College View
Handbook

2025-2026

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Section I

College View Program Overview

Mission Statement

College View's mission is to provide a positive therapeutic learning environment that embraces differences while maximizing student potential and preparing them for success in a diverse world.

Program Goals and Purpose

The purpose of College View is to help elementary, middle, and high school students achieve the following goals:

1. To develop appropriate behaviors and positive alternative strategies for interacting with

others.
2. To learn to verbalize feelings appropriately.
3. To learn to deal with conflicts constructively.
4. To develop appropriate social skills.
5. To assist in developing skills and a support system necessary to address emotional problems.
6. To facilitate positive communication among school personnel, the student, and family members.
7. To assist in developing the appropriate skills necessary to succeed in academic endeavors and to promote a successful transition from school to college/career.

Program Description

The College View (CV) Alternative School Program in Hardin County is designed for students in grades K-12 who have not been successful in a traditional school setting. Students can be referred to College View through several processes, including voluntary initiation by the student's guardian. Processes can include a pre-expulsion hearing or court recommendation if a student is "at-risk" for dropping out of school, if the student has had three "out-of-school" suspendable offenses from their home school, or for other reasons as determined by the administration. K-12 students are referred to the Director of Alternative Programs for consideration for admission to the alternative education program. Copies of academic, discipline, attendance, immunization, and counseling records shall accompany the completed CV Transition Checklist and the referral form.

College View (CV) endeavors to create a safe and therapeutic learning environment for elementary, middle, and high school students who have been identified as at-risk due to behavior and learning challenges. Teachers implement a rigorous blended learning program that combines online academic content, direct instruction, and hands-on Problem-Based Learning activities, all aligned to each student's learning modalities. This approach creates a connected learning path, providing a seamless and integrated learning experience. Upon entry to College View, students are assessed for their emotional and mental health, learning styles, career goals, and academic performance in math and reading. CV has partnerships with local mental health providers to provide therapeutic services to all students during the school day as part of their program. Students enrolled at CV will receive individual and, if necessary, group counseling on-site, based on their individualized treatment plans. Teachers and instructional assistants collaborate with mental health professionals to develop strategies that support students as they work through issues that hinder academic success.

Every student in any of the Alternative School Behavioral Programs is expected to participate in the academic and social skills programming during their enrollment. Successful behaviors and displaying academic effort are essential to completing the behavior program. Failure to satisfactorily meet behavioral and academic expectations could result in a longer transition time back to their home school. Each student is expected to be responsible, respectful, and put forth their best effort while enrolled at CV. Smaller class sizes and individual and group counseling opportunities will help students meet their goals. The Phase System enables students to meet regularly with staff to discuss their progress and receive assistance in overcoming the barriers that prevent them from achieving success in a traditional school setting. Students earn points for completing assignments and demonstrating the three key values at College View: Be Respectful,

Be Responsible, and give your Best Effort throughout the school day. The minimal enrollment for 1st-time, non-Title IV students to complete all three phases of our behavior programming is twelve weeks.

During the intake process, vital information is collected from the student's guardian or educational representative. The dress code and therapy options are explained in detail to each student and their guardian(s). Additional program information, including program reviews, Title I resources, consequences for behavioral violations, dress code policy, and other important details, can be found in the online Student Handbook, located on the CV website. Upon enrollment, each student will participate in orientation at CV to ensure an understanding of all rules, procedures, practices, and expectations while enrolled at CV. All parties involved must sign forms indicating that they have received a copy of the handbook and agree to abide by its rules, regulations, and consequences for behavior violations.

Each student must complete each Phase before they are eligible to return to their home school. The Admission and Release Committee (ARC) will make the Least Restrictive Learning Environment (LRE) determination for students with Individual Education Plans (IEPs). High school students may return to their home school at the end of the trimester, having completed all three phases of the program. Title IV students can return to their home school within 20 school days of attendance, provided they have successfully complied with the rules and procedures of CV and have been cleared by the administration. Transitioning students receiving services due to IDEA-eligible disabilities shall be determined by the student's Admission and Release Committee (ARC) in accordance with federal and state procedures.

The faculty and staff in the Alternative School Program strive to meet each student with a positive attitude and employ Positive Behavior Intervention Strategies (PBIS) to create a safe and secure learning environment. The behavior programming at CV offers smaller classes and a more structured educational environment where students can work through their social-emotional problems and acquire self-discipline, management techniques, and skills. Individual and group counseling services, if deemed necessary, will be part of each student's behavior support plan while enrolled at College View.

College View Programs

- Elementary Behavioral Program
- Elementary Emotional Behavioral Disability Program
- Middle School and High School Behavioral Program
- Hardin County Title IV Program
- Hardin County High School
- Hardin County Virtual School K-12 (A-5)
- Hardin County Virtual Academy K-12 (A-8)

Behavioral Programming

The Behavioral Programs at College View (CV) allow students to set goals, work with their assigned therapist or mentor, and meet regularly with their Advisor as they progress through the program. The student earns points for appropriate academic effort and behavior during the school day (documented on the student's weekly point sheet). Any teacher or staff member may

monitor and record points for the day on the point sheet. Students must be present to earn points. The student's 1st-period teacher will be the student's Advisor. The Advisor will be responsible for tallying the student's daily points, monitoring progress, completing and monitoring the student readiness rubric, and working with them each day before the start of the school day during their enrollment. Successful completion of a *phase* will be based upon several criteria, including; behaviors noted on point sheets, discipline referrals, attendance, class participation, academic effort, therapy and emotional support participation, and recommendation of the promotion committee, which includes the student's teacher advisor, therapist/mentor, school counselor, and administration.

As the student makes progress through the behavioral program, they will be held increasingly accountable for mastery of the following objectives:

- Taking responsibility for behavior and feelings and accepting the consequences without blaming others, arguing, having accountability, or making excuses
- Learning to deal with conflicts constructively without prompting
- Refraining from encouraging negative behavior in others
- Identifying triggers and developing alternative coping skills/strategies
- Understanding and demonstrating social skills
- Self-advocating about problems or concerns
- Completing all assignments, including portfolio and testing requirements, with the best effort
- Demonstrating the appropriate skills necessary to succeed academically and socially in a regular school environment

Meetings

- Students will meet weekly with their advisor to review their progress and discuss data on attendance, class participation, therapy and emotional support participation, grades, the student readiness rubric, and discipline.
- Students will meet with their therapist or mentor, as outlined in the treatment plan developed in collaboration with the student, guardian, and therapist or mentor, to review their progress in the program. Successes and challenges will be discussed, ensuring all parties are aware of the student's status and accommodations that may be needed to facilitate success.
- The Phase Review Team will meet weekly to review student behaviors noted on point sheets, discipline referrals, attendance, class participation, academic effort, and participation in therapy and emotional support to determine if they qualify for phasing up. Phase levels will be indicated on the student's point sheets, which are emailed to the student's guardian(s) each Monday for the prior week.
- The Principal (or designee) from each student's home school will meet with students living in their district at least once a month to review student progress and answer any questions the student might have about their home school. The College View administration will also meet with the home school administration (or their designee) before meeting with the student to review their progress and address any questions regarding the student's progress.

Section II
College View Programs

Intake:

- When a student receives multiple referrals at their respective home school and displays a behavior pattern that could result in alternative placement, the school completes an "HCS Alternative Education Center Student Contract of Understanding" (Appendix A). The District Student Support/Transition Specialist works directly with the school, the student, and the student's guardian to develop and document a contract of understanding.
- When the student continues to display a pattern of disruptive behaviors or the guardian requests that the student attend one of the College View Programs, the home school completes the "College View Referral Student Intake/Transition Checklist" (Appendix B).
- For all programs except Hardin County Virtual School, the Director of Student Services reviews the information, support, and resources available to potential alternative placement students and contacts College View to schedule an intake if the student qualifies for alternative placement.
- The Hardin County Virtual School Counselor and College View Administrator will review all applicants to Hardin County Virtual School to determine if online learning is the most suitable educational setting for the student's learning abilities. The Director of

Special Education and the ARC will also be involved in the referral process for any student currently on an IEP to review the student's ability to learn successfully in a virtual environment.

- Upon successful referral to College View or after an ARC where the student's LRE is changed, the College View Administration (or its designee) conducts intake sessions, and the "College View Intake" form is completed. (Appendix C). School requires 48 hours from the completion of an intake to the student's first physical day of enrollment to complete administrative documentation related to the student's transition. Students are assigned either a licensed therapist from Cumberland Family Medical Group or Wellfront, or they are assigned to a mentor counselor if therapy is deemed necessary (and with guardian consent) based on the reasons for referral to an alternative learning program.

Elementary Behavioral and IDEA Programs

Program Description

The College View Elementary Behavioral Health Program is an alternative educational and mental health setting that provides intensive treatment services to children in a highly structured, supervised therapeutic and educational environment. This program serves children in grades K-5 with persistent and moderate to severe emotional/behavioral difficulties that interfere with adequate functioning at home, school, and in the community.

The College View Behavioral Health Program is designed to help children and their families develop skills and techniques for behavioral self-control, enabling them to function effectively in regular school settings, home environments, and the community. Students in the program receive classroom instruction from a certified teacher, have access to group therapy, undergo individual treatment, and receive social skills education. The ultimate goal is to have students transition back to their home schools with the skills necessary to obtain success in a regular school environment. The decision for transition is based on students meeting benchmark goals. Students' progress will be monitored daily, with student performance reviews conducted every 20 days. The Behavioral Health Committee (BHC) will consist of the College View Principal, Hardin County Transition Specialist, a certified teacher assigned to the unit, the student's therapist or mentor, the College View school counselor, and the school psychologist (if the student is currently on an Individualized Education Program (IEP). The following criteria will be reviewed to determine if the student is responding to the academic and social/emotional programming: attendance, class participation, class referrals, participation in therapy and social

skills programming, referrals (class and bus), behavior points earned in class, advocacy, and preparedness.

