

Randolph Public Schools



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.

Family and Student Guide to Randolph Public Schools

Randolph Public Schools
Administration Building
40 Highland Avenue
Randolph, MA 02368
www.randolph.k12.ma.us

This document is subject to change due to the COVID-19.

Family and Student Guide to the Randolph Public Schools

COVID-19 Pandemic

Randolph Public Schools District (RPS) reopened schools on Wednesday, September 16, 2020 with three learning models: in-person, hybrid and remote. Given our commitment to health and safety, we continue to exceed state guidelines for physical distancing. All grade levels practice six feet of physical distancing, combined with a coordinated set of practices (hand hygiene, respiratory etiquette, cleaning and disinfecting, masks/face coverings for grades 2 and up, as well as for all staff, and cohort grouping) in order to prioritize the health and safety of students, faculty, staff, and families.

Below are the top COVID-19 symptoms which parents and guardians must monitor their children for on a daily basis and prior to sending them to school. Children who exhibit any of these symptoms, must be kept home and their school should be notified and their doctor contacted.

Top COVID-19 Symptoms

- ★ Fever 100.0
- ★ Cough (not due to other known causes, such as chronic cough)
- ★ Difficulty breathing or shortness of breath
- ★ New loss of taste or smell
- ★ Sore throat
- ★ Headache when in combination with other symptoms
- ★ Muscle aches or body aches
- ★ Nausea, vomiting, or diarrhea
- ★ Fatigue, when in combination with other symptoms
- ★ Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

The Town of Randolph has partnered with the Massachusetts Department of Public Health, Governor Baker's Office, and Physicians One Urgent Care to participate in the "Stop the Spread" campaign. The Town of Randolph is offering COVID-19 testing to anyone who would like to get tested using the PCR test, not the Rapid Test. You do not need to have symptoms or health insurance to get tested and it is a free service. If interested, please contact the Physician's One Urgent Care at (781) 776.4094 to register for testing.

Group	Population		
	Under 10K	10K-50K	Over 50K
Grey	Less than or equal to 10 total cases	Less than or equal to 10 total cases	Less than or equal to 15 total cases
Green	Less than or equal to 15 total cases	<10 avg cases/100k AND >10 total cases	<10 avg cases/100k AND >15 total cases
Yellow	Less than or equal to 25 total cases	≥10 avg cases/100k OR ≥5% pos rate	≥10 avg cases/100k OR ≥ 4% pos rate
Red	More than 25 total cases	≥10 avg cases/100k AND ≥5% pos rate	≥10 avg cases/100k AND ≥4% pos rate

Family and Student Guide to the Randolph Public Schools

“Building Tomorrow, Today”



Town of Randolph

Brian Howard, Town Manager

Randolph School Committee

Andrea Nixon, Chairperson

Lisa Millwood, Vice Chairperson

Pamela Davis

Cheryl Frazier

Ida Gordon

Duong Nguyen

Paul McDermott, Town Council Representative

Randolph Public Schools

Thea R. Stovell, Superintendent of Schools

Non-Discrimination Procedure

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.

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A Message from the Superintendent

**PLEASE SIGN AND RETURN THE
PARENT AND STUDENT AGREEMENT!**

The Parent and Student Agreement on pages 73—75 of this guide is very important. It is a legal document that we keep on file at the school. Please remove the Agreement from the booklet (look for the dotted edges), read and sign each section and return it to your child's school right away.

We ask all parents to do this in an effort to ensure awareness of the procedures and laws that affect RPS students. The signatures of parents or guardians also facilitates our ability to ensure children can take part in certain school activities.



The Randolph Public Schools would love to hear from readers about this Handbook. Is it helpful? Is any information missing or confusing? Do you have suggestions for next year's Handbook?

Please contact:
Family Resource Center
& Registration Office
fcr@randolph.k12.ma.us
(781) 961-6247

Dear Parents, Guardians and Students:

This is a very different school year, but we are just as excited about educating your children. This school year brings new innovation with our teaching and learning as a Hybrid model, due to the COVID-19 pandemic. 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: We C.A.R.E.: Equity, Excellence, and Innovation, which we believe will result in outstanding achievement for all Randolph students. Our goal is to ensure success for all students through:
1) Continuous Reflection and Improvement, 2) Academic Excellence and Innovation, 3) Respectful and Responsible Relationships, and 4) Engaged and Equitable Community.

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**, education **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,

Thea R. Stovell
Superintendent of Schools

Important Dates and Information

Building Tomorrow, Today



Randolph Public Schools 2020-2021

www.randolph.k12.ma.us

NO SCHOOL and DELAYED OPENING announcements are made via ConnectEd, website and Twitter.

For up-to-the minute information on storm-related closures and cancellations, please visit www.randolph.k12.ma.us and follow RPS on Facebook.

AUGUST 2020: 0 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
31				

31. STAFF TRAINING (NO SCHOOL FOR STUDENTS)

SEPTEMBER 2020: 9 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		

1-3 STAFF TRAINING (NO SCHOOL FOR STUDENTS)
7 LABOR DAY HOLIDAY
8-15 STAFF TRAINING (NO SCHOOL FOR STUDENTS)
16 SCHOOLS OPEN FOR STUDENTS' P/T
18 NO SCHOOL - ROSH HASHANA
28 NO SCHOOL - YOM KIPPUR

OCTOBER 2020: 21 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	30

12 NO SCHOOL - COLUMBUS DAY
21 ELEMENTARY P/T CONFERENCE

NOVEMBER 2020: 17 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				

3 STAFF TRAINING (NO SCHOOL FOR STUDENTS)
5 2ND Quarter (RHS/RCMS)
11 VETERAN'S DAY
26-27 NO SCHOOL STAFF OR STUDENTS

DECEMBER 2020: 17 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	

2 SECONDARY P/T CONFERENCES
2ND SEMESTER (ELEM)
24-JAN 1 WINTER RECESS

JANUARY 2021: 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 NEW YEAR'S DAY
18 MLK, JR. DAY
25 3RD QUARTER (RHS/RCMS)

FEBRUARY 2021: 15 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

3 SECONDARY P/T CONFERENCES
15 PRESIDENT'S DAY
15-19 FEBRUARY BREAK
24 ELEMENTARY P/T CONFERENCES

MARCH 2021: 23 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		

15 3RD SEMESTER (ELEM)

APRIL 2021: 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	30

2 GOOD FRIDAY
5 4TH QUARTER (RHS/RCMS)
19-23 APRIL BREAK

MAY 2021: 20 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
31*				

31 MEMORIAL DAY

JUNE 2021: 13 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		

4 LAST DAY FOR SENIORS
5 HIGH SCHOOL GRADUATION
17 LAST DAY (170TH) OF SCHOOL
18 STAFF TRAINING (NO SCHOOL FOR STUDENTS)

KEY

- Cohorts A & B Students in Remote Learning
- Cohort A Students in School Learning
Cohort B Students in Remote Learning
- Cohort B Students in School Learning
Cohort A Students in Remote Learning
- Parent-Teacher Conferences

Day Tallies

Cohort A In person; Cohort B Remote:	67
Cohort B In person; Cohort A Remote:	68
Cohort A & B Remote:	35
Staff Training Days:	12

Total Days	170 for students
	182 for staff

Randolph Public Schools

2020 – 2021 National Holidays And/or NO SCHOOL DAYS

Sept. 7 Labor Day	Nov. 11 Veteran's Day-No School	Dec. 25 Christmas Day	Apr. 2 Good Friday – Passover Mar. 27-Apr. 4
Sept. 18-20 Rosh Hashanah	Nov. 26 Thanksgiving Day	Jan. 1 New Year's Day	Apr. 19 Patriot's Day
Sept. 27- 28 Yom Kippur	Nov. 26-27 Thanksgiving Break <i>No School for Staff or Students</i>	Jan. 18 Martin Luther King Day	Apr. 19-23 Spring Recess
Oct. 12 Columbus Day	Dec. 23-Jan. 1 Holiday Recess <i>Early Dismissal Dec. 23rd</i>	Feb. 15 President's Day Feb. 15-19 Winter Recess	May 31 Memorial Day

2020 – 2021 Major Religious and Cultural Holidays

As a multi-cultural school district, we would like to acknowledge the following days as special for some of our community members.

**Observance of Jewish and Islamic holidays begin at sundown of the preceding day.*

July 30-31 Eid al-Adha	Nov. 14 Diwali	Feb. 12 Chinese New Year
Sept. 18-20 Rosh Hashanah	Dec. 25 Christmas Day	Mar. 27 - Apr. 4 Passover Begins
Sept. 27-28 Yom Kippur	Dec. 26-Jan. 1 Kwanzaa	Apr. 2 Good Friday/Orthodox Good Friday
Oct. 2-9 Sukkot	Jan. 1 New Year's Day	Apr. 4 Easter/Orthodox Easter (May 2)
Oct. 10-11 Simchat Torah	Jan. 6 Three King's Day	May 16-18 Shavuot Begins

Directory of Services for Families

Administration Office.....	781-961-6200
Business Office.....	781-961-6207
English Language Learners.....	781-961-6220 ext. 535
Equity (bullying, civil rights issues, and discrimination).....	781-961-6237
Family and Community Engagement	781-961-6247
Facilities and Maintenance.....	781-961-6243
Family Resource Center.....	781-961-6247
Food and Nutrition Services.....	781-961-6236
Guidance Services.....	781-961-6220 ext. 545
Health and Wellness.....	781-961-6220 ext. 589
Hearings and Appeals (disciplinary issues).....	781-961-6205
Homeless Students.....	781-961-6237
Human Resources (personnel).....	781-961-7477
Information Technology Department.....	781-961-6251
English Learner Parent Advisory Council.....	781-961-6220 ext. 535
School Committee.....	781-961-6200
Special Education	781-961-6237
Special Education Parent Advisory Council (SEPAC).....	781-961-6237
Superintendent's Office.....	781-961-6200

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
 P.O. Box 260
 Randolph, MA 02368-0260

Email

Registrationoffice@randolph.k12.ma.us
fcr@randolph.k12.ma.us

2020-2021 HOURS OF SERVICE

School Year

Monday 9:00 a.m. - 3:00 p.m.
 Tuesday 9:00 a.m. - 3:00 p.m.
 Wednesday 9:00 a.m. - 3:00 p.m.
 Thursday 9:00 a.m. - 3:00 p.m.
 Friday 9:00 a.m. - 1:00 p.m.

Later hours are available by appointment.

Closed

Federal and state holidays

School Directory and Schedule

Please note that due to the COVID-19 pandemic, start times are later than normal.

PRESCHOOL

HOURS: 8:30 AM —11:00 AM (Morning Session) 12:00 PM—2:30 PM (Afternoon Session)

(Early Dismissal Time is 10:50 AM)

ELEMENTARY SCHOOLS

HOURS: 9:20 AM —3:15 PM (Early Dismissal Time is 12:00 PM)

Margaret L. Donovan School

123 Reed Street
Beth Gannon, Principal
Sean Persico, Assistant Principal
Phone: 781-961-6248
Fax: 781-961-6266
Email: gannonb@randolph.k12.ma.us

Elizabeth Lyons School

60 Vesey Road
Cindy Sypher-Lopez, Principal
Ben Rogers, Assistant Principal
Phone Number: 781-961-6252
Fax: 781-961-6264
Email: lopezc@randolph.k12.ma.us

John F. Kennedy School

20 Hurley Drive
John Licorish, Principal
Danielle Galvin, Assistant Principal
SPED Pre-K – 5
Phone Number: 781-961-6211
Fax: 781-961-6268
Email: licorishj@randolph.k12.ma.us

Martin E. Young

30 Lou Courtney Drive
Sara Hosmer, Principal
Kelley Breen, Assistant Principal
Phone: 781-961-6256
Fax: 781-961-6292
email: hosmers@randolph.k12.ma.us

SECONDARY SCHOOLS

Randolph Community Middle School

HOURS: 8:35 AM —2:35 PM (Early Dismissal Time is 11:20 AM)

225 High Street
Dr. Naia Wilson-Akubude, Principal
Rudolph Weekes, Assistant Principal
Scott Markarian, Dean of Student Culture
Phone: 781-961-6243
Fax: 781-961-6277

email: Wilson-akubuden@randolph.k12.ma.us
email: weekesr@randolph.k12.ma.us
email: markarians@randolph.k12.ma.us

Randolph High School

HOURS: 8:20 AM —2:03 PM
(Early Dismissal Time is 10:50 AM)

Dr. Bill Conard, Principal
Annya Haughton, Assistant Principal
David Pierce, Assistant Principal
Meghan Dwyer, AIM Academy Director
70 Memorial Drive
Phone: 781-961-6220, ext. 515
Fax: 781-961-6235

email: conardw@randolph.k12.ma.us
email: haughtona@randolph.k12.ma.us
email: pierced@randolph.k12.ma.us
email: dwyerm@randolph.k12.ma.us

Randolph Public Schools
"Building Tomorrow, Today"



Family/School Partnership

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 Office of Family and Community Relations and Communication works with all RPS schools to build the capacity of families and school staff, to organize School Site Councils and plan activities to engage families in their children's learning. Special attention is given to families of English language learners and families who have children in special education programs.

