Williston Middle School Schoolwide Behavioral Plan (2026-2027)

New Hanover County Schools
Effective Date: July 1, 2026
Review Cycle: Annual
Authority: Assistant Superintendent of Student Support Services (Superintendent's Designee)

I. PURPOSE

The purpose of this Schoolwide Student Behavior Management Plan is to establish a comprehensive framework for promoting positive student behavior, preventing misconduct, ensuring a safe and orderly learning environment, and responding to behavioral concerns in a manner consistent with New Hanover County Schools (NHCS) Board Policy 4302. This plan serves as the behavioral management component of the Williston Middle School Improvement Plan and supports student achievement, positive school climate, social-emotional growth, and equitable access to educational opportunities.

II. AUTHORITY

This plan is authorized under the direction of the Assistant Superintendent of Student Support Services, serving as the Superintendent's designee, and is implemented by the Principal of Williston Middle School in collaboration with the School Improvement Team, faculty, staff, students, families, and community stakeholders.

III. LEGAL AND POLICY AUTHORITY

This plan shall be governed by and implemented in accordance with:

- North Carolina General Statutes governing student discipline and school safety;
- NHCS Board Policy 4300, Student Behavior Policies;
- NHCS Board Policy 4302, School Plan for Management of Student Behavior;
- NHCS Board Policy 4341, Parental Involvement in Student Behavior Matters;
- The NHCS Code of Student Conduct; and
- Applicable federal laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title IX.

Nothing in this plan supersedes district policy, state law, federal law, or administrative procedures established by New Hanover County Schools.

IV. PHILOSOPHY AND GUIDING PRINCIPLES

Williston Middle School is committed to fostering a school environment that is safe, respectful, orderly, inclusive, and conducive to learning for all students.

Consistent with NHCS Board Policy 4300, all decisions regarding student behavior shall be guided by the Board of Education's commitment to:

- Teaching responsibility and accountability;
- Respecting cultural, racial, ethnic, religious, social, and ideological differences;
- Ensuring fairness, dignity, and equitable treatment of all students;
- Promoting positive relationships among students, staff, and families; and
- Maintaining safe, orderly, and inviting schools.

The purpose of student behavior management is to:

1. Create a safe and orderly environment in which students can learn.
2. Teach and reinforce expected standards of behavior.
3. Help students understand and accept responsibility for the consequences of their actions.
4. Provide opportunities for students to develop self-control and problem-solving skills.

The following principles shall guide implementation of this plan:

- Student behavior management strategies will complement other efforts to create a safe, orderly, and inviting environment.
- Positive behavioral interventions will be employed as appropriate to improve student behavior.
- Responsibility, integrity, civility, and other standards of behavior will be integrated into the curriculum and school culture.
- Disruptive behavior in the classroom will not be tolerated.
- Consequences for unacceptable behavior will be designed to help students comply with expectations, accept responsibility, and develop self-control.
- Strategies and consequences will be age and developmentally appropriate.

V. SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Williston Middle School shall implement a Positive Behavioral Interventions and Supports (PBIS) framework built around schoolwide expectations.

All students and staff are expected to demonstrate the following core values:

Responsibility

- Arrive prepared and on time.
- Follow school and classroom expectations.
- Complete assignments and tasks.
- Accept responsibility for actions and choices.

Excellence

- Demonstrate effort and perseverance.
- Engage actively in learning.
- Strive for continuous growth and achievement.

Safety

- Follow school and classroom procedures.
- Maintain safe behavior in all settings.
- Report safety concerns appropriately.

Positivity

- Demonstrate encouragement and school pride.
- Use respectful and constructive communication.
- Contribute to a welcoming learning environment.

Empathy

- Respect differences and diversity.
- Demonstrate kindness and understanding.
- Resolve conflicts appropriately.

Citizenship

- Demonstrate honesty and integrity.
- Respect people and property.
- Contribute positively to the school community.

