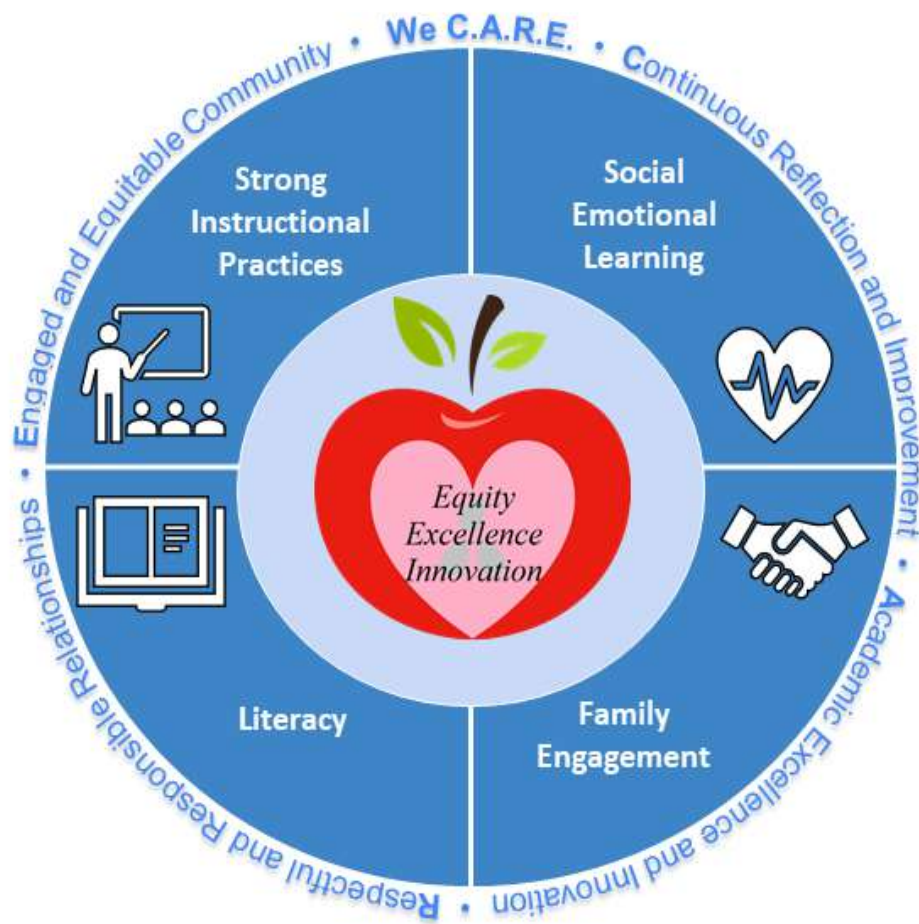


Family and Student Guide to the Randolph Public Schools



2023-2024 GUIDE TO THE RANDOLPH PUBLIC SCHOOLS FOR FAMILIES AND STUDENTS

This publication summarizes laws, procedures, regulations and practices that are important to Randolph Public Schools (RPS) students, their parents, and guardians. It is not intended to be a complete directory of all laws and procedures concerning students and parents.

Federal and state laws, RPS Procedures, regulations, and practices at the district and school building levels are subject to change. This handbook contains important information that every Randolph Public Schools student and family should know including the [Randolph Public Schools Code of Conduct](#) and [Attendance Procedures](#). If you are unable to access the RPS FAMILY AND STUDENT HANDBOOK electronically, please contact your school to request a printed copy.

Si ou gen plis kesyon, tanpri souple kontakte lyezon pou fanmi ki pale Kreyòl Ayisyen yo nan 781-807-0081.

Si tiene más preguntas, llame a la intérprete para las familias hispanohablantes al 339-209-2539.

Se você tiver qualquer outra pergunta, por favor entre em contato para auxílio com o idioma Português, número 339-204-5505.

Nếu quý vị có câu hỏi nào khác, làm ơn liên hệ phiên dịch viên tiếng Việt, tại 339-216-2400.

It is the responsibility of each parent/guardian to read and understand the provisions contained within the family and student handbook and to discuss them with your child to ensure that they understand. By signing the form at the end of this handbook, you acknowledge that you have accessed and taken time to read, understand and explain the contents of these important documents to your child.

In addition to the RPS Family and Student Handbook, each school has their own student handbook, which is available on each school's website. Additional School Committee policies should also be reviewed which can be found in the [School Committee Policy](#) website.

Family and Student Guide to the Randolph Public Schools



Town of Randolph

Brian Howard, Town Manager

Randolph School Committee

Lisa Millwood, Chairperson

Jaime Ackles, Vice Chairperson

Cheryl Frazier

Ida Gordon

Andrea Nixon

Allaphia Sackeena Richards

William Alexopoulos, Town Council Representative

Randolph Public Schools

Thea R. Stovell, Superintendent of Schools

Non-Discrimination Policy

The Randolph Public Schools does not discriminate on the basis of race, color, ancestry, national origin, religion, creed, sex, gender identity or expression, sexual orientation, marital status, pregnancy or pregnancy related condition, genetic information, disability, veteran's status, age or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

District Core Values: We C.A.R.E.

Continuous Reflection and Improvement • Academic Excellence and Innovation

Respectful and Responsible Relationships • Engaged and Equitable Community

Vision

Randolph Public Schools with the support of our proud community will engage ALL individuals in a respectful, caring, and equitable environment, to become life-long learners who are innovative and collaborative leaders of a global society.

Mission Statement

Every student will have the academic, creative problem-solving, and social emotional skills to be successful in college and career.

A Message from the Superintendent

Dear Parents, Guardians, and Students

Welcome back! I hope you had an enjoyable summer. This guide serves as a resource to identify expectations for behavior and the consequences for not meeting these expectations. Our goal is to move forward with stronger learning practices to engage students, stimulate their thinking, and support their social-emotional development. This school year brings new innovation with personalized learning, increased science inquiry and experimentation, and innovative digital platforms that provide a variety of academic options. We continue to work hard to ensure that our students and your children receive quality education and are well supported.

Our work will continue to be guided by our Core Values: Equity, Excellence, and Innovation as depicted in the graphic on the cover page of this Guide.

We believe all RPS students have the right to read and the RPS Literacy Action Plan is the district's response to this call to action.

When examining the high under-performing numbers based on the DIBELS and IREADY results, it informs us that a strong Tier 1 instruction needs to be put into place to better meet the needs of all learners. Closing the achievement gap between all students and students with disabilities, and increasing the proficiencies rates of all students, will be critical in meeting the goals of this literacy action plan.

We have set 4 rigorous literacy improvement goals:

1. Monitoring Progress ~ Driving Student Achievement through Systematic Use of Data:

To ensure at least 80% of students are performing at or above benchmark, by June 2027, preK-12 teachers will use a common [protocol](#) for looking at literacy data on the five areas of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension) three times per year.

2. Strong on Grade Level Instruction ~ Standards Based Curriculum:

To ensure at least 80% of students are performing at or above benchmark, by June 2027, preK - 12 will have fully developed vertically and horizontally aligned standards-based, culturally sustaining literacy curricula in all content areas.

3. Strong on Grade level Instruction

- **Standards Based Curriculum and High-Quality Instructional Materials:**

To ensure at least 80% of students are performing at or above benchmark, by June 2027, preK - 12 will have fully developed vertically and horizontally aligned standards-based, culturally sustaining literacy curricula and high-quality instructional materials in all content areas.

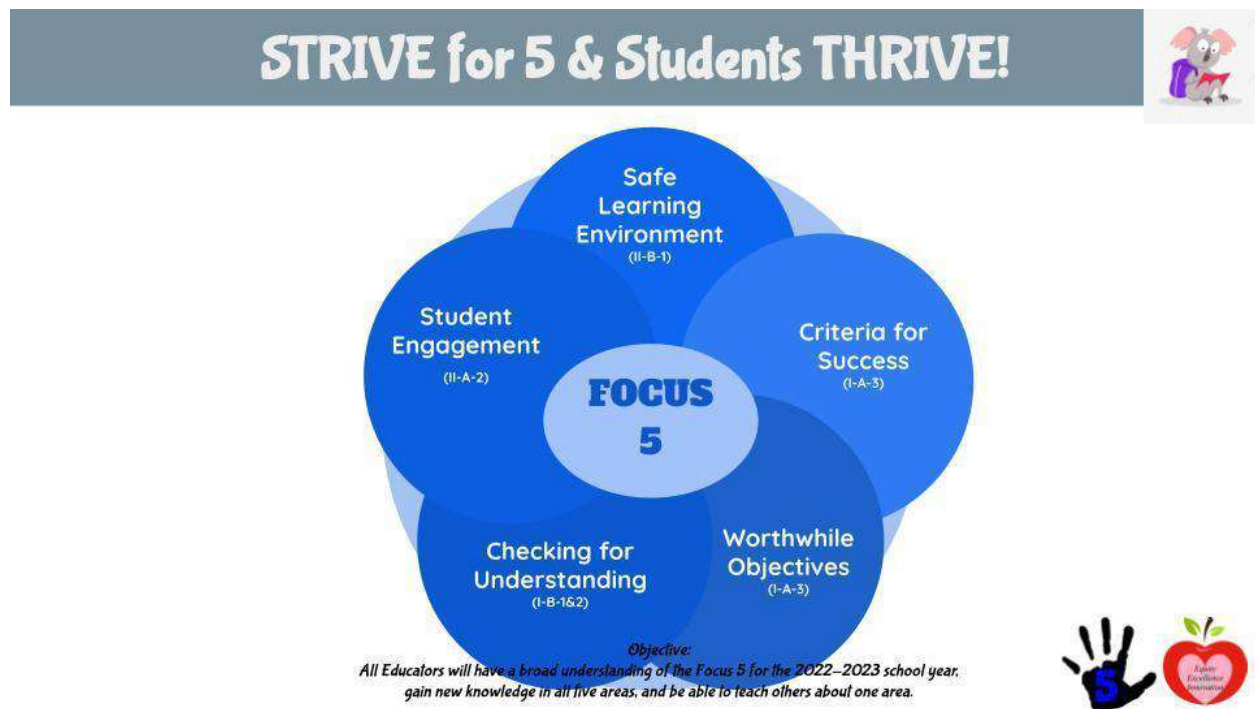
- **Tiered System of Instruction:**

To ensure at least 80% of students are performing at or above benchmark, by June 2027, Randolph PS will have strong on grade level tier 1 literacy practices supported by well-defined and developed tier 2 and tier 3 systems.

4. Sense of Belonging ~ Family and Community Engagement:

To ensure at least 80% of students are performing at or above benchmark, by June 2027, each school within the RPS district will offer 5 new events and activities, diverse in location, time, language, cultural relevance and modality of participation, that offer parents/community members:

- Rich speaking, listening, reading, and writing experiences, and
- The opportunity to engage in school-based activities and activities that will improve their understanding of the district literacy initiatives and goals.



