



# WAYPOINT ACADEMY

## 2019-2020 STUDENT CODE OF CONDUCT

*Waypoint Academy does not discriminate on the basis of race, color, ancestry, gender identity, age, pregnancy, or related medical condition, religion, limited English speaking, sexual orientation, disability, or homelessness.*

### **WAYPOINT CORE VALUES**

The core values for the Cape Cod Collaborative/Waypoint Academy are formulated on the basis of two general principles, **SAFETY** and **RESPECT**. Safety is first and foremost. All students will be expected to conduct themselves in a manner that does not present an unsafe situation that may cause harm to themselves or others.

Respect for people and property will be modeled by all faculty of Waypoint Academy, and is expected of all students. Waypoint Academy is an opportunity for learning and growth for many of our students and positive reinforcement will be used to promote further understanding of this important practice and value. Tolerance and acceptance of differences will be modeled and taught by all faculty of Waypoint Academy and expected of all students. The program will strive to broaden, when necessary, every student's understanding and acceptance of human differences, including but not limited to ethnic origin, religion, sex, handicapping conditions, sexual orientation, age, and cultural practices.

**Note: Unless there is a distinction indicated between middle (grades 5-8) and high school (grades 9-12) the information contained in this Student Code of Conduct applies to the entire school program.**

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### ***Agenda Books and Binders***

1. Students are provided with an agenda book on their first day of the program. Agendas/binders are provided for two reasons: first, to develop and strengthen organizational skills with regard to classwork and homework; second, to create a sense of personal responsibility to remember and maintain their agenda books and binders.

2. Students are expected to get each assignment in their agenda book initialed by a faculty member. If a student is out of class or absent, it is their responsibility to write in their assignments and get them initialed at a later time. Students refusing to write in their homework or have it initialed cannot earn their Observing Classroom Expectations points.
3. Students are expected to bring their agenda book home every night. However, if students have no homework over the weekend, they may leave their agenda and binder in school on Friday afternoon.
4. Students are expected to bring their agenda book/binder in to school each day. Students who forget their agenda book will be assigned a minus ten (-10) from their point total. Students who forget their binder will be assigned a minus fifteen (-15) for the day. This results in a possible loss of 25 points from the day's total. HOWEVER, if students successfully complete an "Agenda Replacement Page" for that day and earn 78 or more of their daily points, they earn back 10 points. If an agenda book is missing for more than five school days, students will be required to purchase a replacement agenda book and reimburse the school \$8.50 or use earned tokens (High School).
5. Students are expected to bring their agenda book/binder in to school each day. Students who forget their agenda book will be assigned a minus ten (-10) from their point total. Students who fill out an 'Agenda Replacement Page' to write their assignments on can earn OCE points in their classes. If an agenda book is missing for more than five school days, students will be required to purchase a replacement agenda book and reimburse the school \$8.50 or use earned tokens (Middle School).
6. Students are expected to maintain their binders and agendas in a consistent, organized and respectful fashion. Papers are to be neatly organized by class and free of stray marks and inappropriate writing and/or drawing. Pictures and appropriate "décor" are allowable, at faculty discretion (e.g., no unacceptable graffiti, vulgarities, drug references, etc. and no student phone numbers).
7. Students are expected to write their assignments in pen in their agenda books.
8. Students are encouraged to self-monitor and record their daily scores in their agenda. Students who record their score for the entire month are awarded a "special treat," at the beginning of the next month. Students may participate in the choice of treat they earn.

## *Attendance*

A student must be at school, at a school related activity (e.g., field trips), or receiving academic instruction for at least half the school day to be counted as present. Students who are not physically present at school but who are receiving academic instruction from the district for at least half the school day should be counted as present. Examples of academic instruction include tutoring, online or distance learning. Examples of what is not considered receiving academic instruction is taking home classwork or homework.

All extended absences (4 or more consecutive days) will be investigated by documenting multiple attempts to reach the parents by phone and/or email. Sending school districts will be notified of all extended absences.

1. Students are expected to attend school every day. Excused absences for medical issues, doctor/dentist appointments are expected in either written or verbal communication from parent/guardian within 48 hours of the absence. (508-564-5099 x1215 or X1224)
2. Students are expected to gather missed work for the day(s) they are not present.

3. Students missing 3 days or more in a row are expected to bring in a doctor's note to excuse their absence.
4. More than 10 absences in a quarter will affect a student's overall grade in all classes.
5. Students refusing to attend school or not able to attend school due to a bus suspension receive a "0" for the day.

## ***Bathroom and Water Requests***

### **Middle School**

1. Students on Levels 1, 2, 3, and 4 must be escorted to the bathroom by faculty. Faculty will check the bathroom before and after the students use the facility.
2. Only one person is allowed in the bathroom at a time.
3. Bathroom use follows all US Department of Civil Rights, (OCR), and US Department of Justice, (DOC), in implementing Title IX regulations prohibiting discrimination based on a student's gender identity, including discrimination based on a student transgender identity.

### **High School**

Students on levels I, II and III must be escorted to the bathroom by faculty. Faculty will check the bathroom before and after the student uses the facility.

1. Only one student is allowed in the bathroom at a time.
2. Bathrooms and water requests will be permitted during the last five minutes of class. Bathroom use outside of this timeframe will result in point loss.
3. Students may use the bathroom at any time during homeroom and social development periods.
4. Bathroom use follows all US Department of Civil Rights, (OCR), and US Department of Justice, (DOC), in implementing Title IX regulations prohibiting discrimination based on a student's gender identity, including discrimination based on a student transgender identity.

## ***Breakfast, Snack & Lunch***

### **Middle School**

1. All students are expected to order lunch during morning homeroom. If choosing to bring their own lunch, students are encouraged to follow the healthy initiative followed by Waypoint Academy (i.e. avoid soda, candy).
2. Students are allowed to take part in our breakfast program, which includes a variety of cereal and/or granola bar, juice, milk and yogurt.
3. Students are allowed to eat a healthy snack during break time. Students interested in ordering snacks for break-time and/or lunch are asked to do so during morning homeroom. Students interested in ordering snacks for the end of the day are asked to do so during lunch. Students are allowed to purchase no more than 2 items and 1 drink per day with tokens.
4. Students are allotted designated time to eat breakfast, lunch and snack. Students are expected to eat during those designated times.
5. Students are also asked to not bring in open containers of any kind. Water bottles and/or juice boxes are welcome but need to be sealed and opened in front of a faculty member. An open container will be confiscated and emptied by faculty.

### **High School**

Students eat lunch in Homerooms; all students are expected to clean up after themselves at the end of lunch.

1. At faculty discretion, any student earning no points the period before lunch will be asked to eat lunch in the therapeutic support area.
2. Any student remaining in a faculty directed therapeutic support break within ten minutes of lunch will be required to eat lunch separately from their homeroom.
3. Please Note: Microwave and Refrigerator use during lunch is an earned privilege.

