



2024-2025 WAYPOINT ACADEMY 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 are expected to conduct themselves in a manner that is safe and does not cause harm to themselves or others.

Respect for people and property is modeled by all staff at Waypoint Academy, and is expected of all students. Waypoint Academy provides the opportunity for learning and growth for all. Positive reinforcements are used to promote further understanding of this important practice and value. Appreciation and acceptance of differences is modeled and taught by staff, and expected of all students. Waypoint Academy strives to broaden every student's understanding and acceptance of differences, including but not limited to ethnicity, gender, religious beliefs, sexual identity or orientation, abilities, age, and cultural practices.

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Attendance

Here at Waypoint Academy, attendance is important. A student must be at school, at a school related activity (e.g., field trips), or receiving academic instruction for at least half of the school day to be considered present. Students who are not physically present at school but who are receiving academic instruction from the district for at least half of the school day are considered present. Examples of academic instruction include tutoring and online or distance learning. Taking assignments home is not considered receiving academic instruction.

Extended absences (5 or more consecutive days) will be investigated and documented via multiple attempts to reach parents/guardians by phone and/or email. Sending school districts will also be notified of all extended absences.

1. Students are expected to attend school every day. Excused absences for medical issues, doctor/dentist appointments, are accepted 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) not present.
3. Students missing 3 days or more in a row are expected to bring in a doctor's note to excuse the absences.
4. Ten or more absences in a quarter may affect a student's grades.

Weekly Feedback

Waypoint Academy uses a weekly feedback system to help students understand their strengths and work on their challenges. This feedback system is also used to determine student privileges. Staff take note of student performance on three school-wide measures in each class. Students and families receive a "Week in Review" each Friday. The school wide measures are:

- 1 Behavioral Redirections – situations where a student engages in highly disruptive behaviors that require a staff member to correct or explicitly comment on the behavior in an attempt to stop it.
- 2 Level of Academic Support – The level of support required during academic instruction, beyond asking students to respond to questions or students asking for help. Level of academic support includes prompts to stay on task, attend to video or presentation, as well as 1:1 support.
- 3 Participation – The amount of time a student actively engages in lessons, including participating in discussion, attending to instructional videos, working on projects and assignments, writing, and taking tests.

Weekly summaries are designed to provide insight into how our students are performing and include comments from teachers and staff.

Binders and Agenda Books

Students are provided a binder on the first day of entrance to Waypoint Academy. Binders include traditional materials such as dividers, notebook paper, pens and pencils, as well as our Waypoint Agenda. 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.

Students are expected to write assignments in their agenda book and, when absent, gather missing assignments. Students should bring all academic materials needed for each class daily.

Binders are to be maintained 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. Inappropriate or unacceptable graffiti, vulgarities, drug references, etc. are not allowed.

General Rules and Expectations

Waypoint Academy students are expected to follow the general rules and expectations of our school which are built on the foundations of safety and respect. Acting in a safe and respectful manner earns privileges. Unsafe and disrespectful behavior, such as the following, may result in loss of privileges:

1. Remain in Learning Areas with Supervision - do not leave or evade staff
2. Follow Directions
3. Maintain Boundaries – no unauthorized touching/destruction of property
4. Be Prepared for Learning – come to class with learning supplies and no sleeping
5. Do Not Possess Contraband
 - a. Aerosols
 - b. Cigarettes/Tobacco/Vapes/Dabs
 - Weapons
 - d. Drugs/Alcohol
 - e. Hazardous material
6. Use Appropriate Language – no sexualized, racist, homophobic, or vulgar words
7. Do Your Own Work – no cheating or plagiarism
8. Speak Appropriately – no threats of harm
9. No Possession of Gang-Affiliated Items

Note: In order to provide a safe and secure school environment, random searches may be conducted.

Homework

Teachers decide whether or not homework is necessary. If given, it should be completed. It is the teacher’s option to assign or not assign homework based on instructional objectives of the class and the needs of students. Homework assignments are purposeful and differentiated.

1. Homework is the responsibility of each student and should be completed daily.
2. Missing homework assignments may count against eligibility for certain activities. Time spent out of the activity is to be used to complete outstanding work.

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.

District Graduation Requirements

All students participate in courses and receive academic work according to the Massachusetts Common Core State Standards. All high school students are working toward meeting his or her sending district's graduation requirements.

MCAS Testing/Schedules 2023-2024

The MCAS testing schedule will be set as directed by the Department of Elementary and Secondary Education and is subject to change. As retests, tests, and dates are made available, all information will be shared accordingly.