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

- Parent-teacher conferences
- Workshops on the subjects your child will learn and how to help your child prepare for tests
- Special events, such as Math and Literacy Nights
- Parent-Teacher Organization and School Site Council (SSC)
- Opportunities to volunteer—in classrooms, fundraising activities and fun 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

Family Engagement and Title I

Under the federal Title I act, all schools that receive Title I funding must have a written Parent Involvement Procedure, developed with and approved by parents. This procedure should spell out how parents will be involved as partners in their children's education.

In addition, every Title I funded school must develop a Home-School Compact, which is an agreement that defines the responsibilities that administrators, students, teachers and parents will undertake to improve student achievement. Copies should be sent to participating K-2 parents for signature.



The Parent-Teacher Organization

All schools have a Parent-Teacher Organization (PTO) or Parent-Teacher-Student Organization (PTSO). 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, you are automatically a member of your 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 PAB meets once per month, every 2nd Wednesday of the month from 6:00 PM to 7:00 PM.

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

Parents are important members of these councils.

Information on effective School Site Councils can be found on page 12.

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 pre-school 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 Pupil Services at (781) 961-6237.

English Learner Parent Advisory Council (ELPAC)

Similar to the SEPAC, the RPS has a group for parents whose first language is not English: the English Learner Parent Advisory Council (ELPAC). The purpose of this council is to address needs concerning second language 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. (See pages 27-34 for ELL Department services). Contact the Director of ELL at (781) 961-6220 ext. 535 for more information.

The Family Resource Center

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

- Register new students for school;
- Fill out a change-of-address form if you move;
- 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 Office of Family and Community Engagement at (781) 961-6247.

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.

Online Registration: FamilyID

Randolph Public Schools uses an online registration system called FamilyID for new student registrations, as well as for current student's address changes. **Families no longer need to make multiple trips to the Family Resource Center in person with their paperwork.** They can complete the entire registration process from their homes, using a computer or their mobile device.

Families can access the registration and address change system right from the Randolph Public Schools website's main page by clicking on the blue "Register Now" button, or the "Update my Information" link.

The customized program is easy to use, with many pull down choices, checkboxes, and clearly designated upload areas for required health, residency, and school records. Families can quickly complete the student's and family information sections, and then upload pictures of the required documents into the system. A 7 day/week FamilyID support staff is available to assist with technical issues. The Family Resource Registrar and staff are also available for in-person appointments to offer their assistance.

For more information contact:

Office of Family and Community Engagement

781-961-6247

Registrationoffice@randolph.k12.ma.us OR
fcr@randolph.k12.ma.us

Effective School Site Councils

School Site Councils are an excellent way to build strong partnerships between the school and the home. By bringing educators and families together in a decision-making process, all parties have an opportunity to have their concerns heard while also working toward solutions. Following are the characteristics of the most effective School Site Councils and, therefore, the standards toward which all councils should strive.

Membership

- All elections are completed by October – staff by the principal and peers, parent members by the Parent Teacher Organization (PTO).
- The first meeting is held in November.
- The number of professional educators (school leaders, teachers and paraprofessionals) equals the number of parents on the council.
- Length of terms is clearly spelled out in the by-laws.
- A complete roster of membership is submitted to the Office of Family and Community Relations and Communications (OFCR&C) Unit. The membership of the Council reflects the diversity of the school.

Agendas

- Items for the agenda are brought to the table by all stakeholders.
- Opportunities for the general school community to add to the agenda are available. Each meeting has an agenda that is set prior to its occurrence.

Meetings

- All members agree to a schedule of meetings that occur at times that are convenient for all stakeholders.
- Meeting times and locations are posted in accordance with the Open Meeting Law.
- A quorum is present for each meeting. Minutes are taken by a designated member of the council and kept in the school office.

Communication with the School Community

- The minutes of all meetings are readily available to all members of the school community. School Site Council members facilitate opportunities for their constituents to provide feedback and items for agendas.

Ongoing Development

- The School Site Council completes a self-evaluation on a yearly basis to determine how it can continue to improve.
- Membership on the School Site Council by teachers and parents is promoted by everyone in the school community as a means toward continuous improvement of the school. School Site Councils work with the Office of Family and Community Relations and Communications to advance their effectiveness.

“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. You may receive Connect-Ed calls from your child’s school, the Family Resource Center, the Special Education Office, or the Superintendent’s Office.

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

PLEASE NOTE: During the COVID-19 Pandemic, we are not encouraging parents or guardians into our buildings. Contact your school's principal for assistance.

The Randolph Public Schools extend a warm welcome to parents, guardians, and others to visit our schools and classrooms. At the same time, we must assure that our students and staff are safe, and learning is not disrupted. **Schools must be aware – in advance – of who is in the building and why they are there.** All schools have a buzz-in system, so no one can enter the building without the knowledge of the office staff.

VISITORS TO THE SCHOOLS

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school **MUST** ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Special Education Classes

Parents/guardians of children, attending special education programs may visit these programs. However, because of the distractibility and handicaps of certain children in special education programs, additional visitor restrictions are required as follows:

1. Parents may be accompanied by no more than one advocate.
2. An advocate may not visit a special education program in the absence of that child's parents.
3. A professional educator or health care provider, directly involved with the preparation or revision of the child's IEP may, with written permission of the parent, be afforded visitation/observation privileges.
4. State Department of Special Education supervisors are accorded visitation rights by statute and/or regulation.
5. School employees, on official business, may have access to the rooms.
6. School Committee members may visit at any time subject only to the confidentiality of the pupil's identities.
7. Visits to resource and tutoring rooms may be made by parents only at a time that their children are being serviced and those visits are subject to the general rules regarding visits to mainstream classes.

8. A parent who wishes may visit a program recommended by his/her child's TEAM prior to signing the IEP and the TEAM chair or liaison shall accompany the parent on the visit.
9. No visitations shall be made during counseling therapy sessions.
10. The Director of Special Education, under special circumstances when he/she deems it to be in the children's best interest, may permit an exception to this policy.

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents and or their designees have the right to observe their child's, current special education program, or a potential special education placement.
2. Request for a visit should be made in writing, to the Special Education Coordinator, Principal and or the Director of Student Services.
3. Within (5) five school days of receiving a request, the Special Education Coordinator at the student's school will contact the parent(s), or their designee to arrange and schedule the visit.
4. The Director of Special Education and the building principal will be notified before any visit occurs.
5. As stated in MGL 71B:3, Observations must not interfere with the educational environment of the classroom. The District reserves the right to limit the number of observers entering a classroom or discontinue any observation that causes disruption to the learning environment.
6. The frequency and duration of observation periods will be determined on an individual basis in accordance with law and regulations.
7. If a written report is created, as a result of the observation, the observer will be asked to submit a copy of said report forty-eight (48) hours in advance of any follow-up TEAM meeting.
8. Parents and/or their designees, when conducting observations are required to maintain and respect the confidentiality of student information. They may not disclose any confidential and personally identifiable information about students, in the event such information is obtained in the course of their observation.

LEGAL REF.: MGL [71B:3](#)

CROSS REF.: [KI](#), Visitors to Schools

Adopted by Randolph School Committee: February 25, 2010

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 supports 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, word walls, 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

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

Randolph Public Schools believes in powerful teaching and learning by promoting equitable teaching practices through innovative and engaging preK-12 curricula, recruiting and retaining high quality educators, and building family and community partnerships that support student achievement.

About the Parent-Teacher Organization

- All schools must have a school-wide parent group that represents the interests of families and elects parent representatives to the School Site Council (SSC). In Randolph, the Parent-Teacher Organization (PTO) is this group. The PTO is a place where parents can express their concerns, advocate for the school and plan school activities and events.
- The PTO elects its Executive Committee at a meeting held each year. Some schools hold elections in the spring and others in the fall.
- PTO officers meet regularly with the principal to discuss school-wide issues.

For more information Contact:
Office of Family & Community Engagement
781-961-6247
fcf@randolph.k12.ma.us

PLEASE NOTE: Parent-Teacher Conferences are being done differently this school year



Parents/guardians are encouraged to take an active role in school affairs. Teachers and principals are available for conferences with all parents/guardians. Bilingual liaisons are available upon request to the ELL Department. (See pages 23-24). Adequate notice is necessary to arrange a convenient meeting time. Please call the school's main office in advance to arrange an appointment. When circumstances relating to the classroom are to be discussed, it is extremely important that the situation be reviewed with the teacher first. Most concerns can usually be resolved between a parent and teacher. If not, an appointment can be made with the school principal.

You have watched your child grow for many years and can provide valuable insights that might be useful for a teacher to know. Please be on time for a scheduled conference and consider getting a baby-sitter if you have young children. In the event that you are unable to make your conference appointment, please notify the school as soon as possible.

After the conference, you may decide to discuss what has been said with your child. First, be sure to point out his/her strengths and then discuss areas that need improvement. You should plan to start immediately on any action you have decided to take. Please follow through with any plans you and the teacher have decided will benefit your child. Feel free to call the school with any questions you have or to review your child's progress over time. Finally, be sure to inform your child you and the teacher are working together to best meet his/her needs.

Preparing for a Productive Parent-Teacher Conference

When the time comes for a parent/guardian-teacher conference, the right preparation can help parents get much more out of the meeting and help them gain a better understanding of what they can do to help their child succeed. Careful preparation will also help parents set the stage for an ongoing relationship with the teacher.

If you are a parent/guardian needing interpretation support, our ELL liaisons can assist and accompany you to a meeting.

Getting a Good Start

Parents should establish a positive relationship with the teacher. One way to do this is to comment on something that reflects well upon the teacher. For example, thank the teacher for having made thoughtful notes on your child's homework or for the special attention that helped your child learn to multiply.

Often, at parent/guardian-teacher conferences, teachers will give parents examples of the student's work and possibly a report card. This is a good time to have a conversation about teaching methods and how student progress is measured. Are students assessed through tests? Portfolios? Class participation? Projects? Parents may also ask the teacher to help them understand school procedures.

How is My Child Doing?

Since the parent/guardian-teacher conference is usually about 20 minutes, parents should plan to cover only a few topics. When putting together a list of questions, please ask the most important ones first.

Here are some questions you might want to ask:

- What is my child like during the day? Does he or she participate in class discussions and activities?
- What is my child's best and worst subjects? How can I help him or her improve in the areas that need work?
- What are the standards for my child's grade level? Can you show me a piece of work that reflects the highest standard?
- How does my child interact with other children and adults?
- How much help should I provide on homework assignments?
- Is my child in different classes or groups for different subjects? How are these groups determined?
- Is my child trying as hard as he or she can?

Including the Student

A growing number of middle and high schools are finding that including students in parent/guardian-teacher conferences gives the student a greater sense of responsibility for his or her learning. During the conference, students will often discuss

portfolios – a collection of student work that shows the student's efforts, progress and achievements in one or more subjects. The student describes to the parents and teacher what is good about the work, what he or she learned and where improvements can be made.

If the student is not participating in the conference, parents may ask their child beforehand if s/he has any concerns s/he wants addressed during the meeting. Also, parents may wish to ask the child what his or her strengths and weaknesses are, and what some favorite and least favorite subjects are. It will help during the conference if parents have already discussed books, classes and schedules with their child.

