



*Clinicare Alternative Day Schools*

**STUDENT & PARENT  
HANDBOOK**

**Crossroads Academy**

*Decorah, Iowa*

**New Frontier Academy**

*Prairie du Chien, WI*

# TABLE OF CONTENTS

## **Academic School Year Calendars**

<b><i>Crossroads Academy</i></b>	<b>66</b>
<b><i>New Frontier Academy</i></b>	<b>67</b>
Anti-Violence Policy	64
Assessment and Evaluation	24
Attendance	15
Awesome Allowance Activities	31
<b>Behavioral and IEP Goal Daily Data <i>SAMPLES</i></b>	<b>34</b>
<b>Behavioral Level Guidelines</b>	<b>46-51</b>
<b>Behavior Support Menu</b>	<b>37-45</b>
<b>Cell Phone Use / Electronics Policy</b>	<b>27</b>
<b>Cell Phone Use—Agreement</b>	<b>27-A</b>
Co-Curricular Activities	31
<b>Core Curriculum</b>	<b>20-21</b>
Daily Schedule / Arrival Procedures	10
<b>Dress Code</b>	<b>26</b>
Eagle Dollars	32
Educational Outings / Field Trips	31
Effective Components of Clinicare Alternative Schools	4-6
Emergency Drills	14
Emergency School Closing	14
Emotional Regulation Actions Plans/Guidelines	53
Emotional Regulation Plan Wisconsin DPI	54-55
Entry Before School (Arrival Procedures)	10
Expectation by Setting—In-School Location	29
Expectation by Setting—Outside of School Location	30
Extended Year Services (ESY) - Summer School	25
Good Grades Pay Off	22
<b>Grading Scale and System</b>	<b>22</b>

## TABLE OF CONTENTS *continued*

<b>Guidelines for Using the Emotional Regulation Action Plans</b>	<b>53—55</b>
Harassment / Bullying Policies	8-9
History of Clinicare Alternative Schools	1
Home / School Transportation	11-13
<b>Homework Policy</b>	<b>24</b>
Honor Roll Friday	35
IEP and Data Collection	23
<b>Ladder Steps of Skill-Building Practice and Student Accountability</b>	<b>37—45</b>
<b>Levels, Behavioral QUICK REFERENCE GUIDE</b>	<b>46—51</b>
<b>Lunches / Hot Lunch Program</b>	<b>16</b>
Making Up Missed Work	24
Medication, Prescription and Non-Prescription	17
Mission Statement / Core Values / Statement of Goals	2
Off-Campus Job Experience Training Criteria	21
<b>PARENT / GUARDIAN AGREEMENT <i>signature page copy</i></b>	<b>65</b>
Parent Responsibilities	7
Personal Property / Money	18
Physical Holding	63
<b>Point System and Key for Potential Point Earning</b>	<b>33</b>
<b>Positive Behavior Interventions &amp; Supports (PBIS)</b>	<b>28</b>
Program Incentives and Rewards	31
<b>QUICK REFERENCE GUIDE to Levels</b>	<b>46—51</b>
Recovery Process	47
Re-Group Room / Guidelines	52
Re-Group Room Flow Chart	56
Report Card <b>SAMPLE</b>	23
Requested Student Slowdown or Sensory Break	52
Restitution	18-19

## TABLE OF CONTENTS *continued*

School Allowances	31
School Calendar—Current Academic Year	66-67
School Phone Use	14
Slowdown or Sensory Break, Student Request	52
Smoking / Tobacco	19
Social-Emotional Learning	3
Staff Guided Problem Solving Steps	57
<b>SAMPLE WORKSHEET FOR STUDENTS</b>	<b>59</b>
<b>SAMPLE WORKSHEET FOR ELEMENTARY STUDENTS</b>	<b>58</b>
Staffings and IEP Meetings	25
Student Drivers	14
Student Driver Contract Agreement	13-A
Student / School Events	36
Textbook and Student Supplies	24
Transition to a Public School Setting	25
<b>Transportation Guidelines</b>	<b>11—13</b>
Trauma-Informed Care	4
Truancy	15
Unauthorized Departures	10
Visitors	16
Weekly Honor Roll Criteria	35
ZONES OF REGULATION	60-62

# HISTORY OF CLINICARE ALTERNATIVE SCHOOLS

In January, 2000, the *New Frontier School* was developed to meet the behavioral and learning challenges of students in the Southwest Wisconsin and Northeast Iowa School Districts. They include:

<i>Prairie du Chien *</i>	<i>Fennimore *</i>	<i>Boscobel *</i>	<i>Dodgeville *</i>
<i>Seneca</i>	<i>Viroqua</i>	<i>Lancaster *</i>	<i>Highland</i>
<i>North Crawford *</i>	<i>Wauzeka-Steuben *</i>	<i>Iowa-Grant</i>	<i>Mineral Point</i>
<i>Riverdale *</i>	<i>Southwestern</i>	<i>MFL MarMac</i>	<i>Allamakee</i>
<i>Clayton Ridge *</i>	<i>River Ridge *</i>	<i>Cuba City</i>	<i>Cassville</i>
<i>Richland Center</i>	<i>Potosi</i>	<i>* indicates currently enrolled students</i>	

*Crossroads Academy* in Decorah is Clinicare's first Alternative School in Iowa. Educational services began at this location during the 2003-2004 school year for both elementary, middle school, and high school students.

Students in elementary, middle, and high school who required a structured learning environment with a high level of behavioral support will benefit from our individualized programs. More than 25 School Districts refer students to the Clinicare Alternative Day School programs.

As therapeutic day schools, we provide a safe and secure learning environment designed specifically for children, adolescents, and young adults Grades Pre-K through 12th who have been diagnosed with:

- \* Autism Spectrum Disorders
- \* Intellectual Disabilities
- \* Emotional and/or Behavioral Disabilities
- \* Developmental Delays
- \* Learning Disabilities
- \* Traumatic Brain Injuries
- \* Other Health Impairments And Mental Health Concerns

The students who benefit most from our settings are those with environmental, emotional, or education needs which are difficult to individually accommodate in traditional settings. With specific expertise in autism spectrum disorders, anxiety, mood, and behavioral disorders, Clinicare Alternative Schools exist to help students gain the skills they need to reach their potential and return to their home school environment.

*If you have any questions, please contact:*

**Mary Beth Specht, MSE**  
**Program Director**

**[spected@clinicarecorp.com](mailto:spected@clinicarecorp.com)**  
**563-880-3140**

## **MISSION STATEMENT**

Our mission is to provide a highly structured, supportive, and safe learning environment where students with unique or special education needs can benefit from education and develop appropriate school behaviors and social skills. We believe in an individualized, student-centered approach. Goals are IEP, district, and family driven with focus on data collection and individualized plans for every student. Keeping in mind that each student's needs are different, our approach is always relationship-based, working to foster those relationships through therapeutic, supportive, strength-based relationships.

## **CORE VALUES**

### **RESPECT**

To treat others as you would have them treat you, to value the worth of every person including yourself.

### **COMPASSION**

Offering an understanding of others' feelings and encouraging good choices.

### **INTEGRITY**

Role-modeling honesty, trustworthiness, kindness, and dignity even in times of difficulty.

### **RESPONSIBILITY**

To do what is right, what one is expected to do and to be accountable for your behavior and obligations.

## **STATEMENT OF GOALS**

Licensed teachers and experienced support staff recognize that learning occurs on a multitude of levels and that each child learns at a different pace and in a different way. Teachers are licensed by the State Department of Public Instruction in the disabilities in which they specialize. They have the credentials and experience to understand the unique and complex learning and behavioral issues of each child. Our teachers and support staff help students discover their maximum potential experience accomplishment and success and rekindle their love of learning. The Education staff at the Alternative Schools are committed to the following goals:

- Provide a safe and nurturing environment for adolescents which is conducive to learning and healing.
- Develop individualized academic instruction designed to meet each student's needs and abilities.
- Assist students in strengthening their problem solving, social, and conflict management skills and ability to self regulate.
- Model and reinforce appropriate social, emotional, and behavioral responses.
- Develop positive, encouraging, supportive relationships with all students and families.

Every student learns and thinks differently. Our educators are dedicated to each child's academic success. To support long-term growth, we consider their emotional, social, and academic needs as well develop a plan based on their Individualized Education Program (IEP). Our gifted, certified educators and staff are trained in supporting the tactile and visual sensory needs of each child. Our team's knowledge and dedication to each student's academic achievement, combined with the ability to focus on one-on-one development, allows them to address and stabilize behavioral concerns.

## SOCIAL-EMOTIONAL LEARNING

Research has shown that social-emotional skills cannot be built in artificial circumstances. Our students are enrolled in classrooms with peers of similar ability levels. This allows for students to engage in real-time practice of social engagement and relationship building. The individual crisis cycle of each student is considered when developing Behavioral Interventions. Triggers and challenging situations are not removed but rather work is done to navigate each stage of the "crisis cycle" safely with the student.

Through identifying appropriate supports at each stage, staff work with students to build self-awareness and self-management skills. We create organic opportunities for students to identify their emotions and practice impulse control to foster a growth mindset and cultivate a sense of self-confidence and self-efficacy.

Challenging moments throughout the day allow for learning opportunities and growth to happen in the moment. Staff work with students to develop reflective practices and think empathically about the people around them and recognize how their behavior impacts others in an effort to increase relationship skills. As students move through these moments, they identify and solve their own problems through debriefing and coaching from staff.

Regardless of their ability levels, our students are doing the best they can and we meet them where they are at. Through the relationships we build with our students, we allow for continuous development of these social-emotional skills to increase social awareness, developmental growth, and the ability to make responsible decisions beyond their time at Clinicare Alternative Schools.

### TOOLS FOR BUILDING SOCIAL-EMOTIONAL REGULATION

*Incredible 5-Point Scale*

*Zones of Regulation*

*Second-Step Curriculum*

*TruThought CBT Curriculum*

*Rainbow Days: Social, Emotional, and Coping Skills Curriculum*



## **TRAUMA-INFORMED CARE**

Trauma-Informed Care is a thorough understanding of the profound neurological, biological, psychological, and social effects of trauma on an individual. Individuals with disabilities are at a high risk for experiencing trauma in their lives; therefore, it is presumed there exists a history of traumatic stress in our students that may affect current functioning and practice. The trauma-informed approach incorporated three key elements:

REALIZING the prevalence of trauma

RECOGNIZING how trauma affects all individuals involved with the program, organization, or system including its own workforce

RESPONDING by putting this knowledge into practice

Using universal precautions ensures that staff are keeping important information in mind when interacting with others and creating programs and services to meet the student's individual needs.

## **EFFECTIVE COMPONENTS OF CLINICARE ALTERNATIVE SCHOOLS**

### ***I. POSITIVE SCHOOL CLIMATE***

- A. Choice, commitment, and voluntary participation.
- B. Small, safe, supportive, learning environment.
- C. Shared vision, cooperative, non-competitive, student-centered community of learners.
- D. Community partnerships, coordination of services, and a strength-based team approach.

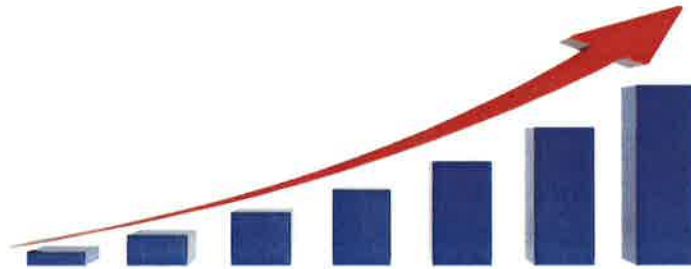
### ***II. CUSTOMIZED CURRICULUM AND INSTRUCTIONAL PROGRAM***

- A. Caring, demanding, and well-prepared teachers.
- B. Comprehensive and continuing programs.
- C. Challenging and relevant curricula.
- D. High academic standards and continuing assessment of student progress.
- E. Individualized instruction—personal, diverse, accelerated, and flexible.
- F. Successful transitions.



## OUTCOMES

- \* Increased school attendance
- \* Continued supportive parent involvement
- \* Improved grades and increased academic levels
- \* Reduction in classroom student discipline problems
- \* Increase in positive student-teacher and student-peer relationships
- \* Decrease in verbal and physical aggression as well as oppositional and defiant behaviors
- \* Improved student motivation, self-esteem, social skills, anger management, and self-awareness
- \* Improved behavior in the home as well as community settings.
- \* Reduced potential of student dropout rate.
- \* Improved student attitude, conformity and compliance to rules, policies, authority figures and the education process
- \* A close link is established between the home school district, alternative school staff, mental health professional and family service providers
- \*



"GRADUATION" returns to a less restrictive environment such as the home school district and regular education classroom. Successful transitions are critical for the at-risk student. The responsibility for student transition is shared by the alternative education staff, public school staff, parents, and other community-based staff. By providing comprehensive information concerning the abilities and strengths of the students, the alternative staff can make a major contribution to the process. Transition planning begins at the time of placement and is evident in every students' IEP.

### ***"TIME TO TEACH" Approach to Discipline***

At the Clinicare Alternative Day Schools we believe that one of our goals is to assist students in the development of competence, self-management, and pro-social behaviors. With that goal in mind, we have adopted the "Time to Teach" philosophy of school-wide discipline which utilizes proactive efforts and responses to behaviors which may lead to classroom disruptions.

Through positive interactions and a firm, but fair, approach to problem behaviors, we know that student self-esteem improves, better concentration, better work, better grades, etc. all change to create a more effective and positive school experience.

Throughout the school year, we will teach students many of the program's important parts and, at the same time, its techniques to help manage their own behavior. With student participation and a positive attitude, we will create a extremely effective school-wide plan to improve student conduct, academic performance, and teacher and student satisfaction.

### **RESPECT FOR THE RIGHTS OF OTHERS**

- With every right you have, you also have an obligation. You have the right to be treated with a sense of respect; you are also obligated to treat fellow students with respect. Respect is a two-way street.
- All teachers and principals are interested in working with students who want to take full advantage of their rights and opportunities at this school while at the same time respecting the rights of others.

- The purpose of the school and the requirements of the educational process must be weighed in to decide who has a right to do what and what behaviors must bear a consequence.

### **RESPONSIBILITY FOR ACTIONS**

- Students will be held responsible only for the things they do or fail to do. What others do or fail to do is of little importance in determining whether or not students have accepted responsibility as a student-citizen of Clinicare's Alternative Schools.
- The decision for student actions will solely be theirs as will the consequences.
- It is the student's responsibility to decide how they should conduct themselves and to be prepared to accept the consequences of their actions. Students will learn to think of possible consequences before they act.



*continued*



## PARENT RESPONSIBILITIES

Parental support for the student and alternative school sends an important message to students about the value of education.

The following goals are a list of basic responsibilities of **parents** in supporting the alternative school staff and helping their children to become successful learners.

- Be sure your child attends school regularly and arrives on time.
- Follow school procedures in reporting legitimate absences and readmitting pupils after an absence.
- Let the school know of any serious family issues or problems which may affect the behavior of your child. This communication may be able to help or ease the way for your child.
- Attend staffings, IEP meetings, special programs, and other school events throughout the year.
- Support your school's discipline policies and bus safety rules.
- Stay tuned into what is happening at school and help your child with homework. Return the daily student planner with your signature.
- If a problem arises, try to resolve it by following the chain of responsibility as follows
  1. Classroom Teacher or Staff
  2. Program Director
  3. Home School District Administration
  4. AEA Consultant

## STUDENT

# HARASSMENT / BULLYING

### ANY FORM OF HARASSMENT IS PROHIBITED.

Clinicare Alternative Schools...

...is committed to promoting understanding and appreciation of the cultural diversity of our society.

...shall educate students about our cultural diversity and shall promote tolerance of individual differences.

...prohibits acts of intolerance or harassment toward others, including prejudice due to an individual's race, color, creed, gender, religion, marital status, parental status, ethnic background, national origin, disability, sexual orientation, or socio-economic background.

*ACTS OF INTOLERANCE AND HARASSMENT WILL BE TREATED AS GROUNDS FOR INTERVENTION (INTERVENTION MAY INCLUDE 30 MINUTES IN THE RGR WITH COMPLETION OF PROBLEM-SOLVING FORM AND APOLOGY and/or EXPULSION OF A STUDENT and/or POLICE INTERVENTION).*

***BULLYING is when a person or group uses power—such as physical, verbal, or social—to hurt or intimidate a person or group with less power.***

### ***IF YOUR CHILD IS BULLIED...***

#### LISTEN AND BE EMPATHETIC

Be an active listener and let your child lead the conversation. Occasionally rephrase the information your child gives you and repeat the information back to your child in your own words.