Families are our most important partners in accelerating student achievement. We are committed to hearing your voice and making sure that you are informed. As part of that commitment, we are pleased to present this *Guide to the Randolph Public Schools*. It is full of information about our schools and about the importance of your family's involvement in your child's education.

Please read it and save it. You will want to refer to it throughout the school year. You can also access it on our website as often as you need to.

Why is this Guide important?

First, this guide explains many of the **procedures that affect students**: for example, the roles of all school community members and expectations for maintaining a safe and respectful learning environment for students and staff. It also explains the process for reporting concerns.

Second, it describes the many ways **families can support their children's learning** at school and at home. Third, it describes the many **rights that are guaranteed by law** to students and their parents/guardians: for example, the right to be treated equally regardless of race or disability, the right to participate in school decision-making, the right to know the qualifications of the child's teacher and the right to privacy regarding student records.

It also advises parents, guardians and students about what to do if they think their rights may have been violated.

Finally, it has **directories** of RPS schools and offices, a **checklist for solving problems**, educational **resources** for families and the **school-year calendar**.

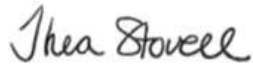
School-Based Rules

In addition to state and federal laws and the district's Code of Conduct, each school has its own set of procedures and expectations. **Your principal will give you a copy of school procedures and expectations within the first eight weeks of school.**

All our procedures and rules have only one goal...

...to help every student achieve high academic standards in a safe, respectful, positive learning environment. With your support and involvement, we can help all our students reach that goal.

Randolph Proud,

A handwritten signature in dark ink that reads "Thea Stovell". The signature is written in a cursive, flowing style.

Thea Stovell
Superintendent of Schools

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About Randolph Public Schools

RPS Mission Statement

Every student will have the academic, creative problem-solving, and social emotional skills to be successful in college and career.

RPS Vision Statement

Randolph Public Schools with the support of our proud community will engage ALL individuals in a respectful, caring, and equitable environment, to become life-long learners who are innovative and collaborative leaders of a global society.

RPS Instructional Vision

We believe that learning is a right.

Randolph Public Schools embrace the diversity of our community by building strong partnerships among students, staff, and families.

Our classrooms are incubators for innovation and social change.

Educators use multi-tiered, inclusive, and culturally sustaining practices to engage diverse learners in rigorous, relevant, and collaborative work.

Empowered students are engaged with high-quality, diverse, and complex problems to become critical thinkers and problem solvers, and to cultivate the knowledge, skills, and sense of agency to become influencers and changemakers in their communities.

As a result, students, educators, family, and community see and feel the joy in learning.

RPS Core Values

We C.A.R.E.

Continuous Reflection and Improvement

Academic Excellence and Innovation

Respectful and Responsible Relationships

Engaged and Equitable Community

District Administrative Offices

Contact Information

The school district's administrative office is located at 40 Highland Avenue, Randolph, MA. Members of the district administrative leadership team include:

Superintendent's Office - 781-961-6200

Thea Stovell, Superintendent of Schools
Dr. Judy A. White, Executive Assistant

Assistant Superintendent - 781-961-6200

Dr. Amy Hartley-Matteson, Assistant Superintendent, Teaching & Learning
Melissa McGrath, Executive Assistant

Student Services/Special Education - 781-961-6237

Alpha Sanford, Director, Special Education & Student Services
Amy Drummey, Executive Assistant, [ext. 572](#)
Katy Sleczkowski, Assistant Director, Special Education Student Services (grades 6-12), [ext. 578](#)
Danielle Galvin, Assistant Director, Special Education Student Services (grades PK-5)
Maria Tilden, Administrative Assistant, [ext. 562](#)
Jackie Massey, Administrative Assistant, [ext. 573](#)

Language Acquisition - 781-961-6220, [ext. 535](#)

Molly Ross, Assistant Director, Multilingual Learners & FRC [781-961-6220, ext. 580](#)
Evelyn Morales, Administrative Assistant, Language Acquisition [781-961-6220, ext. 535](#)

Family Resource Center - (781) 961-6247

Regina Federle, Registrar, FRC - [781-961-6247, ext. 558](#)
Janvier Schimiliguen, Administrative Assistant, FRC & Registration Office [781-961-6247, ext. 540](#)

Information Technology (IT) - 781-961-6251

James Puccio, Director, Technology
John Sweeney, Systems Administrator
Shaun Mazerall, AV and Computer Specialist, Webmaster

Human Resources - 781-961-7477

Sean Walsh, Director of Human Resources
Barbara McDonough, Executive Assistant

Finance Office - 781-961-6207

Annya Haughton, Accountant & Grants Manager, [ext. 106](#)
Robyn Bates, Accounts Payable Clerk, [ext. 104](#)
Angie Robery, Payroll Coordinator, [ext. 102](#)
Patti Davis, Executive Assistant & Building Use, [ext. 112](#)

Facilities Department - 781-961-6220

Paul Visconti, Director of Facilities
Joseph Sexton, Assistant Director of Facilities

Food Services – 781-961-6236

Stacia Fritz, Director of Food Services

Transportation Department – 339-216-8872

Trish O'Meara, Coordinator of Transportation

Jim Evangelho, Administrative Assistant

Julie Kabilian, Dispatcher

Important Dates and Information

Building Tomorrow, Today



Randolph Public Schools
2023-2024
 www.randolph.k12.ma.us

Register here!



Welcome back Randolph Public Schools community!

We cannot wait to greet our students in grades 1-12 on Tuesday, September 5, 2023
 and our Pre-K and Kindergarten students on Thursday, September 7, 2023!

AUGUST 2023: 2 DAYS

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

29 NEW TEACHER INDUCTION CEREMONY
 30 OPENING DAY FOR STAFF
 31 PD DAY FOR STAFF

SEPTEMBER 2023: 19 DAYS

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 NO SCHOOL
 4 NO SCHOOL / LABOR DAY
 5 SCHOOLS OPEN - GR 1-12
 7 SCHOOLS OPEN - PK AND KINDERGARTEN
 13 EARLY RELEASE/PD FOR STAFF
 27 EARLY RELEASE/PD FOR STAFF

OCTOBER 2023: 21 DAYS

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

4 EARLY RELEASE/PD FOR STAFF
 9 INDIGENOUS PEOPLES DAY
 18 EARLY RELEASE PARENT-TEACHER CONF. ELEM. ONLY
 25 EARLY RELEASE/PD FOR STAFF

NOVEMBER 2023: 19 DAYS

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

7 2ND QUARTER BEGINS (RCMS/RHS)
 10 VETERAN'S DAY OBSERVED
 15 EARLY RELEASE PARENT-TEACHER CONFERENCE RCMS
 16 EARLY RELEASE PARENT-TEACHER CONFERENCE RHS
 22 EARLY RELEASE
 23-24 THANKSGIVING BREAK

DECEMBER 2023: 16 DAYS

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 2ND SEMESTER BEGINS (ELEM)
 25-29 WINTER RECESS

JANUARY 2024: 21 DAYS

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 NEW YEAR'S DAY
 15 MLK, JR. DAY
 23 3RD QUARTER BEGINS (RCMS/RHS)
 24 EARLY RELEASE/PD FOR STAFF

FEBRUARY 2024: 16 DAYS

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

7 EARLY RELEASE PARENT-TEACHER CONFERENCE - RCMS
 8 EARLY RELEASE PARENT-TEACHER CONFERENCE - ELEM
 19-23 FEBRUARY RECESS

MARCH 2024: 21 DAYS

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

12 3RD SEMESTER BEGINS (ELEM)
 20 EARLY RELEASE

APRIL 2024: 17 DAYS

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2 4TH QUARTER BEGINS (RCMS/RHS)
 15-19 APRIL RECESS
 24 EARLY RELEASE/PD FOR STAFF

MAY 2024: 22 DAYS

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

15 EARLY RELEASE
 27 MEMORIAL DAY

JUNE 2024: 8 DAYS

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

1 HIGH SCHOOL GRADUATION: SATURDAY, JUNE 1ST
 2 BIRTHDAY: SUNDAY, JUNE 2ND
 12 EARLY RELEASE/LAST DAY OF SCHOOL & 3RD SCHOOL DAY
 19 JUNE TEENTH
 28 LAST DAY OF SCHOOL

KEY

- Early Dismissal for Students
- No School (Holiday/School Vacations)
- All Day Professional Development for Staff/No Students
- Half Day Parent-Teacher Conferences
 - Elementary (10/18 & 2/8)
 - RCMS (11/15 & 2/7)
 - RHS (11/16)
- School opens

NO SCHOOL and DELAYED OPENING announcements are made via Connected, Facebook, RPS App, text message, email, and our website at <https://www.randolph.k12.ma.us/>

Family Resource Center and Registration Office

RPS Family Resource Center & Registration Office

LOCATION/CONTACT INFORMATION

Walk-In Service Address

70 Memorial Parkway, **Door #9**
Randolph, MA 02368
(781) 961-6247

Mailing Address

Randolph Public Schools
Family Resource Center & Registration Office,
70 Memorial Parkway
Randolph, MA 02368-0260

Email

Registrationoffice@randolph.k12.ma.us
fcf@randolph.k12.ma.us

Register here:

<https://www.randolph.k12.ma.us/domain/2578>

Pre-K
Kindergarten
Grades 1-12+

2023-2024 HOURS OF SERVICE

School Year

Monday 8:30 a.m. - 3:30 p.m.
Tuesday 8:30 a.m. - 3:30 p.m.
Wednesday 8:30 a.m. - 3:30 p.m.
Thursday 8:30 a.m. - 3:30 p.m.
Friday 8:30 a.m. - 3:30 p.m.

Later hours are available by appointment.