## ***Breaks***

### **Applies to middle school only**

1. Indoor breaks during inclement weather are held in a designated classroom with the option of using the gymnasium.
2. No student is allowed out of the break area unless given permission by faculty and monitored by that faculty member.
3. Students may choose to complete missed/owed schoolwork for the duration of break and/or lunch period and earn points.
4. Students in danger of failing a class may be asked to stay in for break to make up a portion of the owed work.
5. Students who refuse to complete owed work during breaks are expected to remain in the work room or therapeutic space room and not do earn break points.
6. Students who are medically excused from PE may not be allowed to participate in some of the sports activities that occur during break.
7. Students who have earned less than half of their points during the class periods before break will not earn break.
8. Misuse of any sporting equipment (i.e. throwing balls at someone, etc.) during breaks will result in the loss of the equipment use for a period of time as determined by faculty.

## ***Community Activities, Field Trips, & Transportation Rules***

1. Anytime a student is riding on a school vehicle they are expected to follow ALL of the rules explained to them by their driver. Failure to do so may result in the loss of transportation.
2. All school rules apply to behavior during any activity or bus ride with Waypoint faculty regardless of the time or location.
3. Any behavior that would result in a faculty de-escalation in school will result in a "0" for the day when in the community and on privileged trips.
4. At the discretion of faculty, Level 3 and higher students may use headphones and IPod, tablets, MP3 players, handheld games on field trip van/bus rides. Students may use these themselves and not share with other students. If a student is on level 5 or above, they are permitted to use their phone for games and music only. Any student using their device for another application will result in a "0 " for the day.
5. Any student sitting on the bus must wear a seat belt (as instructed by the manufacturer such as lap belt, shoulder harness) at all times.
6. Students are expected to follow all rules set by the bus driver (and bus monitor when applicable).
7. Seat Belts will be checked by faculty when entering the bus and at the end of the ride.
8. If any student is sitting in a seat that does not have a working seatbelt, that student may not remain in that seat and must go to a seat that has a working seatbelt.
9. the vehicle must come to a complete stop before removing seat belts and exiting the vehicle.

10. There is no eating or drinking on the bus unless students are permitted to do so by faculty under special circumstances.
11. Any behavior that would earn a faculty de-escalation in school will earn a 0 for the day on the bus. Loss of the next trip is at the faculty's discretion.
12. Male and females students may not sit in the same row/seat on the bus.
13. All passengers must face forward during the bus ride.
14. Students earning a faculty directed de-escalation during special events at school may lose the privilege of attending the next event. At faculty discretion, students may be asked to complete an assignment to earn the next event.
15. Students earning a bus write up from the transportation company will earn a minus 10 for the bus write up. Some infractions may lead to automatic bus suspensions or additional consequences.

Bus transportation is considered an extension of the school day. Conduct on the bus may be reflected in a student's points and levels at the discretion of faculty. Discipline reports from the bus could result in loss of points for the day. All behavior on a bus should be appropriate bearing safety in mind at all times.

**\*\*Students that have a valid driver's license and wish to drive to school may do so by following the "Driving to School" procedures in the Cape Cod Collaborative Student/Parent Handbook.**

## ***Computer Rules***

1. Students should not have food or drink near the computers.
2. Students must have permission from a teacher before using a computer.
3. Students are allowed to use appropriate web-sites ONLY (approved by faculty).
4. Students that have outstanding homework assignments will not earn the use of the computers during free time in homeroom periods. Students are asked to use their "free time" to make up any missed work and seek assistance from their teachers if necessary.
5. Level 1 and 2 students have the privilege of using the computer for educational games.
6. Levels 3 and higher have the privilege of using the computer for non-educational games.
7. Students who do not follow the above rules will have the following consequences:
  - 1<sup>st</sup> Offense = 2 Day Suspension of computer privileges
  - 2<sup>nd</sup> Offense = 5 Day Suspension of computer privileges
  - 3<sup>rd</sup> Offense = Loss of computer privileges for 45 school days\*\*

*\*This will be enforced as much as possible, however, if an IEP states (or if a teacher has an assignment) that a child is required to use the keyboard/word processing portion of a computer, a student will not be suspended from doing so.*

*\*At the discretion of teachers, students may watch a peer play games if they have lost the privilege to play themselves.*

## ***Daily Evaluation Sheet Responsibilities***

Daily Evaluation Sheets are permanent school documents and should be treated with respect. All students are expected to take personal responsibility for their Daily Evaluation Sheet.

1. Students must legibly fill out their point sheet in homeroom using blue or black ink. All information must be accurate and students must write in their goals as approved by faculty.

2. The Evaluation Sheet must be brought to each class and must be given to a faculty member at the beginning of class.
  - a. If a student forgets to bring their Evaluation Sheet, or if the Evaluation Sheet is lost during the course of the day, the student cannot earn points that day and may be required to fill out a new one
  - b. If the student finds their missing Evaluation Sheet within 24 hours, they may apply to receive points for the day the sheet was missing
3. Students are expected to not tamper with their Evaluation Sheets; doing so will result in a student not receiving points for that day. Tampering includes, but is not limited to:
  - a. Attempting to change points
  - b. Altering or defacing the Evaluation Sheet in any way deemed unsuitable by faculty

## ***Discipline***

All students are expected to follow the Code of Conduct and meet the requirements for behavior, unless otherwise determined through the special education TEAM process. State and federal special education and civil rights laws require that additional provisions be made for students who have been found by an evaluation TEAM to be eligible for special education or Section 504 services and whose program is described in an Individualized Education Plan (IEP) or Section 504 Plan. The IEP or Section 504 Plan will indicate whether the student is able to conform his/her behavior to the regular discipline code or if a modification is required. If a modified disciplinary code is required, it will be written into the IEP or Section 504 Plan.

### ***In accordance with Chapter 71 Section 37H, the following applies:***

[a] Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the Program Director.

[b] Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the Program Director.

[c] Any student who is charged with a violation of either paragraph [a] or [b] shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Program Director. After said hearing, a Program Director may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph [a] or [b].

### ***In accordance with Chapter 71 Section 37H½, the following applies.***

a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, Program Coordinator/ Director may suspend such student for a period of time determined appropriate by said Program Coordinator/Director, if said Program Coordinator/Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing



such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

b) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Program Coordinator/ Director of a school in which the student is enrolled may expel said student if such Program Coordinator/Director determines the student's continued presence in school would have a substantial detriment effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

***In accordance with Chapter 71 Section 37H ¾, the following applies***

(i.e., suspension or expulsion for offenses other than those covered in M.G.L. c. 71, § 37H (a) or (b) (dangerous weapons, controlled substances, and assaults on educational personnel) and M.G.L. c. 71, § 37H½ (felony complaint)):

a. The Program Coordinator/Director or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion, consider ways to re-engage the student in the learning process, and avoid using expulsion as a consequence until other remedies and consequences have been employed.

***Student Rights under Sections 37 H, 37 H ½, 37 H ¾ to appeal:***

- The student shall have the right to appeal a suspension or expulsion to the Executive Director.
- The student shall notify the Executive Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension or ten days from the date of the expulsion.
- The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal.
- At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of a discipline section.
- The Executive Director shall have the authority to overturn or alter the decision of the Program Coordinator/Director, including recommending an alternate educational program for the student.
- The Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be final.

Should the Collaborative suspend or expel a student under this section it shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 chapter 76.

***Assaults, Property Destructions and Attempted Run***

Any occurrence of assaults, property destruction or attempted running of students will earn: a "0" for the day, Level drop, loss of community trips, and possible criminal charges. Notification will be made to parents and school officials.

