

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 3 - 5, 25 per class; at grades 6 - 8, 28 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. How will these proposals affect sports? [Sports, as well as all extracurricular activities, will have a great chance for success. Combined, we would expect to be a top 5 program in everything your child participates in. Winning could be very common and it directly correlates with the uplifting spirit of a school, and the support it receives from its community. In the south, winning at sports is important to a lot of people. But, please understand that sports are not the motivation. We want our children to have the best band, drama productions, SADD club, Scholar Bowl Team, ROTC, etc. The list goes on and on, and the ability for your child to be a part of winning will be prevalent wherever their interest lies. Even if they don't participate in sports.](#)
37. 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.](#)
38. Why is the school plan going to ruin our clubs; such as band and show choir? [All of our clubs will grow through the benefit of combined resources. As well, higher student numbers will increase every clubs ability to make a larger impact on our community and state. There is strength in numbers, and our clubs will be the best example. Imagine the impact of our SADD club \(which is already one of the strongest in the nation\) doubling in size and participating in twice as many community services. Also, imagine a Choir that is so powerful that it can hold concerts that fill the Opera House. All clubs will participate on a much larger \(and impactful\) stage than this community has ever seen.](#)
39. 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.](#)
40. 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.

41. 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.*
42. 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 align 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.*
43. Is it true that there are only three blue ribbon schools in Dothan and they are all magnet schools? *Yes*
44. 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.*
45. 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.*
46. 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.*
47. How much my property tax will increase? *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. Increasing property tax is not a decision that the Board of Education makes. We are trying to maximize our resources, make sure we are using our funding on instruction first and operations second. This rezoning will SAVE MONEY. Our plan to increase educational opportunities which would attract families to live here and attend our school system. This could increase your property value.

48. What do free/reduced lunches have to do with anything? Free and reduced lunches are federally funded programs which provide food to disadvantaged students.
49. Will teachers' children still be allowed to attend the school/cohort that the teacher works in?
Yes
50. 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. Thanks for sharing this with us. It's a topic we can discuss with our school administrators.
51. 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.
52. What will be the student to teacher ratio? See questions 5, 12, 25, 30, 40, 115
53. What will become of the empty schools? See question 9 and 34
54. Does the plan of removing the magnet schools? Sorry but I don't understand what you are asking.
55. The leadership and disciplinary issues did not seem to be addressed during the presentation, so what is the proactivity concerning the aforementioned with each of the plans presented? The Superintendent is in charge of personnel. She has started a detailed accountability and evaluation process for Principals and Directors. You may not see this and would not be aware of what takes place internally or in personnel matters; nor should the public be aware of these actions or procedures. She has made herself very clear on the expectations for leaders and they in turn should also do this for their employees. A culture of accountability and uniform, yet fair, discipline has been enacted. In any presentation, it is impossible to address every concern or issue that someone is thinking about.
56. How will the consolidation affect the average class size at a DCS school? See questions 5, 12, 25, 30, 40, 115

57. 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.
58. 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.
59. 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.
60. 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.
61. Yes, I think we should go to Northview it's better. Thanks
62. 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. Dr. Edwards does not want to run the schools into 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.
63. 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.
64. 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 are very aware of questions

regarding capacity. We understand usage varies according to program. At high schools, it can be difficult to get exact usage because of such programs as dual enrollment or DTC, where students are off campus for periods of time. We intend to conduct additional reviews and closer modeling when options are narrowed. We just recently reviewed DHS again, and found greater capacity available.

65. 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.
66. Scenario 2 is the only one I like it keeps the high schools separately and allow for the Dothan High Northview town rivalry alive don't combine the high schools or come election time there will be a new school board I can promise you that. Everyone at Dothan City Schools will work harder (with no extra pay) to plan whatever upgrades we make to our school system. It is a lot easier to continue what has been done in the past. Nothing has to be planned or figured out. Incubating and planning large change within a school system is not the easiest way to draw a state paycheck, by any means.
67. Will this ensure safety We work hard everyday to ensure the safety of all children.
68. 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.
69. Does it seem that in providing for the future of these kids that we are doing the kids and the families a disservice to consolidate high school opportunities? With only one school you limit the number of participants in athletics, arts, academic teams and other things that many families use to get their child to the next level. Scholarships are vital. See questions 6, 14, 36, 38, and 66
70. Is the age demographics of a K7 or K8 really in the best interest of younger children? See question 14, 66, 69
71. Will, you also be restructuring and downsizing the main offices? See questions 5, 12, 25, 30, 40, 64, 115
72. What about the special needs students? Where are they to attend?
To answer your question about the opportunities for special needs students, we must FIRST consider the disabilities and how best to use our resources to meet their more severe needs. Facilities and staff will determine the location, most likely. However, whatever the signature of the school would be offered to them as well if that is the scenario the BOE chooses. Beyond

that, perhaps each signature could be offered to these students if located at only one or two schools. Those with fewer or less severe disabilities will have every option that all other children have to “choose” to apply to the various signatures.

73. 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.
74. 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.
75. 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.
76. Have you considered K-6, 7-9, and 10-12? Yes.
77. Fewer schools mean, fewer teachers also, right? See questions 1, 3, 13, 19, 42, 84, 109
78. Why is there such a difference in enforcing school rules/dress code from school to school? Rules are in place for a reason! Discipline varies due to issues, which surround the student. If a student is an Exceptional child, federal law dictates what we can or can't do. We have a Code of Conduct, which all students and parents are informed of at the beginning of the year. Dr. Edwards has been clear that bad behavior and disruption are not to be tolerated and the Code is to be followed. She continues to reinforce this with Principals. We recently tightened parameters on Dress Code as well. We need parents help in dealing with these issues.

79. 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](#)
80. 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.](#)
81. 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.](#)
82. 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.](#)
83. 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.](#)
84. 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.](#)
85. 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!](#)
86. 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 criteria yet to be decided.](#)

87. 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.](#)
88. 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](#)
89. How will discipline be handled in the schools.? One reason the magnet school parents love their school(s) is because discipline is enforced. If a child continues to misbehave, they are sent to their zoned school. The code of conduct is awful! It doesn't matter if the behavior is very serious, the teacher is told the only thing that can be done is to contact the parents. When the parents don't help with behavior problems, the teachers' hands are tied. The Code of Conduct is the same throughout the system. Principals know that they are to enforce the Code evenly. Parents in Magnet Schools have an extra incentive to help with behavior because they know that it is possible that their child may be asked to leave the school. The other schools do not have this option and other schools are used as "bad consequences" for children. [The Superintendent and the Principals do not sanction poor behavior in any school. Please see questions 16, 28, 55, 74, 78, 209, 248, 214, 218, 139.](#)
90. With proposed schools closings, what will the new teacher to student ratio be? [See questions 5, 12, 25, 30, 140, 64, 115.](#)
91. 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? [See question 60, 93, 132, 227, 256, 262](#)
92. 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](#)
93. 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 and P-2.](#)
94. 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.](#)
95. 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 been decreases in enrollment, white flight, and gradual segregation. Magnet schools currently have the opposite enrollment data as the other schools.

96. What is the maximum class size that will be allowed at each of these schools? See questions 5, 12, 25, 30, 40 64, 115
97. So how many teachers are going to lose their job due to the restructuring? See question 1, 3, 13, 19, 42, 84, 109
98. 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
99. 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.
100. Dr. Edwards stated that trust needed to be built at certain school. How building trust at all school. Yes. Building trust at all schools is important. However, some schools are in more need of doing this than others.
101. 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 to 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!
102. 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.

103. 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.
104. 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.
105. Yes, I think we should go to Northview because it's better. Thank you for your opinion.
106. 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.
107. 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.
108. How many employees will be reduced? See questions 1, 3, 13, 19, 42, 84, 109
109. 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, 42, 84, 109
110. Can we keep at least one Magnet school k-7 and let the other k-7 schools pick a theme and be a signature schools? Thank you for you input. That is a thought to consider.