Closed

Federal and state holidays



School Directory and Schedule

2023-2024 RPS Start and End Times

PRE-K PROGRAM

HOURS: 9:00 AM —11:30 AM (Morning Session) 12:30 PM—3:00 PM (Afternoon Session)
9:00 AM - 2:00 PM (Full Day Session)

ELEMENTARY SCHOOLS

HOURS: 8:35 AM - 3:20 PM

Margaret L. Donovan School

123 Reed Street
Randolph, MA 02368
[Kimberly Duane](#), Principal
[Beth Fitzgerald](#), Assistant Principal
Phone: 781-961-6248
Fax: 781-961-6266
Email: duanek@randolph.k12.ma.us

John F. Kennedy School

20 Hurley Drive
Randolph, MA 02368
[Dr. Meliane Hackett](#), Principal
[Scheba Basile](#), Assistant Principal
[Shanelle Abernathy](#), Dean
Phone Number: 781-961-6211
Fax: 781-961-6268
Email: hackettm@randolph.k12.ma.us

Elizabeth Lyons School

60 Vesey Road
Randolph, MA 02368
[Kelley Breen](#), Principal
[Kristen Sciulli](#), Assistant Principal
Phone Number: 781-961-6252
Fax: 781-961-6264
Email: breenk@randolph.k12.ma.us

Martin E. Young School

30 Lou Courtney Drive
Randolph, MA 02368
[Sara Hosmer](#), Principal
[Jennifer O'Connell](#), Assistant Principal
Phone: 781-961-6256
Fax: 781-961-6292
Email: hosmers@randolph.k12.ma.us

SECONDARY SCHOOLS

Randolph Community Middle School

HOURS: 7:50 AM - 2:50 PM

225 High Street

Randolph, MA 02368

[Lisa Sleboda](#), Principal

[Angela Pomarole](#), Assistant Principal

[Damian Sugrue](#), Assistant Principal/SPED

[Daniel Trowers](#), Dean of Student Culture

[Rick Brown](#), Assistant Dean of Students

Phone: 781-961-6243

Fax: 781-961-6277

Email: slebodal@randolph.k12.ma.us

Randolph High School

HOURS: 7:50 AM —2:50 PM

70 Memorial Drive

Randolph, MA 02368

[John Licorish](#), Principal

[Steadman Graves](#), Assistant Principal

[Luis Martinez](#), Assistant Principal

[Desiree Joseph](#), Dean of Student Culture

[Meghan Dwyer](#), AIM Academy Director

Phone: 781-961-6220, ext. 515

Fax: 781-961-6235

Email: licorishj@randolph.k12.ma.us

Family School Partnership

The School Connection

Family engagement plays a key role in helping students succeed in school and in developing a sense of pride in the school community. The Randolph Public Schools (RPS) is committed to helping schools, staff, families, students and the community to establish active partnerships that strengthen student learning and improve schools.

The Family Resource Center works with all RPS schools to build the capacity of families and school staff, to organize and plan activities in engaging families in their children's learning. Special attention is given to families of multilingual learners through the RPS Parent Academy.

Here are some examples of activities that schools offer to engage families in student learning:

- Webinars/workshops on important topics related to children's academic learning and school experiences
- Special events

Every Randolph Public School is expected to:

- Set aside space to accommodate parent meetings, in an environment where resources including computers, internet and more are readily available
- Respond promptly to questions and requests from parents/guardians

Title I Parent and Family Engagement District Procedure

The Every Student Succeeds Act (ESSA) requires meaningful parent involvement in their children's education. ESSA requires that all school districts that receive Title I funds have a written parent and family engagement policy. This policy shall be developed jointly with and agreed upon by both educators and parents. The intent of this policy is to involve parents and family as partners in the process of school review and improvement, in activities to improve student academic achievement and school performance, and to have an integral role in assisting in their child's learning. Meaningful efforts will be made to ensure involvement of all parents, along with community members, including parents of students often needing supplemental assistance in order to attain proficient levels of achievement.

The District shall annually, by the end of September (or following the release of achievement data, if later), through a variety of communication avenues inform parents regarding the following: the status of District schools as it relates to the Elementary and Secondary Education Act (ESEA), "Every Student Succeeds Act" (ESSA), student achievement results and concerns, program and rights of parents to have meaningful involvement in the planning, review and improvement of the Title I program.

The District shall offer, in addition to an annual meeting, a flexible number of meetings at times determined most appropriate to gather parental involvement in developing, reviewing and evaluating on an ongoing basis this Parent and Family Engagement Policy.

Parents shall be notified of:

- their right to examine staff members' qualifications related to the ESSA requirement that parents of Title I students be allowed to request the qualifications of teachers and paraprofessionals providing services to their child;
- their rights regarding their child's attendance site or participation in programs focused on school improvement;
- assurances that all students in the District shall be involved with state-required assessment, with alternate assessments or exclusions only as allowed under Massachusetts Department of Education guidelines;
- the District's commitment to offering training annually, to parents, related to activities in the home which reinforce student progress in such areas as reading, mathematics, science, self-esteem, and others;
- their right to be informed about progress and to be involved with decision-making regarding their child's educational program, and in a language appropriate to their circumstances;
- that the District shall provide opportunities for parents to meet individually with staff, at times as convenient as practicable, to discuss student progress and concerns.
- requirements as mandated by State standards, State assessments, and requirements for graduation.

The School District and parents will develop a school-parent compact that outlines how parents, students and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate. The School District will offer assistance to parents in understanding the education system and the state standards, and how to support their children in achievement. The District will provide materials and training to help parents work with children. The District will educate teachers and other school staff, including school leaders, in how to engage families effectively. The District will coordinate with other federal and state programs, including preschool programs. The District will provide reasonable support the parents may request and provide information in a format and language parents can understand.

Which RPS schools are Title I schools?

Donovan Elementary School

Principal - Kimberly Duane

[School/Home Compact for the 2023-2024 School Year](#)

John F. Kennedy

Principal - Dr. Mel Hackett

[School/Home Compact for the 2023-2024 School Year](#)

Lyons Elementary School

Principal - Kelley Breen

[School/Home Compact for the 2023-2024 School Year](#)

Young Elementary School

Principal - Dr. Sara Hosmer

[School/Home Compact for the 2023 - 2024 School Year](#)

The Parent-Teacher Organization

All schools have a Parent-Teacher Organization (PTO). The purpose of the PTO is to bring all parents in the school community together to support the school and advocate for quality education. As the parent or guardian of an RPS student, parents/guardians are automatically a member of the school PTO. The PTO works with the school principal and staff to sponsor events, solve problems and raise funds for special school activities.

Parent Advisory Board

We believe strong parent and school partnerships are a key factor in helping to support academic success for students within our district. Accordingly, the Superintendent has formed a Parent Advisory Board (PAB), which meets once per month at the Administration Building for the purposes outlined below.

PAB Purpose Statement:

1. The PAB will work with the Superintendent to examine performance on district goals;
2. The PAB will support programming in relation to the RPS Mission and Vision Statements;
3. The PAB will assist their respective school principal in developing and/or supporting the principal's own School Site Council; and
4. The PAB will participate on their respective school's Site Council and work closely with the principal or designee.

The School Site Council

The School Site Council is the advisory body at each school. The School Site Council is comprised of equal numbers of parents and staff. Parents on the School Site Council are accountable to the entire parent body and are elected by parents of the school.

The School Site Council's work includes but is not limited to:

- Helping the principal develop a parent engagement plan
- Serving on personnel subcommittee for new staff
- Reviewing the School Improvement Plan
- Reporting back to parents at regular school-wide parent meetings

About the School Site Council

- All schools must have a School Site Council (SSC).
- The School Site Council (SSC) is made up of parent representatives, teachers, the principal and associate members. High school councils also have a student member.
The number of parents equals the number of professional educators (including the principal).
- Parent representatives on the SSC are elected based on the SSC by-laws. Elections are held by October 18 each year.
- The School Site Council:
 - ❖ Reviews the School Improvement Plan
 - ❖ Provides feedback on the budget for discretionary spending (budget items that aren't "locked in")
 - ❖ Helps develop plans to increase parent involvement
 - ❖ Makes recommendations about procedural changes that will have a major impact on the school community
- The parent representatives on the School Site Council must report back to the larger parent body. This can include a PTO meeting.
- School Site Council meetings are open to all parents and the public as observers.

Special Education Parent Advisory Council (SEPAC)

The Randolph Special Education Parent Advisory Council (SEPAC), is a volunteer organization which serves as a resource and advisor to parents of children with special needs, from preschool to high school. SEPAC works with the school district administration to identify areas of need and act in an advisory role to the district. Membership is open to all parents and guardians of students with special educational needs, or anyone interested in the special educational needs of children in Randolph.

For more information, contact the Director of Special Education and Student Services at (781) 961-6237.

Multilingual Learner Parent Advisory Council (MLPAC)

Similar to the SEPAC, the RPS has a group for parents whose first language is not English: the

Multilingual Learners Parent Advisory Council (MLPAC). The purpose of this council is to address needs concerning multilingual learners and their families. Parents also serve in an advisory capacity to support the school and district administration in improving its cultural competency by determining how best to support parent and school collaboration when language and culture may be an initial barrier to communication.

Contact the Assistant Director of Multilingual Learners & FRC at (781) 961-6220 ext. 580 for more information.

The Family Resource Center

The Randolph Public Schools Family Resource Center (FRC) offers many services for families.

[Make an appointment](#) to visit the FRC or call the FRC at **(781) 961-6247** to:

- Register new students for school;
 - [Pre-K Registration](#)
 - [Kindergarten Registration](#)
 - [Grades 1-12+ Registration](#)
- Fill out a change-of-address form if you move;
 - [Change of Address Information](#)
- Obtain and submit a work permit application; and
- Pick up information about schools and other resources available to Randolph families.

For more information, contact the Family Resource Center at (781) 961-6247.

“Connect-Ed” Telephone and Email System

Connect-Ed is an automatic telephone calling and email system that RPS uses to contact families of students and RPS staff. We use it to quickly communicate important information such as school emergencies, reminders about events, deadlines and more. The system pulls your most up-to-date contact information from our student information system, PowerSchool. It is very important you give any changes to your contact info (phone and/or email) and address changes to your student’s school main office and the Family Resource Center. You may receive Connect-Ed calls from your child’s school, the Family Resource Center, the Special Education Office, or the Superintendent’s Office.

Email is a universal way to communicate with parents, students, and within our school district. An email is messages distributed by electronic means from one computer user to one or more recipients via a network. Every member of the Randolph Public Schools (staff and students) receives an email account. The email account, in many cases, will be what connects the students to outside educational resources used by the district for educational purposes. Students under grade 11 are not permitted to send emails outside of the organization due to district policy. Our 11th and 12th grade are permitted for uses of communicating with potential colleges and universities. Our staff members are able to use email to communicate with parents, other RPS staff members, and outside the organization. All emails are property of the Randolph Public Schools.

IMPORTANT: *Contact the school AND the Family Resource Center if your phone number or email address changes!*

High Quality Teaching and Learning

The vision of Randolph Public Schools is to engage all individuals in a respectful, caring, and equitable environment, to become life-long learners who are innovative and collaborative leaders of a global society. The Randolph Public Schools believes that all children can learn if provided with high quality instruction and equitable time, tools, and support. Our goal is to ensure that every student meets or exceeds standards in all subject areas. We do this by providing students multiple ways to learn, designing learning that is challenging and engaging, and providing additional support where needed.

