



# Crossroads Program Handbook

C. F. Taylor, Alternative School  
19150 Wilters Street, Robertsdale, AL 36567  
Phone: (251) 970-4415  
Fax: (251) 970-4416

Baldwin County Public Schools  
Superintendent: Mr. Eddie Tyler  
Assistant Superintendent Secondary: Mr. Marty McRae  
Principal: Dr. Zack Wigstrom

## **HANDBOOK DISCLAIMER**

This handbook is intended to describe the program, its current practices, procedures, rules, and regulations in a general sense. It is a guideline, and administrators have the authority to make decisions outside of what is written.

Students who enroll at the CF Taylor are entering into a contract with the policies and procedures as outlined in this handbook. Their signature and the signature (s) of their parent(s) or guardian must be included in the Assurances and Agreements section of this handbook, and those signatures serve as the guarantee of compliance with the contents of this handbook.

## **NONDISCRIMINATION**

CF Taylor shall treat all persons equally without regard to race, color, creed, national origin, sex, or handicaps unrelated to the function to be performed. This commitment relates to employment practices, the education of children, and relations with the community at large. CF Taylor will be in compliance with the Title IX of the 1972 Education Amendments. Specifically, CF Taylor shall: Employ and promote individuals solely on the basis of their qualifications and without regard to the characteristics outlined above provide for a continuous examination of all parts of the curriculum to make sure that it emphasizes positive human relationships; maintain an atmosphere in which all persons can develop attitudes and skills for effective cooperative living including:

- Respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, or age.
- Respect for cultural differences.
- Respect for the right of others to seek and maintain their own.
- Respect for economic, political, and social rights of others.

## **EQUAL EDUCATION OPPORTUNITIES**

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, gender, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, or economic and social conditions, or actual or potential marital or parental status.

## **ADMINISTRATIVE IMPLEMENTATION**

The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

## **TRANSPORTATION**

Transportation will provide and arrange for transportation of students to and from the CF Taylor campus. Rules, regulations, and their enforcement will be the responsibility of the program administration. Students are not permitted to drive to the CF Taylor campus without special permission from the school Administrator. Impact Student must provide authorization from the school Administration.

Students who miss their bus may be brought to school by parents or parent designee and must be signed in at the office upon arrival. Students suspended from the bus may also be considered suspended from school.

Pick up locations are assigned the by the Transportation Supervisor and any changes must be made through this department.

## **SCHEDULE OF CLASSES**

CF Taylor has on-site academic programs beginning at 7:30 a.m. with the school day ending at 2:50 p.m. There are six periods of class time with a lunch break of twenty-five minutes. Students will follow the schedule provided by the school counselor. The schedule may be changed as needed.

## **SCHOOL CALENDAR**

The official calendar for the school year will coincide with that of the Baldwin County Public School System.

## **ATTENDANCE**

Regular attendance will be one of the “keys” to student success in the CF Taylor program. Most, if not all, of the progress toward credit for graduation will take place when the student is in attendance for class sessions. Attendance will be reported to the home school daily. Students may be removed the program if they display truant behavior. The truancy office will be contacted for students that exceed more than ten unexcused absences from school.

In case of a student’s absence due to illness, court or other valid cause, a parent or guardian is to report the student’s absence to CF Taylor Alternative Program at (251) 970-4415.

## **STUDENT RECORDS**

In compliance with state and federal law, the home school shall maintain student records. These shall be:

- A permanent record which shall include:
  - Basic identifying information
  - Academic transcripts
  - Attendance record
  - Accident/health reports
  - Information pertaining to release of this record
  
- A temporary record which may include:
  - Intelligence/aptitude scores
  - Achievement test results
  - Psychological reports
  - honors/awards
  - Disciplinary information
  - Teacher anecdotal records
  - Information pertaining to release of this record
  - Other relevant information not required to be in the permanent record
  
- Special Education Records will be maintained by CF Taylor and returned with the student when they transition back to their home school.

Information in this record shall reference authorship and date. A request for access to the records shall be made in writing, and access to the records shall be granted within fifteen (15) days of the school's receipt of such a request.

## **IMMUNIZATION-PHYSICAL EXAMS**

All health and immunization records, including required physical exams, will be kept at the home school.

