



Crossroads Program Handbook

**C. F. Taylor, Alternative School
19150 Wilters Street, Robertsdale, AL 36567
Phone: (251) 970-4415
Fax: (251) 970-4416
Principal: Mrs. Chesley Darby
Assistant Principal: Mr. David McNair**

**Baldwin County Public Schools
Superintendent: Mr. Eddie Tyler
Assistant Superintendent: Mr. Marty McRae
2025-2026**

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 in a C. F. Taylor program 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

C. F. 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. C. F. Taylor will be in compliance with the Title IX of the 1972 Education Amendments. Specifically, C. F. 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 Administrator 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 C. F. Taylor campus. Rules, regulations, and their enforcement will be the responsibility of the program administration. Students are not permitted to drive to the C. F. 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 by the Transportation Supervisor and any changes must be made through this department.

SCHEDULE OF CLASSES

C. F. Taylor has on-site academic programs beginning at 7:40 a.m. with the school day ending at 2:50 p.m. There are seven 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 C. F. 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 student’s base school via PowerSchool daily. 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 C. F. Taylor Alternative Program at (251) 970-4415.

STUDENT RECORDS

In compliance with state and federal law, the student's base 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 C. F. Taylor and are returned with the student when they transition back to their base 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 student's base school.

ILLNESS-INJURY

Illness or injury at C. F. 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, C. F. 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 C. F. Taylor complies 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 C. F. Taylor in a container appropriately labeled by a 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 C. F. 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

C. F. 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 C. F. Taylor administration.

CURRICULUM AND INSTRUCTION

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

The base school Administrator and Counselor are 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 C. F. Taylor during the school year will transfer in whatever grades they are earning in their base school at that time.

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

CURRICULUM AND INSTRUCTION CONTINUED

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.

C. F. Taylor, Crossroads Program

Intake Conference Agenda

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

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

**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. Respond to your Homeroom teacher when asked to order breakfast or lunch to receive a school breakfast/lunch at the designated times.

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	Breakfast/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 C.F. Taylor staff will give your breakfast/lunch.
Participation	Eat quietly and when instructed, throw your food in the trash can. When directed, go to the bathroom as a group after lunch, wait in a single file line once finished outside of the bathroom, and re-enter the classroom when instructed. All students should walk directly back to their cubicle.

Task	Bathroom Breaks
Conversation	No Talking
Activity	You are expected to sit and wait quietly for the teachers/paraprofessional to assist you.
Movement	Stay seated and C. F. Taylor staff will come to you to address your question.
Student	Each student will have a maximum of 3 restroom passes a day. If a student needs to use the restroom more than 3 times, they will lose points on their daily point sheet. The restroom will be checked prior to and after each student's usage. If there is any damage and/or bathroom misconduct, the student will lose points on their daily point sheet and may receive a discipline referral.

Task	Direct Instruction/Independent Work
Conversation	Yes, but only with C. F. Taylor 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 wait until C. F. Taylor staff instructs you to get up.
Participation	Quietly complete your electronic and paper assignments with quality. Students will remain on-task, no off-task behaviors (youtube, games, etc.,). If students misuse school technology, they will lose access to their devices for that period and lose points on their point sheets.

Task	Ending the Day; Exiting to go home
Conversation	Yes, but only with C. F. Taylor 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 C. F. Taylor 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
Bus Behaviors	Any student misbehavior on the bus may result in a discipline referral, loss of privileges, and/or students will not earn their points to make their day.

Alternative School Dress Code Requirements

Crossroads Program Students

The dress code requirements stated below will be strictly enforced.

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. 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.

Students are prohibited from wearing any clothing items and/or accessories that:

- o Are lewd, offensive, vulgar or obscene,
- o Advertises or depicts tobacco products, alcoholic beverages, drugs or any other illegal substance, or
- o Contains fighting words or incites criminal activity; or
- o Can reasonably be expected to cause a material or substantial disruption of, or interference with, normal school operations.

