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No Child Left Behind Complaints

6. If it is determined a violation by the NJDOE has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.
7. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at the address above.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Issued:



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Pupil Intervention and Referral Services

R 2417 PUPIL INTERVENTION AND REFERRAL SERVICES

- A. The Superintendent of Schools will establish and implement district-wide procedures for each school building to provide for the delivery of intervention and referral services for pupils who are experiencing difficulties in their classes in meeting the New Jersey ~~Core Curriculum-Content~~ Standards, and who have not been determined to be in need of special education programs and services. The Board of Education will provide support, guidance, and professional development to school staff who identify and refer pupils; and to school staff who participate in planning and providing intervention and referral services.

Recommended Procedure

- B. Each Building Principal will establish an Intervention and Referral Team (IRT). The committee membership will be comprised of the following:
1. The Principal shall act as chairperson;
 2. A member of the Child Study Team (CST);
 3. The staff member who referred a pupil in need of assistance or identified a school issue for discussion; and
 4. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular pupil.
- C. Pupil Referral
1. A pupil not known to have a disability who is experiencing difficulty in the classroom may be referred to the IRT by the classroom teacher or by his/her parent(s) or legal guardian(s). The pupil's parent(s) or legal guardian(s) shall be informed of any such referral.
 2. When it appears that a referred pupil may have a disability, the IRT shall refer the pupil to the CST for evaluation pursuant to Policy No. 2460 and Regulation No. 2460.7 for a determination of the pupil's eligibility for special education and/or related services.



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3. The IRT shall consult with the pupil's regular classroom teacher, parent(s) or legal guardian(s), and any school employee as appropriate to gather relevant information regarding the pupil's educational status, attendance, classroom behavior, and school conduct.
4. The school nurse shall review the pupil's health records and inform the committee of any condition relevant to the pupil's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult pupil or the pupil's parent(s) or legal guardian(s).
5. As appropriate, the IRT may consult with community-based social and health agencies that provide services to the pupil or the pupil's family.

D. Intervention and Referral Plans

1. The IRT shall prepare a written plan for referred pupils who require supportive services, modifications to their regular educational program, or assessment and referral to school or community-based social and/or health provider agencies.
2. The Intervention and Referral Plan shall:
 - a. Detail any modifications in the pupil's educational program,
 - b. List the persons who will implement the plan,
 - c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies,
 - d. Document parental notification of the pupil's referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or federal rules mandated confidentiality in an alcohol or drug related matter,
 - e. The parent(s) or legal guardian(s) shall be actively involved in the development and implementation of any intervention and/or referral plans, and
 - f. Identify the committee member to monitor and review the pupil's progress.



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3. The implementation and effectiveness of the Intervention and Referral Plan shall be reviewed within eight calendar weeks from the beginning of its implementation. The committee shall consult the referring staff member for his/her assessment of the effectiveness of the plan.
 4. If the implementation of the plan is judged to be ineffective, the plan shall be reviewed and amended as necessary. If the review indicates a disability, the pupil shall be referred to the CST.
- E. Records and Reports
1. All pupil records reviewed in the operation of the IRT are confidential and subject to the protections of Policy No. 8330.
 2. A record shall be kept of all referrals to the IRT, all pupil assistance plans, and the disposition of each.

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Bilingual and ESL Education
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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient pupils enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient pupils enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which is the native land of the parents of limited English proficient pupils enrolled in the program, and in the history and culture of the United States. All pupils in bilingual education programs receive English as a second language instruction.
2. "Bilingual part-time component" means a program alternative in which pupils are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which pupils receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual pupil basis.
4. "Bilingual tutorial program" means a program alternative in which pupils are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provide structured English language instruction and instruction in a second language in all content areas for LEP pupils and for native English speaking pupils enrolled in the program.
6. "Educational needs" means the particular educational requirements of pupils of limited English proficiency, the fulfillment of which will provide them with equal educational opportunities.



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7. "English as a second language (ESL) program" means a daily developmental second language program of up to two periods of instruction based on pupil language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the pupil's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.
9. "English language proficiency test" means a test which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
10. "English language services" means services designed to improve the English language skills of pupils of limited English proficiency. These services, provided in school districts with less than ten pupils of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.
11. "ESL standards for Pre-Kindergarten through grade twelve pupils" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient pupils in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.
12. "Exit criteria" means the criteria which must be applied before a pupil may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which pupils receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.



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enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP pupils to develop sufficient English skills and subject matter skills to meet the **New Jersey Standards**.

2. The instructional program alternatives to be established shall include, but are not limited to: bilingual part-time component, bilingual resource program, bilingual tutorial program, sheltered English instruction program, and high-intensity ESL program.
 3. In the event the district implements program alternatives, the district shall annually submit pupil enrollment and achievement data that demonstrate the continued need for these programs.
- E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs
1. The school district's bilingual, ESL, or English language services program plans shall be submitted to the New Jersey Department of Education every three years for approval. The plans will include the following information:
 - a. Identification of pupils;
 - b. Program description;
 - c. Number of certified staff hired for the program;
 - d. Bilingual and ESL curriculum development;
 - e. Evaluation design;
 - f. Review process for exit; and
 - g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.
 2. The district shall annually submit data on the number of LEP pupils served, exit data for the LEP pupils enrolled in the district, and data on the number of immigrant pupils enrolled in the district.



