

DISCIPLINE (STUDENTS)

The main goal of the Middleton Public Schools is education, which enhances learning and prepares students for the rigorous demands of the middle school experience. Rules of behavior are provided to ensure that a student's education occurs in a safe and secure environment. Conduct that displays respect and consideration for others is expected. When this expectation is not met, discipline is an important tool to teach a child the consequences of inappropriate action and to reinforce acceptable behavior. Disciplinary action is administered in a manner that does not publicly embarrass the child.

To learn effectively in any classroom requires that students are able to listen, share and work cooperatively without interference. Behavior expectations apply to all and encompass all school-sponsored activities.

Students are encouraged to bring serious concerns or threats to the school staff immediately. Students should not attempt to handle volatile situations themselves. Parents/Guardians are requested to report all concerns to the principal(s) immediately so that appropriate action may be taken.

Policies can never be written to encompass every possible violation of appropriate school behavior. Incidents not covered by this policy will be handled at the discretion of the Principal. The school administration is committed to early parental involvement when a student is having difficulty conforming to school rules and regulations. We have found that when parents/guardians and staff work together as a team, positive student behavior and attitude result.

Middleton Elementary Schools School Wide Behavior Expectations Matrix				
	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
Hallways Rules that apply to the halls ensure the safe and orderly passage of all who enter the school and ensure respectful observance of quiet for those in classrooms and other work settings in the school.	<ul style="list-style-type: none"> • Keep hands and feet to self. • Walk near the wall in a single file. • Keep moving, but stop at intersections. 	<ul style="list-style-type: none"> • Use a quiet voice. • Look and learn without touching. • Let others pass. • Give others their personal space. 	<ul style="list-style-type: none"> • Take the direct route. • Keep the hallways clear. • Take care of your belongings. 	<ul style="list-style-type: none"> • Smile and silent wave. • Notice others and offer help. • Look out for everyone.
Learning Spaces As the classroom is a place of learning, students and parents who enter the area should be quiet and respectful. Children are expected to respect public and private property.	<ul style="list-style-type: none"> • Use materials for what they are intended. • Move with thought and care. • Keep hands and feet to self. • Keep your feet on the floor. • Keep legs of chairs on the floor. 	<ul style="list-style-type: none"> • Raise your hand to share. • Give others their personal space. • Use a quiet voice. • Be an active listener. 	<ul style="list-style-type: none"> • Have what you need to learn. • Give your best effort. • Organize your work materials. • Complete your assignments. 	<ul style="list-style-type: none"> • Think about others' feelings before you speak or act. • Use words and actions that help others feel good about themselves. • Offer to help others.
Bathrooms Rules that apply to the bathroom ensure the safe, orderly use of property. Children should display quiet/calm behavior and clean up after themselves.	<ul style="list-style-type: none"> • Wash your hands. • Keep hands and feet to self. • Report problems to an adult. 	<ul style="list-style-type: none"> • Wait your turn patiently and quietly. • Keep your eyes on your own business. • Use a quiet voice. • Knock if the door is closed. 	<ul style="list-style-type: none"> • Leave walls and floor as you found them. • Flush the toilet. • Turn the faucet off. • Keep your visit brief. 	<ul style="list-style-type: none"> • Hold the door for others. • Keep bathroom clean for others. • Leave the door open when you leave.
Cafeteria Rules that apply to the cafeteria ensure a safe, orderly, healthy and respectful eating environment for all. Proper table manners should be exhibited at all times. Children are responsible for cleaning up their own area.	<ul style="list-style-type: none"> • Always walk, with thought and care. • Keep hands and feet to self. • Ask for permission before leaving. • Follow the nut-free rule. • Report spills to adults. 	<ul style="list-style-type: none"> • Use a quiet tone (an indoor voice). • Chew with your mouth closed. • Use "Please," "Thank you," and "Excuse me". • When adults speak, listen for directions. 	<ul style="list-style-type: none"> • Leave your area clean and neat. • Dispose of your trash properly. • Make healthy choices. • Use your time to eat your lunch. • Eat your own lunch and use your own money. 	<ul style="list-style-type: none"> • Invite kids who are alone to join you. • Use words and actions that help others feel good about themselves. • Offer to help others. • Take turns to talk.
Playground & Play Equipment Rules that apply to the play ground and play equipment are to ensure a safe, respectful environment for the children playing on and in the area and ensure the respectful use of property.	<ul style="list-style-type: none"> • Run in open spaces and look where you're going. • Keep hands and feet to self. • Stay in the play area. • Dress appropriately for the weather. • Walk to and from the playground. 	<ul style="list-style-type: none"> • Follow the rules of the game. • Take turns. • Respond when spoken to. • Line up quietly. • Follow adult directions. 	<ul style="list-style-type: none"> • Return items to the storage place. • Ask for help immediately, when you need it. • Leave nature as you found it. • Use playground equipment as designed (i.e., feet first down the slide). 	<ul style="list-style-type: none"> • Invite others to play. • Find ways to include everyone. • Use words and actions that help others feel good about themselves.