#### LISTEN FOR THE "5 W's"

Listen for the Who, What, When, Where, and Why. Be aware that your child may be sensitive to being asked a lot of questions at one time. Plan on multiple conversations to get the information you need to help your child.

## MAKE CHANGES / BUILD SKILLS

Based on the "5 W's", discuss ideas on how to safely and effectively stop the bullying. Role-play different approaches and responses with your child so that he or she will be prepared to stop the bullying but not get into a physical or verbal fight.

Brainstorm ways to increase friendships by developing physical and social skills that are appreciated by other youth.

## DISCUSS EMOTIONAL EXPRESSION

Being bullied can create feelings of anger, frustrations, sadness, depression, or vengeance. Teach your child how to relive these feelings without being violent to themselves or others.

Ideas may include talking with other adults and trusted friends, writing in a journal, creating art, doing physical activities, and deep breathing.

## WORK WITH THE SCHOOL

If the bullying is happening at school, speak to your child's classroom teacher or the Program Director so they can help.



**WHO** was involved? *One person or a few people? Someone they don't know or people they hang with? Anyone else around?*

**WHAT** type of bullying—*physical, verbal, relational, cyber, or a combination of these?*

**WHERE** does the bullying happen? *Online? In your neighborhood? At the mall? In school?*

**WHEN** does it happen? *At certain times or is it random? Just on weekends? Before school? After school?*

**WHY** does your child think that the bullying occurs?

## DAILY SCHEDULE / ARRIVAL PROCEDURES

New Frontier classes are in session from 8:30 a.m.—2:30 p.m. Partial days are set up on an individual basis. Refer to our school’s yearly calendar provided in the parent packet.

Crossroads Academy classes are in session from 8:00 a.m.—3:00 p.m. each day EXCEPT Wednesdays when classes are in session from 9:00 a.m.—3:00 p.m.

Please note that unless pre-arranged transportation requires students’ early arrival or late dismissal,

***NO STUDENTS CAN ARRIVE OR LEAVE  
BEFORE THE DESIGNATED START OR AFTER THE DESIGNATED DISMISSAL.***

Parents will be notified if this policy is NOT being followed.

**Students may be subject to searches related to potential contraband and unsafe items. This search may include—but is not limited to—a search of personal belongings, being asked to empty pockets, show staff their shoes and socks, etc. Any contraband brought in by a students will be confiscated and the parent/guardian will be called to notify them that contraband was found. If the parent/guardian wants the item returned, it is the responsibility of the parent/guardian to retrieve it from the School Office. If contraband becomes a consistent problem, it may jeopardize the student’s continued attendance.**

A search of the student’s person will be conducted IF there is reasonable suspicion to believe a dangerous or unauthorized items is being concealed. If a student refuses to cooperate with a search by staff, the local Police Department will be called for assistance.

Purses or backpacks may be searched on a daily basis. Any unauthorized items found at the time of these daily searches will be kept by the Alternative School staff until a parent or guardian claims the unauthorized item in person.

### UNAUTHORIZED DEPARTURES

When a student leaves the school grounds **WITHOUT PERMISSION**, the Home School District, parent and local police department will be notified. The student will return to school the next day and be required to serve a Step Intervention or Loss of Privileges. Students will be required to make up all school work missed.

## HOME / SCHOOL TRANSPORTATION

The Home School District is responsible to coordinate transportation for students. Students are responsible to practice safe and positive behavior during transportation to and from school. Daily contact with transportation staff is maintained and the drivers provide Behavioral Reports. Students who are reported for negative or unsafe behaviors will serve consequences and loss of privileges at the alternative school site. In the event that students engage in behavior that put the safety of the driver or other students at risk, the student may be suspended from the transport.

### ***AN EMERGENCY TEAM MEETING WITH PARENT AND HOME SCHOOL DISTRICT MAY BE REQUIRED PRIOR TO THE STUDENT'S RETURN.***

Consequences will range from a timeout to an in-school suspension. Repeated behavioral problems on the transportation route will result in an Emergency Team Meeting (member of the IEP Team will be invited to this meeting). Chronic bus misbehavior is defined as more than two (2) bus reports per quarter or more than (3) bus reports per semester.

**Questions regarding transportation should be directed  
to the Behavior Support Specialist  
at **New Frontier 608-326-6481**  
at **Crossroads 563-382-6356**  
after 7:00 a.m. and prior to 2:00 p.m.**

# CLINICARE ALTERNATIVE DAY SCHOOL

## TRANSPORTATION GUIDELINES



Academy students who are being transported to and from school by our Program Staff or Home School District will be expected to follow the rules listed below. These guidelines are developed to ensure the safety of all our students, staff, and the general public traveling along our transportation routes.

1. **If determined by the Program Director as a safety measure, a student may be required to submit to a safety check before entering the vehicle.** This will include a security wand scan, check of a back pack or personal items, and a possible pat search of the individual. If a student fails to comply with this safety procedure, they will not be allowed in the vehicle.
2. **Students are NOT ALLOWED** to use the vehicle CD player for personal music.
3. **Students are NOT ALLOWED** to touch OR manage ANY of the vehicle controls including the radio, temperature controls, mirrors, windows, etc.
4. **All students are required to wear a seatbelt** including shoulder harness while in the vehicle.
5. Students are expected to follow the seating chart determined by our staff.
6. Students who meet the criteria for the Wisconsin booster seat laws **MUST** sit in a booster seat.
7. There is **NO** swearing, throwing items, touching other students, or moving to another seat in the van.
8. Students are expected to keep the vehicle clean, cooperate with staff directions, and keep their hands and head inside the vehicle.
9. Students are not allowed to consume food or beverages in the van.
10. Students may have Game Boys, CD players, or iPods. **HOWEVER**, these will be confiscated if they become a distraction to the driver. These items **MUST** be turned into the school upon arrival until the end of the school day. **CLINICARE ALTERNATIVE DAY SCHOOLS ARE NOT RESPONSIBLE FOR LOST, STOLEN, OR TRADED LISTENING DEVICES, GAME BOYS, OR OTHER ELECTRONICS.** Students will lose this privilege if these items are not used responsibly and in accordance with these guidelines.
11. All other items brought to school or in the vehicle must be approved by the Program Director.

The following **CONSEQUENCES** will be implemented due to any violation of the above rules or other misconduct:

1. A Step on the Skill Building and Student Accountability Ladder.
2. It is the right of the Clinicare Alternative Day Schools' Drivers to call 9-1-1 for Police assistance if the safety of students or staff is at risk.
3. Loss of program privileges.
4. Return to school until parent, guardian, or designee is able to pick up the student from the Alternative Day School site.
5. Serious morning transportation misbehavior may result in removing the student from afternoon transportation by the Alternative Day School staff.
6. In-school suspension.
7. An IEP meeting with parents and the home school district will be arranged if the student is unable to cooperate with our drivers or the transportation rules and guidelines listed on this sheet.

**A YEARLY TRANSPORTATION AGREEMENT WILL BE ON FILE FOR EACH STUDENT.**



CLINICARE ALTERNATIVE DAY SCHOOLS  
TRANSPORTATION GUIDELINES



I, \_\_\_\_\_, have read, understood, and agree to follow the Transportation Guidelines as put forth and described in the TRANSPORTATION GUIDELINES (a copy of which is to be kept at home for reference).

**STUDENT** SIGNATURE \_\_\_\_\_

**PARENT/GUARDIAN** SIGNATURE \_\_\_\_\_

**DATE** \_\_\_\_\_



# STUDENT DRIVER CONTRACT AGREEMENT

Students who have a valid driver’s license will be permitted to drive to and from school ONLY IF THEY ABIDE BY THE FOLLOWING RULES AND GUIDELINES:

1. The student will be **ON TIME** to school and **NOT ALLOWED TO LEAVE EARLY** unless there is a written note of permission submitted by the parent.
2. The **VEHICLE KEYS WILL BE TURNED IN** when the student arrives and kept in a secure location. The keys will be returned to the student at the end of the school day or for transportation to a job site or transition class at the High School.
3. **Students may NOT park in the following locations:**
  - \* CROSSROADS—they may NOT park in the parking lot; street parking only.
  - \* NEW FRONTIER—they may NOT park in the two rows of spaces closest to the building.
4. **STUDENTS MAY NOT TRANSPORT OTHER STUDENTS** to and from school without prior written approval from both students’ parents and/or guardians.
5. Students **MUST HAVE THIS PERMISSION FORM SIGNED BY THEIR PARENTS** and/or guardians and it will be kept in their student file at Crossroads/New Frontier allowing their child to drive to and from school.
6. **Violations of these guidelines will be subject to administrative REVIEW AND APPROPRIATE CONSEQUENCES DETERMINED.**
7. If the student has transition classes at Decorah High School or Prairie du Chien High School, they must be **GRANTED PERMISSION BY THE ADMINISTRATION AT THOSE SCHOOLS** to drive to classes and are bound to and must follow ALL guidelines these schools have regarding student drivers.

STUDENT NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_

DRIVER’S LICENSE NUMBER \_\_\_\_\_ STATE OF ISSUANCE \_\_\_\_\_

YEAR / MAKE OF VEHICLE \_\_\_\_\_ LICENSE PLATE \_\_\_\_\_

**SIGNATURE OF PARENT / GUARDIAN** \_\_\_\_\_

**PRINTED NAME OF PARENT / GUARDIAN** \_\_\_\_\_

DATE \_\_\_\_\_

**SIGNATURE OF STUDENT** \_\_\_\_\_ **DATE** \_\_\_\_\_

## **ALTERNATIVE DAY SCHOOL STUDENT DRIVERS—CROSSROADS AND NEW FRONTIER**

**Students who have a valid driver's license will be allowed to drive to and from school ONLY IF THEY ABIDE BY THE FOLLOWING CONTRACT:**

1. **The student will be ON TIME** to school and NOT ALLOWED TO LEAVE EARLY unless there is a written note of permission submitted from the parent or guardian.
2. **The vehicle keys WILL BE TURNED IN** when the student arrives and kept in the Re-Group Room. The keys will be returned at dismissal time.
3. **Students may NOT park** in the Crossroads Academy parking lot or in the street in front of Crossroads Academy. Parking assignments will be determined at a staffing or IEP meeting. New Frontier drivers will park in spaces adjacent to the playground area.
4. **Students MAY NOT TRANSPORT OTHER STUDENTS** to or from school without prior written approval from parents or guardians of both youth.
5. **Students must have a permission form** signed and on file at Crossroads/New Frontier Academy by parents allowing their child to drive to and from school.
6. **Violation** of these guidelines will be subject to administrative review and appropriate consequences.

## **EMERGENCY SCHOOL CLOSINGS**

***IF YOUR HOME SCHOOL DISTRICT IS DELAYED, CLOSED, OR EARLY DISMISSAL, YOUR CHILD'S ATTENDANCE ADDITIONALLY WILL FOLLOW THE ANNOUNCEMENTS.***

School closings, late starts or early dismissals due to weather conditions:

**CROSSROADS ACADEMY**—will follow the Decorah Community School District's announcements.

**NEW FRONTIER ACADEMY**—will follow the Prairie du Chien School District's announcements.

## **EMERGENCY DRILLS**

State safety and school regulations require all school to have fire drills, tornado drills and emergency evacuation procedures. A drill is a serious event to ensure the safety of all students and staff in the event of a real emergency. Students are expected to fully participate in scheduled drills using appropriate behaviors.

## **SCHOOL PHONE USE**

Students will not be called to the telephone during classes except in cases of extreme emergency. Every effort will be made to notify the student of an important message. Students may use the office phone for school business and emergencies by asking permission. **Teachers will be available for phone calls between 8:00—8:30 a.m. and again from 3:00-3:30 p.m. PLEASE REFRAIN FROM CALLING TEACHERS DURING THEIR INSTRUCTIONAL SCHEDULE, 8:30 a.m.—3:00 p.m. The Program Director is available Monday—Friday from 7:00 a.m.—5:00 p.m.**

## ATTENDANCE

**It is the parent/guardian's responsibility to notify and** call your school in the morning to notify us if your child will be absent or late in arriving for the school day.

**IF WE DO NOT HEAR FROM YOU BY 8:00 A.M., WE WILL CALL** the parent or guardian at home or work to verify the student absence. If we cannot reach the parent or guardian, the absence will be listed as "unexcused."

**STUDENTS ARE NOT PERMITTED TO CALL AND REPORT THEMSELVES AS ABSENT.** Please send a written note following your child's absence. If your child becomes sick at school, the Program staff will contact the parent or emergency contact person.

**IF YOUR CHILD HAS A MEDICAL, DENTAL, COUNSELING, OR COURT APPOINTMENT** you must provide us with an OFFICIAL document from the appointment noting the date and time of that appointment.

Attendance reports are sent to each student's Home School District monthly and unexcused absence may be marked truant by your student's Home School District's standards. If a student is absent and staff have not received parent/guardian notification, staff will call to make contact with the parent/guardian to ensure the safety of the student and obtain a reason for the absence.

### **HELP YOUR CHILD'S ATTENDANCE**

Understand school policies

Talk with school staff

Take immediate action

Ask for support and resources

Involve your child and school developing an attendance plan

### **TRUANCY**

It is the parent or guardian's responsibility to assure their child attends school on a regular basis. **Truancy is defined as any absence of part or all of one or more days from school during which the school staff has not been notified of the legal cause of such absence by the parent or guardian.** The following policies will be enforced regarding such student absences.

- ◇ A note from the doctor will be required after three (3) consecutive absences or five (5) absences in any semester.
- ◇ Medical dental, chiropractic, optometry, or other professional appointments should not exceed one half (1/2) day. Absences due to scheduled appointments must have prior approval from the school staff and a note provided by the Medical Clinic is required or the absentee student will be considered UNEXCUSED.
- ◇ Chronic failure to follow the school's absence policies will result in notification to legal authorities and the Home School District. We work in conjunction with the Home School District when TRUANCY PROCEEDINGS are initiated.
- ◇ When a student exceeds five (5) excused absences or three (3) unexcused absences in a semester, there will be a Truancy Meeting scheduled for all IEP team members and Program Administrators.

### **IMPACT OF TRUANCY**

Low or failing grades

Repeated grades

Discipline and behavior problems

Criminal Activity

Emotional and Psychological Problems

Higher Drop-out Rate

Substance Abuse Problems

Legal action including fines, community service, formal supervision

## LUNCHES

Hot lunches are available at each alternative school site provided by the local Public School Federal Hot Lunch Program. Hot lunch menus are approved by a certified nutritionist. Crossroads lunch is serviced by

**Note that hot lunch services are optional.** Parents may provide cold lunches from home for their child.

**Parents/guardians of ALL students enrolled MUST COMPLETE & RETURN A “Free and Reduced Meal Application” and are solely responsible for acquiring, filling the form out as well as submission to the home school district for status determination.**

**Parents who do not qualify for this program (as determined by your application provided in the registration papers you receive from us), will be responsible to keep a positive balance in their child's lunch account. Be aware that when a negative balance of \$30.00 is reached, hot lunch will NOT be available UNTIL the balance is paid and funds are deposited.**

### CROSSROADS ACADEMY REGULAR AND REDUCED LUNCH PRICES

BREAKFAST	FULL PRICE	WEEKLY FULL-PRICE COST	FULL-PRICE MILK	REDUCED PRICE	WEEKLY REDUCED-PRICE COST	REDUCED-PRICE MILK
K—4th	1.45	7.25	.30	.30	1.50	FREE
5th—8th	1.50	7.50	.30	.30	1.50	FREE
9th—12th	1.60	8.00	.30	.30	1.50	FREE
LUNCH	FULL PRICE	WEEKLY COST	FULL-PRICE MILK	REDUCED PRICE	WEEKLY COST	REDUCED-PRICE MILK
K—4th	2.60	13.00	.30	.40	2.00	FREE
5th—8th	2.70	13.50	.30	.40	2.00	FREE
9th—12th	2.85	14.25	.30	.40	2.00	FREE

### NEW FRONTIER ACADEMY REGULAR AND REDUCED LUNCH PRICES

BREAKFAST	FULL PRICE	WEEKLY COST	FULL-PRICE MILK	REDUCED PRICE	WEEKLY COST	REDUCED-PRICE MILK
ALL GRADES	<b>2.20</b>	11.00	.40	.30	1.50	.30
LUNCH	FULL PRICE	WEEKLY COST	FULL-PRICE MILK	REDUCED PRICE	WEEKLY COST	REDUCED-PRICE MILK
ALL GRADES	<b>3.35</b>	16.75	.40	<b>.40</b>	2.00	.30

## VISITORS

Parents are always welcome in the classroom. When a parent wishes to visit, it is preferred that the teacher be notified ahead of time to confirm class schedules. Any professionals who wish to interview, observe, or evaluate a student must have permission from the parent.

## MEDICATION



Our staff take great care in ensuring that any medication your child must take at school is dispensed medication accurately and safely.