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)

Top/Shirt:

Shirts must completely cover the midriff area when sitting and standing and expose no cleavage.

Bottom/Pants

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, pajama 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).

Undergarments:

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. Crocs and slides are not permitted.

Coats/Jackets/Sweatshirts/Sweaters:

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 environment. No hoods are allowed in the building, if a student wears a jacket with a hood, they must store the garment in a box that is located in the gym and may be collected at the end of the day.

If a student wears a hoodie, they must place the hoodie in a box that will be stored in the gym and collected at the end of the day. C. F. Taylor is not responsible for any lost hoodie.

- Heads must remain uncovered in the building. (No hoodies or hats allowed in the building at any time)

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, trench coats, hats/head coverings, and any item of clothing with a hood.*

C.F. Taylor Alternative School Assignment Procedures

Secondary Students enrolled at C. F. Taylor 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.



Crossroads Individualized Program

Point/Level System Guidance Document

BRONZE (85% +)	Silver (90% +)	Gold (90% +)
*Review policy and procedures to provide clear expectations of the program Check In With CR teacher	*Review policy and procedures to provide clear expectations of the program Check In With CR teacher	*Review policy and procedures to provide clear expectations of the program Check In With CR teacher
	Help CFT Staff with breakfast and lunch	Participation in Google Meet with base school Resource teacher/administrator
	Beginning with Silver, students who earn their day have the right to attend break at the end of the day.	Help CFT Staff with breakfast and lunch
	*Student participation in mentor activity *Apply for a Leadership Role	*Leadership Role
	*Review Day/Points with PW Teacher Check Out with PW	*Review Day/Points with PW Teacher Check Out with PW
	Petition to Gold Same Access as Orientation, Bronze, and Silver	Petition to Transition Plan Same Access as Orientation, Bronze, Silver, and Gold
*Review Day/Points with PW Teacher Check Out with PW	*Review Day/Points with PW Teacher Check Out with PW	*Review Day/Point with PW Teacher Check Out with PW
Petition to Silver	Petition to Gold Same Access as Orientation, Bronze, and Silver	Petition to Transition Plan Same Access as Orientation, Bronze, Silver, and Gold

Crossroads Student Daily Point Sheet

Student: _____

Date: _____

	Target Behavior (1 pt. each)		Respectful to Staff and Peers (1 pt. each)		Stay in Assigned Area (1 pt. each)		Attempt to Produce Quality Assignments (1 pt. each)		Compliant with Rules & Directives (2 pts. each)				Tally Total Points for Each Subject in this Column	
Entry (5 pts.)														
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half				
Math (12 pts. Total)														
Language Arts (12 pts. Total)														
Science (12 pts. Total)														
Social Studies (12 pts. Total)														
Intervention (12 pts. Total)														
PE (12 pts. Total)														
Elective (12 pts. Total)														
Hall Transitions (1 pt per transition)	1st Pd Transition _____		2nd Pd Transition _____		3rd Pd Transition _____		4th Pd Transition _____		5th Pd Transition _____		6th Pd Transition _____			
Restroom (3 per day) (5 pts. per day)							Students have 3 passes per day. if they only use their assigned passes, they earn 5 points. Each restroom pass over their 3 results in a 1 point deduction.							
												Total Daily Points		

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, and objects to yourself
3. Verbal Control – Use appropriate voice/tone/language; have a good attitude, and be respectful.
4. Academic Participation – Actively participate in class; Turn in your assignments with good effort to complete them appropriately