## **ILLNESS-INJURY**

Illness or injury at CF Taylor may make it necessary that a student return home. Parents will be contacted to explain the circumstances and make arrangements for getting the student home. If parent/guardian cannot be reached, CF Taylor will contact the person listed as an alternate contact. Students will remain at school until such contact is made unless medical attention is considered an emergency. Students should report all injuries or accidents to the instructor immediately after they occur.

## **MEDICATION**

1. Written orders from a licensed health care provider must be obtained and must include the name of the drug, method of administering the medicine, and when it should be taken.
2. The parent/guardian of the student must request in writing that CF Taylor comply with the medication order. If supplies (such as spoons, etc.) are required to administer the medicine, it is the parent's responsibility to supply the school with such.
3. Medication must be brought to CF Taylor in a container appropriately labeled by pharmacy or licensed health care provider. It is the responsibility of the parent/guardian that an adequate amount of medication continues to be furnished to the school in a timely manner.
4. The initial dose of medication should be given at home.
5. All medications will be stored in a secure location.

6. Written directions for self-administered medications (such as asthma inhalers, insulin, etc.) must be provided from the health care provider and parents.
7. The use of “over the counter” medication is not permitted at CF Taylor. Exceptions will be considered on an individual basis.
8. The parent/guardian will be responsible at the end of treatment for removing from the school any unused medication.

### **VISITORS**

CF Taylor encourages visits by the parents/guardians. They have special rights and responsibilities to keep themselves informed as to the student’s progress and operation of the program. All visitors will be screened by the building administrator. No arrangements shall be made without prior approval.

Student visitors such as relatives or friends from other districts are not allowed. Any exception to this policy will be arranged by parents and CF Taylor administration

### **CURRICULUM AND INSTRUCTION**

The building Administrator and Counselor shall be responsible for coordinating the necessary course work for each student with the home school. The primary focus of that planning is the advancement toward the graduation requirements of the home school.

The home school Administrator and Counselor is responsible for determining the number of required and elective semester credits each student needs to satisfy the graduation requirements of the base school.

Students entering CF Taylor during the school year will transfer in whatever grades they are earning in their home school at that time.

A student of senior status who has satisfied the graduation requirement of the base school may stop attending CF Taylor after administration has confirmed that all such requirements are met.

Instruction will include a variety of techniques that will contribute to individual and group goals. These techniques will include, but not limited to individualized instruction, group sessions for lecture and demonstration, guided and independent practice, as well as opportunities for application of knowledge, skills, and abilities to a variety of life activities. Instructional and technological aids will be utilized to enhance learning opportunities. In addition to academic instruction, learning activities will include social and emotional development, peer relations, social responsibilities, and post-secondary planning.

### **PROGRESS REPORTS AND CREDITS**

High school students may begin and complete semester credits at any time during the year. Incomplete credits may be completed in the next semester.

Progress reports will be issued to parents and the home school at approximate nine-week intervals. Parent conferences are encouraged and welcomed.

All students are capable of academic growth and are expected to make progress and earn semester credits. Students who show little or no progress after a four-week period are subject to review. An IEP meeting will be held for students regarding behavior, attendance, and academic achievement. This may result in eventual removal from the program.

## C. F. Taylor, Crossroads Program

### Intake Conference Agenda

The goal of C.F. Taylor Alternative and Crossroads programs is to prepare each student to return to their base schools with the tools they need to succeed.

a.	Introductions	
a.	Parent Guardian Information Sheet	7
b.	Expectations for Alternative School Activities & Transitions	8-9
c.	Alternative School Dress Code Requirements	10-11
d.	Alternative School Assignment Procedures	12
e.	Administrative Discretion Agreement	13
f.	Point Level System	14
g.	Sample Point Sheet	15
h.	Orientation/Camp 180 Daily Behavior Sheet	16
i.	Reinforcer Questionnaire	17-18
j.	Interest Inventory	19-20
k.	Petition to Move to Gold Level	21
l.	Petition to Move to Silver Level	22
m.	Petition to Move to Bronze Level	23
n.	Petition to Move to Team Monitoring	24
o.	Parent Contract	25-26



Intake Date: \_\_\_\_\_

Start Date: \_\_\_\_\_

HR Teacher: \_\_\_\_\_

**Parent/Guardian Intake Information Sheet**

Student's Name:

DOB:

Lunch Status (circle): Free Reduced Pay

Lunch Number

Parent's Name:

Home Phone:

Parents Email:

Work Phone:

Cell Phone (Primary Contact):

Cell Phone (Secondary Contact):

Physical Address:

City:

Zip Code:

Medial Needs: Yes or No

Medications needed at school:

Allergies:

Are there other needs we should know about?