Seriously aggressive physical acting out behavior that presents imminent danger or harm to self or others may result in immediate suspension and probable termination from the program. Any action or incident that violates the Massachusetts Criminal Code for crimes against a person or personal property may also be reported to local police and a criminal charge filed.

### ***Dismissal***

1. Students will return to their homeroom class at the end of the day and are expected to follow the classroom rules, daily classroom tasks, and gather their school supplies while they wait for their bus to arrive.
2. A faculty member will dismiss the students from their homeroom class when their transportation is ready.
3. Students who are disruptive in any way during dismissal will fail to earn their afternoon homeroom points. At the discretion of faculty, they may be required to begin the next morning in a faculty directed therapeutic support break to resolve the issue.

### ***District Graduation Requirements***

All students will receive courses according to the Massachusetts Common Core State Standards. All high school students are working towards meeting their sending district's graduation requirements.

### ***Dress Code***

1. Attire or accessories must not be a distraction to the learning environment or a safety issue at the school. If necessary, the student will be required to change their clothing.
2. All shirts must meet the top of the pants.
3. Sleeveless shirts with appropriate arm holes are permitted at faculty discretion.
4. Shorts and skirts must be appropriate for the school setting as determined by faculty.
5. Inappropriate words or pictures on clothing are not permitted. Shirts that are deemed inappropriate by faculty must be turned inside out or changed. Failure to do so may result in being asked to leave the classroom.
6. Pants must be worn in a manner that undergarments are not visible. Students who continue to violate this rule will receive "0" points for the day.
7. Bandannas and coats are not allowed to be worn in school.
8. Hair picks or combs are not to be worn in school.
9. Any clothing worn with rips above the knee level is not allowed.
10. Jewelry and accessories that are not permitted in school are, but are not limited to the following: dog collars, spiked necklaces/bracelets/belts, and wallet chains.
11. Hats and hoods are not to be worn in the building unless otherwise allowed by faculty.
12. Sunglasses are not to be worn in the building.

### ***Driving to School***

Students who want to park on school grounds must request permission in writing from the Program Coordinator. Signed approval will be issued upon receipt of a completed request form. A copy of the student's license is also required. Drivers must adhere to rules and regulations stated on the request form and must display the approval while the vehicle is parked on school grounds during the academic day. Parking permissions are non-transferable.

All operators and passengers of motor vehicles are required to properly fasten their safety belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise properly restrained in an infant or child seat will be subject to discipline.

Parking on school grounds is considered a privilege. It is understood that the vehicle may be searched by school authorities if, in their opinion, reasonable suspicion exists that there may be an infraction of a school rule. Under these conditions, the student will be required to unlock the vehicle or be subject to disciplinary action for insubordination.

Students driving to school:

- a. May park only in designated parking lot.
- b. Must lock all cars and vehicles upon arrival at school and may not visit them again until dismissal time or other times authorized by the administration.
- c. Must obey all posted and written safety and traffic regulations as well as to display maturity and common sense in the operation of their vehicles.
- d. Must maintain a speed limit of 10 miles per hour at all times when entering and leaving school property.
- e. Must not park or drive on grass.

Students found in violation of these rules are subject to the loss of such privileges.

### ***Faculty/Staff Directed Breaks***

Staff directed support breaks are assigned at the discretion of faculty members with the goal of promoting a safe, respectful and positive learning environment. Staff directed breaks are used by faculty to assist students in learning coping skills.

1. The staff support break begins once the student is in the designated support break room beyond the line on the floor/door frame.
2. The student must “process”/talk through the issue with the faculty member who directed the break before the student returns to class.
3. The faculty will decide when the student is ready to return to class. This will be based on the outcome of the processing/“preventive planning” and the student’s attitude and willingness to accept some responsibility for their actions and participate in the class upon their return.
4. Students are still responsible for and held accountable for their behavior while in a support break.
5. Any student who exceeds 3 faculty directed de-escalations in one day will earn “0” points for that day.
6. The student will not be able to begin their “support break” until all pens/pencils and/or any and all personal items are turned over to a faculty member. Under certain circumstances, students may be given special permission from a counselor to retain stress relieving items while in a faculty directed therapeutic support break.
7. Students in “support breaks” are held responsible for erasing/cleaning any graffiti they may have placed on the walls before they leave the room.
8. Students are not allowed to speak with other students during support breaks and their time will not start until they are refraining from doing so.
9. Other than giving directions, faculty members (excluding counselors in some circumstances) should not speak with a student in therapeutic space until the student has demonstrated calm, settled, and appropriate behavior for three (3) minutes.

10. If faculty member who requested the therapeutic space is not available, the student's counselor will process with the student.
11. One point is deducted from the student's total points for each time a faculty directed space is earned (Middle School). Five points are deducted from the students total points for each staff directed break earned (High School).
12. If a student is demonstrating difficulty in processing with a teacher, the student's counselor may intervene and act as a mediator to facilitate the processing of the incident.
13. If a student remains in faculty directed therapeutic space for successive periods they will earn a new faculty directed de-escalation for each 45 minute time period.
14. At faculty discretion, a faculty directed space can be taken in a classroom or other space deemed appropriate by faculty.

## ***Friday Activity***

### **Middle School**

1. Students who earn 75% of their points for the week (personal and daily, Friday through Thursday) will earn the privilege of participating in the Friday afternoon activity.
2. Those students who earn the Friday privilege should not sleep during the activity. Students are allowed to read, draw and color during the activity.
3. Students who do not earn the activity will be given assignments at the discretion of the faculty members. Such assignments are to be completed during the activity period.
4. When available, Level 3 students and higher may have the option to participate in the "Level 3 and up Room" for computer, games, and other activities with their peers.
5. When participating in the "Level 3 and up Room" students are expected to participate in activities with other students. The purpose of the "Level 3 and up Room" is to promote appropriate socialization with peers.
6. Students earning a faculty directed therapeutic separation during Friday activity could lose the privilege of joining the activity the following Friday.
7. Three missed assignments that occur in any one class, will count against the student's eligibility for the activity on Friday afternoon (both homework and classwork). The time spent out of the activity is to be used to complete outstanding work, and the failure to complete the work results in the failure to earn points.

## ***General Rules and Expectations***

1. Leaving a room without permission may result in receiving a "O" for the day.
2. Students are expected to follow all faculty directions. Not following directions results in a failure to earn points for Attitude/Respect and/or Observing Class Expectations, with the remaining points left to the discretion of the faculty member involved.
3. Any unauthorized touching of ANY phone, intercom system, walkie-talkie, or fire alarm will result in a "O" for the day and other potential consequences as deemed appropriate by Program Administration.
4. At the discretion of faculty, one prompt may be given to remind students that the following are not acceptable and may result in failure to earn points:
  - a. Feet on any furniture
  - b. Tipping chairs on rear legs
  - c. Sitting behind faculty desks
  - d. Sitting on desks