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3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.
4. A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement objectives, must separately inform the parent(s) or legal guardian(s) of an LEP pupil of the school's failure no later than thirty days after the failure occurs.

F. Supportive Services

Pupils enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other pupils in the district. To the extent that it is administratively feasible, supportive services to LEP pupils, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of LEP pupils and their parents.

G. In-service Training

1. In-service training will be provided for bilingual, ESL, and mainstream teachers based on their needs and to include instructional strategies to help LEP pupils meet the **New Jersey** Standards and the WIDA English Language Proficiency Standards. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the district shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education.
2. ESL Classes - a valid New Jersey instructional certificate in English as a second language.
3. English Language Services - a valid New Jersey instructional certificate.



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- I. Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit and Re-entry
 1. All LEP pupils from Kindergarten through twelfth grade shall be enrolled in the bilingual, ESL, or English language services program.
 2. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
 3. LEP pupils enrolled in one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. This process shall be initiated by the pupil's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the pupil, and performance on achievement tests in English according to P.L. 1991, c.12.
 4. A parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
 5. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
 6. Newly exited pupils who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the pupil is experiencing extreme difficulty in adjusting to the mainstream program.



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- c. The recommendation for retesting will be based on the teacher's judgment that the pupil is experiencing difficulties due to problems in using English as evidenced by the pupil's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The pupil shall be tested using a different form of the test or a different language proficiency test than the one used to exit the pupils.
 - e. If the pupil scores below the State established standard on the language proficiency test, the pupil shall be re-enrolled into the bilingual or ESL program.
 7. When the review process for exiting a pupil from a bilingual, ESL, or English language services program has been completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the determination of placement. If the parent(s), legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the decision in writing to the Building Principal or guidance counselor, who will provide a written explanation for the decision within ten working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Graduation Requirements for Limited English Proficient Pupils

All LEP pupils must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).
- K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms approved by the Executive County Superintendent of Schools within the regular school buildings of the district per N.J.S.A. 18A:35-20.
- L. Notification to Parents/Legal Guardians
 1. The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail no later than thirty days after the beginning of the school year that their child has



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been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The parent(s) or legal guardian(s) must be notified within two weeks of the pupil's placement in a bilingual, ESL, or English language services program, if the pupil has not been identified as a LEP pupil prior to the beginning of the school year.

- a. The notice shall inform the parent(s) or legal guardian(s) why the pupil was identified as LEP and why the pupil needs to be placed in a bilingual, ESL, or English language services program;
 - b. The notice will include the pupil's level of English proficiency, how such level was assessed, and the pupil's academic level;
 - c. The notice will inform the parent(s) or legal guardian(s) how the program will meet the specific needs of the pupil in attaining English and meeting State standards;
 - d. The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;
 - e. The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice;
 - f. The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English; and
 - g. Whenever the district determines, on the basis of a pupil's level of English proficiency, that a pupil should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the pupil by mail.
2. The parent(s) or legal guardian(s) of pupils enrolled in a bilingual, ESL, or English language services program shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other pupils enrolled in the school district.



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3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of pupils enrolled in the bilingual or ESL program unless it can be demonstrated and documented in the three-year plan that this requirement would place an unreasonable burden on the district.
4. The district shall notify the parent(s) or legal guardian(s) when pupils meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

M. Joint Programs

The school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis to provide bilingual, ESL, or English language services programs.

N. Parental Involvement

1. The district Board of Education will provide for maximum practicable involvement of parent(s) or legal guardian(s) of LEP pupils in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.
2. A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.
3. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of pupils of limited English proficiency.

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Co-Curricular Activities

R 2430 CO-CURRICULAR ACTIVITIES

A. Definition

“Co-curricular activities” means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; “co-curricular activities” also includes the pupil clubs, associations, and organizations that conduct those activities. “Co-curricular activities” does not include athletic competitions or practices or athletic teams or organizations.

B. Recognition

1. All co-curricular activities must be approved by the Board. An organization of pupils or an activity conducted by and for pupils becomes a co-curricular activity only when it has been duly approved by the Board.
2. The Board will approve annually and maintain a list of approved co-curricular activities, which will be distributed to Principals. The list will include:
 - a. Those co-curricular activities that have been in operation and have been found to address satisfactorily a continuing need,
 - b. Newly approved co-curricular activities,
 - c. A brief description of each approved activity,
 - d. The name of the advisor of each activity, and
 - e. The name of the custodian of the activity’s fund.
3. A new co-curricular activity may be initiated in accordance with the following procedures:
 - a. A written proposal for the new activity must be submitted to the Principal. The proposal will include:
 - (1) The name and purpose of the proposed activity and the date of the request,
 - (2) The name of a faculty member who has agreed to be its advisor,