Time of Day:	Points Earned:	Comments	Initials	Points				
7:45 - 8:37	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
8:37 - 9:24	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
9:24 - 10:11	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
10:11 - 10:58	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
10:58- 11:45	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
11:45 - 12:32	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
12:32 - 1:19	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
1:19 - 2:23	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Following Directions</td> <td style="text-align: center; padding: 2px;">Physical Control</td> <td style="text-align: center; padding: 2px;">Verbal Control</td> <td style="text-align: center; padding: 2px;">Academic Participation</td> </tr> </table>	Following Directions	Physical Control	Verbal Control	Academic Participation			
Following Directions	Physical Control	Verbal Control	Academic Participation					
[Daily] Total Points Earned **Please enter total points earned for the day into comments section of the student's daily Points Link								

STUDENT NAME _____

DATE: _____

Petition to move to the GOLD LEVEL

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

STUDENT NAME _____

DATE: _____

Petition to move to the SILVER LEVEL

QUESTION	Y	N
1. Do I <u>attended school on a consistent basis</u> ?		
2. Has my daily performance % been <u>84% or higher</u> while on Bronze (15 days)?		
3. Do I follow classroom policies and procedures?		
4. Have I participated successfully in <u>snack/lunch</u> with general education peers?		
5. Do I <u>transition appropriately across school campus</u> ?		
6. Do I <u>remain in my assigned areas</u> ?		
7. Do I <u>consistently demonstrate appropriate behaviors</u> and social skills?		
8. Do I make an effort to <u>complete quality on assignments</u> ?		
9. Do I demonstrate appropriate <u>body language, voice tone, and words when interacting with others</u> ?		
10. Do I <u>follow directions without prompting</u> ?		
11. Am I making <u>progress on his/her individual goals</u> ?		
12. <u>Do I follow</u> classroom and school rules, procedures, and expectations?		
13. Do I <u>accept re-directions and feedback</u> from teachers and staff?		
14. Do I use calming strategies effectively?		
15. Have I been <u>compliant with the SCHOOLWIDE ELECTRONICS POLICY</u> ?		
16. Have I <u>met the criteria to petition for Silver level</u> (Scored 84%-89% for 15 days)?		
17. Individualized Goal:		
18. Individualized Goal:		

STUDENT NAME _____

DATE: _____

Petition to move to the BRONZE LEVEL

QUESTION	Y	N
1. Did I attend school for <u>1 days (Orientation)</u> ?		
2. Has my daily performance % been <u>80% or higher</u> while in Orientation(1 day)?		
3. Have I successfully participated in <u>lunch without inappropriate behaviors</u> ?		
4. Have I successfully transitioned across the school setting?		
5. Do I <u>go to his/her area upon teacher request</u> ?		
6. Do I follow classroom policy and procedures?		
7. Do I make an effort to <u>complete quality assignments</u> ?		
8. Have I followed <u>Crossroads</u> expectations?		
9. Do I <u>follow directions consistently</u> ?		
10. Do I demonstrate appropriate <u>body language, voice tone, and words when interacting with staff and peers</u> to ensure respect and civility?		
11. Do I <u>accept feedback and redirection</u> from the teacher and support staff?		
12. Am I <u>make an effort to work on my individual</u> goals?		
13. Have I successfully <u>practiced calming strategies</u> ?		
14. Have I been <u>compliant with the SCHOOLWIDE POLICY regarding electronics</u> ?		
15. Have I <u>met the criteria to petition for Bronze level</u> (Scored 80% in Orientation)?		
17. Individualized Goal:		
18. Individualized Goal:		

STUDENT NAME _____

DATE: _____

Petition to Return to Base School

QUESTION	Y	N
1. Have I <u>successfully mastered all the criteria of all 4 levels?</u>		
2. Do I <u>show the desire to monitor my own behavior?</u>		
3. Do I <u>demonstrate the honesty in using my own judgment?</u>		
4. Do I <u>demonstrate the ability to evaluate his/her daily behavior performances</u> in a realistic and honest manner?		
5. Have I <u>earned trust among his/her peers?</u>		
6. Have I <u>earned the trust of authority figures?</u>		
7. Am I <u>motivated to change any inappropriate behavior?</u>		
8. Have I scored between <u>96-100% for the 15 days</u> while on GOLD?		
17. Individualized Goal:		
18. Individualized Goal:		