Behavioral expectations shall be taught, practiced, reinforced, and monitored throughout all school settings, including classrooms, hallways, buses, cafeterias, extracurricular activities, athletic events, and school-sponsored functions.

VI. MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Williston Middle School will implement a Multi-Tiered System of Support (MTSS) to identify, assess, intervene, and monitor students experiencing behavioral difficulties.

Tier I: Universal Supports

Provided to all students:

- Schoolwide behavioral expectations instruction
- PBIS implementation
- Social-emotional learning instruction
- Character education
- Restorative classroom practices
- Consistent classroom management
- Positive student recognition systems

Tier II: Targeted Supports

Provided for students requiring additional behavioral support:

- Check-In/Check-Out (CICO)
- Mentoring programs
- Small-group counseling
- Behavior contracts
- Attendance interventions
- Social skills instruction
- Parent conferences
- Progress monitoring

Tier III: Intensive Supports

Provided for students demonstrating significant behavioral concerns:

- Functional Behavioral Assessments (FBA)
- Behavior Intervention Plans (BIP)

- Individual counseling interventions
- Intensive MTSS support
- Community agency referrals
- Wraparound support services
- Individualized behavioral planning

VII. IDENTIFICATION, ASSESSMENT, AND ASSISTANCE OF STUDENTS

Students at risk for repeated disruptive or disorderly conduct shall be identified through:

- Office discipline referrals;
- Teacher referrals;
- Behavioral data reviews;
- Attendance records;
- Academic performance indicators;
- Parent concerns;
- Counseling referrals; and
- Student support team recommendations.

The MTSS Team shall:

1. Review available data.
2. Identify patterns and root causes of behavior.
3. Develop intervention plans.
4. Monitor intervention effectiveness.
5. Engage parents and guardians in the problem-solving process.
6. Recommend additional supports when necessary.

VIII. POSITIVE BEHAVIORAL INTERVENTIONS

Williston Middle School prioritizes proactive and preventive approaches to behavior management.

Positive behavioral interventions may include:

Classroom Interventions

- Verbal redirection
- Non-verbal cues
- Proximity control
- Re-teaching expectations
- Reflection activities
- Goal setting
- Student-teacher conferences
- Positive reinforcement

School-Based Interventions

- Counseling referrals
- Mentoring support
- Peer mediation
- Restorative conferences

- Social-emotional learning supports
- Behavioral skill development
- Attendance support services
- Academic intervention supports

Positive Recognition Systems

Students may be recognized through:

- Tiger Pride acknowledgements
- PBIS incentives
- Positive parent contacts
- Citizenship awards
- Attendance recognitions
- Leadership opportunities
- Behavioral improvement recognition

IX. RESTORATIVE PRACTICES

Williston Middle School believes discipline should be instructional, supportive, and restorative whenever practical and appropriate.

Corrective responses provide a profound emphasis on what students are expected to learn and do to reduce future misconduct. Corrective responses include instruction in appropriate behavior, culturally responsive support strategies, and social-emotional development.

The goals of restorative practices are to:

- Maintain a safe learning environment;
- Improve student behavior and problem-solving skills;
- Repair harm caused by misconduct;
- Restore relationships;
- Promote accountability.

Restorative practices may include:

- Restorative conversations;
- Community circles;
- Mediation sessions;
- Reflection activities;
- Behavioral conferences;
- Conflict resolution meetings;
- Restitution and repair of harm opportunities.

X. CONSIDERATIONS FOR CORRECTIVE RESPONSES

When teachers and administrators consider corrective responses, restorative practices, or disciplinary action, the following factors shall be considered:

1. Student age, developmental level, and grade.
2. Student's prior behavior patterns and responses to interventions.
3. Student's willingness to acknowledge responsibility.

4. Student's willingness to make restitution.
5. Impact of the behavior on those affected and the overall school community.
6. Student intent.
7. Severity of harm caused.
8. Safety risks presented by the behavior.
9. Applicable legal requirements and disability protections.