In addition to the program listed above, there is a voluntary elementary early intervening service program with particular emphasis on kindergarten (K) through 5th-grade students who require additional academic and behavioral support to succeed in regular classes before referral for special education (SE). This elementary behavioral health program (EBHP) is classified as a Tier 3 intervention within the framework of Multi-Tiered Systems of Support (MTSS). As such, it is an intervention designed to provide additional resources and support to students in a manner that allows for the monitoring of each student's response to the interventions provided in the Tier 3 setting.

As per KDE, Tier 3 and beyond include the following features, which our EBHP has:

- Implementation of evidence-based academic and behavioral curricula with fidelity
- Analysis of formative and summative assessment data for decision-making purposes
- Involvement of family and community is encouraged
- Implementation of multiple and varied academic and behavioral interventions that are matched with individual student needs
- Providing professional learning opportunities for all staff
- Monitoring of academic and behavioral progress

The EBHP is designed to prevent inappropriate over-identification or disproportionate representation by race and ethnicity of students classified as special needs by ensuring that each EBHP student has received appropriate instruction and intervention services before referral. EBHP provides students with pertinent, relevant, research-based instruction and intervention services in regular education settings, with instruction provided by qualified personnel in either a K-2 class or a 3-5 classroom setting.

If the student has not made adequate progress after an appropriate period, a referral for an evaluation to determine if the child requires special education (SE) and related services shall be considered by the BHP teacher and homeschool.

This is all in accordance with the 707 KAR 1:300. Child Find, evaluation, and reevaluation. Sections 2 and 3.

Admissions to HCS Behavioral Health Program

Process of Referral/Admissions

- A student is identified by school staff for placement after appropriate interventions (documented in the student's MTSS file) have failed to work, and there is a significant mental health need
- The school interventionist or therapist completes a referral form and submits a behavior intervention profile

- The Student Transition Specialist and HCS BHC staff will review the referral and other documents to determine if admission to the program is warranted
- Admissions/Transition meeting conducted by College View administration (or designee) with the certified teacher assigned to the unit participating is held before the start date with the student and guardian
- For students with disabilities, the ARC will determine LRE.

Discharge from HCS Behavioral Health Program process

- Every week, the Behavioral Health Committee will meet to review student progress.
- Students will be phased up after displaying acceptable behavior, academic, and attendance goals for 20 consecutive days.
- When the Behavior Health Committee agrees that a student has completed all phases and is ready to transition, a transition plan will be developed with the student's home school
- For students with disabilities, transition decisions will be determined by the ARC.

Expectations

Parents/Guardians are expected to:

- Review College View (CV) Behavioral Health Program policies with their student
- Promote courtesy and respect for others
- Support the CV Behavioral Health Program staff in providing a safe and effective learning environment
- Have students at school on time regularly
- Participate in the student's treatment plan as deemed necessary
- Be available to meet and discuss your child's progress in the program

Students are expected to:

- Be responsible
- Be respectful
- Give their Best Effort towards:
    - Being a problem solver
    - Completing class work and homework
    - Using appropriate language and gestures
    - Using coping skills

Attendance/Transportation

- School attendance is vital to the educational process. Each student's attendance will be closely monitored. The school board policy regarding attendance and truancy will be strictly enforced. School starts promptly at 7:30 am. Students are expected to be on time

daily. Students arriving after 7:30 **MUST** be signed in to school by a parent/guardian and receive a tardy.

- Doors to College View will be open at 7:20 each morning. Staff will be available to receive students at this time.
- Reporting Absences: When a student must be absent from school, the parent or guardian must contact the school on the day of the absence to report the reason for the student's absence. The call is to inform the school of the absence and does not necessarily mean the student will receive an excused absence.
- A parent or guardian must sign out students who need to leave school early.
- Students must furnish the original note/excuse with time from the doctor when they are absent due to a medical appointment. If the guardian needs the original, College View Behavioral Health Program staff will make a copy and return the original to the student's home.
- Written verification must be presented within five (5) school days when returning to school after an absence.
- The teacher must obtain written permission from the parent or guardian before a student can ride home from school with someone other than the parent or guardian, or before the student can have a different bus drop-off point.
- All transportation changes must be in writing.

Safety Procedures

- All belongings will be searched daily by staff upon arrival. Random searches may be conducted at any time.
- No toys or personal items from home are permitted, unless authorized by the administration.
- Students may be scanned upon entry to school for the safety of all students and staff.
- Students will be supervised to ensure their safety and the security of the building.
- The classroom telephone can be used when permitted by College View staff.
- Elementary students may bring lunch if deemed a **medical necessity** *(A doctor's note is required)*; however, no open liquid containers will be permitted (all drinks must be sealed). No high-energy beverages of any kind will be allowed. There will also be no student use of the microwave. The parent or guardian must submit written permission and directions for any prescription or non-prescription medications to the College View nurse, using the appropriate documentation. The College View nurse or other trained College View staff will dispense medicines according to the instructions on the medication form.

Dress Code

Items worn should be appropriate, help ensure safety, and eliminate unnecessary distractions.

- SHIRTS: Plain polo, crewneck sweatshirt, t-shirt long or short sleeve. No logo or designs, gray, navy, white or black solid colors. No tank tops

- PANTS: Khaki pants with belt loops (Navy or Black) No holes or frays, no tapered legs.
- SWEATERS/SWEATSHIRTS: Gray, navy, white or black solid color crewneck sweaters and sweatshirts are allowed as long as they are worn over (or under) shirts. Hoodies are not allowed on the bus or in the building.
- SHOES: **Tennis shoes only** in good condition, must be worn by all students.
- OUTERWEAR & ACCESSORIES: Lanyards are not permitted. The following are not allowed: bandanas, jewelry/symbols representing violence, drug use, or gang affiliation, combs, or hair picks worn in hair, hats, sunglasses, watches, rubber or cloth bracelets, or any other head covering.
- Fingernails may not be longer tha ⅛ inch and cannot include any jewelry.

Any situation not covered by the above guidelines that the CV Behavioral Health Program staff deem disruptive to the learning environment will be handled accordingly. If any item of clothing becomes a distraction or disruption to your or others' learning, it can be banned individually. The dress code will be strictly enforced.

Electronic Devices

Students will not be allowed to have any electronic devices on campus unless approved by the administration.

- Parents/guardians will be called to claim the confiscated devices by making an appointment with the CV Behavioral Health Program staff to pick them up at school. The item(s) will be held in the office until the student's guardian (or designee) comes to the school to collect the device.
- On the second offense, the school will schedule a conference with the guardian to discuss the student's continued act of bringing inappropriate items to school. If appropriate, the item(s) will be returned to the guardian after the conference.
- College View assumes no liability for damage done to items brought to school inappropriately by the student, while the guardian is contacted to collect the items or for a conference.

Behavioral Checklists

Student performance will be indicated online daily.

Students will be monitored, with progress noted in both their academic class settings and group/individual therapy settings. CV Behavioral Health Program staff will review the student's behaviors and academic performance to determine if they have earned a weekly reward.

Discipline and Use of Safe Crisis Management

In addition to the CV Behavioral Health Program Student Handbook guidelines, students are also bound by the Hardin County Schools Acceptable Behavior and Discipline policy, which governs all students in the district.

Students who display inappropriate behavior may be escorted to the time-out/cool-down room until they are ready to rejoin their group.

It is the duty of the CV Behavioral Health Program staff to make sure the classroom (and other building locations) are safe for everyone. Therefore, physical and verbal aggression will not be tolerated. CV Behavioral Health Program staff have been trained in Safe Crisis Management (SCM). The purpose of SCM is to employ the least restrictive method of control and de-escalation to protect both the student(s) and staff members from violent actions or behaviors. Restrictive procedures, such as SCM, may be used only after all less-restrictive alternatives for addressing the problem behavior have been systematically explored and deemed inappropriate for the situation. If SCM is used, the parent will receive notice within 24 hours and be offered a time to debrief.

Property Damage: If a student becomes out of control and damages school property, a letter will be sent home with a description of the damage and the amount owed. Restitution must be made before discharge is approved.

When students violate rules and procedures, disrupting the learning environment of others, they may face disciplinary consequences. Consequences may include, but are not limited to:

- Class Referral
- Breakfast and lunch detention
- After school detention
- Parent conference
- Suspension
- Citation (in severe behavioral situations)

Academics & Behavior Instruction

Students should be prepared to continue working in academic areas commensurate with their home school when enrolled in the HCS Behavioral Health Program. Students will participate in an individualized online reading and math program to help them recoup any missing skills. Parents will be given a copy of their username and password and can access this website at home for additional practice. All grades earned in the CV Behavioral Health Program will serve as withdrawal grades and will be transferred back to the student's home school upon discharge.

Students will also participate in daily social skills instruction. Instruction will incorporate the following: getting along with others, making good decisions, self-advocacy, coping strategies, career exploration and preparation, alcohol and drug prevention, team building, and goal setting.

**Any IEPs or 504 plans will be implemented according to Federal and State guidelines.*

Any student needing assistance with supplies should contact the certified teacher assigned to the unit, and the school will work to provide the necessary supplies for the student.