Parent/Guardian Intake Information Sheet

Student's Name: _____ DOB: _____

Grade Level: _____ Lunch Number _____

Parent's Name: _____ Primary Phone (Home/Cell): _____

Parents Email: _____ Work Phone: _____

Secondary Contact: _____ Phone: _____

Physical Address: _____ City: _____ Zip Code: _____

Medial Needs: Yes or No If yes, please explain: _____

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 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 PowerSchool. Students are not allowed to bring anything into the building. All students and their belongings 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. Lunch bags will be searched as well. Any student that refuses to be searched will not be allowed in the building and must be picked up by an approved person on their contact list in PowerSchool. All Alternative School students in the Alternative or Crossroads programs 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: _____



C.F. Taylor Alternative School Administrative Discretion Agreement

A copy of the school's program specific discipline matrix is available on the school website. Administrative discretion shall be exercised in all matters. Any disciplinary infraction committed while attending CFT Programs will be reviewed by the administration, who will determine the appropriate level at which to initiate disciplinary action. Participation in a C. F. Taylor Alternative School Program is voluntary; however, students may be subject to removal from the program at any time due to inappropriate behavior. All decisions regarding removal from a C. F. Taylor Alternative School Program are made at the sole discretion of the C. F. Taylor school administration.

All students and their belongings will be searched upon entering the building by SRO or Administration to ensure there are not any weapons, drugs, or any other forbidden paraphernalia. Any student that refuses to be searched will not be allowed in the building and must be picked up by an approved person on their contact list in PowerSchool.

Absent exigent circumstances, the standard intake practices that may be utilized for student searches are as follows:

- **Use of metal detecting devices**
- **Outer pat down search of the student and student's outer clothing (to include emptying of students pockets, search of items in containers and a limited pat of areas that contraband can be concealed)**
- **If applicable any student that is authorized to drive a vehicle onto the school campus will have deemed to give consent to search the vehicle including all contents within it if parked on school property**

Your signature below states that you have read, understand and agree to abide by the C. F. Taylor Crossroads Assignment Procedures and Daily Expectations:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

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 \$20 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? _____



BALDWIN COUNTY BOARD OF EDUCATION
Division of Instructional Services
19812 Underwood Road
Foley, AL 36535
(251) 970-7324

Student Name: _____

Date of Birth: _____

School: _____

AUTHORIZATION FOR RELEASE OF INFORMATION

I, the parent/legal guardian of the above referenced student, hereby authorize the designated agent (below) to communicate with, receive records from and release any and all pertinent information to the Baldwin County Board of Education, Division of Instructional Services, 19812 Underwood Road, Foley, AL. 36535, Attn: Special Services.

Copies of psychological evaluations and pertinent medical records will be used by professional personnel and maintained in confidential files. Please include a statement of the medical/psychological diagnosis and any recommendations pertaining to the student's educational needs.

Designated Agent Address

Correspondence Sent To:

Division of Instructional Services
19812 Underwood Road
Foley, AL 36535
Attn: Special Services

Parent/Guardian Signature

Date

Baldwin County Public Schools Annual Notification Regarding School Counseling and Mental Health Services

School Counseling and Mental Health

The Baldwin County Public School System provides or sponsors the following school counseling/mental health services:

1. **Large group guidance** - includes school counselor or professional visiting the classroom to discuss topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc.
2. **Small group guidance** - includes small group of students with school counselor or professional to discuss topics such as test anxiety, grief, healthy coping skills, etc.
3. **Mentoring** - Peer Helpers, Big Brothers/Big Sisters, school professionals and/or social work interns work with students in school on topics such as friendships, healthy relationships, anger management, and anxiety.
4. **Career Guidance and Coaching** - Career coaches provide students with guidance and coaching related to college and career readiness, goal setting, and planning for future success (Middle and High School Only).
5. **Assessments or Surveys** - includes questionnaires provided to students related to social behaviors, feelings, etc.
6. **Crisis intervention** - short-term, immediate assistance by school counselor or professional for a specific situation.