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<p>Arrival & Dismissal Rules that apply to arrival and dismissal time ensure a safe, injury-free setting as well as an orderly procedure for entering and exiting the building.</p>	<ul style="list-style-type: none"> Keep your backpack on until you reach your destination. Always watch for traffic. Keep hands and feet to self. Give those ahead of you time to get through the door. 	<ul style="list-style-type: none"> Use a quiet voice. Follow adult directions. Let others pass. Remove hats when entering. 	<ul style="list-style-type: none"> Be on time. Listen carefully to announcements. Take care of your belongings. Stand in pick-up lines. 	<ul style="list-style-type: none"> Greet those you meet. Look out for everyone.
<p>Buses Rules that apply to the buses are to ensure a safe, respectful environment for the children riding on and in the buses and ensure the respectful use of the buses. All school rules remain in effect for students when riding the bus.</p>	<ul style="list-style-type: none"> Once seated, stay seated, with your back against the seat. Keep feet on the floor and out of the aisle. Give those ahead of you time to get on or off the bus. Keep hands and feet to self. 	<ul style="list-style-type: none"> Say "Hello," "Good-bye," and "Thank you" to your driver. Follow the driver's directions. Be a quiet traveler. 	<ul style="list-style-type: none"> Take your belongings off the bus with you. Keep the bus clean. Do not eat or drink on the bus. Be ready for your stop. 	<ul style="list-style-type: none"> Make room for others. Use words and actions that help others feel good about themselves. Share smiles and enjoy the ride.
<p>After-School Programs and Field Trips Rules that apply to after-school programs and field trips ensure a safe, orderly and respectful environment for all. A student who leaves the school grounds or a school sponsored field trip/function without permission will be considered truant.</p>	<ul style="list-style-type: none"> Stay with your group and adult. Ask for help only from people in charge. Let the adult know if you're going somewhere. 	<ul style="list-style-type: none"> Use an indoor voice. Give everyone personal space Thank your host. 	<ul style="list-style-type: none"> Listen for and follow adult directions. Follow the rules of the place you are visiting. Take care of your belongings. 	<ul style="list-style-type: none"> Think about what others need. Include everyone. Use words and actions that help others feel good about themselves.
<p>Assemblies Rules that apply to assemblies ensure a safe, injury-free setting as well as an orderly procedure for entering and exiting the assembly area. Guests to the school are to be treated respectfully.</p>	<ul style="list-style-type: none"> Keep hands, feet and objects to self. Remain seated. Be alert for directions. 	<ul style="list-style-type: none"> Use your mind to make connections between what is presented and what you know. Refrain from talking. 	<ul style="list-style-type: none"> Participate with eyes, ears and smiles, not interruptions. Keep walkways clear. 	<ul style="list-style-type: none"> Be an active listener. Respond with smiles and gentle claps. Engage in respectful applause.
<p>Electronic Devices Rules that apply to electronic devices ensure a productive learning environment that is free from potential distractions. The Principal may confiscate the cell phone of a student who violates these rules.</p>	<ul style="list-style-type: none"> Only cell phones are allowed in school. The following items are never allowed in school or on the bus: <ul style="list-style-type: none"> laser pointers iPod/MP3 players headphones portable gaming devices 	<ul style="list-style-type: none"> Keep cell phones in your backpacks and/or cubbies during the school day. Only turn cell phones on after you have been dismissed and exited the school building or upon exiting the bus. 	<ul style="list-style-type: none"> Follow rules on cell phone use at all times. 	<ul style="list-style-type: none"> Never use a cell phone or other devices to record conversations, send/receive text messages, pictures, or other such communication during school.