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- (3) A plan for the use of school facilities, including the facility required, the times and frequency of use, and the portion of the school year the facility will be used,
 - (4) The need, if any, for support personnel or services,
 - (5) A description of the activities that participating pupils will conduct,
 - (6) An estimation of the costs, if any, that the activity will incur,
 - (7) A statement as to whether or not the proposed activity will involve fund raising and, if fund raising will be involved, the use that will be made of those funds,
 - (8) The manner in which pupil leaders will be chosen and organizational decisions will be made,
 - (9) The number of pupils who intend to participate in the activity, and
 - (10) Qualifications for participation, if any, and, if pupils must qualify on a basis other than interest and availability, the rationale for that qualification.
- b. A duly submitted proposal for a new co-curricular activity will be approved if:
- (1) Its objectives are in harmony with the educational goals adopted by the Board;
 - (2) It is designed to meet assessed pupil needs and interests;
 - (3) At least ten pupils have expressed an intention to participate in the activity;
 - (4) Participation is open to all interested pupils available for participation or, if participation is limited, any qualifications for participation are reasonably justified by the purpose of the activity;
 - (5) The proposed use of school facilities does not interfere with the instructional program or the conduct of established co-curricular activities; and
 - (6) The proposed activity will be properly supervised.



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C. Pupil Participation

1. The program of co-curricular activities should be sufficiently varied to meet the wide range of pupils' vocational, recreational, social, and cultural needs and interests.
2. All pupils will be provided with information on co-curricular activities at the start of the school year and will be invited to participate in one or more activities.
3. Eligibility standards are set forth in Policy No. 2430.
4. When a pupil becomes ineligible for participation in co-curricular activities by reason of poor attendance or poor academic performance, his/her teacher will so inform the advisors of the co-curricular activities in which the pupil participates. The advisor will suspend the pupil's participation, except as exempted by Policy No. 2430.
5. A pupil who has been suspended from participation in co-curricular activities for reason of poor attendance will be offered an opportunity to work out a plan for improved attendance with the advisor. If the pupil adheres to the plan and demonstrates his/her improved attendance within a period of not less than one month, the pupil may be reinstated to participation in co-curricular activities.
6. A pupil who has been suspended from participation in co-curricular activities for reason of poor academic performance will be offered an opportunity to establish with the advisor performance goals in the subject(s) in which he/she is performing below expectation. The performance goals should include concrete objectives and timelines for improvement. When the pupil meets the agreed upon performance goals, he/she may be reinstated to participation in co-curricular activities.

D. Supervision

1. Each co-curricular activity must be supervised by at least one staff member appointed by the Board as advisor.
2. Each co-curricular advisor shall:
 - a. Meet regularly and promptly with participating pupils at the assigned time, **outside of the regular instructional day** and place of the activity and ensure an orderly environment appropriate to the purpose of the activity;



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- b. Instruct participating pupils in the purpose and conduct of the activity and explain any rules and/or standards to be observed in the conduct of the activity;
 - c. Encourage participating pupils to take appropriate responsibility for the conduct and leadership of the activity;
 - d. Prepare and submit to the Principal a calendar of activities within 1 month of the start of the activities for the school year;
 - e. Prepare and maintain a membership list of participating pupils, keep an attendance record, and submit the membership list to the Principal;
 - f. Ascertain that each participating pupil is involved in the activity to the extent commensurate with his/her interests and abilities;
 - g. Report periodically or as required to the Principal on the conduct and/or achievements of the activity;
 - h. Take all reasonable and necessary steps to safeguard the health and safety of participating pupils, including the prohibition of hazing and similar initiation rites;
 - i. Ensure the proper accounting and deposit of any funds raised or collected by the activity, in accordance with Policy No. 6660; and
 - j. Cooperate with the Principal in a year-end evaluation of the activity.
5. The advisor responsible for an activity scheduled for an evening or a weekend (such as a performance or social event) should consult Regulation No. 5850 and No. 9161 and should:
- a. Request permission for the activity from the Principal and for the use of the facility from the Principal;
 - b. Provide publicity and advertising information to the Principal at least ten working days in advance of the event;
 - c. Order any necessary tickets and/or program, correct proofs, and print;



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- d. Provide for any music required by hiring musicians and/or collecting records and tapes;
 - e. Arrange with the Principal for the provision of any additional security and/or traffic services, in accordance with Regulation No. 9320;
 - f. Arrange for any required audio or lighting equipment and supplies;
 - g. Provide for the checking of participants' and spectators' outerwear;
 - h. Provide for any food services that will be required;
 - i. Arrange for ushers and chaperones;
 - j. Provide for the prompt deposit of any moneys collected; and
 - k. After the event, report to the Principal;
 - (1) The number of tickets sold,
 - (2) The number of persons who attended the event,
 - (3) The amount of money collected and deposited, and
 - (4) An evaluation of the event, including an account of any unusual incidents.
6. Staff members other than the activity advisor should attend activities as follows:
- a. An administrator should be assigned to attend each evening and each weekend co-curricular activity;
 - b. Teachers are encouraged to support and attend a function that has been planned and prepared by a significant proportion of the pupils assigned to them;
 - c. All faculty members are encouraged to support and attend special co-curricular events that involve a significant degree of pupil planning and preparation such as plays, concerts, and dances.