*Failure to adhere to any rules listed in the Discipline Matrix aligned with the Baldwin County Code of Conduct will result in days added to the student's assigned term and could ultimately lead to a disciplinary hearing. Any out-of-control behavior by the student can result in suspension or an expulsion hearing. All students must serve all of their days in Alternative School regardless of excused absences. A full day absence must be made up regardless of the reason for being absent. If a student checks in or out, he or she will only receive credit for serving a full day if he or she has been present at school for at least half of a day and if the excuse note is medical or legal (excuses must be provided by the doctor or court official). If a student misses the bus and does not arrive at school before 9:45 am, the student will need to make up that day. If a student is suspended, parents will be notified, and he or she must be picked up from Alternative School immediately by an approved person on his or her contact list in Power Schools. Students are not allowed to bring anything into the building. All students will be searched upon entering the building by SRO or Administration to ensure there are not any weapons, drugs, or any other forbidden paraphernalia. Students should not hide electronic devices under their clothing at all. If the phone or phone usage is detected, students will deal with the consequences outlined in the Discipline Matrix (pg. 6-9). Lunch bags will be searched as well. Any student that refuses to be searched will not be allowed in the building. All Alternative School students lose all privileges to participate in extracurricular activities and/or functions in Baldwin County Schools including all extracurricular events (i.e., Athletic competitions, dances, assemblies). Both parent and student's signature below show they understand and agree to abide by the rules above and were present for the intake meeting.*

Students Signature:

Date:

Parent Signature:

Date:



**EXPECTATIONS FOR C.F. TAYLOR ALTERNATIVE SCHOOL:  
ACTIVITIES AND TRANSITIONS**

Task	Starting the Day and Entering the classroom
Conversation	No Talking
Help	Once you have been seated, raise your hand for help
Activity	You are expected to be ready for the Alternative School day; check your mood/attitude; address any concerns with the Alternative School teacher. Begin assignment immediately as directed by the teacher.
Movement	Go to the bathroom as a group, wait in a single file line once finished outside of the bathroom; when directed, walk into the classroom, and go directly to your assigned space and have a seat.
Participation	Get all instructional materials out, review the lunchroom menu for lunch. Write your order down, raise your hand when finished, and Mrs. will come by to retrieve all orders.

Task	Transitions from class to class
Conversation	No Talking
Help	Raise your hand for help
Activity	You are expected to Line up at the door and walk in a line silently to the next class.
Movement	Walk as a group on the right side of the hallway to your next class and enter the classroom when instructed.
Participation	Stay in line and walk silently.

Task	Lunch
Conversation	No Talking
Help	Once you have been seated, raise your hand for help
Activity	You are expected to sit and eat quietly
Movement	Stay seated and CFT staff will give your breakfast/lunch.
Participation	Eat quietly and when instructed, throw your food in the trash can. When directed, go the bathroom as a group after lunch, wait in a single file line once finished outside of the bathroom, and reenter the classroom when instructed. All students should walk directly back to their cubicle.

Task	Bathroom Breaks Outside of Lunch & Breakfast
Conversation	No Talking
Help	Once you have been seated, raise your hand for help
Activity	You are expected to sit and eat quietly
Movement	Stay seated and CFT staff will give your breakfast/lunch.
Participation	Eat quietly and when instructed, throw your food in the trash can. When directed, go the bathroom as a group after lunch, wait in a single file line once finished outside of the bathroom, and reenter the classroom when instructed. All students should walk directly back to their cubicle.

Task	Direct Instruction
Conversation	Yes, but only with CFT Staff
Help	Raise your hand
Activity	The expected end product is to receive help on your assignments whether electronic or on paper.
Movement	Stay seated and until CFT staff instructs you to get up.
Participation	Quietly complete your electronic and paper assignments with quality.

Task	Independent work
Conversation	Yes, but only with CFT Staff
Help	Raise your hand
Activity	The expected end product is to complete your work electronically or on paper in your assigned seat facing forward.
Movement	Stay seated and until CFT staff instructs you to get up.
Participation	Quietly complete your electronic and paper assignments with quality.