**IF YOUR CHILD HAS HAD ANY CHANGES IN HEALTH HISTORY OR ANY MEDICAL UPDATES OR IF THERE ARE ANY PHONE NUMBER, ADDRESS, EMAIL OR EMERGENCY CONTACT INFORMATION CHANGES, please contact your child's teacher to ensure we have the most updated information.**

**IF A STUDENT NEEDS TO TAKE MEDICATION DURING SCHOOL HOURS, CLINICARE ALTERNATIVE SCHOOLS MUST HAVE A COMPLETED AND SIGNED PERMISSION FOR MEDICATION FORM (copy follows this page). Medication will be administered as close to the prescribed time as possible but within a one-hour window. Oral medications will be passed by Certified Staff. Each student taking medication will have a log of its daily administration and kept in the individual student file at the end of each instructional year.**

**ALL PRESCRIPTION MEDICATIONS ARE KEPT IN A SECURE LOCK BOX WITHIN A LOCKED CABINET. ONLY AUTHORIZED STAFF WILL HAVE ACCESS TO THESE MEDICATIONS.**

### PRESCRIPTION MEDICATION

A physician must fill out and sign the standard medication consent form; also the parent must sign this same consent form (a copy follows this page). Medication must be brought to school in its **ORIGINAL AND PROPERLY LABELED CONTAINER**. The school must be notified in writing upon any change in medication or discontinued medication.

### NON-PRESCRIPTION MEDICATION

A parent consent form must be filled out. Medication must be in its original container.

**WHEN YOUR CHILD HAS A MEDICATION CHANGE OR IS OUT OF MEDICATION, PLEASE COMMUNICATE THIS TO YOUR CHILD'S TEACHER.**

**UNLESS WRITTEN PERMISSION FROM PARENTS IS OBTAINED (and administration compliance with the written instructions by a physician), STAFF CANNOT DISPENSE ANY FORM OF MEDICATION TO STUDENTS.**

**Students should NOT bring valuable articles to school.**

**IF STUDENTS BRING PERSONAL ITEMS TO SCHOOL AND EITHER TRADE, GIVE AWAY, LOSE, OR HAVE THE ITEM STOLEN, the program is NOT responsible for the cost OR replacement of the item.**

**STUDENTS ARE ENCOURAGE NOT TO BRING MONEY TO SCHOOL or to lend, borrow, or give away monies in their possession.**

**ALL PERSONAL PROPERTY IS THE RESPONSIBILITY OF THE STUDENT.**

All school supplies will be provided by the classroom teacher. Students are instructed to ONLY BRING THEIR COMPLETED HOMEWORK TO SCHOOL.

**RESTITUTION**

Encouraging responsible behavior is a basic element of our behavior modification approach at Clinicare Alternative Schools. At the same time, we feel some responsibility to provide for the reasonable protection of our property and the personal property of both our students and staff. Therefore, it is our intent that when a student intentionally damages or destroys property belonging to the school, the personal property of other students and staff, or public or private properties, this young individual should be held responsible and make monetary restitution in an amount deemed reasonable.

**RESTITUTION FORM**

STUDENT NAME \_\_\_\_\_

TODAY'S DATE \_\_\_\_\_

DATE OF INCIDENT \_\_\_\_\_

LOCATION \_\_\_\_\_

SUMMARY OF DAMAGE(S)  
\_\_\_\_\_

AMOUNT OF RESTITUTION CHARGED:  
\_\_\_\_\_

SIGNATURE OF STAFF \_\_\_\_\_

SIGNATURE OF STUDENT \_\_\_\_\_

ITEMS WORTH	RESTITUTION CHARGED
BETWEEN \$5.00 - \$15.00	\$ 5.00
BETWEEN \$15.00 - \$50.00	\$ 10.00
OVER \$50.00	\$ 15.00
REFUSAL TO TURN IN ELECTRONICS 1 <sup>ST</sup> OCCURRENCE	\$ 2.00
2 <sup>ND</sup> OCCURRENCE	\$ 5.00
3 <sup>RD</sup> OCCURRENCE	\$ 10.00
PERMANENT DAMAGE to BUILDING or SCHOOL PROPERTY	AMOUNT TO BE DETERMINED BY THE PROGRAM DIRECTOR
DESTROYING PROPERTY OVER \$100	POLICE CONTACT
<b>ALTERNATE TRANSPORTATION DUE TO BEHAVIOR</b>	
UNDER 10 MILES	\$ 5.00
UNDER 25 MILES	\$ 10.00
UNDER 45 MILES	\$ 15.00
UNDER 60 MILES	\$ 20.00

## RESTITUTION continued

**THE STUDENT WILL BE REQUIRED TO PAY 1/2 OF THEIR MONTHLY ALLOWANCE TOWARD RESTITUTION UNTIL THE BALANCE HAS BEEN PAID IN FULL.**

Restitution may also be implemented for major policy infractions such as: illegal substances on school grounds, chronic run away, and abuse of the Electronic Device / Cell Phone Policy. Restitution will be paid in the form of the student's earned school allowance. In the case of property destruction, the court may impose future restitution.

## SMOKING / TOBACCO

**Smoking is against the law and considered a serious offense.**

**Both Crossroads Academy and New Frontier Academy prohibit ALL students from possessing or using tobacco products (including lighters, fire-starting materials, "e-cigarettes," and/or all types of "vaping" devices that deliver the effects of tobacco products) on school grounds or on school-related transportation and activities regardless of age. No unauthorized items will be given back to the student.**

Any student caught smoking or possessing cigarettes, other tobacco products, and/or lighters and fire-starting materials will incur one or more of the following school consequences:

1. In-School Suspension
2. Monetary Fine / Ticket (**POLICE WILL BE CONTACTED**)
3. Loss of School Allowance

**Parents and the Home School District will be notified.**



# CORE CURRICULUM



## **ELEMENTARY**

Mathematics  
Language Arts  
Reading / Literature  
*NEW FRONTIER: Title I*

Social Studies  
Science / Health  
Art  
Physical Education

Students participate in individualized academic instruction designed to meet their abilities and strengths in the following areas.

## **JUNIOR/SENIOR HIGH SCHOOL**

US and World History	Introduction to Algebra
Government	Algebra I & II
Geography	Consumer Math
Physical Science	Geometry
Creative Writing	Economics
Art and Art History	American / World Literature
Earth Science	Biology
Physical Education	GED PREPARATION
Health	Music



## **ADDITIONAL SPECIALIZED INSTRUCTION**

Supplementary instruction is provided to students in the following areas:

Social Skills	Goal Setting
Conflict Resolution	Career Exploration
Aggression and Anger Management	Work Experience

ONLINE COURSE WORK IS AVAILABLE WITH APPROVAL FOR PARTICIPATION:

### **Language Arts**

Language Arts 6  
Language Arts 7  
Language Arts 8  
Language Arts 9  
Language Arts 10  
Language Arts 11  
Language Arts 12  
Literacy & Comprehension I  
Literacy & Comprehension II  
Intro to Communications / Speech

### **Science**

Earth Science  
Physical Science  
Chemistry  
Environmental Science  
Life Science  
Biology  
Physics

### **e2020**

### **Mathematics**

6th Grade Math  
7th Grade Math  
Pre-Algebra  
Algebra I/II  
Geometry  
Pre-Calculus  
Math Models & Applications  
Financial Math

### **Social Studies**

Middle School World History  
Middle School US History  
High School World History  
High School US History  
Geography  
Economics  
Government

**ELECTIVES**—Health, Psychology, Sociology, Spanish I & II, Introduction to Art, Art History, Consumer Skills, Career Skills, Strategies for Academic Success, Computer Applications—Office 2007, Career Development and Planning

## ***CROSSROADS ACADEMY AND NEW FRONTIER ACADEMY***

### **OFF-CAMPUS JOB EXPERIENCE PROGRAM CRITERIA**

1. All students must be enrolled in the Alternative Day School program for a minimum of three (3) months.
2. Students must attend school at least 90% of the days they are enrolled.
3. Students may not have a pattern of repeated Level 3's and Level 4's for interventions.
4. All Juniors and Seniors will be eligible IF they meet the criteria. Sophomores will be considered by IEP Team decisions.
5. Students who have three (3) **UN**excused absences from their job shifts will be automatically terminated from the Work Experience Program.
6. Sophomores will work 1—2 hours per week under a NON-paid status.
7. Juniors will work 2—4 hours per week under a paid OR unpaid status depending on Job Site.
8. Seniors' work schedules will be determined by the IEP Team and will be PAID status.
9. Job Experience Program progress will be reviewed at quarterly staffings.



# GRADING SCALE

ACADEMIC PROGRESS		EFFORT / STUDY	CONDUCT
A	90 - 100	1—CONSISTENTLY CONTRIBUTES MORE THAN REQUIRED	1—CONSISTENTLY APPROPRIATE
B	80 - 89	2—FULFILLS ASSIGNMENTS, STUDIES INDEPENDENTLY, PARTICIPATES IN CLASS	2—CAN MANAGE BEHAVIOR WITH REDIRECTION
C	70 - 79	3— NEEDS TO IMPROVE IN USE OF TIME & ABILITIES	3—NEEDS TO IMPROVE
D	60 - 69	4— LOW LEVELS OF EFFORT & STUDY IMPEDING PROGRESS	4—CONSISTENTLY REQUIRES REDIRECTION
F	59 or less	5— FAILS TO COMPLETE REQUIRED ASSIGNMENTS REPEATEDLY, INATTENTIVE	5— REPEATED DISRUPTION

## GRADING SYSTEM

An important element of the education process at the Alternative Schools is student evaluation and teacher reporting. Evaluation allows parents, professionals, and the student an understanding of specific areas of strength and weakness. Evaluations provide practical recommendations to improve and enhance individual skills, behavior, academic achievement, and overall school adjustment. Student progress will be evaluated as determined by the IEP Team. Report cards will be mailed to the parent and home school district at the end of each quarter. Students will be graded on a daily basis in the following four areas: Assignment Accuracy, Assignment Completion, Effort and Class Participation.

## GOOD GRADES PAY OFF

At the end of EACH semester, the following chart is used as an incentive that is "paid" in the form of a WalMart Gift Card allowing the student—accompanied by staff—to purchase item(s) of their choice depending (with staff approval) based on their SEMESTER grades.

**\$5.00 for every "A"**

**\$3.00 for every "B"**

**\$2.00 for each "C"**

**\$1.00 for any "D"**

## IEP GOAL AND DATA COLLECTION

The Individualized Education Program (IEP) Team is a group of school staff, parents, students, and other related service providers. The IEP Team is responsible for developing the Individual Goals for each student. Academic and Behavioral goals are designed to help the child learn the general curriculum and function successfully in the general education environment. Measurable annual goals usually cover what the child can be expected to meet in one year. Each student's progress toward their annual goals is measured on a daily basis. Teachers will maintain a daily record of each student's performance in their goal areas. IEP goal percentages will be calculated, reviewed, and shared with the IEP Team at each staffing while the student is enrolled at the Alternative School site.

### NEW FRONTIER ACADEMY 2021 – 2022 625 South Dousman Street Prairie du Chien, WI 53821

STUDENT NAME		GRADE LEVEL				SCHOOL DISTRICT				TEACHER			
SUBJECT	1 <sup>ST</sup>	CREDIT	2 <sup>ND</sup>	CREDIT	FIRST SEMESTER GRADE	NEW SEMESTER CLASS if applicable - LIST HERE	3 <sup>RD</sup>	CREDIT	4 <sup>TH</sup>	CREDIT	SECOND SEMESTER GRADE	EXPLANATION OF CODES	
<b>CONSUMER MATH</b>												EFFORT / STUDY	
EFFORT/STUDY												CONSISTENTLY CONTRIBUTES MORE THAN 80% OF THE	1
CONDUCT												FULFILLS ASSIGNMENTS, STUDIES INDEPENDENTLY, PARTICIPATES IN CLASS	2
<b>CONTEMPORARY LITERATURE</b>												NEEDS TO IMPROVE IN USE OF TIME & ABILITIES	3
EFFORT/STUDY												LOW LEVELS OF EFFORT & STUDY IMPEDING PROGRESS	4
CONDUCT												FAILS TO COMPLETE REQUIRED ASSIGNMENTS REPEATEDLY - INATTENTIVE	5
<b>PHYSICS</b>													
EFFORT/STUDY													
CONDUCT												CONSISTENTLY APPROPRIATE	1
<b>WORLD HISTORY</b>												CAN MANAGE BEHAVIOR WITH REDIRECTION	2
EFFORT/STUDY												NEEDS TO IMPROVE	3
CONDUCT												CONSISTENTLY REQUIRES REDIRECTION	4
<b>GRAMMAR</b>												REPEATED DISRUPTION	5
EFFORT/STUDY													
CONDUCT													
<b>SOCIAL SKILLS</b>												GRADING	
EFFORT/STUDY												90 - 100	A
CONDUCT												80 - 89	B
												70 - 79	C
												60 - 69	D
												59 OR LESS	F
<b>FINE ART/MUSIC</b>												PASS	P
EFFORT/STUDY												FAIL	F
CONDUCT													
<b>AMERICAN LITERATURE</b>												NOT ENROLLED LONG ENOUGH TO GRADE	**
EFFORT/STUDY													
CONDUCT													
<b>SOCIAL SKILLS</b>													
EFFORT/STUDY													
CONDUCT													
<b>INDEPENDENT LIVING</b>													
EFFORT/STUDY													
CONDUCT													

## HOMWORK POLICY

Homework is a valuable and necessary component in the educational development of students at our Alternative Schools. Expectations for homework are to be reasonable and meet the Individual Education Plan (IEP) of the student. In planning and assigning homework, the teacher will consider that the homework be:

- \* Meaningful
- \* Assigned to reinforce skills already taught so the student does not practice errors
- \* Reasonable in length
- \* Consistently monitored by the teacher

Successful completion of homework assignments offers students a feeling of accomplishment, a source of positive attention and a sense of security that their work is completed. ***Students will receive a pre-determined amount of Eagle Dollars for the nightly completion of homework.***

## MAKING UP MISSED WORK

All students are allowed to make up work they missed during an excused absence as well as work assigned during the school day. For excused absences, students have one day PLUS the number of days absent for completing the homework missed. For work not completed during the school day, the assignment **MUST** be completed within five days of the date of that assignment. All classwork not completed within the above outlined time limits will be considered an INCOMPLETE grade. The Director of Education must approve any variations from this policy.

## TEXTBOOK AND STUDENT SUPPLIES

All textbooks and student supplies are provided at the program site. Students are responsible for taking care of their textbooks and library books. **DAMAGE OR LOSS IS SUBJECT TO A FINE.**

## ASSESSMENT AND EVALUATION

Assessment is an ongoing and integral component relating to each student's program plan and progress. The Alternative Schools provide assessment information and teacher evaluations throughout the student's placement. Assessments include:

- ◆ IEP and Program Development at the time of student placement
- ◆ MAPS Testing and Standardized State Testing Academic Probes
- ◆ Initial Staffing, two to four weeks following student placement
- ◆ Daily Home and School Communication Progress Logs
- ◆ FAST Testing

Team Staffings include:

Academic Achievement

Progress toward Annual Goals

Social, Emotional, and Behavioral Considerations

Summary of Significant Event

## **STAFFINGS AND IEP MEETINGS**

Staffings/Student Progress Reviews and IEP meetings are held each quarter and can be scheduled in person or via online ZOOM or teleconference. The IEP team meets once a year OR at the request of an IEP team member.

## **TRANSITION TO A PUBLIC SCHOOL SETTING**

The goal for all students at our Alternative School sites is to develop the social skills as well as the emotional and behavioral self-regulation that will enable them to be successful in a less restrictive classroom setting. Readiness for transition back to the Public School setting on a part- or full-time basis is assessed and reviewed a minimum of four times per year at scheduled staffings. The following criteria is used to determine the individual's progress and readiness of each student.

- \* IEP Goal Progress
- \* Duration and Frequency of Re-Group Room Interventions and Elimination of Level 3's and 4's for an 8 week period.
- \* Overall Academic Progress and Classwork / Homework Completion both at the Alternative Day School AND Transition Setting
- \* Regular Attendance and Participation in all Program Activities
- \* Significant Incidents on Daily Transportation and in Less Structured School Environments (such as Recess, Lunch, Library, etc.)
- \* General Safety and Supervision Concerns
- \* A list of curricula to meet the student where they are academically and to continue that growth.
- \* Slowly increasing seat time with half or partial days or alternating days
- \* Replicas of our Sensory Room items
- \* Meetings and/or observations between Clinicare Alternative Schools and the student at the District School
- \* Easing into the District School with less stressful classes such as Art or Gym
- \* Resources like our crisis cycle or sensory profile to help mirror our approaches and language
- \* Alternative communication methods such as written items that are effective for a non-verbal student
- \* Collaborative phone calls on a regular basis with the teacher before, during, and after the transition
- \* Using video technology to ease the student into the classroom, remotely.