Student Learning Experiences:

- Make accommodations for all differences so that the best opportunities are the equitable for all
- Provide choice in product, process, and content
- Are relevant, rigorous, project-based and supported by culturally relevant materials, resources, experiences and texts
- Connect prior knowledge and new knowledge and extend beyond the classroom through service learning and community development
- Utilize cognates and literacy skills in students' native languages to support understanding of the material in a deeper manner
- Are real-world and build 21st Century competencies

The Learning Environment:

- Is organized, welcoming, clean and neat with adequate space for varied student groupings
- Is print-rich, cognitively stimulating, and supports learning through the usage of current anchor charts, graphic organizers and posted current student work
- Is extended beyond the classroom by using the community and field experiences as learning environments that extend and complement learning beyond the classroom
- Is culturally relevant representing the students and families' lived experiences

Curriculum, Instruction, Assessment:

- A consistently implemented, aligned curricula that articulates well-defined outcomes with a focus on depth of understanding
- A cohesive curriculum plan with social-emotional learning embedded throughout lessons
- Content objectives are explicit, student friendly, based on grade level work and product based
- Language objectives are explicit, student friendly and support the learning of the content
- A variety of assessment practices are incorporated in the lesson plans to give students multiple opportunities to show their understanding of the material
- Purposeful group interaction is planned so that students at different levels of proficiency (academic, language, social-emotional) can participate in challenging activities
- Is structured around a framework to support the academic, social, emotional, and behavioral competence of all students

- Learning opportunities will be Universally Designed for Learning giving all students an equal opportunity to succeed and offering flexibility in the ways students access material, engage with it and show what they know.
- All learners can access and participate in meaningful, challenging learning opportunities.

Randolph Public Schools believes in powerful teaching and learning by promoting equitable teaching practices through the use of high quality, innovative and engaging preK-12 curricula, recruiting and retaining high quality educators, and building family and community partnerships that support student achievement. Our communities experience an environment that is safe, challenging and joyful every day.

Promotion and Assessment

Throughout the school year, teachers assess students on what they have learned and what they know and can do. Assessment includes paper-and-pencil tests, computer-based tests, oral and written reports, performances, and projects. Ultimately we look for assessments to measure our students attainment of deep and meaningful learning targets or objectives. RPS educators also utilize the data from DIBELS (grades K-8) and iReady (grades 2-11) along with classroom common assessments to measure student progress on a regular basis. This helps teachers adjust instruction to ensure that students have developed the skills and learned the content needed to be successful. Caregivers of RPS students should be informed regularly of their child's progress in all academic areas. For information on your child's performance, please ask your child's teacher.

MCAS Requirement

Every student who attends a Massachusetts public school must take MCAS (Massachusetts Comprehensive Assessment System) tests. MCAS is given in grades 3 through 10. The subjects tested vary by grade. They include English language arts (ELA), reading comprehension, mathematics, and science and technology/engineering (STE). MCAS tests how well students and schools are meeting the learning standards set by the state. The MCAS is a combination of multiple-choice questions (where a student chooses from a list of possible answers) and short answer and open-ended questions (where the student writes or shows an answer).

How are MCAS results used?

Educators, parents, and students use MCAS results to:

- Measure student progress: the MCAS is one of several tests that the Randolph Public Schools uses to make promotion decisions
- Academic growth students have made from one grade to the next
- The MA Department of Elementary and Secondary Education (DESE) uses MCAS results and other data to determine if schools and districts are meeting standards for improving student academic performance to identify strengths, weaknesses and gaps in curriculum and instruction
- Gather information that can be used to improve student performance
- Identify students who may need extra academic support

The MCAS Graduation Requirement

In order to graduate from high school, students must earn a Competency Determination (CD) in ELA, mathematics, and science and technology/engineering (STE) as well as meeting their coursework and attendance requirements. To earn a CD in ELA and/or mathematics, a student must reach a performance level of Proficient or Advanced.

Students who score in a performance level of Needs Improvement in ELA and/or mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP), which is an individualized intervention plan that includes additional coursework and an assessment component. (Please ask your child's principal for further information about EPP.) To earn a CD in STE, a student must pass one of the MCAS high school science tests.

Registration Information for Families

New Student Registration

Entering Kindergarten

Children entering kindergarten must be five (5) years old by August 31, 2023. Randolph Public Schools offers a free full-day program from 8:35 AM - 3:20 PM. Before and after school programs are also available.

ALL new student registrations and address changes are completed online through the Arbiter Sports program. Families of newly registering students can go to the Randolph Public Schools website and click

on the round Student Registration button, or the link: 

[CLICK HERE TO REGISTER YOUR CHILD](#)

For students that attended the Pre-K program at the JFK School/Randolph Public Schools, please complete the registration form/s you received from the PK Office.

To update addresses of current (enrolled) students, please go to the Randolph Public Schools website and follow the [link](#) to change your address.

The Family Resource is open [by appointment](#) to assist families who require additional assistance in completing their online registration or other matters. Appointments can also be made by calling (781) 961-6247.

Family Resource Center Hours:
Monday-Friday 8:30 AM - 3:30 PM
Translators are available to assist you.

Family Resource Center:
70 Memorial Parkway
Randolph, MA 02368
Door # 9
Phone: (781) 961-6247
Fax: (781) 961-6234
registrationoffice@randolph.k12.ma.us

Before and After School Program – Grades K-5

The Old Colony YMCA in Stoughton is the provider of our before and after school program. The EEC licensed program focuses on social and emotional skill building in a safe environment, while providing academic support through homework assistance.

Care available for all four elementary schools:

Donovan, JFK, Lyons, and Young Elementary Schools

Before School Care: The program will open at 7:00 AM. Students will start their day with a variety of games and activities.

After School Care: The program will be available from dismissal until 6 PM. A healthy snack is provided and a variety of activities that include: Y Chat time, crafts, science, games, indoor/outdoor play and FUN!

Early Release Care: On early release days, the program operates at each school until 6 PM with special activities and themes planned.

There is no additional fee if the day falls on a normally scheduled day.

School Vacation and Summer Fun Club: During school vacations and in the summer the Y provides a full day program offering theme-based weeks with activities that include STEM, sports, new games, arts, drama, and much more! Location to be determined. Open from 7:00 AM – until 6:00 PM excluding any holidays. A separate registration form is required. Please contact us for more details!

For all Before & After School Information, please contact:

Jessica Edlund, School Age Director – Randolph

jedlund@oldcolonymca.org

781-341-2016, ext. 244

Multilingual Learners

Multilingual Learners (MLs) Department's Mission

Randolph embraces its linguistically and culturally diverse Multilingual Learner (ML) population. Currently, more than 25 different languages, and countries from all around the world, are represented in our student body. This diversity adds a vibrant richness and new perspectives to all our classrooms!

In partnership with a caring community, Randolph Public Schools creates a dynamic learning environment which engages each of us to be inspired learners and responsible citizens, prepared to meet global challenges. The goal of the program is to help students from other language backgrounds learn and use English effectively, succeed academically, and become productive, contributing citizens while continuing to cherish their linguistic and cultural backgrounds.

Multilingual Learners (MLs)

Multilingual Learners (MLs) are students who speak a primary language other than or in addition to English in the home. Students enter schools at varying English proficiency levels. Their English proficiency is measured upon entering the district and they are then scheduled for their proficiency-appropriate English language services.

Some multilingual learners are born in the United States. Others are immigrants from other countries who have come to the United States for different reasons. Currently, Randolph Public Schools has approximately 500 MLs enrolled in their schools.

Once identified as an ML, students are placed in the English language education (ELE) program.

ELE Programming in Randolph Public Schools

Randolph Public Schools' ELE program follows a Sheltered English Immersion model, in which students receive English Language development (ELD) instruction by licensed English as a Second Language (ESL) teachers and sheltered content instruction (SCI) by licensed subject-area or grade-level teachers. This program model is designed to support MLs both in their English language acquisition and in their academic learning.

SEI consists of two instructional components necessary for the effective instruction of MLs

1. The SEI program requires grade-level content taught by SEI-endorsed core academic teachers using strategies to scaffold and differentiate instruction. Sheltered English Instruction is intended to make instruction in academic content areas, delivered in English, more comprehensible to ML students.
2. ELD, taught by ESL certified teachers, includes direct language instruction tailored to student's level of English proficiency, separate from core-content instruction. ELD instruction addresses the listening, speaking, reading and writing standards contained in the WIDA English Language Development Standards Framework. ELD service minutes are based on MA DESE guidance.

The language development of multilingual learners is the responsibility of both ESL and general education teachers.

Initial Language Identification, Program Placement, Monitoring, and Exiting from the ELE program.

Identification:

Massachusetts Department of Elementary and Secondary Education (MA DESE) regulations require that all schools determine the language(s) spoken in each student's home to identify their specific language needs. This information is essential for schools to provide meaningful instruction for all students and is gathered through the use of a Home Language Survey (HLS), which is a required part of the district registration packet.

Every newly enrolled student whose HLS indicates that a language other than English is spoken at home must be screened for English language proficiency using the WIDA screener. The screening process is conducted on an individual basis, with the language proficiency test administered by a licensed, experienced ESL educator who has been trained to use the screening assessments.

Placement:

A student who is identified as an Multilingual Learner (ML) after a language screening assessment is placed in the ELE program to address their English proficiency needs so that the student can be provided the opportunity to participate meaningfully and equally in the district's educational program (603 CMR 14.04). Parents will be informed promptly of final placement decisions through a Parent Notification letter.

Once the results of the screening assessment are obtained, the ML staff and building-based administration will work together to determine the appropriate placement of the student in the school setting and the appropriate level of ESL support. In general, the student will be placed in the appropriate class for their chronological age. DESE has established guidelines for the amount of English Language Development an ML should receive based on their proficiency level.

If a student has interrupted or limited education prior to enrolling in RPS, additional assessments may be given in the student's native language to determine levels of literacy and mathematics knowledge/skills.

Monitoring ML Progress:

Students remain in the ELE program, receiving direct English language development (ELD) instruction and sheltered content instruction (SCI), until they demonstrate academic English language proficiency. Districts must annually assess ML's language proficiency using the ACCESS for ELLs exam.

Exiting the ELE program:

MLs can be considered for reclassification once they receive an overall score of 4.2 and a literacy score of 3.9 on the ACCESS for ELLs annual exam. Reclassification decisions involve the teachers that work with the student and take into account the exam scores, classwork and other relevant data.

Parents will be informed promptly when their child is being considered for exiting the ELE program. They will be invited to meet with school administrators/teachers to ask questions and discuss the next steps in their child's education.

Once a student demonstrates this ability, they are "reclassified" or "exited" from the ELE program. The district must then monitor the student for four years, to ensure that the student continues to make effective academic progress.

ML Support Services

In addition to providing students with Sheltered English Instruction and English Language Development, it is important to ensure substantial academic support, access to extended day learning, extracurricular enrichment activities and socio-emotional guidance. Multilingual and multicultural liaisons are available to assist students and their families in obtaining needed services.

Opportunities to provide ML students with needed supports include but are not limited to the following:

- After school tutors
- Translation and interpretation services
- Connecting families with service delivery providers
- ESL classes for parents
- ML Summer Leadership Academy (SLAM)
- Multilingual Family and Cultural Events

Opt-out and Alternate ELE Program Requests

A parent/guardian has the right to opt out of the ELE program. We request that the parent meet with the ML Assistant Director to discuss the student's placement, past school performance, and sign an official opt-out form at that time. **Opt-out forms will need to be re-signed annually.**

If parents/guardians believe that their child should be placed in a different ELE program than the one proposed/available in the district, they have the right to request placement in an alternate ELE program.