Task	Ending the Day; Exiting to go home
Conversation	Yes, but only with CFT Staff
Help	Raise your hand
Activity	The expected end product is to clean up your cubicle and get ready to go home
Movement	Stay seated until CFT Staff instructs you to line up. When instructed, walk in a single file to the bus and wait quietly until your bus arrives.
Participation	Quietly exit and go home

## **Alternative School Dress Code Requirements** **Crossroads and Alternative Program Students**

***The dress code requirements stated below will be strictly enforced.***

### **Top/Shirt:**

Collared shirt with sleeves or turtleneck. School color (Navy or White) polo as approved by the principal.

### **Bottom/Pants**

Boys: Khaki or Navy-Blue pants or shorts. If denim the color must be navy as required by principal.

Girls: Pants, Skirts, Capris, Skorts, Jumpers or Dresses (corduroy fabric and “blue” denim permitted) Jeggings or tights are permitted under shorts, skirts, or dresses but not alone as bottom attire.

### **Under Garments:**

Undergarments, excluding the neckline of an undershirt, must not be visible at any time. Pajamas are prohibited.

### **Footwear:**

Footwear must be worn at all times and must be closed toe in nature.

### **Sweatshirts and Sweaters:**

Must be solid: Black, Brown, Navy, Tan, Gray, White or school colors as published by the principal

### **Coats and Jackets:**

Outerwear items must not have lettering, or logo of alcohol, tobacco, and/or controlled substance, nor pictures, symbols, artwork that might be offensive in nature and cause a substantial disruption to the educational

**ITEMS NOT ALLOWED** Wind Pants/Sweatpants, velour pants, tights, yoga pants, oversized clothing, overalls, bell bottoms, un-hemmed clothing, clothing with cuts, slits, holes or slashes, sleeveless shirts, overcoats, or trench coats

- KHAKI is defined by Baldwin County Public Schools to be light tan in color.
- Pupils are expected to be clean and appropriately dressed for school. Dress and appearance must not present health or safety problems or cause disruption and should encourage a serious approach to school. The local school principal will be the final authority for determining appropriate dress within the framework of the policy.

## Alternative School Dress Code Requirements Continued Crossroads and Alternative Program Students

- School attire should cover those portions of the body that American standards of modesty decree are covered; fashions which simulate or suggest nudity are to be avoided. Clothing so skintight or revealing as to provoke or to distract others is disruptive and therefore, unacceptable.
- Footwear must be worn at all times and have a fully enclosed toe.
- Clothing must be of appropriate length and fit. Excessively baggy or excessively tight- fitting clothing is prohibited. This includes, but is not limited to “yoga” pants, “tights”\* and “jeggings”\*.
- To be acceptable, short pants and skirts must extend beyond either the fingertips when the student extends arms downward along the sides or reach the mid-thigh, whichever is longer. Pants must completely cover underwear. Low cut pants, sagging pants, etc. are prohibited. Pants must be free of rips, holes or attached symbols. Pants made of “blue denim” are acceptable. ***(Jeggings, leggings, or tights may be worn under shorts, skirts, or dresses, but they are not acceptable alone as bottom attire). Jeggings, leggings, or tights should be solid in color.***
- Shirts must completely cover the midriff area when sitting and standing and expose no cleavage.
- Jackets, coats, sweaters, and sweatshirts may not have lettering; logo(s) of alcohol, tobacco, and/or controlled substance; nor pictures, symbols, or artwork that might be offensive in nature and cause a disruption to the educational process. They are considered outerwear and must be worn with a uniform shirt.
- Adornments that could reasonably be perceived as weapons or used to inflict harm (i.e. chains, spikes, etc.) are prohibited.
- No loose or excessive jewelry
- Gang related apparel is prohibited at all times at any school function or school sponsored activity. Items deemed inappropriate under this category are at the discretion of the principal. (No bandanas of any kind are to be worn)
- Heads must remain uncovered in the building. (No hoods or hats on at any time)
- Students are prohibited from wearing any clothing items and/or accessories that:
  - Are lewd, offensive, vulgar or obscene,
  - Advertises or depicts tobacco products, alcoholic beverages, drugs or any other illegal substance, or
  - Contains fighting words or incites criminal activity; or
  - Can reasonably be expected to cause a material or substantial disruption of, or interference with, normal school operations.