Parents may consider telling teachers about any big changes that have taken place in the child's life (such as the death of a pet, a grandparent who is ill, parents who are divorcing or a family move) or important activities in which the child is involved (such as sports, scouts, community service or an after-school job).

Addressing Problems

Parent/guardian-teacher conferences are a good time to discuss any challenges – either academic or behavioral – a child might be having at school. When problems arise, parents will want to:

- Avoid angry or apologetic reactions. Instead, ask for detailed information or specific scenarios.
- Ask what is being done about the problem and what strategies can be implemented at school.
- Develop an action plan that includes steps parents can take at home and steps the teacher will take when the problem comes up at school.
- Schedule a follow-up conference and decide on the best way to stay in touch (phone, email or letters sent to the home).

Following Up

When discussing the conference with the child afterward, stress the good things that were covered and be direct about problems that were identified. If appropriate, explain to your child any action plans that were arranged.

A good way to promote a continuing relationship with the teacher is to say "thank you" with a note, email or telephone call. Keeping in touch with the teacher, even when things are going well, can help the child do better in school. When a child knows parents and teachers are regularly working together, the child will see that education is a high priority requiring commitment and effort.

— by Ted Villaire

The Home Connection



READING TO CHILDREN

Why should I read to my child?

Children love it when their parent, an older child or another adult reads to them, and it is the single most important activity to help children become successful readers. Reading to children also builds their vocabulary and gives them the background knowledge that will help them understand more difficult books in school.

My daughter can read books on her own. Should I still read to her?

Yes! Even adults like being read to. (That's why audio books are so popular.) Children are able to understand and enjoy books that are read to them that are too difficult for them to read on their own.

How do I know if the books I choose for my son are too hard?

Books that children read independently should be easy, so they don't become frustrated. If they succeed with easier books, they will want to read more, and soon they will be able to read harder books.

What should my child read?

Children should read many kinds of books: fiction, non-fiction, fantasy, biographies, nursery rhymes, and poetry. Schedule regular trips to the library. Librarians are wonderful resources to help your children find books that they will love.

- 1 Let your children know you believe in them.** Let your children hear, starting at a very young age, that you believe in their ability to do well. Continue to tell them this at every age. Help them understand the connection between effort and achievement: if they work hard at school, they will be successful.
- 2 Talk, sing, read and play with your children, as often as you can, starting when they are infants.** These activities help them to develop oral language and background knowledge, which in turn will help them succeed in school. Talk with them about their lives and interests. Share stories of your life with them. Read with them every day!
- 3 Involve your extended family.** Ask all the people who care about your children—aunts, uncles, grandparents, cousins, godparents, babysitters, neighbors, and friends—to encourage your children to do well in school and express their love of learning.
- 4 Limit TV time.** Set limits on the time your child spends watching TV and playing video games, whether they are with you, with a babysitter or alone. Children who watch three hours or more a day are more likely to have learning and attention problems and lower grades in school—and less “screen” time can mean more time for exercise, imaginative play and reading.
- 5 Show a positive attitude toward school and learning.** Express your interest in how your children are doing at school. Try asking simple questions such as “Was your best friend at school today? Did you do anything new at school?” Also ask questions that don't have a “yes” or “no” answer, such as, “What did you do in art today?” If you can, find ways to get involved at your children's school. For younger children, go through their backpacks nightly to see the work they have done and to look for any important notices from their teachers.
- 6 Make sure your children do homework.** Look over your children's homework each night. Ask them to explain what they are learning. Make sure that assignments are completed. If possible, find a quiet place with good lighting for your children to study, and set aside time each evening for homework. Turn off the TV during homework time. If your children often say there was no homework assigned, check with the teacher.
- 7 Help your children with time management and organization.** Make sure that they have notebooks or folders for each subject. Try to have paper, pencils, and other school supplies on hand. Give them tips on how to take clear notes and write down all school assignments. Establish a set time each day for doing homework. Children often concentrate better on homework after a break and some physical exercise—but don't leave it until just before bedtime. It's usually better to have children do the hardest assignments first, before they get tired. However, sometimes it helps to get focused by starting with something easy.
- 8 Make sure your children get enough sleep.** Children, and even adolescents, need at least nine hours of sleep each night to do their best in school. According to the National Institutes of Health, a child who hasn't had enough sleep has trouble paying attention and responding quickly and may display more behavior problems. Setting a regular bedtime for your children is another simple way to encourage learning.

The Home Connection *(continued)*

Math Tips for Parents

- ✓ At the beginning of the year, ask your child's teacher for a list of resources and suggestions to help your child with math homework (such as math games, online resources and math related home activities). The NCTM (National Council of Teachers of Mathematics) website, www.nctm.org/resources/content.aspx?id=2147483782, also contains excellent resources for working with your child at home.
- ✓ Ask your child, "How do you know?" to understand your child's thinking. Try to be aware of how your child is being taught math, and don't teach "shortcuts" that might conflict with the approach of the teacher. This may only confuse your child. Many schools have Math Nights for parents to learn about the school's approach to math instruction. The district also hosts a Math Night for families across all schools.
- ✓ Use household chores and everyday opportunities to reinforce math learning. Everyday opportunities for solving math problems might include:
 - ⇒ **Counting:** Ask questions like, "How many trucks do you see?" "How many people are ahead of us in line?" "Can you put 10 containers of yogurt in the basket?"
 - ⇒ **Sequencing and patterns:** Order is important in math. Notice sequences with your child: "Looks like we're second in line!" Find simple patterns together: the colors of floor tiles or the rhythms of people walking. Ask your child to make visual patterns using small objects around you.
 - ⇒ **Fractions and percentages:** "If this recipe calls for $\frac{1}{4}$ cup sugar and we want to double the recipe, how much sugar do we need?" "If these sneakers were \$34 and they are on sale for 50% off, what is the sale price of the sneakers?"
- ✓ Keep in touch with the teacher to learn whether your child is working at grade level and what the family can do at home to help improve academic progress.

Reading Tips for Parents

- ✓ Have younger children read aloud to you every night (even comic books are okay), and read aloud to your child, in English or in the language spoken at home.
- ✓ Choose a quiet place, free from distractions, for your child to do nightly reading assignments.
- ✓ Have your child read in ordinary places (in the car, reading recipes, in the supermarket, during breakfast, at bedtime - even in the bathtub!).
- ✓ Letting your child see you read will spark his/her interest.
- ✓ As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- ✓ Ask your child questions about the characters and events in the story being read. Ask why s/he thinks a character acted in a certain way. Ask him/her to support the answer given with information from the story. Before getting to the end of a story, ask what s/he thinks will happen next and why.
- ✓ Writing is a very important part of reading. You might ask your child, after reading a story, to write a sequel or create another character for the story. Encourage her/him to write a letter to the author of the book.
- ✓ Start a parent-child book club where you select a "book of the month" that you both read and then discuss.
- ✓ Take your child to the library or bookstore as often as you can. Help him/her apply for a Turner Free Library card - it's free!
- ✓ Encourage your child to read topics of interest in the newspaper or on the Internet.
- ✓ Ask your child about a movie or show s/he has seen and find a book on that topic.
- ✓ Expose your child to a wide variety of print material. Let him/her discover the difference between essays, stories, textbooks, newspapers and magazines.

The Home Connection *(continued)*



Homework Tips

- **Make sure your child has a quiet, well-lit area to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a week-end morning or afternoon for working on big projects, especially if the project involves getting together with classmates.

- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher when completing homework.
- **If homework is meant to be done by your child alone, stay away.** Too much parent involvement in homework can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean s/he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- **Watch your child for signs of failure and frustration.** Let your child take a short break if s/he is having trouble keeping his/her mind on an assignment.



Randolph Public Schools

"Building Tomorrow, Today"



Promotion and Assessment

Promotion and Assessment:

Assessment: Measuring Student Achievement

Throughout the school year, teachers test or assess students on what they have learned and what they can do. Assessment includes paper-and-pencil tests, computer-based tests, oral and written reports, performances, and projects. Teachers or the companies that publish the textbooks used in our schools create some of the tests our students take. The Massachusetts Comprehensive Assessment System (MCAS), discussed below, is given in every public school in the state. RPS also uses a variety of reading and math tests to assess students 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. For information on your child's performance, please ask the 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). To see all MCAS test questions for tests given in 1998-2019, go to:

www.doe.mass.edu/mcas/testitems.html.

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
- 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
- Identify academic growth students have made from one grade to the next

The Mass. 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.

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.

Students who do not pass high school MCAS the first time may retake it even after they leave high school. If a student has taken the tests at least three times or has participated in the MCAS Alternate Assessment twice and has not yet passed the ELA and/or math test, the student may be eligible to file an MCAS Performance Appeal for ELA and/or mathematics. To be eligible to file an MCAS Performance Appeal for STE, a student must have taken an MCAS high school science test at least one time (or completed an MCAS Alternate Assessment twice) and must be currently enrolled in a STE class or have completed grade 12. Check with the school principal to see if your child is eligible to have an appeal filed with the Massachusetts Department of Elementary & Secondary Education (DESE).

For more information about MCAS

- Mass. Department of Elementary and Secondary Education: www.doe.mass.edu/mcas/
- MCAS Parent Information Hotline: 1-866-MCAS220

Registration Information for Families

Entering Kindergarten

Children entering kindergarten must be five (5) years old by August 31, 2019. Randolph Public Schools offers a free full-day program from 8:30 a.m. to 3:15 p.m. Before and after school programs are also available.

Please bring your completed application and supporting residency documents to our office. You may also email or fax your packet.

We look forward to seeing you soon and having your child in our kindergarten program.

Registration will take place at the Family Resource Center:

70 Memorial Parkway

Randolph, MA 02368

Door # 9

P.O. Box 260

Phone (781) 961-6247

Fax (781) 961-6234

registrationoffice@randolph.k12.ma.us

New Student Registration

Please visit www.randolph.k12.ma.us to access information and the form for New Student Registration. Click on “Departments” and select “Family Resource Center & Student Registration” from the drop-down menu, and then click on “New Student Registration” on the left-hand side of the page. You may also obtain a copy from the Family Resource Center. **Note that the completed registration packet along with all required documentation must be dropped off at the Family Resource Center together.**

Before and After School Program – Grades K-5

The Old Colony YMCA is the provider of our before and after school program.

BEFORE SCHOOL CARE: The program will open at 6:45 AM. Activities include: breakfast and a variety of games and activities.

Available for Grades K-5, \$10 per morning

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! Available for Grades K-5, \$20 per afternoon.

EARLY RELEASE CARE: On early release days, the program operates at each school until 6 PM with special activities planned.

Fee: There is no additional fee if the day falls on a normally scheduled day. \$20 for the early release afternoon.

SCHOOL VACATION / SUMMER FUN CLUB: During school vacations and in the summer the Y provides a full day program offering theme-based activities and field trips. Location to be determined. Open from 6:45 AM – until 6:00 PM excluding any holidays. Parents provide a lunch and drink. (Breakfast & an afternoon snack are included). A separate registration form is required. \$45.00 per day.

CONTACT: OLD COLONY YMCA - STOUGHTON BRANCH 781-341-2016, EXT. 289; Email:

DKUCINSKI@OLDCOLONYYMCA.ORG



Randolph Public Schools

"Building Tomorrow, Today"



Special Programs

Special Programs: English Language Learners

EL Department's Mission

Randolph embraces its linguistically and culturally diverse English Learner (EL) 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 EL 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 cultural heritage.

English Learners (ELs)

English Language Learners (ELs) are students who speak a primary language other than English in the home. Their English language proficiency varies from one English Language Development level to the next. English Learners enter our schools to learn English as a second language as well as English Language Arts, Mathematics, Social Studies, Science and other subject areas.

Some English Language Learners were 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 450 EL students enrolled in their schools.

EL Programming in Randolph Public Schools

Randolph Public Schools 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 ELs both in their English language acquisition and in their academic learning.

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

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 ELL students.
2. ESL, taught by ESL certified teachers, includes direct ESL-instruction tailored to student's level of English proficiency, separate from core-content instruction. ESL instruction addresses the listening, speaking, reading and writing standards contained in the WIDA Instructional Framework for the English Language Development Standards.

The language development of EL students is the responsibility of both ESL and general education teachers.

Initial Language Identification, Program Placement, monitoring and exiting from the EL program.

