



# Code of Conduct

## Wayne County School District

**Purpose of Code of Conduct-** Wayne County School District (WCSD) has established the following Code of Conduct in accordance with the Utah State Discipline Laws and Procedure (53G-8-202). This is established to provide a map to make equitable and humanistic education a guarantee.

### **Governing Structure and Systems:**

**Multi-Tiered Systems of Support (MTSS):** Wayne County School District (WCSD) utilizes MTSS to ensure access to appropriate instruction and intervention academically, behaviorally, and socially-emotionally. This is based on the systematic implementation of the three tiers.

**Positive Behavior Interventions (PBIS):** WCSD is a PBIS based district. Each school utilizes the four pillars (Clear expectations, Taught expectations, Reinforcement, and Correction) to teach behavior. WCSD utilizes the Tiered Fidelity Inventory (TFI) to measure the strength of this system to ensure consistent implementation. This includes a concentrated focus on Tier 1 classroom management, systematic and targeted Tier 2 interventions, and Individualized Tier 3 plans.

**Social-Emotional Learning (SEL):** WCSD educates staff, students, families, and the community on Social and Emotional Competencies (SEC) in order to ensure each stakeholder is building skills to be an autonomous contributing citizen.

**Restorative Practices:** WCSD is focused on providing community and a Sense of Belonging in all spaces. When a community is disrupted there is a systematic restoration approach to help strengthen the community.

**Trauma-Informed Practices:** WCSD understands that Trauma is a contributing factor to student and staff wellness and success. In recognition of this factor, trauma-based practices will be trained and implemented at each Tier.

### **Intervention Teams:**

**District At-Risk Team:** A district Leadership team that uses the tiered framework district-wide to help create, distribute, and evaluate academic, social-emotional, and behavior assessments that are aligned to instructional resources for student success. This team ensures resources are available so that 80% or more (Tier 1) of students can access the general curriculum in each educational area. When needed, this team ensures that the correct interventions are identified, trained, and evaluated for school usage. They support schools with meeting observation and coaching.

**School At-Risk Team:** A leadership team that focuses on systematic implementation of support. Teams use a tiered framework informed by data to match academic, social-emotional, and behavior assessments with instructional resources for each student. The team ensures that 80% or more (Tier 1) of students respond to core instruction in each area. They also ensure that students who need additional support for enrichment or remediation are identified by data and provided intervention with the correct focus and intensity.



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**Social-Emotional Learning (SEL) Team:** The SEL team is a representative group who leads a coordinated approach to continuous implementation and improvement of districtwide SEL. This has a direct focus on all stakeholders (community, families, staff, and students) growth in Social-Emotional Competencies (SEC) and wellness. This is governed by the CASEL framework.

**District Safe School Team:** The district Safe School Team will be assembled and utilized when a student may require a change of placement. This team will utilize the most updated C-STAG model guidelines to ensure safety and skill building for all.

### **Policy and Procedure:**

#### **Due Process:**

Due process is an administrative procedure followed to protect the rights of the students when a student is recommended for suspension long term (10 or more days) or removal to an alternative school setting. A student has the following rights prior to a long-term suspension or removal (including shortened schedules):

1. Written notice of the allegations and of the opportunity for a hearing before an impartial hearing officer.
2. If requested, a hearing before an impartial hearing officer where an explanation of the evidence is presented.
3. An opportunity to refute/respond to the evidence at the hearing
4. Representation at the hearing.
5. A written notice of the decision of the hearing officer and information about appeal procedures.
6. An opportunity to appeal before the school board. Information about the appeal procedures will be provided in writing

#### **Appeals:**

A student who is suspended for longer than 10 days or expelled from school following a hearing before an impartial hearing officer at the district level, has the right to appeal that determination to the school board or the school board's designee. The student must submit a written request within ten (10) school days of receiving the decision of the hearing officer, outlining the reasons that the long-term suspension or expulsion should be overturned. The school board or designee will review the student's appeal along with the written decision from the hearing officer and will make a determination to either uphold the hearing officer's decision, overturn it, or modify it. The school board or designee may, in its discretion, meet with the student if it desires more information prior to issuing its decision. The decision from the school board or designee must be issued within five (5) school days.