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E. Evaluation

1. An evaluation of each co-curricular activity will be conducted by the Principal and the advisor at the end of the school year or the conclusion of the activity.
2. The evaluation will measure the activity against its stated objectives to determine if the objectives were met. Criteria may include:
 - a. Membership and attendance records;
 - b. Regularity of meetings;
 - c. The planning and execution of special events;
 - d. Evidence of pupil leadership and assumption of responsibility; and
 - e. Such other indicia of pupils' growth and development as the evaluators may choose.
3. The evaluation will include recommendations for the improvement of the activity or, if so indicated, for the cancellation of the activity.
4. The Principal will conduct an annual evaluation of the overall program of co-curricular activities. That evaluation should consider whether the program has resulted in:
 - a. Improvement in school attendance;
 - b. Improvement in academic performance;
 - c. Increased participation in school activities; and
 - d. Improvement in school morale and pupil behaviors.

F. Records

1. A pupil's participation in co-curricular activities shall be recorded in his/her record, will be preserved for the duration of the pupil's enrollment in the school, and may be released only in accordance with Policy No. 8330.



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2. Records of the conduct of co-curricular activities will be maintained by the Principal and will include, as appropriate to the activity:
 - a. The period in which the activity occurred;
 - b. The numbers of participating pupils in each school year and/or present at each co-curricular event;
 - c. The name of the activity advisor;
 - d. The printed product of the activity, such as copies of the school newspaper or literary collection;
 - e. The financial records of the activity.

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Emergency Procedures for Athletic
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R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

A. Definitions

1. “Athletic competition” and “athletic activities” mean all practice sessions and competitive contests, games, events, and exhibitions with individual pupils or teams of one or more schools of this district or of other districts and include cheerleading.
2. “Health personnel” means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.
3. “Parent” means the parent(s) or legal guardian(s) having legal custody and control of a pupil.
4. “Pupil” means a pupil enrolled in this district and a pupil enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

B. Precautions

1. All athletic coaches, including assistant coaches, will be trained in first aid and in the identification of injured and disabled pupil athletes.
2. Athletic coaches are responsible at all times for the supervision of pupils to whom they have been assigned. Pupils shall not be left unattended at any time.
3. Pupils who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.
4. Pupil athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the pupil himself/herself or to another pupil.
5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.



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6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation No. 7420 and Regulation No. 7420.1.
7. Health personnel shall be present at the following athletic activities:
 - a. The athletic trainer shall be present at most home athletic events.
 - b. The designated team doctor shall be present at all home varsity football games.

C. Emergency Procedures

The following procedures shall be implemented whenever a pupil athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district.

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the pupil.
2. If no health personnel are present, or if none can be immediately summoned to the pupil's aid, the athletic coach shall administer such first aid as may be necessary.
3. If the pupil's injury or disability requires more than routine first aid, the athletic coach shall:
 - a. Summon an ambulance by calling 911, or
 - b. Arrange for the pupil's transportation to the nearest hospital or the office of the school medical inspector.
4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the pupil's parent(s) or legal guardian(s) of the pupil's injury or disability and the condition and location of the pupil.
5. An injured or disabled pupil who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach.



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Emergency Procedures for Athletic
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6. These procedures shall be followed when the injured or disabled pupil is a member of a visiting team or district, and every effort shall be made to cooperate with the staff of the district in which the pupil is enrolled.

D. Reports

1. The athletic coach shall complete and file a report of every injury or disability that occurs to a pupil in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
 - a. The date of the incident,
 - b. The name, age, grade level, and gender of each injured or disabled pupil,
 - c. The district in which the pupil is enrolled,
 - d. The name and district of each pupil involved in the incident,
 - e. A narrative account of the incident,
 - f. A detailed description of the injury or disability,
 - g. The treatment given on school premises and the names of the health personnel, if any, who treated the pupil,
 - h. The place, if any, to which the pupil was taken and the persons who accompanied the pupil, and
 - i. A memorandum of the notice given to the pupil's parent(s) or legal guardian(s).
2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours of the incident.
3. The Building Principal shall report the incident to the Superintendent, who shall report to the Board.
4. A copy of each report of an incident of pupil injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his/her analysis to the Superintendent at the close of each sport season.



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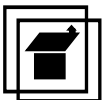
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5. The parent(s) or legal guardian(s) of each injured or disabled pupil will be given assistance in the completion and filing of insurance claim forms.

E. Readmission to Athletic Activities

A pupil injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the school medical inspector or designated team doctor, who must first examine the pupil to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the pupil's parent(s) or legal guardian(s).