Identification:

Massachusetts Department of Elementary and Secondary Education (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. Districts are required to use WIDA screening assessments. The screening process is conducted on an individual basis, with the language proficiency test administered by a licensed, experienced EL educator who has been trained to use the screening assessments.

- A student who is identified as an English learner (EL) after a language screening assessment is placed in an EL program to address his/her limited English proficiency so that the student can be provided the opportunity to participate meaningfully and equally in the district's educational program (603 CMR 14.04).

Placement:

- Once the results of the screening assessment are obtained, the EL 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 his or her chronological age.
- DESE has established guidelines for the amount of English Language Development an EL student should receive based on his or her proficiency level. Parents will be informed promptly of final placement decisions through a Parent Notification letter. (These letters have been translated into our students' home languages).
- 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 EL Progress:

- Students remain in the EL program, receiving direct English language development (ELD) instruction and sheltered content instruction (SCI), until they demonstrate that they can do regular school work in English. Districts must annually assess EL's language proficiency and academic achievement and consider other relevant data to determine whether students can perform ordinary classwork in English, and whether such students' EL classification should be removed.
- Federal and state laws require that ELs be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making learning English. The ACCESS test is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English.

English Language Learners

(continued)

EL Support Services

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

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

- After School Tutorial
- Translation and Interpreter's Services
- Home Visits and Community Outreach
- Connecting families with service delivery providers
- Parenting Classes
- ESL Classes for Adults
- EL Summer Enrichment Academy
- Summer Reading Programs in different languages
- Family Literacy Nights
- EL Family and Cultural Events

EL Assessment

Federal and state laws require that ELs be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making learning English. The ACCESS test is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English.

The scores produced by ACCESS for ELLs® 2.0 will identify which proficiency level an EL has achieved at the time of the assessment (mid-year) in each of the single domains of speaking, listening, reading, and writing and the composite areas of literacy, oral language, and overall proficiency.

Exiting the EL program:

When an EL student's language proficiency scores on the ACCESS assessment, along with academic achievement data, determine that students can perform ordinary classwork in English, EL students can be considered for reclassification.

Parents will be informed promptly when their child is being considered for exiting the EL 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 EL program. The district must then monitor the student for four years, to ensure that he/she continues to make effective academic progress.

Amount of Time for ESL Instruction Needed by Students at Specific ELD Levels

There are specific state requirements for the amount of time English Language Learners should be receiving ESL. Lower proficiency English students receive up to two class periods per day of direct English Language instruction. Higher proficiency students receive 1 period of direct English language instruction.



Opt-out and Alternate ELE program Requests

- A parent/guardian has the right to opt out of the EL program. We request that the parent meet with the EL 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.

Alternate ELE Program requests: 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 waived the SEI program in favor of 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 Director of ELL at (781) 961.6220, ext. 535.

SPECIAL EDUCATION AND PUPIL SERVICES DEPARTMENT

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 socially. This includes oversight of special education, guidance, school counseling, nursing, McKinney-Vento, foster care, 504 Plans and the integrated preschool 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 Plan (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). The Special Education Department is responsible for providing direct specialized instruction to approximately 600 students with disabilities between the ages of three and twenty-two.

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

INTEGRATED PRE-KINDERGARTEN PROGRAM

The Integrated Pre-Kindergarten Program is designed to promote a child's social, emotional, physical, and cognitive development, 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.

Inclusion Classrooms

Inclusion classrooms serve students with special needs that are able to access the standard preschool curriculum with minor accommodations. The students are educated with typically developing, same age peers. The inclusion classroom is generally composed of up to 7 special education students and up to 15 total students.

Each classroom is staffed with a certified special education teacher and an assistant teacher. Speech/language pathologists, occupational therapists, physical therapists, and behavioral support are provided to students when needed in and out of the classroom environment.

Related Services

Students ages three to five and in need of therapy in one developmental area such as communication or motor development may be offered therapy only services. Parents accompany their child for the session(s) with a speech/language pathologist, occupational therapist, and/or physical therapist. Parents are also provided with consultation on how to best support their child at home.

ELEMENTARY SCHOOL (GRADES K – 5)

Inclusion Classrooms

Inclusion classrooms serve students with moderate disabilities who are placed in general education classrooms. In grades one through five, one full-time certified general education teacher leads each classroom. In grades one through five, there are certified special education teachers who work to modify and deliver instruction across the grade level alongside the general education teacher. Classroom paraprofessionals are assigned as required for individual students.

Related services providers work in both a small group or individual pullout model and a push-in (inclusion) model to deliver services. In addition, special education teachers work with general education teachers to modify and support the curriculum. Chosen instructional methodologies vary but are designed to respond to student learning plans and curriculum goals, which are aligned with the Massachusetts Curriculum Frameworks.

Substantially Separate Classrooms

Substantially separate classrooms serve students who require a highly modified curriculum in separate classrooms rather than in general education programs. Each program's aim is to provide academic, behavioral and social support to students within a self-contained environment on modified curriculum goals. In each classroom there is a certified special education teacher and a paraprofessional. Additional paraprofessionals are assigned as required for individual students.

Chosen instructional methodologies vary but match student needs and modified curriculum goals, which are aligned with the Massachusetts Curriculum Frameworks. Special education instruction is provided throughout the students' school day. Instruction is provided through small individual or small group instruction. Students participate in some general education environments (e.g., music, art, physical education, recess, and lunch), including academic instruction with support from the substantially separate class staff. Individualized inclusion programs are implemented based on a student's progress and skill level.

• RISE PROGRAM

The RISE Program is designed to meet the learning needs of students who require significant behavioral, social, communication, and/or academic supports 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.

• GROW PROGRAM

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.

- **THERAPEUTIC LEARNING CENTER**

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 student 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.

- **LANGUAGE BASED LEARNING CENTER**

The Language Based Program (LB 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 supports 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.

Related Services

All required related services are available to students as agreed to within their Individualized Educational Related services include but are not limited to speech/language services, occupational therapy, physical therapy, and vision. Dependent upon the set educational goal(s), services may be provided through an in-class and/or pullout model.

MIDDLE SCHOOL (GRADES 6 – 8)

Inclusion Classrooms

Inclusion classrooms provide support in the areas of English Language Arts and Math. The inclusion classroom consists of a certified special educator who co-teaches with a general education teacher who is certified in the specific subject area. Individual and small group assistance is provided within the standard curriculum classroom. The special educator provides consultation and provides specialized designed instruction to standard curriculum teachers regarding student's learning style and educational needs. Both the special educator and the general education teacher ensures that accommodations are being implemented in the standard curriculum classroom.

Substantially Separate Classrooms

Substantially separate classrooms serve students who require a highly modified curriculum in separate classrooms rather than in general education programs. Each programs' aim is to provide academic, behavioral and social support to students within a self-contained environment on modified curriculum goals. In each classroom there is a certified special education teacher and a paraprofessional. Additional paraprofessionals are assigned as required for individual students.

Chosen instructional methodologies vary but match student needs and modified curriculum goals, which are aligned with the Massachusetts Curriculum Frameworks. Special education instruction is provided throughout the students' school day. Instruction is provided through small individual or small group instruction. Students participate in some general education environments (e.g., music, art, physical education, recess, and lunch), including academic instruction with support from the substantially separate class staff. Individualized inclusion programs are implemented based on a student's progress and skill level

- **INDEPENDENT LEARNING CENTER**

The Independent Learning Centers (ILC) is a program of self-contained classrooms available to students in grades six-eight. 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.

- **INTENSIVE INDEPENDENT LEARNING CENTER**

The Intensive Independent Learning Centers (I-ILC), 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 CENTER**

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 supports 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.

- **THERAPEUTIC LEARNING CENTER**

The Therapeutic Learning Center (TLC) is a program of self-contained classrooms available to students who have a variety of behavioral, social, therapeutic and academic issues. They provide small group instruction and benefit from a small student-to-staff ratio.

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

HIGH SCHOOL (GRADES 9 – 12)

Specialized Instruction Classrooms

Students who require specialized education in the areas of English, Math, Reading and/or Learning Skills classes are provided with small group support from a certified special educator and/or speech-language pathologist. The instruction parallels the standard curriculum and includes MCAS preparation.

Inclusion Classrooms

Inclusion classrooms provide support in the areas of English Language Arts and Math. The inclusion classroom consists of a certified special educator who co-teaches with a general education teacher who is certified in the specific subject area. Individual and small group assistance is provided within the standard curriculum classroom. The special educator provides consultation and provides specialized designed instruction to standard curriculum teachers regarding student's learning style and educational needs. Both the special educator and the general education teacher ensures that accommodations are being implemented in the standard curriculum classroom.

AIM Academy Program

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. AIM Academy provides inclusion supports for students on IEPs. AIM Academy delivers highly individualized services, programming, crisis intervention and behavioral supports. 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 Across the District:

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.

Occupation 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 such as Orton-Gillingham, Wilson Reading, and other phonemic programs.

Student Services Support Across the District:

Student Services Support: 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.

School/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 ESL instruction, tailored to student's level of English proficiency, and separate from core-content instruction. ESL teachers, in collaboration with the content teacher, may also identify and teach key language components in the content areas. SEI-endorsed, core academic teachers, use strategies to scaffold and differentiate instruction to make the grade level content accessible to EL (English Learner) students. ESL services are delivered in push-in or pull-out model at the elementary level, and in separate academic periods at the secondary level. ELs 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 students on 504 plans. These students may have an impairment that substantially limits one or more major life activities and who needs accommodations or services in order to have equal access to school programs.

The Randolph Public Schools has a part-time 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 student 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.

Contact Information

Phone:	781-961-6237	
Director of Special Education and Pupil Services	Alpha Sanford	sanforda@randolph.k12.ma.us
Special Education Coordinator	Dr. Marie-Juanita Di Gioia	Digioiam@randolph.k12.ma.us
Student Services Coordinator	Kim Duane	duanek@randolph.k12.ma.us

Randolph Public Schools

"Building Tomorrow, Today"



Services for Students

Health Services

The School Nurse

The Health Office at each school is staffed by a professional School Nurse throughout the day. The School Nurse supports the educational process by assuring and maintaining the health of students. The role of the School Nurse includes:

- Maintaining student health records
- Assuring all students meet Massachusetts requirements for school attendance such as immunizations, communicable disease prevention, and general health
- Managing health needs of students and staff during the school day
- Providing emergency care to students/faculty until the arrival of community emergency personnel
- Working with other professionals to promote health and safety of the school community
- Administering medications to students
- Preparing Individualized Health Plans for at risk students such as students with life threatening allergies and chronic illnesses
- Communicating with parent/guardians about the health of their child/children



School Dismissal for Illness/Injury Procedure

It is the position of the Randolph Public School District that variations in the medical, behavioral or emotional health of a student should not disrupt the educational process or health and wellbeing of other students, school staff, and /or the broader school community.

- Parents/guardians are required to maintain updated contact information with the School Nurse of reliable contact information in the event that the school needs to notify them for any reason or health concern.
- Parents/guardians are required to notify all emergency contacts listed and to verify their availability to serve as the responsible adult in the event that the parent/guardian is not available.
- If the School Nurse advises dismissal, the parent/guardian or the designee are required to make appropriate arrangements for **prompt** dismissal so the health and wellbeing of others within the school community are not compromised.
- If the parent/guardian is unable or unwilling to pick up the student and alternative arrangements cannot be made, the Principal or the nurse leader will contact the parent/guardian for administrative advisement to reinforce and support the assessment of the professional staff.
- The specified administrator will inform the parent/

guardian that non-adherence to the Health Guidelines and School Dismissal Guidelines will result in a report filed to the Department of Children and Families (DCF). DCF will make the determination of the referral outcome.