### ***C.F. Taylor Alternative School Assignment Procedures***

Secondary Students enrolled at CFT Crossroads Program will receive their assignments from highly qualified teachers who will be responsible for providing assignments through Edgenuity and other resources, grading, and recording grades. Parents can view up-to-date academic progress in PowerSchool. The Edgenuity courses are aligned with Alabama state standards and are paced according to the Baldwin County Public School pacing guide. The teacher may choose to use the course material they are using in their classroom or they may choose to use supplemental programs through Schoology/Google Classroom. Regardless, provided coursework and grading for the student will be the responsibility of the teacher to record.

**C.F. Taylor Alternative School  
Administrative Discretion Agreement**

***Administrative discretion applies in all cases. Note: Acts of physical violence (fighting and battery) as well as possession of controlled substances or paraphernalia are subject to automatic suspension and involvement of the Baldwin County Sheriff's Department.***

***Your signature below states that you have read, understand and agree to abide by the CFT Crossroads Assignment Procedures and Daily Expectations:***

***Student Signature:***

***Date:***

***Parent Signature:***

***Date:***

**Baldwin County Public School System**  
**Crossroads Program Point/Level System 2022-2023**  
**\*\*MINIMUM of Semester one (89 days) Semester two (89 days)\*\***

<b>Orientation</b>	<b>BRONZE</b> (84% -89%)	<b>SILVER</b> (90%-95%)	<b>GOLD</b> (96% - 100%)	<b>Team-monitoring</b> (96% - 100%)
<b>2 Days (Min)</b>	<b>15 Days (Min.) Level I</b>	<b>15 Days (Min.) Level II</b>	<b>15 Days (Min.) (Notify area RC/BC and base school staff for observations) Level III</b>	<b>20 day probation at base school Level IV</b>
*Camp 180 (Entering after beginning of school) *All assignments completed in classroom *Review the new Pt levels	*Attend General Education Class- Collaboration with Spec Ed teacher and General Ed teacher	*Use computer for academics	*Attend General Education classes *Collaboration with Spec Ed teacher and General Ed teacher	*Base school transition
*Review policy and procedures to provide clear expectations *Practice a Petition meeting	*Breakfast/Lunch in the classroom	* Breakfast/Lunch in designated location	*Breakfast/Lunch in designated location	*All services provided in the Resource Room each week
*Student surveys, Interest Inventories, reward menus, Transition Assessments, etc.	*PE	*PE	*(Community Service) *PE	*Follow all school rules of base school
*Paper Pencil assignments *PE written assignments	*Paper pencil assignments	*Administrative pass *Games with SRO, principal, etc	*Administrative pass *Games with SRO, principal, etc	*Schedule IEP meeting for student return to base school
*Goal setting *Review IEP (Disability awareness)	*Weekly meeting with administrator	* Assist a faculty membering outside of Crossroad's classroom	*PE/Recess *Participate in contests	
*Intervention assessments *Breakfast/Lunch in Camp 180	*Students may participate in morning meeting	*Snacks with Social Worker *Basketball with staff member	*Meet with Transition Coach *Snacks with Social Worker *Basketball with staff member	
*Weekly meeting with administrator		*Apply for Leadership position (Community service)	*Base school administrator, resource teacher, general education teacher, case manager visits and develop base school Transition Plan	

# CFT- Crossroads - Points Sheet

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Current Level (at start of day):** \_\_\_\_\_

Expectations	Math		Language Arts		Science		Social Studies		Guided Reading		PE		Elective	
	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2	1st 1/2	2nd 1/2
<b>Target Beh. 1 (2 pts each)</b>	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet
<b>Respectful to staff and peers (1 pt each)</b>	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet
<b>Stay in assigned area, seat, classroom (1 pt each)</b>	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet
<b>Attempting to produce quality assignments (at ability level) (1 pt each)</b>	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet
<b>Compliant with rules and directives (2 pts each)</b>	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet
<b>Staff Initials:</b>														

<b>TARGET BEHAVIOR 1:</b>	<b>TOTAL POINTS:</b>
---------------------------	----------------------



## Camp 180 Daily Behavior Sheet

**Daily Expectations:**

1. Following Directions – Do what is asked of you & be where you are supposed to be
2. Physical Control – Keep your hands, feet, & objects to yourself
3. Verbal Control – Use appropriate voice/tone/language; good attitude & be respectful
4. Academic – Actively participate in class; turned in (worked appropriately) assignment

Time of Day:	Points Earned:	Comments:				
7:45 - 8:39	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
8:40 – 9:34	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
9:35 – 10:29	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
10:30 – 11:50	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
11:51-12:45	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
12:46 – 1:40	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
1:41 – 2:40	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
	[Daily] Total Points Earned:					

**Reinforcer Questionnaire**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Please answer each question honestly and as best you can. You do not need to write in complete sentences.