#### **WCSD Special Education Policy:**

[Special Education Policies and Procedures](#)

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**Structure:**

**Infractions and Actions:**

Infractions are categorized into four levels: Low, Mid, High, and Egregious. Below is a non-exhaustive list for each level with basic definitions. Each level has a list of interventions and actions that are available within that level. The type of action can be best determined by utilizing the aggravating and mitigation factors listed. **The action should not be to punish a student, rather decrease the likelihood that they will engage in the same or similar behavior(s) in the future.**

Aggravating Factors	Mitigating Factors
<ul style="list-style-type: none"> <li>● Repeat offense</li> <li>● Duration of Latency of Offense</li> <li>● Impact: Harm caused to other individuals (physical or emotional)</li> <li>● Intent</li> <li>● Capacity and Access to harm</li> </ul>	<ul style="list-style-type: none"> <li>● A first-time offense of that nature</li> <li>● No intent to harm</li> <li>● Impact was small</li> <li>● Capacity or access to harm is low</li> </ul>

**Low-level Infractions:**

Infractions that can be dealt with in the classroom environment.

Infraction	General Definition
Classroom Disruption	<p>Definition: Behavior that makes it difficult for teachers to teach or students to pay attention to instruction</p> <p>Examples: Talking out, Out of seat, hanging off of the chair, making off-topic comments, strange sounds, blurting out, etc.</p>
Failure to follow directions	<p>Definitions: Student fails to comply with a clearly stated (verbal or written) direction from a school or district employee</p> <p>Examples: District employee asks a student to follow a direction and the student either ignores them or tells them no.</p>
Tardiness	<a href="#">Refer to District Attendance Policy</a>
Mild Physical Contact	<p>Definition: Physical contact that causes physical or emotional discomfort but does not rise to the level of harassment or fighting.</p> <p>Examples: pushing, roughhousing, aggressive play at recess Non Examples: accidentally bumping into someone, physical contact with intent to harm</p>
Misuse of Materials	Definition: Using school material in an unauthorized way

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	<p>Examples: Playing with a whiteboard, climbing on things, playing in stage curtains, etc.</p> <p>Non-Examples: destruction to property, electronic misuse, anything dangerous to others</p>
School-defined inappropriate Language	Definition: Vulgar derogatory language communicated verbally, non-verbally or gestures
Cheating	<p>Definition: Unauthorized using or sharing of information (devices, sources, etc.) in completing academic activities</p> <p>Examples: looking at your friend's paper, downloading answers, sharing information without permission, taking pictures of</p>
Lying	Definition: Purposeful misrepresentation or exclusion of information
Unauthorized Electronic Use	<a href="#">Acceptable Use Policy</a>
Dress Code Violation	<p>WHS student Handbook:</p> <p><a href="https://www.waynesd.org/parents-student/handbook-and-policies/160-whs/whs-additional-articles/951-whs-2019-hand-book.html">https://www.waynesd.org/parents-student/handbook-and-policies/160-whs/whs-additional-articles/951-whs-2019-hand-book.html</a></p>
Public Display of Affection	<p>Definition: Acts of physical intimacy on school grounds</p> <p>Example: Kissing in hallway, over clothes touching</p>

### Low-Level Actions:

Action	Description and Purpose
Teacher/Student Conference	The teacher and student have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Teacher/Family Conference	The teacher, student, and family have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Think-Time	The student will be asked to process what happened independently during a 3-5 minute period. This should happen in a designated area within the classroom. The teacher and student then discuss what happened and what they can both do in the future.

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Restorative Practice	Restorative practices help all participants to right what was wrong and restore the community as a whole. Please refer to the district list of restorative practices for utilization. <a href="#">Restorative practice list</a>
Note Home/Written Notice	District approved letter home is sent home to inform family of the violation, consequence/support that followed, and basic direction on support that can be provided. This letter should be signed and returned.
Verbal Reminder	The student will be given a clear reminder on what to do and how to do it.
Reteaching	This is a reminder that follows the teaching cycle (what need to happen, modeling of the behavior, student practice of behavior, and teacher feedback, and then reinforcement when a student uses desired behavior)
*Low level cannot result in a loss of class time due to in-school or out-of-school suspension	

### Mid-level Infractions:

Infractions will require an increased level of school-based authority and intervention.