Adopted:



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Medical Examination to Determine Fitness for
Participation in Athletics

M

R 2431.2 MEDICAL EXAMINATION TO DETERMINE FITNESS FOR PARTICIPATION IN ATHLETICS

A. The medical examination conducted to determine the fitness of a pupil for participation in athletics shall include, as a minimum, the following:

1. Medical History Questionnaire

A medical history questionnaire will be completed and signed by the parent(s) or legal guardian(s) of the pupil, to determine whether the pupil:

- a. Has been medically advised not to participate in any sport, and the reason for such advice,
- b. Is under physician's care and the reasons for such care,
- c. Has experienced loss of consciousness after an injury,
- d. Has experienced a fracture or dislocation,
- e. Has undergone any surgery,
- f. Takes any medication on a regular basis, the names of such medication, and the reasons for such medication,
- g. Has allergies including, but not limited to: hives, asthma, or reactions to bee stings,
- h. Has experienced frequent chest pains or palpitations,
- i. Has a recent history of fatigue and undue tiredness,
- j. Has a history of fainting with exercise, and
- k. Has a history of a family member who died suddenly.

2. Medical Examination/Physical Examination

The medical examination shall include a physical examination which includes, at a minimum, the following:

- a. Measurement of weight, height, and blood pressure,



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Medical Examination to Determine Fitness for
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- b. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura,
- c. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses and examination of the sclera for the presence of jaundice,
- d. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum, and gross hearing loss,
- e. Examination of the nose to assess the presence of deformity which may affect endurance,
- f. Assessment of the neck to determine range of motion and the presence of pain association with such motion,
- g. Examination of chest contour,
- h. Auscultation and percussion of the lungs,
- i. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate before and after exercise,
- j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses,
- k. Assessment of the back to determine range of motion and abnormal curvature of the spine,
- l. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars, and varicosities,
- m. Examination of the testes to determine presence and descent of both testes, abnormal masses or configurations, or hernia,
- n. Assessment of physiological maturation, and
- o. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.



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Medical Examination to Determine Fitness for
Participation in Athletics

B. Health History Update

A health history update, completed by the pupil's parent(s) or legal guardian(s), shall provide information about any medical problems experienced by the pupil since the last medical examination. As a minimum, the health history update shall include information, if any, about the pupil's:

1. Hospitalizations and operations,
2. Illnesses,
3. Injuries,
4. Care administered by a physician, and
5. Medications.

Adopted:



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

Jun 12

M

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. Allowing a student-athlete **or cheerleader** to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Interscholastic Athletic/**Cheerleading Program** Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic/**Cheerleading Program** Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport **or cheerleading program**, designated school nurses, and other appropriate school district personnel as designated by the Superintendent.
2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

B. Prevention

1. The school district may require pre-season baseline testing of all student-athletes **and cheerleaders** before the ~~pupil student-athlete~~ begins participation in an interscholastic athletic program or activity **or cheerleading program**. The baseline testing program shall be reviewed and approved by the school or team physician trained in the evaluation and management of sports-related concussions and other head injuries.
2. The Principal or designee will review educational information for student-athletes **and cheerleaders** on prevention of concussions.
3. All school staff members, student-athletes, **cheerleaders**, and parents of student-athletes **and cheerleaders** shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the



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Prevention and Treatment of Sports-Related
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Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions can be observed by coaches, licensed athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete **or cheerleader**:

- a. Appears dazed, stunned, or disoriented;
- b. Forgets plays, or demonstrates short-term memory difficulty;
- c. Exhibits difficulties with balance or coordination;
- d. Answers questions slowly or inaccurately; and/or
- e. Loses consciousness.

2. Possible symptoms of concussion shall be reported by the student-athlete **or cheerleader** to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:

- a. Headache;
- b. Nausea/vomiting;
- c. Balance problems or dizziness;
- d. Double vision or changes in vision;
- e. Sensitivity to light or sound/noise;
- f. Feeling sluggish or foggy;
- g. Difficulty with concentration and short-term memory;
- h. Sleep disturbance; or
- i. Irritability.

D. Emergency Medical Attention for Concussion or Other Head Injury



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Prevention and Treatment of Sports-Related Concussions and Head Injuries

1. Any student-athlete **or cheerleader** who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.
 2. The school staff member supervising the student-athlete **or cheerleader** when the ~~student-athlete~~ **pupil** is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.
 - a. In the event the school or team physician is available when the student-athlete **or cheerleader** is exhibiting signs or symptoms of a sports-related concussion or other head injury, the physician may make the determination to call emergency medical assistance.
 3. The school staff member supervising the student-athlete **or cheerleader** when the ~~student-athlete~~ **pupil** is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the ~~student-athlete's~~ **pupil's** parent and inform the parent of the suspected sports-related concussion or other head injury.
- E. Sustained Concussion or Other Head Injury
1. A student-athlete **or cheerleader** who participates in interscholastic athletics **or cheerleading program** and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The ~~student-athlete's~~ **pupil's** physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.
 2. The student-athlete **or cheerleader** suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

3. The student-athlete **or cheerleader's** physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the ~~student-athlete~~ **pupil** is able to return to the activity. The release/clearance must indicate:
 - a. The medical examination determined the injury was not a concussion or other head injury, the ~~student-athlete~~ **pupil** is asymptomatic at rest, and the ~~student-athlete~~ **pupil** may return to the interscholastic athletic **or cheerleading** activity; or
 - b. The medical examination determined the injury was a concussion or other head injury, the ~~student-athlete~~ **pupil** is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete **or cheerleader** may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.