Middle School and High School Behavioral Program

Program Overview

- On the 1st day of attendance, the student is placed in Progress, Awareness, Communication, & Team (P.A.C.T.) classrooms for orientation. See "College View Phase One Standard Operating Procedures, SOP" (Appendix C).
- Students, upon completing orientation, will begin in-person instruction and their first day of Phase 1 or P.A.C.T. enrollment. Students meet with their Advisor teacher and complete a Student Readiness Rubric (linked to the HCS Portrait of a Learner). This is also done at the end of each 20-day Phase Review.
- Individual student progress is tracked each week through the "College View Student Behavior Point Sheet" (Appendix E). The following areas are reviewed and rated:
    - Be Respectful & Responsible
    - Best Effort

  The point sheet is copied and sent home via electronic communication on the first day of the following week.
- Therapy and mentoring sessions are held biweekly, weekly, every other week, or as needed, based on the treatment plan developed by the therapist, mentor, guardian, and student. Students will have access to a therapist or mentor as needed if behaviors manifest that necessitate de-escalation.
- School Principals (or designees) meet regularly (at least once a month) with students enrolled at College View in their home school district.
    - The Principal (or their designee) receives a comprehensive briefing on each student's status and phase level before meeting with the student.
    - Any concerns that exist are openly and continuously discussed during the student's enrollment at College View, so all parties are informed and ready to receive the student without issue, 20 days after the student earns Phase 3.
    - These scheduled meetings should eliminate any confusion as to why a student is transitioning back as each Principal (or their designee) will be meeting with CV admin each month to review their students' progress and make us aware of any outside issues that may still pose a danger or concern for our student or other students at the school should the student transition.
- Phase Reviews are conducted every 20 days of attendance by the Promotion Committee for students and are documented on the "College View Phase/Transition Review" form.

A full review of student behaviors, attendance, homework, participation (classroom & therapy), advocacy and preparedness, and academics are conducted with comments from committee members; the student, teacher advisor, therapist/mentor, school psychologist (if assigned), and the school counselor with their recommendations noted on the Phase Review Form. During the meeting, the Promotion Committee reviews all of the student's information along with staff comments and recommendations before approving phasing up. Copies of the Phase Review are sent home to the student's guardian and filed in the student's cumulative school folder.

- Phase 3 students, per administration approval, will be allowed to attend extracurricular sporting events across the county. Student participation in sporting or extracurricular teams at their homeschool will be in accordance with the bylaws of KHSAA (High School) or Hardin County Schools District Policy 9.3 and 9.4341 while enrolled at CV.
    - This access allows the administration at the home school and the CV administration the ability to observe the student in a less structured environment prior to the student's transition. This will give all parties confidence in the student's abilities to successfully employ the skills and strategies learned while at College View without potentially impacting the home school's instructional environment.
    - If a student does not perform well and exhibits poor behavior choices during an extracurricular event, the student has demonstrated a need for additional support and training before being transitioned. The student will be reduced to Phase 2 (a natural consequence of displaying inappropriate behavior), giving CV staff more time to develop the student's coping and behavioral skills. A notification will be sent to the Principal regarding the student's status.
- Severe Behaviors are addressed following the "College View Discipline Guide for Severe Inappropriate Behavior" (Appendix E). This guide has been developed, reviewed, and approved by the Hardin County Board of Education representatives from Hardin County District Court, Department of Juvenile Justice, Court District Workers, and the Hardin County Sheriff's Office.

College View P.A.C.T. Program

The P.A.C.T.

Upon arriving at College View, new students will be assigned to the P.A.C.T. The P.A.C.T. is a very structured and rigorous program designed to ensure that students are ready to be released into the regular phase program here at College View.

What is the P.A.C.T.?

P.A.C.T. stands for **P**rogress, **A**wareness, **C**ommunication, and **T**eam.

The P.A.C.T. is a part of College View that provides students with extra support while they work through emotions that have caused them to receive multiple behavior referrals, engage in fighting, or exhibit behaviors that have led to a citation, thereby limiting their access to instruction.

Students who are placed in the P.A.C.T. for behavioral reasons are in the P.A.C.T. for a minimum of 20 days. A phase review is conducted at the end of 20 days, and if the students meet the criteria, they will then transition to the Phase program. If a student does not meet the requirements to phase out, their time in the P.A.C.T. could be extended for ten (10) additional days at a time, until the student does meet the criteria.

To get out of the P.A.C.T., students must demonstrate progress on these three goals:

1. Show self-awareness of your negative behavior choices.
2. Show a decrease in your negative behavior choices.
3. Match your observations with the observations of your team.

The criteria for students to be phased out of the P.A.C.T. are as follows:

- Students are evaluated in four categories: Progress, Awareness, Communication, and Teamwork.
- Students earn anywhere from zero (0) to three (3) points in each category
- Students must earn a minimum of 8 total points to phase out
- Administration will determine if a student is ready to transition after reviewing all data

While in the P.A.C.T., students will have access to:

- Smaller class sizes
- Social/Emotional instruction
- Increased monitoring and supervision
- A therapy support plan is developed
- Alternative bus release times
- Lunch is eaten in classrooms
- Structured class transitions
- Students will develop skills to monitor their own behavior
- Teachers will also more closely monitor students' behavior
- Students will carry point sheets to class

College View Phase Program

Phase I-Red (20 days of attendance)

- Minimum Criteria over the last 20 days to be eligible for promotion to Phase II:
  - Behavior Points – 70% or higher
  - Behavior Infractions (referrals) – Fewer than 5 class/office/bus referrals
  - Attendance – Fewer than six (6) ***unexcused*** absences
  - Class Participation – 70% or higher
  - Academics – Passing a minimum of 3 classes
  - Behavior Goal – 70% of the time, demonstrating appropriate behavior
  - Counseling/Therapy Participation (if applicable) – 70% or higher

Phase II-Yellow (20 days of attendance)

- Minimum Criteria over the last 20 days to be eligible for promotion to Phase III:
  - Behavior Points – 85% or higher
  - Behavior Infractions (referrals) – Fewer than 3 class/office/bus referrals
  - Attendance – Fewer than five ***unexcused*** absences
  - Class Participation – 85% or higher
  - Academics – Passing a minimum of 4 classes
  - Behavior Goal – 85% of the time, demonstrating appropriate behavior
  - Counseling/Therapy Participation (if applicable) – 85% or higher

Phase III-Green (20 days of attendance)

- Minimum Criteria over the last 20 days to be eligible for transition back to Home School:
  - Behavior Points – 90% or higher
  - Behavior Infractions (referrals) – Fewer than 2 class/office/bus referrals
  - Attendance – Fewer than three ***unexcused*** absences
  - Class Participation – 90% or higher
  - Academics – Passing all classes
  - Behavior Goal – 90% of the time, demonstrating appropriate behavior
  - Counseling/Therapy Participation (if applicable) – 90% or higher

Transitions

- Transition – Once a student reaches Phase 3, the home school is contacted, and a transition plan is developed, making them aware that the student is getting ready to transition. Middle School Students transition within 20 days after making Phase 3, and at least two weeks are left in the student's home school's grading period. High School Students transition during trimester breaks. Students with IEPs are scheduled for an ARC to determine their LRE, once they have reached Phase 3, and to develop a transition plan with their home school. A copy of the student's Student Readiness Rubric and College

View Phase/Transition Review is sent to the student's home school administrator, counselor, and the District Student Support/Transition Specialist to review. If there are any questions or concerns, meetings are held within the 20-day window after a student has been promoted to Phase 3 and recommended for transition to address any concerns or answer any questions associated with the student's transition plan. Upon transitioning back to the student's homeschool, they will be on probation for a period not exceeding 60 school days.

- The District Student Support/Transition Specialist works with the home school to arrange a transition meeting for the incoming student. ARC meetings will be held for transitions of IDEA students.
- Factors that could alter a student's enrollment time in College View:
    - Pre-Expulsion and Board of Education Ruling
    - Placement in residential treatment or a medical/mental health facility
    - Severe Behaviors manifesting during phase reviews
    - Excessive absences prevent observations of behaviors that result in alternative placement
    - At the end of the school year, all Phase 3 students are reviewed similarly to during the regular school year for their readiness to transition back to their home school at the start of the new year. The College View committee and the student's home school administration (or designee) will review the possible adverse social and emotional effects of a Phase 3 student starting a new year in an alternative setting instead of a regular school setting to discuss possible early transition.
    - Guardian requests based on situations occurring outside of school (committee consent and administrator approval required)
- Upon being promoted to Phase 3, along with access to being a spectator at extracurricular sporting events (with permission from administration):
    - The *home school administration* will select a mentor to be paired with the student upon return to their home school.
    - The *College View therapist* will collaborate with the home school therapist to ensure that therapy is continued, treatment plans are transferred to their new therapist, and work to ensure that a therapist is assigned at the student's home school before the student's first day at their new school.
    - The *CV nurse* will work with the home school nurse to ensure that medication management plans are effectively communicated and will collaborate with the guardian to ensure that any medication taken during school hours has been reported to the student's home school nurse before the student's first day of enrollment.
- The ARC will determine transitions for students with an Individualized Education Act (IDEA) plan.

Phase Level status at the start of the new school year:

- If a student fails to earn Phase 3 and qualify to transition back to their home school by the end of the year, they will start the next school year at the phase they earned up to the last day of school.

Middle School and High School Behavioral Program Rules and Procedures

RULES AND REGULATIONS

All students, regardless of age or marital status, must comply with the local board of education policies and state and federal regulations. In addition to those outlined in the Hardin County Schools Acceptable Behavior and Discipline, the student and the parent/guardian need to be aware of the following rules and regulations:

COUNSELING

Counseling and therapeutic services are critical components of our program at College View. Therapeutic service options will be explained and offered to students during the intake process. Upon enrollment at College View, every student's mental health will be assessed, and a student readiness rubric will be developed to support their social and emotional needs. Parent-student counseling workshops will also be available during the year to assist with communication and support strategies that can be applied in the home setting.

EXTRACURRICULAR ACTIVITIES

Any student enrolled at College View will not be allowed to attend or participate in any extracurricular activity sponsored by their home schools, nor be on any Hardin County Schools grounds, except for phase 3 students who have been granted the privilege of attending extracurricular events (approved by CV Administration and Home School Administration).

