools, teachers jobs, and trying to separate? Leave the school system as it is. [If your are referring to Houston County Schools being part of the Community Eligibility Program \(CEP\), that is incorrect. They are not and neither are we. Our free and reduced percentage is at 68% and the CEP is more for a community with much higher percentage rates.](#)

112. How are the overcrowding issues going to be handled? [See question 5, 12, 25, 30](#)
113. Why would Dothan want to destroy its best performing schools (the four magnet schools), risking the loss of many of its best and brightest students to private school, when it can instead focus on raising up the other schools to the same level as the magnet schools? Seems short-sighted. [No one is destroying the magnet school. The plan includes options to keep magnet schools, if that is the choice the Board makes. Please keep in mind we are charged with providing equal opportunities for all children.](#)
114. Is the Dothan School system going to be operating a daycare system by having pre-kindergarten? Does that mean the taxpayers are going to pay for daycare workers? That should be up to the parents to take care of that. We don't need to take business away from private daycare centers. [Dothan City has a wonderful Head Start Program, and at least 6 pre-k classes in various schools. These per-k classes are taking up classroom space in the schools. For an early childhood education center; the pre-k existing classes will be moved to one location and we will begin planning to take younger students. Head Start has some 3 and several 4-year-old classes, but nothing younger than 2. This will open up opportunities for more children and provide another avenue for working parents and for teachers with young children. There will be a sliding scale schedule for these services.](#)
115. Why are we worried about uniform policy when kids aren't performing or reading at their level. We are very worried about reading and math achievement level. [As you can see, this plan is trying to address this by consolidating resources and operational costs so we can fund the items listed on the presentation under educational benefits. Reading and math is one of the major issues. It seems that worries over the uniform policy is driven by the community.](#)
116. The plans submitted are very comprehensive. This is the first time I can remember that the school system was assessed in such great detail. The information is concise, and a systematic approach to the assessment has been used. Thanks for the detailed analysis. [THANK YOU for your words of encouragement!](#)
117. There is a general consensus in Dothan that Northview is the 'good' high school and Dothan High is the 'bad' high school. Sometimes it seems like news on Northview is always positive (like their banner in front saying they are a top Alabama high school), whereas news on Dothan High always seems negative. My husband, sister in law, his mother, and my children attending Dothan High with great success and loved attending. Please know that DHS has an image problem in Dothan. [Thank you for making us aware.](#)
118. Why [Why what?](#)
119. Scenario 1 or 3, please. Dothan needs change! [Thank you for your input](#)
120. Will neighborhood schools lead to some form of segregation? [I encourage you to look at the demographics for each scenario. The numbers are more balanced in some scenarios than others, but all of the scenarios are better balanced than what we have now.](#)
121. What about high school sports? [See question 6](#)

122. How many DCS employees and staff will lose their jobs? [See question 1, 3, and 13](#)
123. Scenario 3 seems to be the best option. I think that would benefit DCS. Everything about it seems fair. Thank God you are closing Honeysuckle Middle School! [Thank you for taking the time to provide us with your input.](#)
124. If several schools are closed what will be the future for these buildings? I have heard Honeysuckle is going to be used as the central office, how many central office employees do we have? If the enrollment is down why are we not cutting back on employees? [The buildings that have being proposed to close are not owned by DCS. The City of Dothan owns them. See question 9. Central Office currently has 50 employees, which includes our superintendent and 10 directors. In the past ten years, over 30 positions, which existed at the CO have been removed. For a system the size of Dothan City Schools, the amount of administrators is extremely low. We have been cutting units for the past five years. Most of these cuts are absorbed through resignations and retirements.](#)
125. How quickly can this new system be put into place? [It will begin 2019-2020](#)
126. How many teacher units are you expecting to remove for these plans? What will class sizes be? Alabama State puts a maximum on classes sizes depending on age, for example, 7th grade is 27 students. Right now at Girard Middle School, the 7th Grade classes have in the mid-30s of students. [We do not plan on losing any teacher units because our units are issued by the state based on enrollment. If enrollment goes down, then we lose units because the state does not provide the funding. We used 21 per class in the lower grades, 25 per class in the middle grades, and 28/30 per class in upper grade levels.](#)
127. I don't feel like you will ever get anyone to agree unless you keep Northview & Dothan High separate. I also feel that adding Gifted programs to all schools to replace Magnet schools would be beneficial. [Thank you for sharing your input.](#)
128. What's going to happen to teachers that are at the schools closing? [See question 1, 3, 13](#)
129. What do you anticipate classroom sizes to be like with proposals? [21 per class in the lower grades, 25 per class in the middle grades, and 28/30 per class in upper grade levels.](#)
130. Do not join schools. [Thank you for your thoughts!](#)
131. Do you have to attend the school your zoned for? [It depends on what the Board decides. If they choose Signature Schools option, there will be school choice. If they choose the Magnet Schools option, then everyone will have to go to their zone school unless they are in the magnet school.](#)
132. When you talk about schools being at capacity, what does that mean towards class size? [A good practice of capacity is amining for 80%. At this point most of our schools are only using 30% to 60% of capacity. Please see slide 9 and 10 of the presentation from the 16th to show you each schools' capacity vs enrollment data. When we did our calculations of class size we used 21 per class for lower grades, 25 for middle grade levels, and 28/30 in upper grades.](#)

133. Do you agree, that smaller classes, makes it easier for teachers to teach and control their classes; along with, smaller classes offering the teacher more of an opportunity to help students on a one on the basis at times? [Yes! With the consolidation of our resources and the savings we can have with less operating expenses, we will be able give the students more opportunities in the classroom. Please see the section called educational benefits in the presentation. This is where our funding will be invested.](#)
134. Please explain the timeline to implement any of these plans...how do you plan to put in place these changes by the next school year (as proposed)? [This is a process. The Board will not be asked to vote for a few months. They will first hear from the public and have time to discuss the pros and cons at future Board work sessions. Once the Board votes on a preferred scenario, we will provide parameters for each zone. Maps will be posted and parents will be able to verify what zone their child will be going to school in during the 2019-2020 school year.](#)
135. If we go to one high school, we will be cutting the opportunity for high schoolers in half. Only one varsity team in every sport instead of 2, 1 of each academic team instead of 2, one valedictorian instead of 2 from Dothan public schools. There will be no inner-city high school rivalry, and competition can be a perfect thing. How is this in the best interest of the students? [Students will still have the same opportunities for sports, academic teams, etc.. Take scenario 1 or 4 example, the HS with grades 10-12 could have a JV team and a Varsity team. The Jr. High \(grades 8-9\) could have a Jr High team. There is enough rivalry among the area schools to go around.](#)
136. If our new superintendent is focused on balancing out the socioeconomic and racial ratios in every school, how does the new zoning structure help that? [Almost every zoning proposal is highly out of balance. It is good practice to have schools to have similar demographics as the district. Our system is 60/40 split in race and a 68% poverty rate. These scenarios create neighborhood schools which represent the families that leave there. It was our best intent to balance without causing more transportation costs and get as close as possible to the overall system numbers of a 70/30 split by race and 67% Free/Reduced number.](#)
137. My son is in a magnet school. What will happen to that if one of these new proposals go through? [It depends on what the Board decides. They will have to make 3 decision: 1\) what scenario, 2\) what schools will stay open and close, and 3\) magnet school or signature schools](#)
138. Will tenured teachers still have a job? [See question 1, 3, 13](#)