1. Please list three of your favorite foods. \_\_\_\_\_  
\_\_\_\_\_

2. If you had \_\_\_\_\_ dollars to buy whatever you wanted, what would you buy? \_\_\_\_\_  
\_\_\_\_\_

3. If you had 30 minutes of free time at school, what would you really like to do? \_\_\_\_\_  
\_\_\_\_\_

\* 30 minutes at home? \_\_\_\_\_  
\_\_\_\_\_

\* 30 minutes with friends? \_\_\_\_\_  
\_\_\_\_\_

4. Please list three of your favorite things to do at home: \_\_\_\_\_  
\_\_\_\_\_

\* at school? \_\_\_\_\_  
\_\_\_\_\_

\* with friends? \_\_\_\_\_  
\_\_\_\_\_

5. Please list two people who you prefer doing things with at home: \_\_\_\_\_  
\_\_\_\_\_

Please list two people who you prefer doing things with at school: \_\_\_\_\_  
\_\_\_\_\_

## Interest Inventory

**Directions:** Please circle each item/choice that you prefer. You may circle as many or as few as you would like.

### **Beverages**

- fruit juices
- sparkling water
- soda
- V-8 juice
- coffee
- decaffeinated coffee
- hot tea
- hot herbal tea
- milk
- chocolate milk
- lemonade
- punch
- Other \_\_\_\_\_

### **Recreation/Leisure**

- watching t.v.
- playing home video games
- playing community video games
- computer
- movies
- dancing
- listening to music
- singing
- playing musical instrument
- drawing
- painting
- sculpting/pottery
- latch hook
- sewing

- working with tools
  - looking at magazines
  - looking at books/reading
  - work jigsaw puzzles
  - acting
- Other \_\_\_\_\_

### **Excursions**

- spectator sports (car racing, baseball, basketball, football, lacrosse, soccer, horse racing, wrestling, hockey)
  - car rides
  - shopping
  - out to dinner
  - health club
  - amusement parks
  - going camping
  - vacations
  - visiting beach
  - visiting mountains
- Other \_\_\_\_\_

### **Social**

- talking with others
- game with others
- Other \_\_\_\_\_

**Food**

- fruit
- nuts
- cookies
- ice cream
- chips
- snack bars
- hot dogs
- hamburgers
- tacos
- pizza
- popcorn
- pretzels
- bagels
- granola

Other \_\_\_\_\_

**Hobbies**

- photography
- collecting items
- building models
- planting/gardening
- Other \_\_\_\_\_

**School/classroom based interests:**

- teach a portion of a lesson
- tell a joke to the class
- be a peer tutor
- choose a modified or independent assignment
- access and time to computer or other desirable activity

- go to lunch a few minutes early
- job
- free ticket to school activity (dance, sporting event)
- library
- present a skit
- present a hobby to class
- go on a field trip; where?

\_\_\_\_\_

• Other \_\_\_\_\_

**Sports**

- aerobics
- jogging/running
- roller skating/roller blading
- swimming
- soccer
- football
- baseball
- lacrosse
- frisbee
- skateboarding
- bowling
- miniature golf
- tennis
- bodybuilding
- weight lifting
- exercise bike
- racquetball
- Other? \_\_\_\_\_