The School Nurse in the child's school is also responsible to coordinate the following:

- Each child must have a Physical Exam by their Primary Care Provider (PCP) at the following times:
 - a) entrance into school
 - b) prior to starting 4th and 7th grade
- Immunization records are also required at these times. Students without an up to date immunization record will not be allowed to attend school.
- Sports physicals are required each school year prior to participating in a sport
 - Each child must have a COMPLETED Emergency Card. These cards are used to communicate with you in the event of illness or serious injury. It is imperative the School Nurse have this as without it we may not be able to find you or your designee in the event of serious illness or injury. Students will be subject to disciplinary action if the card has not been returned to the Health Office by the first day of school attendance. These cards are confidential and may be accessed only by authorized school personnel. Any changes to the cards, such as new phone numbers, should be given to your School Nurse.
- Any health records you feel are important for the School Nurse to have should be given to the School Nurse prior to your child's attendance at school. These include chronic health conditions, PCP update, life threatening allergies and emotional/family/academic stressors.
- Surveillance of communicable disease
- Return of students from medical absences: if a student is absent for more than 5 consecutive days for any medical reason, a note from your PCP stating the child may return to school is necessary prior to returning to school.
- Any injury or illness that requires special accommodations such as: crutches, wheelchair, oxygen, intravenous access requires a note from your PCP explaining the need and the duration of the need, as well as parent/guardian consent.
- Medical exclusion from Physical Education requires a note from your PCP. It should state the reason for exclusion and duration of exclusion.
- Mandatory health screenings that are required by the Massachusetts Department of Public Health. They include: vision, hearing, BMI, and postural screening. Students will be assessed in the Health Office.

Health Services *(continued)*

Parents will be informed of the screenings and if your child requires any follow up resulting from the screening.

- School Nurses are the first line of contact for tutoring of students who are absent due to medical reasons. If a student will be absent for greater than 14 days or frequently for intermittent periods please obtain a note from your PCP and bring it to the school nurse. The nurse will then coordinate services for tutoring.

School Health Record:

- School Health Records are released to seniors upon graduation
- School Health Records are released to parents/guardians or transferring school for transferring students according to FERPA (Family Educational Rights and Privacy Act)
- School Health Records will be destroyed in compliance with the schedule established by state law after the student graduates or withdraws (603 CMR 23.00)
- Incoming transfer students' up-to-date immunization records are required. These will be evaluated by the School Nurse prior to the first day of attendance at school

Concussions

The School Nurse must be contacted if your child has been diagnosed with a concussion. A concussion procedure is in place that ensures students are monitored and have the appropriate resources available to them. Please provide the MD documentation with diagnosis of concussion or any other pertinent documentation. This includes concussions sustained over the summer and other times the student was not in school. The athletic department and nurse work collaboratively with students who have sustained a concussion during sports-related activities. All student athletes must be cleared from previous concussions in writing by their physician, prior to participating in sports.

Medications

The distribution of medicine will be administered in accordance with 71 M. G. L. 54B and the Massachusetts Department of Public Health 105 CMR,210.001 "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" This mandates that a prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardian consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the School Nurse.

Required orders and consents must be reviewed as necessary at the beginning of each academic year. All medications must be in the original pharmacy labeled container and delivered to the school nurse by a responsible adult (parent/guardian or designee). Controlled substances will be counted by the School Nurse in the presence of the parent/guardian/designee. Both parties' signatures will be required. No more than a 90 day supply of medication will be accepted at one time. All medications will be stored in accordance to state regulations. All medications will be dispensed by a registered nurse, (including field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff may be notified of medication administration by the School Nurse (or students self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by the Department of Public Health Regulations. Students with asthma or other respiratory disease may possess and self-administer prescription inhalers under M. D.P.H. guidelines for Student Self Administration of medications. Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the M.D.P.H. guidelines for Student Self Administration of medications. Students with diabetes may possess and self-administer glucose monitoring tests and insulin delivery system under M. D.P.H. guidelines for Student Self Administration of medications.

Counseling Support

A counselor is available in each school to act as a resource person who works with children, parents, school staff, and community agencies for the prevention and remediation of developmental needs of children.

This professional's goal is to promote growth by establishing a personal relationship with the child and by providing a safe environment for the child to express his/her needs, work on issues of school adjustment, self-understanding, and self-acceptance.

As a member of the educational team, this professional works with children in the classroom, in small groups and individually. This work promotes self-development, fosters self-esteem, and helps children understand the consequences of their behavior.

Conferences with parents are intended to promote cooperation and understanding between the school and the home and support parents in their efforts to help the child achieve his/her fullest potential. Families whose situation may require other services are offered referral assistance.

When appropriate, the professional may participate in the Special Education Team Evaluation process.

Health Education

The Health curriculum adopted by the school committee is taught in grades K-6 by the classroom teachers. The curriculum uses developmentally appropriate materials to teach children in each grade about the dangers of drug abuse, appropriate peer interaction, self-esteem, and human growth and development. The curriculum focuses on age appropriate aspects of human growth and development.

It is recommended that all children participate in every aspect of the health curriculum. However, if you do not wish to have your child participate in specific lessons, which primarily involve human sexual education or human sexuality issues, you may have him/her excused by submitting a request in writing to the building principal.

Pregnant/Parenting Students Procedure

The Randolph Public Schools wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

Randolph Public Schools does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.: M.G.L. 71:84

Title IX: 20 U.S.C. § 1681

34 CFR § 106.40(b)



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 (2020-2021). This alternative is referred to as the Community Eligibility Provision. All students enrolled at the following school(s) 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 the following sites. Due to Covid-19 we are operating under the Summer Food Service Program for the remainder of the current School year. This program offers free breakfast and free lunch to any child under the age of 18, 7 days a week.

All Randolph Public School sites.

For additional information please contact:

Randolph Public Schools
Food Service Department
70 Memorial Parkway
Randolph, MA 02368
Attn: Director of Food Services

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](https://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint_filing_cust.html](https://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.

Randolph Public Schools



RPS Procedures

HOMELESS EDUCATION PROCEDURE

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

The Randolph Public Schools complies with the McKinney-Vento Homeless Assistance Act and intends that homeless children have equal access to all educational programs and services offered by Randolph Public Schools. Homeless students will not be separated from the mainstream school environment. The Superintendent, with the approval of the School Committee, will develop protocols ensuring that enrollment and transportation are provided to homeless children in a manner required by law.

The Randolph Public Schools shall designate a District liaison for homeless children and youth. A student or representative who has a complaint regarding the enrollment or transportation of a homeless child may request a meeting with the liaison. If the parent/guardian's issues are not resolved at this level, the parent/guardian may request a meeting with the Superintendent or an Executive Session hearing with the School Committee.

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 or economic hardship;
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;
7. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. 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 resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted 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. Records from the student's previous school shall be requested from the previous school pursuant to district policies. 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.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student or will divide the costs equally.

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 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.

RESIDENCY REQUIREMENTS FOR STUDENTS:

To attend the Randolph Public Schools, a student must actually reside in the Town of Randolph.

The residence of a minor child is ordinarily presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A student's actual residence is considered to be the place where he or she lives permanently, and which is the center of his/her domestic, social and civic life.

Temporary residence in the Town of Randolph, solely for the purpose of attending a Randolph public school, is not considered "residency."

Proof of Town of Randolph Residency:

Before any student is assigned to or may attend any Randolph public school, the student's parent, legal guardian or responsible adult must provide proof of residency in the Town of Randolph. Documents must be pre-printed with the name and address of the student's parent, guardian or responsible adult must be presented at the Parent Information Center at the time of registration. Please note that legal guardianship requires additional documentation from a court or agency.

These documents also will be required for any change of address.

If the student, parent, guardian or responsible adult is not able to prove residence in Randolph by means of a tax bill, utility bill, lease with his/her name on it, or other independent documentation, he/she may prove residency by one of the following methods:

- A. A letter from a landlord or other individual with whom the student and responsible adult are residing;
- B. An affidavit signed under the pains and penalties of perjury that both the student and responsible adult reside at a specific address within the town of Randolph.

The Randolph Public Schools reserves the right to request additional documents and/or conduct an investigation as determined necessary and appropriate to confirm residency.

When there is no parent or legally designated guardian available to take the responsibility for a minor child residing in Randolph, the responsible adult presenting the child for enrollment in Randolph will be asked to obtain or provide the following, as appropriate:

- A. Evidence of temporary or permanent legal custody; or
- B. An affidavit of the parent/legal guardian signed under the pains and penalties of perjury, by both the parent/guardian and authorized caregiver, granting authority for the adult with whom the student is to reside in Randolph to exercise concurrent rights with regard to the student's education and health care. (See Caregiver Authorization Affidavit under MGL c. 201F).

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.

Students who are enrolled in the Randolph Public Schools shall 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 his/her designee.

Declaration of Town of Randolph Residency:

Custodial parents, legal guardians or responsible adults of Randolph Public Schools students, and students age 18 and older, must sign a statement saying they are actual residents of the Town of Randolph. (See Residency Affidavit) They must also agree to notify the Randolph Public Schools if they move during the school year.

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 his/her 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 his or her 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 he/she actually resides, 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*).

Group A	Group B	Group C
<ul style="list-style-type: none"> Copy of Deed and record of most recent mortgage payment* 	Utility bill or work order	Valid government issued
<ul style="list-style-type: none"> If you no longer pay a mortgage on your home, you must submit a copy of the property deed along with a copy of the discharge of mortgage. 	within the past 60 days: <ul style="list-style-type: none"> Gas bill Oil bill Electric bill Home telephone bill Cable bill 	Photo identification, e.g., Massachusetts driver's license, passport, etc. with a valid Randolph, MA address on it
<ul style="list-style-type: none"> Property tax bill and most recent payment* 	If you live in a household where all utilities are in someone else's name, and if this is noted on your lease or affidavit, then you may submit a utility bill in the name of the homeowner.	Dated with the past year: <ul style="list-style-type: none"> W-2 form Excise tax bill Property tax bill
<ul style="list-style-type: none"> Property water bill and most recent payment* 	<ul style="list-style-type: none"> Current excise (vehicle) tax bill Current vehicle registration 	Dated within the past 60 days: <ul style="list-style-type: none"> Letter from an approved government agency Payroll stub Bank or credit card statement
<ul style="list-style-type: none"> Copy of settlement statement and most recent mortgage payment* 		
<ul style="list-style-type: none"> Copy of Lease (including BHA and HUD leases) and record of most recent rent payment* 		
<ul style="list-style-type: none"> Legal affidavit from landlord affirming tenancy and record of most recent rent payment* Section B agreement *You must submit BOTH of these documents		

Randolph School Committee adopted April 26, 2018

School Assignments

The school district's elementary schools have been subdivided into 4 geographic attendance zones. Elementary students are assigned to a school in their zone.

Transportation

Parents are responsible for ensuring that students arrive on time and depart as soon as the school day has ended. The Randolph Public Schools provides transportation services to and from school for grade 6 students who live more than 2 miles from the Randolph Community Middle School. Transportation is also provided for students assigned to specialized programs held in schools that are located more than 2 miles from their homes and for special education students whose disability impacts their ability to safely travel to and from school.

Work Permits

The Family Resource Center is an issuing authority for the Department of Labor. All children ages 14 through 18 are required to obtain permits when employed. Applications are available at www.randolph.k12.ma.us. You must complete the application process and return this.

School Choice

It is the policy of the Randolph School District not to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. [76:12B](#).) This decision must be reaffirmed annually prior to June 1st by a vote of the Randolph 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 1 of every school year, the administration will determine the number of spaces in each school available to Choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That the resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. 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, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

SOURCE: MASC

LEGAL REFS: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26.00](#)

Randolph Public Schools Adopted March 2013

Entrance Age

In an attempt to permit children to enter kindergarten and first grade at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age.

Children who will be five years of age before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten in September.

Initial admission of children to the first grade requires that they attain the age of six years of age before September 1 of the school year during which they wish to enroll in first grade.

Initial admission of children to grades two through twelve will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Amended October 26, 1995

LEGAL REFS.: M.G.L. [15:1 G](#)

Board of Education Regulations for Entrance to First Grade and Kindergarten, adopted 7/20/71

Residence Changes within Randolph

I. Within Randolph

If a student moves from one school district to another school district within Randolph, he/she shall be permitted to finish the school year at the school in which he/she was initially attending, provided that the parent assume the responsibility for transportation.

II. Outside of Randolph

A. Students in Grade 12

If a student moves out of town during his/her senior year at high school, he/she may be allowed to complete the year at Randolph High School without paying tuition. Parents will be responsible for providing transportation and any other special needs such as tutoring or counseling.