4. Complete physical, cognitive, emotional, and social rest is advised while the ~~student-athlete~~ **pupil** is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)
- F. Graduated Return to Competition and Practice Protocol
1. Upon the school physician's acceptance of the written medical release/clearance, the student-athlete **or cheerleader** may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:

Step 1 - Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student-athlete **or cheerleader** may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the ~~student-athlete~~ **pupil** shall be required to have a re-evaluation by ~~the student-athlete's~~ **their** physician or licensed healthcare provider. The ~~student-athlete~~ **pupil** shall not be permitted to begin the graduated return to



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Prevention and Treatment of Sports-Related Concussions and Head Injuries

competition and practice protocol until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.

Step 2 - Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete **or cheerleader** may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the ~~student-athlete~~ **pupil** shall return to Step 1.

Step 3 - Sport-specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student-athlete **or cheerleader's** heart rate. If there is no return of any signs or symptoms of a concussion, the ~~student-athlete~~ **pupil** may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the ~~student-athlete~~ **pupil** shall return to Step 2.

Step 4 - Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete **or cheerleader** may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the ~~student-athlete~~ **pupil** may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the ~~student-athlete~~ **pupil** shall return to Step 3.

Step 5 - The ~~student/athlete's~~ **pupil's** medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school district's licensed athletic trainer, school or team physician, designated school nurse, and the ~~student-athlete's~~ **pupil's** physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the ~~student-athlete~~ **pupil** may participate in normal training activities. The objective of this Step is to restore the ~~student-athlete's~~ **pupil's** confidence and for the coaching staff to assess the ~~student-athlete's~~ **pupil's** functional skills. If there is no return of any signs or symptoms of a concussion, the ~~student-athlete~~ **pupil** may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the ~~student-athlete~~ **pupil** does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the ~~student-athlete's~~ **pupil's** physician, shall determine the ~~student-athlete's~~ **pupil's** return to competition and practice protocol.



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Prevention and Treatment of Sports-Related
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Step 6 - Return to play involving normal exertion or game activity. If the ~~student-athlete~~ **pupil** exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.

G. Temporary Accommodations for Student-Athletes **and Cheerleaders** with Sports-Related Head Injuries

1. Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed ~~student-athlete~~ **pupil** to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a pupil is sensitive to light/sound, can slow a pupil's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Education may look to address the pupil's cognitive needs in the following ways. Pupils who return to school after a concussion may need to:
 - a. Take rest breaks as needed;
 - b. Spend fewer hours at school;
 - c. Be given more time to take tests or complete assignments (all courses should be considered);
 - d. Receive help with schoolwork;
 - e. Reduce time spent on the computer, reading, and writing; and/or
 - f. Be granted early dismissal from class to avoid crowded hallways.

Adopted:



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School Sponsored Publications

R 2432 SCHOOL SPONSORED PUBLICATIONS

A. Objectives

The program of school sponsored publications is intended to:

1. Disseminate news to those who are actively interested in the school -- pupils, teachers, parent(s) or legal guardian(s), administrators, alumni/ae, and other members of the school community;
2. Provide a means for the expression of thought;
3. Foster a wholesome school spirit and support the best traditions of the school;
4. Promote and encourage other school sponsored activities;
5. Provide training and experience in journalism, graphics, photography, and creative writing;
6. Create an appreciation for the best forms of journalism both in and out of school;
7. Record the history of the school;
8. Assist the district's public information program; and
9. Teach pupils the rights and responsibilities of the press in a free society.

B. Guidelines

1. Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.
2. Pupils will have a right to their views and attitudes on all issues with the proviso that the tenor of articles and stories submitted will not violate the prohibitions of section C.
3. Constructive criticism is encouraged.
4. A by-line will accompany every printed article or story.



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School Sponsored Publications

C. Prohibited Material

No school sponsored publication may contain materials that:

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;
2. Libel any person or persons;
3. Infringe rights of privacy protected by law or regulation;
4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;
5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of pupils;
6. Contain obscenity or material otherwise deemed to be harmful to impressionable pupils;
7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;
8. Advertise goods or services for the benefit of profit making organizations;
9. Solicit funds for nonschool organizations when such solicitations have not been approved by the Board;
10. Promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or
11. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.

D. Review Procedures

1. To ensure compliance with these rules, all material intended for publication in a school sponsored publication will be reviewed by the advisor.