There is no pre-determined timeframe set for transition as it is based on the IEP team's determination for student readiness and success.

## **EXTENDED YEAR SERVICES (ESY) - SUMMER SCHOOL**

Crossroads Academy offers Extended Year Services (ESY) throughout the summer months. Participation in ESY is not guaranteed for any student as it is dependent on their IEP. Since ESY is a separate IEP team decision, it is possible to enroll in just ESY and not the regular school year. It can also be used as a transition period if a student is planning on starting at our school in the fall or returning to their Home School District.

## **DRESS CODE**

Students are expected to be dressed in a clean and neat fashion. A student's dress will be considered unacceptable if it distracts from the learning environment.

A student who is inappropriately dressed will receive a **LOSS OF PRIVILEGES** until they correct the Dress Code Violation. Depending on the nature of the violation, the student may have an alternative classroom setting to the ReGroup Room. Additionally, there will be a loss of their school points and they may be required to change clothes.

The following dress code is expected of the students attending Clinicare Alternative Schools:

1. Coats, jackets, and other outerwear garments may not be worn during the school day.
2. Head adornments including—but not limited to—hoods, combs, picks, bandannas, scarves, do-rags, and ball caps may not be worn in the building before, during, or after school.
3. Shoes must be worn in the building at all times (no slippers) and shoelaces must be tied.
4. Shirts or blouses that are sheer, overly revealing in the front (low cut), back, or sides, include—but is not limited to—tube tops, halter tops, and tops with spaghetti straps.
5. Midriff, back, and cleavage may not show and the top should meet the tops of the student's pants, skirt, or shorts when sitting.
6. Tight-fitting, sleeveless, ribbed tank tops (*or so-called "wife-beater" shirts*) are not permitted.
7. Pants that are torn, frayed, or have large holes in them are not allowed.
8. Pants that are extra-large or oversized and hang below the waist must be worn with a belt that fits at the hips.
9. Boxer shorts and undergarments should not be exposed.
10. Clothing that is too tight or excessively short will not be permitted.
11. Inappropriate tattoos must be covered.
12. Any article of clothing that contains expressions that are obscene, profane, pornographic, represent illegal behavior, demean race/religion/sex/ethnicity, or advocate pain/death/suicide/drug or alcohol abuse is prohibited.
13. Students who dress in a manner that does not respectfully represent our Core Values or is not adequately dressed for severe temperature or weather conditions may be restricted to on-site, indoor activities only.

**ALL ELECTRONIC DEVICES ARE TO BE TURNED IN DAILY.**

## **STUDENT CELL PHONE USE**

Unless provided by and approved through an IEP, students are not allowed to bring personal technology items from home to access while at school. Clinicare Alternative Schools provide technology resources to its students primarily for academic learning during the school day. The use of the technology and equipment provided by the Alternative Schools is a privilege. Some examples of provided technology include—but are not limited to—tablets, smart boards, and chrome books. No technology is guaranteed to be error-free or totally dependable nor is it safe when used irresponsibly. Technology is intended for the sole purpose of engaging our students in the learning process as well as an access for communication strategies and use of relaxation tools. All use of technology is done under the guidance of the classroom teacher and/or a student's IEP. Use of technology in a fashion other than directed by the staff or administration of the Alternative Schools is strictly prohibited. Students who do not follow the guidelines for appropriate use as outlined could have their privileges revoked for an amount of time the Program Director deems appropriate.

**THIS POLICY WILL BE IMPLEMENTED IN ALL CLASSROOMS AT ALL ALTERNATIVE DAY SCHOOL LOCATIONS.**

1. Cell phones and all electronic devices will be turned OFF and CHECKED IN at the beginning of each school day upon the student's arrival. The program will provide for safe storage and supervision of the devices during the school day. Electronic devices include any cell phone, MP3 players that are wireless and/or have video or recording capabilities, electronic games, iPad, personal computer, Kindle, or any other electronic device.
2. If a student fails to check in their cell phone or electronic device and it is used for any reason, or is visible, anytime during the school day, the student will be asked to surrender the device and will receive a two-day loss of privileges as well as a Restitution Fine.
- 3. While on School grounds or on a School Activity or in a School Transportation Vehicle, students are prohibited from video taping, recording or taking photos of other students or staff.**
4. Refusal to surrender the cell phone or electronic device will be considered defiance and may result in the following: Restitution, Removal from the Classroom, One Week Loss of Privileges, Parent contact.
5. When a student chooses to disregard these procedures, parents will be required to make arrangements to pick up the electronic device or cell phone at the Alternative Day School location.
6. A student who leaves the School without permission is NOT permitted to return at ANY TIME during the day OR at the end of the day to retrieve their cell phone. Parents may arrange to pick up the cell phone that same day or the student will be given the cell phone at the end of the next day they remain in school until the designated dismissal time.

***The Alternative Day School staff request the full cooperation of parents and students with this policy.***



CLINICARE ALTERNATIVE DAY SCHOOLS  
STUDENT CELL PHONE USE POLICY AGREEMENT



I, \_\_\_\_\_, have read, understood, and agree to follow the Student Cell Phone Use Guidelines as put forth and described in the policy (a copy of which is to be kept at home for reference).

**STUDENT** *SIGNATURE* \_\_\_\_\_

**PARENT/GUARDIAN** *SIGNATURE* \_\_\_\_\_

**DATE** \_\_\_\_\_

# POSITIVE BEHAVIOR

## Interventions & Supports

ALSO REFERRED TO AS **PBIS**

The following program values promote a healthy, positive learning environment. Students are taught how to manager their anger, frustration, and conflicts which will enable them to develop the ability to increase their academic and social skills.

### **RESPECT**

*TO TREAT OTHERS AS YOU WOULD HAVE THEM TREAT YOU, TO VALUE THE WORTH OF EVERY PERSON INCLUDING YOURSELF.*

### **COMPASSION**

*OFFERING AN UNDERSTANDING OF OTHERS' FEELINGS AND ENCOURAGING GOOD CHOICES*

### **INTEGRITY**

*ROLE-MODELING HONESTY, TRUSTWORTHINESS, KINDNESS, AND DIGNITY EVEN IN TIMES OF DIFFICULTY.*

### **RESPONSIBILITY**

*TO DO WHAT IS RIGHT, WHAT ONE IS EXPECTED TO DO AND TO BE ACCOUNTABLE FOR YOUR BEHAVIOR AND OBLIGATIONS.*

Expectations of behavior both in school and in the community are based on these program values. The following pages describe some specific expectations of positive behaviors in various student settings.

## EXPECTATION BY SETTINGS — IN-SCHOOL LOCATIONS

EXPECTATION	CLASSROOM	RECESS / CHOICE TIME	RE-GROUP ROOM	COMPUTER LAB
<p><b>RESPECT</b></p> <p>TO TREAT OTHERS AS YOU WOULD HAVE THEM TREAT YOU, TO VALUE THE WORTH OF EVERY PERSON INCLUDING YOURSELF</p>	<p>SHOW AN EFFORT TO LEARN</p> <p>USE POLITE MANNERS</p> <p>FOLLOW A DIRECTION THE FIRST TIME</p>	<p>FOLLOW DIRECTIONS</p> <p>USE MANNERS</p> <p>SHARE EQUIPMENT</p> <p>ENCOURAGE OTHERS TO PARTICIPATE</p>	<p>RESPOND TO INSTRUCTIONS AND DIRECTIONS POSITIVELY</p> <p>LISTEN WITHOUT INTERRUPTING STAFF OR PEERS</p>	<p>QUIET VOICES</p> <p>KEEP HANDS AND FEET TO YOURSELF</p> <p>MAINTAIN PHYSICAL SPACE</p> <p>USE EQUIPMENT AS INTENDED</p>
<p><b>COMPASSION</b></p> <p>OFFERING AN UNDERSTANDING OF OTHERS' FEELINGS AND ENCOURAGING GOOD CHOICES</p>	<p>CONSIDER OTHER'S FEELINGS</p> <p>HELP OTHERS WHEN ASKED</p> <p>ENCOURAGE OTHERS BY MAKING THEM FEEL SAFE</p>	<p>CONSIDER OTHER'S FEELINGS</p> <p>HELP OTHERS</p> <p>INCLUDE OTHERS</p>	<p>ENCOURAGE OTHER'S POSITIVE CHOICES</p> <p>USE WORDS AND ACTIONS THAT ARE HELPFUL, NOT HARMFUL</p> <p>CONSIDER OTHER'S FEELINGS</p>	<p>HELP OTHERS</p> <p>USE KIND WORDS</p> <p>MAINTAIN QUIET AREA FOR STUDENTS IN ADJOINING CLASSROOMS / RE-GROUP ROOM</p>
<p><b>INTEGRITY</b></p> <p>ROLE-MODELING HONESTY, TRUSTWORTHINESS, KINDNESS, AND DIGNITY EVEN IN TIMES OF DIFFICULTY</p>	<p>BE HONEST</p> <p>PRACTICE CLASSROOM RULES</p> <p>SET GOOD EXAMPLES FOR PEERS</p> <p>APPROPRIATE CONVERSATIONS</p>	<p>BE HONEST</p> <p>FOLLOW RULES</p> <p>PLAY GAMES BY THEIR RULES</p> <p>REPORT ANY UNSAFE BEHAVIORS TO PLAYGROUND SUPERVISOR</p>	<p>FOLLOW THROUGH WITH COMMITMENTS</p> <p>DO THE RIGHT THING EVEN WHEN YOU THINK NO ONE IS WATCHING</p>	<p>DO THE RIGHT THING EVEN WHEN YOU THINK NO ONE IS WATCHING</p> <p>REPORT ISSUES WITH EQUIPMENT TO STAFF</p>
<p><b>RESPONSIBILITY</b></p> <p>TO DO WHAT IS RIGHT, WHAT ONE IS EXPECTED TO DO, AND TO BE ACCOUNTABLE FOR YOUR BEHAVIOR AND OBLIGATIONS</p>	<p>BE PREPARED</p> <p>RAISE YOUR HAND</p> <p>PARTICIPATE IN CLASS ACTIVITIES</p> <p>KNOW WHERE YOUR MATERIALS ARE AND HAVE THEM READY</p>	<p>COOPERATE</p> <p>BE PREPARED</p> <p>DRESS APPROPRIATELY</p> <p>PLAY SAFELY</p> <p>USE EQUIPMENT AS INTENDED</p> <p>STAY WITHIN SIGHT OF STAFF</p>	<p>COMPLETE YOUR LEVEL SAFELY AND QUIETLY</p> <p>SPEAK IN A CALM VOICE TONE</p> <p>RESPOND TO REDIRECTS IN A POSITIVE MANNER</p> <p>BE WILLING TO PROBLEM SOLVE</p>	<p>GO TO YOUR ASSIGNED COMPUTER RIGHT AWAY</p> <p>REPORT PROBLEMS CALMLY</p> <p>TREAT EQUIPMENT APPROPRIATELY</p> <p>USE ONLY APPROVED WEBSITES AND PROGRAMS</p>

# EXPECTATION BY SETTINGS— OUTSIDE OF SCHOOL LOCATIONS

EXPECTATION	VAN / BUS	ARRIVAL / DISMISSAL	LUNCHROOM	COMMUNITY
<p><b>RESPECT</b></p> <p>TO TREAT OTHERS AS YOU WOULD HAVE THEM TREAT YOU, TO VALUE THE WORTH OF EVERY PERSON INCLUDING YOURSELF</p>	<p>RESPECT PERSONAL SPACE OF OTHERS</p> <p>KEEP VAN OR BUS CLEAN</p> <p>USE APPROPRIATE VOICE TONES AND LANGUAGE</p> <p>KEEP CONVERSATIONS APPROPRIATE</p>	<p>REMOVE HATS UPON ENTERING</p> <p>GREET PEERS AND STAFF WITH KIND WORDS</p>	<p>USE POLITE MANNERS, SAY PLEASE AND THANK YOU TO KITCHEN STAFF</p> <p>STAY WITH YOUR GROUP</p> <p>STAY IN A SINGLE FILE LINE</p>	<p>USE POLITE MANNERS</p> <p>FOLLOW DIRECTIONS</p> <p>RESPECT COMMUNITY AND PERSONAL PROPERTY</p> <p>COMMUNICATE APPROPRIATELY WITH COMMUNITY MEMBERS</p>
<p><b>COMPASSION</b></p> <p>OFFERING AN UNDERSTANDING OF OTHERS' FEELINGS AND ENCOURAGING GOOD CHOICES</p>	<p>ACCEPT DRIVER'S CHOICES TO CONTROL VAN OR BUS RADIO AND TEMPERATURE</p> <p>WHEN ELECTRONICS ARE PERMITTED, RESPECT PREFERENCES OF OTHERS</p>	<p>WAIT PATIENTLY TO RECEIVE ELECTRONICS WHEN DESIGNATED</p>	<p>HELP OTHERS</p> <p>USE QUIET VOICES</p>	<p>HELP OTHERS</p> <p>USE APPROPRIATE VOICE TONES</p>
<p><b>INTEGRITY</b></p> <p>ROLE-MODELING HONESTY, TRUSTWORTHINESS, KINDNESS, AND DIGNITY EVEN IN TIMES OF DIFFICULTY</p>	<p>REPORT ANY DANGEROUS OR UNSAFE BEHAVIORS TO THE DRIVER OR OTHER ON-BOARD STAFF</p> <p>WEAR SEAT BELT PROPERLY</p> <p>SIT WHERE ASSIGNED</p> <p>PICKUP / CLEAN-UP AFTER YOURSELF</p>	<p>WALK ON SIDEWALK AND DRIVEWAYS</p> <p>KEEP HANDS, FEET, AND PERSONAL ITEMS TO YOURSELF</p> <p>REMAIN IN YOUR CLASSROOM UNTIL DESIGNATED DISMISSAL TIME</p> <p>GO DIRECTLY TO YOUR CLASSROOM AND SEAT</p> <p>TURN IN HOMEWORK AND PLANNER RIGHT AWAY</p> <p>TURN IN ELECTRONICS WHEN DESIGNATED</p> <p>ALL FOOD AND BEVERAGES TO BE CONSUMED OR PUT AWAY BY 8:30</p>	<p>ONLY TALK TO THOSE AT YOUR TABLE</p> <p>CLEAN UP AFTER YOURSELF</p> <p>APPROPRIATE CONVERSATIONS</p>	<p>CLEAN UP AFTER YOURSELF</p> <p>BE POLITE</p>
<p><b>RESPONSIBILITY</b></p> <p>TO DO WHAT IS RIGHT, WHAT ONE IS EXPECTED TO DO, AND TO BE ACCOUNTABLE FOR YOUR BEHAVIOR AND OBLIGATIONS</p>	<p>WEAR SEAT BELT PROPERLY</p> <p>SIT WHERE ASSIGNED</p> <p>PICKUP / CLEAN-UP AFTER YOURSELF</p>	<p>WALK ON SIDEWALK AND DRIVEWAYS</p> <p>KEEP HANDS, FEET, AND PERSONAL ITEMS TO YOURSELF</p> <p>REMAIN IN YOUR CLASSROOM UNTIL DESIGNATED DISMISSAL TIME</p> <p>GO DIRECTLY TO YOUR CLASSROOM AND SEAT</p> <p>TURN IN HOMEWORK AND PLANNER RIGHT AWAY</p> <p>TURN IN ELECTRONICS WHEN DESIGNATED</p> <p>ALL FOOD AND BEVERAGES TO BE CONSUMED OR PUT AWAY BY 8:30</p>	<p>EAT WHAT YOU TAKE</p> <p>TAKE APPROPRIATE SERVINGS AND CHOICES</p> <p>GO THROUGH THE LINE ONCE</p> <p>FINISH MEAL IN THE TIME SCHEDULED</p>	<p>REPRESENT THE SCHOOL POSITIVELY</p> <p>BE PATIENT</p> <p>REMAIN WITH YOUR GROUP</p>

# PROGRAM INCENTIVES AND REWARDS

## SCHOOL ALLOWANCES

The philosophy behind a School Allowance is to support and reinforce the primary goal for students at the Alternative Schools to develop positive school, social, and work behaviors while shaping and developing positive behaviors overall. The total amount of money earned is posted daily in the classrooms. Students will be provided community-based activities where they can spend their allowance on a monthly schedule.