ATTENDANCE

School attendance is vital to the educational process. Any student eighteen (18) years of age or older who has six (6) unexcused absences in a school year may be transferred to Hardin County High School. Students aged seventeen (17) and below with six (6) or more unexcused absences and tardies will have a truancy complaint filed with the Truancy Mediator and the Court-Designated Worker. A parent note will be accepted for up to six (6) absences, excused for only one (1) day per note. Notes must be turned in within FIVE school days when returning to school after an absence. Please refer to the Hardin County Schools Acceptable Behavior and Discipline for more information on attendance policies.

School begins at 8:55 am. Any student arriving at school after 9:00 am will be marked as tardy and must sign in through the office. The cafeteria stops serving breakfast to College View students at 9:00 am. Any student signing out before the regular dismissal time will be marked as tardy for the day. If students sign in after 10:45 am or out before 1:15 pm, they will be marked

as absent for half a day. If a student is absent for five hours of the day, they will be marked absent for the entire day.

Upon returning to school after an absence, students must report to the office to sign in. To receive an excused absence, students must submit their excuses to the office within five days of the day they were absent. The administration shall determine the validity of each reason. Valid excuses are defined as:

- An illness that a doctor or medical agency verifies.
- Orders of the court. This applies to summonses and subpoenas.
- Death or severe illness in the immediate family.
- School activities or circumstances, if approved by the Principal or their designee.

Parent notes will be accepted for up to six (6) absences, excused for only one (1) day per note.

Any student absent from school (excused or unexcused) is responsible for completing any missed assignments, tests, and other coursework. The student has one day to make up the work for every day absent, plus one (1) day for "full credit". It is the student's responsibility to request this work. All work must be submitted before the end of the quarter for any credit to be awarded.

FOODSERVICE

Breakfast and lunch will be served, free of charge, to all students. Student behavior in the classroom or cafeteria should be based on courtesy and cleanliness, and follow the "School-Wide Behavior Expectations." Students should leave the area in a condition that they would like to eat in. To assist the food service staff's efficiency, students must observe these guidelines:

1. Stand quietly in an orderly line and wait for your turn to be served.
2. Sit in the assigned area (if eating in the cafeteria)
3. Take all trays, silverware, and trash to the disposal area when permitted by staff.
4. Remain seated and follow the direction of the supervising staff.
5. No food or beverages **will be shared or taken out of the cafeteria** while students are eating, except as authorized by the administration.

TRANSPORTATION

All students will be required to ride the school bus to and from school, unless their parent or guardian has been approved by the administration to transport them. If a student is suspended from the bus, it is the responsibility of the parent or guardian to transport the student to and from school. Students suspended from one bus are denied all bus transportation privileges for the length of the suspension. Any student who receives a bus suspension because of endangering the safety of others will be required to attend a student and parent/guardian conference to determine if bus service can be continued for the remainder of the school year. Other infractions will be handled on a case-by-case basis. For further information on school bus safety rules and practices, refer to the Hardin County Schools' Acceptable Behavior and Discipline policy.

If a student rides to or from school with someone other than a parent/guardian or will be riding a bus different from their assigned one, a written parent/guardian permission must be approved by the Principal. These notes must be given to a supervising staff member *immediately* upon arrival so they can be turned into the office, so that they can be verified. The driver of the personally operated vehicle picking up the student must be over the age of 18 and have a valid picture driver's license.

Students transported to and from school by their guardians must have a note on stating file that they are not riding the bus.

Parent/Guardian permission is required before a student may leave school grounds. Students will be released only to individuals who are listed on the release form on file in the office, and proper identification will be required. A phone call will not be accepted for the release of the student.

Bus Referrals will have the following consequences:
1– Warning (Guardian notified)
2– one-day bus suspension
3– three-day bus suspension & parent/guardian conference
4– five-day bus suspension & parent/guardian conference
5 - Possible revocation of transportation privileges for the remainder of the trimester

The student's guardian will be notified to arrange transportaents for that afternoon and the remainder of the suspension period. They will not be permitted to ride the bus home after receiving a bus suspension to protect the student.

STUDENT CONDUCT

Students are expected to conduct themselves appropriately at all times. Proper behavior shall include respect for school staff members, public and personal property, fellow students, visitors, and themselves. School-wide behavior expectations have been developed to inform and guide students on acceptable behaviors.

1. Students will be supervised at all times for student safety and building security.
2. Students must properly display their name badge on campus by wearing it on or near their shirt collar with the picture visible. Any defacing or altering of the badge can result in disciplinary consequences such as an automatic phase-down.
3. Students are expected to move promptly between classes and to remain quiet and orderly in the hallways. Students are to walk on the right-hand side of the hallways. Absolutely no running and horseplay will be tolerated. Restrooms are off-limits between classes.
4. Students are to report directly to their assigned class when the bell rings. For the safety and wellbeing of all students and staff, unauthorized trips to the office, restroom, or unassigned classroom at any time during the school day can result in disciplinary action.
5. For student safety and building security, all students will be scanned with a metal detector upon entering the building. No bags are allowed. Before scanning, students must take off hats, caps, coats, and jackets. Items will be placed in personal bags during 1st period and kept until the end of the day. Any items not authorized by the dress code will be held in their bag or by the office as deemed appropriate by the administration. Labels should be put on all of these items. Students will be asked to pull pockets inside out and take off shoes as part of the scanning process.
6. In order to prevent injury to themselves, others, and property, students may be restrained using safe crisis management.
7. Proper conduct shall be observed when using school computers. Students must comply with the policies outlined in the Hardin County Schools Code of Acceptable Behavior & Discipline. Students may only access school curriculum-related websites. Students should not turn on/off, plug, or unplug devices (including headphones) into the computer unless authorized. No music will be played through district owned devices unless all assignments are complete. Violations may result in an office referral, loss of access, and other disciplinary or legal action.
8. The school resource officer may become involved if a student becomes belligerent and out of control. The parent/guardian will be contacted and expected to pick up the student immediately. If the school cannot make contact with the parent or guardian, the Child Welfare Office will be contacted.
9. Gang-like behaviors (using gang symbols, colors, flags, language, names, gestures, hand signals, etc.) or "mimicking" gang behaviors will not be tolerated and may result in an expulsion hearing. Intimidation or threats made by students to others to encourage other

students to participate in gang activities will not be tolerated and will result in immediate IBR placement.

10. Any item deemed disruptive by a staff member is not allowed and will be confiscated. Items must be picked up from the office by a parent or guardian within five business days. College View is not responsible for any items left after five days.
11. Any student who deliberately activates a fire alarm under false pretenses will appear before the Board of Education for an expulsion hearing and be placed in IBR.
12. All prescription and non-prescription medication must be brought to the school by a parent/guardian. It must be accompanied by signed permission from the parent/guardian and directions for dispensing the medication. Medication will be distributed by the school nurse or designee only.
13. Students will not use any school telephones unless authorized by the administration.
14. Students are not allowed to have visitors unless authorized by the administration.
15. Sexual harassment will be addressed individually, fall under all District Policies and Procedures, and may include a Title IX Referral. Procedures include, but are not limited to, the following:
    -Investigation is initiated and conducted in accordance with Hardin County School Board Policy and Procedures.
    -Additional violations will be handled according to state and federal guidelines.
16. Student use of drugs, alcohol, tobacco or vape/Juul, or other electronic delivery device will result in disciplinary consequences to include a meeting with the Hardin County Board of Education as outlined in the Hardin County Schools Code of Acceptable Behavior & Discipline. For more information on Hardin County School's policy on the student use of drugs, including alcohol, refer to the Hardin County Schools Acceptable Behavior and Discipline.

Intensive Behavior Room

The Intensive Behavior Room (IBR) is where a student will be assigned if additional intervention is required based on exhibited behaviors. They will also be required to complete assigned behavior modules to address the inappropriate behavior that led them to be placed in IBR. Failure to complete the required behavior modules, therapy, or academic work may result in placement in the P.A.C.T. as determined by the administration.

College View DRESS CODE

Items worn should be appropriate, help ensure safety, teach grooming and hygiene, and eliminate unnecessary distractions.

SHIRTS	• Shirts must be a gray, navy, white or black solid color polo or t-shirt with no graphics or patterns and must fall past the waistline with no skin showing.
PANTS	• Pants are mandatory- ***NO Shorts, skirts, or dresses may be worn.*** Pants should be made of **Docker/Khaki cotton material in the colors of black and navy blue** with no tapered leg. They must fit at the waist level and be of the appropriate length. Pants should be free from frays, holes, cuts, or tears. Saggy pants, cargo pants, painter's pants, sweats, pajama pants, leggings, or yoga pants **are not permitted**. • Belts are optional but must be a solid color, without patterns, and buckles may not exceed 2 inches by 2 inches.
SWEATERS/SWEATSHIRTS	• **Gray, navy, white or black solid color crewneck sweaters and sweatshirts** are allowed as long as they are worn over (or under) shirts and can be of any color as long as they contain no graphics. **Hoodies are not allowed on the bus or in the building.**
SHOES	• **All students must wear tennis shoes only. (No Hey Dudes,** or other tennis shoe slip-ons allowed.)
OUTERWEAR	• Coats, scarves, gloves, and hats must be removed upon entering the building prior to the scanning process.
ACCESSORIES	• The following items are not allowed: lanyards, bandanas, jewelry (piercings are limited to "Studs" only for safety), combs, hair picks worn in the hair, hats, sunglasses, **watches, rubber or cloth bracelets**, or any other head covering. • Fingernails may not be longer than ⅛ inch **and cannot include any jewelry or embellishments.**
MISCELLANEOUS	• Students may not bring in a backpack, bag, or purse. No cell phones or electronic devices are allowed. • No money is allowed on campus. • Students *may* bring prescription glasses, a single key on a key ring no larger than a quarter, and a single chapstick (not lipgloss or lipoil).