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School Sponsored Publications

2. The author of material found unacceptable for publication in a school sponsored publication pursuant to D1 may appeal that decision to the Principal.
 3. The Principal will promptly convene a committee comprised of the advisors of the school newspaper, yearbook, and literary magazine and the president of each class.
 4. The committee will review the appeal, including the material and the advisor's specific reason for rejecting the material, and will render an advisory opinion to the Principal.
 5. The Principal will decide whether or not the material may be published and will deliver his/her decision to the appellant within two school days of the receipt of the appeal.
 6. If the Principal denies publication, the author may appeal that decision to the Superintendent and any adverse decision of the Superintendent may be appealed to the Board of Education. At each level, a decision will be made within three school days of the receipt of the appeal.
- E. Faculty Duties
- Faculty advisors to school sponsored publications shall:
1. Serve in a liaison capacity between the staff of the publication and the faculty and administration;
 2. Instruct members of the publication staff in proper journalistic techniques and standards;
 3. Offer editorial advice and suggestion when necessary;
 4. Interpret the publication guidelines set forth in section C;
 5. Review material intended for publication; and
 6. Proofread each publication before it is printed and distributed.



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School Sponsored Publications

F. Distribution

1. Distribution of school publications will be limited to those times and places that best serve the purpose of reaching the designated audience without disturbing normal school building activities.
2. Any materials discarded or not distributed must be retrieved or retained to avoid litter.

Issued:



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Athletic Participation Fee Guidelines and Procedures

R 2436 ATHLETIC PARTICIPATION FEE-GUIDELINES AND PROCEDURES

~~Due to financial conditions,~~ The Randolph Board of Education may institute a fee for participation in interscholastic sports. The fee will allow the district to maintain the scope of programs we provide allowing pupils to have a wide variety of opportunities for involvement in activities beyond the school day.

~~The fee for participation is \$100.00 per athlete per year.~~

The participation fee does not guarantee the participant playing time in any contest nor does it guarantee the participant or his/her parent(s) or legal guardian(s) control over any conditions of the team or athletic department.

Payment

Payment of the fee is required for participation and a schedule for when fees are due is listed below. Uniforms will not be distributed until payment has been received or a payment plan has been established. Payment to be made at the time of uniform distribution or payments may be mailed to: Randolph Board of Education, Athletic Department, Millbrook Ave., Randolph, NJ 07869.

Or, they may be dropped off at the Randolph Board of Education office: 25 Schoolhouse Road, Randolph NJ 07869. Checks are to be made out to Randolph Board of Education. If paying with a check, please include pupil's name and sport they are participating in.

Refund Guidelines

Refunds will not be made for any reason once the team has been determined. Refunds will not be made to pupils who:

1. Drop out of a sport before the season has ended;
2. Are suspended from a sport because of a rule violation;
3. Become academically ineligible;
4. Are injured and unable to compete; and/or
5. Move out of the district.



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Athletic Participation Fee Guidelines and Procedures

Economic Help

While the district feels the necessity to cut costs in order to stay financially healthy, it is not the intention of the Board of Education to create a barrier for pupils to participate in athletics if the sports fee proves to be a true financial hardship. Any pupil who wishes to participate but is unable to because of finances, should complete the Sports Fee Waiver form available from school offices or the Athletic Director. The guidelines for determining that a pupil will have the participation fee waived will be determined by guidelines similar to those of the district's free and reduced lunch program.

Any questions regarding these guidelines and procedures may be directed to the ~~Superintendent's office~~ or the office of the ~~Vice Principal for Athletics~~ **Athletic Director**.

Issued: 31 August 2009

Revised: 5 March 2010

Revised:



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Special Education
M

R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition From Early
Intervention Programs to Preschool Programs (M)
- R 2460.16 Special Education - Instructional Material to Blind or
Print-Disabled Pupils (M)

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Adopted:



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R 2460.1/page 1 of 7

Special Education - Location, Identification and Referral
(M)

R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending non-public schools, and highly-mobile pupils such as migrant workers' children and homeless pupils regardless of the severity of their disabilities, will be located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

Procedures for Locating Pupils with Disabilities

1. The Director of Special Services or designee will coordinate the effort to locate, identify and evaluate all children, ages three through twenty-one, who reside within the Randolph School District or attend non-public schools within the school district and who may be disabled.
2. By May 15 of each school year, the Director of Special Services or designee will conduct child-find activities including but not limited to:
 - a. Development of child-find materials for distribution.
 - b. Distribution of flyers to the parent(s) or legal guardian(s) of all pupils enrolled in the school district.
 - c. Mailing of child-find material to non-public schools in the area.
 - d. Mailing of child-find material to local pediatricians, hospitals and clergy.
 - e. The Superintendent or designee ensures that if any native language speakers for languages, other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.
 - f. Distribution of child-find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
 - g. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.