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<p>Dress Code Rules that apply to student dress code conform to Massachusetts State law requirements that students dress in keeping with reasonable standards of safety, health, and cleanliness so as not to detract from the educational process. We expect students to dress in a manner that is appropriate for school, a place of work and study. A neat, clean appearance helps to instill a serious attitude toward education. Any item of clothing causing disruption to the school learning environment will be banned.</p>	<ul style="list-style-type: none"> • Wear warm items such as hats, mittens, gloves, and boots when needed. • If boots are worn to school, make sure you have shoes or sneakers to wear during the day. • Wear sneakers during gym and remember to remove jewelry to prevent injury. • Do not wear clothing with metal chains or items containing rivets or metal spikes. • Do not wear flip-flops or shoes that do not secure onto the back of your foot. 	<ul style="list-style-type: none"> • Keep a clean and neat appearance. • Do not wear torn, ragged or dirty pants and/or shirts. • Do not wear clothes that expose your midriff. • Do not wear hats, coats, or outer clothing indoors. • Do not wear hats including visors, hoods, bandanas or other head coverings in school. • Unless allowed by the Principal for a special event, do not wear costumes of any kind, pajama pants or slippers. • Straps on tank tops should be 2 fingers wide. • Hems of shorts and skirts should reach fingertips (when arms are straight down sides). • Clothing with wording provocatively placed is not allowed. 	<ul style="list-style-type: none"> • Please label all clothing, since labeled items are more easily returned if lost. <p>**Parents of young children are asked to purchase clothing that the child can easily put on or take off by her/himself. We also request parental assistance with teaching and encouraging their child with this task at home.</p>	<ul style="list-style-type: none"> • Do not wear shirts, buttons, etc. which are obscene and/or suggestive, pornographic, racist or sexist. • Do not wear shirts with statements or graphics that promote or condone substance abuse or violence of any kind. • Do not wear clothing with profane or otherwise distasteful language.

Middleton Elementary Schools Discipline Rubric

Responses to the daily misbehaviors which occur in school should be instructive and positive, teaching children what is expected and how they should behave. This is considered a Level 0 response to behavior. When it is necessary to impose more formal discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by school officials will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors. The following elementary school code of conduct has been adopted to protect and foster respect for the rights of students and staff. In any situation where multiple students are involved, depending upon the severity of the infraction, a call to parents of all the students may be made.

Infractions of this code are grouped into three levels based on the severity of the infraction, and each violation of the code may have from one to four levels of consequences. Additional violations beyond 4 offenses will be addressed by the Superintendent. These represent the recommended guidelines in the disposition of discipline situations for the elementary school. Therefore, depending on the circumstances of the behavior or education status of the student, responses may vary from situation to situation. ***In all cases administrative discretion will be exercised.***

Listed are examples of the types of misbehavior that are considered for behavior intervention. The list is not exhaustive.

Behavior	Grade Level	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
LEVEL 1					
<ul style="list-style-type: none"> • Teasing • Putting others down • Name-calling • Mocking • Inappropriate language, tone, or gestures • Not respecting other's personal space/belongings • Starting/spreading rumors • Excluding others • False accusations • Poking, shoving, pulling, blocking a pathway, pinching, chasing • Possessing inappropriate items (e.g. toys and electronics) • Dress code violation • Lying • Cheating • Not following school rules 	K-2	<ul style="list-style-type: none"> • Student/Principal Conference • Call home by Principal 	<ul style="list-style-type: none"> • Student/Principal Conference • Call home by Principal • Loss of a privilege 	<ul style="list-style-type: none"> • Call home by Principal • Parent conference to develop individual plan to improve behavior • Loss of multiple privileges 	<ul style="list-style-type: none"> • Call home by Principal • Loss of multiple privileges • After school detention • Suspension consideration
	3-6	<ul style="list-style-type: none"> • Student/Principal conference • Call home by Principal • Loss of a privilege 	<ul style="list-style-type: none"> • Loss of multiple privileges • Call home by Principal 	<ul style="list-style-type: none"> • Loss of multiple privileges • 1 after school detention • Parent conference to develop individual plan to improve behavior 	<ul style="list-style-type: none"> • Suspension • Superintendent notified • Review individual behavior plan