**Monies are at NO TIME to be given to students to take home.**

## AWESOME ALLOWANCE ACTIVITIES

Students earn allowance on a daily basis in school on the points they earn in the classroom. Their school allowance is placed in a savings account and can be spent every month during a planned allowance activity (bowling, picnics, shopping, movies, etc.). Students' behavior must be stable and safe to qualify for the activity. ***If the student has not earned the total amount to cover the cost of the activity, their allowance will be carried over to the following month's total AND the student will NOT be eligible for the activity. Daily School Points are posted every day in each classroom.***

***NOTE—STUDENTS ARE NOT PERMITTED TO TAKE HOME THEIR EARNED SCHOOL ALLOWANCE. THEY WILL BE GIVEN MULTIPLE OPPORTUNITIES TO SPEND IT AT SCHOOL. FOR APPROPRIATE ACTIVITIES OR APPROPRIATE ITEMS.***

## EDUCATIONAL OUTINGS / FIELD TRIPS

Educational and recreational field trips are designed to enhance the social, intellectual and physical development of students. Participating in scheduled activities is based on specific behavioral criteria and academic assignment completion. The majority of school outings or field trips are within close proximity to the Alternative School sites (within 60 miles). Parents sign a Permission for Activities Form at the time of admission which grants permission for scheduled off-site activities throughout the school year. ***DUE TO CONFIDENTIALITY ISSUES, PARENTS ARE NOT PERMITTED TO ATTEND SCHOOL SCHEDULED FIELD TRIPS.***

## CO-CURRICULAR ACTIVITIES

Any student who participates in co-curricular activities sponsored by their home school district must meet the Eligibility Requirements as defined the home school district's handbook or as identified in the student's IEP. Violations of these guidelines will be subject to Administrative Review and sanctions.

## EAGLE DOLLARS

Throughout the school day, students will be recognized with Eagle Dollar stamps for displaying appropriate, on-task and pro-social behaviors. Immediate reinforcement of desired behavior is the most effective method for shaping new skills and appropriate classroom social skills. Students then redeem Eagle Dollars for a variety of rewards (**they are redeemed a two designated times each day**).

Here's how Eagle Dollars are earned:

- ◆ Participating and being respectful during Physical Education, Social Skills and Art classes
- ◆ Solve Problems Calmly
- ◆ Remain in Your Seat
- ◆ Quiet During Class
- ◆ Turning in Homework
- ◆ Follow Directions the First Time Given
- ◆ Walk Quietly & Keep Hands to Yourself
- ◆ Cleaning Classroom
- ◆ Respectful Comments
- ◆ Helping Out Our Classmates in Time of Need
- ◆ Helping Others with Permission from Staff
- ◆ Random, Respectful, Positive Acts or Attitudes
- ◆ Positive Comments to Peers
- ◆ Be Prepared for Class
- ◆ Helping a Peer
- ◆ Awesome Behavior at Lunch
- ◆ Awesome Behavior in the Community
- ◆ Clean Up Your Own Area
- ◆ Use Kind Words
- ◆ Report Problems Calmly
- ◆ Listening to Directions
- ◆ Asking for Help
- ◆ Expressing Emotions Appropriately
- ◆ Using "Please" and "Thank You"
- ◆ Problem Solving Successfully
- ◆ Share with Others
- ◆ Using Self-Regulation Strategies
- ◆ Raising Hand During Instruction
- ◆ Participation in Class Activities
- ◆ Encourage Others When Struggling
- ◆ Wait in Line Appropriately
- ◆ Take Responsibility for Your Choices
- ◆ Maintain Physical Space

**Students do NOT need privileges to redeem their Eagle Dollars.**

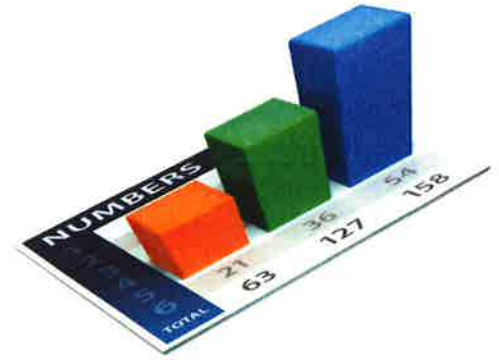
A pre-determined amount of earned Eagle Dollars can be exchanged from a selection of premiums that vary and as chosen on a weekly basis by each teacher. A sample of this system is as follows:

- 5 Eagle Dollars = Fruit Snack OR Snack-Size Candy Bar
- 20 Eagle Dollars = Pack of Gum OR A Trip to the Prize Box
- 30 Eagle Dollars = Small Gatorade OR Wear A Hat in Class
- 100 Eagle Dollars = 30 Minutes of Fun at the Park

OR Watch a DVD (with an appropriate rating)

## POINT SYSTEM

All students earn points for demonstrating appropriate or targeted behaviors. It is important to remember that students earn points but do not lose points.



Students have the opportunity to earn their points every 40 minutes. These points are recorded on a master point sheet. At the end of each class period, the teacher will share points with the students. This reinforces appropriate behavior.

Each student will be informed of their total daily points at the end of the school day.

Emphasis is placed on appropriate behaviors (such as task completion, productivity in class positive interaction, compliance with rules). Students may earn points by demonstrating appropriate behaviors.

There is no provision for point loss as a consequence; negative behavior reduces the student's ability to earn points.

Teachers do NOT take away points that have been earned. Point posters are displayed in all classrooms.

***Students do NOT earn points while  
in the Re-Group Room.***

### KEY for POTENTIAL POINT EARNING

9—10 points	<b>Exceptional</b>	Engaged in targeted behaviors at all times
7—8 points	<b>Very Good</b>	Engaged in targeted behaviors to a very large degree
5—6 points	<b>Good</b>	Engaged in targeted behaviors to a large degree
3—4 points	<b>Poor</b>	Engaged in targeted behaviors to a slight degree
1—2 points	<b>Very Poor</b>	Not engaged in targeted behaviors

**2021 - 2022 / CROSSROADS ACADEMY BEHAVIORAL AND IEP GOAL DAILY DATA**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

IEP GOALS	8:00 - 9:00	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00	TOTAL PERCENT	AVERAGE DAILY

BEHAVIORS RATED ON A SCALE OF 0 - 5 EVERY 60 MIN PERCENT CALCULATED DAILY FOR EACH GOAL. SELF OR STAFF REQUESTED "COOL DOWNS" DO NOT DECREASE ALLOWANCE

COMMENTS:

DAILY POINTS	8:00 - 9:00	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00	TOTAL POINTS - ADD TOP & BOTTOM BOXES AT LEFT
BEHAVIOR	/5	/5	/5	/5	/5	/5	/5	OUT OF 140 POSSIBLE POINTS
CLASS PARTICIPATION	/5	/5	/5	/5	/5	/5	/5	

ALLOWANCE CHART

BELOW 69% = NO MONIES	70 - 77% = \$.25	78 - 85% = \$.75	86 - 100% = \$1.00	ALLOWANCE AMOUNT EARNED
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**SUMMER SCHOOL 2022** CROSSROADS ACADEMY BEHAVIORAL AND IEP GOAL DAILY DATA

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

IEP GOALS	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 2:30/3:00	Points earned over Total Possible Points	Daily Percentage or Total # of Totals

BEHAVIORS RATED ON A SCALE OF 0 - 5 EVERY 60 MIN PERCENT CALCULATED DAILY FOR EACH GOAL. SELF OR STAFF REQUESTED "COOL DOWNS" DO NOT DECREASE ALLOWANCE

COMMENTS:

DAILY POINTS	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00
BEHAVIOR	/5	/5	/5	/5
CLASS PARTICIPATION	/5	/5	/5	/5

ALLOWANCE CHART

BELOW 69% = NO MONIES	70 - 77% = \$.25	78 - 85%
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**2021 - 2022 NEW FRONTIER ACADEMY BEHAVIORAL AND IEP GOAL DAILY DATA**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

IEP GOALS	8:30 - 9:30	9:30 - 10:30	10:30 - 11:30	11:30 - 12:30	12:30 - 1:30	1:30 - 2:30	TOTAL PERCENT	AVERAGE DAILY

BEHAVIORS RATED ON A SCALE OF 0 - 5 EVERY 60 MIN PERCENT CALCULATED DAILY FOR EACH GOAL. SELF OR STAFF REQUESTED "COOL DOWNS" DO NOT DECREASE ALLOWANCE

COMMENTS:

DAILY POINTS	8:30 - 9:30	9:30 - 10:30	10:30 - 11:30	11:30 - 12:30	12:30 - 1:30	1:30 - 2:30	TOTAL POINTS - ADD TOP & BOTTOM BOXES AT LEFT
BEHAVIOR	/5	/5	/5	/5	/5	/5	OUT OF 60 POSSIBLE POINTS
CLASS PARTICIPATION	/5	/5	/5	/5	/5	/5	

ALLOWANCE CHART

BELOW 69% = NO MONIES	70 - 77% = \$.25	78 - 85% = \$.75	86 - 100% = \$1.00	ALLOWANCE AMOUNT EARNED
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## HONOR ROLL FRIDAY



Each Friday, students are rewarded for positive behavior and cooperation in the classroom. Students will earn an Honor Roll Certificate and special treat (ice cream sundaes, chips, pop, pizza, etc.) IF they meet Honor Roll criteria. Students who earn Honor Roll four (4) weeks in a row will earn a \$4.00 allowance bonus.

### WEEKLY HONOR ROLL CRITERIA

*Students will earn an average of 80% of their daily classroom points over a five-day period (Fridays through Thursdays).*

- 1. Classroom points are earned by completing daily assignments, treating peers and staff with respect, and working to solve problems as they arise. Daily percentage earned by students are posted in the classroom on a daily basis.*
- 2. Students will have NO unexcused absences or refusal to participate in Transition Classes or Scheduled Work Shifts.*
- 3. Excessive Level 4s or Physical Holds during the week's timeframe may result in loss of Honor Roll. This will be determined on an individual basis by the Classroom Teacher.*
- 4. Students **MUST TURN IN THEIR CELL PHONES DAILY** upon arriving to the classroom. Any violation of this expectation may result in loss of Friday Honor Roll.*



**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS SCHOOL-WIDE ACKNOWLEDGEMENT SYSTEM**  
**CROSSROADS ACADEMY / NEW FRONTIER ACADEMY SCHOOL YEAR**  
**STUDENT / SCHOOL EVENTS**

SCHOOL EVENT	POSITIVE PLAN	WEEKLY	MONTHLY	QUARTERLY	YEARLY	AS SCHEDULED / SUGGESTED TIME	SPECIAL NOTE
HIGH SCHOOL GRADUATION	CELEBRATION TO COMMEMORATE EVENT					GRADUATION DATE	
TRANSITION BACK TO SCHOOL	CELEBRATION TO BE HELD					TIME OF TRANSITION	TO ACKNOWLEDGE THAT STUDENT HAS EARNED THE RIGHT TO RETURN TO HOME DISTRICT
HOLIDAY PROGRAM	CELEBRATE HOLIDAYS THANKSGIVING MEAL AND ACTIVITIES				NOVEMBER DECEMBER		STUDENT RETAINS PRIVILEGE TO ATTEND / PARTICIPATE
FRIDAY HONOR ROLL	STUDENTS EARN TREAT AND ACTIVITY BY EARNING AN AVERAGE OF 80% OF SCHOOL POINTS	<b>X</b>					
HIGH HONOR ROLL	RECEIVE A CERTIFICATE AND GO OUT TO LUNCH WITH PROGRAM DIRECTOR			<b>X</b>			STUDENTS WHO ACHIEVE HONOR ROLL FOR <b>NINE (9)</b> CONSECUTIVE WEEKS
ALLOWANCE ACTIVITY	STUDENTS GIVEN THE OPPORTUNITY TO CELEBRATE POSITIVE BEHAVIOR IN THE COMMUNITY WITH STAFF & PEERS		<b>X</b>				DAILY STUDENT BEHAVIOR
BIRTHDAYS	CELEBRATION TO COMMEMORATE EVENTS		<b>X</b>				ALL STUDENTS' BIRTHDAYS THAT FALL IN THAT MONTH



## **BEHAVIOR SUPPORT MENU**

### **LADDER OF SKILL-BUILDING**

### **PRACTICE AND STUDENT**

### **ACCOUNTABILITY**

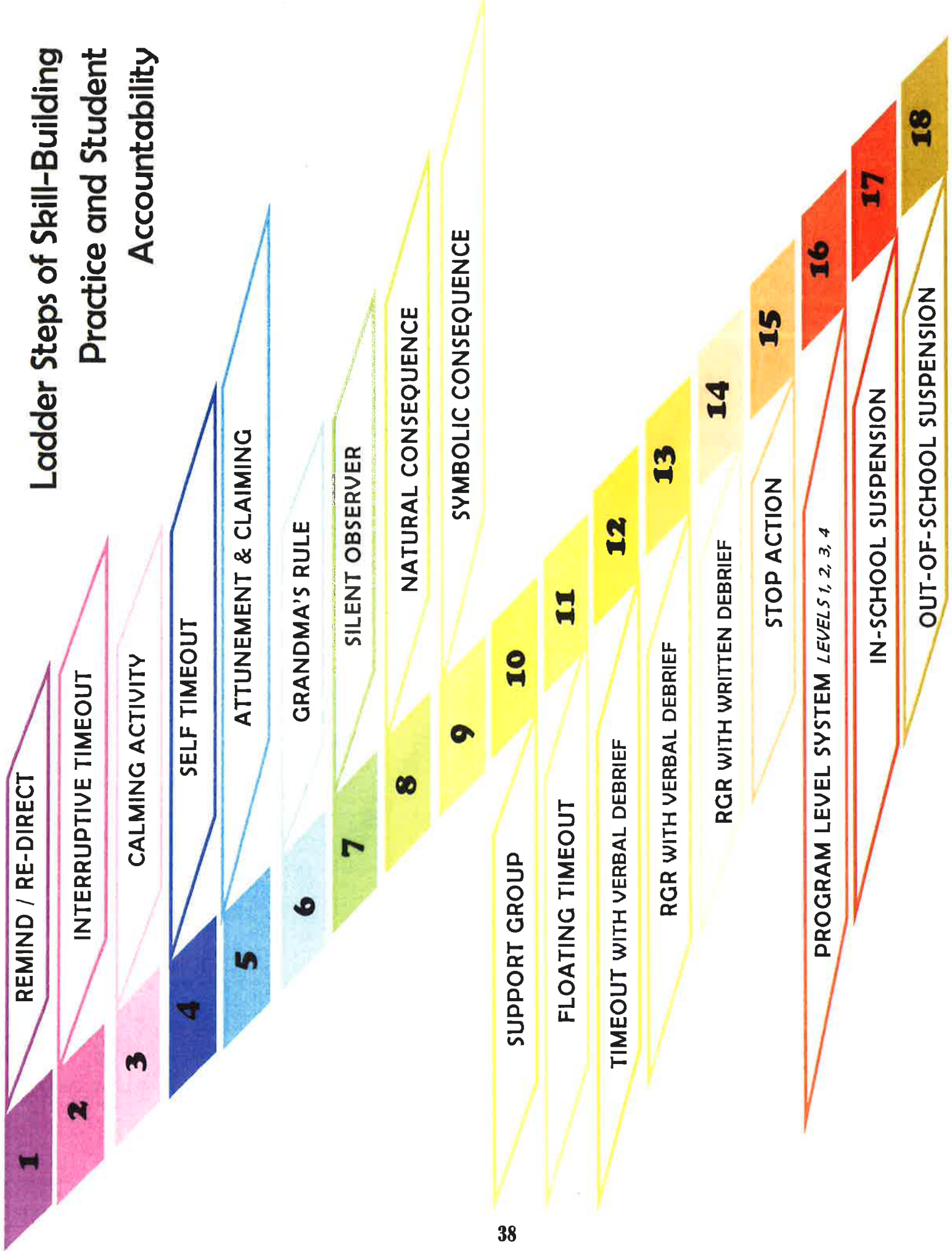
The Ladder of Skill-Building Practice and Student Accountability are a process of redirecting, supporting, accommodating or removing a student from an environment which is reinforcing negative behaviors. The primary goal of the Skill-Building Practice are to teach a student responsible behavior and promote problem solving with a systematic, structured, and positive approach.

In implementing this model, it is expected that all school staff is actively participating in behavior management. The sequential re-teaching responses to inappropriate student behaviors are to be approached in a validating and accepting manner regardless of the student's level of dysregulation. After a Step is completed, the student should return to their assigned area with a clean slate and continue within their program. The following progression is based upon the notion that if a student is unable to effectively self-soothe and make positive choices to manage their behavior, they may be assigned to the next level of intervention. If a Step is assigned, the student must have demonstrated readiness to begin the intervention process.