## Behavior Checklist to move to the GOLD LEVEL

- |  |   |   |
|--|---|---|
| 1. Has the student <b><u>attended school on a consistent basis</u></b> ?   | Y | N |
| 2. Has the student <b><u>consistently scored 90-95% or higher</u></b> on Silver (15 Days)?   | Y | N |
| 3. Does the student follow classroom policies and procedures?  | Y | N |
| 4. Has student participated successfully in <b><u>lunch</u></b> with general education class?  | Y | N |
| 5. Is the student <b><u>in his/her area</u></b> at the right time and place?   | Y | N |
| 6. Does the student successfully transition across the school setting <b><u>and arrive on time</u></b> ?   | Y | N |
| 7. Does the student <b><u>have all needed materials</u></b> for class?   | Y | N |
| 8. Does the student make an effort to <b><u>complete quality assignments</u></b> and demonstrate a regard for his/her grade?   | Y | N |
| 9. When interacting with others <b><u>the student's body language, voice tone, and words</u></b> are consistently respectful and civil?                                  | Y | N |
| 10. Does the student <b><u>demonstrate leadership</u></b> in communication skills-verbal and non-verbal? Do they express their needs in a respectful, assertive fashion? | Y | N |
| 11. Is the student beginning to <b><u>consistently demonstrate appropriate behaviors and social skills</u></b> within the general education classroom?                   | Y | N |
| 12. Does the student <b><u>follow directions promptly</u></b> from teacher and staff?  | Y | N |
| 13. Does the student participate in <b><u>identifying personal goals</u></b> and make progress towards self-monitoring?  | Y | N |
| 14. Overall, does this student <b><u>demonstrate appropriate leadership</u></b> ?  | Y | N |
| 15. Has the student been <b><u>compliant with the SCHOOLWIDE POLICY regarding electronics</u></b> ?  | Y | N |
| 16. Has the student <b><u>met the criteria to petition for Gold level</u></b> (Scored 90-95% for 15 days)?   | Y | N |
| 17. Individualized Goal: _____   | Y | N |
| 18. Individualized Goal: _____   | Y | N |

**Behavior Checklist to move to the SILVER LEVEL**

- |   |   |   |
|---|---|---|
| 1. Has the student <b><u>attended school on a consistent basis?</u></b>   | Y | N |
| 2. Has student's daily performance % been between <b><u>84-89%</u></b> while on Bronze (15 days)?                               | Y | N |
| 3. Does the student follow classroom policy and procedures?   | Y | N |
| 4. Has student participated successfully in <b><u>snack/lunch</u></b> with general education peers?                             | Y | N |
| 5. Does the student <b><u>transition appropriately across school campus?</u></b>  | Y | N |
| 6. Is the student <b><u>usually in areas where he/she is supposed to be?</u></b>  | Y | N |
| 7. Is the student <b><u>beginning to consistently demonstrate</u></b><br><b><u>Appropriate behaviors</u></b> and social skills? | Y | N |
| 8. Does the student make an effort to <b><u>complete quality on assignments?</u></b>  | Y | N |
| 9. Does the student <b><u>check body language, voice tone, and words when interacting with others?</u></b>                      | Y | N |
| 10. Does the student <b><u>follow directions without prompting?</u></b>   | Y | N |
| 11. Is the student making <b><u>progress on his/her individual goals?</u></b>   | Y | N |
| 12. <b><u>Is the student following</u></b> classroom and school rules, procedures, and expectations?                            | Y | N |
| 13. Does the student <b><u>accept re-directions and feedback</u></b> from teachers and staff?                                   |   |   |
| 14. Does the student use calming strategies effectively?  | Y | N |
| 15. Has the student been <b><u>compliant with the SCHOOLWIDE ELECTRONICS POLICY?</u></b>  | Y | N |
| 16. Has the student <b><u>met the criteria to petition for Silver level</u></b> (Scored 84%-89% for 15 days)?                   | Y | N |
| 17. Individualized Goal: _____  | Y | N |
| 18. Individualized Goal: _____  | Y | N |

## Behavior Checklist to move to the BRONZE LEVEL

- |   |   |   |
|---|---|---|
| 1. Has the student attended school for <b><u>2 days (Orientation)</u></b> ?   | Y | N |
| 2. Has student's <b><u>daily performance percentage been between 85-90%</u></b> for a minimum of 5 days while on Orientation?                       | Y | N |
| 3. Has student successfully participated in <b><u>lunch without inappropriate behaviors?</u></b>  | Y | N |
| 4. Has the student successfully transitioned across the school setting?   | Y | N |
| 5. Does the student <b><u>go to his/her area upon teacher request?</u></b>  | Y | N |
| 6. Does the student follow classroom policy and procedures?   | Y | N |
| 7. Does the student make an effort to <b><u>complete quality assignments?</u></b>   | Y | N |
| 8. Does the student follow <b><u>Crossroads</u></b> expectations?   | Y | N |
| 9. Does the student <b><u>follow directions consistently?</u></b>   | Y | N |
| 10. Does the student <b><u>check body language, voice tone, and words when interacting with staff and peers</u></b> to ensure respect and civility? | Y | N |
| 11. Does the student <b><u>accept feedback and redirection</u></b> from the teacher and support staff?  | Y | N |
| 12. Is the student <b><u>making an effort to work on his/her individual</u></b> goals?  | Y | N |
| 13. Has the student successfully <b><u>practiced calming strategies?</u></b>  | Y | N |
| 14. Has the student been <b><u>compliant with the SCHOOLWIDE POLICY regarding electronics?</u></b>  | Y | N |
| 15. Has the student <b><u>met the criteria to petition for Bronze level</u></b> (Scored 85-90% for 3 days)?   | Y | N |
| 16. Individualized Goal: _____  | Y | N |
| 17. Individualized Goal: _____  | Y | N |