Any situation not covered by the above guidelines that the College View staff deem disruptive to the learning environment will be handled accordingly. If any item of clothing distracts or disrupts your or others' learning, it can be banned individually. <u>The dress code will be strictly enforced.</u>
****** If your student comes to school out of the dress code, the guardian will be called to bring in appropriate clothing or pick up the student.***
*******Students will remain in IBR until they are in the dress code and will not earn points while in IBR.***

<u>GRADING SCALE</u>

A	92-100
B	83-91
C	74-82
D	68-73
F	50-67

Extended school programs are available to College View students wishing to receive extra academic assistance and make-up credits. Report cards are sent home three times a year for all students. Progress reports will be issued at approximately the mid-point of each grading period. Grading periods are as follows:

Middle School & High School Trimester Dates

1st Trimester: 8/7/25 - 10/31/25
2nd Trimester: 11/4/25 - 02/13/26
3rd Trimester: 02/17/26 - 05/21/26

Note: Tentative dates (subject to board approval)

College View School-Parent Compact

College View is committed to improving the academic, social/emotional wellbeing of Hardin County's at-risk student population, tailoring programming to students' individual needs to develop the skills and strategies necessary to succeed in a regular school environment. Various resources, counseling, and supplemental programs such as APEX, Edgenuity, ABE, and other innovative programming bolster the instructional efforts of College View's highly qualified educators. Extended School Service (ESS) is offered during the summer in addition to career-oriented classes to create a unique and rigorous learning environment. Students are assessed upon entering the school to determine learning styles, career goals, and their level of academic performance on various state and local assessments.

The purpose of College View is to provide intensive instruction, counseling, and mentoring services to at-risk students. The alternative structure, priorities, and mission of College View must differ from that of a traditional school, creating blended learning opportunities designed to decrease high school drop-out rate and increase graduation in Hardin County, Kentucky.

Upon acceptance to College View, every student is processed through an intake meeting with parents/guardians and the Principal (or designee). Guardians are encouraged to be active in the learning experience of the children. Parents receive written notifications and explanations when students progress or regress with the level system from their advisory teacher. Assignment completion, behavior, and weekly reminders or announcements are all provided on the students' weekly point sheets that are sent home to parents every week.

Intake meetings, student conferences, and transition meetings are the cornerstones of College View parent-school relationships. Students' social, academic, behavioral, and emotional signs of progress are ongoing conversations among College View faculty, therapist, interns, support staff, guardians, and students to equip students with skills necessary for success.

Weekly point sheets, the Infinite Campus Parent Portal, Edgenuity progress charts, progress reports, and report cards are methods used by College View for reporting students' academic progress to families.

The privacy and confidentiality on behalf of all College View Students are of the utmost importance. Students' families are encouraged to correspond frequently with counselors, principals, and teachers. All parties aforementioned often reach out to guardians via telephone and electronic mail. Any volunteers, observers, or participants in College View must be approved by the administration before entering College View classrooms.

Bi-weekly PLC meetings allow staff to share instructional strategies that advance core content as well as a forum to work on a solution to reach struggling at-risk students.

College View Parent Involvement Policy

1. During the intake process, each student's parent(s)/guardian(s) is informed of College View's participation in Title I and are encouraged to participate in their student's learning.
2. Student/parent counseling sessions are offered during the year to assist parents in establishing boundaries and increasing positive communication with their student(s).
3. College View is working diligently to find ways to involve parents that do not interfere with confidentiality requirements.
4. Parents may access student performance reports via the College View school website and the Hardin County district website. Parents may access student assessment results via the Infinite Campus Parent Portal and Edgenuity program. Parents are informed of student behaviors, advised of incentives, and provided school information via point sheets sent to the student's guardian via electronic communication each school week. Teachers and administrative staff communicate with parents as needed by telephone and electronic mail, documenting communication in Infinite Campus.
5. The staff and administration are open to any feedback that may increase the operating effectiveness of our program. Parent communication is vital and encouraged throughout each student's enrollment at CV.

Parent Involvement Activities Plan

We will offer parent-counseling sessions during the school year led by licensed therapists and counselors. Every session is open to all students attending school in the Hardin County School District.

Extended School Services

The Extended School Services (ESS) program at College View is called "Credit recovery." The guidelines for entry allow a select number of students to have the opportunity to attend College View voluntarily. The referral and selection process is coordinated through the home school, parents, and College View administrators.

The **ESS curriculum** is a web-based computer program called Edgenuity or APEX. The content for the online curriculum follows the Kentucky Core Content Standards.

ESS is available for all high school students in need of recovering credits. Please contact the office for a listing of ESS dates and times.

Middle school students are also offered grade improvement as authorized by the administration.

Transportation is provided for all ESS students as funding allows.

Health Services at School

A school nurse is assigned to each Healthy Kids Clinic and is able to provide basic screenings as well as assess students who may be ill and administer first aid when needed. The school nurse may administer over-the-counter medications (OTC's), **if** the parent has completed appropriate authorizations. Additionally, the school nurse will collaborate with a Healthy Kids Clinic Nurse Practitioner to assess your child for a virus or other more complex medical complaint if your child has more severe symptoms and parent permission is given. For emergencies, the school nurse, HKC Nurse Practitioner or school staff may deem it necessary to call 9-1-1 for emergency medical services to be dispatched.

More intensive health services are available, if needed, with written authorization/order from a student's healthcare provider. Parent/guardian should notify the school nurse of any health concern(s) that could require emergency services, interfere with the student's education process or require interventions throughout the school day.

Students requiring medical accommodations throughout the school day (including, but not limited to, physical education, dietary conditions, physical limitations and medical interventions) must provide to the school nurse proper authorization form(s) that are completed by the student's healthcare provider & signed by the parents stating the need for such accommodations each school year. Examples of this include catheterization, blood sugar checking, seizure precautions, and other medical needs. The school nurse will provide specific forms for the healthcare provider and parents to complete in order for the student to have further interventions/accommodations while at school. Many of these authorization forms can be found on the HCS Website at https://www.hardin.kyschools.us/administration/health-family-services

With parent permission, additional services which can be provided by a Healthy Kids Clinic healthcare provider include Well Child Examinations, dental services, immunizations, and behavioral health services.

Medication at School

If a student has a need for medications during the school day (either over-the-counter or prescription), the child's healthcare provider must complete and sign the "Administration of Medication" form, parents must also sign this form as well as provide the medication in its original container and make arrangements for the medication to be delivered to/picked up from school by an adult (not the student).

Students are not allowed to transport medication to or from school, unless emergency medications are specifically ordered by a healthcare provider to be available during bus transport. All prescription medication requires the label from the pharmacy to be written in English and be on the container/box. **No expired medication will be accepted !**

In the school nurse's absence, only students with specific forms (Authorization to Give Medication) on file will be able to receive prescribed medication from trained school staff. All medicine must be picked up by a parent/guardian at the end of the school year. Medicine not picked up will be disposed.

Emergency Medication at School

Students with known health conditions which require emergency medication may have their medications brought to school to be stored in the nurse's office for administration as needed. The medication must be provided by the parent and must include the label written from the pharmacy written in English and on the box/container.

Parents will need to speak with the school nurse to ensure that the correct authorization forms are completed by the student's healthcare provider and returned to the school nurse.

Self-Administration of Medication at School

Students will only be permitted to carry medication (emergency or otherwise) with them or in their personal belongings with an authorization to self-carry/self-administer medication from their healthcare provider. The school nurse will provide this form to the parents/guardians. These completed forms should be returned to the school nurse **before** the student begins carrying the medication at school.

Illness and Injury

A student should not be in attendance and will be sent home with any of the following:

- Temperature 100.4 degrees or greater, or with incidents of vomiting and/or diarrhea indicative of a communicable disease. Student may return to school when free of above symptom(s) for 24 hours without any fever-reducing medication or other medication to relieve symptom(s).
- Symptoms related to possible communicable diseases.
- Live lice bugs (not nits per HCS Board Policy 09.213 AP.11)

STUDENT SAFETY TELEPHONE LINE

(Hardin County Crime Stoppers)

1-800-597-8123

The safety of students is our first priority. The Hardin County School District has partnered with Hardin County Crime Stoppers to provide a student safety telephone line. Students and others may now anonymously call Crime Stoppers at 1-800-597-8123 and report school safety concerns. The caller's identity is strictly protected. These reports will then be given to the proper school officials for investigation. Those who provide information that leads to an arrest and indictment will receive a monetary award.

Hardin County Title IV Program

It is a behavioral violation for students to be under the influence or to use, possess, sell, transmit, distribute or transfer controlled substances, look-alikes, synthetic compounds/substances (spice), drug paraphernalia, or alcohol on the school premises or during a school related event. Prescription drugs and over the counter medications are not to be sold, transmitted, distributed or transferred by students. Prescription drugs are to be used and possessed only by the person named on the prescription. It is a behavioral violation for students to inhale substances for the purpose of obtaining a mood altering effect.

The Principal or Principal's designee shall determine whether there is a violation of the Drug and Alcohol Policy. Once the violation has occurred, the Principal shall contact the parents/guardians, notify the local police department, sheriff, or Kentucky State Police, and the District Title IV Coordinator. The District Title IV Coordinator or designee shall conduct a conference with the student, parents, and Title IV Coordinator.

First Offense: Possession, use or under the influence.

The student shall be suspended until an intake is scheduled at College View. The maximum suspension for this offense will be a three (3) day suspension, and a juvenile petition will be filed with the Court Designated Worker or a complaint filed with the County Attorney. The student will be referred to College View for a period of 20 school days. Failure to complete the program will result in a student remaining at College View for a period of twelve (12) weeks.

Upon successfully completing the program at College View, (i.e. good behavior, Title IV counseling etc.) the student may return to their home school. In addition, the student will lose the privilege of driving to school. The driving privileges may be reinstated after a twelve (12) week period (from the date of the incident) upon approval by the school principal or designee. Participation in extra- curricular activities (including school social/ athletic functions) shall be reinstated after returning to the student's home school for a probationary period that encompasses twelve (12) weeks from the date of the incident, pending no further disciplinary infractions.