All interventions should balance the needs of the student, the needs of those affected by the behavior, and the needs of the overall school community.

XI. LEVELS OF INFRACTIONS AND CORRECTIVE STRATEGIES

Level I Infractions (Mild)

Level I infractions are minor incidents that staff can adequately correct at the time and in the environment in which they occur. These behaviors typically do not require immediate administrative involvement.

Examples may include:

- Minor classroom disruption;
- Failure to follow directions;
- Off-task behavior;
- Minor inappropriate language;
- Tardiness;
- Dress code concerns;
- Minor technology misuse.

Possible corrective responses include:

- Verbal correction;
- Re-teaching expectations;
- Student conference;
- Reflection activity;
- Parent contact;
- Loss of minor privileges;
- Teacher detention;
- Restorative conversation;
- Classroom behavioral intervention.

Level II Infractions (Moderate)

Level II infractions significantly interfere with the learning environment or school safety and require an office referral and administrative review.

Examples may include:

- Repeated Level I behaviors;
- Defiance;
- Academic dishonesty;
- Bullying or harassment;
- Class skipping;
- Repeated disrespectful behavior;

- Minor physical altercations;
- Misuse of technology.

Possible corrective responses include:

- Administrative conference;
- Parent conference;
- Behavioral contract;
- Counseling referral;
- Lunch detention;
- After-school detention;
- Restorative conference;
- Community service;
- MTSS referral;
- In-school intervention.

Level III Infractions (Severe)

Level III infractions are serious behaviors requiring immediate administrative intervention because they substantially interfere with the learning environment, threaten safety, or constitute a violation of law.

Examples may include:

- Fighting resulting in injury;
- Physical assault;
- Threats of violence;
- Possession of prohibited substances;
- Possession of weapons;
- Severe bullying or harassment;
- Sexual misconduct;
- Major theft;
- Significant property damage;
- Conduct requiring mandatory reporting or law enforcement involvement.

Possible corrective responses include:

- Immediate administrative intervention;
- Parent notification;
- Safety assessment;
- Restorative conference when appropriate;
- In-school suspension;
- Out-of-school suspension;
- Alternative education placement;
- Recommendation for long-term suspension;
- Referral to law enforcement when required by law.

All disciplinary actions shall be administered in accordance with NHCS policy, state law, federal law, and due process requirements.

XII. PARENT AND GUARDIAN INVOLVEMENT

Williston Middle School recognizes parents and guardians as essential partners in promoting positive student behavior and academic success.

Parent communication shall be embedded throughout all levels of intervention and support.

Parent involvement strategies include:

- Parent conferences;
- Phone calls and electronic communication;
- MTSS meetings;
- Behavioral intervention planning meetings;
- Restorative conferences;
- Family engagement activities;
- Ongoing progress monitoring.

Parents and guardians shall be notified:

- When behavioral concerns become repetitive or chronic;
- When significant interventions are implemented;
- Prior to or immediately following disciplinary removals as required;
- As soon as reasonably possible following emergency student removal;
- When behavioral support plans are developed.

School personnel and families are expected to work collaboratively to reduce the likelihood of repeated behavioral concerns and to support student success.

XIII. STUDENT SUPPORT SERVICES

Students experiencing behavioral difficulties may be referred to available support services, including:

- School counselors;
- School social workers;
- School psychologists;
- MTSS Teams;
- Student Support Services personnel;
- Exceptional Children's services;
- Community mental health providers;
- Community mentoring programs.

The purpose of these services is to address underlying causes of behavior while promoting student success and well-being.

XIV. PROFESSIONAL DEVELOPMENT

Faculty and staff members shall receive ongoing professional development related to:

- Positive Behavioral Interventions and Supports (PBIS);
- Restorative practices;

- Trauma-informed instruction;
- Cultural responsiveness;
- Classroom behavior management;
- De-escalation techniques;
- MTSS implementation;
- Equity-focused disciplinary practices.