B. Students in Grades K-11

If a student moves from Randolph to another school district outside of Randolph:

1. The parent/guardian must submit a written request to the superintendent for permission for the child to complete the school year on a tuition basis. Consideration to waive tuition will be given to students in the last month of the school year to attend school without tuition.
2. Transportation shall be the responsibility of the parent.
3. Any costs for special needs, tutoring, counseling and/or etc. shall be the responsibility of the Randolph Public Schools unless by other agreement with the sending school district.
4. The emergency card must be immediately updated with current data in the case of any emergency that might occur.

Adopted February 27, 1984

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the school system 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 (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 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 his/her parent 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 his/her graduation, transfer, or withdrawal from the school system.

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. Of Education 23.00 through 23:12 also

Mass Dept. Of Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Public's Right to Know

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 his/her 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, 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 or guardian. The parent or student shall have the right upon request to meet with professionally qualified school personnel and to have any the contents of the student record explained.

Access to Student Records by Non-custodial Parent

Any parent who by court order **does not have or share in legal custody** of the student is considered a non-custodial parent for purposes of M.G.L. c. 71, §34H. A non-custodial parent is eligible to obtain access to the student record except under the following conditions:

- The parent has been denied legal custody or has been ordered to supervised visitation based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation;
- The parent has been denied visitation;
- The parent's access to the student 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; or
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Access to Student Records by School Personnel

Access to student records by third parties is limited in accordance with state and federal laws and regulations. Subject to 603 CMR 23.00, authorized school personnel have access to student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent will not be necessary.

Confidentiality

The Randolph Public Schools have 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 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 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 he/she does 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 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 his or her child out of participation of 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.

LEGAL REFS.: FERPA, 20 U.S.C. §1232g, 34 CFR Part 99

PPRA, 20 U.S.C. §1232h, 34 CFR Part 98

M.G.L. [66:10](#), [71:34](#)

603 CMR [23.00](#) et seq.

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. Students who do not have a Randolph Public Schools email accounts will sign up under a teacher's address or use a generic address provided by Randolph Public Schools.
- 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.

- A list of providers and links to their Terms of Use/ Privacy Procedures can be found on the Randolph Public Schools website. Randolph Public Schools will endeavor to limit disclosure of the student's first or last name, grade level, school affiliation, school email address and/ or username, in connection with use of these services.
- Please note that federal law prohibits these providers from using such information for any other purpose beyond providing these school related services.

Delayed Opening, Early Dismissal, School Cancellation Procedures

In the event of a no-school day due to dangerous weather conditions or an emergency, radio and television stations will be contacted. In addition, on these occasions a recorded message will be sent to each home (See Connect-ED) and an automated message can be accessed by dialing (781) 961-6202. These notification procedures will also be followed whenever there is a need either to delay the opening of a school day or to dismiss school early. The decision to delay the opening of school will be made no later than 5:00 AM. Schools may be delayed for up to two hours on these occasions. If that is the case, based on the later start times for the 2020-2021 school year, RHS would open 10:20 AM – 2:03 PM; RCMS 10:35 AM – 2:35 PM; elementary schools 11:30 AM – 3:15 PM; Pre-K & Kindergarten closed. District offices would open at 10:00 AM – 4:00 PM.

The decision to dismiss school due to deteriorating weather conditions will be made no later than 11:00 AM. Students may be dismissed up to ninety minutes prior to the usual closing time.

Electronic Communication Devices on School Grounds

All electronic communication devices such as cell phones, pagers, Blackberries, Sidekicks, MP3 players, iPods, etc., should be left at home. If a student brings an electronic communication device to school, it should be kept in “off” mode (not vibrate). The Randolph Public Schools will not be responsible for electronic devices that are lost or stolen. Electronic communication devices should not be used during school hours. Such devices that are audible or observed in use and thus disruptive to the learning environment will be confiscated and submitted to the school’s Main Office. Confiscated items may be recovered only by a parent or guardian at the school’s discretion. In the event of an emergency requiring that a parent/guardian contact a student during the school day, please call the school’s Main Office and the staff will locate the student.

Physical Restraint

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 his/her 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.

LEGAL REF.: 603 CMR [46.00](#)

M.G.L. [71:37G](#)

Randolph School Committee

Approved and Accepted on June 6, 2019

1. Students are prohibited from sharing school lockers; either lockers in the main hallways or gym lockers. Students must be aware that if one student shares a locker with another student, and some illegal or prohibited substance or item is placed in the locker by the other person or persons sharing the locker, that all persons who use the locker will be held equally responsible for the presence of the illegal or prohibited substance or item and that all of these persons may receive similar consequences.

RPS Wellness Procedure

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 are 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 lifetime 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 procedures addressing school nutrition, nutrition education, physical activity and related issues that affect student health.

Rationale:

Coordinated School Health Programs can provide an incredible support network for students and staff that promote health and well-being. The components of the Randolph Public School Wellness Program include the Nutrition and Food Services program, Wellness Education (Nutrition, Health, and Physical Education), Health Services, and other school-based activities that are designed to promote lifelong Wellness and sound decision-making.

Randolph Public Schools



EVERY STUDENT SUCCEEDS ACT (ESSA)



THE EVERY STUDENT SUCCEEDS ACT AND MASSACHUSETTS SCHOOLS

WHAT DOES THE NEW FEDERAL EDUCATION LAW MEAN FOR THE COMMONWEALTH?



What is the Every Student Succeeds Act (ESSA)?

ESSA is a reauthorization of the federal Elementary and Secondary Education Act of 1965, which was last reauthorized in 2001 as the No Child Left Behind Act. ESSA maintains the original law's intent of advancing equity and opportunity for all students, with a particular focus on disadvantaged and other high need students. The law consists of a number of programs, the majority of which provide funding to states and local school districts to support education in preschool through grade 12. ESSA was signed into law by President Obama in December 2015 and most of its provisions took effect at the beginning of the 2017-18 school year.

What does ESSA require?

Accountability and support for struggling schools are at the core of ESSA. Key requirements include:

- High academic standards to help prepare all students for success in college and careers
- Annual assessments in grades 3-8 and high school that measure students' progress toward reaching the state's academic standards
- Long-term goals and interim measures of progress for improving outcomes for all students in all public schools
- Accountability, interventions, and supports for struggling schools
- Public reporting on student and school performance, the professional qualifications of educators, and district and school spending

Will ESSA change the core work of Massachusetts public schools?

Overall the law aligns well with districts' ongoing work and the Massachusetts Department of Elementary and Secondary Education's strategic plan to help improve educational outcomes for students in our state's public schools. Under that plan, the goal of Massachusetts' public PK-12 education system is to **prepare all students for success after high school**. The state has identified five primary strategies to accelerate the pace of school improvement towards this goal:

- *Strengthen standards, curriculum, instruction, and assessment*
- *Promote educator development*
- *Turn around the lowest performing districts and schools*
- *Use technology and data to support teaching and learning*
- *Support social-emotional learning, health, and safety*

While ESSA does not bring major changes to the core work of our public schools, it does provide the opportunity to reflect on and improve certain areas.

What opportunities does ESSA provide Massachusetts?

Massachusetts has identified the following key opportunities under the law:

- The opportunity to reconsider the design of the state's school & district accountability and assistance system, including support for low performing schools
- The opportunity for the state and school districts to plan more strategically for the use of federal funds, and to provide more transparency around school level funding
- The opportunity to direct more attention to students' learning experiences, and their access to effective educators
- The opportunity to advance student access to a well-rounded curriculum, improve school conditions for student learning, and improve the use of technology in order to improve students' academic achievement and digital literacy

ESSA says that if you are the parent of an English language learner (EL), you can expect that:

- Your child's level of English will be tested annually (ACCESS test), and you will be told of the results.
- EL programs for students with disabilities should also meet the needs of their Individualized Education Programs (IEPs).
- In addition to learning English, your child should be taught the same grade-level content as all other students in mathematics, history, and other subjects.
- The information you get should be easy to understand. As much as possible, you should receive information in the language you know best. If you require translation/ interpretation assistance, the following liaisons are available to assist:

Lunine Pierre-Jerome
Haitian Creole Liaison
(781) 961-6220 Ext. 537

Regina Federle
Portuguese Liaison
(781) 961-6220 Ext. 588

Aisha Boykin
Spanish Liaison
(781) 961-6220 Ext. 581

Giang (Jenny) Bui
Vietnamese Liaison
(781) 961-6220 Ext. 541

School Improvement Plan

School Improvement Plan (SIP) is the plan that your child's school has in place to guide teaching and learning for the school year. The plan says what the school is doing to make sure all students are promoted to the next grade or graduate.

What does a SIP include?

The SIP includes:

- A needs assessment that includes achievement data
- Instructional goals and strategies
- School reform strategies
- Student support strategies to help struggling learners
- How the school will include parents in their children's learning
- The training that teachers will get to help them do a better job
- How the school can make the best use of all its resources
- How student test score information will be used to improve teaching
- What type of support is best for students
- Equitable Teaching Practices

How can I look at the SIP for my child's school?

You are welcome to read it at the school. All SIPs are posted on the website.

Equal Education Opportunities

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the Randolph School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities Law which prohibits discrimination in public school admissions and programs.

The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC LEGAL REFS: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. Executive Order 11246, as amended by E.O. 11375. Title IX, Education Amendments of 1972 **M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)**
603 CMR 26:00 CROSS REF.: AC, Nondiscrimination
Randolph Public Schools Adopted March 2013.



*Randolph Public
Schools*



**Discrimination/Harassment
Procedures**

DISCRIMINATION/HARASSMENT PROCEDURES

It is the expectation of the Randolph Public Schools to provide a learning and working environment free from discrimination and harassment on the basis of race, color, religion, national origin, ancestry, genetic information, sex, sexual orientation, gender identity or expression, disability, veteran status, age, homelessness, and pregnancy or pregnancy related condition. Discrimination and/or harassment of staff, students, and third-parties occurring on school grounds or in connection with school programs is unlawful and will not be tolerated by the District. Further, any retaliation against an individual who has complained about discrimination, harassment, or retaliation against individuals for cooperating with an investigation under this procedure is similarly unlawful and will not be tolerated.

The Randolph Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Randolph Public Schools and its commitment to equal opportunity in education and employment. Because the Randolph Public Schools takes allegations of discrimination and harassment seriously, we will respond promptly to complaints of inappropriate conduct, and where it is determined that such conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Claims of retaliation will be investigated pursuant to this procedure.

1. Definition of Discrimination and Harassment

Discrimination and harassment consist of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, religion, national origin, ancestry, genetic information, sex, gender identity or expression, sexual orientation, disability, age, veteran status, or homelessness. Prohibited behavior includes, without limitation, slurs or other derogatory comments, objects, pictures, cartoons, or demeaning gestures connected to one's membership in a protected group. The Randolph Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment.

Reference to "harassment" shall also include "sexual harassment". Sexual Harassment means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or, (b) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment. Prohibited behavior includes, without limitation, and depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness: unwelcome sexual advances; sexual epithets, jokes, written or oral references to sexual conduct, and/or gossip regarding one's sex life; a comment on an individual's body, sexual activity, deficiencies, and/or prowess; displaying sexually suggestive objects, pictures, and/or cartoons; unwelcome leering, whistling, brushing against the body, sexual gestures, and/or suggestive or insulting comments; inquiries into one's sexual experiences; and/or discussion of one's sexual activities.

Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Randolph Public Schools. For purposes of this procedure, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment, or retaliation, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment, or retaliation complaint, is similarly unlawful and will not be tolerated.

2. Complaint Procedure

All complaints shall be processed in a fair, expeditious and confidential manner. Staff, student, or third-party complaints of discrimination or harassment based upon race, color, religion, national origin, ancestry, genetic information, sex, gender identity or expression, sexual orientation, disability, age, veteran status, homelessness, pregnancy and pregnancy related conditions should be brought to the District's Discrimination/Harassment Complaint Coordinator, who serves as the district's Director of Special Education & Pupil Services. Complaints may be made verbally or in writing to the Coordinator or the Coordinator's designee, who has authority to investigate all grievances. If the complaint concerns allegations against the Coordinator, then the complaint should be brought to the Superintendent. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Randolph Public Schools must respond to suspected harassment and/or complaints by students of harassment by notifying the Building Principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

3. Investigation

The Randolph Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

All complaints will be thoroughly investigated by the Coordinator and/or the Coordinator's designee. Both the complainant and the subject of the complaint will be interviewed and given 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. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law.