5. In order for a student to speak to their counselor at other than a scheduled time, that student must ask a teacher first. Aside from emergencies, meeting with counselors should be done during breaks or the last five minutes of the class with permission from that teacher.
6. Students are expected to be prepared for class. Students are responsible for coming to every class with a proper writing utensil and their notebook/work binder. Failure to do so is an automatic "0" for Observing Classroom Expectations (OCE). Pens/pencils should be purchased during morning homeroom.
7. The following items are strictly prohibited and will be confiscated:
  - a. Liquid white-out, glue, rubber cement
  - b. Aerosol cans (excluding personal hygiene items)
  - c. Cigarettes/Tobacco paraphernalia/Electronic (or Vapor) cigarettes
  - d. Any weapon or combustible materials
  - e. Drugs/Alcohol/Alcohol-based products
  - f. Any item or substance deemed a potential safety hazard to students or faculty, as determined by faculty.
8. Students are expected to speak appropriately and with respect. Students who swear, rap/sing or "rhyme" words will fail to earn full OCE points. Students will fail to earn points in other categories at faculty discretion.
9. Students are expected to walk safely in the hallways.
10. Students drawing any pictures deemed inappropriate (i.e. gang related, violent or sexual in nature) will first fail to earn school rules, effort and respect point. Continued behavior may result in a "0" for the day.
11. Students are expected to complete all assignments on time. Refusing to do work results in a "0" for Observing Class Expectations and effort. Points are not earned for Attitude/Respect are at the discretion of faculty.
12. Any work that is a product of your own best effort will receive due credit. Full effort is expected of all students at all times-lack of effort will result in a failure to earn points. Any student caught cheating will earn a "0" for the day, earn "0" points for the assignment and will repeat the assignment. The student's parent/guardian will be notified.
13. Students are expected to be alert in order to learn. Students attempting to sleep during a class or repeatedly having their head down on a desk earn a "0" for the class. Sleeping/head down is not acceptable student behavior and is equivalent to a faculty directed therapeutic support break. The student will be required to make up any work they missed.
14. Students are expected to be under faculty supervision at all times. Anyone deliberately evading faculty supervision without permission/on level will earn a "0" for the day. "0" for the day or have additional consequences imposed as deemed appropriate by Program Administration.
15. Students are not allowed to write/inscribe on themselves or their clothing. Students who do will fail to earn OCE points and will be asked to wash it off.
16. Containers brought into the building must be commercially sealed. All drinks, soda bottles, water bottles, etc. must be unopened when they come into the building or they may be confiscated. Any open drink containers will be required to be emptied.
17. Any materials or activities related to gang culture are unacceptable in school and will be dealt with accordingly.

**Note: In order to provide a safe and secure school environment, random searches may be conducted at any time for all students. Occasionally, identified students may be required to be searched daily to ensure school and student safety.**

1. Arriving late to class results in one verbal prompt, but if it happens continuously it is a point deduction for classroom expectations.
2. Students are expected to work on any owed work during free time (i.e. last five minutes of class, break times or homeroom time).
3. Students are required to bring both their binder and agendas home each day.
4. Sexualized behaviors/verbalizations/gestures are not acceptable in school at any time. Physical contact may be considered sexualizing and/or inappropriate depending on the situation. Individual instances will be assessed by faculty and addressed accordingly. Such actions may result in failure to earn points for the day. Sexual misconduct will result in parental involvement, district notification, and possibly suspension or legal action.
5. Sharing of lunch/food is only allowed in HR with the permission of the HR teacher.
6. Lending or borrowing of personal property is not allowed and will result in failure to earn points.
7. Gum chewing is against school rules unless otherwise allowed by faculty.
8. Sharing of any materials, either earned on a level as a privilege (i.e. snacks, etc.) or material bought with their tokens will result in an automatic level drop.
9. Students are expected to put their best effort into any standardized testing and be respectful and considerate of others participating in standardized testing. Any student who earns a faculty directed therapeutic support break during such times will earn a "0" for the day.

## ***Hazing***

Waypoint Academy will strictly adhere to the Massachusetts General Laws related to Hazing. Participation in any form is prohibited along with any activities or incidents related to the occurrence or the appearance of activities that could be construed as Hazing.

The program will adhere to all MGL Chapter 269 requirements for the reporting and documentation of any and all occurrences or suspected occurrences of Hazing activities, including investigating, reporting and documenting those events reported as or suspected of being hazing.

The protocol for such investigations, reporting, and documentation will follow the same procedures that are outlined in the Cape Cod Collaborative Parent/Student Handbook.

## ***MCAS Testing/Schedules 2019-2020***

The MCAS testing schedule will be set as directed by the Department of Elementary and Secondary Education and is subject to change.

### **Fall/Winter 2019–2020 MCAS Retests and February Biology Test for High Schools**

<b>November 2019 ELA and Mathematics Retests (Legacy, paper-based tests)</b>	
ELA Composition Sessions A and B	November 6
ELA Reading Comprehension Sessions 1 and 2	November 7

ELA Reading Comprehension Session 3	November 8
Mathematics Session 1	November 13
Mathematics Session 2	November 14
<b>February 2020 Biology Test (Legacy, paper-based test; participation guidelines to be posted later)</b>	
Biology Session 1	February 5
Biology Session 2	February 6
<b>March 2020 ELA and Mathematics Retests (Legacy, paper-based tests)</b>	
ELA Composition Sessions A and B	March 2
ELA Reading Comprehension Sessions 1 and 2	March 4
ELA Reading Comprehension Session 3	March 5
Mathematics Session 1	March 6
Mathematics Session 2	March 9

### **Spring 2020 MCAS Tests for Elementary and Middle Schools**

<b>Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)</b>	
ELA test sessions	<b>CBT:</b> March 30 – May 1
Mathematics test sessions	<b>CBT:</b> April 27 – May 22
STE test sessions	<b>CBT:</b> April 28 – May 22

### **Spring 2020 MCAS Grade 10 ELA and Mathematics Tests**

<b>Grade 10 ELA (computer-based test)</b>		
<b>Prescribed Administration Dates</b> <i>Test the maximum number of students who can participate concurrently.</i>	ELA Session 1	March 24
	ELA Session 2	March 25
<b>Administration Dates Only if Needed</b> <i>Test any remaining students who did not participate in the first set of dates due to</i>	ELA Session 1	March 26

<i>technology/device limitations (only).</i>	ELA Session 2	March 27
<b>Grade 10 Mathematics (computer-based test)</b>		
<b>Prescribed Administration Dates</b> <i>Test the maximum number of students who can participate concurrently.</i>	Mathematics Session 1	May 19
	Mathematics Session 2	May 20
<b>Administration Dates Only if Needed</b> <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	Mathematics Session 1	May 21
	Mathematics Session 2	May 22

### **Spring 2020 MCAS High School STE Tests**

<b>Biology and Introductory Physics Tests for <u>Students in the Class of 2023 only</u></b> (Next-generation, computer-based tests)		
<b>Prescribed Administration Dates</b> <i>Test the maximum number of students who can participate concurrently.</i>	Biology Session 1 Introductory Physics Sess. 1	June 2
	Biology Session 2 Introductory Physics Sess. 2	June 3
<b>Administration Dates if Needed</b> <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	Biology Session 1 Introductory Physics Sess. 1	June 4
	Biology Session 2 Introductory Physics Sess. 2	June 5
<b>Chemistry and Technology/Engineering Tests for <u>Students in All Classes</u></b> (Legacy, paper-based tests)		
Session 1	June 2	
Session 2	June 3	
<b>Biology and Introductory Physics Tests for <u>Students in the Class of 2022 or earlier</u></b> (Legacy, paper-based tests)		



Session 1	June 2
Session 2	June 3

## ***Homeroom***

Students are expected to report directly to their assigned homeroom in the morning. Homeroom is a “time-on learning” activity focusing on social development and organizational skills. In order to earn all homeroom points, students are expected to:

1. Properly fill out their Daily Evaluation Sheet
2. Complete journals/other assigned activities
3. Alert faculty about token requests, lunch orders and Social Development Period requests as necessary.