If there are 20 students or more of a given grade level in one particular language group whose parents have requested a bilingual or other type of language support program, the district will be required to consider that type of program.

If you have any questions, please contact the Assistant Director of Language Acquisition at (781) 961.6220, ext. 580.

Translation and Interpretation

Communications from schools and the district are regularly available in English and our 4 major languages: Haitian Creole, Vietnamese, Spanish, and Portuguese. If families require additional information about communications they have received, they should contact their school's principal or one of the 4 translation specialists.

Si ou gen plis kesyon, tanpri souple kontakte lyezon pou fanmi ki pale Kreyòl Ayisyen yo nan 781-807-0081.

Si tiene más preguntas, llame a la intérprete para las familias hispanohablantes al 339-209-2539.

Se você tiver qualquer outra pergunta, por favor entre em contato para auxílio com o idioma Português, número 339-204-5505.

Nếu quý vị có câu hỏi nào khác, làm ơn liên hệ phiên dịch viên tiếng Việt, tại 339-216-2400.

Special Education and Student Services

The Randolph Public Schools District is committed to providing a continuum of services that offers students the opportunity to access the general curriculum in the district in the least restrictive environment.

The Special Education and Student Services Department is the umbrella for a variety of programs that help students achieve academically, personally and social-emotionally. This includes oversight of special education, related services, guidance, school counseling, nursing services, McKinney-Vento, foster care, 504 Plans and the integrated pre-k program. Services are designed in alignment with the Individuals with Disabilities Education Act and state laws to meet the needs of Randolph Public Schools students. These services are provided at no cost to students who qualify.

The Special Education Department works with the schools and families to provide special education programs and services to school age children who have special needs. The special education services are for students who have a disability that impacts the student's academic performance and requires an Individual Education Program (IEP) to access the curriculum. At Randolph Public Schools, we believe that students are educated in the least restrictive environment (i.e., general education classroom).

Randolph Public Schools believes that all learners should be provided with differentiated forms of instruction and recognize that all students learn in different ways. Our multi-tiered systems of support provides the regular education foundation for our service delivery. Students who are exhibiting academic and/or social, emotional, and behavioral concerns are referred to our RMTSS process. Each school has their own RMTSS team who support teachers in implementing a tiered supports and interventions and monitors student progress in the classroom setting to help determine if further interventions or other supports need to be considered.

The Special Education Department oversees programmatic responsibilities for students attending in-district public schools, local private/parochial schools, as well as Randolph students placed by the district at special education collaborative programs or private special education schools. If a student cannot have their needs met in the district, students can be referred to an out of district placement. We provide transportation to such placements, as required. There are no gaps in service or placement options.

In addition to instructional responsibilities, the department coordinates related services, evaluative assessments, specialized transportation, assistive technology, legally mandated extended school year programming, and other specialized services including social-emotional learning supports.

The department is also responsible for the provision of special education related professional development, child find, data management, and parent outreach.

The following is a list of programs/services the school district offers:

- Inclusion settings
- Co-taught classrooms
- Substantially separate classrooms

- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Counseling Services
- Assistive Technology consultation
- Vision consultation/services
- Hearing consultation/services
- Board Certified Applied Behavior Analysis support services
- Nursing services
- Consultation services by special educators, related service providers and specialists
- Integrated Pre-K Program

PRE-KINDERGARTEN PROGRAM

Location: JFK Elementary School Ages 3-5

The Integrated Pre-Kindergarten Program is designed to promote a child's social, emotional, physical, and cognitive development, and provides an environment in which children with identified disabilities may learn both with and from peers with typical abilities in an inclusive setting. Although primarily provided to serve children with special needs, the Integrated Pre-Kindergarten Program features a comprehensive language-based, developmentally appropriate early childhood curriculum designed to meet the needs of a variety of learners. In those classrooms, children from the community presenting with typical abilities are invited to join as Peer Partners to work, talk, and play alongside children with special needs. This partnership enhances the social, language, and overall academic development of all.

RISE PROGRAM

Location: JFK Elementary School

The RISE Program is designed to meet the learning needs of students who require significant behavioral, social, communication, and/or academic support based on the principles of Applied Behavior Analysis (ABA) in order to access the curriculum. This program primarily serves students with a diagnosis of Autism Spectrum Disorder (ASD), Social-Communication Disorder, or related developmental disabilities who require individualized instruction tailored to their unique needs using a developmentally- appropriate, multi-sensory approach. Students are generally working below grade-level expectations on at least one core academic area (e.g., reading, written expression, math) and require substantial curriculum modifications and/or supplemental and alternative curricula in order to meet their learning needs. Instructional approaches may include discrete trial teaching for students who are working on foundational skills and direct instruction in core academic areas. All students also participate in social skills groups that follow specific curricula designed for students with social pragmatic needs (e.g., Social Thinking, etc.), facilitated by the classroom teacher and Speech-Language Pathologist, with ongoing instruction in social communication skills embedded into the classroom throughout the day to help students with generalization. Data collection is an important aspect of the program and is utilized on an ongoing basis to closely monitor students' progress towards individualized goals and curriculum standards.

Inclusion opportunities are provided for all students on an individualized determination focusing on the child's specific strengths, and may include participation in the general education classroom for academics (e.g., math, science), specials, lunch and recess.

The goal of inclusion is to support students in generalizing their skills with same-age peers and to foster connections between students and the larger school community.

The RISE Program is staffed by a certified special education teacher in each classroom and paraprofessionals who provide support to students both in the RISE classroom and during inclusion opportunities within the general education classroom. Consultation from a Board Certified Behavior Analysis (BCBA) is provided to the team for all students in the program. Individual therapies provided by a Speech-Language Pathologist, Occupational Therapist, Physical Therapist, and School Adjustment Counselor are also delivered in the context of this program as deemed appropriate on an individualized basis.

LANGUAGE BASED (LB) PROGRAM

Location: Donovan Elementary School

The Language Based Program is designed for students with language-based learning disabilities (SLD). The program provides students with the language and literacy skills, learning strategies and tools to become independent learners and achieve success in school. Students in this program are working below grade level in a range of academic subject areas and generally display significantly reduced decoding, fluency, comprehension and written and verbal language skills and require a structured, sequential, small group supported approach to learning. Specially designed instruction provided within the context of this program includes direct instruction in an evidence-based phonics program designed for students with disabilities (e.g., Wilson), and explicit instruction in reading comprehension and written expression skills. Students receive embedded support from a Speech Language Pathologist several times per week within a co-treat model with a focus on targeting vocabulary, language comprehension, and written expression skills.

Access to appropriate inclusion opportunities is encouraged for all students in the LB Program. Students participate in general education classes, as deemed appropriate on an individualized basis, such as Math taught by a dual-certified teacher. Additionally, students participate in a co-taught inclusive Science and Social Studies classes with their peers.

GROW (Getting Ready for the Outside World) PROGRAM

Location: Young Elementary School

The GROW Program is designed to meet the needs of students who require significant specialized instruction in academics and embedded opportunities to practice functional communication, self-help, and social-emotional skills in order to address their complex learning needs. This program primarily serves students with a primary disability category of Intellectual Impairment or Developmental Delay who require targeted instruction tailored to their unique needs using a developmentally-appropriate, multi-sensory approach. Eligibility for the GROW program is determined on an individualized basis by the IEP Team using objective data from student assessments and progress reports when a student has not shown academic growth with other intensive supports in place using a tiered systems of support model. Students in the program require substantial curriculum modifications and/or supplemental and alternative curricula and are generally working on standards at the “access skills” or “entry points” level on at least two core academic areas (e.g. reading, written expression, math). All students also participate in activities of daily living (ADLs) with ongoing instruction in self-help skills and functional communication skills embedded into the classroom throughout the day to help students gain independence.

Inclusion opportunities are provided for all students on an individualized determination focusing on the child's specific strengths, and may include participation in the general education classroom for academics (e.g., science), specials, lunch and recess. The goal of inclusion is to support students in generalizing their skills with same-age peers and to foster connections between students and the larger school community.

The GROW Program is staffed by a certified special education teacher in each classroom and paraprofessionals who provide support to students both in the GROW classroom and during inclusion opportunities within the general education classroom. Individual therapies provided by a Speech-Language Pathologist, Occupational Therapist, and Physical Therapist are delivered in the context of this program as deemed appropriate on an individualized basis. Consultation from the district's Board Certified Behavior Analysis (BCBA) is also available to the team for students in the program.

TLC (Therapeutic Learning Center) PROGRAM

Location: Lyons Elementary School

The Therapeutic Learning Center (TLC) is a program of self-contained classrooms available to students in grades Kindergarten through five. The program is located at the Lyons Elementary School (Lyons ES). These classrooms respond to the needs of students dealing with a variety of behavioral, social, therapeutic and academic issues. They provide small group instruction and benefit from a small student-to-staff ratio.

ILC (Independent Learning Center) PROGRAM

Location: Randolph Community Middle School

The Independent Learning Centers (ILC) is a program of self-contained classrooms available to students in grades six-eight. The program is located at the Randolph Community Middle School (RCMS). These classrooms respond to the needs of students with intellectual impairments, who are unable to access grade-level curriculum and need to have material presented at a developmental-level, commensurate with their abilities. This program also provides services to students on the autism spectrum, and also provides small group instruction and a small student-to-staff ratio, consistent with strategies designed to promote academic and social success.

I-ILC (Intensive Independent Learning Center) PROGRAM

Location: Randolph Community Middle School

The Intensive Independent Learning Centers (I-ILC) at the Randolph Community Middle School, is designed for students, grades six-eight with significant developmental delays, intellectual, neurological, communication, health and multiple handicapping disabilities exhibited in a pronounced delay in learning and social development. Subjects are taught using a structured multi-sensory and systematic design with specialized instruction broken down into manageable parts and modified to meet the individual needs of students.

Language Based Learning Classroom (LBLC)

Location: Randolph Community Middle School

The Language Based Program at Randolph Community Middle School is designed for students with language-based learning disabilities (SLD). The program provides students with the language and literacy skills, learning strategies and tools to become independent learners and achieve success in school.

Students in this program are working substantially below grade level in a range of academic subject areas and generally display significantly reduced decoding, fluency, comprehension and written and verbal language skills and require a structured, sequential, small group supported approach to learning.

Specially designed instruction (SDI) provided within the context of this program includes direct instruction in an evidence-based phonics program designed for students with disabilities and explicit instruction in reading comprehension and written expression skills.

Students receive embedded support from a Speech Language Pathologist several times per week within a co-treat model with a focus on targeting vocabulary, language comprehension, and written expression skills.

Access to appropriate inclusion opportunities is encouraged for all students in the LB Program. Students participate in general education classes, as deemed appropriate on an individualized basis, such as Math taught by a dual-certified teacher or a small group class in either Math or ELA or both. Additionally, students participate in an inclusive Science and Social Studies classes with their peers.