Behavior	Grade Level	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
LEVEL 2					
<ul style="list-style-type: none"> Inciting or cheering on aggression, ganging up on others Written/Verbal harassment Making direct or indirect threats Acts of verbal retaliation Vulgar language Inappropriate use of materials and/or technology Disrespect/noncompliance to staff directives Severe physical behaviors from Level 1, hitting, punching, kicking, tripping, biting and spitting Physical acts of retaliation Throwing objects within the school building 	K-2	<ul style="list-style-type: none"> Loss of a privilege Call home by Principal 	<ul style="list-style-type: none"> Loss of multiple privileges Call home by Principal 	<ul style="list-style-type: none"> After school detention Parent conference to develop individual plan to improve student behavior 	<ul style="list-style-type: none"> Suspension Superintendent notified Review individual behavior plan
	3-6	<ul style="list-style-type: none"> Loss of multiple privileges 1 after school detention Parent conference to develop individual plan to improve student behavior 	<ul style="list-style-type: none"> Suspension Superintendent notified Review individual behavior plan 	<ul style="list-style-type: none"> Multiple day suspension Review individual behavior plan 	<ul style="list-style-type: none"> Multiple day suspension Possible expulsion hearing
LEVEL 3*					
<ul style="list-style-type: none"> Sexual harassment Physical harassment Bullying Vandalism Stealing Use, possession, or sale of tobacco, alcohol, or illegal substances in school, on school property or at a school function Gambling in school, on school property or at a school function Setting fires Possession or use of weapons 	K-2	<ul style="list-style-type: none"> Loss of multiple privileges Call home by Principal Parent conference to develop individual plan to improve student behavior 	<ul style="list-style-type: none"> After school detention Review individual behavior plan 	<ul style="list-style-type: none"> Suspension Superintendent notified Review individual behavior plan 	<ul style="list-style-type: none"> Possible expulsion hearing
	3-6	<ul style="list-style-type: none"> Loss of multiple privileges 1 after school detention Parent conference to develop individual plan to improve student behavior 	<ul style="list-style-type: none"> Suspension Superintendent notified Review individual behavior plan 	<ul style="list-style-type: none"> Multiple day suspension Possible expulsion hearing 	<ul style="list-style-type: none"> Expulsion hearing

**Note that some offenses may be considered so severe that it requires immediate suspension or expulsion from school and possible police or fire department notification.*

As a result of FERPA (Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR part 99), in instances of student-to-student harassment or bullying, school officials cannot tell a parent how they disciplined a student, even if his or her child was directly targeted by that student. School Officials must obey state and federal laws which mandate that they keep student records confidential and private.

DISCIPLINE SEVERITY LEVELS

Level 0: Behavior is dealt with by staff members.

Level 1: Behavior in violation of school policy that may have been previously dealt with at Level 0 by staff members. Staff refers student to the Principal/designee.

Level 2: Behavior in violation of school policy that may have been previously dealt with by Principal with little effect.

Level 3: Severe behavior that requires immediate administrative action. Notification to appropriate authorities may be necessary. :

Note: The severity of the infraction will determine the appropriate level of intervention.

DISCIPLINARY STRATEGIES

Informal Talk: A member of the school staff will talk with the student to reach agreement regarding the student's behavior.

Student/Principal (or Designee) Conference: Conference with the student and appropriate staff members may be scheduled to discuss violation of school behavior policy.

Call Home to Parents: A phone call to parents/guardians from the Principal or designated staff member who administered the disciplinary action. Parents are informed of the transgression and the consequence given to the student. Parents may also be informed that further violations may result in the development of an Individual Behavior Plan.

Parent Conference: Parents will be informed of the issue. Conference will be held with the Principal, parents, student, and other appropriate staff members to develop and agree upon an Individual Behavior Plan. If a plan is developed to help improve the student's behavior, copies will be given to the student and the parents.

Individual Behavior Plan: A method for the student to develop appropriate behavior which may include counseling interventions such as empathy training and anger management. Intervention which includes assistance and support provided to parents. Analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

Loss of a Privilege/Loss of Multiple Privileges: The school administrator may notify the parent of privilege suspension(s). These privileges may include removing the student from playground, cafeteria, and/or class participation. For upper elementary students, it may also mean the loss of the privileges to attend non-curricula school sponsored student activities. The loss of privileges may result as a specific consequence for breaking a school rule as outlined by the discipline policy and can last from a month to a trimester.

Detention After School Hours: A child may be detained after regular school hours for disciplinary or academic reasons, only after a 24-hour written notice has been sent home and returned to the school. In situations requiring immediate attention, a telephone confirmation by the teacher or administration on the same day detention is requested may be used. The detention period is approximately 30-60 minutes following the close of school.

*Damage of school property may result in during or after-school activity to repair/remediate the damage.