111. What about special needs students such as autism and other disabilities? There was absolutely no mention of them. [See question 15, 37, 41, 72.](#)
112. How will decisions be made about the relocation and placement of teachers? [See questions 1, 3, 13, 19, 42, 84, 109](#)
113. How do you plan to keep middle school aged children and primary aged children separate in the same building? I am concerned about my kindergartener sharing restrooms with 13-15 year olds. Most kindergarten classrooms have restrooms within the class. Also, each hall has its own restrooms. (Ex. 1-2 hall and 3-5 hall) - [Please see questions 5, 12, 25, 115, 106, 30, 40, 64](#)
114. How are many teachers and support staff at risk of termination? [See questions 1, 13, 13](#)
115. Where do the capacity numbers in the schools come from? I've been in many of these schools and one for sure cannot accommodate nearly the number presented unless there are hidden rooms that I don't have privy to. [These schools were walked and mapped by our consultants. You can view the three previous presentations that were made to our Board in public sessions on our DCS website under the Restructuring Tab at the top of the main page - \[www.dothan.k12.al.us\]\(http://www.dothan.k12.al.us\) - that shows each schools instructional unit count. Also see questions 5, 12, 25, 30, 40, 64, 106](#)
116. How will programs for children with special needs be put in these scenarios? Will each school have a program for these children that are equal? [Every school will have special education services offered. Specialty units, such as Severe Autistic Units, Medically Fragile Units, etc., will exist at designated schools to best utilize resources.](#)
117. 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.](#)
118. 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.](#)
119. Plan 3, please [Thank you for your input.](#)
120. How will resolving and eliminating schools impact communities financial status? It takes 3-5 years for major change to take hold. [It would be a good sign if the enrollment begins to take an upward swing. Before we open up new schools, the most appropriate method would be to](#)

add wings and other spaces to existing buildings while the system sees if a trend is developing.

121. What will be done to prevent overcrowding in the schools? [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
122. How will these schools adequately hold all these students if the school system moves to K7 or K8? [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
123. How many board members have children in the DCS school system? [That is a question you should ask your Board member.](#)
124. So how many teachers are going to lose their job? [See questions 1, 3, 13, 19, 42, 84, 109](#)
125. Leave Dothan high the same as it is now. [Thank you for your input.](#)
126. Will you be able to apply for your child to attend more than one signature school, in case they don't get into the 1st one you apply to? [We would hope you might limit this to 2 choices. These details will have to be worked out as a consistent set of procedures; like making sure that you sign up for a family or siblings at one time.](#)
127. What about sports for the high schools? Will Northview have the only sports since they are the older kids to play varsity? [See questions 6, 14, 36, 38, 66](#)
128. 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!](#)
129. 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.](#)
130. How are the overcrowding issues going to be handled? [See question 5, 12, 25, 30, 40, 64, 106, 115](#)
131. 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.

132. 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 pre-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.
133. What is the new superintendent going to do to improve our kids learning? I'm not worried about asserting dominance and threatening jobs. What changes are going to help? Please see the section in the presentation that talked about educational benefits.
134. Dothan High School has been around for over 100 years. I'm a DHS'74 graduate. Why not keep DHS the graduating high school? It is in 2 of the 4 plans presented.
135. Why is there such a discrepancy in racial demographics between schools? For example, in plan 1, Girard elementary is 69%African American/30% Caucasian whereas Highlands is 22%African American/72% Caucasian. I thought this was the problem with our current structure that we were trying to fix? To balance race and neighborhood school concept is very difficult. To make each school equally balance in race would mean shipping children across town every morning and afternoon. This has been done in the past and the public was very upset about their children spending up to 4 hours a day on a bus. A good practice is to have your school mirror the same percentage of race that your over all district has. Unfortunately we can't do that in every school. The school choice option could help balance race.
136. 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.
137. 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!
138. 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.](#)

139. Why didn't Dr. Edwards mention the words DISCIPLINE or ACCOUNTABILITY in her presentation? Students and their parents MUST be accountable for bad behavior. Before and/or after school detention will go a long way. Among other things. Dr. Edwards gave several presentations and talked for over two hours in each meeting. Perhaps we can go back and watch the presentations, she did mention accountability. The presentation had a great deal to do with facilities and enrollment information as well as creating a vision for the school system. There were not as many openings to discuss specifics in accountability or discipline. [In the presentation, she spoke quite a bit about some measures that we might put in place such as additional personnel to address student behavior and needs; social workers, "community mothers and fathers" at each school, Exceptional Student Education staff that would be more concentrated in small schools; she also mentioned other opportunities for behavior specialists, Assistant principals and / or Dean of Students. We hope to create more trust with parents and to make instruction engaging so that students do not act out in classroom. In addition, the Code of Conduct is in place. Parents know about it and students know what to do. Dr. Edwards has been clear that bad behavior will not be tolerated and equitable punishment according to the Code of Conduct is to take place. Finally, we do have students who are classified as Exceptional Students. We must follow federal guidelines with students who are identified as having a particular exceptionality or disorder. In these instances, many steps must be followed and often the student cannot be disciplined in the same way. With possible consolidation, we believe we can put more behavioral classes in place to assist these students.](#)
140. Why do proposals 3 and 4 have negative comments in the proposal language as opposed to the other plans that are very flowery and positive? It seems that it is being steered in a certain direction. Also, why could the schools not have the same IB, STEM, Arts focus in scenarios 3-4 as they do in 1-2? [The School numbers are the same, and the annual savings is the same. The addition of Signature Programs and the educational initiatives can be put into place with scenarios 3 and 4. There was no intent to lead in a direction. However, 4 is not as systemic and the transportation is increased. Three is traditional so it was assumed that people knew the kinds of things that can happen educationally in the traditional model. There are less opportunities for older children to assist or impact through reading or tutoring; with a school that is a shorter span than one that includes older children.](#)
141. Will any additional building be required at each school? Along the same lines, many schools are not "at capacity" and use the extra rooms for art, music, and other enrichment programs. How will those be accommodated? [At this time we do not have plans to build additional buildings. However, that could be a possibility if our enrollment increased due to the increased achievement and learning opportunities. See questions 5, 12, 25, 30, 40, 64, 106, 115](#)

142. Y'all shouldn't change schools keep it the way it is just shut down honeysuckle middle school that's not working. my child stays a couple of houses down from Girard middle where she goes. [Thanks for your thoughts!](#)
143. I see that there is a component of this plan where schools may choose a signature learning plan such as IB, expeditionary learning, arts, etc. What happens if my zoned school chooses a plan that is not necessarily in my child's interests or ability level, esp when I have two children in the same school? Do I potentially transport two children to 2 different schools, thus losing the whole neighborhood concept? In the Signature Plan option, there exists the opportunity to choose a different school. [Yes, you would have to transport your children. However, even though the Signature Programs are different, there are so many similarities which are grounded in good educational program and researched-based practices. For these reasons, it is doubtful that a parent would not be happy with the educational initiative at their neighborhood school.](#)
144. Do the capacity numbers include any temporary or portable classroom space? Or do they only count permanent classroom space? [No the capacity numbers do not include temporary or portable classrooms. Please see questions 5, 12, 25, 30, 40, 64, 106, 115](#)
145. Why [Why what?](#)
146. In regards to teachers, I have been told there is an emergency law that allows tenured teachers to be let go at will. Is this true and is it part of this restructuring? [Yes it called Reduction in Force \(RIF\). It is a policy that all school systems must have in their policy manual. The Board will have to vote for it to go into effect.](#)
147. What are the streets that are the boundaries of each proposed zone? The map is very ambiguous without the defining borders of the different zones. [This information will be provided once the Board narrators down the choices or makes a decision on a plan of action.](#)
148. Scenario 1 or 3, please. Dothan needs change! [Thank you for your input](#)
149. What monetary gain will the school system receive from this? [The estimate for savings which can be used for instruction and to fix building issues should be between 3-5 million dollars.](#)
150. What happens to clubs and organizations that are a huge part of high school life. If you combine the schools, it knocks out not only the history behind these various programs and organizations but the opportunities? So many doors are opened through JROTC, band, and sports for students who don't excel in the academic range. Combining schools would decrease the ability to shine brightly through these programs. [See questions 6, 14, 36, 38, and 66](#)
151. Dothan City Schools plan on competing with local childcare centers now? [That is not the intention. We simply want to make sure that we are providing the best education to all of our](#)

children starting as early as possible. No one entity can't do it alone.