Students will also submit to the following:

l. Student and parents/guardians meet with the Principal and Title IV Coordinator.

2. At the expense of the parents/guardians, the parents/guardians shall seek an evaluation of the student's alcohol or drug use from a qualified chemical dependency counselor acceptable to the district.

3. Parents/guardians will sign a release of information so that the District Title IV Coordinator can monitor compliance by the student with recommendations from the evaluation. Confirmation that an appointment for an evaluation or that an evaluation has been conducted is required when the student returns to school after serving his/her suspension.

4. Failure to comply with a required evaluation or recommendations from the evaluation will result in additional days added to the alternative school placement.

SECOND OFFENSE: Possession, use, or under the influence.

1. Second offense is defined as the second incident of violation of this policy while attending Hardin County Schools. The student will be suspended and referred to the Hardin County Board of Education for expulsion procedures. Due process procedures for suspension or expulsion shall apply.

2. A Juvenile Petition will be filed with the Court Designated Worker (CDW) or a complaint filed with the County Attorney.

SALE, DISTRIBUTION OR TRANSFER:

1. The student will be suspended and referred to the Hardin County Board of Education for expulsion proceedings. Due process procedures for suspension and expulsion shall apply.
2. A Juvenile Petition will be filed with the CDW or a complaint filed with the County Attorney.

LOOK – ALIKES

A student in possession of, attempting to sell or transmit a substance represented as or looking like an illegal or controlled substance may be treated as if it is such a substance, even if it is later found to be a look-alike. Disciplinary action up to and including dismissal from athletic teams and/or school sponsored activities, suspension and expulsion may be taken. Due process procedures for suspension and expulsion shall be followed. The Title IV Coordinator will be notified.

PRESCRIPTION DRUGS

Use of a drug authorized by and administered in accordance with a prescription from a physician or dentist shall not be considered a violation of this policy. Prescription drugs are to be possessed only by the person named on the prescription and shall be used in accordance with the prescription for medicinal purposes.

1. If the Principal or the Principal's designee determines that prescription drugs were used in an unauthorized way or transmitted for use by another student this shall constitute a reason for disciplinary action of three days suspension. Due process procedures for suspension shall apply.

2. If the Principal or Principal's designee determines that prescription drugs were transmitted or used for the purpose of obtaining a mood-altering effect or transmitted or used in an amount that exceeds the labeled dosage, this shall constitute reason for disciplinary action under the procedures outlined in the first offenses section for use of Alcohol, Drugs, and other Prohibited Substances.

3. If the Principal or Principal's designee determines that prescription drugs were sold to another student, the student will be suspended and referred for a student pre-hearing with the Superintendent/Chief. The pre-hearing may result in an expulsion proceeding with the Hardin County Board of Education. Due process procedures for suspension and expulsion shall apply.

4. If state or federal law requires reporting of the substance involved in a violation, a juvenile petition will be filed with the Court Designated Worker or a complaint filed with the County Attorney.

5. If a student has a second behavioral violation involving prescription drugs, this shall constitute reason for disciplinary action under procedures outlined in the first offenses section for use of Alcohol, Drugs, and Other Prohibited Substances.

OVER THE COUNTER MEDICATIONS

Over the counter medications are not to be sold or transmitted by students. If the Principal or Principal's designee determines that over the counter medications were sold, transmitted, or used for the purpose of obtaining a mood-altering effect (i.e. mini-thins, diet pills, products containing ephedrine) or in an amount that exceeds the labeled dosage, this shall constitute reason for disciplinary action up to and including dismissal from athletic teams and/or school sponsored activities, suspension or expulsion. Due process procedures for suspension or expulsion apply. If state or federal law requires reporting of the substance involved in a violation, a juvenile petition will be filed with the Court Designated Worker or a complaint filed with the County Attorney. The Title IV Coordinator will be notified.

INHALANTS

The inhaling of substances for the purpose of obtaining a mood altering effect is prohibited (e.g. butane, nitrous oxide, glues, whiteout, gasoline, etc.).

1. If the Principal or Principal's designee determines that a substance was inhaled for the purpose of obtaining a mood-altering effect this shall constitute reason for disciplinary action up to and including dismissal from athletic teams and/or school sponsored activities, suspension, or expulsion. Due process for suspension or expulsion applies. If state or federal law requires reporting possession of the substance involved as a criminal violation, a juvenile petition will be filed with the Court Designated Worker or a complaint filed with the County Attorney. The Title IV Coordinator will be notified.

2. If a student has a second behavioral violation involving inhalants, this shall constitute reason for disciplinary action under procedures outlined in the First Offense Section for Use of Alcohol, Drugs, and Other Prohibited Substances. The Title IV Coordinator will be notified. After

completing the procedures outlined in the First Offense Section, if the student has another inhalant violation, the student will be suspended and referred to the Superintendent/Chief for a student pre-hearing. The pre-hearing may result in an expulsion proceeding before the Hardin County Board of Education. Due process procedures for suspension and expulsion shall apply.

3. If the Principal or Principal's designee determines that the severity of the first incident involving the use of the inhalant warrants a drug evaluation, the Principal or principal's designee may invoke the First Offense Section of the district administrative regulation dealing with Use of Alcohol, Drugs and Other Prohibited Substances. The Title IV Coordinator will be notified. After completing the procedures outlined in the First Offense Section, if the student has another inhalant violation the student will be suspended and referred to the Superintendent/Chief for a student pre-hearing. The pre-hearing may result in an expulsion proceeding before the Hardin County Board of Education. Due process procedures for suspension and expulsion shall apply.

CASES INVOLVING STUDENTS WITH DISABILITIES

In cases that involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Hardin County High School Program

Mission:

The mission of Hardin County High School is to create a safe and friendly environment in which students have the opportunity to earn the necessary credits to receive a high school diploma. This environment is structured to attract potential "drop-out" students and students who are credit deficient and assist them in earning the credits they need to complete high school. HCHS will also assist them in their college/career awareness to align their interests and aptitudes to marketplace opportunities.

Student Expectations:

Each person working with you at Hardin County High School is genuinely interested in helping you earn the credits you need to graduate and continue to college/career. To ensure each student has an opportunity to learn in a safe and secure environment, the following expectations will be followed: *Be Respectful, *Best Effort, & *Be Responsible

Program Overview:

- All students will enter HCHS and report to the cafeteria for breakfast *around* 9:00 am.
- All students will report to the cafeteria *around* 11:00 am for lunch
- You must check in at the front office (if you are late) and check out at the front office if you leave before dismissal. You can only sign yourself out if you are **over 18 and have been approved by the** administration.
- Students are not allowed to leave campus during the school day. Special considerations may be given to students on a "case by case" basis.
- Students must make reasonable efforts to adhere to their scheduled HCHS time: ½ day A.M. (9-12), ½ day P.M. (12-3), or Full Day (9-3) unless modified *with administrator consent*.
- Students are expected to keep work areas clean and orderly. Snacks are allowed; however, keyboards and mouse must be free of any debris prior to the end of the day. If any drinks are spilled on the computers, students may be liable for any damage caused by the liquid. Outside snacks are not allowed unless medically required. They may purchase from the vending machine though.
- No smoking is allowed on Hardin County Schools' property (including parking lots).
- No Tobacco, electronic cigarettes, or other unauthorized paraphilia and lighters are allowed on school grounds per HCS policy.
- Students must follow the dress code for Hardin County High School. Jeans must be serviceable with no undergarments visible. No "Open Toe" Shoes will be allowed. The dress code has been established for safety reasons and to limit distractions in the classroom. Students who fail to comply with appropriate dress code rules may be sent home to change upon administration review.

- Students can listen to iPods/phones/mp3 players as long as they have personal headphones.
- Students are not allowed to plug anything into the computer. If any computer needs attention, you must notify staff for assistance.
- Phones are permitted but must not be a distraction. Calls and texting are limited to "emergency use only" and break times. If the cell phone is causing a distraction (to you or other students), the administration will be called, and you will be asked to place your phone away and possibly dismissed for the day.
- Students are only allowed to view approved sites that are available via the CV student login. Any student accessing unauthorized sites or using their technology devices to obtain answers for Unit Tests and Final Exams will result in a zero for that quiz/test and could be exited from the program if the behavior continues.
- Final Exams will be monitored by staff. Students will follow the procedures outlined below while taking the final exam for a course:
    - Log in to the computer using a CV student-assigned login
    - No Streaming music
    - Students are allowed to have 'Their' notes during the exam
    - No talking to any other students during the exam
    - Students must earn at least 50% on each final exam
    - Students have up to two (2) chances to take the final
- Talking to other students is allowed if the conversations are low and primarily centered on your coursework. It must not rise to the level of creating a distraction for other students.
- A minimum of 4 hours of work in APEX must be documented daily. Failure to complete the minimum unit of work could result in student removal from the program.
- Students are responsible for cleaning up their work area at the end of the day and ensuring all items checked out are checked before their dismissal.
- Students must call into the office any day they cannot attend school.
- Each student must show each other and each staff member respect. Failure to do so could be grounds for dismissal from HCHS.
- No cursing is allowed in HCHS.
- If you cannot stay focused on your coursework, you could be asked to leave HCHS for the day.
- Continual disruptions to the learning environment could result in administrative review and dismissal from the program.

Hardin County Virtual School Program (A-5)

Mission Statement

To provide Hardin County students with flexible and rigorous online learning opportunities that will help them acquire the knowledge, skills, and characteristics necessary for college and career readiness beyond the scope of a traditional school setting.