Suspension: (May be in or out of school.) The suspension of a student from school is a severe disciplinary measure. It is reserved for instances of repeated offenses and/or blatant disregard for school rules in the form of behavior that has the potential to cause serious injury to members of the school community or major disruption of the educational process at the school. Suspension can last from one to several days. In-school suspension can occur in two ways: 1) classroom participation in core curricula but no participation in special subjects or assembly activities; or 2) core curricula instruction in a separate classroom and no participation in special subjects or assembly activities. When out of school suspension is deemed appropriate, the student is still responsible for making up all missed classwork and homework.

Expulsion: The expulsion of a student from school is a severe disciplinary measure. It is reserved for instances of repeated offenses and/or blatant disregard for school rules in the form of behavior that has the potential to cause serious injury to members of the school community or major disruption of the educational process at the school. It is also instituted for offenses so egregious that they pose an immediate risk to the safety of the school community.

**When reasonable efforts to provide positive remedies are ineffective, suspension or expulsion remains the right of the school and will be instituted in accordance with appropriate due process (ref. G.L. c.71, ss.37H and 37H ½).*

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students with disabilities are expected to meet the requirements of behavior as set forth by Middleton Elementary Schools, unless the Individualized Educational Program (IEP) or Section 504 Accommodation Plan (504 Plan) for a student specifically indicates that the student is not expected to comply with such rules, or is expected to comply with modified rules, as described below. In addition to those due process protections afforded to all students, federal and state laws and related regulations require that additional provisions be made for disabled students before they may be excluded from their programs for more than ten (10) consecutive school days in a school year, or subjected to a pattern of short term removals exceeding ten (10) school days in a school year. The following additional requirements apply to the discipline of students with disabilities.

1. The principal or designee will notify the Director of Special Education and/or Pupil Personnel Services (PPS) if a student with a disability commits an offense that warrants suspension or removal from the program described in the student's IEP or 504 Plan according to the discipline code.

2. Students with disabilities may be excluded from their programs for up to ten (10) school days in a school year in the same manner as a student in the general education program. Exclusions in excess of ten (10) consecutive school days or for shorter periods that, in the aggregate, exceed ten (10) school days if there is a pattern of short term exclusions, are disciplinary changes of placement and 'trigger' the heightened safeguards and procedural steps described in the following points.
3. Whenever the principal considers imposing a disciplinary sanction that would result in a disciplinary change of placement, the student's parents must be sent a copy of the Notice of Procedural Safeguards, notifying them of the procedural protections available to disabled students.
4. Before a student with a disability may be subjected to a disciplinary change of placement, the parents, the student (where appropriate), school administrators, and relevant members of the student's IEP or 504 Team must meet to determine whether the conduct for which the student is subject to discipline: (1) was caused by, or had a direct and substantial relationship to his/her disability; or (2) was the direct result of the district's failure to implement the IEP or 504 Plan. If the manifestation Team determines that the conduct for which the student is subject to discipline was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, but, for students with IEPs, must continue to provide services to the student that are determined necessary by the student's IEP to enable the student to participate in the general curriculum and to make progress toward the goals set forth in the student's IEP. The district is not required to provide services during any such disciplinary exclusion to Section 504 students where the conduct is determined not to be a manifestation of the student's disability.

If the manifestation Team determines that the conduct for which the Student is subject to a disciplinary change of placement IS a manifestation of the student's disability, the TEAM shall either conduct a functional behavioral assessment (FBA) for the purpose of developing and implementing interventions to assist the student in avoiding the problematic behavior in the future, or if an FBA already has been conducted and a behavioral intervention plan (BIP) exists, the Team should review and modify the BIP, as necessary, to address the student's behavior. Furthermore, if the Team determines that the behavior IS a manifestation of the student's disability, the student may not be excluded from his/her current educational program (except in cases of weapons, drugs, or serious bodily injury) until the Team develops, and the parents consent, to a new or amended IEP and/or the placement or the district obtains an order authorizing the change in placement from a Bureau of Special Education Appeals hearing officer or from a court of competent jurisdiction. If a parent disagrees with the Team's manifestation determination or with the appropriateness of the services to be provided during a disciplinary change of placement imposed by the school, the parent has the right to request an expedited hearing with the Bureau of Special Education Appeals (BSEA).