152. 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.
153. What about high school sports? See question 6, 14, 36, 38, 66, 127, 150
154. How many DCS employees and staff will lose their jobs? See question 1, 3, 13, 19, 42, 84, 109
155. 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.
156. 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 been 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.
157. How quickly can this new system be put into place? It will begin 2019-2020
158. Montana has classrooms that are used daily for music, computer and spanish. All other classes are full. How can this building not be at capacity? See questions 5, 12, 25, 30, 40, 64, 106, 115
159. On the grid of school grading for crime, capacity etc., how can two schools, Faine and Carver, be on polar opposites of the grading for crime when they are less than 1/4 of a mile apart? See questions 45, 118, 230
160. Why are The Magnet Schools being affected? Magnet Schools are not the problem. See questions 8, 22, 23, 32, 81, 89, 131, 162, 200, 205, 207, 225, 211
161. Just went through the deck with the proposals. I am very disappointed in the scenarios laid out. The effort to realign system capacity with student base is the correct first step. But, you have already alienated a large portion of the "engaged-parent" base with your plan to get rid of the existing magnet program. That should be rethought. Thanks for your thoughts!
162. Having a strong magnet program is essential to not having a complete collapse of academics

in our struggling public school system, as it keeps strong academic performers in the public system and minimizes loss of federal funding from students whose parents will choose private education. A strong magnet program with a very strong general elementary school program and the disciplined middle school program can bring achievement scores up, which would work to rebuild trust in the Dothan Public Schools. The High Schools need a lot of work on the academic and discipline side but strengthening general elementary and middle school discipline will make the coming years better for them as well. If you kill the magnet programs you will only increase enrollment in the private schools, lose some funding that is attached to enrollment numbers, and lower system-wide academic achievement in the near term (5-10 years). [Thank you for your comments. The question of Magnet Schools is on the presentation and will be addressed by the Board. We have continued to lose enrollment and therefore; state funds \(not federal\) even though the Magnet Schools are in place. The Magnet Schools are not the only question that has to be considered. The system as a whole is in need of change.](#)

163. As a transplant to Dothan from Peachtree City, a fantastic school system, I want my family's new home to develop a fantastic program as well. A well-educated population base is the key driver of economic activity in a city, more so than location, or natural resources. The city council, mayor, and former mayor know that and would support other alternatives to raise funding that improves public school performance, especially if you can correlate that investment by citizens to local economic and employment growth that is not directly tied to or contingent on Ft. Rucker. [The Superintendent and the Board are working with the Mayor and the City Council. There are many funding issues that need to be addressed. There are over 16 million dollars in deferred maintenance costs that we need to get funded. That does not address the fact that the system itself is using funds from the state to pay for operational costs in buildings where the enrollment has shrunk and there is not the capacity sue that should be existing within the system.](#)
164. This is a generational issue for the city leadership and not just the school board. These changes will impact economic development in the Wiregrass for the 20+ years. This may be true but should the issues be addressed and plans made to make all schools academically equitable? [Some practices and outcomes become entrenched in a cycle and breaking a cycle and expecting more must happen if positive change is expected.](#)
165. If you implement any of these plans, will it stop this insane transportation of kids on the east side of town to westside schools and vice versa? How much gas is burned and environment damaged when cars and buses drive by neighborhood schools and take a child to a school across town. And on the way, they pass cars and buses bringing children from the other neighborhood to your neighborhood school. It is not 1965, anymore. Can we move on? [The zones were drawn for neighborhood schools so that students do not have to stay on the bus and stay close to their homes.](#)
166. How will teacher/staff reassignments be determined under any new scenario? [See questions 1, 3, 13, 19, 42, 84, 109, 152](#)

167. I want to know how many PreK classrooms and what age groups are you proposing to serve? As of now we have 7 units and they serve 4 years old. [Please see questions 60, 93, 132, 256, 262, 227](#)
168. Why isn't parental involvement a requirement? [The law does not require for parents to be involved in their child's education. Keep in mind your definition of parent involvement may not be the same definition of other parents. Also we are not able to give reprimands to parents when they are not involved. We are required by law to provide a free and public education to ALL children which means the level of engagement that is provided can not be considered.](#)
169. Why are we punishing the children because the budget was miss handled? [The point of this review is not to punish children or families. It is to create a system-wide culture of high academic programs and accountability. The budget wasn't mishandled. The system has been losing students which results in a loss of funding year over year. Parents take their children out for a variety of reasons and going to private school has been a strong option since there are so many private schools in the area. The public schools are important and we must care about what happens to the students who do not leave. If there's a problem, how do we, as educators just ignore it and keep doing the same things when the results for all students are not positive?](#)
170. 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 and 25 per class in the lower grades, 28 per class in the middle grades, and 30 per class in upper grade levels.](#)
171. DCS created this problem to stop white flight from the system and broke the system that was working, why not return to what was working. [Thanks for your input. We are trying our best to make the changes that are best for ALL children.](#)
172. If a new proposal is picked how long to enact? What is the timeline? [2019-2020](#)
173. 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.](#)
174. What's going to happen to teachers that are at the schools closing? [See question 1, 3, 13, 19, 42, 84, 106, 156](#)
175. What do you anticipate classroom sizes to be like with proposals? [21 per class in grades K-2, 25 per class in grade 3-5, 28 per class in the middle grades, and 30 per class in upper grade](#)

levels.

176. Our country is divided and we're divided here too. Thank you for your comment. Our goal is not to divide, but to provide a quality education to all students - [Thanks for your thoughts!](#)
177. Do not join schools. [Thank you for your thoughts!](#)
178. 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.](#)
179. When you talk about schools being at capacity, what does that mean towards class size? [A good practice of capacity is aiming 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.](#)
180. Scenarios 1 and 2, how will some of the extracurricular activities such as athletics and band be conducted? I realize that schools are a place for academic learning, but there is also a lot of leadership skills, social skills, and real-life skills that are learned in activities such as high school athletic and band. Also, many children are able to attend college on athletic and music scholarships. In addition to strong academics, these activities can be a big deciding factor (either way) for families making school choice. [See question 6, 14, 36, 38, 66, 127, 150, 251](#)
181. What is the anticipated class size in each school under each different plan? Thank you for doing your homework, and now we know you have decent data; so please be completely transparent on this question. It is the one question (that is relevant to the learning environment) that is being asked most frequently in the community. [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
182. 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.](#)
183. 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.

184. 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.](#)
185. This concerned parent likes scenario # 3. [Thanks](#)
186. If schools and classes are at 80% will there be 2 teachers per class? [No, please see 5, 12, 25, 30, 40, 64, 106, 115](#)
187. How much is it going to cost to remodel all schools and the central office? Has anyone considered that the facilities in elementary schools are different than junior highs! [Please see the presentations that have been provided on our district's website. In these presentations it states multiple times the maintenance cost for each site.](#)
188. 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.](#)
189. 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](#)
190. Will tenured teachers still have a job? [See question 1, 3, 13, 19, 42, 84, 109, 152](#)
191. Many students success at the next level and it seems that we are taking opportunities away from them if we have only one high school. There are several on both schools sports teams that would not have played much or at all that received scholarships this year. [See questions 6, 36, 38, 127, 66, 14, 150, 251](#)
192. I completely agree the high schools need restructuring, and some of the middle schools are horrible and need to be addressed. My biggest issue is dissolving the magnet schools. I was happy that my child started at heard this year, mainly because I know the staff and parents are vested in their children's growth. There is no doubt in my mind that if my child were put

into a general population school, it would be detrimental. My only recourse, if magnet schools are dissolved, would be to go to a private education system. [See questions 8, 22, 23, 32, 81, 89, 131, 207, 211, 162, 200, 205, 225](#)

193. What will happen to the teachers, administrators, and staff at the schools that you are proposing to be closed? [See questions 1, 3, 13, 19, 84, 109, 42, 156](#)
194. Will you call keep the Magnet Schools open? It's not fair to children
Instead of closing Montana St. Magnet school, would it not be possible to relocate the students and faculty to another building if safety and upkeep of the building are issues?
[Keeping the Magnet schools open is option 1. I encourage you to go view the presentation about the two choice that have been presented \(Magnet or Signature\). See questions 8, 22, 23, 32, 162, 200, 205, 89, 131, 81, 207, 211, 225, 162](#)
195. The school worked tirelessly to achieve recognition as a Nationally Certified Magnet School.
[Thanks for your comment!](#)
196. Will there still be magnet schools? [At this time the Board has not made a decision.](#)
197. How will the need for extra toilets and sinks in the restroom areas be handled? Will class size be increased in each grade? [We have a capital plan that would have to be presented to the Board on any reconstruction that will have to take place in the schools. However this plan can not be presented nor written in great detail until the Board makes their decision. Right now the Board and the public have been provided with an estimated reconstruction cost. For class question, please see questions 5, 12, 25, 30, 40, 64, 106, 115](#)
198. How will the combining of hundreds of students into a new assigned location affect the limited space in lunchroom area and the time adjustment to feed the extra influx of students? [No current school feeds 100% of students enrolled and we don't anticipate that will change with realignment/consolidation. Building administrators will work with CNP staff to develop meal schedules that will most effectively utilize cafeteria space and is least disruptive to instructional time.](#)
199. What is going to happen to all of the kids who are currently enrolled in Montana magnet school if the scenario that will close down the school takes place? [It depends on if the Board chooses Option 1 to keep Magnet schools or Option 2 Signatures schools.](#)
200. Is there a way to keep the magnet schools while restructuring surrounding schools according to Magnet School "model"? [In the presentation which can be found on our website shows two options. 1\) keep magnet schools but downsize to only 1 or 2 magnets and 2\) Signature Schools which are themed schools with school choice.](#)
201. Concern about consolidating high schools. Juniors this year have already ordered Dothan and Northview senior rings, Letterman jackets, etc for next year. That's a lot of money and

sentiment already vested. If consolidating high schools should start preparing sooner by juniors ordering for being seniors at the new school, so you should wait at least a year and not rush into it. Also, the huge rivalry is going to mean lots of fights, etc. I was part of a consolidation like this and the fights and bullying were awful for quite a few years. Then there's the issue if getting 9th graders to Northview after school every day for band, football, softball, basketball, step, etc. Not to mention the distance kids will have to ride buses from their homes. Please do NOT consolidate high schools. From a very concerned parent! [Thank you for your input. Please see questions 6, 14, 36, 38, and 66.](#)