Program Goals and Purpose

Education is the key to our students' future. Hardin County Virtual School (HCVS) strives to enable students to acquire that key by providing an alternative path to middle and high school graduation, setting students on the course of a lifelong practice of self-motivated learning in an environment that prepares them for a successful life in the global 21st century.

Program Description

HCS will offer Virtual School for the following grade levels and programs during the 2024-2025 School Year:

HCS Elementary Virtual School (Grades K-5) Buzz Learning

HCS Middle Virtual School (Grades 6-8) Edgenuity

HCS High Virtual School (Grade 9-12) Edgenuity

Students wanting to attend the HCS Virtual School must do the following:

1. Complete a Virtual School **APPLICATION** (available online at bit.ly/HCVSK-12). As a part of this application process, a committee will review each application. The committee will review student behavior, transcripts/report card, attendance (participation), previous success in online platforms, and IReady/KSA/CERT/ACT scores.
2. If the student application is accepted, the student (along with a parent/guardian) must come in person to enroll, either at Open House or an individual session.
3. Each parent/guardian (along with the student) must sign a **Memorandum of Agreement /Contract,** which outlines the expectations of the program. (Please refer to the student expectations and Memorandum of Agreement below)
4. **Once the student is accepted and enrolls in the Virtual School, they are no longer considered to be a student of the school where they reside in the district. The Virtual School will NOT have extracurricular activities or sports. Virtual School students will NOT be allowed to participate in activities at their districted school or attend classes at the Early College and Career Center (EC3).**
5. Students will complete their courses through an online program/platform. HCS teachers will NOT provide live instruction for middle and high school. Elementary school students will be required to attend daily meets with live instruction.

6. Participation for students who are eligible for IDEA services will be determined by the ARC to ensure student needs are able to be met in a virtual format.

7. Specially designed instruction for students with disabilities is provided in brief live sessions with a special education teacher/service provider as determined by the ARC. Students will be expected to participate in scheduled sessions.

Memorandum of Agreement / Contract

HCS Virtual School students must commit to the following:

- Ensure access to a working device (Chromebook, laptop, desktop) and strong, reliable internet for the duration of time enrolled in HCS Virtual Academy.
- Parent/Guardian will serve as an important partner in their student's learning, therefore they will commit to an intake session prior to the student being enrolled in the program.
- Complete all assignments and tasks independently without copying the work of others or having others do their work---all work submitted must be of the student's own creation.
- **Daily attendance is required for this program**. Students are required to do coursework online and attend live teaching via Google meet on a schedule 5 days a week. Students may be marked absent for missing live teaching or not completing coursework online. Attendance and truancy laws and policies are applicable.
- Students will be expected to come in person for assessments (l-Ready Diagnostic, Kentucky Summative Assessments, ACT) as much as once a trimester throughout the year.
- Comply with the Virtual School teachers for task completion on assignments, quizzes, and assessments. Google meets as requested by teachers are MANDATORY.
- Maintain passing grades at all times; stay at or ahead of the pace of assigned material.
- Maintain an appropriate, respectful tone with Virtual School teachers and staff at all times both verbally and in written form.
- Students/Families will communicate with the Virtual School teachers and staff through HCS Email and Direct Phone calls.
- Comply with any other directions or guidelines communicated by the teachers and staff.
- Any change of residence, phone contact information, e-mail address, etc. must be communicated to the Virtual School immediately.
- Students who receive IDEA services must participate in sessions with a special education teacher and/or service provider on a set schedule. The platform, length and frequency of these sessions shall be determined by the ARC.
- All coursework is due by the end of the trimester, regardless of snow days, testing

dates, etc. If the district extends the trimester dates, HCVS will extend those dates as well.

- Teachers will be given a reasonable amount of time to grade/provide feedback to work that has been submitted. Any overdue work that is turned in may take additional time to be graded if it is accepted.

Removal from the HCS Virtual School may occur for the following reasons:

- Inappropriate conduct or communication through the virtual programs may be grounds for dismissal from Virtual School, and/or may result in disciplinary action consistent with the HCS Acceptable Behavior and Discipline
- Students must maintain a passing grade in all courses and attend required meets daily. A 30-day trial period will be implemented for each new student in the program. As long as they are completing all necessary requirements, progress will then be monitored at the end of each quarter or trimester. However, if students are not making adequate progress or attending daily meets (ELEMENTARY) after the initial 30-day trial period or at any time during the school year, they may be dismissed from the program.

Hardin County Virtual Academy (A-8)

The Hardin County Schools' Virtual Academy program (A-8) is an attendance-based program for students who have not been successful in a traditional program or in-person alternative setting. Students enrolled in this program have been assigned by the Board of Education or per a referral from College View or other alternative program. The Virtual Academy is an attendance-based online program and requires students to check-in virtually every day, every class period.

HCS Virtual Academy students & parents must commit to the following:

- Ensure access to a working device (Chromebook, laptop, desktop) and strong, reliable internet for the duration of time enrolled in HCS Virtual Academy.
- Parent/Guardian will serve as an important partner in their student's learning, therefore they will commit to an intake session prior to the student being enrolled in the program.
- Complete all assignments and tasks independently without copying the work of others or having others do their work---all work submitted must be of the student's own creation.
- **Daily attendance is required for this program**. Students are required to do coursework online and attend live teaching via Google meet on a schedule 5 days a week. Students may be marked absent for missing live teaching or not completing coursework online. Attendance and truancy laws and policies are applicable.
- Students will be expected to come in person for assessments (I-Ready Diagnostic, Kentucky Summative Assessments, ACT) as much as once a trimester throughout the year.
- Comply with the Virtual School teachers for task completion on assignments, quizzes, and assessments. Google meets as requested by teachers are MANDATORY.
- Maintain passing grades at all times; stay at or ahead of the pace of assigned material.
- Maintain an appropriate, respectful tone with Virtual School teachers and staff at all times both verbally and in written form.
- Students/Families will communicate with the Virtual School teachers and staff through HCS Email and Direct Phone calls.
- Comply with any other directions or guidelines communicated by the teachers and staff.
- Any change of residence, phone contact information, e-mail address, etc. must be communicated to the Virtual School immediately.
- Students who receive IDEA services must participate in sessions with a special education teacher and/or service provider on a set schedule. The platform, length and frequency of these sessions shall be determined by the ARC.

Appendix A

HCS Alternative Education Center
Student Contract of Understanding

Student:_____ **Date of Birth:**_____ **Student Number:**_____

School: _____ **Grade:** ___ **Conference Date:**_____

Reason for contract: Academic _____ **Behavior** _____ **Both**____ **2x Suspension in 30 days** _____

The following goals have been addressed with the student and parent:

Student Goals:
□Academic:

Met: □ Yes □ No

□ Behavior:

Met: □ Yes □ No

School Goals:

Signatures:
Student: _____ Parent Signature: _____ □ if verified via phone conference

Principal (or designee): _____ Student Support Specialist (**Rudy Garcia**): _____

Date: _____

Recommendation for Alternative Placement:
Counselor/Therapist: □Yes □No Signature: _____ Date: _____

Administrator: □Yes □No Signature: _____ Date: _____

Appendix B

Alternative Educational Setting Referral 2025-26
Student Intake/Transition Checklist

Student:_____ DOB:_____ Grade: ___ Student ID#:_____
Referring School: Enrollment Date:_____ Exit Date:_____
Prior Enrollment in an alternative setting? □ yes (Date:_____) X no

Reason for referral: □ Academic □ Behavior Both □ Title IV □ Pre-Expulsion
Has the HCS Alternative Education Setting Center Student Contract of Understanding been completed? yes □ no (attach documentation).

MTSS (Tier I & Tier II Interventions) □ Math □ Reading □ Written Expression □ Behavior
*(Support documentation **must** accompany referral for **ALL** students except Pre-Expulsion placements)*

Exceptional Education: Does student have an IEP? □ Yes No
If yes, Disability_____ IEP due by:_____ Re-eval due by:_____
Has ARC been held to recommend transition? □ Yes □ No Date of ARC_____
If HCHS, date denial of services signed:_____

Does student have any of the following services or plans? □ ELL □ GT □ 504?

Attendance # of unexcused absences __ # of total absences_____

Discipline # of referrals ____ # of in-school suspensions _____
# of out-of-school suspensions_____ # of bus referrals_____

Physical Factors □ No concerns
□ Vision □ Hearing
□ Health Issues_____ □ Medication _____

Academic Functioning □ No concerns
If in middle school, is student in danger of being retained for the year? □ Yes □ No
If in high school, is student on track to graduate in four years? □ Yes □ No
If no, approximately how many credits is student behind? _____

Most current i-Ready Scores: Math _____ Reading _____

*****FRYSC Coordinator**

Environmental Factors □ No concerns

□ Truancy	□ Substance abuse	□ History of abuse/neglect
□ Military dependent	□ Homelessness	□ Custody Issues
□ Single parent family	□ Death in family	□ Resides with appointed guardian
□ Family financial difficulties	□ FRYSC involvement	□ DCBS/CHFS involvement

□ DJJ/CDW involvement, list caseworker:_____

*****FRYSC Coordinator Cont'd**

Social/Emotional Factors □ No concerns
Behavior support, behavior improvement, or counseling plan created □ Yes □ No (attach plan)

□ Anxiety	□ Defiance	□ Inattentive
□ Depression	□ Overactive	□ Withdrawn
□ Impulsive	□ Self-harm	□ Fatigue
□ Suicidal ideation	□ Anger control issue	□ Difficulty with peer relations
□ Difficulty with authority figures	□ School-based counseling services	
□ Hospitalizations or residential care	□ Outside agency counseling (specify) _____	

Insurance Information:
Does Student have current insurance □ Yes □ No
Insurance Carrier: _____ Number: _____

Additional Information for intake

_____
_____

----------The following section to be completed when student transitions----------

Transfer Option: □ Home School _____ □ HCHS □ Other_____

Post Secondary Plans
□ Career interest _____
□ ILP completed to _____%.