4. Appeals

In the event a complainant or subject of a complaint disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator's decision. After receipt of such an appeal, the Superintendent will conduct a hearing with the parties and review the records of the investigation. The Superintendent will issue a decision within ten (10) business days of the hearing. The Superintendent's decision shall be final.

5. Disciplinary Action

If a complaint is substantiated, the Coordinator will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or discharge. 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.

While this procedure sets forth our goals of promoting a school environment that is free from discrimination and harassment, this procedure is not designed or intended to limit the District's authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this procedure.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The Randolph Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Randolph Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Randolph Public Schools and the Randolph Police Department.

Nothing in this procedure or procedure shall be deemed to affect a complainant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
(617) 281-0111

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission (“EEOC”)
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

*Randolph Public
Schools*



**Civil Rights, Bullying,
And Hate Crimes
Procedures**

CIVIL RIGHTS, BULLYING, AND HATE CRIMES PROCEDURES

I. GOALS

The Randolph Public Schools (RPS) are committed to providing our students equal educational opportunities and a safe learning environment free from bullying, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This procedure 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.

RPS will not tolerate any unlawful or disruptive behavior, including any form of bullying or hate crimes in our schools or school-related activities. RPS will promptly investigate all reports and complaints of bullying and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. RPS will support this procedure in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

II. GENERAL STATEMENT OF PROCEDURE

The RPS prohibits all forms of hate crimes based on race, color, gender identity, religion, national origin, ethnicity, gender, 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. RPS also prohibits bullying of school community members for reasons unrelated to their race, color, gender identity, religion, national origin, ethnicity, gender, sexual orientation, age, or disability. RPS will also not tolerate retaliation against persons who take action consistent with this procedure.

III. APPLICATION

This procedure applies to all sites and activities RPS 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 procedure, however, is designed or intended to limit the Randolph Public Schools’ 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 procedure covers the conduct.

IV. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this procedure is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect the complainant and other similarly-situated individuals from hate crimes, retaliation, and bullying in the future.

V. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. complying with this procedure, where applicable;
2. ensuring that (s)he does not commit a crime against another person on school grounds or in a school-related activity because of that person’s race, color, gender identity, religion, national origin, ethnicity, gender, 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 bullying or a hate crime; and
5. cooperating in the investigation of reports or complaints of bullying, 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 bullying, retaliation, or a hate crime on school grounds or in a school-related activity;

2. cooperating with the Randolph Public Schools' efforts to prevent, respond effectively to, and eliminate bullying and hate crimes; and
3. promptly reporting all information s(he) knows concerning possible bullying, 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.

VI. PROTECTION AGAINST RETALIATION

RPS will take appropriate steps to protect from retaliation persons who take action consistent with this procedure, or who report, file a complaint of, or cooperate in an investigation of a violation of this procedure. 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.

VII. DEFINITION OF BULLYING

"Bullying" is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

VIII. BULLYING PREVENTION AND INTERVENTION PLAN

All RPS schools shall create bullying prevention plans. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

IX. TARGET ASSISTANCE

The Randolph Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

X. TRAINING AND ASSESSMENT

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

XI. PUBLICATION AND NOTICE

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

XII. PROCEDURES

RPS will implement administrative procedures consistent with these procedures.

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.

Adopted April 25, 1996

LEGAL REFS.: M.G.L. [71:H](#); [71:82](#) through [71:86](#)

STUDENT POLICIES GOALS

Active Efforts

- (1) The School Committee of each school district shall establish policies, promote regulations and procedures, and implement monitoring and evaluation practices that support and promote affirmative action and stimulate necessary changes to ensure that all obstacles to equal access to school programs for all persons are removed, regardless of race, sex, color, national origin, disability, sexual orientation, religion or limited English-speaking ability, no matter how subtle or unintended. Such policies shall include a requirement for an annual evaluation of all aspects of the K through 12 school programs to ensure that all students regardless of race, color, sex, religion, disability, sexual orientation or national origin are given an opportunity to develop skills, competence, and experience, and to receive appropriate guidance so that they may be able to participate in all programs offered by the school including athletics and other extracurricular activities. Special attention shall be given to schools and programs in which students of either sex or of racial or national origin groups present in the community are markedly under-represented.
- (2) If participation in any school sponsored program or activity has previously been limited to students based on race, color, sex, national origin, disability, sexual orientation or religion, then the School Committee shall make active efforts to ensure that equal access to all school sponsored programs or activities be provided within the system.
- (3) It shall be the responsibility of the School Committee and the Superintendent to provide necessary information and in-service training for all school personnel in order to:
 - (a) Advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion, disability, sexual orientation or national origin.
 - (b) Enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior, which may occur in the public schools.
- (4) The Superintendent, as an agent of the School Committee, shall promote and direct effective procedures for the full implementation of 603 CMR [26.00](#), and shall make recommendations to the Committee for the necessary policies, program changes, and budget resource allocations needed to achieve adherence to 603 CMR [26.00](#).
- (5) At the beginning of the school year, the Superintendent of each school system shall be responsible for sending to the parents of all school age children, in their primary language, a notice of the existence of S. 1971 c.622 and its implications. Such notice shall include the information that all courses of study, extracurricular activities and services offered by the school are available without regard to race, color, sex, religion, disability, sexual orientation or national origin. This notice may be included with other communications sent to parents by the school system. Upon request, the Department of Education shall provide a translation in requested languages to assist Superintendents in complying with this section. The Superintendent shall inform the community of the existence of the law and of its implications through newspaper releases or radio or television announcements.
- (6) The Superintendent shall ensure that all students are annually informed in a manner certain to reach them of the existence of St. 1971, c.622 and its implications. Students shall be informed that all courses of study, extracurricular activities, services, and facilities offered by the school are available without regard to race, color, sex, religion, disability, sexual orientation or national origin.
- (7) The Superintendent of each school system shall make certain that employers who recruit new employees in and through the schools of that district, do not discriminate on account of race, color, sex, religion, disability, sexual orientation or national origin in their hiring and recruitment practices within the schools. Before any employer is allowed to recruit at or through any school, they shall be required to sign a statement that they do not discriminate in hiring or employment practices on account of race, color, sex, religion, disability, sexual orientation or national origin.
- (8) Since adults serve as role models for students, school authorities shall utilize adults in a variety of jobs, and as members of procedure-making committees, to the extent consistent with their contractual obligations, without regard to race, color, sex, religion, disability, sexual orientation or national origin.
- (9) Adults serving on athletic regulatory boards shall fairly represent the interests of both male and female students.
- (10) Because selective secondary schools have had atypical student bodies in the past, such selective secondary schools, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, shall admit qualified applicants of each sex and racial and ethnic groups in numbers proportionate to the existence of members of such class in the secondary school population of the geographic area served by that school.

After the period for application to the school has closed, if it is found that qualified applicants of one of the above classes have not applied in numbers sufficient to maintain this proportion, qualified students of the other categories may be selected to fill the remaining openings.

(11) Any contributions to a school for activities and monetary awards within or sponsored by the school or for scholarships administered by the school made after the effective date of 603 CMR [26.00](#) by any person, group or organization shall be free from any restrictions based upon race, color, sex, religion, disability, sexual orientation or national origin.

(12) The opportunity to receive guidance and counseling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

LEGAL REF.: 603 CMR [26:00](#)

ADMINISTRATIVE PROCEDURES RELATIVE TO RANDOLPH PUBLIC SCHOOLS' CIVIL RIGHTS PROCEDURE REPORTING AND RESOLUTION PROCESS

A. DESIGNATED OFFICIALS FOR REPORTING

1. In Each School Building

The school principal or his/her designee is responsible for receiving reports and complaints of violations of this Procedure at the school level. A report or complaint of a violation of this Procedure involving a principal should be filed with the Title IX Coordinator who is the Director of Special Education & Pupil Services. Call (781) 961.6237.

2. For the Central Administration

The Title IX Coordinator is responsible for receiving and addressing reports or complaints of violations of this Procedure at the district level. A report or complaint involving the Title IX Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

The Title IX Coordinator is stationed at Randolph High School and can be reached at (781) 961-6237.

B. REPORTING PROCEDURES

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity must promptly report the alleged incident(s) to a designated official.

2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s/he may report it to a trusted school employee, who must promptly transmit the report to a designated official.

3. Any school community member may also report alleged incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal, the Title VI and Title IX Coordinator or to the Superintendent.

4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.

5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent.

6. All complaints or reports about a violation of this Procedure should be documented on a standard form prepared by Randolph Public Schools. The form is available from designated officials. If a complainant or reporter is either unwilling or unable to complete the standard form, the designated official who receives the oral complaint or report will promptly prepare a written report, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.

7. On the written report, the designated official will summarize any initial action taken.

8. If the complaint occurs at the school level, the designated official will promptly provide the principal with the completed written report (or to the Title IX Coordinator, if the principal is the subject of the complaint), with a copy to the District Equity Coordinator. If the complaint occurs at the district level, the designated official will promptly provide the completed written report to the Title IX Coordinator.

9. Reporting Sexual Abuse and Other Serious Criminal Conduct

a. General Laws Chapter 119, Section 51 A, makes administrators, teachers, school nurses, guidance counselors and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF).

Under G. L. c. 119, Section 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DSS or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the DSS.

- b. The principal and/or Superintendent will report certain forms of sexual harassment and conduct (i.e., unwanted sexual touching or sexual assault) that may constitute a crime to the local police.
- c. The principal and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, and other acts of a serious criminal nature to the local police for criminal investigation.

C. FILING A COMPLAINT OR REPORT

- 1. The complainant or reporter files a written complaint or report with a designated official, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.
- 2. A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete a written report based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the written report.

D. RESOLUTION PROCESS: DETERMINING WHETHER TO INSTITUTE FORMAL OR INFORMAL PROCEEDINGS

- 1. After the school principal (or his/her designee), or the Title IX Coordinator, receives a complaint or report, Randolph Public Schools must determine whether to resolve the complaint or report through Formal or Informal Proceedings.
- 2. After receipt of a report, a designated official will attempt to identify and obtain the cooperation of the person(s) who is the victim of the alleged conduct, if there is one. Even where the designated official does not obtain the identity of or cooperation by the alleged victim(s), Randolph Public Schools will investigate the allegations, and proceed to Informal or Formal Proceedings, to the extent practicable.
- 3. If the designated official, in consultation with the Title IX Coordinator, determines that (1) the allegation is serious enough that it appears to place the complainant or any other person at physical risk; (2) the incident has resulted in a criminal charge; (3) the incident involves a referral to the Department of Social Services; (4) the allegation involves a serious form of harassment, discrimination, or retaliation; (5) the allegation involves bullying behavior, where Randolph Public Schools has intervened with the alleged student offender under the Student Code of Conduct for bullying on two prior occasions; (6) there is a pending Formal Proceeding against the subject of the complaint; (7) the subject of the complaint has previously been found to have violated this Procedure after Formal Proceedings; (8) or that a Formal Proceeding is otherwise appropriate under the circumstances, then the designated official must commence a Formal Proceeding under Section F.
- 4. For allegations or incidents that do not require a Formal Proceeding, a designated official, in consultation with the District Equity Coordinator, may at his/her discretion apply either the Student Code of Conduct or initiate an Informal Proceeding. If the designated official deems it appropriate, s/he may initiate an Informal Proceeding to obtain a voluntary agreement between the complainant and alleged offender that will effectively correct the problem and end the complained of conduct. The primary focus of an Informal Proceeding is resolution through non-disciplinary corrective action, although a resolution may also include disciplinary action.
- 5. Nothing in this Procedure limits Randolph Public Schools from taking immediate interim disciplinary action as set forth in the school's disciplinary code and procedures.

E. INFORMAL PROCEEDINGS

STEP ONE

Upon the initiation of an Informal Proceeding, the designated official, in consultation with the District Equity Coordinator, will separately meet in a timely manner with the complainant and the subject of the complaint, and if a student, with their parent(s) or guardian(s), to tell them about the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the corrective action the complainant seeks.