Time-outs, as described below, must be supervised as with all Steps. The existing Step will continue to be used for students to re-regulate or for safety purposes. The continuum of responses to behavior with the Behavior Response Continuum Chart can be used in any ordered deemed appropriate and is not a complete list. Other options may be used as needed and as seen to be logical and appropriate consequences. These guidelines may be individualized for each classroom and/or student based on age, developmental stage, mental health diagnosis, and individual behavior plan. The Steps of the Ladder of Skill-Building Practice and Student Accountability are listed and described on the next page.

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# Ladder Steps of Skill-Building Practice and Student Accountability



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# Ladder Steps of Skill-Building Practice and Student Accountability

## REMIND / RE-DIRECT

Use Remind / Re-Direct for minor violations of responsibility, rules, or when you believe that a student temporarily forgot what he should be doing at a particular time in your class. Examples of when to give a Remind / Re-Direct are when students talk during quiet reading, talk out of turn or interrupt, leaving their seat, or rustling papers noisily.

## INTERRUPTIVE TIMEOUT

This can be used when a student is not following the basic rules because he is distracted or forgetful. It is also used as a quick way of refocusing a student who seems to be on the road to escalation. An Interruptive Timeout can follow a Remind / Re-Direct if you believe that simply interrupting the behavior without discussion or debriefing will help the student to refocus on appropriate behavior.

## CALMING ACTIVITY

A Calming Activity can be assigned at any time or on any level of the accountability ladder. Assign a Calming Activity when you feel that doing one will help lower a student's emotional level and help him or her process more easily. Excessive anger, frustration, sadness, excitement, or fear may impede the debriefing process. Also assign a Calming Activity whenever you feel it will help a student relax, focus, regain emotional control, or enhance the processing ability. Calming Activities can be used proactively before a student needs another step from your ladder. Calming Activities can be very effective when used this way.

## **SELF TIMEOUT**

A Self Timeout (in class, in the hallway, or in the RGR) are not assigned by you but you can suggest one. Students should be trained to recognize when they are becoming unfocused or emotionally overwhelmed and should have the option of removing themselves to a place where they can regain control. Students should not be allowed to use a Self Timeout to avoid activities, classes, or consequences of behavior. If a student's behavior warrants any step on the accountability ladder, then choosing a Self Timeout should not be an option. The goal of this step should be to relax, regain focus or self-control, brainstorm, and problem solve.

## **ATTUNEMENT & CLAIMING**

Although not a true intervention strategy, if our students do not feel claimed by us, making positive and long-lasting changes in behavior will be difficult. There will be times when both we and our students will rely on the relationship to deal with certain situations and make positive changes. It is far more difficult to establish a safe room environment if our students do not feel claimed. This does not mean we must coddle them, enable them, or shelter them. It does mean the student must always believe we are working in his best interest even during times of consequence or intervention. This step may be the most important one in our bag.

## **GRANDMA'S RULE**

Rewards should come after accomplishments. We don't get paid before we rake the leaves, we get paid after. There are very few instances where Grandma's Rule shouldn't be applied in education. The reward will mean more and have a greater impact when it is earned. If given before the task is completed, it is more a bribe and less a reward and will lose some of its effectiveness.



## **SILENT OBSERVER**

Silent Observer may be used when you have a student that is having difficulty with personal issues but is not disruptive to the class. If the student's behavior is under control but being in the group might elevate the student's behavior, you may place the student just outside the group on Silent Observer giving that student permission to listen and continue in the class but having no right or obligation to actively participate. You may also have the student remain in his seat in the class but on Silent Observer. Remember, the goal is to allow the student the opportunity to be part of a group without having the stress or fear of having to participate. Silent Observer works well for students who have academic issues and may have fear or anxiety about being called on in a group discussion. If the student knows ahead of time he will not be required/allowed to participate in discussion during the class, many times academic fear will be alleviated and he can focus on learning.

## **NATURAL CONSEQUENCE**

Matching the step to fit the choice is an effective way to change behavior. Natural Consequences are those consequences that closely match the action or behavior we are looking to change. A Natural Consequence for reckless driving is losing your driver's license and driving privileges. The more creatively we can match a step to a behavior, the better chance of reducing or eliminating that behavior. Natural Consequences should be used whenever a step is being assigned unless the situation calls for a more symbolic step.

## **SYMBOLIC CONSEQUENCE**

When assigning Symbolic Consequences, keep in mind that the consequence should be more symbolic, less punitive, and not necessarily a natural consequence for that behavior. A Symbolic Consequence is assigned when there needs to be some atonement from the student, but the student has essentially worked through the problem/issue and you believe the issue is resolved. A consequence needs to be assigned for consistency but a statement is not being made with a Symbolic Consequence.

## **SUPPORT GROUP**

For a Support Group to be effective, not all students need actively participate in the group although all students must attend and show basic respect. The student who needs the Support Group need not attend although it is best if he does. Sometimes a student will need group support but will not have the emotional stability to sit in the group or accept the support. Holding a Support Group event when the student is not present can still be a very powerful tool. We may need to occasionally remind the group that they are there to find ways to support the struggling student and this is not a Stop Action or gripe session. Some students may be angry at the student we are holding the group for and may want to punish him for his behavior. It is important we explain the need for this group and that the behavior will be dealt with separately. A Support Group is held when the issues a student is dealing with may be long term and may be affected by those issues for days, weeks, or even months. Families and students dealing with death, divorce, moving, prison, drugs, alcohol, poverty, abuse, and loss of jobs will many times need the support of both school and classmates.

## **FLOATING TIMEOUT**

The use of a Floating Timeout, the RGR, and In-School Suspensions should be carefully planned. Floating consequences are symbolic and students must feel they are restrictive if they are to be effective. A student can be placed on a Floating step for many reasons. If a student has debriefed successfully but you are still unsure he can maintain self-control back in the classroom or with his peers, you can use a Floating step. If a student is refusing to move to a time-out or to a quiet room, you can place him on a Floating step until he does move to the area as directed. If you are out in public or away from your room where having a student sit in isolation might be disruptive or a hardship for your group, use the Floating step. It's useful if you are somewhere with no viable place to isolate a student. You can also use this step when you want to check a student's ability to be successful in a given milieu.

### **TIMEOUT WITH VERBAL DEBRIEF**

Use a Timeout with a supportive Verbal Debrief when a student is intentionally not following a rule. When a student appears to be making a statement with his behavior as opposed to just being forgetful, it is important to find out why the student needs to make the statement. The behavior will continue until the student has made his statement or satisfied his needs. Use a Timeout with Verbal Debrief when the problem behavior is not extreme and the student complies with the consequence without escalating his behavior. The student's behavior and emotional needs dictate the length of the debrief. This is a time to communicate, so try not to rush through the process.

### **RGR WITH VERBAL DEBRIEF**

Use the RGR with a Verbal Debrief when a student's behavior has escalated beyond a timeout. This step is typically used when a student is directed to a timeout and he either refuses to take the timeout or escalates his behavior. The RGR with Verbal Debrief can be used when a student's behavior during a timeout distracts the class. You can also use this step when it appears that several attempts may be needed before a student is able to debrief successfully. This is typically the next step on a consequence ladder after verbally debriefed timeouts.

### **RGR WITH WRITTEN DEBRIEF**

The RGR with a Written Debrief should be used for minor safety policy violations. Throwing small objects, making verbal threats, and committing minor property damage – these are all safety issues for which the RGR with Written Debrief works. Written Debriefs can also be used if you have a student who is better at writing his thoughts than at expressing himself verbally. It should always be followed by a Verbal Debrief. This is slightly higher on the consequence ladder than the RGR room with Verbal Debrief and is usually used for more serious rule violations.

## STOP ACTION

Use a Stop Action when there are several students who appear to be struggling with rules or boundaries and individual steps do not appear to be working. Stop Action is also effective when the whole class (or a large portion of the class) seems to be escalating but you can't figure out what set them off. Stop Actions work when there appears to be a common problem, such as disrespect, and the whole class would benefit from a group discussion of the subject. Don't hesitate to use a Stop Action if it appears that having one would help the group with:

- ◆ Solving classroom stress
- ◆ Clarifying rules and boundaries
- ◆ Providing additional structure on a difficult day
- ◆ Strengthening and supporting positive peer culture

## PROGRAM LEVEL SYSTEM *LEVELS 1, 2, 3, 4*

A consequence/privilege level system has been developed for the Program and classrooms but there will be students that require individual level systems as well. A level system is used to give each teacher a logical progression of consequences to effectively deal with problem behaviors. Remember, it is not the level system that deals with and changes behavior; the system is simply to get the student to a place or space where he can be successfully debriefed. The debrief is where change, remediation and growth occurs.

## **IN-SCHOOL SUSPENSION**

An In-School Suspension (ISS) should be used for a major safety policy violation or when a student repeatedly leaves school without permission. ISS can be used when a student is physically or verbally threatening or damages property. Mild threats such as, "Don't make me come after you!" or "You do and I'll put you down!" can be dealt with through RGR Debriefs. When a student is seriously threatening another person's safety, it's time for an ISS. Use this step with prudence and caution. It is a very powerful step as long as it is not overused.

## **OUT-OF-SCHOOL SUSPENSION**

Most times, an Out-of-School Suspension (OSS) will be dictated by the Alternative Schools' Program Director and Home School District. There may be times we need to bring up and discuss the seriousness of a student's behavior for the parents. OSS should be reserved for serious threats or acts of violence and serious property damage. OSS may also be used when a student's behavior or disability is so severe – or outside the scope of what type of student your class is designed to serve – that you need to bring this issue to light for both the Home School District and the student's parents.

# QUICK REFERENCE GUIDE TO LEVELS

**NOTE**—The behaviors listed below each level are explained and defined in the Behavior Level Guidelines that follow this Quick Reference Guide of Levels 1, 2, 3, 4.

## LADDER STEP or LEVEL 1 RE-GROUP ROOM / CLASSROOM / SENSORY AREA / STAFF RE-DIRECTION

**NFD**  
**OFF TASK**

**NO Loss of Privileges (LOP)**

## LADDER STEP or LEVEL 2 RE-GROUP ROOM / CLASSROOM or DESIGNATED SCHOOL AREA

**NFD**  
**INAPPROPRIATE WORDS**  
**DISRUPTING CLASS**  
**EXCESSIVE HORSEPLAY**  
**SETTING UP PEERS OR STAFF / LYING**  
**RUDE BEHAVIOR**  
**DRESS CODE VIOLATION**  
**HIDING IN CLASS**                      **NAME-CALLING**

### LOSS OF PRIVILEGES (LOP)

**ALL CLASSROOM PRIVILEGES**  
*(classroom iPad, computer game boy, outdoor recess, other classroom privileges)*

<b>ELEMENTARY</b>	<b>1 HOURS</b>
<b>MIDDLE SCHOOL</b>	<b>2 HOURS</b>
<b>JR/HIGH SCHOOL</b>	<b>3 HOURS</b>

## LADDER STEP or LEVEL 3 RE-GROUP ROOM or CLASSROOM

**VERBAL ABUSE** or **THREATS**  
**PROPERTY DESTRUCTION** or **THEFT**  
**REFUSAL TO PARTICIPATE IN EARNED OR GROUP ACTIVITIES (EXAMPLE—HONOR ROLL or ALLOWANCE ACTIVITIES)**  
**SWEARING**  
**LEAVING CLASSROOM WITHOUT PERMISSION**  
**CONTINUOUS ARGUING WITH STAFF**  
**LEAVING CLASSROOM WITHOUT PERMISSION**  
**TAKING ITEMS FROM THE STAFF OR OTHER STUDENTS WITHOUT PERMISSION**

### LOSS OF PRIVILEGES (LOP)

**ALL EARNED OFF-SITE ACTIVITIES (EXCEPT HONOR ROLL & ALLOWANCE ACTIVITIES)**  
*ALSO INCLUDES ALL LEVEL 2 LOPs*

<b>ELEMENTARY</b>	<b>2 HOURS</b>
<b>MIDDLE SCHOOL</b>	<b>3 HOURS</b>
<b>JR/HIGH SCHOOL</b>	<b>6 HOURS</b>

**SLEEPING IN CLASS OR RGR**

## LADDER STEP or LEVEL 4 RE-GROUP ROOM or CLASSROOM

**HARASSMENT / BULLYING**

**INAPPROPRIATE DISPLAY OF AFFECTION**

**TOUCHING PEERS or STAFF INAPPROPRIATELY**

**VIOLATION OF PERSONAL BOUNDARIES**

**USE OF OR POSSESSION OF TOBACCO**

**USE OF OR POSSESSION OF DRUGS**

**USE OF OR POSSESSION OF ALCOHOL**

**TECHNOLOGY VIOLATION**

**FIGHTING OR PHYSICAL AGGRESSION**

**UNAUTHORIZED AREA**

**DEFIANCE, INSUBBORDINATION OR DISRUPTION THAT RESULTS IN A POLICE INTERVENTION**

**REFUSAL TO COOPERATE WITH RE-GROUP ROOM STAFF**

**REFUSAL TO LEAVE THE CLASSROOM RESULTING IN A "CLEAR THE AREA"**

**INAPPROPRIATE BEHAVIOR IN THE COMMUNITY**

**POSSESSION OF FIRE-STARTING MATERIALS**

**POSSESSION OF WEAPONS or ITEMS THAT COULD BE USED TO CAUSE PHYSICAL HARM  
(AS DETERMINED BY STAFF)**

**LOSS OF PRIVILEGES (LOP)**

**UNTIL EXPECTATIONS ARE MET**

**ALL EARNED OFF-SITE ACTIVITIES (INCLUDING LUNCH, HONOR ROLL & ALLOWANCE ACTIVITIES)**

**ALSO INCLUDES ALL LEVELS 2 & 3 LOPs**

**ELEMENTARY 3 HOURS**

**MIDDLE SCHOOL 6 HOURS**

**JR/HIGH SCHOOL 9 HOURS**

**HIDING IN AREA INSIDE OF BUILDING**

### **REGROUP ROOM RECOVERY PROCESS**

Students will begin to earn points again when they meet the following criteria:

- 1. Complete RGR Staff-Guided Problem-Solving Steps Worksheet.**
- 2. Complete Classroom expectations (e.g., note of apology, finishing academic tasks, reading a Social Story) given by the student's teacher.**
- 3. Debrief with Staff OR Student involved in the incident.**
- 4. Appropriately return to class and engage in classroom expectations and activities.**

After the student has met the four criteria listed above, they will begin to have time deducted from their determined Loss of Privileges.

# Behavioral Level Guidelines

## LADDER STEP or LEVEL 1 BEHAVIORS

### NFD

Not following directions after more than two (2) prompts without compliance.

### Off Task

Choosing to not comply with an expectation in an adequate amount of time when given a direction by a staff.

## LADDER STEP or LEVEL 2 BEHAVIORS

### NFD

Not following directions requiring excessive prompts without compliance.

### Inappropriate Words

Any language ("crap," "shut up," "sucks") not appropriate for a school setting as determined and identified by the classroom teacher.

### Disrupting Class

Behaviors displayed with the intention to disrupt the learning of others, such as making excessive noise, loud talking, excessive interruptions, talking when the teacher is talking, out of seat/wandering in classroom, talking when the teacher is teaching or directing the class.

### Excessive Horseplay

Physical contact between two students or a student toward a staff that becomes excessive, unsafe, distracting or provoking.

### Setting Up Peers or Staff / Lying

Instigating peers by stating something that is known to upset a peer in an effort to get a negative response or making a purposefully false statement to place another student or staff in distress.

### Rude Behavior

Talking to staff or peers in a negative, demeaning, provoking, disrespectful, or insulting manner.

### Refusal to Engage in Problem Solving

Loss of Privileges until expectation is met.

### Refusal to Complete or Correct Work

Loss of Privileges until expectation is met.



# Behavioral Level Guidelines

*continued*

## LADDER STEP or LEVEL 3 BEHAVIORS

### **Verbal Abuse or Threats**

Repetitive negative messages (*verbal or gestural*) to another person that may include threats of intimidation, obscene gestures, pictures or written notes.

### **Refusal to Participate in Instructional, Recreational or Earned or Group Activities**

Refusal to participate in a scheduled daily or weekly class, or scheduled special activity earned by the student or class, or planned instructional or recreational experience; this includes but is not limited to Physical Education, Art, Library, Swimming, Lunch, Honor Roll, Integration Classes, and Social Skills.

### **Swearing**

Zero tolerance of any swear word or any word used as a replacement for the swear word (e.g., "freaking," "fricking," b-word, etc.).

### **Theft**

Student takes another person's or the school's property without their verbal or written permission.

### **Leaving Classroom Without Permission**

Leaving the classroom to another area in the building without permission of a staff member.

### **Continuous Arguing with Staff**

Repetitive, constant, persistent arguing and refusal to stop talking back to a staff member when being give a directive or problem solving.

### **Refusal to Attend Class**

Loss of Privileges until expectation is met.

### **Dress Code Violation**

Loss of Privileges until expectation is met (see page 24).