**Behavior Checklist to be considered for Team-Monitor Level**

- |   |   |   |
|---|---|---|
| 1. Has the student <b><u>successfully mastered all the criteria of all 4 levels?</u></b>  | Y | N |
| 2. Does the student <b><u>show the desire to monitor his/her own behavior?</u></b>  | Y | N |
| 3. Does the student <b><u>demonstrate the honesty in using his/her own judgment?</u></b>  | Y | N |
| 4. Does the student <b><u>demonstrate the ability to evaluate his/her daily behavior performances</u></b> in a realistic and honest manner? | Y | N |
| 5. Has the student <b><u>earned trust among his/her peers?</u></b>  | Y | N |
| 6. Has the student <b><u>earned the trust of authority figures?</u></b>   | Y | N |
| 7. Is the student <b><u>motivated to change any inappropriate behavior?</u></b>   | Y | N |
| 8. Has the student scored between <b><u>96-100% for the 15 days</u></b> while on GOLD   | Y | N |

9. Individualized Goal: \_\_\_\_\_

10. Individualized Goal: \_\_\_\_\_

**Signatures Of Support Are Required From The Following People:**

**Teacher:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_

**Administrator or Counselor** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Peer:** \_\_\_\_\_

**Other (your choice):** \_\_\_\_\_



# Crossroads Center Based Program

## Parent Contract 2023-24

### **Program Overview:**

Due to significant behavior concerns, students participate in an individualized behavior incentive program at a center-based alternative setting, which may not be in your community zone school. This behavior incentive program includes a level system with individualized motivators. While participating in the behavior incentive program, students are exposed to individualized replacement strategies to improve their overall behavior. This setting is considered a small group setting with additional adult support to allow them more opportunity for success. The expectation for compliance increases as the student moves through the level system. This specific program is highly structured to facilitate their behavioral success. Based on data collection, they will have access to general education classes with their typical peers while participating in this behavior incentive program. In addition, their Least Restrictive Environment (LRE) will fluctuate due to him/her attending general education classes with the demonstration of improved targeted behaviors. Parents have access to view their child's behavior data.

### **Level System:**

#### **Orientation**

– 3 days, student must earn between 75%-85% each day to progress to Bronze Level.

#### **Bronze Level**

– 15 days, student must earn between 85%-90% each day to progress to Silver Level.

#### **Silver Level**

– 15 days, student must earn between 90% - 95% each day to progress to Gold Level.

#### **Gold Level**

– 15 days, student must earn between 95%-100% each day to progress to Team Monitoring.

#### **Probationary Period at Base school**

– 20 days, student must earn between 95%-100% each day to complete the program.

Once a student is on Gold Level a transition plan will be developed to begin the planning process for the student's return to their base school.

### **Attendance:**

In order to successfully complete this program your student's daily attendance at school is imperative. All BCBOE attendance policies continue to be in place while your student is attending the Crossroads Program.

### **Assemblies:**

Students attending the Crossroads Program may attend CFT character education activities determined by the CFT administration. Parents need to be informed that the

school administration (per the IEP) determines whether or not the student can attend functions at his/her base school while attending the Crossroads program.

**Bus/Transportation:**

Students can be provided bus transportation while attending the Crossroads Program. All BCBOE transportation policies apply while utilizing this program. The IEP team will determine any specialized transportation needs.

**Dress Code:**

The Parent understands that his/her student must follow the Elementary Baldwin County dress code policy. The parent understands that a disciplinary infraction may result from a dress code violation. These infractions may delay their student moving up on the point level system.

---

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Email address: \_\_\_\_\_

Cell phone number \_\_\_\_\_