XV. MONITORING AND ANNUAL REVIEW

In accordance with NHCS Board Policy 4302, the Principal and School Improvement Team shall evaluate this plan annually.

The review process shall include analysis of:

- Office discipline referral data;
- Suspension data;
- Attendance data;
- Academic performance data;
- School climate survey results;
- Staff feedback;
- Student feedback;
- Parent feedback;
- PBIS implementation data.

Findings from the annual review shall be used to revise procedures, strengthen interventions, improve equity, and support continuous school improvement.

XVI. ADOPTION STATEMENT

The Williston Middle School Schoolwide Student Behavior Management Plan is hereby adopted as the official framework for promoting positive behavior, providing behavioral supports, addressing misconduct, and ensuring a safe and orderly educational environment.

This plan shall be implemented in full alignment with NHCS Board Policies, the NHCS Code of Student Conduct, applicable North Carolina law, federal law, and the educational mission of Williston Middle School.

Approved By: _____

Principal, Williston Middle School

Date: _____

Reviewed By: _____

School Improvement Team Chair

Date: _____

Approved By: _____

Assistant Superintendent of Student Support Services

Date: _____

Annual Review Required Pursuant to NHCS Board Policy 4302.

Behavior Category	Minor-Level 1 (Handled in Classroom: Write minor referral in Educator's Handbook, document parent contact in referral)	Major-Level 2 and 3 (Handled by Administration: Write major referral in Educator's Handbook)
Inappropriate Language/Profanity	• Name Calling • Cursing • Insulting a Peer • Profanity	• Direct insults to staff • Derogatory comments (related to identity i.e. race, sexual orientation, gender, ability/disability) • Oral/written comments meant to threaten
Disrespect/Insubordination/ Non-Compliance	• Not Following Rules • Rude Body Language • Questioning Adult Authority • Not doing work after redirection • Defying authority (refusing to follow instructions, wandering, out of seat without permission) • Sleeping	• Talking back to challenge authority • Persistent minor behavior • Skipping Class
Disruptive Behavior	• Talking to neighbor • Throwing objects • Passing notes • Calling out answers • Bothering other students • Wandering around the room • Bathroom mischief	• Yelling/screaming • Throwing objects with malicious intent • Excessive horseplay
Fighting/Aggressive behavior	• Playground/recess aggression • Throwing objects • Play fighting • Hallway mischief	• Spitting on someone with intent • Biting • Punching • Knocking someone to the ground with intent • Throwing objects at someone with intent
Forgery/Theft/Lying/Cheating/Plagiarism	• Copying neighbor's work/test • Copying from the internet for assignments	• Forgery of parent's signature on major documents
Harassment/Bullying	• Teasing/Name Calling • Exclusion • Dirty Looks • Comments about looks/family	• Organizing a group to intimidate • Inappropriate touching • Statements about a student's body or sexual orientation
Property Damage/Vandalism	• Breaking someone else's property • Drawing or writing on someone else's person or property intentionally	• Graffiti • Facility damage • Intentional damage to clothing or personal belongings
Technology Violation	• Misuse of technology (i.e. on game site instead of instructional site) • Listening to music during instruction	• Accessing inappropriate websites • Accessing another student or teacher's account
Use of/Possession of Weapons/substance	• Using scissors inappropriately • Misuse of objects • Possession of substances not allowed on campus(medicine)	• Use of an object with intent to harm • Possession of a weapon • Possession of illegal drugs
Cell Phones	• Having phone out without prior teacher permission • Texting/social media use • Visible headphones • Phone out at recess/lunch	• Videoing/photographing of another student or teacher • Posting anything with malicious intent • Cyberbullying