Therapeutic Learning Center (TLC) Program

Location: Randolph Community Middle School

The Randolph Community Middle School, Therapeutic Learning Center, TLC, is a therapeutic program designed to provide students with the academic, behavioral and therapeutic support they require to function within the middle school setting. The TLC is a sub separate program in which students are mainstreamed into specific classes based on personal growth and readiness. We provide inclusion supports for students on IEPs. We provide highly individualized services, programming, crisis intervention, and behavioral supports. This program primarily serves students who have social-emotional needs that impact their access to the curriculum and students who exhibit a lack of impulse control or overt acting-out behaviors that are demonstrated over a prolonged period and significantly extend beyond the norm of accepted classroom behavior.

Mission: TLC is an academic and social-emotional support program for students who have struggled in traditional school settings. Our goal is to provide students with the behavioral tools to fully integrate into mainstream classes. By providing a small group environment, close personal connections, and individualized learning opportunities we empower students to become better versions of themselves and exceed academic and personal expectations.

Values:

- Tools for for Life
- Personalization
- Structure and support

Individualized Learning Community (ILC) Program

Location: Randolph High School

The ILC is a program of substantially separate classrooms at the Randolph High School for grades nine through age 22. The program meets the needs of students who require significant specialized instruction in academics. The program provides embedded opportunities to practice functional communication, self-help, and social-emotional skills.

This program primarily serves students with a primary disability category of Intellectual Impairment or Autism who require targeted instruction tailored to their unique needs using a developmentally appropriate, multi-sensory approach.

Students in the program require substantial curriculum modifications and/or supplemental and alternative curricula and are generally working on standards at the “access skills” or “entry point” levels. Students also participate in activities of daily living (ADLs) with ongoing instruction in self-help skills, community access, transition skills, and functional communication skills embedded into the classroom throughout the day to help students gain independence.

Students who demonstrate higher level skills are also encouraged to participate in classes outside of the program to offer the least restrictive environment. Some students may take classes in the LB program and/or Randolph High School's inclusion classes. Which class is based on the individual's strengths. We do offer a track to receiving an MCAS certified high school diploma for students who can successfully pass the MCAS.

Students in the ILC Program typically remain with the program until they are 22 years old. After 12th grade, students can continue working on activities of daily living (ADLs) with ongoing instruction in self-help skills, community access, transition skills, and functional communication skills in our Transitions Program. The program also supports families with the transition from Randolph Public Schools to adult service agencies, primarily the Department of Developmental Services.

The goal of the Transition Program is to help students become as independent as possible, including securing competitive integrated employment. Students learn a variety of life skills such as being able to access public transportation, budget earnings, make purchases, behave appropriately in community and work based settings, follow directions. As they make progress, students fine-tune their work abilities, determine job preferences, and learn to work with growing independence.

Program activities take place in a variety of community settings, including work sites, the bank, public transportation and within other local businesses.

AIM Academy Program

Location: Randolph High School, Grades 9-12

AIM Academy is an alternative education program designed to provide students with the academic, behavioral and therapeutic support they require to function within the high school setting. AIM Academy is a general education program. We provide inclusion support for students on IEPs. We deliver highly individualized services, programming, crisis intervention and behavioral support. This program primarily serves students who are significantly behind academically, missing credits, struggle with consistent attendance and participation, have social-emotional needs that impact their access to the curriculum and students who exhibit a lack of impulse control or overt acting-out behaviors that are demonstrated over a prolonged period and significantly extend beyond the norm of accepted classroom behavior.

Related Services

All required related services are available to students as agreed to within their Individualized Educational Programs within their assigned schools. Related services include but are not limited to speech/language services, occupational therapy, adapted physical education, physical therapy, and vision.

Depending upon the set educational goal(s), services may be provided through an in-class and/or pullout model.

Nursing Services

Services may include direct or indirect services from a nurse, or paraprofessional/other school staff when it is determined appropriate by the student's physician and monitored by the Nurse Leader.

Occupational Therapy

Occupational therapists evaluate, plan, and implement treatment with special education students on an individual basis or in small group settings. Occupational therapists work with teachers, school staff, and parents to ensure that educational programs appropriately address all areas of suspected disability.

Physical Therapy

Physical therapists specialize in gross motor control, sensory motor coordination, posture, balance, functional mobility, assistive devices, and accessibility to the school environment. Physical therapists work with teachers, school staff, and parents to ensure that educational programs appropriately address all areas of suspected disability. Physical therapists evaluate, plan, and implement treatment with special education students on an individual basis or in small group settings.

Speech and Language Therapy

Speech and Language Pathologists diagnose and remediate communication disorders, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. Speech and Language Pathologists work with teachers, school staff, and parents to ensure that educational programs appropriately address all areas of suspected disability. Speech and Language Pathologists evaluate, plan, and implement treatment with special education students on an individual basis or in small group settings.

Deaf/ Hard of Hearing and Vision Services

Deaf/Hard of Hearing and vision services are provided for the purpose of inclusionary access for students with hearing or sight loss and may include classroom consultation, teacher meetings, student observation, teacher in-service, as well as, other services deemed necessary as determined by the Team.

Counseling Services

Counseling in small groups or one-to-one is provided to students to practice communication, problem solving and other social skills.

Applied Behavior Analysis (ABA)

Applied Behavior Analysis (ABA) is a very structured and systematic teaching approach which breaks down learning into small discrete units, which are taught in small steps. Data is collected to monitor individual progress.

Specialized Reading Services

Specialized reading instruction is available through the use of research-based programs and other phonemic programs.

Student Services Support Across the District

Each school in the district is staffed by a team of support personnel which include but not limited to a social worker, nurse, school/guidance counselor, school psychologist and ESL teacher.

Social workers work to bridge school, home, and community and support student well-being in an effort to promote and facilitate student success.

Nurses provide high quality comprehensive school health services in support of each student's physical/mental health and wellbeing.

Guidance counselors support students in the areas of academic achievement, personal/social development and career development.

School Psychologists carry out educational testing and support students and staff through provision of consultation, intervention development, prevention, and planning.

ESL certified teachers provide direct English language development (ELD) instruction, tailored to student's level of English proficiency, and in addition to core-content instruction. ELD services are delivered as a push-in or pull-out model at the elementary level, and in separate academic periods at the secondary level. MLs are fully included in the learning community in the Randolph Public Schools and have equal access to facilities and services as all students.

The Randolph Public Schools provides appropriate services to students on Section 504 plans. These students may have an impairment that substantially limits one or more major life activities and who need accommodations or services in order to have equal access to school programs.

The Randolph Public Schools has a McKinney-Vento Liaison who supports homeless students and their families by linking families to local community supports, mitigating barriers to school attendance, and facilitating student readiness to learn.

The Randolph Public Schools also provide home or hospital tutoring services to public school students who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year.

Food and Nutrition Services

Community Eligibility Provision (CEP)

Randolph Public Schools is participating in a Free Breakfast and Lunch program for the current school year (2023-2024). This alternative is referred to as the Community Eligibility Provision. All students enrolled in Randolph Public Schools may participate in the School Breakfast Program and the National School Lunch Program at no charge. Household applications are not required to receive free meals, but applications may be distributed by the school to collect household income data for other programs that require this information. All students will be served breakfast and lunch at no charge at **All Randolph Public School sites**.

For additional information please contact:

Randolph Public Schools
Food Service Department
70 Memorial Parkway
Randolph, MA 02368
Attn: Stacia Fritz

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Homeless Students: Enrollment Rights and Services

As required by law, the District will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible, including Title I, similar state programs, special education, bilingual education, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e., the school that the student was attending at the time they became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the District. The District will transport students who are sheltered or temporarily residing within the District to the students' school of origin.

For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the District. Accordingly, the District will provide transportation services to school in a manner comparable to the transportation provided for all other students in the District.

Dispute Resolution

If the District disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the District will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the District's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:
<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the District's liaison for homeless students and their families. The District's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The District's liaison will also review and recommend amendments to District policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure District staff receive professional development and other support on issues involving homeless students.

RESIDENCY REQUIREMENTS FOR STUDENTS:

CHAPTER 76: SECTION 5. PLACE OF ATTENDANCE; VIOLATIONS; DISCRIMINATION

Every person shall have a right to attend the public schools of the town where they actually reside, subject to the following section. **No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee.** Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

SCHOOL COMMITTEE POLICY JCAC: RESIDENCY POLICY FOR THE RANDOLPH PUBLIC SCHOOLS

According to the Randolph Public Schools Residency Policy, to attend the Randolph Public Schools, a student must actually reside in the Town of Randolph. Temporary residence solely for the purpose of attending school is not sufficient for enrollment. Further, students who are enrolled in the District may be required to re-establish residency prior to entering grades six (6) and nine (9), and during other times as determined by the Superintendent or designee.

When the District suspects that a family of a current Randolph Public School student lives outside of Randolph, the student's residency will be subject to further inquiry/investigation. **Students found to be in violation of Massachusetts General Laws, Chapter 76: Section 5 may be dismissed immediately from the Randolph Public Schools and parent(s), guardian(s) or responsible adult(s) may be jointly and severally liable to the Randolph Public Schools for the student's tuition for the full academic year(s).** The Randolph Public Schools may also impose other penalties on the family such as legal fees incurred by legal action and the withholding of certain scholarships and prizes. All applicants must reside in our town (Massachusetts General Laws, Chapter 76: Section 5).

ENROLLMENT OF HOMELESS STUDENTS

Students who are actually residing in Randolph and who qualify as homeless students under the federal McKinney-Vento Act, as amended by the Every Student Succeeds Act of 2015, will be immediately enrolled in Randolph Public Schools in accordance with federal law. Further information and assistance may be obtained from the Homeless Liaison for the Randolph Public School District.

Randolph Public Schools Homeless Education Liaison can be reached at 781-961-6237 for more assistance.

***The Massachusetts Department of Elementary and Secondary Education adopted Section 725(2) of Act regarding the definition of homeless children and youth:

- *individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.*

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- unaccompanied youth is a youth not in the physical custody of a parent or guardian.

In addition, according to McKinney-Vento, a **fixed residence** is one that is stationary, permanent, and not subject to change. A **regular residence** is one which is used on a regular (i.e., nightly) basis. An **adequate residence** is one that is sufficient for meeting both the physical and psychological needs typically met in home environments. Therefore, **children and youth who lack a fixed, regular, and adequate residence will be considered homeless.**

Enforcement of the Residency Requirement:

When the District suspects that a family of a current Randolph Public School student lives outside of Randolph, the student's residency will be subject to further inquiry/investigation. The Randolph Public Schools may suspect a student is not a resident if, for example, mail is returned due to an invalid address, the proofs of address submitted by the parent are inconsistent or suspicious, or for other reasons upon the discretion of the Superintendent or their designee. During the course of the investigation, the District may ask for additional documentation, may use the assistance of the District's residency investigator(s), and/or may obtain the services of the police or investigative agency personnel to conduct investigations into student residency. The residency investigator(s) will report their findings to the Superintendent of Schools, who shall make the final determination of residency.