Infraction	General Definition
Repeated low-level infraction	<p>Definition: The student engages in a (or several) low-level behavior(s) repeatedly within a day</p> <p>Examples: repeated walking around the classroom, repeated disruptions that make is difficult to teach even after classroom intervention</p> <p><b>*This should be dictated by an in-class consequence continuum.</b> <b>*There should be documentation of low-level behavior occurring prior to the mid-level escalation.</b></p>
Leaving Class (out of designated area)	<p>Definition: The student leaves class without teacher permission. The student is wandering around the class and will not comply with the designated area.</p> <p>Examples: The student is not in the designated area (assembly, lunch, etc.)</p>
Leaving school grounds	<p>Definition: The student leaves the school grounds during instructional time without familial permission.</p>
Truancy	<p>Refer to district attendance policy: <a href="https://www.waynesd.org/parents-student/handbook-and-policies/160-whs/whs-additional-articles/951-whs-2019-hand-book.html">https://www.waynesd.org/parents-student/handbook-and-policies/160-whs/whs-additional-articles/951-whs-2019-hand-book.html</a></p>

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Insubordination	Definition: The student ignores a direct order in an aggressive-disruptive manner. Escalated from failure to follow directions.
Vaping/Tobacco/Nicotine Use	Definition: Possession of use of tobacco or nicotine
Bullying	Definition: Bullying is defined by three-pronged criteria: 1- Unwanted aggressive or passive-aggressive behavior 2- observed or perceived power imbalance 3- repetition or high likelihood of repetition.
Cyberbullying	Definition: Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. ... Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else
Verbal Assault	Definition: Use of offensive language towards another person intended to provoke or convey threat or harm.

### Mid Level Actions:

Action	Description and Purpose
Teacher/Student Conference (Support)	The teacher and student have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Teacher/Family Conference (Support)	The teacher, student, and family have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Think-Time (Consequence, support)	The student will be asked to process what happened independently during a 3-5 minute period. This should happen in a designated area within the classroom. The teacher and student then discuss what happened and what they can both do in the future.
Restorative Practice (Consequence, support)	Restorative practices help all participants to right what was wrong and restore the community as a whole. Please refer to the district list of restorative practices for utilization.
Note Home/Written Notice (Consequence)	District approved letter home is sent home to inform the family of the violation, consequence/support that followed, and basic direction or the support that can be provided. This letter should be signed and returned.
Verbal Reminder	The student will be given a clear reminder on what to do and how to

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(Support)	do it.
Reteaching (Support)	This is a reminder that follows the teaching cycle (what need to happen, modeling of the behavior, student practice of behavior, and teacher feedback, and then reinforcement when student uses desired behavior)
Bus Suspension (Consequence)	The student will not be allowed to ride the bus (to and from school, or extracurricular activities) for a designated period of time. This needs to be written and signed by the school, student, and family.
Referral to At-Risk Team (Intervention)	The school staff utilizes the specified intervention team referral process to refer a student. This should only be used when the student meets the criteria for referral.
Referral to Youth Services (Intervention)	The school staff utilizes the specified Youth Services referral process to refer a student. This should only be used when the student meets the criteria for referral.
Out of School Suspension (Exclusionary)	The student will not be allowed on the school campus for a designated period of time. This should only happen following the written OSS protocol and should always include a reinstatement meeting.
After School Suspension (Consequence)	The student will be required to stay after school for a designated amount of time. This should be documented and have a learning component with it.
*Mid-level actions that result in any missed school or time-owed are only assigned by the school administrator. All actions need to be tracked in the designated tracking system. Students that have several mid-level infractions should be considered for intervention.	

### High-Level Infractions:

Infractions require an increased level of planning, intervention, and possible outside resources due to the severity of risk and deficit.

Infraction	General Definition
Fighting	Definition: Displaying or engaging in violence and aggression. Non-example: Roughhousing, horseplay, unintentional physical contact
Sexual Harassment	Definition: Behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances.
Drug/Alcohol Usage	Definition: The student is in possession of or has used drugs or alcohol on the school premises.