## ***Homework Policy***

Homework is the responsibility of each student and should be completed as assigned. It is the teacher’s option to assign or not assign homework based on the instructional objectives of the class and the instructional needs of their students. Homework assignments will be purposeful and differentiated to meet the needs of all students.

1. Homework is the responsibility of each student and should be completed daily.
2. Incomplete homework assignments result in not being eligible to earn all potential points. If failure to complete homework assignments is deemed habitual by faculty, student may fail to earn more points.
3. Missed homework assignments that occur in any one class, will count against the student’s eligibility for certain activities. The time spent out of the activity is to be used to complete outstanding work, and the failure to complete the work results in the failure to earn points.
4. If the student completes the work at a later date, it is up to that teacher’s discretion what the grade for that assignment should be.
5. Homework assignments made up to earn the Friday activity/movie will not be accepted past the start of that class on Thursday. Work must still be submitted for the student to earn credit for the assignment (Middle School).

## ***Introduction to the Token Economy***

Our school’s token economy provides a tangible reward system for positive behavior. Students may use their tokens to purchase items at the school store. Students may earn tokens, which are recorded in a token account in their homerooms, on a daily basis. While we encourage students to save (budget) their tokens, they may be spent daily as long as students plan ahead (students must fill out a token economy check during homeroom). Students are expected to spend their tokens by the end of the current school year, as they cannot carry a balance over into the following year.

## *Level Systems*

### Middle School

#### LEVEL 1

All students upon entry into the program are granted Level 1 status.

- Privileges:
- ~ Eligible for break and lunch period with their group
  - ~ Students who earn 100% for the week (without any absences) will receive 40 token points.
  - ~ Able to use the computer for educational games.
  - ~ Students who earn 75% average for the week (of both personal and total daily points) have earned the additional privilege of attending the Friday activity.

- Responsibilities:
- ~ Attend school every day.
  - ~ Students are to fill out an evaluation sheet correctly every day.
  - ~ Students are expected to follow all school/bus rules.

#### To move from Level 1 to Level 2:

Students must earn a 79% (of both personal and total daily points) for 2 days in a row and will automatically be granted Level 2 status by their homeroom teachers.

#### LEVEL 2

After granted Level 2 status, students promoted will have the following:

- Privileges:
- ~ Entitled to all the privileges of Level 1.
  - ~ Students are able to use the computer for educational games.

- Responsibilities:
- ~ Student is expected to uphold all Level 1 goals.
  - ~ Student is expected to participate appropriately in all school activities.
  - ~ Students must maintain a 79% weekly average to remain on Level 2 (of both personal and total daily points).

#### To move from Level 2 to Level 3:

Students must earn an 82% for 5 days in a row (of both personal and total daily points) and complete a Promotion Application. Both their counselor and homeroom teachers can assist the student in completing the application, and the application is due by the end of the day on Tuesdays.

#### LEVEL 3

After successfully earning Level 3, students have the following:

- Privileges:
- ~ Entitlement to all the privileges of Level 1 and 2.
  - ~ Students who maintain Level 3 through the end of the week will earn 30 bonus token points on Friday morning.
  - ~ Able to use the computer for non-educational games during homeroom, indoor breaks, and lunch period.
  - ~ Students have the choice to remain out of the Friday's activity to report to the Level 3 and up room (when available) to participate in appropriate socialization games with peers.

- Responsibilities:
- ~ Student is required to uphold all responsibilities from Levels 1 through 3.

- ~ Student is expected to uphold the behavior contract designed on the application form by actively working to improve those targeted behaviors.
- ~ Students must maintain an 82% weekly average to remain on Level 3 (of both personal and total daily points).
- ~ If a student earns a zero for the day, it will result in an automatic level drop (including probationary levels).

To move from Level 3 to Level 4:

Students must earn an 88% for 10 days out of 12 days (of both personal and total daily points) while on Level 3 as well as complete a Promotion Application. This application is due by the end of the day on Tuesdays.

#### LEVEL 4

After successfully acquiring faculty approval, students promoted to Level 4 have the following:

- |                   |  |
|-------------------|--|
| Privileges:       | <ul style="list-style-type: none"> <li>~ Entitlement to all the privileges from Levels 1 through 3.</li> <li>~ Students who maintain Level 4 through the end of the week will earn 40 bonus token points on Friday morning.</li> <li>~ Students are eligible to eat lunch in a different homeroom once a week IF they have requested to do so during homeroom on that day and they've asked both HR teachers.</li> <li>~ Students may help choose the Friday's movie by submitting a title to their homeroom teacher.</li> <li>~ Students will be eligible to order out for lunch on Fridays, up to \$4.00.</li> <li>~ Able to use the computer for non-educational games during homeroom, indoor breaks, and lunch period.</li> </ul> |
| Responsibilities: | <ul style="list-style-type: none"> <li>~ Students are required to uphold all the responsibilities of Levels 1 through 4.</li> <li>~ Abuse of any privilege on this level will result in an automatic level drop.</li> <li>~ Students must maintain an 88% weekly average to remain on Level 4 (of both personal and total daily points).</li> </ul>  |

To move from Level 4 to Level 5:

Students must earn a 91% for 15 days out of 17 days while on Level 4 status (of both personal and total daily points). Students must also complete a Promotion Application. This application is due by the end of the day on Tuesdays.

#### LEVEL 5

After successfully earning faculty approval, students promoted to Level 5 have the following:

- |             |   |
|-------------|---|
| Privileges: | <ul style="list-style-type: none"> <li>~ Entitlement to all the privileges from Levels 1 through 4.</li> <li>~ Students who maintain Level 5 through the end of the week will earn 50 bonus token points on Friday morning.</li> <li>~ Students may assist teachers with activities that contribute to the daily operations of the classroom and program.</li> <li>~ Students are eligible to eat lunch in a different homeroom twice a week.</li> <li>~ Students may use CD player, IPOD or portable game systems (this does not include cell phones) during study periods and break times.</li> </ul> |
|-------------|---|

- ~Students may use a hall pass when leaving a classroom when granted by their teacher.
- ~ Students will be eligible to order out for lunch on Fridays, up to \$6.00.
- ~ Able to use the computer for non-educational games during homeroom, indoor breaks, and lunch period.
- ~ Able to use microwave or refrigerator
- ~Students can choose whether they bring their binder home.
- Responsibilities: ~ Students are required to uphold all responsibilities of Levels 1 through 5.
- ~ Two faculty de-escalations earned at any point while on Level 5 will result in an automatic level drop.
- ~ Students must maintain a 91% weekly average to remain on Level 5 (of both personal and total daily points).
- ~ Students must maintain a B average in all classes.

To move from Level 5 to Level 6:

Students must earn a 97% for 20 out of 22 days while on Level 5 (of both personal and total daily points) and:

- Complete a Promotion Application with new goals.
- Maintain a B average in all classes.
- Two (2) letters of recommendation – (1) from one-school personnel and (1) from an adult outside of school.
- Interview with the Director.