General Classroom Guidelines

Teachers and staff provide an overview of classroom-specific expectations for academics, behavior, and effort. Guidelines for school-wide measures as well as classroom specific expectations are posted in each learning area.

While each classroom may have individual differences, the following general classroom guidelines apply:

1. Arrive to class on time and prepared
2. Try your best
3. Complete missed assignments when given the opportunity
4. Refrain from sharing food
5. Refrain from lending personal property or "trading" items
6. Be respectful

Homeroom

Homeroom is considered an academic period focused on social development and organizational skills. Students are expected to:

1. Participate in typical routines for the period and complete assignments
2. Turn in phone
3. Place lunch order

Breakfast, Snack & Lunch

Waypoint Academy provides a healthy selection of breakfast, snack, and lunch items for all students – free of charge. Students are expected to eat during designated breakfast, snack and lunch periods. Snacking throughout the day is not permitted and excessively caffeinated or sugary items are discouraged.

Middle School Morning Break

Students in middle school are offered a school-wide break after period two. Snacks may be eaten during break, and if appropriate, break may include outdoor activities or time spent in the recreation room. Overall rules for break include:

1. Remain in the break area unless given permission to leave by staff
2. Complete missed/owed schoolwork for the duration of break if requested or directed
3. Use any materials or equipment appropriately

Middle School Friday Activities

Students who demonstrate safe behaviors and respect, as well as remain in good academic standing, will earn the privilege of participating in the Friday afternoon activity. Students who do not earn the activity will be given assignments at the discretion of staff. Such assignments are to be completed during the activity period.

Dismissal

Students return to homeroom at the end of the day for dismissal. Students are expected to follow classroom rules and perform end-of day tasks while gathering personal belongings and school supplies. Faculty members dismiss students from homerooms when student transportation is ready. Students who are disruptive in any way during dismissal may be required to begin the next morning in a faculty directed therapeutic support break to resolve the issue.

Driving to School

Students who want to park on school grounds must request permission in writing from the Program Director. A copy of the student's license is required. Drivers must adhere to rules and regulations of the road, park in approved spaces, and display a parking pass.

Parking on school grounds is considered a privilege. It is understood that the vehicle may be searched by school authorities if reasonable suspicion exists. Should a search be deemed necessary, the student will be required to unlock the vehicle or be subject to disciplinary action for insubordination.

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

Bathroom and Water Requests

Students are able to access bathrooms throughout the school day. Water is available both in classrooms and hallways. In order to ensure safety, students must be escorted to the bathroom by staff and place name on sign-in. Staff are to check prior to use as well as after use to ensure the safety of all.

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.

Dress Code

Waypoint Academy students are expected to dress in a manner consistent with other public school settings. Outerwear (hats, coats, gloves, etc.) are not to be worn indoors. Clothing that is ripped, tattered, or otherwise revealing of thighs, arms, etc. is not allowed. Attire or accessories must not be a distraction to others or a safety issue. At times, students may be provided alternatives. The following guidelines apply:

1. Shirts must have sleeves and meet the top of the pants
2. Shorts and skirts must be an appropriate length
3. Clothing may not have inappropriate words or pictures
4. Clothing should not be see through, or in other ways revealing
5. Undergarments should not be visible

Positive Behavior Supports System

Students have the opportunity to earn privileges through the display of appropriate behavior, courtesy, and respect. Each week, teachers, with the support and input from all staff, will assign each student a level of privileges shown below:

BRONZE	SILVER	GOLD	PLATINUM
Escorted by Staff Lunch with HR Selfs in Energy or Chill Rooms Only	Escorted by Staff Lunch with Silver + Selfs in any Area Chromebooks on Breaks Backpacks/Bags Allowed Water Bottles Allowed May Order Out on Fridays with own \$	No Escort Needed Lunch with Silver + Phone on Breaks Backpacks/Bags Allowed Water Bottles Allowed Hats Allowed Internship Potential \$5 Toward Friday Take Out	No Escort Needed Lunch in Preferred Spaces Phone All Day Water Bottles Allowed Hats Allowed Internship Ready Paid Work Ready Bring Your Pet to School For 1 Period

Staff determine the privileges based on student behavior. Beyond the daily tracking of school-wide measures, staff review the number and causes of student-initiated (self) and staff-directed therapeutic support breaks and restraints. All of these pieces of information guide staff to the assignment of privileges.

At the beginning of the academic school year, or the new entry of a student, the student will be placed on “Bronze”. As staff are able to assess safety, respect, and courtesy, students may advance their privileges. Students transitioning from Middle School to High School at the start of the academic year will begin on BRONZE. Transitions at any other point during the school year will be at the discretion of staff.