Students found to be in violation of the residency policy **may be dismissed immediately** from the Randolph Public Schools and parent(s) or guardian(s) may be jointly and severally liable to the Randolph Public Schools for the student's tuition for the full academic year(s). The Randolph Public Schools may also impose other penalties on the family such as legal fees incurred by legal action and the withholding of certain scholarships and prizes. All applicants must reside in the town of Randolph, MA.

(Massachusetts General Laws, Chapter [76, section 5](#) provides in pertinent part: *Every person shall have a right to attend the public schools of the town where they actually reside, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the School Committee.*

Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools).

Unless otherwise indicated in the Residency Policy for the Randolph Public Schools, all applicants must submit at least one document from each of the following groups.

Group A Must submit 1 proof	Group B Must submit 2 proof	Group C Must submit 1 proof
<u>For Homeowners:</u> ___ Current Mortgage Statement* If you are no longer paying a mortgage on your home, you must submit a copy of the property deed along with a copy of the discharge of mortgage ___ Settlement Statement ___ Current Property Tax Bill and most recent payment ___ Property Water Bill and most recent payment <u>For Renters:</u> ___ Current up-to-date Lease (including BHA and HUD leases) and record ___ Legal affidavit form (signed) from landlord affirming tenancy and record of most recent rent payment ___ Signed and notarized Property Owner Certification Form ___ Current Lease and a signed Notarized Landlord Living Agreement ___ Complete	<u>Dated within the last 60 days.</u> ___ Recent Utility Bill (Gas, Oil, Cable, Electric, Home Telephone) ___ House Insurance bill (not the house insurance policy) ___ Vehicle insurance bill with Randolph address (not car policy, not car excise tax)	<u>All proofs must show the current address.</u> ___ Valid government-issued photo identification (If your ID does not have your current address, please provide one other document from this column) ___ W-2 form (Dated within the past year) <u>Dated within the past 60 days:</u> ___ Letter from a government agency ___ Payroll stub ___ Bank or credit card statement

Policies

Educational Opportunities for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the Randolph School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The District has designated a point of contact for students in foster care. The District and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and their foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The District can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the District will ensure that a child remains in their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the District and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which they reside in foster care. During enrollment of students in foster care, DCF representatives will present the District with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the District will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the District. Accordingly, the District will provide transportation services to school in a manner comparable to the transportation provided for all other students in the District.

School Assignments

Generally, students will be required to attend school in the attendance area in which they reside, unless special permission has been granted solely by the superintendent following a meeting with the family and relevant District staff.

Special permission may be granted by the superintendent for the following reasons:

1. If the change involves a child with a disability and per the recommendation of the child's 504 or IEP Team, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child and of the schools, and/or for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another within the town of Randolph during the school year and the parents wish the child to remain in his former school.
4. To permit students to take courses not offered in their assigned schools.
School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules, the placement has been made pursuant to the student's 504 Plan or IEP, or unless specific permission is granted at the sole authority of the Superintendent.

School Choice

It is the policy of this school district not to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, the following local conditions would apply:

1. That by May 1st of every school year, the administration will determine the number of spaces in each school available to Choice students.
2. That by June 1st of every school year, a public hearing will be held to review participation in the school choice program.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, homelessness, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

Entrance Age

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age prior to September 1st of the school year during which they wish to be enrolled, will be eligible to enter kindergarten for that school year.

The admission of children whose birthdays fall after September 1st will be solely at the school's discretion.

2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

The School Choice Application Procedures can be found on our website at www.randolph.k12.ma.us. Click on the following tabs: "Families," "Family Resource Center & Student Registration." The application is on the left hand side.

Physical Restraint of Students

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Randolph School District. Further, students of the District are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following definitions appear at 603CMR 46.02:

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements;
- Procedures for receiving and investigating complaints.

Each building Principal will identify staff members to serve as a school based crisis team to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Department of Early and Secondary Education (DESE) recommends be at least 16 hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

In addition, each crisis team member will be trained regarding the school's physical restraint policy. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, and a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

A member of the School Committee or any teacher or any employees or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Principal or director or their designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to DESE.

When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the DESE within three (3) school working days of the administration of the restraint.

In special circumstances waivers may be sought from parents either through the Individual Education Plan (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.

The Committee wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L.c.71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes. - Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent(s).
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and the student's parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, the student alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such a student. Such a student may limit the rights and provisions of 603 CMR 23.00 which extend to the parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.00(1) and 23.00(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.00(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, parent or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, parent or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School Committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.00.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, their parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that they will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

- (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 - 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.
- (c) The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (e) The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.
- At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:
- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
 - (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

Medical Records: *Health Insurance Portability and Accountability Act of 1993 (HIPAA)*

The Randolph Public Schools complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as required by law to ensure the confidentiality of student medical information.

Questions regarding HIPAA should be directed to the Superintendent or designee.

Inspection of Student Records

The parent, or a student who has entered 9th grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The entire record will be made available for inspection within ten (10) days after the initial request and reasonable efforts will be made to make the record available within five (5) days. Copies of the student record will be made available to the student or parent upon payment of the duplicating costs.

Parent shall mean a student's father or mother, parent or guardian, educational surrogate parent (ESP) or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, parent or guardian. The parent or student shall have the right upon request to meet with professionally qualified school personnel and to have any contents of the student record explained.

Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or their designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and their parents/guardians are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

(4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was administered.

Privacy and Security of Student Records

- (1) The school principal or their designee shall be responsible for the privacy and security of all student records maintained in the school.
- (2) The superintendent of schools or designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.
- (3) The principal and superintendent of schools shall ensure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

Amending the Student Record

- (1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.
- (2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or their designee to make the objections known.
 - (b) The principal or designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or their designee shall promptly take such steps as may be necessary to put the decision into effect.

Confidentiality

The Randolph Public Schools District has developed policies and procedures in compliance with the [Protection of Pupil Rights Amendment \(PPRA\)](#) and the [Family Educational Rights and Privacy Act \(FERPA\)](#). Under PPRA, the Randolph Public Schools District protects student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution services. In accordance with the FERPA, the Randolph Public Schools District will, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. In addition, in accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses or maintains, and has specific procedures relating to the access of student records.

Release of Student Information

Publications: On occasion, the school system may publish or release via the Internet or other means of communication, a student's name, class, participation in sanctioned school activities and sports, degrees, honors, awards, and/or post high school plans. A student or parent/guardian objecting to such publication should notify the school, in writing, prior to the student's entry into an activity where publication of such information would be a normal procedure.

Under no circumstances are student names sold to any advertisement or marketing groups, nor do we endorse any of them. Please note that if we are sponsoring an activity, information will be released on school letterhead.

Videotaping and Photographing. Some school activities are videotaped for use on cable, and photographs of school activities and/or students receiving awards, or other such honors may be taken by the press. Parents/guardians who DO NOT WANT their child to participate in video recording or newspaper pictures, etc., must notify the building principal in writing of their explicit request that their child not appear in such photos or videos.

Directory Information. Randolph Public Schools may, in accordance with the Family Educational Rights and Privacy Act (FERPA), disclose "directory information" to third parties without written consent of the parent or student, unless the parent or student has advised Randolph Public Schools that they do not want this information released.

The primary purpose of directory information is to allow Randolph Public Schools to include certain information about a student in certain school publications such as the graduation programs, honor roll, and sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require public school districts to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent. (These laws are: Section 9528 of the ESEA (20 U.S.C.

7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces).

The Randolph Public Schools District will notify students regarding their rights with respect to the release of directory information annually in the student handbook. If you DO NOT WANT Randolph Public Schools to release directory information from your child's education records without your prior written consent, you must notify the school in writing annually. A form may be obtained from the principal at each school for this purpose.

Protection of Pupil Rights Amendment (PPRA)

Randolph Public Schools will develop policies and procedures, in consultation with parents, regarding students' rights under the Protection with Pupil Rights Amendment (PPRA), as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Randolph Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Randolph Public Schools will notify students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for parents to opt their child out of participation in the specific activity or survey, unless otherwise required by law. The specific activities and surveys covered under this policy include but are not limited to the following: 1) Collection, disclosure or use of personal information for marketing, sales or other distribution; 2) administration of any protected information survey not funded in whole or part by the United States Department of Education; and 3) any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical examination or screening permitted or required by Massachusetts law.

Notification of 3rd Party Technology Providers

To provide students the most effective and current tools for learning, Randolph Public Schools uses carefully selected online educational, storage, communication or utility applications and related services, some of which may be operated and provided by third parties.

Randolph Public Schools uses web-based software and/or applications that require electronic content providers to provide parental notification and obtain parental (or applicable guardian) consent before collecting such personally identifiable information from students under age 13, thereby complying with [The Children's Online Privacy Protection Act](#) ("COPPA").

- To use some of these services, a student may be required to provide certain personal information in order to establish a user account. Specifically, the student's name, age, grade level or school affiliation, and email address may be required to create an account.
- Students are expected to use their Randolph Public Schools email address when signing up for this type of account. All students receive an account as part of the student registration process. Students who do not have their account information will need assistance from their teacher to access the account.

- In lieu of each provider giving separate notice and seeking separate consent directly from each parent/guardian, COPPA permits an educational institution to provide consent to collect personal information from a student. To expedite this process and enable immediate access to all available online educational resources, Randolph Public Schools will obtain general consent from the parents/guardians of all students. Parents will be able to affirmatively provide such consent upon receipt of the student handbook at the beginning of the school year. This consent gives permission for the child to provide personal information to various electronic service providers, in order to use specific web-based or computer-based learning tools via the school's computer network. If at any time you do not want your child to utilize any of these web-based applications and services, please notify Randolph immediately.
- Please note that federal law prohibits these providers from using such information for any other purpose beyond providing these school related services.

Social Networking Websites and other Electronic Communication

The Superintendent and the School Principals will annually train staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world. Employees must conduct themselves in ways that do not distract from or disrupt the educational process.

The orientation and reminders will give special emphasis to:

1) Improper fraternization with students using technology, including internet sites, social networks, cell phones, texting or telephones.

A. As district technology permits, staff members may establish social networking sites for educational purposes, so long as those sites are limited to educational activities.

Membership must be limited to students with whom the staff member has a professional affiliation (e.g. teacher-student; coach athlete; advisor-advisee). No networking site may be established without the approval of a building administrator. In all cases, the staff member's supervisors must be granted membership to the site and notified of access protocols.

B. Staff members may not list current Randolph Public Schools students as "friends" on their personal networking sites; with the exception of staff who have family members as current students. Exceptions may be made with the approval of a staff member's direct supervisor.

C. All e-contacts with students should be through the district's computer and telephone system; with the exception of staff who have family members as current students.

D. When a staff member must use their personal communication device to contact students, the staff member should promptly notify their supervisor of their communication.