LEVEL 6

After successfully earning faculty approval, students promoted to Level 6 have the following:

- Privileges: ~ Student is entitled to all the privileges of Levels 1 through 5.
- ~ Students who maintain Level 6 through the end of the week will earn 60 bonus token points on Friday morning.
- ~ Students are eligible to eat lunch in a different homeroom three times a week.
- ~ Students will be eligible to order out for lunch on Fridays, up to \$7.00.
- ~Students may use a hall pass when leaving a classroom when granted by their teacher.
- ~ Able to use the computer for non-educational games during homeroom, indoor breaks, and lunch period.
- ~ Able to use microwave or refrigerator
- ~ Students are not required to turn in an evaluation sheet to each class, but should carry a filled out evaluation sheet on them at all times. Students are required to turn in their evaluation sheet at the beginning of 6<sup>th</sup> period. Failure to do so could result in not earning all points for that period.
- ~ One faculty de-escalation earned at any point while on Level 6 will result in an automatic level drop.
- ~Students may choose whether to bring their binder home.
- Responsibilities: ~ Students are required to uphold all responsibilities of Levels 1 through 5.
- ~ One faculty de-escalation will result in a level drop.

~ Students must maintain a 97% weekly average to remain on Level 6 (of both personal and total daily points).

## **High School**

### ***Assessment Level***

Students will be put on assessment level at faculty discretion, due to serious behavioral problems, habitual noncompliance or concerns related to potential self-harm.

Privileges: None.

Responsibilities: Supervision is maximum.  
Evaluation Sheet filled out completely.  
Lunch and Social Development Period will be spent supervised in a separate area.  
Students will be expected to follow the general expectations, Code of Conduct and meet the daily requirements of the school.

### Level 1

Students upon entrance to the program are granted Level I status.

#### Privileges:

- Eligible for Social Development Period and lunch period with the group.
- Any student earning 100% weekly point percentage receives twenty (20) bonus tokens.

#### Responsibilities:

- Follow Classroom Expectations
- Establish trust and respect for peers and faculty
- Strive for academic success
- Fill out evaluation sheet properly
- Attend school every day
- Participate appropriately in all activities

#### To move from Level 1 to Level 2 the student must:

- Earn 80% of all possible points each day for five (5) consecutive days.

### Level 2

After completion of the application for promotion and having received faculty approval, students promoted to Level 2 have earned the following:

#### Privileges:

- Entitled to all Level 1 privileges.
- Percentage of tokens earned increases
- Can participate in Student Council
- Allowed to listen to music on the computer during homeroom.

#### Responsibilities:

- All Level 1 responsibilities.
- To actively work to improve the targeted behaviors.
- Students must earn 80% of their points for the week to maintain Level 2.

#### To move from Level 2 to Level 3 the student must:

- Make progress towards achieving the goals identified on their application form.
- Earn 85% of all possible points each day for ten (10) consecutive days.

### Level 3

After completion of the application for promotion and having received faculty approval, students promoted to Level 3 have earned the following:

#### Privileges:

- Entitled to all the privileges of Levels 1 and 2.
- Percentage of tokens earned increases
- With permission from faculty, student may eat lunch once per week with the faculty member of their choice.
- Eligible to spend Social Development Period in the Community Room or gym
- Students may use free time for computer games or independent study.
- Students may carry a backpack or purse.
- May carry a water bottle throughout the day.
- Students may order a coffee or tea during homeroom time with a signed permission slip from a parent or guardian.
- Eat lunch with faculty of their choice weekly

#### Responsibilities:

- All Level 1 and 2 responsibilities.
- Continue working to improve the targeted behaviors.
- Students must earn 85% of points for the week to maintain Level 3.

To move from Level 3 to Level 4 the student must:

- Make progress towards achieving the goals identified on their application form.
- Earn 90% of all possible points each day for ten (10) consecutive days.

### Level 4

After completion of the application for promotion and having received faculty approval, students promoted to Level 4 have earned the following:

#### Privileges:

- Student is entitled to all privileges of Levels 1-3.
- Students may pass in the hallways and use a bathroom without a faculty member.
- Students may assist teachers and/or administrators with activities

#### Responsibilities:

- Actively working to improve the targeted behaviors.
- Students must earn 90% of points for the week in order to maintain level.
- All Level 1 to 3 responsibilities.
- Abuse of privileges is an automatic level drop.

To move from Level 4 to Level 5 the student must:

- Make progress towards achieving the goals identified on their application form.
- Earn 95% of all possible points each day for fifteen (15) consecutive days.
- Maintain a B average in all classes.

that contribute to the daily operations of the school or classroom.

- Students may request to eat lunch in another homeroom once per week with the permission of all faculty involved.
- Students may listen to music in the community room, as long as it is not disruptive to others
- During Thursday lunch, students may have a special lunch snack.
- Students have access to the microwave and refrigerator
- Personal electronics (iPods, MP3 players, handheld gaming systems, etc.) may be used during Social Development Period (SDP).

(Use of the devices camera or WiFi is not permitted)

- Students may use the Internet or play computer games during SDP.
- Option to buy lunch from a local restaurant on Fridays

- Two (2) faculty directed therapeutic support break in a day may result in automatic level drop pending the review of an administrator.
- A computer violation results in an automatic level drop

- Provide two letters of reference, one from a faculty member, one from an adult outside of school.
- Interview with the school director.

## Level 5

Once the Special Application Process has been completed and approved by AEP faculty, students on Level 5 have earned the following:

### Privileges:

- All privileges of Levels I through IV.
- During SDP the student is allowed to go outside, without a faculty member, as long as the student stays within the designated area.
- Choice of lunch from local restaurants once per week.
- (within a predetermined price range)

### Responsibilities:

- Actively working to improve the targeted behaviors.
- Students must earn 95% of points for the week to maintain this level.
- Abuse of privileges is an automatic level drop.
- Faculty directed therapeutic support breaks may result in level drop pending the

- Student may be eligible to work part-time in the office assisting the administrative staff.
- Student may not be required to carry an Evaluation Sheet.
- review of an administrator.
- A computer violation results in an automatic level drop

## ***Physical Education/Gym Use***

1. All students must have appropriate sneakers and clothing to participate in gym activities.
2. Tank tops are not allowed and T-shirts are available to wear from Waypoint if necessary.
3. Sneakers that leave black scuff marks are not allowed.
4. Participation in Physical Education is mandatory for students enrolled in the class. Excuses will only be accepted if written by a doctor, permission from their counselor, or a confirmed note from a parent.
5. Excused students must complete an assignment in order to earn points/grade for that gym period.
6. Valuables should not be taken into the gym; Waypoint faculty is not responsible for any lost or stolen items.
7. Behavior that earns numerous faculty de-escalations during gym class can result in an alternate gym activity.
8. Students must be responsible for their own possessions, sneakers, tee shirt, etc. and bring them for gym when scheduled.
9. Unexcused students refusing to participate will complete assigned written work. That student will earn points based on behavior, effort, following directions, respect and focusing on task.
10. Any student who is "unprepared" for PE class will be expected to complete a written assignment with the opportunity to earn no more than "2's" for that period.