The Positive Behavior Shaping System is set up to acknowledge and reward students for positive and sought-after behavior. 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.

Student-Initiated (Selfs) and Staff-Directed Therapeutic Breaks

Students are allowed to take breaks throughout the day, with staff permission. Student-initiated breaks are referred to as “Selfs”. Each break is up to ten minutes and may be taken in the “chill”, or “energy” spaces. Additionally, students may request a break in the recreation room or “walking” self. Students are encouraged to build upon self-regulation strategies by using these breaks effectively.

Staff-directed therapeutic 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. A staff-directed break is typically a result of disruptive or unsafe behavior. The following outlines expectations of students while in a staff-directed therapeutic space:

1. Student must go to the assigned area for break
2. Student must relinquish any items he or she has brought including pens, markers, etc.
3. Students must not initiate side conversations with students or staff
4. Student must show signs of de-escalation and regulation

Once the above expectations have been met, a staff member will ask the student to remain quiet and calm for 3-5 minutes. This may be extended as necessary. Once the student shows that he or she is in control of his/her emotional state, the staff member who directed the break will be asked to process with the student.

Processing is the act of staff and student coming to a mutual agreement on what occurred to cause the staff-directed break and what measures need to occur to return to class. Processing may not be successful in the first attempt. If so, the student will be given more time and the staff member will return when it is deemed by supervising staff in the break space feel that the student is ready to try processing once more.

General guidelines for staff and students when part of a staff-directed break include;

- 1 minimizing conversation (other than giving directions) until the student has successfully remained calm for 3-5 minutes
- 2 alerting administration, Counselor, and nurse of break
- 3 log all data as needed into the database.

Community Activities, Field Trips, & Transportation Rules

Events in the community and bus transportation are considered an extension of the school day. Conduct in the community and on the bus may be reflected in a student's privileges at the discretion of faculty. Behavior in the community and on a bus should be appropriate and safe. All school-wide expectations for behavior apply on field trips. Should a student be unsafe, inappropriate, or out of control, future trips may be denied. General guidelines include:

1. Follow all requests of bus driver
2. Follow all requests of staff
3. Use seatbelts as available
4. Avoid eating on bus

Chromebook and Computer Use

Students are issued Chromebooks for academic use. All students must agree to the acceptable use policy. In addition to school-issued Chromebooks, students have access to classroom desktop and laptop computers. The following guidelines are in effect:

1. Students may not have food or drink near computers
2. Students must have permission from a teacher before using a computer

Students who do not follow the above rules will have the following *consequences:

- 1st Offense = 2 Day Suspension of computer privileges
- 2nd Offense = 5 Day Suspension of computer privileges
- 3rd Offense = Loss of computer privileges for 10 school days

**If an IEP states (or if a teacher has an assignment) that a student is required to use technology, the student will not be suspended from doing so.*

Physical Education/Recreation Room Use

1. All students must have appropriate footwear and clothing to participate in physical education activities.
2. Participation in Physical Education is mandatory for students enrolled in the class. Excuses will only be accepted if written by a doctor, counselor, or parent/guardian.
3. Excused and/or students refusing participation must complete an assignment in order to earn credit for the physical education period.

Discipline

All students are expected to follow the Waypoint Academy Code of Conduct and meet 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 Director, if said Program 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 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 a 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 assault, property destruction or attempted running of students will result in loss of privileges, 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

Hazing

Waypoint Academy strictly adheres to the Massachusetts General Laws related to Hazing. Participation in any form of hazing 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.

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 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.

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: 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 or possession of tobacco/vaping products will be reported to the Program Director

Discipline as a result of possession of tobacco / vaping 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
- **CONFISCATED ITEMS WILL NOT BE RETURNED TO STUDENT OR FAMILY**

Suspension

Suspension is a last resort and is used only in response to the most serious of incidents. The decision to suspend a student is made by the Program Director in consultation with the Director of Special Education.

The following guidance shall be in effect:

- A written incident report will be provided to the Program Director by those who directly observed and/or were involved in the incident within 24 hours. The Program Director, or designee, will request a meeting with the parent/guardian and school district liaison to discuss the incident and recommend a plan of action.
- In the event that a suspension should be necessary, the school shall immediately notify parents / guardians 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 district.
- No student may be sent home unless a responsible adult is available to receive the student. Once a student has been suspended for 3 consecutive school days or 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 lengthier 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 along with the following guidance:

- 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.

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