# Behavioral Level Guidelines

Continued

## LADDER STEP or LEVEL 4 BEHAVIORS

### Harassment/Bullying

Student delivers disrespectful messages (*verbal or gestural*) to another person that includes sexual content, threats and intimidation, obscene gestures, pictures or written notes based on race, religion, gender, age, personal appearance, disability, family situation, or other personal information known about the student with the intent to create a hostile or offensive environment.

### Inappropriate Display of Affection

Student engages in consensual or nonconsensual verbal and/or physical gestures/contact of any nature to another student or adult. (*Kissing, touching private areas of the body, full frontal hugs, or exposing a private area of the body to an adult or other student.*)

### Touching Peers or Staff

Purposeful touching of another student and or staff that is uninvited.

### Property Destruction

Damaging or defacing physical property anywhere on the school grounds including that which belongs to the school, staff, and students; this includes damage incurred during a crisis situation or when a student reacts to an event aggressively and causes damage to property or the building. **NOTE—This does not include tearing up a worksheet or breaking a pencil; these acts of defiance or frustration would fall under Refusal to Complete Work** (see page 48).

### Use of or Possession of Tobacco

Student is in possession of, or is using, tobacco on or within proximity of school grounds.

### Use of or Possession of Drugs

Student is in possession of, under the influence of, or using illegal drugs, or in possession of a prescribed medication or over-the-counter medication.

### Use of or Possession of Alcohol

Student is in possession of, or is using/under the influence of, alcohol on school property.

### REFUSAL TO TURN IN ELECTRONICS—Technology Violation

Student refuses to check in their electronic devices at the start of or during the school day. Student engages in the inappropriate or unauthorized use of **cell phone**, pager, music/video player, MP3, IPOD, IPAD, classroom smart board, camera, computer, or other electronic device.

### Fighting or Physical Aggression

Student strikes or touches another person (*staff or student*) with his/her body with or without an object connected to his/her body (*including an object propelled by his/her body*) with the intent of causing pain, discomfort, physical harm, or in retaliation toward that person.

# Behavioral Level Guidelines

*Continued*

## LADDER STEP or LEVEL 4 BEHAVIORS

### **Possession of Weapons**

Student is in possession of knives or guns (*real or look-alike*) or other objects readily capable of causing bodily harm.

### **Defiance, Insubordination or Disruption that Results in a Police Intervention**

Student displays an overt refusal to comply with a reasonable adult instruction directed at the student or group of students resulting in the cessation of teacher-led instruction, a teacher-led activity, and/or threatens the safety and well-being of staff and peers.

Due to the student's inability to safely respond to staff expectations, the assistance of Police can be determined as necessary. This behavior may also result in a range of legal charges as determined by the Police Department.

### **Refusal to Cooperate with Re-Group Room Staff**

A student's refusal to comply with Re-Group Room intervention Steps and expectations, unresponsive to all intervention strategies and options, escalating the behaviors of peers, and total refusal to comply with the adults requests or redirection.

### **Unauthorized Area**

Student leaves the school building without permission, purposefully attempts to evade or hide from staff sight and supervision, or touches unauthorized items in the classroom (*medications, staff's personal property, confidential information, school phone, or areas otherwise designated by the classroom teacher*).

### **Refusal to Leave the Classroom Resulting in a "Clear the Area"**

Disruption or refusal to comply with staff direction which creates an unsafe environment or disrupts the ability to continue the classroom activity resulting in all the remaining students being moved to a safe location for a period of time.

### **Inappropriate Behavior in the Community**

Student engages in behaviors that require multiple redirections, refusal to follow staff directions or remain with the group, use of loud, rude and disruptive language, horseplay (*or "rough-housing"*) along with disrespect of staff, students, or members of the community.

### **Possession of Fire-Starting Materials**

Student is in possession of a lighter or matches.

## **THE RE-GROUP ROOM**

The Re-Group Room is a designated space that is managed by a Behavior Management Specialist. It has specific functions but, in general, is designed to supervise students who are not able to function appropriately in the classroom.

When students have behaved irresponsibly and are not responding to in-class redirection or in-class timeout, a longer period of supervised removal from the classroom is required. Such removal may affect change by giving the student an environment where they de-escalate, process their behavior, and focus on a debriefing activity and commitment to interact responsibly in the classroom.

### **RE-GROUP ROOM GUIDELINES**

Students will:

1. Follow all staff directions.
2. Sit quietly for a designated time period.
3. Complete Re-Group Room Intervention Worksheets determined by grade level.
4. Complete all classroom assignments as directed by the classroom teachers.
5. Problem solve with staff or peer and resolve any conflicts.
6. State a commitment and return to their class or activity.
7. Restitution / Debriefing.

### **REQUESTED STUDENT SLOWDOWN or SENSORY BREAK**

Students may self-select to regulate their social interaction, stress, anxiety, or ability to cope with classroom expectations by requesting a ten (10) minute Slowdown **OR** Sensory Break in the Re-Group Room. What follows are the guidelines and, in parentheses, the simplified version explained to students:

1. The student will request a slowdown respectfully (ASK CALMLY).
2. The student will wait for staff to escort them to the Re-Group Room (WAIT FOR AN ANSWER).
3. The student will meet all guidelines of the Re-Group Room (LEAVE THE ROOM QUIETLY).
4. The student will return to the classroom within ten (10) minutes and re-engage appropriately with the classroom activity or expectation (WAIT FOR STAFF TO WALK WITH YOU, IF INSTRUCTED).

***Leaving the classroom without these Steps being followed will result in a Step on the Skill-Building Practice and Accountability Ladder (FOLLOW ALL GUIDELINES OR A STEP WILL BE NECESSARY).***

## **GUIDELINES FOR USING THE EMOTIONAL REGULATION ACTION PLANS**

To successfully cope with stressful events, individuals need to learn the ability to inhibit some responses while employing other, more positive responses. New Frontier Academy and Crossroads Academy can be instrumental in helping students develop these skills and abilities in an effort to help them regulate their emotions and cope with events at school, home, and in the broader community.

The plans are intended to be a collaborative document between school staff, parents, and the student and can be used with any student. They may prove particularly useful to students showing frequent behavior issues, out-of-class interventions, and significant incidents.

Encouragement and validation throughout the process will be important as you move through this plan together. Finally, this is fluid document that benefits from continuous monitoring and adjustments as a student grows in their skills and abilities.

### **Implementation Guidelines and Tips**

- ◆ Develop this plan in collaboration with the student and their caregivers when the student is in a **calm and emotionally regulated** state.
- ◆ When possible, the person with the **best relationship** with the student should take the lead on creating the plan with the student.
- ◆ Honor the student's perspective during development and implementation.
- ◆ Encourage the student to identify helpful adults as part of their **Support Team**.
- ◆ **Secure releases**, when appropriate, for identified support team members.
- ◆ The entire support team need not be present during the development of the plan.
- ◆ Ongoing communication between members of the support team, parents, and other school staff is important.
- ◆ Review the plan monthly and when the student is experiencing an increase in emotional dysregulation.
- ◆ Changes to the plan should be made as needed, as determined by the student and their support team.



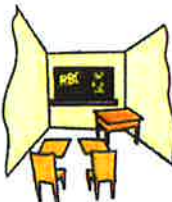

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Name:

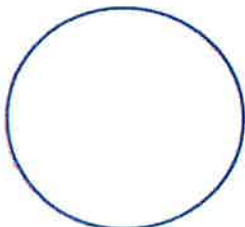
Date Created/Reviewed:

ER Plan: Elementary

This Happens (check all that apply):

 <p><b>Trouble with peers</b></p>	 <p><b>Trouble with work</b></p>	 <p><b>Trouble with my classroom</b></p>	 <p><b>Trouble with my basic needs</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Feeling left out</li> <li><input type="checkbox"/> Losing a game</li> <li><input type="checkbox"/> Arguing</li> <li><input type="checkbox"/> Unfair rules</li> <li><input type="checkbox"/> Change in friendship</li> <li><input type="checkbox"/> Something else:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work too hard/easy</li> <li><input type="checkbox"/> Bored</li> <li><input type="checkbox"/> Confusing direction</li> <li><input type="checkbox"/> It's a test</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Something else:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Distracted by others</li> <li><input type="checkbox"/> Lights bright/dim</li> <li><input type="checkbox"/> Too loud/quiet</li> <li><input type="checkbox"/> Smells funny</li> <li><input type="checkbox"/> I walked in late</li> <li><input type="checkbox"/> Something else:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hungry/Thirsty</li> <li><input type="checkbox"/> Sick</li> <li><input type="checkbox"/> Too hot/cold</li> <li><input type="checkbox"/> Clothes uncomfortable</li> <li><input type="checkbox"/> Something else:</li> </ul>

That makes me feel:

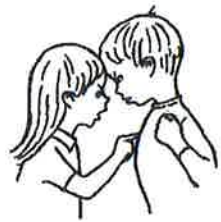





Draw face



Feeling word

When I feel \_\_\_\_\_, I might:

 <p><b>Fight</b></p>	 <p><b>Flight</b></p>	 <p><b>Freeze</b></p>	 <p><b>Something Else</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Hit someone</li> <li><input type="checkbox"/> Throw things</li> <li><input type="checkbox"/> Destroy property</li> <li><input type="checkbox"/> Swearing/Yelling</li> <li><input type="checkbox"/> Hurt myself</li> <li><input type="checkbox"/> Something else:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Run away</li> <li><input type="checkbox"/> Hide</li> <li><input type="checkbox"/> Leave the classroom</li> <li><input type="checkbox"/> Leave school property</li> <li><input type="checkbox"/> Something else:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cry/withdrawal</li> <li><input type="checkbox"/> Stay still</li> <li><input type="checkbox"/> Can't answer questions/talk</li> <li><input type="checkbox"/> Stare</li> <li><input type="checkbox"/> Something else:</li> </ul>	

# My Emotional Regulation Plan

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

Date Created/Reviewed: \_\_\_\_\_

LR Plan: Elementary



## I can calm down by trying

- Taking a break
- Talking it out
- Draw/Color
- Sensory tools
- Reading
- Music
- Reading
- Deep breaths
- Positive self-talk
- Counting to 10
- Writing a letter
- Something else:



## My teacher can help by

- Giving me space
- Repeating directions
- Setting a timer
- Giving me a hug
- Giving me a job
- Letting me walk from my support team

## My Support Team:

Team Member Name	Role in My Life	Phone Number	Email Address

## Home to School Connection:

Calming Strategies that Work at Home	Home to School Communication Plan

## My Action Plan:

When \_\_\_\_\_ happens, I feel \_\_\_\_\_ and that's ok!

I will use my strategies of \_\_\_\_\_

and adults will help by \_\_\_\_\_



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

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

Reviewed by: \_\_\_\_\_

## My Emotional Regulation Plan

**Behavior concerns:** These are behaviors I sometimes show, especially when I am stressed

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Losing my temper      | <input type="checkbox"/> Fighting/hurting people | <input type="checkbox"/> Withdrawing      | <input type="checkbox"/> Using alcohol or drugs |
| <input type="checkbox"/> Running away          | <input type="checkbox"/> Injuring myself         | <input type="checkbox"/> Feeling suicidal | <input type="checkbox"/> Threatening others     |
| <input type="checkbox"/> Swearing              | <input type="checkbox"/> Damaging property       | <input type="checkbox"/> Throwing things  | <input type="checkbox"/> Attempting suicide     |
| <input type="checkbox"/> Leaving the classroom |  |   |   |

Other: \_\_\_\_\_

**Triggers:** When these things happen, I am more likely to feel unsafe and upset

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Not being listened to | <input type="checkbox"/> Feeling pressured        | <input type="checkbox"/> Being touched   | <input type="checkbox"/> People yelling         |
| <input type="checkbox"/> Feeling lonely        | <input type="checkbox"/> Feeling left out         | <input type="checkbox"/> Being stared at | <input type="checkbox"/> Teasing                |
| <input type="checkbox"/> Not having a say      | <input type="checkbox"/> Particular class/subject | <input type="checkbox"/> Contact with:   | <input type="checkbox"/> Not understanding work |
| <input type="checkbox"/> Arguments             | <input type="checkbox"/> Particular time of day   |  |   |

Other: \_\_\_\_\_

**Warning signs:** These are things other people may notice me doing if I begin to lose control

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Sweating        | <input type="checkbox"/> Red face            | <input type="checkbox"/> Acting hyper    | <input type="checkbox"/> Being rude                |
| <input type="checkbox"/> Singing/humming | <input type="checkbox"/> Breathing heavy     | <input type="checkbox"/> Wringing hands  | <input type="checkbox"/> Swearing                  |
| <input type="checkbox"/> Pacing          | <input type="checkbox"/> Becoming very quiet | <input type="checkbox"/> Loud voice      | <input type="checkbox"/> Bouncing legs             |
| <input type="checkbox"/> Crying          | <input type="checkbox"/> Hygiene issues      | <input type="checkbox"/> Clenching teeth | <input type="checkbox"/> Rocking                   |
| <input type="checkbox"/> Squatting       | <input type="checkbox"/> Damaging things     | <input type="checkbox"/> Hurting myself  | <input type="checkbox"/> Isolating/avoiding others |

Other: \_\_\_\_\_

**Possible ways to regulate my feelings:** These are things that might help me calm down and keep myself safe when I'm feeling upset

✓ what works    ☆ what to try

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Time to myself                | <input type="checkbox"/> Listening to music            | <input type="checkbox"/> Singing softly              | <input type="checkbox"/> Sitting with staff       |
| <input type="checkbox"/> Pacing in private             | <input type="checkbox"/> Talking with a support person | <input type="checkbox"/> Coloring, playing with clay | <input type="checkbox"/> Reading a book           |
| <input type="checkbox"/> Run, fast walk, jumping jacks | <input type="checkbox"/> A cold splash of water        | <input type="checkbox"/> Writing in a journal        | <input type="checkbox"/> Punching a pillow        |
| <input type="checkbox"/> Humor                         | <input type="checkbox"/> Push-ups, sit-ups             | <input type="checkbox"/> Bouncing a ball             | <input type="checkbox"/> Drawing                  |
| <input type="checkbox"/> Being around other people     | <input type="checkbox"/> Hugging a stuffed animal      | <input type="checkbox"/> Playing cards               | <input type="checkbox"/> Talking to staff:        |
| <input type="checkbox"/> Holding an ice cube           | <input type="checkbox"/> Deep breathing                | <input type="checkbox"/> Calling:                    | <input type="checkbox"/> Using the sensory room   |
| <input type="checkbox"/> Speaking to my therapist      | <input type="checkbox"/> Lying down                    | <input type="checkbox"/> Snapping a rubber band      | <input type="checkbox"/> Using the gym            |
| <input type="checkbox"/> Being in nature               | <input type="checkbox"/> My designated safe space:     | <input type="checkbox"/> Telling myself to relax     | <input type="checkbox"/> Hearing hopeful messages |
| <input type="checkbox"/> Rocking or swinging           |  |  |   |

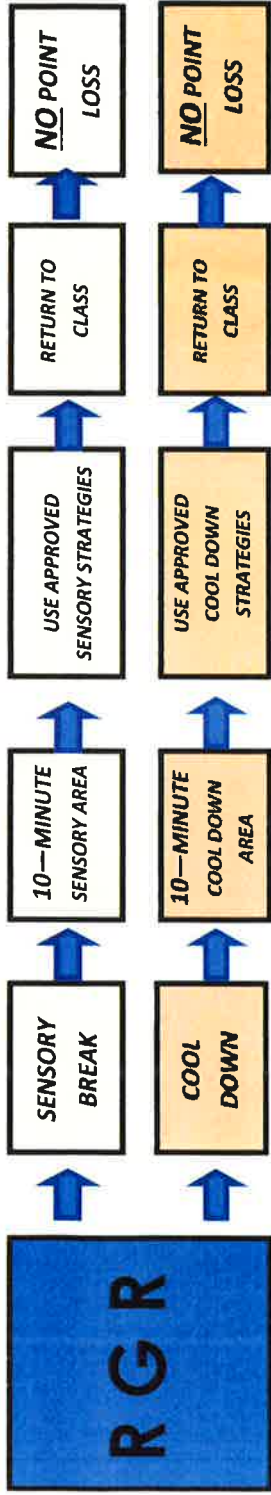
Other: \_\_\_\_\_

**Things that make it worse for me:** These are things that do NOT help me calm down or stay safe

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Being alone          | <input type="checkbox"/> Being around people | <input type="checkbox"/> Humor              | <input type="checkbox"/> Not being listened to       |
| <input type="checkbox"/> Peers teasing        | <input type="checkbox"/> Being disrespected  | <input type="checkbox"/> Loud tone of voice | <input type="checkbox"/> Being ignored               |
| <input type="checkbox"/> Having staff support | <input type="checkbox"/> Talking to an adult | <input type="checkbox"/> Being touched      | <input type="checkbox"/> Being reminded of the rules |