202. What is the implementation timeline for each of the IB programs: primary, middle and diploma? [See question 244](#)
203. When the school's capacity rankings were calculated did the hired person take into consideration the space needed for needs of special education classroom, class space for LinC opportunities, space for outside services like SpectraCare and occupational services and space for Security Officers? [Yes, Mr. Sayer and Mr. Prine did. They also met with the Department of Exceptional Student Services who advocated for the needs of these children and services.](#)
204. Can parents choose what school their kids attend? [There will be school zones. If the Board chooses option 1 in the back of the document related to Magnet School Choices; then all students will go to their zoned school unless the parent applies and the child is accepted to a magnet school. If the Board chooses Option 2; then all schools will become Signature Schools. Students in that zone will have first choice; after that; parents may apply to another school and get into that school- using a lottery system](#)
205. Why was a decision made to close one of the top performing schools in Alabama? [No decision was made. The Board has been given scenarios and choices. Buildings were selected to be open or closed based on a variety of factors which can be found in the presentation. The buildings were reviewed based on the size of the school or the capacity, the size of the property surrounding the schools, the proximity of the schools to neighborhoods and safety factors. Buildings were reviewed so that a model for the configuration of the schools could be made using enrollment information and seeking an approximate capacity figure for all schools.](#)
206. Why is this all of a sudden racial? What are the demographics of black vs white ratios as to who actually applied to the magnet schools and who actually tested? They all have an opportunity to apply. So before throwing out the race card at the beginning of the presentation let's look at the statistics as to who actually applied. [It is not racial. However; the demographics which exist in the Magnets and the remaining schools is clearly opposite. When the Magnets were formed, it was in response to a court order. Schools which were designated as Magnets \(at that time they were filled by lottery\) were placed in areas of poverty or underserved neighborhoods. Over time, the entrance requirements were put into effect and more Magnets were added causing more of imbalance. This was not a racial study. We](#)

stated the facts and shared them with the Board and the public. In any plan, we would look at the demographics of schools and work to provide some balance of race and socio-economics.

207. Will each school have a program similar to the magnet schools if the magnet schools will be done away with? Magnet schools are schools that have a particular theme or attraction to parents and students. They are open to anyone and attract students from across the various spectrum of race and socio-economic status; they are usually filled by a lottery method. At the back of the presentation, there are two options the Board can consider. If they choose Option 2 than every school will have a specific theme or focus. If they choose Option 1, then the Board will decide to pull back in the Magnet School Concept.
208. Many of the buildings in DCS are old and filled with asbestos. When are you going to fix that? You're closing schools but championing others that should be closed or a plan to rebuild them should be in place. Ex: GES and GMS. Every building was reviewed for necessary updates and changes. There are 16 million dollars in deferred Maintenance. Almost every building has issues like not ADA acceptable. However; the three newest and only buildings that the school system owns have been kept open and the others were reviewed and necessary changes will be made. Asbestos has not be identified as an issue. Almost every building; including Carver, is old and in need of repair. This could not have been a measure as very few schools remain in excellent shape since the maintenance was let go due to budgetary issues and a lack of staff. Again, each building is being worked on now. We just finished this summer repairing one of the newer schools (Kelly Springs) for almost 1 million dollars and are not yet done with changing out HVAC units. There already is a plan on identifying issues and repairing them.
209. Having a child in a Magnet School, I am curious as to what is being done about disciplinary issues and bullying in the school system? I personally know several people who have had to remove their children from DCS because of their children being mistreated by other students. I have also been made aware by a teacher that this is also a "parent issue" because they will not allow staff to discipline their children in the appropriate manner. Personally, I do not want my 5 year old little girl to be enrolled in school with 13-14 year old boys who may or may not have behavioral issues. This is not a topic that I have seen mentioned, and it is just as important as academics. In my opinion, this should be addressed before planning to intertwine children. When I hear DCS mentioned, the behavioral and bullying issues are always the first thing mentioned. Discipline is very important and one that the Superintendent has taken seriously since arriving six months ago. Students who exhibit behavioral issues may be exceptional students with a particular disability. We have established an elementary and middle school behavioral unit or classroom for the needs of these children. We hope to have the resources to provide more counselors, deans of students and connect with individuals from the neighborhoods who can be on site to address any issues. Students, regardless of where they are, are held to a Code of Conduct and disciplined by that code. This year, we expanded the Character Education Program and instituted anti bullying programs within the system because no child should be bullied. Having been to all the schools, the majority of students are just children who want to be taught and respond to positive actions

and words of adults.

210. Someone mentioned having teachers move up with the students from grade to grade. Doesn't that just limit the student to one person's ideas and personality? Whoever came up with that theory is bad news for educating the pupils. This is called Looping. It has been done in schools for some time and does produce positive results. It can be looked up for more details. However; if it is done, there needs to be a standard class option in case there is a conflict so there can be flexibility.
211. So where will my three magnet school kids at Montana go with this new plan? They need a magnet school. They will be zoned for their neighborhood school. If a magnet is in the plan, based on Board decision, then you can apply to have the children go to that school. If there are Signature Schools, you can either leave your children in their zone or apply to another school.
212. What happens if the system stays the same? If nothing is done, then the academic and extracurricular offerings will continue to shrink, Teachers will be lost as students are lost and the salary schedules cannot be changed. Keeping so many buildings, open causes the use of funding to go to support operations not education.
213. S&W Wms Ex14:13,14 Ps 28,35,37 Is 54:17 Exodus 14:13: "Moses answered the people, Do not be afraid. Stand firm and you will see the deliverance of the Lord will bring you today." Psalm 28:35: "The Lord is my strength and my shield." Isaiah 54:17: "No weapon formed against you shall prosper, and every tongue which rises against you in judgment you shall condemn."
214. I substitute nearly everyday in DCS elementary and middle schools. There are a lot of classes that are overcrowded. There may be 2 or 3 elementary schools with empty classrooms. I suggest that Board members take a walk through every building. One or two buildings may need closing but I see the verbal and physical abuse of teachers and students a much greater need to be addresses. This plan has used very reasonable class-size numbers to calculate capacity. We do not want overcrowding in the schools. At least 6 buildings can be closed; the Board has the decision of how many to close. We do not abide by any teacher or adult being verbally or physically abused. By the Code of Conduct, any student who does this will be removed for disciplinary action.
215. How are the increased traffic flow and additional parking requirements going to be handled at NORTHVIEW if all the 10-12 students are sent there? At one time, Dothan High housed 2000 students. Northview is a larger campus with additional buildings and space. The enrollment will go to approximately 1800. Not all students drive. Many systems allow seniors parking spots. It would make the school a Comprehensive HS with more offerings and more efficient delivery of the offerings. The school would move to a 7A school in Athletics.
216. How would sports work with K-7 schools? Students are eligible in grade 7 for athletics. Would

middle school athletics be done away with? This seems like a huge injustice when you are combining the high schools so only half of the number of kids will be able to play high school sports. That in itself is a tragedy. [See questions 6, 14, 36, 38, 66, 127, 150](#)