Review of Materials

You may request to review any materials used in the guidance and counseling programs available to students by contacting the student's principal or the Prevention and Support Supervisor, Sherry Rainbolt @ sarainbolt@bcbe.org or (251) 972-8550.

Information Regarding How to Allow, Limit, or Prevent Your Child's Participation in Mental Health Services

Under Alabama law, no student under the age of sixteen may participate in ongoing school counseling services including, but not limited to, mental health services, unless (1) the student's parent or legal guardian has submitted a written opt-in granting permission for the student to participate or (2) there is an imminent threat to the health of the student or others; (3) due to suspected abuse, neglect, or exploitation; or (4) when there is an immediate necessity for immediate grief counseling.

Therefore, if your child is under sixteen, they will only be allowed to participate in mental health services if you opt-in. **If you would like the school system to be able to offer and/or provide mental health services (school counseling) to your child, you must opt-in for each service listed for them to participate in that service.**

In Accordance with Alabama law, even if you do not opt-in to mental health services, your child may be provided mental health services by a counselor due to:

1. An imminent threat to the health of the student or others;
2. Suspected abuse, neglect, or exploitation; or
3. When there is an immediate necessity for immediate grief counseling.

School employees may determine in their discretion whether any of the above exceptions exist and provide the mental health services they deem necessary under the circumstances.

Parent of students with disabilities: Please note that the opt-in process is not applicable to any school counseling services or “mental health services” contained in a student’s IEP or §504 plan. Consent for those services will be obtained and information regarding your child’s mental health services will be provided through the usual special education or Section 504 process.

OPT-IN FOR MENTAL HEALTH SERVICES

As of the date of my signature below, my child, _____, is under the age of 16 years old:

- ☐ Yes
☐ No

If No, stop here.

If Yes, continue below.

I hereby give my permission for my child to participate in the following mental health services:

[Check the box for each mental health service you want to be available to your child]

Large group guidance - includes school counselor or professional visiting the classroom to discuss topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc. based on materials and curriculum developed by Thrive Way and the Peer Helpers Program which may be reviewed as indicated above.

- ☐ **Small group guidance** - includes small group of students with school counselor or professional to discuss topics such as test anxiety, grief, healthy coping skills, etc.
- ☐ **Mentoring** - Peer Helpers, Big Brothers/Big Sisters, Social Work Interns work with students in school on topics such as friendships, healthy relationships, anger management, and anxiety.
- ☐ **Career Guidance and Coaching** - Career coaches provide students with guidance and coaching related to college and career readiness, goal setting, and planning for future success (Middle and High School Only).
- ☐ **Assessments/Surveys** - includes questionnaires provided to students related to social behaviors, feelings, etc.
- ☐ **Crisis intervention** - short-term, immediate assistance by school counselor or professional for a specific situation.

You may rescind permission for a student to participate in mental health services at any time by providing written notice to school administration (i.e., principal, school counselor, etc.).

Date

Child’s Name (Printed)

Parent/Guardian Name (Printed)

Parent/Guardian Signature

LAB SAFETY CONTRACT

Dear Middle School/High School Parents/Guardians and Students:

This is your student's safety contract. A current year signed Lab Safety Contract for each student is required to participate in any classroom science lab. While the contents of this lab safety contract have been discussed at length in the science classroom, I ask that you read through the document with your student. When finished, please sign the bottom of the safety contract and return it to me, Ms. Chaffins, C. F. Taylor Alternative/ Crossroads Science teacher. I will keep the contract on file for the **2025-2026** school year.