5. If a student with a disability, while on school grounds or at a school-related function, possesses a weapon, knowingly possesses, sells or uses an illegal drug, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury on another person, the district may place the student in an interim alternative educational setting (IAES) for up to 45 school days, without written consent from the parent and without regard as to whether the student's conduct was a manifestation of the student's disability. If the parent does not consent to the IAES, the district may request an expedited hearing through the BSEA or a court of competent jurisdiction. A BSEA hearing officer or court may also order the placement of a student in an IAES for up to forty five (45) school days if the district can prove that the student presents a substantial likelihood of injury to self or others in the current setting.

6. Under certain circumstances, students who have not been determined to be eligible for special education services may be entitled to the heightened procedural protections described above, if the district had prior knowledge that the student had a disability and was or may be eligible for special education, The district will be deemed to be on notice that the student may be eligible for special education, and therefore entitled to the additional procedural protections applicable to student with disabilities where: (1) the parent has expressed concern in writing to supervisory personnel, administrative personnel, or to the student's teacher that the child may be in need of special education, or; (2) where an evaluation of the student's eligibility for special education has been requested but not yet been completed, or; (3) where a district staff person has expressed specific concerns about the student's pattern of behavior directly to the special education department.

DUE PROCESS PROCEDURES IN CASE OF SUSPENSION OR EXPULSION

Prior to suspension from school, every student is entitled to the due process described below except in the event of an emergency in which the child's continued presence at school would be harmful to him/her or the school environment. The actions described within this statement are based on the guidelines and regulations contained within Honig v Doe and Massachusetts General Laws, Chapter 766.

Because a suspension reflects a short separation from school, not from learning, the student is expected to complete work assigned during the suspension. The Principal and the student's teacher will determine together the assignments to be completed. Unless other arrangements are made, it is expected that this work will be due to the teacher within one week of the student's return to school.

Procedures When Suspension May be a Consequence of Behavior

In any situation in which a student's misbehavior may result in the consequence of suspension, the following procedure will occur

1. The student is notified orally of the behavior which may warrant the suspension.
2. The Principal or his/her designee will investigate and verify the reported behavior before any action is taken. Unless there are extraordinary circumstances, this investigation will be completed within 2 school days of the receipt of the report.
3. The parent/guardian is notified orally and in writing of the behavior for which suspension is being considered.
4. A meeting may take place between the parent, the child and the school administrator before the suspension. At this meeting, the following activities take place.
 - a. The Principal or his/her designee explains the behavior which led to the suspension.
 - b. The student may explain the behavior or discuss anything about that behavior the Principal or his/her designee should know.
 - c. The parent may speak on the child's behalf.
5. The Principal or his/her designee will notify the parent and child of his/her decision about the suspension.
6. The parent may appeal this decision to the Superintendent. The Superintendent will review information about the behavior and may meet with the administrator, child and parent. The Superintendent will work with the administrator to communicate his/her decision following the meeting.
7. In the case of a one-day suspension, the parent and administrator may agree, in a telephone conversation, to institute the suspension before a meeting takes place. A letter confirming the conversation will be sent by the administrator to the parent. In this situation, the parent meeting with the administrator and the child will take place at the conclusion of the suspension.

Procedures When Expulsion May be a Consequence of Behavior

In any situation in which a student's misbehavior may result in the consequence of expulsion, the following procedure will occur.

1. The student is notified orally of the behavior which may warrant the expulsion.
2. The parent/guardian is notified orally and in writing of the behavior for which expulsion is being considered.
3. The Principal or his/her designee will investigate and verify the reported behavior before any action is taken. Unless there are extraordinary circumstances, this investigation will be completed within 2 school days of the receipt of the report.
4. The Principal and his/her designee will inform the Superintendent of the situation being investigated and keep the Superintendent informed about the findings of the investigation.
5. The Principal, his/her designee and the Superintendent will hold a meeting with the parent and the child. At this meeting, the following activities take place.
 - a. The Principal or his/her designee explains the behavior which led to consideration of expulsion.
 - b. The student may explain the behavior or discuss anything about that behavior that the administrators should know.
 - c. The parent may speak on the child's behalf.
6. The Principal, his/her designee, and the Superintendent will agree on a decision about the expulsion.
7. The Superintendent will notify the parent and child of the decision.
8. The parent may appeal this decision to the School Committee. The School Committee will review information about the behavior and may meet with the parent, child and administrators. In such a meeting, the administrators will explain the behavior which led to the expulsion. The student may explain the behavior or discuss anything about the behavior that the School Committee should know. The parent may speak on the child's behalf.
9. The School Committee will notify the parent and child of the decision within ten (10) days after this meeting.