217. S&W Wms Ex14:13,14 Ps 28,35,37 Is 54:17 Exodus 14:13: [“Moses answered the people, Do not be afraid. Stand firm and you will see the deliverance of the Lord will bring you today.” Psalm 28:35: “The Lord is my strength and my shield.” Isaiah 54:17: “No weapon formed against you shall prosper, and every tongue which rises against you in judgment you shall condemn.”](#)
218. Will principals be supported in terms of disciplining children who are extremely disruptive to the learning of others? [Yes, Principals are being supported now in this area. There is no reason why a Principal would not act in an appropriate manner if a student is acting out.](#)
219. As a parent with children at a magnet school, my children have been able to learn in an environment where there are high expectations for academic achievement and for good behavior as well. How will behavior issues be handled in a way that will not affect academic achievement or prevent teachers from teaching? How do you plan to motivate parent involvement? With the potential of doing away with the magnet schools at hand, we have heard a lot of ideas about signature schools, how will you decide the signature schools? [Please see questions 16, 28, 55, 74, 78, 86, 139, 209, 214, 218 on Discipline. Signature Schools are researched based themes and the faculties and Principals will decide which model will be utilized. Every school will have a research-based model that can be easily identified from K on up.](#)
220. Also, please explain the voting process. Will the school Board vote for one scenario (1-4) and then also vote for option one or two concerning magnet schools? [The Board will meet again in a work session to talk through the options and ask for answers to other questions. Then the Board will sit together in a listening session....all 7 Board members and the superintendent listening to community, teachers and parents. Sometime, in late October or November, the Board will take a vote or several votes. The key questions are: 1\) which scenario? Is there another model they want to see; 2\) Which schools closed or open 3\) keep the same model with Magnets or change it slightly or have signature schools.](#)
221. Will the closed school properties be sold? [Only three are owned and they remain open. Any others will have to be discussed and decided on by the Board and the City Commissioners.](#)
222. What classification would NORTVIEW be if 8th and 9th grades were at DOTHAN High? [7A](#)
223. I believe sports are a great way to teach kids about hard work, discipline and character. A concern I have with combining high schools is that there will be 1 varsity football, 1 varsity baseball, 1 varsity volleyball team and so on. You will have children that would have made the cut as the schools are now but when you combine, there will be half as many spots on the team. Now the kids that don't make the cut will miss out on that experience. If I am

understanding this, please correct my thinking. [See questions 6, 14, 36, 38, 66, 127, 150](#)

224. With maximizing school space, has any consideration been made for where special education classroom will be? It seems like the plans put regular education students in every possible room. It also seems like all classrooms will be at capacity. Will there no longer being rooms available for special education/resource rooms? [See question 203. And, yes, there will be space available always for our very special students.](#)
225. Everyone is eligible to apply for the magnet schools..... minority's included. Not segregated by choice. [Don't see a question to answer here. Because the magnets are demographically opposite of the other schools, this data exists and has been reported. If students are put out of magnets schools for some reason, they are sent back to another school. This has set up a disparity between schools.](#)
226. How do you think an empty school building will affect the neighborhood that surrounds Montana Magnet School? [The city owns the buildings and will have to decide what happens to empty buildings. No decision has been made relative to the closing of any school; including Montana, which remains open in a scenario.](#)
227. How much will the pre-K program at Honeysuckle cost? Why do some have to pay and others will get for free? How is that fair? [The Pre-K programs have funding from the state. It is being proposed to bring existing PreK's together at Honeysuckle. If you are talking about future possibilities for younger classes such as 3's or 2's; then the system will conduct market studies for costs. These programs pay for themselves through payment of parents that take advantage of them. Sliding scales are often used to address disparities in income of any parents who use the programs. This is in the future not on the horizon for right now.](#)
228. I would like to keep Dothan High a high school. I would also like to see honors and general classes in the middle schools 6-8. [Then you are interested in scenario 3, which is the traditional model.](#)
229. What's the plan to handle behavioral issues, special need students, autistic etc? [DCS Department of Exceptional Student Services has ongoing and strategic plans in place to educate and aid any students in need of support. These vary with disability, behaviors, and need. The "plan" is simply to "meet the needs of the individual students" in accordance with the Individuals with Disabilities Education Act.](#)
230. How can Girard Elementary and Girard Middle have different crime scores when you want them to be a campus? [This was addressed in previous questions, but elementary schools are compared to elementary schools and it is a national website. Middle Schools are compared to Middle Schools. See question 45 and 118](#)
231. By combining more students into a classroom, what would be the difference in all children learning to read by 3rd grade than now. Are you plan on having more than one staff in the

classroom? By removing some of the operational costs and clustering students in neighborhood schools, existing staff are not as far stretched in terms of exceptional students and students who do not speak English as their first language. Some preliminary models show that we will have more staff for less schools because the student counts remain the same. With additional staff and funding, more teachers should be used to help students to remediate reading and math.

232. We know the schools built before 85 are filled with asbestos and some are on the closing list, the ones that are remaining operating, how is the air quality being tested and how often for the safety of students and staff. [Every school is being reviewed and tested and repaired, even this year.](#)
233. Teachers should have more that education correct? [About one third of teachers have a MS degree. Teachers should have professional development and be continually trained.](#)
234. Does 80% meanwhile larger class sizes? What is the student/teacher ratio goal? [No – 80% is the number schools should be occupied at for an efficient model. This does not mean that class sizes go up. See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
235. Also, please explain the voting process. Will the school board vote for one scenario (1-4) and then also vote for option one or two concerning magnet schools? [See question 220](#)
236. How can Faine and Carver have such different scores in crime? Who did this study? [See questions 45, 118, 230 and see the presentation for the consultants name and business.](#)
237. Comment . I think going back to "neighborhood" schools , and NO magnet schools is the way to go. [Thank you for your support.](#)
238. How much will this consolidation (any scenario) affect class size, on average? [See questions 5, 12, 25, 30, and 115](#)
239. Will the community have access to all the question and responses submitted on this site? [Yes](#)
240. Will changes be implemented in stages/ phases and what would the timeline be? [That is not the plan. The plan is to implement at one time. This will be discussed with the Board.](#)
241. Why can't the board stand up and answer questions in person? Why do they get to hide behind computer screens? [The Board is not hiding. The questions are detailed in nature and are being answered one by one. The Board should answer policy questions, but these are operational and are being answered by the Superintendent and Staff. This has been an open process and very transparent. That was the reason to cite the questions and the answers. It would be virtually impossible to answer every question in person.](#)
242. You want parents to be involved. What kind of open door policy or policy will or can be put in place for parents who stay on top of what their children. [Yes, we want parents to be involved.](#)

The Principals are open to meeting with parents who have questions. Parents who wish to visit classes can do so with pre-approval. Please remember that the teachers are teaching other students as well and they deserve to have their privacy respected. We will work with any parent who needs more time or questions answered at the school site. For safety reasons, we cannot have adults entering the schools or classrooms at any time or without pre-arranged approval.

243. If there are no magnet schools will children be grouped according to ability? Children can be grouped and re-grouped within a school. A child may go to a classroom where a higher math is offered; if the student demonstrates that they can handle the content. We hope to have a more strident Gifted and Talented Program for students that qualify.
244. Do parents and the public understand that an International Baccalaureate Programme is not something that can just be formed and started overnight? Or even in a year? There is a lengthy application process for each school system and school that wishes to become an IB school. The requirements are not easy to meet and require quite a bit of a financial investment, both preparing to apply and the application itself. I don't know if they understand the process. I believe I mentioned that it takes training and application and acceptance. IF a school declares their interest and begins training, I believe that they will be willing to put the time in to make it work. The system has to have the funding to put into the Professional Development and necessary resources; which we don't have at this time due to the operational costs.
245. Two of my children attend magnet schools. We left a private school in Dothan because we heard such good things about the magnet schools in Dothan. My children have thrived academically and socially at the magnet schools. I wish we had made the move sooner. One thing I and my children appreciate was the diversity at the public schools, which they were not exposed to in the private school. I am not opposed to my children going to school with children from other schools in the DCS system. However, I am opposed to my children being placed in an overcrowded classroom and with multiple distractions and not being able to learn. I have yet to hear any proposal on accountability and discipline in regards to students who don't perform, are a distraction in the classroom and hold others back from learning and growing. Also, parents should most definitely be held accountable for their lack of participation in the role of their child's life. Parents are sometimes more difficult than the children when it comes to doing the right thing. I feel the parents are all on the same page at the magnet schools, in regards to learning, being involved and obedient children, who know there are consequences to their actions. Your presentation yesterday made it seem like the magnet schools were set up to segregate white students from black students. This could not be farther from the truth. My daughter is white and her best friend is African American. You can pull data and charts all you want, but until you are actually inside these schools and you will understand that race is not an issue. When people remove themselves from the media news and actually get out in the community and meet their neighbors and visit classrooms, they will find more kindness and acceptance than what is portrayed on the news. Thank you for your input!