Level 1: Teacher steps when a student breaks ANY Minor Rule

1 Verbal Warning/redirection

2 Student conference (remove audience) and/or Tier 1 phone call

3 Assign a teacher consequence-Make **parent contact**
   a. Write a minor incident referral

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 the same behavior (Ex. Disruption, Language)

Teacher Consequence Toolbox

- Behavior reflection
- Change of seats
- Student/Teacher Restorative conversation
- Parent conference
- Silent lunch

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

Level 2 & 3: Teacher & Admin Steps when a student breaks ANY Major Rule

1 Teacher calls the main office for Tier 2 assistance and student is escorted to ISS by staff member
   a. Teacher writes office referral and makes parent contact

2 Teacher writes office referral and Admin determines consequence

Teacher Actions

- Follow and document all steps of the consequence continuum
- Parent contact at step 3 of consequences
- Complete minor referral in Educator's Handbook
- After 3 minor infractions of the same behaviors become a major infraction and an office referral must be written. There should be documentation of minor incidents, as well as parent contact.

Administrator Actions

- Hold teachers accountable for following the consequence continuum and behavior matrix
- Make parent contact with major behavior infractions
- Look for documentation of 3 minor incidents and parent contact when receiving an office referral for a minor behavior
- Have individual conversations with teachers who write office referrals for minor incidents without documentation of 3 minor and evidence of following consequence continuum
- Follow NHCS Student Code of Conduct for major behavior incidents

Cell Phone/Earbud/Smartwatch/iPad Policy

WMS Policy: Cell Phones, smart watches, ipads, and personal earbud use is not permitted at Williston Middle School from 8:10 am-Dismissal. Students are required to keep their phone out of sight, in their bookbag at all times.

1st, 2nd, 3rd Offense

1. Teacher takes the device, labels phone, and puts in secure location until it can be taken to main office. Ms. James will make parent contact.

	2. Parent/guardian picks up the phone from the front office.
4th Offense and beyond	1. Student will be required to leave the device at home.

Students who refuse to surrender device to administration will be assigned ISS for the remainder of the day.

Bathroom Policy

- Utilize teacher bathroom passes and use teacher sign in and sign out log
- 2 bathroom passes a day - Opportunity during lunch
- No students out of class the first and last 10 minutes of class + Last 30 minutes of school day
- bathroom during transitions if on time to class
- Students must have a pass

Expectations if you are assigned to ISS

- Your caregiver will get a phone call from us every time
- You will complete a reflection statement
- Your cellphone will be confiscated
- You will complete homework and classwork
- You will complete one job of community service each day
- If you checkout, you will complete your time the next day

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<tr><th colspan="2">WMS Cafeteria & Recess Time Policy</th></tr>
<tr><th>Cafeteria</th><th>Recess Time</th></tr>
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Clean up trash around your seating area
Do not throw anything
No profanity
Low volume voice
Once seated, do not leave seat without permission. Raise hand to leave seat
No cell phones
When lining up for lunch, stop at the folded cafeteria sign and enter lunch line 5 at a time
Do not leave the cafeteria without a pass from a teacher
Do not touch or take anyone’s personal property or food

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Stay in the assigned area
No profanity
Clean up at the end of your recess time
No aggressive play
Contact sports are not allowed
Be a good sport. Everyone is welcome to play
Return all equipment to the cart at the conclusion of recess
Line up with your teacher and return to class quietly
No electronics are allowed including laptops

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Level 1 - Minor Referral in the Cafeteria:

Verbal warning/Redirection
Wipe down tables for one week
Silent Lunch
Next Day ISS for both lunch and recess-Write office referral

Level 2 & 3 - Major Referral in Cafeteria:

Radio admin (Tier 2), teacher contact home, and document in Ed Handbook after lunch

</td><td>
Level 1 - Minor Referral during Recess time:

Verbal warning/Redirection
Recess restriction
Teacher writes office referral

Level 2 & 3 - Major Referral during Recess time:

Radio admin (Tier 2), teacher contact home, and document in Ed Handbook after lunch

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