STEP TWO

If appropriate after adequate investigation, the designated official, in consultation with the Title IX Coordinator, will propose a resolution. If the complainant, the alleged offender and their parent(s) or guardian(s) agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint, and their parent or guardian, if present, will sign it, and each person will receive a copy.

STEP THREE

A designated official will monitor the situation and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns. The designated official will maintain a written record of the follow-up.

STEP FOUR

If the complainant and alleged offender cannot agree to an informal resolution, or if at any time after resolution the designated official, in consultation with the Title IX Coordinator, determines that the problem is not corrected, Randolph Public Schools may apply the Student Code of Conduct or commence a Formal Proceeding. If this Procedure does not cover the reported conduct, Randolph Public Schools will address the report or complaint through its Student Code of Conduct, if applicable.

STEP FIVE

File Retention: If the complaint occurs at the school level, the principal (or the Title IX Coordinator, if the principal is the subject of the complaint), will maintain in a separate confidential file all written reports, information obtained through inquiry and investigation, and the proposed and agreed-to resolution, if any, and will provide a copy of the file to the Title IX Coordinator and maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the Title IX Coordinator will maintain the file.

F. FORMAL PROCEEDINGS**STEP ONE**

The designated official will separately meet in a timely manner with the complainant and the subject of the complaint, and if a student, with their parent(s) or guardian(s), to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that Randolph Public Schools cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with Randolph Public School's ability to enforce its Procedure, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

STEP TWO

A designated official will conduct an investigation in accordance with the procedures described in Section G, Investigations.

STEP THREE

The designated official, in consultation with the Title IX Coordinator, will determine whether the allegations have been substantiated, and whether the Procedure, or if the subject of the complaint is a student, the Student Code of Conduct has been violated. If the complaint is substantiated, the designated official, in consultation with the Title IX Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for Randolph Public Schools.

The designated official, in consultation with the Title IX Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Procedure, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated and any decision for disciplinary and corrective action.

The principal, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent will impose any disciplinary or corrective action.

STEP FOUR

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Procedure violations.

If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Procedure.

If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's student record or employee personnel file.

File Retention: If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the Title IX Coordinator), will maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, and will provide a copy of the file to the Title IX Coordinator and maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the Title IX Coordinator will maintain the original documents.

If Randolph Public Schools' investigation results from a third-party report, the designated official will inform that person that Randolph Public Schools has taken steps consistent with the Procedure, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

STEP FIVE

A designated official will monitor the situation and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

The complainant may ask the Title IX Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

G. INVESTIGATIONS FOR FORMAL PROCEEDINGS

1. **Prompt and Thorough Investigations:** Except where Informal Proceedings are initiated, Randolph Public Schools, through a designated official, in consultation with the Title IX Coordinator, will promptly investigate all reports or complaints of an alleged violation of this Procedure (even where the offender is unknown), as set forth below. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. No complaint is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a victim and the rights of a wrongfully accused individual.

2. **Emergencies:** School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

3. **Opening Investigations:** Upon receipt of a report or complaint, a designated official, in consultation with the Title IX Coordinator, will promptly undertake an investigation or authorize a third party designated by Randolph Public Schools to undertake an investigation.

4. **Investigative Procedure:** The designated official investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or other acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence to determine if the incident requires law enforcement involvement. Until the designated official confers with the local police, however, s/he will secure the evidence from contamination or removal. The investigation will generally consist of personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident or circumstances giving rise to the report or complaint. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances.

The designated official should take notes during interviews, or prepare them soon thereafter, for the purpose of maintaining accurate records. The designated official will also generally review and evaluate any other information or document, including video recordings, voice mails, e-mails, instant messages, or other items deemed relevant to the allegations, and information regarding any prior incident(s) committed by the subject of the complaint.

The designated official will notify the parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or school employees.

5. **Time for Investigations:** The designated official will complete his/her investigation as soon as practicable, not normally to exceed more than ten (10) business days after s/he receives the complaint or report, except for good cause or with consent of the parties (as documented in the investigatory file). The designated official will expedite the investigation of any claim involving physical violence or serious threats of harm.

6. **Ensuring Safety during Investigation:** The designated official, in consultation with the Title IX Coordinator, will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps for students may include, but are not limited to, ordering interim disciplinary action under the Student Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment, instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for e.g., fifteen feet) from the complainant while on school property or in school-related activities, and monitoring compliance and reporting non-compliance of protective orders issued by a court. Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a district administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardian voluntarily consents to the transfer.

7. **Victim Assistance:** The designated official (or his/her designee) will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

8. **Victim Non-Cooperation:** Where a violation of the Procedure has been reported by a third party and the alleged victim fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.

9. **False Charges:** Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

H. BASIS FOR DETERMINING WHETHER PROCEDURE VIOLATED

A designated official, in consultation with the Title IX Coordinator, will determine whether a particular action or incident constitutes a violation of this Procedure. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the victim or other school community member.

I. CONFIDENTIALITY

Randolph Public Schools will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and its Procedure to investigate, report and take appropriate disciplinary and corrective action, and consistent with applicable and state and federal confidentiality laws and student record regulations.

DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the Title IX Coordinator, concludes that the subject of the complaint has violated this Procedure, Randolph Public Schools will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures Randolph Public Schools will take into account harm the victim and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed, and the nature of any disciplinary action will comply with Randolph Public Schools' disciplinary procedures.

B. ACTION CONCERNING STUDENTS

Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; in-school suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code.

Discipline for Students with Disabilities

Randolph Public Schools complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). All such discipline imposed pursuant to this and other procedures will be applied in accordance with state and federal laws and regulations regarding students with disabilities.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee will be imposed pursuant to the applicable collective bargaining agreement.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with Randolph Public Schools, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to Randolph Public Schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor's access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

Randolph Public Schools will employ a variety of prevention and remediation strategies to maintain to the extent practicable a safe school climate conducive to learning and ensure that all school community members assume responsibility for their behavior and its consequences.

H. ACTION CONFORMING TO LAW AND APPLICABLE CONTRACTS

Any disciplinary or corrective action taken for violation of this Procedure will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal law, and District procedures.

ADDITIONAL PROVISIONS

A. OVERSIGHT OF RANDOLPH PUBLIC SCHOOLS' COMPLIANCE WITH PROCEDURE

The Superintendent of the Randolph Public Schools will designate an administrator to serve as the Title IX Coordinator. The Title IX Coordinator, under the supervision of the Superintendent or his/her designee, will ensure the successful administration of and compliance with this Procedure. Randolph Public Schools will post conspicuously in the central office and in each school the name of the Title IX Coordinator, and his/her mailing address, telephone number and email address. The Title IX Coordinator's responsibilities include:

1. Maintaining complaint and investigation records under this Procedure and of Informal and Formal Proceedings;
2. Maintaining and regularly analyzing documentation of incidents of harassment, bullying, discrimination, retaliation and hate crimes throughout the Randolph Public Schools;
3. Advising and assisting with and/or conducting investigations of complaints and reports of violations of this Procedure;
4. Regularly assessing the need for and arranging training of school and administrative personnel and students on the requirements of and compliance with this Procedure;
5. Assisting the Superintendent in regularly reviewing the effectiveness of Randolph Public Schools' efforts to correct and prevent harassment, bullying, discrimination, retaliation, and hate crimes and proposing improvements in those efforts, consistent with 603 CMR 26.07 (1) & (4);
6. Ensuring that appropriate administrative and school officials are informed about violations of this Procedure and the adequacy of the response;
7. Reviewing this Procedure annually for compliance with state and federal law and updating it as necessary; and
8. Ensuring that s/he and the district and school Title II, Title VI, Title IX and Section 504 coordinators are provided appropriate training to serve in this capacity and receive regular updates on changes in laws, regulations, procedures and procedures concerning harassment, bullying, discrimination, retaliation and hate crimes.

B. PROCEDURE DISSEMINATION

1. At the beginning of each school year, Randolph Public Schools will distribute this Procedure to all school employees, provide a summary of the Procedure to volunteers and independent contractors and publicize the Procedure within the school community.
2. Randolph Public Schools and its schools will incorporate a summary of this Procedure in the Student Handbook and in each school's code of conduct, and explicitly state that a violation of this Procedure is subject to disciplinary action under the school's code of conduct. These documents will be provided to students, parents and guardians each year and will inform them of this Procedure in the same manner that they inform parents and students of other procedures.
3. Randolph Public Schools will ask each student (if 12 years old or older) and his/her parent or guardian to provide written confirmation that they received, read and understand the Student Handbook that includes a summary of this Procedure and agree to comply with the Handbook's provisions.
4. To the extent practicable, Randolph Public Schools will translate a summary of the Procedure into the non-English languages spoken at home by a significant number of parents or guardians of Randolph Public Schools' students.

5. Randolph Public Schools will post this Procedure and a summary of the Procedure on its website and conspicuously in each school building in areas easily accessible to students and staff.

C. OTHER LEGAL REMEDIES

Any school community member may also pursue legal remedies or other avenues of recourse, including filing a complaint with the Massachusetts Department of Education (Problem Resolution System), at (617) 338-3000; the Massachusetts Office of Attorney General, Civil Rights Division, at (617) 727-2200; the Office of Civil Rights of the United States Department of Education, at (617) 223-9662, the Massachusetts Commission Against Discrimination, at (617) 727-3990 or (413) 739-2145; or the Equal Employment Opportunity Commission, at (617) 565-3200; filing a civil lawsuit; or pursuing criminal prosecution.

Randolph Public Schools Parent/Guardian & Student Agreement

The Parent/Guardian Student Handbook is posted on the following 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 15, 2019. 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 or headmaster. 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 Guide to the Randolph Public Schools for Families and Students.
2. We understand that the Guide contains important information on home-school partnership, the Promotion Procedure, School Attendance, the Randolph Residency Requirement, the Procedure on Student use of the Internet, 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 2019-2020 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:** _____

Randolph Public Schools Parent/Guardian & Student Agreement

Acceptable Use Procedure for Networks, Including the Internet

As the parent or guardian of this student, I have read the Acceptable Use Procedure and have discussed it with my child. I understand that computer access is provided in Randolph Public Schools for educational purposes in keeping with the academic goals of RPS, and that student use for any other purpose is inappropriate. I recognize that it is impossible for RPS to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use computer resources in the Randolph Public Schools.

I DO NOT give permission for my child to use computer resources in the Randolph Public Schools.

Parent Signature _____

Date _____

Release of Information to Charter Schools

As required by the Massachusetts Education Reform Law, public school districts must give charter schools the names and addresses of their students for recruiting purposes. If you **DO NOT** want this information released, **please check the box and sign below:**

DO NOT release information to CHARTER SCHOOL

Parent Signature _____

Date _____

Release of Information to Military and Higher Education Recruiters

Under the federal No Child Left Behind Act, public school districts must release the names, addresses, and telephone numbers of **secondary school (high school) students** to U.S. military and higher education recruiters. The **student OR parent** has the right to request in writing that this information NOT be released. If you **DO NOT** want this information released, **please check one or both boxes and sign below:**

DO NOT release information to MILITARY RECRUITERS

DO NOT release information to HIGHER EDUCATION RECRUITER

Parent or Student Signature _____

Date _____

Students Must Sign the Statement Below Regarding Internet Use:

As a Randolph Public School student, I understand that the use of the school network and e-mail is a privilege, not a right. I understand that my school network is owned by the RPS and is not private. I understand that RPS administrators will decide what conduct is inappropriate use if such conduct is not specified in this agreement. I will use computers in a manner that complies with laws of the United States and the Commonwealth of Massachusetts. I understand that I am to notify an adult immediately if I encounter material that violates appropriate use. I understand and will abide by the Acceptable Use Procedure. I will use RPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would disrupt the activities of other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Conduct and/or prosecution under state and federal law.

Student Signature _____

Date: _____

Release of Information to 3rd Party Technology Providers

I give permission for Randolph Public Schools to provide personal information during the 2019-2020 school year to selected 3rd party technology providers, for the purposes described above.

I DO NOT give permission for Randolph Public Schools to provide personal information during the 2019-2020 school year to selected 3rd party technology providers, for the purposes described above.

Note: If neither box is checked, you are granting permission for usage of your child's name personal information as described above for this school year.

Parent/Guardian Signature: _____ Date: _____