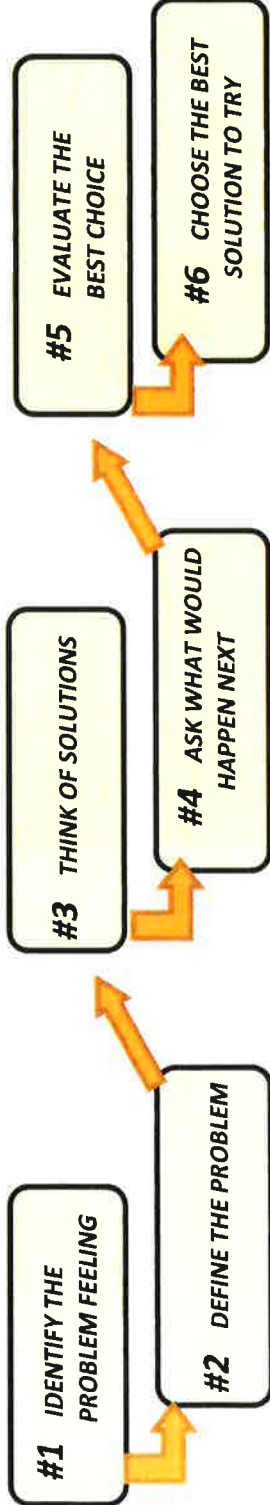
Other: \_\_\_\_\_





AND / OR

**STAFF GUIDED PROBLEM SOLVING STEPS—HELP STUDENT FOLLOW THE SEQUENCE OF:**

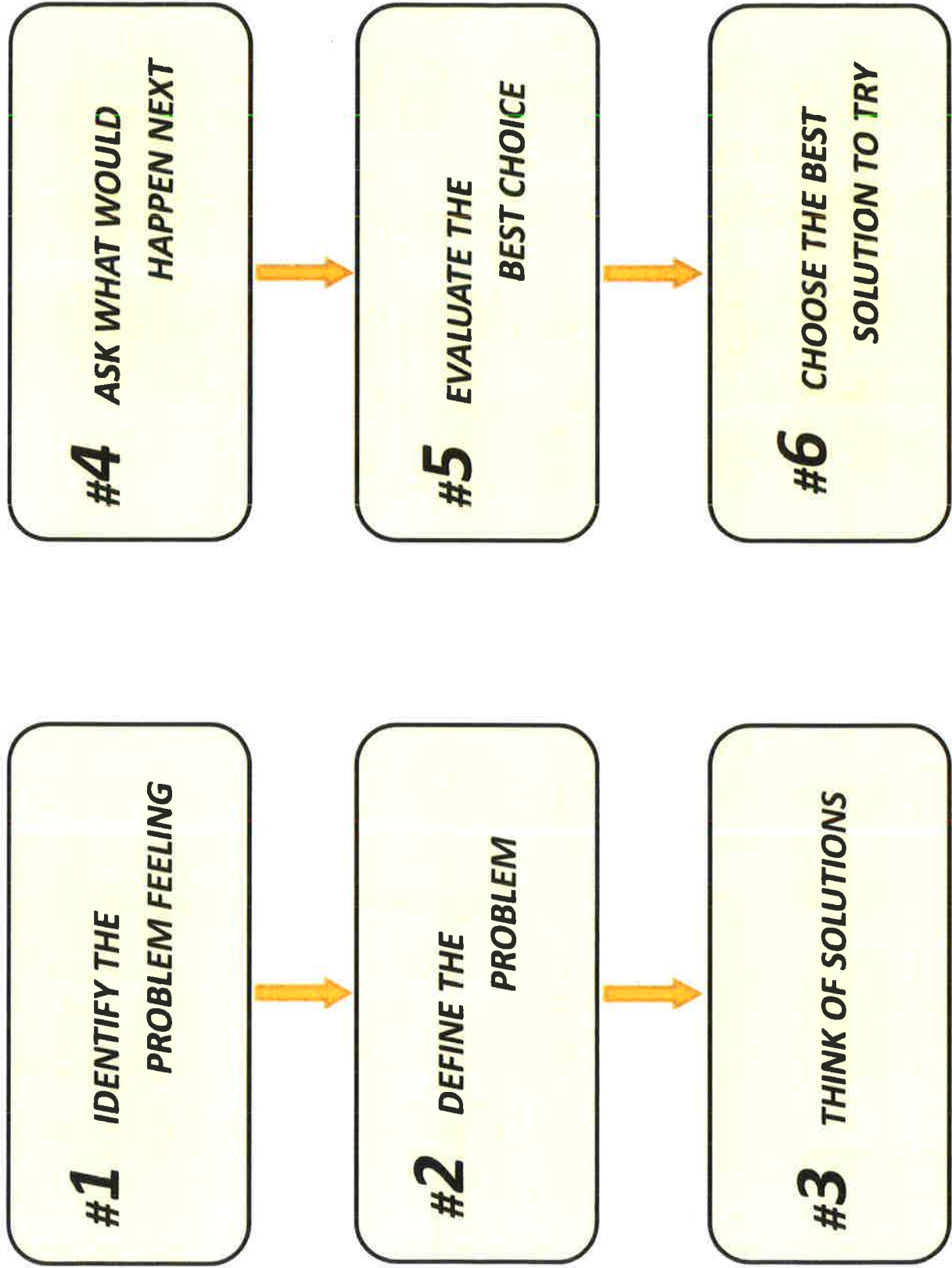


# REGROUP ROOM FLOW CHART

**AFTER THE THIRD RGR INTERVENTION, THE STUDENT WILL REMAIN IN THE RGR UNTIL THE END OF THE SCHOOL DAY AND WILL COMPLETE THE RGR STEPS ON THE FOLLOWING SCHOOL DAY.**

**NO CELL PHONES IN SENSORY AREA OR COOL DOWN AREA UNLESS APPROVED IN BEHAVIOR SUPPORT PLAN**

**STAFF GUIDED PROBLEM SOLVING STEPS—HELP STUDENT FOLLOW THE SEQUENCE OF:**



NAME \_\_\_\_\_

DATE \_\_\_\_\_ LEVEL \_\_\_\_\_ STAFF INITIAL \_\_\_\_\_

TIME IN \_\_\_\_\_ TIME OUT \_\_\_\_\_

**#1 IDENTIFY THE PROBLEM FEELING**



SAD  
LONELY



ANGRY



HAPPY



FRIGHTENED



IGNORED



BORED



SICK

BULLIED  
JEALOUS

LIST EXPECTATION(S):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

TEACHER / STAFF -- DESCRIBE THE SITUATION:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**#2 DEFINE THE PROBLEM**



HURTING  
OTHERS



YELLING  
SWEARING



IGNORING  
TEACHERS



NOT  
WORKING



DISRUPTING  
CLASSROOM

**#4 ASK WHAT WOULD HAPPEN NEXT**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**#5 EVALUATE THE BEST CHOICE**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**#3 THINK OF SOLUTIONS**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**#6 CHOOSE THE BEST SOLUTION TO TRY**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STAFF GUIDED PROBLEM SOLVING STEPS --HELP STUDENT FOLLOW THE SEQUENCE**

**#3 THINK OF SOLUTIONS**

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**#4 ASK WHAT WOULD HAPPEN NEXT**

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**#5 EVALUATE THE BEST CHOICE**

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**#6 CHOOSE THE BEST SOLUTION TO TRY**

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**STAFF SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Zone Check-In



Blue



Green



Yellow



Red

Circle One: Right now, I am in the **Blue** **Green** **Yellow** **Red** zone.

I am feeling \_\_\_\_\_

because \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Zone Check-In



Blue



Green



Yellow



Red

Circle One: Right now, I am in the **Blue** **Green** **Yellow** **Red** zone.

I am feeling \_\_\_\_\_

because \_\_\_\_\_

# Check in Check out Point Sheet

NAME: \_\_\_\_\_



GOAL for TODAY: \_\_\_\_\_

DATE: \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**2 Great Job!**

**1 Almost!**

**0 Try Again!**

POINTS EARNED \_\_\_\_\_

POINTS POSSIBLE \_\_\_\_\_

*Needed reminders*

Target Behaviors	CLASS PERIOD 1	CLASS PERIOD 2	CLASS PERIOD 3	CLASS PERIOD 4	CLASS PERIOD 5	CLASS PERIOD 6	LUNCH	
Completing your work assignment								
Stay in learning area								
Being respectful and safe								

42—32 POINTS = 15 Eagle Dollars

31—21 POINTS = 10 Eagle Dollars

21—14 POINTS = 5 Eagle Dollars

Earned Eagle Dollars Today \_\_\_\_\_

Check-In Staff Signature \_\_\_\_\_





# Check in Check out Point Sheet

Points Possible 42  
 \_\_\_\_\_'s Goal for today \_\_\_\_\_  
 Points Earned \_\_\_\_\_

2 - Great Job! 1 - Almost (Needed reminders) 0 - Try again

Name: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**GOALS:**

Target Behaviors	Class period 1	Class period 2	Class period 3	Class period 4	Class period 5	Class period 6	Lunch
Completing your work assignment	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Stay in Classroom	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Being respectful and safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

42-32 points = 15 Eagle Dollars  
 31-21 points = 10 Eagle Dollars  
 21-14 points = 5 Eagle Dollars

Check in Staff Signature \_\_\_\_\_  
 Earned Eagle Dollars Today \_\_\_\_\_

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## **PHYSICAL HOLDING**

*RATIONALE*—Physical holding is a way to reduce the risk violent action that is taken by a child will result in pain or injury to staff members, other youth, or to the child who initiates the violent action.

Properly applied physical holding does not rely on pain or strength. Rather, it relies on leverage, caution, concern, and caring. It is a way for a trained staff member to physically intervene in a gentle, non-punitive, non-damaging, and non-painful way to assist the youth who need help maintaining self-control.

Physical holding will only be initiated if a student presents imminent danger (some examples—a student is physically aggressive toward a peer or staff, the student becomes self-abusive or engages in significant property damage). Physical holding practiced as an intervention at Clinicare Alternative Schools is essentially the use of Crisis Prevention Intervention (CPI) as taught to staff in crisis intervention procedures.

Anytime a physical hold is utilized, whether standing, seated, or as an escort, it will be documented as a physical hold and a Physical Holding Report and Physical Hold Assessment will be completed. Parents will be notified by phone if their child has been placed in a physical hold on the same school day that the hold occurred.

## **TRAINED STAFF**

All staff are certified in Crisis Prevention and Intervention (CPI). Physical holding may be initiated if a student present imminent danger to self, staff, peers, or property. Other forms of de-escalation are used prior to resorting to physical holds. If a physical hold is used, it will be documented and mailed to the school district and parent(s). Parents will also be notified by phone within the same school day in which the hold occurred.

## **ANTI-VIOLENCE POLICY**

All students attending the Alternative Schools have the right to be educated in a learning environment that is safe and secure. A positive school climate is established through team work, cooperation, problem solving, and respect. Students are directed to resolve conflicts or frustrations in a peaceful, non-violent manner.

Students who choose to use violence (including but not limited to fighting, pushing, threats, intimidation, verbal abuse) will be removed from the classroom to the Re-Group Room. A physical assault toward staff or other students may result in legal charges with the local Police department.

**Weapons of ANY sort (HANDMADE OR PURCHASED) are  
NEVER ALLOWED on school grounds.**

**If a weapon is seen, it will be confiscated.**

Violation of this rule will result in an in-school suspension. Parent, home school district, and the proper authorities will be notified of ALL incidents.

**All verbal and written threats of physical harm to anyone,  
and/or involving any type of weapon,  
will be taken very seriously.**

These incidents will be reported to parents and documented in the students' education file. In addition, the Alternative Schools discourage all things which glorify and promote violence. Discussions about gangs, violent topics, drawing violent pictures, music and television that promote violence will not be allowed. Violating the Anti-Violence Policy will result in a school intervention as well as documentation of the incident.

**THE ALTERNATIVE SCHOOLS' STAFF RESERVE THE RIGHT TO CALL  
LOCAL LAW ENFORCEMENT FOR ASSISTANCE WHEN VIOLENCE,  
DISORDERLY CONDUCT, OR PROPERTY DESTRUCTION OCCURS.**

Staff or other students MAY PRESS FORMAL CHARGES when aggressive behavior causes harm or injury.

*Clinicare Alternative School*  
**Parent/Guardian Agreement**

I have high expectations for my child and want him/her to achieve; therefore, it is my responsibility to encourage my child by doing the following:

- ◆ Reinforce and model positive attitudes toward school and learning and teach the value of discipline.
- ◆ Provide a means of transportation when circumstances warrant it (illness, suspension, appointments).
- ◆ Assist students with nightly homework or other Academic tasks.
- ◆ Maintain good communication with the Alternative School regarding Academic progress, behavior, absences, and special events in my child's life.
- ◆ Attend staffing and IEP meetings as scheduled.
- ◆ Support and supervise regular daily school attendance.

Your commitment to follow through with the items listed above is important to the success of your child and that of others.

We appreciate your dedication to your child's education.

PARENT(S) SIGNATURE(S):

\_\_\_\_\_ DATE \_\_\_\_\_

\_\_\_\_\_ DATE \_\_\_\_\_

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# 2022 - 2023 CROSSROADS ACADEMY CALENDAR

AUG 2022 7/4				
Mon	Tue	Wed	Thu	Fri
1	2 TRAIN IEP	3 TRAIN IEP	4 TRAIN IEP	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPT 2022 21				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCT 2022 20				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOV 2022 18/1				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DEC 2022 16				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JAN 2023 20/1				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEB 2023 17/1				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MAR 2023 23				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APR 2023 17				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 2023 18/1				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUN 2023 0/1				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JULY 2023 15				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				5/1

1st Q	10/27/22
2nd Q	01/13/23
3rd Q	03/21/23
4th Q	05/24/23

**SCHOOL BEGINS**

**WEDNESDAYS STARTING 08/31 THRU 05/17**

**IS A ONE-HOUR LATE START**

**1:30 DISMISSAL ON LAST DAY OF SCHOOL**

**AUG 2-4 ARE**  
**TEACHER IEP**  
**TRAINING DAYS**

**NO SCHOOL**

**NO SCHOOL STAFF IN-SERVICE**

AUG 2023 5/1				
31-Jul	1	2	3	4
7	8	9	10	11

**SUMMER SCHOOL 20 DAYS**

**NO SCHOOL SUMMER IN-SERVICE**

**177 instructional days, Aug - May**

**8 IN-SERVICE days, Aug - May**

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# 2022-2023 NEW FRONTIER ACADEMY SCHOOL CALENDAR

AUG 2022					0/4
Mon	Tue	Wed	Thu	Fri	
1					
8					
15					
22	23	24	25	26	
29	30	31			

SEPT 2022					21
Mon	Tue	Wed	Thu	Fri	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

OCT 2022					19/1
Mon	Tue	Wed	Thu	Fri	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

NOV 2022					19
Mon	Tue	Wed	Thu	Fri	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

DEC 2022					16
Mon	Tue	Wed	Thu	Fri	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

JAN 2023					21/1
Mon	Tue	Wed	Thu	Fri	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

FEB 2023					18
Mon	Tue	Wed	Thu	Fri	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

MAR 2023					20
Mon	Tue	Wed	Thu	Fri	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

APR 2023					18
Mon	Tue	Wed	Thu	Fri	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

MAY 2023					21
Mon	Tue	Wed	Thu	Fri	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

JUN 2023					5/1
Mon	Tue	Wed	Thu	Fri	
			1	2	
5	6	7	8	9	

**178 INSTRUCTIONAL DAYS**  
**7 IN-SERVICE DAYS**  
**SCHOOL BEGINS**  
**NO SCHOOL**  
**NO SCHOOL - STAFF IN-SERVICE**

**SNOW MAKEUP DAYS 02/20, 03/20, 04/10 and 05/05**

IF PRAIRIE DU CHIEN SCHOOL DISTRICT ANNOUNCES A CLOSURE DUE TO WEATHER, THERE WILL BE **NO SCHOOL** AT NEW FRONTIER THAT DAY.

Parents will be notified by New Frontier Transportation Drivers regarding early dismissals or late starts due to weather.

IF PRAIRIE DU CHIEN SCHOOL DISTRICT REMAINS OPEN ON A BAD WEATHER DAY, NEW FRONTIER WILL ALSO REMAIN OPEN FOR THOSE DISTRICTS WHO HAVE NOT CLOSED & CAN TRANSPORT THEIR STUDENTS.

- 1st Q end 11/04
- 2nd Q end 01/20
- 3rd Q end 03/31
- 4th Q end 06/07

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