



Williston Discipline

2024-2025

[Board Policy - 4316 Student Dress Code](#)

[Board Policy - 8410 Discipline](#)

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A Progressive Approach

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Overview



- Creating “Steps of Discipline” that involve increased parent communication and student conversations
- Establishing high expectations with our students, holding them accountable, and supporting their progress along the way
- Supporting teachers with specific challenges in the classroom
- Identifying layers of support based on individual needs
- Piggybacking with ROAR incentives to create a positively charged environment that encourages our students
- Discipline Chart

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The Data says...

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2340 Referrals

- Glass half full-Detailed documentation
- 1700 days of OSS, 1400 days in ISS
- Discipline impacts attendance
- What could our achievement be if we make improvements?
- Area of Schoolwide Focus for this year
- We are ALL a piece of the puzzle
- Discipline Committee to make recommendations to the staff

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Teacher steps for Minor offenses (Level 1's)



1. Verbal Warning/redirection
2. Student conference (remove audience) and/or Paws(76-550) phone call
3. Assign a teacher consequence-**Make parent contact**
 - a. Write a minor incident referral in Educator Handbook
4. Office referral
 - a. If the behavior continues in the same class, call for Tier 2 (persistent minor behavior)
 - b. 3 minors during the month for a similar behavior with the same teacher (Ex. Disruption, Language)

****We will start with a clean slate at the beginning of each calendar month****

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Teacher steps for Majors (Level 2 and 3)



1. Tier 2 Phone call to main office (76-550) and administrator will escort to ISS-Office referral/parent contact
2. Office Referral(Administration will determine consequence)

What is the difference between Paws and Tier 2 calls?



Paws

- Used when a student needs a break from your room (Walk and Talk, push in) or you need adult support to allow you to have a conversation with a student.
- Responders-**Mr. Hibbert**, Ms. Mack, Counselors, Officer Jeff

Tier 2

- Used when a Level 2 or Level 3 offense occurs. The behavior taking place does not allow you to continue teaching.
- Administration will respond ASAP
- Priority-High

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Teacher Consequence Menu



- Student Behavior reflection-Recommended to set up a 'Cool Down' space in your room
- Change of seats
- Parent phone call and document
- Student conference-Restorative conversation with teacher
- Parent conference with individual teacher or grade level
- Lunch and Learn (Behavior and academic)
- Bounces to grade level team

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Administrative Consequence Menu/ Referral Procedures



- ISS
- OSS
- Student conference-Restorative conversation with teacher
- Parent conference
- Referral to counselor
- Consult with support team (psychologist, social worker, CIS, etc)
- Community service

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Overview and reminders



- Consequence Continuum
- Ensure you are putting Minors in Educator Handbook and making parent contact
- 3 strikes marketing at teacher and administrative level
- Re-Entry meetings with 5 day OSS and more

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Tardy Policy

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2 scenarios

Tardies to school in the morning

- Students that show up before STAR is over
- Solution-Lunch and Learn for repeat offenders
- How do we track?
- Who monitors? HR/STAR teachers/Ms. James/Social worker

Tardies to class once they arrive at school

- Handle with tardy policy



Getting PBIS involved

Students that are not tardy to class are rewarded with a voucher to get free ice cream - once a month (suggested by S.Perkins)

Other ideas-Extra recess, Grade level reward, Monthly raffle

- Check with lunch manager about getting discount
- Potential money from social worker
- PTA donations

Students that are late to school

- After being tardy 5 consecutive days or 10 days in a semester contact DSS

Tardy Policy for all classes (HR, STAR, etc.)



1st Tardy	Verbal Warning
2nd Tardy	Verbal Warning
3rd Tardy	Lunch and Learn-Parent phone call by teacher
4th Tardy	Lunch and Learn
5th and beyond	ISS assignment/Parent contact by admin

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