Thank you, Mrs. Chaffins

Student Name: _____

Teacher Name: Chaffins **Period** _____

1. I will wear my required mask and practice the required social distancing directive by the Baldwin County School District **if it is mandated.**
2. I will follow all written and oral instructions. I will wait until I receive my teacher's permission to begin any lab activity.
3. I will be respectful in the laboratory. I will **not play** with laboratory equipment or materials.
4. I will protect my eyes, face, and hands while engaging in lab activities by wearing safety goggles, and, when needed gloves or other protective gear as directed by classroom staff.
5. I will work only in my assigned station.
6. I will carry out assigned lab experiments with only with my teacher's permission.
7. I will be very careful in the laboratory and not eat, taste, or drink anything (most importantly chemicals).
8. I will wash my hands thoroughly after using chemicals and lab equipment. When using chemicals, I will not touch my mouth, lips, nose, or eyes until after I have washed my hands.
9. I will report any breakage, injury, or accident immediately to my teacher.

I understand that failure to comply with these safety guidelines **may result** in my being removed from class and being unable to participate in future lab opportunities. I will **earn 0 points for the class lab activity academic grade** and **Not Met designation on the Behavioral Point Sheet**.

Student Signature: _____ **Date:** _____

I have read this Safety Contract and understand what is expected of my child during science laboratory activities.

Parent Signature: _____ **Date:** _____

All Students,

This is to remind you of the Edgenuity science lesson format:

Headphones Required	Lesson Section
Yes	Warm-Up
Yes	Instruction
Yes	Summary
No	Assignment
No	Quiz

All lessons are to be completed in this order unless directed by Mrs. Chaffins. Any student who chooses not to complete notes (if assigned) or follow this format to complete lessons, will not have access to google or other search engines outside to look for answers for assignments and quizzes. Your Edgenuity student guided notes, my notes and any notes that you take while engaged in the lesson will be allowed only. Also, if the order is not followed, the WU-SUMM grade will be 0.

Edgenuity has designed the best opportunity for students to learn content and be successful. It must be followed this way.

I understand this classroom policy.

Student Name _____ Date _____

State of Alabama Unified Judicial System Form JU-3 Rev. 6/13	RELEASE OF INFORMATION/RECORDS CONSENT	Court Case Number
--	---	--------------------------

IN THE JUVENILE COURT OF _____ COUNTY, ALABAMA
(Name of County)

In the Matter of _____, a child
(Name of Child)

I, the parent/legal guardian/legal custodian of the above-named child, ☐ consent to the release of information and/or records from the following entities to the juvenile court staff on the above-named child; or ☐ consent to the release of information and/or records acquired or generated in the juvenile court concerning the above-named child to:

C. F. Taylor Alternative School

Phone (251) 970-4415

Fax (251) 970-4416

Address:
 19150 Wilters St.
 Robertsdale, AL 36567

 Date Parent/Legal Guardian/Legal Custodian (Signature)

 Date Parent/Legal Guardian/Legal Custodian (Signature)

The information and/or records which the above-signed person(s) have consented to be released are intended for the sole use of the individual or entity addressed above, and contain information that is confidential pursuant to Ala. Code 1975, § 12-15-133(g). This Section provides that any person who discloses or makes use of or knowingly permits the use of information identifying a child, or the family of a child, who is or was under the jurisdiction of the juvenile court, where this information is directly or indirectly derived from the records of the juvenile court or acquired in the course of official duties, upon conviction thereof, shall be guilty of a Class A misdemeanor under the jurisdiction of the juvenile court and also may be subject to civil sanctions. If the recipient of this information and/or records is not the intended recipient, the recipient is hereby notified that any disclosure of this information and/or records is strictly prohibited under Ala. Code 1975 § 12-15-133(g). If the recipient received this information and/or records in error, he or she must notify the sender immediately.

INTAKE OFFICE: (Original)

CLERK'S OFFICE: (Copy)

PARENT/LEGAL GUARDIAN/LEGAL CUSTODIAN: (Copy)