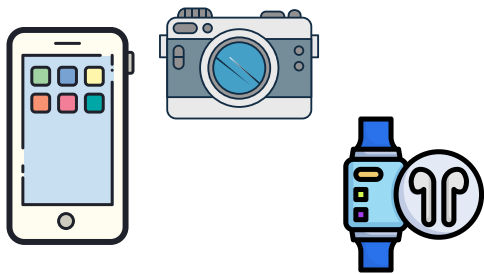


Personal Electronic Devices

The Wheatland-Chili Central School District assumes no liability for “personal electronic devices”, which is any device that electronically communicates, sends, receives, stores, records, reproduces or displays voices and/or text communications or data. These include but are not limited to: cell phones, smartphones, smartwatches, video recorders, video game players, iPods, music and media players, cameras, tablets, laptops, personal computers, personal digital assistants, earphones or “AirPods,” and tracking devices (such as “AirTags”).

For Grades PK-5: The rule is simplified as “off and away during the school day.” This means that it is not prohibited to bring electronic devices to school, but they need to be powered off and out of sight during the school day so that students can focus on learning. Any student that cannot abide by this rule will have his or her device confiscated. It may be returned to the student at the end of the school day or a parent may be called to come to school to retrieve it.



5 School Rules

- Use appropriate and respectful language with peers and adults.
- Be safe and respect others’ personal dignity and space (keep hands and feet to self).
- Listen, acknowledge, and respond to directives and requests.
- Arrive to class on time.
- Stay in class and have a pass to travel in public spaces.

T. J. Connor Tenets

- These are our three core beliefs in terms of expected behaviors:

• **Work Hard**
• **Be Kind**
• **Treat Others**
With Respect

PBIS

At T. J. Connor, we utilize a Positive Behavior and Intervention Supports framework to further reiterate expected behaviors and acknowledge positive actions within our school community. Through this, we use the acronym ROAR, in which Wildcats demonstrate respect, ownership, attitude, and responsibility.



Please refer to the PBIS parent brochure for a more detailed outline of our program.

T. J. Connor Elementary School



Code of Conduct and Support (Abridged Version)



Wheatland-Chili Central School
13 Beckwith Ave.
Scottsville, NY 14546
(585) 889-4500

Determining Disciplinary Responses

Building administrators and school faculty consult The Code when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior.

The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student’s age and developmental stage of maturity
- the student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior infractions
- the nature, severity and scope of the inappropriate, unskillful, or unacceptable behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student’s IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student’s response to intervention

Application of The Code

This code applies to all students, school personnel, parents and other visitors when on school property, on a school bus, or attending a school function.

We are a Restorative District

This means we hold students accountable for their behaviors and we make sure that students “make it right” with those who were harmed by their actions. True behavior change only occurs when lessons are learned.

Restorative Mindset	Non-Restorative Mindset
People and relationships matter	Rules and unconditional respect matter
Strive to connect and relate to others from a place of mutual respect	Relates to others through a role (e.g., teacher to student)
Everyone is innately good and capable of change	Some people are innately bad and cannot change their behavior
Collaborative decision-making is valued	Autocratic decision-making is valued

We are a Restorative District

Restorative Mindset	Non-Restorative Mindset
Feelings of students are fundamental to school climate and personal well-being	Programs and school structures are fundamental to school climate
When things go wrong, focus on harm caused to all	When things go wrong, focus on laying blame
Personal accountability and responsibility for actions is important	Punishing those who are to blame is important
Behavior is a form of communication	Behavior is personal
Conflict and wrongdoing are framed as a learning moment	Conflict and wrongdoing are problems to be dealt with
Seeks to support others in behavior change and provides structures for ongoing behavior support	Demands behavior change and escalated punitive consequences for further misconduct
Social-emotional capabilities need to be taught and reinforced	Social-emotional capabilities are neurologically fixed
Recognizes the impact of affect and emotion in human interaction and proceeds accordingly	Lacks understanding of affect and emotion