E. Inappropriate contact via electronic devices is prohibited.

2) Inappropriateness of posting items with sexual content.

3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol.

- 4) Examples of inappropriate behavior from other districts, as behavior to avoid.
- 5) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

Should inappropriate use of computers and websites within or outside the district's technology infrastructure be discovered, the Superintendent or designee will promptly bring that inappropriate use to the attention of the individual responsible and may consider and apply disciplinary or legal action.

The Randolph Public Schools District reserves the right to conduct searches of district communications systems to ensure that inappropriate materials have not been stored or posted. Should inappropriate use of the district's communication infrastructure be discovered, the Superintendent or designees shall take action as appropriate.

RPS Wellness Policy

The Randolph community recognizes that lifetime wellness, social/emotional skills, and daily physical activity are vitally important to the academic success and overall well-being of each and every child. As such, the Randolph Public Schools are striving to meet the academic, physical, social, and emotional needs of all our students. To encourage the children and accomplish this goal the district has implemented, and continues to modify, a PreK-12 Comprehensive School Wellness Program.

Education and promotion of good decision making skills is a crucial focal point of the Wellness Program. The ability and skills to make good choices are essential to lifetime wellness and the pursuit of lifelong happiness. All recent national data points to one important finding: active and healthy students have a higher probability of success and achievement in every aspect of life. However, at the same time we recognize that many students are confronted on a daily basis by difficult choices regarding a multitude of options. Physical activity, sound nutrition, weight issues, social activities, relationships/sexual activity, substance use, technology, etc. pose increasingly difficult daily decisions, especially as our students mature. The purpose of our sequential Wellness Program is to guide our students by offering accurate information and inspiring high quality decision-making skills. Health and wellness education is best learned, like other subjects, through repeated consistent messages. Our goal is to encourage, educate, and motivate our students to make positive daily decisions and develop healthy lifestyle habits.

The Randolph Public Schools Comprehensive School Wellness Program will assist us in attaining our goals. This Program includes the following elements:

1. Promotion of a healthy school environment to provide a safe, nurturing, and challenging climate where students are recognized, known, and "connected" to caring adults and peers. Students, families and staff will be encouraged to seek assistance as needed for connection to school or community resources.
2. A wide range of student services in a Coordinated School Health Model with the goal that students have access to coordinated programs of health education, physical education, health services, nutrition services, counseling/psychological services, community service, healthy school environment, health promotion for staff, and family/community involvement.

3. An engaging PreK-12 curriculum delivered by effective instruction and ongoing assessment in conjunction with the Massachusetts Health Curriculum Frameworks, and one which is fueled by opportunities of professional development for staff.
4. Opportunities to encourage and practice making good choices.
5. Extracurricular and co-curricular opportunities, student assistance programs, mentoring, and peer programs to encourage expression of thoughts and feelings in a responsible manner, and to give and receive support from others.
6. A School Wellness Advisory Committee consisting of representatives from a wide range of school health and health-related disciplines (including but not limited to: school nurses, health, family and consumer science and physical education staff, community agencies serving youth, parents, students, school administrators, teachers and the school committee representation) who will meet a minimum of four times a year to recommend, review, and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health.

Emergency Closing

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as much as possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

On occasion, weather conditions may clear or be predicted to clear enough for schools to open, but at a later time than our usual starting time. During such time, the opening of school may be delayed up to two hours. Buses will operate on the normal schedule but two hours later than the usually scheduled time. Schools will be dismissed at their usual time.

The decision to delay opening of schools will be made no later than 6:00 a.m. with appropriate notification on radio stations, cable and the automated calling system.

On occasion, when weather conditions worsen during the day and are predicted to continue through the usual dismissal time, an early decision dismissal may be made up to ninety minutes prior to the usual closing time. Buses will operate on the normal schedule but ninety minutes earlier than usual. This decision will be made with appropriate notification on radio stations, cable, and an automated calling system. On such days, the afternoon session of kindergarten will be canceled.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings.

Face Covering

Right now the mask mandate has been lifted; however, we reserve the right to reinstate this policy if the infection rates increase and place our community at high risk. As always, masks are encouraged for anyone seeking an extra layer of protection while in our schools.

The Randolph Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- During mask breaks;
- While eating or drinking;
- During physical education classes; and
- While outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

Civil Rights and Prohibiting Harassment, Bullying, Discrimination and Hate Crimes

GOALS

The Randolph Public Schools are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of RPS's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

Randolph Public Schools will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. Randolph Public Schools will promptly investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its recurrence. Action will include, where appropriate, referral to a law enforcement agency.

Randolph Public Schools will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

GENERAL STATEMENT OF POLICY

The Randolph Public Schools prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. Randolph Public Schools also prohibits bullying or harassment of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. Randolph Public Schools will also not tolerate retaliation against persons who take action consistent with this Policy.

APPLICATION

This Policy applies to all sites and activities Randolph Public Schools supervises, controls, or where it has jurisdiction under the law. It applies to all students, School Committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students, and visitors to district schools where the conduct occurs on school premises or in school-related activities, including in school-related transportation. Nothing in this Policy, however, is designed or intended to limit the Randolph Public School's authority to discipline or take remedial action under General Laws Chapter 71, § 3711, or in response to violent, harmful, or disruptive behavior, regardless of whether this Policy covers the conduct.

DISCIPLINARY AND CORRECTIVE ACTION

Violation of this Policy is a serious offense. Violators will be subject to appropriate

disciplinary and/or corrective action to correct and end the conduct, prevent its recurrence, and protect the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
3. ensuring that (s)he does not bully another person on school grounds or in a school-related activity;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

B. Each School Employee, Independent Contractor, and School Volunteer is ALSO responsible for:

1. responding appropriately, and intervening if able to take action safely, when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. cooperating with the Randolph Public School's efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes; and
3. promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct occurring on school grounds or in a school-related activity.

PROTECTION AGAINST RETALIATION

Randolph Public Schools will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

PROCEDURES

Randolph Public Schools will implement administrative procedures consistent with this policy.

Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy ACAB.

Reporting of Sexual Harassment Complaints

How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decision maker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

Supportive Measures and Filing of a Formal Complaint

Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the "Complainant") to discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

"Supportive measures" are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to" no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan.

Informal or Formal Resolution of Complaint

The District must offer the Complainant a formal resolution process and may offer an informal resolution process. If the District does not provide the option of informal resolution, the formal resolution process shall be followed.

Informal Resolution Process

If the District elects to offer an informal resolution process, such process shall be offered and implemented at the election of the Complainant and only after receipt of voluntary, informed, written consent of both the Complainant and the Respondent. The Complainant may elect informal resolution of a complaint at any time prior to a final determination by the decision maker. This may include conciliation and/or mediation by an individual trained to conduct such processes. At any time prior to agreeing to a resolution, either party has the right to withdraw from the informal resolution process and resume the formal complaint grievance process.

The District shall not offer an informal resolution process when a student alleges sexual harassment by staff.

Formal Resolution Process

The formal complaint process will comply with the grievance procedures outlined below.

Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

A. The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might

impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.

B. Any interim supportive measures, as appropriate, will be offered to both parties.

C. The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.

D. During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.

E. The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.

F. During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

G. The investigator will make findings based on a preponderance of the evidence standard.

H. The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.

I. Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

J. Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decision maker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.

K. The decisionmaker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).

L. The decision maker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

Disciplinary Action

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds for discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

Appeal Procedure

Both parties have the right to appeal the decision maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A. Was there any procedural irregularity with the investigation process?
- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

Student Rights and Responsibilities

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

Resources for Families

[Every Student Succeeds Act \(ESSA\)](#) - The Every Student Succeeds Act (ESSA) was signed into law by President Obama in 2015. ESSA includes provisions that will help to ensure success for students and schools and ensure opportunity for all of America's students.

[DESE Family Guides](#) - “These guides to the Massachusetts learning standards help families understand what students are expected to know and be able to do by the end of each grade. Designed to help families and teachers work together to support learning, the guides are available in English, Spanish, Brazilian Portuguese, and Simplified Chinese. Promotional materials advertising these resources are also available in English, Spanish, and Portuguese.”

[DESE Family Engagement Initiatives and Resources](#) - “The primary goal of family engagement is to facilitate shared responsibility that contributes to the healthy development, learning, and growth of children - from the earliest ages into young adulthood. Family engagement builds relationships between students, families, educators, and the community. These relationships over time develop into meaningful partnerships rooted in the strengths and assets of all.”

[DESE MCAS Resources for Families](#) - this website contains general information about the MCAS (Massachusetts Comprehensive Assessment System)

[Choosing A School](#) - DESE MA guide to families

Randolph Public Schools

Parent/Guardian & Student Agreement

The Family and Student Guide Handbook is posted on the district's website: www.randolph.k12.ma.us. Please complete all information requested. Sign where requested in the shaded areas on both pages. Do not separate them. Please return this agreement to the school on or before Friday, November 10, 2023. Your signature after each section indicated agreement to the entire section. If you do not agree to a specific part of a section, please cross it out. If you have questions or need help understanding the Agreement, call the principal. If you cannot access the handbook on-line or if you wish to receive a paper copy of the handbook, please call your child's school.

Name of Student (PLEASE PRINT): _____
RPS Student Number (if known): _____
Name of Parent (PLEASE PRINT): _____
School: _____ Grade: _____ Homeroom: _____

1. We have received a copy of the Randolph Public Schools' Family and Student Guide Handbook.
2. We understand that the Guide contains important information on home-school partnership, School Attendance, the Randolph Residency Requirement, Discrimination Laws, Student Records, and other school rules and procedures.
3. We agree to work with school staff to be sure our child attends school every day (except for excused absences) and completes homework.
4. We have read the district's procedures and procedures of this guide, including the separate Code of Conduct document online at www.randolph.k12.ma.us under the Climate and Safety tab with links to the Families, Students, and Family Resource Center tabs. We have discussed the Code of Conduct with our child. We agree to work with school staff to make sure that our child follows the Code of Conduct.

Parent/Guardian Signature: _____ Date: _____
Student Signature (age 18 or over): _____ Date: _____

Media Appearances

I give permission for Randolph Public Schools to record, film, photograph, interview and/or publicly exhibit, distribute, or publish in print and in electronic media my son/daughter's name, appearance, spoken words and works during the 2023-2024 school year, whether undertaken by school staff, students, or anyone outside the school, including the media. I agree that Randolph Public Schools may use, or allow others to use, those works without limitation or compensation. I release my child's school and Randolph Public Schools staff from any claims arising out of my child's appearance or participation in these works. I DO NOT give permission for my son/daughter's name, appearance, spoken words and works to appear in the media as described above.

Note: If neither box is checked, you are granting permission for usage of your child's name, appearance, spoken words and work for this school year.

Parent/Guardian Signature: _____ Date: _____
Student Signature (age 18 or over): _____ Date: _____

END OF HANDBOOK