Additional Information for transition:

_____
_____

Recommendation for return to regular education setting:

School Psychologist (if assigned)	□ Yes □ No	Signature _____
Therapist	□ Yes □ No	Signature _____
School Counselor	□ Yes □ No	Signature _____
Administrator	□ Yes □ No	Signature _____
Phase 3 Review sent to Home School	□ Yes □ No	Signature _____
Transition Review sent to Home School	□ Yes □ No	Signature _____

Parent Notified □ Yes □ No
Intake Conference Set □ Yes □ No Date_____ Time _____ Location _____
Intake Meeting Members:
Student Transition Specialist _____ Date_____
Administrator (or Representative)_____ Date _____

Appendix C

College View Campus Orientation
Standard Operating Procedures (SOP)

A. **Purpose:** The purpose of this SOP is to standardize and align New Student Orientation with the College View (CV) program goals and purpose. It is also meant to communicate these operating procedures to College View teachers and staff wherever necessary.

B. **Intent:** The primary mission of Orientation is provide newly assigned CV students up to two days to learn College View rules and expectations, to determine their math and reading levels, learning style, and career area interests.

NOTE: Once students have successfully completed Orientation, the CVC Orientation Certified Teacher will notify respective MS and/or HS teachers as to their progress and any relevant behavior/academic information. Testing results will be provided as they become available. Students will now be considered Phase I and eligible to attend regular classes.

C. **Computer Access of students at College View:**

- Orientation students (first day at CVC) – computer access – **Yes**
- Phase I – III Behavior Violation students – Edgenuity® computer access – **Yes** (computer access once ABE module is completed and/or other counseling/disciplinary actions are complete.
- Uniform Violation students – computer access – **Yes** (Edgenuity®) until such time as uniform violation is corrected..

D. **Operating Instructions:**

The MS and HS Lead teachers will be notified whenever a new student arrives in Orientation – depending upon the grade level of the incoming student.

Students in Orientation will be provided instruction on the College View point sheet procedures. Point sheets will be utilized for each student in their regular education and/or any special education setting classrooms once the student graduates from Orientation and promoted to Phase I status.

Students will be directed to sit at assigned desk area. Students are not allowed to sit wherever they like or to move seats without teacher approval.

Students will login to Edgenuity® under CVCSTU (password – CVCSTU) ONLY. Students are not allowed to login under their goggle accounts unless authorized by administration for academic purposes. Students are not allowed to access music or other video programs while they are working on an *Orientation* computer.

Students are not allowed to sleep in class; nor are they allowed to distract other students from working by socializing in the classroom. Either of these actions will result in loss of available points and/or other disciplinary measures.

Should any student arrive in a "stressed out" emotional state, they will be allowed to sit quietly and regain their composure for the remainder of the current period (but not to exceed a limited time period based on the situation). However, once the "cool down" period during which they arrive has passed, they will be prompted to begin working. At the end of the period they will be sent back to their class, according to their schedule, under their own recognizance; OR – should they remain in the P.A.C.T. for whatever reason, such as continued poor behavior and the Intensive Behavior Room (IBR) is not available, they will also need to be prepared to do classroom work in Edgenuity® according to their classroom schedule.

PE: Orientation and P.A.C.T. students are not allowed to attend PE unless the accommodation is listed in the student's Individualized Education Plan (IEP). Should a Title IV student be enrolled in a PE class at their home school then an Edgenuity® "PE-related class" will be substituted as a part of their CVC schedule.

Bathroom breaks: Students will be accompanied to the restroom at all times unless there is only one staff member available, in which case the student will be issued a hallway pass. Only one student is allowed to go to the restroom at any given time. Students in Orientation will be escorted to the restroom at all times.

Schedule of Bathroom Break times are as follows:

- During breakfast (all – as needed)
- 2nd Period – 9:58 – 11:18 (10:25)
- Lunch (all – as needed)
- 4th Period – 12:53-1:53 (1:05)
- 5th Period – 1:56 – 3:10 (2:00)

Bell Schedule:

- 1st Period – 08:25 – 10:05
- 2nd Period – 10:08 – 11:17
- 3rd Period – 11:20 -12:45
- 4th Period – 12:48 – 1:58
- 5th Period – 2:01 – 3:30

Behavior issues will be documented on ALL point sheets and submitted to Orientation/Title IV Classified Assistant for documentation. Review by members of the administration could result in disciplinary action.

Students who arrive to the Orientation/P.A.C.T. Room for behavior or uniform issues will not receive points for that period. Students may lose available daily behavior points for continuing bad behavior at the discretion of any staff.

E. **Duties of Orientation/Title IV assigned Classified Staff :**

- Assist with the administration of I-Ready assessment and Read Theory for all new Middle School students arriving in Orientation. Coordinate with College View Technology Fellow to ensure login data for new students is available to use on the student's 2nd day of enrollment. Assist in monitoring students on Read 180 and Edgenuity®.
- Provide manual paper & pencil worksheets and other assignments to students in Phase One, as necessary. These assignments will be provided to Behavior and Uniform Violation students assigned to the Orientation/Title IV Room (whenever not in IBR).
- Coordinate with CVC teachers to ensure all students have suitable work provided while the students are in Orientation/P.A.C.T. Maintain student/parent contact information and e-mails discipline referrals.
- Maintain student files for P.A.C.T. and new students in Orientation.
- Maintain log of e-mail addresses for students/parents.
- Coordinate with fellow P.A.C.T. Certified Teachers as required.

F. **Orientation Packet Enclosures:**

- Orientation Reflection
- School Wide Expectations (Reflection)
- Reading Interest Survey (NEW)
- KADS Survey, Anti-bullying and Suicide Prevention Training (videos and worksheets).
- Career Cluster Interest Inventory & Career Path (Career Evaluation)
- Learning Style Inventory
- Personal Assessment for Learning
- "Got Style" Understanding your own way of learning
- Social Interaction and Communications Skills Checklist

Appendix D

College View Discipline Guide

Severe Inappropriate Behavior

1st Offense:

- Student is walked outside of the classroom and situation is discussed with the Behavior Coach (BC) or Assistant Principal (AP).
- Student is placed in the Intensive Behavior Room, (IBR) the remainder of the class period.
- Parent/Guardian is contacted (with contact being made in each of the following offenses).

2nd Similar Offense (within the same frame of time):

- Student is walked outside of the classroom and the situation is discussed with the (BC) or (AP).
- Student is placed in (IBR) the remainder of the day.
- Student is transitioned to High-Intensity Unit if Low-Intensity.
- Student/Teacher conference is scheduled to review expectation and antecedents leading to the severe inappropriate behavior with the same teacher.

3rd Offense:

- Student is walked outside of the classroom and the situation is discussed with the (BC) or (AP).
- Student is suspended pending a meeting with the guardian/student/therapist.
- If student has not signed-up for therapy, therapeutic services will be offered once again to the guardian to establish school-based services.

4th Offense:

- Student is walked outside of the classroom and the situation is discussed with the (BC) or (AP).
- Student is placed in (IBR) for two consecutive school days following the incident unless the student receives IDEA services other actions within the student's IEP will be followed.
- A Parent/Student/Teacher conference is scheduled to review expectations and antecedents leading to the student using severe inappropriate behavior.
- School Based Therapy is arranged to allow student to continue to receive services while enrolled at College View.

5th Offense:

- Student is walked outside of the classroom and the situation is discussed with the (BC) or (AP).
- Student Suspended for (1) school day.
- Student enrolled in P.A.C.T.to address appropriate behaviors, coping mechanisms, de-escalation techniques with (P.A.C.T.) teachers and therapist upon return to school.

6th Offense:

- Student is walked outside of the classroom and the situation is discussed with the (AP).
- SRO reviews appropriateness of citation for student conduct.
- Student is suspended from school for two (2) school days.
- Student's P.A.C.T. enrollment is reset to continue working on Core Content and addressing appropriate behaviors with (P.A.C.T.) teachers and therapist.
- Parent/Administrator conference.

7th Offense:

- Student is walked outside of the classroom and the situation is discussed with the (AP).
- Day Treatment Referral / E-School for grades 8-12.
- If Day Treatment E-School not an option, student is to remain in P.A.C.T. for a minimum of 20 days working on Core Content and addressing appropriate behaviors with Behavior Coach and therapist. Possible referral to A-8 virtual school if student continues to disrupt the instructional process. If the student is receiving services from IDEA, their safety plan from their IEP will be followed.

Appendix E

College View Behavior Point Sheet

Student:		**Week of:**	
Phase Level:	1 2 3	**Advisor:**	
Directions	*Using the rubric below, place a ✓ in the box for each of the two categories when the student exhibits the criteria listed. Place an X if the student did not meet the criteria and explain on the notes section on back of this sheet. This will be done for each class period. One point will be awarded for each ✓. The maximum total points earned would be 10 per day.*		
Criteria	**Be Respectful and Responsible:** -Demonstrates empathy and respect for others -Positive body language and tone -Respectful communication -Demonstrates positive character (owns actions, truthful) -Manages emotions to make responsible choices	**Best Effort:** -Prepared, punctual & organized -Applies academic content and skills (works diligently) -Asks questions to increase learning -Perseveres through challenges (academic and/or behavior)	

	1st		2nd		3rd		4th		5th		Totals
	Be Respectful & Responsible	Best Effort	Be Respectful & Responsible	Best Effort	Be Respectful & Responsible	Best Effort	Be Respectful & Responsible	Best Effort	Be Respectful & Responsible	Best Effort	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Totals											

Comments/Notes:

COUNSELING (A, B, C)

A= Academic **B**= Behavior **C**= Reg Scheduled

PERIOD	Mon	Tue	Wed	Thu	Fri
1st					
2nd					
3rd					
4th					
5th					

Ver 3.0 5/15/25