## ***Positive Behavior Shaping System***

**Note: There may be slight differences between Middle and High School according to their respective Level Systems**

Students have the opportunity to earn points throughout the school day. In each class (including each Homeroom Period or Social Development Period) a student may earn daily points. Points are earned in different categories: Observing Classroom Expectations (OCE), Effort, Attitude/Respect, and "Personal Goal," specific to each student's individual need(s). In order to keep track of the points earned, students carry a Daily Evaluation Sheet with them to each class. Faculty will record points on the Daily Evaluation Sheet and students should expect faculty to explain why and how they received or failed to earn points. The results of the point system are important in four ways:

1. Points earned show a student's progress and pave the way for achieving personal, social and educational goals.
2. Daily Evaluation Sheets are school documents that become a part of a student's record
3. Points determine eligibility for students to advance in Level (and thus to earn more Level Privileges)
4. Points are the basis for earning "tokens" which may be spent in the school store

At the beginning of the academic school year there is a seven day probationary period for all returning students. Returning students that were on Levels 1 and 2 from the previous academic year will retain



that level during the probationary period. Students on Levels 3 or higher will retain Level 3 (with the exception of the backpack privilege) during the probationary period and will then return to their respective level after the seven days as long as they maintain the minimum point average required for that level (Level 4- 90%, Level 5- 95%, Level 6-97%).

Students that are transitioning from the middle school to the high school program at the beginning of the academic year will start on Level 1. Transitions at any other point during the school year will be at the discretion of faculty.

The Positive Behavior Shaping System is set up to acknowledge and reward students for “positive” behavior. As trust is developed and students earn points consistently, they are promoted on the level system. Level promotions imply an increasing sense of responsibility and students are granted more privileges. Status on the level system is also used as a measure of overall progress and can be used as one indicator of readiness to transition out of the program.

### ***Possession/Use of Weapons or Controlled Substances***

The possession or use of weapons, explosives, or incendiary devices is forbidden and will not be tolerated. Possession of such materials will result in termination from the program and possible expulsion from the referring school district; this consequence is based on the Education Reform Act of 1993. Seriously aggressive physical acting out behavior that presents imminent danger or harm to self or others will result in immediate suspension and probable termination from the program. Possession of any controlled substance, illegal drugs, alcohol, prescription medication etc. will also result in immediate suspension, possible filing of criminal charges, and termination from the program pending a hearing with the LEA. Any action or incident that violates the Massachusetts Criminal Code for crimes against a person or personal property may be reported to local police and a criminal charge filed.

### ***Respect for Others***

1. Derogatory comments or behavior toward any race, gender identity, sexual orientation, color, creed, or religion will result in failure to earn points or a “0” for the day at faculty discretion. The incident will be documented and parents/guardians and school officials will be notified. Cultural sensitivity lessons/assignments may be assigned. If persistent in nature, students may be suspended until a hearing/conference is held.
2. Any threat against another person (student or faculty) will result in automatic “0” for the day, possible suspension and notification to parent/guardian. Please note that threats can take many forms (direct, indirect, etc.) and any/all forms of threats will be dealt with swiftly and seriously, to include the possibility of suspension, termination and/or legal action.
3. Inappropriate topics of conversation are unacceptable in school. For example, discussing past or present violence, past or present drug issues, gossip/teasing, personal situations, etc. will result in failure to earn points for OCE. Points earned for attitude and respect are to be determined by faculty.
4. All students must respect personal/physical boundaries. If a student is demonstrating close personal contact (“PC”), one reminder will be given for the student to refrain from touching. Refusal to adhere to the personal contact policy will result in failure to earn points. Habitual non-compliance may result in earning an immediate “(0)” for the day, and/or level demotion. Parents and school officials may be notified.

5. Sexualized behaviors/verbalizations are not acceptable in school at any time. Physical contact may be considered sexualizing and inappropriate. Individual instances will be assessed by faculty and addressed accordingly. Such actions may result in failure to earn points for the day. Sexual misconduct will result in parental involvement and possibly suspension or legal action.
6. Assaultive behavior will not be tolerated. Consequences will be serious and will include, but not be limited to: failure to earn points, level demotion, loss of special activity privileges and possible criminal charges. The school will notify parents and the referring school district. A conference/hearing may be scheduled for repeated instances of assaultive behavior.
7. Any continual verbal or physical harassment or intimidation is considered bullying and will be properly investigated and result in an inability to earn points, and may result in a faculty directed de-escalation.

## ***Respect for Property***

1. Students are not to touch other people's property without permission from faculty.
2. At the discretion of faculty, one prompt may be given to remind students that the following are not acceptable and may result in failure to earn points:
  - a. Feet on any furniture
  - b. Tipping chairs on rear legs
  - c. Sitting behind faculty desks
  - d. Sitting on desks
3. Incidents of property destruction will earn a student a zero for the day. Such incidents are expected to be followed by restitution (fixing/making amends). Restitution is made through a community service contract, which specifies the necessary responsibilities to resolve the matter. School-based privileges will be suspended until the community service contract has been fulfilled.
4. Destruction of property includes, but is not limited to:
  - a. Graffiti, writing on the walls, doors or desks
  - b. Writing in books/tearing pages from books
  - c. Hitting, kicking, striking, any walls, doors, or school property in any way
  - d. Deliberate acts to break, damage, or alter school

## ***Self-Initiated Therapeutic Support Breaks***

### **Middle School**

1. Two (2) self-therapeutic space lasting ten minutes each are allowed per student per day. A student may only use one (1) self therapeutic space during a class period. If a student should use more than two (2) self therapeutic space in a day or more than one (therapeutic space ) in a class period, the additional therapeutic space will become a faculty directed therapeutic space. The loss of "1" point for each additional therapeutic space will be taken from the student's total at the end of the day.
2. A self therapeutic space is no longer than 10 minutes. If the student remains in therapeutic space for longer than 10 minutes, they will be given a faculty therapeutic space and the above stated rule #1 will result.
3. A self therapeutic space may only be taken with the permission of the faculty member(s) and must be asked for in an appropriate manner.

4. The student must maintain appropriate behavior while in the self therapeutic space.
5. Students must turn in pens or pencils and other belongings to faculty before entering the therapeutic space room.
6. Students should not speak with other students during therapeutic space time.
7. Faculty members will indicate the self therapeutic space on the student's point sheet, the time the student took the self, and the therapeutic space room number.
8. Unsafe behavior (e.g. kicking, slamming doors, or punching walls) while in the therapeutic space room could cause the self directed space to turn into a faculty directed therapeutic space.
9. When appropriate, students are encouraged to use various coping strategies (e.g. ball, chalkboard, thera-bands, chewing straws, drawing/writing etc.) while in therapeutic space area.
10. At the discretion of faculty, self-directed space can be taken in the classroom or other areas deemed as appropriate by faculty.