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Weapon Possession	Definition: The student is in possession of a weapon (designated by Utah code) on the school premises.
Inciting a fight	Definition: The student purposefully organized, promoted, or encouraged others to fight.
Harassment	Definition: A student incites mental, physical, or emotional harm to another person on a regular basis. (repeated bullying)
Extortion	Definition: The student obtained (or tried to obtain) something through force or threat.
Theft (above \$50)	Definition: The student takes something that doesn't belong to them with the intention of keeping or selling it.
Property Destruction (\$100 or more)	Definition: The student engages in an action involving deliberate destruction of or damage to public or private property.
False report of serious infraction	Definition: The student knowingly reports a serious infraction (bullying, harassment, fighting, stealing, etc.) that is inaccurate or false.
Accessing a VPN	Definition: Students access a VPN (virtual private network) to bypass student internet filtering.

### High-Level Actions:

Action	Description and Purpose
Teacher/Student Conference	The teacher and student have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Teacher/Family Conference	The teacher, student, and family have a brief conversation covering the following: what happened, why (both student and teacher perspective), what can be different, and what support is needed to engage in the difference.
Restorative Practice	Restorative practices help all participants to right what was wrong and restore the community as a whole. Please refer to the district list of restorative practices for utilization.
Note Home/Written Notice	District approved letter home is sent home to inform the family of the violation, consequence/support that followed, and basic direction on the support that can be provided. This letter should be signed and returned.
Referral to	The school staff utilizes the specified intervention team referral



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intervention Team	process to refer a student. This should only be used when the student meets the criteria for referral.
Referral to Youth Services	The school staff utilizes the specified Youth Services referral process to refer a student. This should only be used when the student meets the criteria for referral.
Referral to Law Enforcement	The school administrator will work with local law enforcement to submit a charge. The school will follow up with charges and interventions provided.
Out of School Suspension (Exclusionary)	The student will not be allowed on the school campus for a designated period of time. This should only happen following the written OSS protocol and should always include a reinstatement meeting.
After School Suspension	The student will be required to stay after school for a designated amount of time.
<p><b>**High-level actions that result in any missed school or time-owed are only assigned by the school administrator. All actions need to be tracked in the designated tracking system. Students that have several mid-level infractions should be considered for intervention.</b></p>	

### **Egregious Violations:**

Infractions that pose a significant risk to the student or other community members. These could require a possible change of placement and comprehensive intervention resources.

<b>Infraction</b>	<b>General Definition</b>
Drug Distribution	<p>Definition:</p> <p>1- The student has drug paraphernalia (scales, excessive cash, accounting documents) or drugs (more than usable for one student) on school property that indicate intent to distribute.</p> <p>2- There is physical evidence (other student accounts) of students selling drugs on school property.</p>
Sexual Assault	<p>Definition: illegal sexual contact that usually involves force upon a person without consent or is inflicted upon a person who is incapable of giving consent (as because of age or physical or mental incapacity) or who places the assailant (such as a doctor) in a position of trust or authority</p>
Aggravated Assault	<p>Definition: The student causes serious injury to another person through physical contact. This could include the use of weapons.</p> <p>*mitigating and aggravating factors should be considered</p>
Aggravated Weapons	<p>Definition: The student has a weapon with the intent to cause harm.</p>

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possession	*School threat assessment should be completed to determine intent
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**Egregious Actions:**

Action	Description and Purpose
Referral to intervention Team	The school staff utilizes the specified intervention team referral process to refer a student. This should only be used when the student meets the criteria for referral.
Referral to Youth Services	The school staff utilizes the specified Youth Services referral process to refer a student. This should only be used when the student meets the criteria for referral.
Referral to Law Enforcement	The school administrator will work with local law enforcement to submit a charge. The school will follow up with charges and interventions provided.
Completion of a Threat Assessment	The school/district team will complete a threat assessment according to district protocol.
Out of School Suspension (Exclusionary)	The student will not be allowed on the school campus for a designated period of time. This should only happen following the written OSS protocol and should always include a reinstatement meeting.
Referral to District Team	The school administrator will complete the referral for the district based team
Change of Placement (Exclusionary)	The student will be educated in a different setting based on the district team's determination of need. The duration and criteria will be clearly documented. This is used to provide the correct amount of support to keep students safe while building skills.
Expulsion (Exclusionary)	The student will no longer be educated by WCSD for a designated period of time.

\*All students that engage in an Egregious Action will be filtered through the district team to determine the correct amount of supports, consequences, and educational placement.