246. Your presentation yesterday stated that children are leaving the DCS system. You did not give facts on how many children are being homeschooled and how many children are going to private schools in the Dothan area. Dothan IS growing and the children are not leaving the city. They are leaving the school system. Parents are concerned with class distractions and that their child is not getting the best education. This has nothing to do with qualified teachers, but classroom distractions and bullying. Until there is a plan that assures me that there will be accountability and consequences for bad behavior, all the scenarios you have provided are futile. [Thanks for your thoughts!](#)
247. Your presentation mentioned house moms and dads. I think this is a great idea. I also believe we need honorable, retired military leadership there to assist in the discipline area. I understand that most children who are acting out are in need of attention they are not receiving elsewhere. I believe there should be a program in place to help those who cannot control themselves and are a distraction or danger to others. Please see the article: <https://www.nytimes.com/2005/04/06/education/public-military-academies-put-discipline-in-the-schools.html> . Something similar to this or even just a couple of honorable and retired men and women who can invest in these children and help them. Consequences may be cleaning the school (although I feel ALL students need to help and have a job taking care of their school), physical – boot camp of some sorts for repeat offenders and lessons in humanities or a program like Habitudes that Mr. Singleton has implemented at NHS. [Thank you for the suggestions and thoughts.](#)
248. I am asking that you address the elephant in the room in regards to these changes. HOW WILL YOU PROTECT OUR CHILDREN FROM THOSE WHO ARE NOT INTERESTED IN LEARNING, WHO CONSISTENTLY ARE A DISTRACTION, PARENTS WHO ARE NOT INVOLVED AND DON'T HAVE A VESTED INTEREST IN THEIR CHILD'S EDUCATION AND INCREASE MORALE IN THE SCHOOLS FOR ALL CHILDREN (INCLUDING MAGNET STUDENTS). Your presentation seems to cater to the non-magnet students and there is a clear attack on the magnet students. These students will surely leave the DCS system if you don't consider them, too. [We strive to always ensure the safety of all children. Remember a person's perception is not always reality and what's played in social media outlets is not always the whole truth. See questions 16, 28, 55, 74, 78, 86, 89, 139, 209, 214, 218](#)
249. Just curious why we don't focus on other important issues like no cell phones in class no electronic cigarettes in class focus on grades and teachers. [Not every issue can be addressed at one time. Understand that this is a process and issues are being addressed, but right now we are focusing on explaining the plan and the reasons.](#)
250. I'm all for this change in some capacity. Just curious how this consolidation will affect class size, on average? [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
251. How can only 1/2 of the students participating in extracurricular activities contribute to a better high school experience and quality of education? Without sports you can expect the drop out

rate to increase. First, there are 4 plans...2 leave the high schools alone as they are. However; there is some school of thought that says if you put all the 10-12 students together as a full, comprehensive senior high, students will get a better experience since they will be competing at a 7a level but also have to try out against others for a spot. This would not mean that others wouldn't play but that there would be more depth to the teams. The same can be true for band, cheerleading and in fact; other sports and other activities would be possible with more students. At the 8/9; students can still participate. Expect that there would be coaching, band and clubs at Dothan and students would be well-prepared to go on to high school. Competing in the real world requires true competition with others. [See questions 6, 14, 36, 38, 66, 127, 150](#)

252. Crime statistics seem odd for St. least two schools. Carver shows a 5 and Fain shows a 1. Thanks schools are less than a quarter mile apart. [See questions 45, 66, 69, 182, 201](#)
253. I heard the classroom sizes will be "reasonable". What is a reasonable classroom size for each scenario? [For all scenarios, the class sizes were used at the same ratio so it doesn't matter what scenario we use. See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
254. It voted yes when will restructuring start? [2019-2020](#)
255. Many kids leave in middle school so they will be eligible for sports in high school... which means most kids are leaving middle school because of the hig - [I don't see a question but one way to address this is to make sure that courses and expectations as well as exploratory classes are interesting and challenging at the middle school or the 8/9 level. That's why the plans address this by putting students together and developing a good experience before they get to high school.](#)
256. How will the pre-k/nursery be funded? Will the 3 million from closing schools be moved to funding their program? [PreK is already funded by the state. We will move all classes together at one school and perhaps move the Exceptional Students together as well. Finally, no , the 3 million saved will be used for classroom teachers, increasing salaries, putting in additional programs and staff at k-12.](#)
257. I don't think it's fair that some scenarios have 84% blacks and 16% whites. I would be happier if your team would go back to the drawing board and look at the zoning again to try to even out the race issue. I have faith you can get it to 55%/45% or 60%/40%. [It is very hard to make it even across the Board. The zones are drawn by neighborhoods. The system average is closer to 60/40 or 70/30 in most schools on the models it follows that pattern. There are a few schools; like Carver and Highlands where the numbers are more pronounced one way or another. Right now there are schools with over 90% free/reduced and more than 90% one race rather than another.](#)
258. I understand that Houston Academy and Providence have been swamped by phone calls from Magnet School parents. How many students and how much money will be lost by killing the

magnet program? I don't know if they have received calls. We have been losing students steadily over the last ten years. If people choose to send their children to private school, that is their right to do so. This school system can provide better opportunities to all students and we must try to do so. The enrollment information shows that even with the magnet schools, people are still leaving. We are trying to correct the previous pattern.

259. In the choice school model, does every kid enrolled at a school participating in the signature program? Or are some kids enrolled in the ""regular"" program and some are in the signature program? All children would be enrolled in a neighborhood school, which will offer a certain theme or signature. If a parent wants to take their child somewhere else, then they can apply to another school anywhere in the system.
260. What will happen to the money at the closed schools that remain in the Principal's accounts? Many parents have worked non stop for various improvements for students at the targeted sites that may be closed. The plan has not been acted on in anyway. There is plenty of time this year for money to go to professional development for teachers or students activities or trips. Without knowing if a building will be open it is hard to say but this will be a decision by the parents and the school Principal.
261. What is the timeline for making these changes? Meaning, what school year will the voted on scenario go into effect? 2019 - 2020
262. If resources are so limited for DCS, why are we getting into the daycare business? We need to fix our broken system before delving into daycare. I would like to see your research that says educational intervention at 6 months of age significantly increases test schools later on in 5th graders for instance as opposed to kids who went to traditional daycare or home daycare. PreK is funded by the state. Beyond that, if the younger children were added, then the parents would pay a fee. It is a self-supporting proposition. It also is a good benefit for younger teachers. The fact remains that a quality early childhood program provides many benefits not the least of which are very dedicated and firm supporters of the school system. There is much research to support early childhood education. This is the reason why many states want to make it universal. 1\$ spent when a child is young saves 7\$ in failure, remediation and special education programs. Also see questions 60, 93, 132, 227
263. Per the consultant in the meeting Monday, this change is about race and not education. Please explain why this is not about race. Please see questions 2, 26, 39, 65, 95, 104, 152, 206, 225
264. If gaining accreditation to become an IB school takes 2-3 years, could schools start the process NOW of applying rather than waiting until the official restructuring begins (in one-two years) in order for students to start benefiting from one of the selling points of these new scenarios as soon as possible? See question 244
265. This meeting is inefficient. I came under the understanding that this was a time for us to

respond to your Thursday board presentation. I also do not appr - [We will have listening session for the public on September 26th at 10 and 27th at 5.](#)