### **High School**

"Self-Initiated Therapeutic Support Breaks," (Selfs) are a privilege granted to students with the goal of assisting them in coping with stressful situations and demands. "Selfs" may be requested by the student by filling out a "self-slip" and are granted at the discretion of faculty

1. Each student is allowed up to two "Selfs" each day, but a student may only use one "Self" per period. If a student should use more than two "Selfs" in a day, the additional "Selfs" will become "Staffs".
2. The student must maintain appropriate behavior while in the "Self", for example: no kicking, slamming or punching walls while in the support break room.
3. Students must turn in pens or pencils to faculty before entering the time out room. Any student who refuses to turn in their pen/pencil will earn a "Staff" for non-compliance.
4. Students are not allowed to speak with other students during support breaks.
5. Students on Level 4 and 5 have the responsibility of requesting a "Self" therapeutic support break from a faculty member.
6. Students on Level 4 and 5 also have the responsibility of informing the faculty member of the designated location of their "Self" and are only allowed to be in that area.
7. Students on Level 4 and 5 have the responsibility of returning to class on their own.
8. If any of the above expectations for self are not met, the "Self" will turn into a "Staff" directed support break. If unacceptable behavior persists, at faculty discretion, a student's privilege to use a "Self" may be revoked.

### ***Social Development Period***

1. Students will be expected to hand in their Daily Evaluation Sheets as normal during Social Development Period.
2. Students who earned no points during the period before SDP may lose SDP privileges and be required to stay in a "therapeutic support" area during SDP.
3. If a student is assigned a faculty directed therapeutic support break during SDP they will fail to earn SDP points for that day.

During SDP when possible, students on Levels III, IV and V have the option of going to the Community Room or Gym provided there are faculty available to monitor. Students who choose to use the Community Room or Gym must stay there for the entire SDP.

## ***Special Activities (may apply to middle and high school at faculty discretion)***

Students who meet special activity expectations (determined by faculty for each activity) will earn the privilege of participating in scheduled special activities. Students who do not earn the activity are expected to complete assignments at the discretion of the faculty members. Such assignments are to be completed during the activity period.

1. All school and transportation rules apply to behavior during any activity or van/bus ride with Collaborative faculty regardless of the time or location.
2. Any behavior that results in a faculty directed support break at the activity is a "0" for the day and loss of the privilege of participating in the next special activity.
3. Only level 4 students and above are allowed to take their electronics on field trips for music purposes only. Violation of this rule will result in an automatic level drop. If a student chooses to utilize this privilege they are responsible for their electronic device(s) at all times.

## ***Student Application for Promotion***

### **Middle School**

- 1) Students must complete the application form and may request assistance from their teachers and/or counselor. The completed form must be submitted to their counselor by the end of the day on Tuesday in order to be considered for review by faculty. Once a student's application is submitted, they are considered on probation for that level until a faculty decision is made. Once an application is submitted, students are entitled to both the privileges of that level and are required to maintain the level responsibilities.
- 2) Students will be responsible in identifying three (3) behaviors that they feel need improvement. Students will record the behaviors on the application, which will serve as their contract and commitment to work on improving the identified behaviors.
- 3) All faculty members review the application for promotion. Faculty will base their decision on:
  - A. Maintaining the percentage of points needed to move up to the next level
  - B. Meeting the goals identified by the student.
  - C. Level 6 requires in addition to A and B, a meeting with the school administrator
- 4) In the event that a promotion is denied, the homeroom teacher and counselor will meet with the student to review the application, provide feedback to support the decision, and work out a strategy to assist the student to earn the promotion.

### **High School**

Students must officially apply in order to be considered for promotion from one level to the next. Students must complete the application form independently, but if necessary, may request assistance from their teachers and counselors. The completed forms must be submitted to a faculty member. Upon review the student may receive a provisional level status until a final approval is made at the faculty meeting.

All faculty will review the application for promotion and a decision will be based on:

- A. Maintaining the percentage of points needed to move up to the next level
- B. Displaying growth and progression on personal goals
- C. Level 5 requires, in addition to A and B:
  1. An interview with the school director

2. An “A-B” grade average
3. 2 letters of reference – one from a teacher and one from a parent or guardian.

Students may meet with their school counselors on the following day, to discuss the results of their application for promotion. In the event that a promotion is denied, the homeroom teacher or counselor will meet with the student to: review the application, provide feedback to support the decision and discuss strategies to assist the student to earn the promotion.

## *Suspension*

Suspension is a last resort and is used only in response to the most serious behavioral incidents, which present safety risks within the school environment. The decision to suspend a student is made by the Program Coordination in consultation with the Director of Special Education Programs. A written incident report will be provided to the Program Coordinator by those who directly observed and/or were involved in the incident within 24 hours. The Program Coordinator or designee will request a meeting with the family/guardians and School district liaison to discuss the incident and recommend a plan of action. As a Collaborative program, every incident is reviewed individually to ensure proper follow-through.

In the event that a suspension should be necessary, the following procedures will be followed:

- Whenever a student is suspended, the school shall immediately notify the parents and the public school or human service agency responsible for the placement. Within 24 hours, the school shall send a written statement explaining the reasons for suspension to the parents and public school district.
- No student may be suspended and sent home unless a responsible adult is available to receive the student.
- Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.
- Procedures must be in place to record and track the number and duration of suspensions, including suspensions from any part of the student’s IEP program (including transportation).

In the event that the suspension should be 10+ days, the sending district will be notified and a Team meeting held to discuss further student needs and/or placement options.

- A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities.
- If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting.
- If the TEAM determines that the behavior IS a manifestation of the disability, the TEAM, takes steps to modify the IEP, the behavior intervention plan, and/or the placement.

## ***Smoking/Vaping***

In accordance with the law, smoking (including e-cigarettes/vaping) is not allowed at any time within the school building or on school grounds.

Smoking/Vaping: Cape Cod Collaborative is committed to having a vape/vaping, smoke and tobacco free environment for all members of the school community. Therefore, the use or possession of tobacco products and smoking/vaping related products on school property, at school sponsored activities, and on vehicles used in the transportation of students is strictly prohibited. Tobacco products include cigarettes, cigars, chewing tobacco, snuff, or any other form of tobacco. Vaping products include vaping liquid and vaporizers or e-cigarettes of any kind. Violations will result in the following consequences:

Suspicion of Smoking or Vaping: No loitering is permitted in the lavatories and only one student in a stall at a time. Any student or students observed in a closed lavatory stall from which smoke or vapor odor (eg. a fruity smell) is emanating will be reported to the Program Coordinator for suspicion of smoking or vaping. Upon the discretion of the Program Coordinator, the student(s) may be searched.

Possession of Tobacco/Vaping Products: Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco), tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders), or vaping products (vapor liquid or vaporizers/e-cigarettes of any kind) on school property will result in confiscation of the tobacco related item by the Administration or Faculty. This includes students that are 18+ as well.

Discipline as a result of possession of tobacco products will be:

- 1st offense - confiscation, warning, education (e.g. meeting with nurse, counselor, or administrator).
- 2nd offense - confiscation, in-school suspension
- 3rd offense - confiscation, out-of-school suspension

## ***Time on Learning***

Cape Cod Collaborative/Waypoint Academy awards credit for all academic and school related work based on the Massachusetts Department of Elementary and Secondary Education "time on learning" requirements.

- Elementary school students participate in a minimum of 900 hours of regularly scheduled structured learning activities over a 180-day school calendar annually.
- Secondary school students participate in a minimum of 990 hours of regularly scheduled structured learning activities over a 180-day school calendar annually.
- Structured learning activities are regularly scheduled instruction, learning or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 Learning time includes direct study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade or credit), technology-assisted learning, presentations by persons other than teachers, school to work programs, and statewide student assessments.