266. How can Selma Street be at 62% capacity? Every classroom is full and the teachers have to use the restroom in the male assistant principals office? [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
267. Where would the DCS funded Preschool With Disabilities Classes (2 classes presently in Head Start Building) be housed under the restructuring plan? [These two very special classes would be housed with the rest of the preschool children who have been proposed to be at the Honeysuckle building. This is an opportunity to actually have the children who have disabilities to be around more children considered "typical peers".](#)
268. If the restructuring plan works, and students start coming back to DCS, what is the expansion plan? [This is a good problem to have to be honest. More students means more money. We could add additional buildings to the schools, which is why we chose to select schools that are on large lots, open or reopen a closed school if needed. Please understand the numbers will not increase overnight and it takes time to make real change.](#)
269. Many of the schools use their current "empty" classrooms for enrichment activities like music, art, stem. If we intend to operate at 85%+ capacity what is the plan to accommodate those spaces? Will temporary trailers/spaces be brought in and eventually be replaced by permanent areas? [We are looking at classroom spaces and allowing for extra spaces for these kinds of activities. Depending on the number of schools to be used, the capacity may be held at the 75% mark.](#)
270. How many students does the board expect to lose to the private schools by ending the magnet program? [There is no way to predict this. We have lost over 200 almost every year and nearly 1000 over the last few years because people choose to go to private school or the county schools and this is before the plan ever was in place or talked about.](#)
271. Why are principals kept, promoted or moved to another school even after multiple offenses, misbehavior and lack of leadership? [Dr. Corbitt ran Northview in the ground but instead of being fired, he was moved to PASS. Mrs. Wright at Faine was caught on camera bullying her staff and openly talking about things in front of students that should not have been discussed. Not to mention, she has created a hostile work environment filled with favoritism and brow beating. She is being promoted to the CO. Why should we trust you????? First of all, using names is inappropriate. Please refrain from doing this. Since you are not aware of the process let us explain. The Superintendent evaluates her staff. She came in at the end of last year and made changes. Principals know that if they are not performing, their contracts will not be renewed. Perhaps people don't know that Principals in Alabama have contracts and in Dothan they are three years in length. As contracts come up, decisions are made. It is also important to give people a chance in another role if they can do a better job. Hard decisions are made and it is the decision of the Superintendent. She has been here for six months. It](#)

takes some time to evaluate people and assess their actual performance. Personnel matters are not open to public discussion.

272. The proposed closing of schools would appear to save money for the school system. If these schools are then turned in city school operated Pre-K schools how will those savings be realized? No, please see question 60, 93, 132, 227, 256, 262
273. Will the K-7 or K-8 students be transported on the same bus? This hasn't been worked out yet. We don't know how many buses will be needed for each neighborhood. Some people will want their children to travel together to and from school.
274. Will this proposal only help the budget or will it also helps our youth? There would be no reason to do this if it were not for the fact that our youth are not being properly served. The academic results are very low and there is not enough funding to provide assistance to students regardless of their level.
275. Suppose there was a Magnet component 3rd-7th added to the plan where students are identified in the 3rd Grade with no sibling preference, teacher child preference, etc. and given the opportunity to attend. Using the data from recent 3rd grade standardized testing, how many students would qualify using the standardized test criteria where students scored two-standard deviations above the mean? Generally, around 2.14% How would it compare with the current enrollment of 3rd graders at the magnet school? Can we state with this comparison that we have a school for the gifted and talented whatever it is called? We currently have a LinC program for students who are high to above average learners. We do not currently have a school just for gifted and talented.
276. How will school sports teams work? No middle school sports equal no opportunity for talented kids, by high school it's already too late to start sports The model that is 8/9 together will certainly have sports and band and other activities. 9th graders will be transported to the senior high school if necessary. There can be a good development of talent if students are pooled together at an earlier age. Also see questions 6, 14, 36, 38, 66, 127, 150, 251
277. How do you plan to provide for the needs of the city's high-achieving students if the magnet schools are closed? What type of system or methodology will be utilized to ensure they will be stimulated and challenged, not just allowed to "coast" because their test grades are sufficient? I think some may be coasting now. I would like to see more work done on real gifted and talented offerings for students who qualify. Just because students who appear to be the same are going to school together, doesn't mean that students are actually being challenged.
278. Would you ever consider getting rid of tenure? There are several teachers in the school system now that have been there a very long time and have not adj - I don't think this is something that a public school has a right to do. Charter schools usually have this as a platform.

279. When you look at the breakdown of elementary magnet school students by race, it would behoove you to compare it to the breakdown of race in the application. [I am not sure how that matters. No one is saying that minorities are being blocked from attending; the fact is that the amount of minorities attending the Magnets is very low compared to non-minorities. It is not even and it presents a factual picture of how the schools are broken down by race.](#)
280. Thank goodness we have a superintendent that is doing what needed to be and should have been done a long time ago. The segregation it has caused our community to have two magnet schools in the middle school (that are not really magnet schools) while Honeysuckle and Girard house the poorest lowest socioeconomic mainly black children is a civil rights lawsuit waiting to happen and segregation at its finest. For every white child their should be a black child sitting next to and the white people who have created their own little private school right here in Dothan Al need to step to the side and let the Superintendent do what we are paying her to do and fix this mess we are in with our school system. She can do it...it has to be done. Can the board be individually sued with a Civil Rights case if they continue to allow the segregation to continue? Who will be held accountable if this system is not reconstructed timely and accurately? [To my knowledge you can't sue our Board members individually. If a suit is brought against us it would be filed towards Dothan City Schools Board of Education.](#)
281. Why are you all wanting art and other languages taught in our schools instead of teaching our kids how to budget money balance a checkbook or do their own taxes? Teach our kids how to do things that they will actually use. This is amaerica!!! Teach English as a second language. We should ALL speak English. [We teach reading and English in all of our schools. It is beneficial for all children to speak a second language to compete globally. America is a melting pot of multiple language and cultures.](#)
282. It seems that Dr. Edwards' proposal are very similar to the proposals she submitted to her board in GA. So she her statement that she has been working on these proposals for 6 months is not completely true. [This is Dr. Edwards. I have been working on this plan and the proposals since I came here. I have also been doing my job and cleaning up many messes left for me when I walked in the door. Two new Principals have been hired, evaluations have been completed and every school has been evaluated in terms of what is needed. These proposals are not the same as the ones in Ga. They had different schools and a different geographic area. The plan there was for K-3, 4-5, 6-8 and 9-12. The academic changes initiated were similar because they make good sense and they work. No one, except those that do this work, know what it takes and how much goes into presenting models and plans.](#)
283. In the data presented on neighborhood crime, how is that close schools have such different scores (for that criteria only)? Carver and Faine are the examples that stand out with Carver in green with a 5 and Faine in red with a 1. [See questions 45, 118, 230](#)
284. Honeysuckle Middle School has a large population of children with special needs. Some of these children require being in a self contained unit such as medically fragile (wheelchairs),

Autism and ID classrooms. Where will these classrooms go? [See question 72.](#)

285. Has there been a rough cost estimate for the pre-k/nursery program? [Pre-k exists now and is funded by the state.](#)
286. If employees are relocated to a school other than their zoned school, will their children be allowed to attend that school with them? [I believe we can make sure that this happens.](#)
287. This was a great eye opener thank you for a great job. [Thank you](#)
288. How will all the kids fit into one school? We are over capacity already. Portable classrooms will cost more money - [See question 5, 12, 25, 30, 40, 106, 115](#)
289. Have you filed for RIF? How will you decide which teachers will get to keep a job? Placement of said teachers? [The system has a RIF policy. A procedure outlines groups of staff that might be considered. We have said many times that teachers will be fine due to regular retirement and just the normal leaving or moving that happens with staff. Please see questions 1, 3, 13, 19, 42, 84, 109, 156](#)
290. Will you please list the schools that will remain open under Scenario 1 and the likely number of students that would attend at that location under the implemented Scenario 1? Also what expenses per each school would be incurred to accommodate the large influx of extra teachers and staff? [In the presentation, there is a slide that lists schools to stay open. Please see the presentation. The number of possible students has also been given in the scenarios. I don't expect extra costs as there will be teachers to match the number of students that we will have at each school. We don't expect to lose teacher units and some models show we earn more units from the state.](#)
291. Will all school board members receive a copy of all the responses submitted to this site? [Yes and they have access to the website where these answers will be posted.](#)
292. If current elementary schools are used as K-7 or K-8 schools, what is the plan to provide gymnasiums, locker rooms and additional facilities for extra curricular activities like football, basketball, band, etc... in those schools? [See questions 6, 14, 36, 38, 66, 127, 150, 251](#)
293. Are we in danger of the state coming in and implementing changes if we do not do so now? [There are schools that are not doing well. They will be "targeted" at some point for state intervention. You are also out from under a court order for desegregation which the plan of creating magnet schools was implemented and then changed by adding certain requirements. The results of the percentage of diversity in magnets was shared in the proposal. If we do not do something, this system will not automatically self correct.](#)
294. Will proposed changes be made in stages/ phases? When will current students and their placement be impacted? [See question 240](#)

295. When will my question receive an answer? [We have answered well over 500 questions. This is done after work and then these questions need to be posted. There are many repeats so we have to reference other questions. Working as fast as possible.](#)
296. A principal mention on the news about some of our schools are old. You are not talking about closing down schools then building new ones??? In areas around this country treasure old buildings. Are these school building your talking about closing in disrepair, if they are why? [Yes, the buildings are old. We need to fix them and bring them up to code. We don't have the money to build new schools.](#)
297. What is the time frame of change? When should we expect to see changes - [Not sure of this question. If you are asking about real change and seeing outcomes- any major change takes 3-5 years to become fixed.](#)
298. Why is the percentage of black/white and the Magnet schools bad but under the proposals the it is ok? [See questions 8, 22, 23, 32, 81, 89, 131, 207, 211, 162, 225, 200, 205](#)
299. Teachers should have more than education correct? [See question 233](#)
300. Do you have an estimate of how many jobs will be lost with each scenario? That might make a difference on which I prefer. [No, we don't know if there is a particular model or number of schools yet. We do know that no teacher positions should be lost.](#)
301. DCS created this problem with the implementation of magnet schools, why not just close the magnet programs and return to the 4 middle schools? [That would be scenario 3 with option 2.](#)
302. A goal of equality among of the schools, in regards to race and socioeconomic class, is one of the goals of this new plan. Even with the proposed changes you are still creating 2 elementary schools who do not meet your standards for equality. How is this any different than keeping the magnet schools? [See questions 8, 22, 23, 32, 81, 89, 131, 205, 200, 152, 225, 211, 207](#)
303. It the main problem is with the elementary schools not being fully capacitated why not combine those schools instead of trying to restructure all grades? I personally don't feel comfortable with my kindergartener on a bus alone with 7th graders just hearing the inappropriate things in which my daughter states that children say on her bus now. [There is a model that closes schools and leaves the structure alone. It is scenario 3. That is not the only problem. We are losing children at middle school and high school. Perhaps another way of looking at grouping students might give better results.](#)
304. The bottom line is parents. Find a way to make that work and you will have successful schools and a thriving society. [Thanks for your thoughts!](#)

305. I believe the 1st scenario presented is the best due to the fact that it allows everyone an easier time to have access to the DTC program and it keeps the neighborhoods together. [Thanks for your thoughts!](#)
306. Why can't the Magnetic School be integrated into the regular school? [The Signature option is very similar to Magnet schools with a school choice feature.](#)
307. In regards to "capacity" are you basing your percentages primarily on number of students per class, or open classrooms that are not being used? [See questions 5, 12, 25, 30, 40, 64, 106, 115](#)
308. What changes do you propose for discipline of students? Kids are not being held accountable and policies are not being enforced. If my child is bullied or injured by another student, why are the principals not doing anything about it? [See questions 16, 28, 55, 74, 78, 86, 209, 214, 218, 139, 248](#)
309. Scenarios 1 and 2 seem to be best with trying to keep the balance when it comes to race. [Thanks](#)
310. Scenario 4 is so confusing. It's too much. Scenario 3 looks the best with #2 following. [Thank you for your comment. This will be considered.](#)
311. What will be done with middle school athletics if students are attending an elementary school which doesn't have a facility for those activities? Will all grades be separated in the elementary schools and middle schools by academic ability? [See questions 6, 36, 38, 127, 66, 14, 150, 251](#)
312. How will you attract highly qualified applicants to teach IB and STEM curriculum and/or hire/train new and/or current staff for the upcoming school year? [Once a decision has been made by the Board, and placement for existing personnel has been determined, we will begin intensive training for our existing teachers. Some teachers already have training in these areas, so we will ensure they are properly placed, as well.](#)
313. Regardless to any changes - will a current junior be "grandfathered" in to attend the same school he/she is attending for their senior year? [I can only assume you are asking about scenario 2 and 3. The zones lines for DHS and NHS are pretty much the same as they are now in those two plans. In scenario 1 and 4 NHS will be the only place offering the 12th grade.](#)
314. I was reviewing the proposals and the total number of students fluctuate from scenario to scenario which in some cases are significantly less than this y - [The gap you are referring to is about 200 students. This is because we did not add in any student that lived outside of our city limits. We currently have a significant amount of students from Dale Co. and we have employees that don't live in Dothan but their child comes here. Those numbers will be added back in once we get a plan narrowed down. Two hundred kids will not make a significant](#)

change in capacity across the district.

315. What about the cafeteria staff at the closing schools? Will they be transferred to other schools? [See questions 1,3, 13, 19, 42, 84, 109, 156](#)
316. Why not consider making DOTHAN HIGH a college Preparatory school to compete with the private schools ? Testing to determine eligibility! [That is something we can consider. Thank you for your suggestion.](#)
317. Is the "early learning center" going to replace the "Head Start" program? [No](#)
318. How much is the early education program at Honeysuckle costing? [See questions 60, 93, 132, 227, 256, 262](#)
319. It seems that Mike Schmitz was always present at Montana's Learn A Thon when pictures and media present. However, now he is elected he seems not to be as pro Magnet . Was he presence a mere way to garner votes? [I suggest you ask him. I will say Mike Schmitz is PRO ALL KIDS not just one specific group.](#)
320. If you require teachers to relocate, will there be a stipend for storage/having to move over the summer as we do not get paid for summer months? [At this time there has not been any discussion on requiring teachers to move their stuff. This is something that can be discussed down the road.](#)
321. What is the plan for students who are physically and verbally abusive to teachers and other students? [See questions 16, 28, 55, 74, 78, 86, 209, 214, 89, 139, 218, 248](#)
322. Are the schools federally funded? [The ones that have have 55% or higher poverty rate. They are called Title I schools.](#)
323. My biggest concern for my child is safety, not curriculum. DCS has failed repeatedly when it comes to discipline. How will you keep a sheltered kindergartener child safe from an 8th grader whose parents don't care enough to show up for conferences or teach their child not to be a bully? [See questions 16, 28, 55, 74, 78, 86, 209, 214, 89, 139, 218, 248](#)
324. Also in the news about early education, babies 6 months. That is absolutely wrong. A public school should not be in the babysitting business. That is what this would be. You would have to hire staff for that. Parents need to have the responsibility to take care of the it babies. How do you figure there would be a 3 to 5 million savings per year with all the new personal that would be hired. This sounds like the cradle to grave program. [That statement has been taken out of context. Dr. Edwards stated she wants early childhood and eventually get down to serving babies. For next year, we will only create the Pre-K center out the units we already have. Service children under 4 years old would fund itself because people would pay for the service. See questions 60, 93, 132, 227, 262, 256](#)

325. Why is Ascension Program Management at the bottom of all your slides? If they actually prepared your presentation how much did DCS pay them? That is the name of the business owned by one of our consultants, Jeff Prine. DCS did not pay for their service. It was paid by outside organizations in our community.
326. S&W Wms Ex14:13,14 Ps 28,35,37 Is 54:17" Exodus 14:13: "Moses answered the people, Do not be afraid. Stand firm and you will see the deliverance of the Lord will bring you today." Psalm 28:35: "The Lord is my strength and my shield." Isaiah 54:17: "No weapon formed against you shall prosper, and every tongue which rises against you in judgment you shall condemn."
327. All 4 scenarios plan to radically change the school system overnight. My question is: Why is there not a scenario that phases in the proposed changes gradually over a longer period of time? A plan like this could demonstrate on a smaller scale what changes are successful and mitigate the risk of failure. See question 240
328. What are the street parameters for the proposed restructuring schools in Scenario 1. Also will you identify the boundary streets that define each of the other proposed scenarios? This information will be provided once the options have been narrowed down.
329. What will happen to the hundreds of thousands of dollars worth of improvements to Montana Magnet paid for with money raised by Learn A Thon? See question 260
330. Seems to be a jump to a conclusion that due to magnet schools being opened the capture rate declined. Did we look at what else could have caused this decrease (housing cost, economy, families moving to rural areas).... As was said at the Civic Center presentation, we don't know what caused the changes, merely that there is, in fact, a change. As can be seen in the attached slide image, the Dothan City School system has had extremely volatile Capture Rates throughout the study period. These rates are so fast and so large that they are not supported by long term demographic or economic shifts such as population moves into and out of the city, or recession. Volatility in capture rates such as seen here in Dothan tend to be the result of Policy changes, negative News reports, or massive rumors which change public perception of the quality of the schools. The long-term change in Capture rates, while volatile, is also progressively diminishing over time.
331. What is the average capture rate for a public school system? The "Capture Rate" or more properly, Cohort Survival Rate, varies enormously in geography, by grade and over time. According to the American School Superintendents Association, the state of Alabama has 165 school districts School Districts encompassing a wide range of change in enrollment. The Capture Rate, in my experience is normally a little below 1.0, or below 100%, because there is a small attrition in the numbers in the general population. If the Capture Rate falls into the low .90's there is generally something driving that change beyond the simple changes in the numbers of school aged children.