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Special Education - Location, Identification and Referral

- h. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
 - i. Information is through the Parent Advisory Committee.
 - j. School handbooks distributed to parent(s) or legal guardian(s) contain information describing special education services.
 - k. Distribution of information to the school district's ESL/Bilingual teachers describing child-find activities.
 - l. Pupils entering Kindergarten are screened annually to identify potentially disabled pupils.
 - m. Intervention and Referral Services Committee (I&RS) previously referred to as Pupil Assistance Committee (PAC), have been established in all school buildings.
3. No later than June 15 of each school year the Director of Special Services will contact by mail the Principal of the non-public school(s) to request input from non-public school parent(s) or legal guardian(s) and officials for suggestions on ways to conduct child-find activities for pupils attending non-public schools.

The following individual(s) shall serve as representatives from non-public schools:

| School | Title of the Individual Representing the Non-Public School |
|---------------------------------|--|
| | |
| Hebrew Academy of Morris County | Dean of General Studies |

Based on the suggestions from the representatives of the non-public schools and parent(s) or legal guardian(s), the Director of Special Services will modify the child-find activities for the next school year, as appropriate.

Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for pupils ages five to twenty- one, to the Building Principal or designee. The request shall contain the following:



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Special Education - Location, Identification and Referral

1. Reason for request (including parental or adult pupil request);
2. Descriptive behavior of pupil performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program.

The Superintendent or designee will oversee the district's implementation and effectiveness of the procedures for interventions in the general education program.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of the building level I&RS Committee;
2. Identifying the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Reviewing, assessing and documenting the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parents(s) or legal guardian(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified pupil which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health provider agencies;
 - e. Process and complete the documentation forms;



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Special Education - Location, Identification and Referral

- f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
 - g. Ensure the type, frequency, duration and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
- a. I&RS Committees receive in-service training by the Building Principal or designee by September 30;
 - b. Staff handbooks are updated by September 30 and include information regarding intervention procedures;
 - c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committees;
 - d. School calendars are distributed and provide information on intervention services; and
 - e. Parent/pupil handbooks distributed in the month of August include information on intervention services.

Procedures for Referral **to the Child Study Team**

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team office, and the Office of Special Services.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the parent/pupil handbook which shall be distributed to parent(s) or legal guardian(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and legal guardian(s) and appropriate social service and welfare agencies no later than October 1 of each year.

2. Parent-Initiated Referral

When a parent(s) or legal guardian(s) makes a written request for an evaluation to determine eligibility for services:



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- a. The written request shall be received and dated by staff of the Office of Special Services;
 - b. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
 - c. Upon receipt of the referral a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the Child Study Team (CST);
 - d. ~~The~~ **Child Study Team** will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
 - e. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s) or legal guardian(s);
 - f. The notice will contain the "Parental Rights in Special Education" (PRISE) Booklet; and
 - g. The referral/identification meeting (Identification Meeting) will be attended by the parent, CST and regular education teacher.
3. School Initiated Referral

Referral of a pupil may be made by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined that interventions in the general education program have not adequately addressed the educational difficulties and it is believed that the pupil may ~~be~~ **have an educational** disabled.
- b. It can be documented that the nature of the pupil's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Director of Special Services, through in-service training, shall ensure that pupils who may be potentially disabled are referred even though they are advancing from grade to grade.



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Special Education - Location, Identification and Referral

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
 - b. I&RS documentation (including, but not limited to teacher reports, grades and Record of Intervention Effectiveness) shall be forwarded with the referral to the CST along with any other relevant data;
 - c. I&RS documentation does not need to be forwarded for direct referral when the nature of the pupil's problem is such that the evaluation is warranted without delay;
 - d. The referral should be dated upon receipt by the CST;
 - e. A file will be initiated to include a timeline for processing for referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
 - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the CST;
 - g. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
 - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s) or legal guardian(s);
 - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
 - j. The referral/identification meeting will be attended by the parent(s) or legal guardian(s), CST and regular education teacher.
4. ~~The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level pupil placement according to N.J.A.C. 6A:14-4.7(f)1.~~
- 5.4. Each evaluation of the pupil requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning, **commencing at age 14.**



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Special Education - Location, Identification and Referral

- 6.5. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) or legal guardian(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
- 7.6. The parent(s) or legal guardian(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) or legal guardian(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
- 8.7. A pupil may be referred directly to the Child Study Team when warranted.

Issued: 9 June 2008
Revised: 5 March 2009



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Special Education - Free and Appropriate Public Education
(M)

R 2460.8 SPECIAL EDUCATION-FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to pupils with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following:
 - a. 9-12 Principal/Vice Principal or designee;
 - b. 6-8 Principal/Vice Principal or designee;
 - c. K-5 Principal/Vice Principal or designee.
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation)
 - a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.
3. Each Principal or designee will ensure that a system is in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons. Documentation will include:
 - a. Pupil's name;
 - b. The infraction;
 - c. **Date of the infraction**
 - e-d Time suspended; and



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Special Education - Free and Appropriate Public Education

- d.e. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a pupil is suspended from transportation:
 - a. Suspension from transportation is not counted as a day of removal if the pupil attended school.
 - b. Suspension from transportation is counted as a day of removal if the pupil does not attend school.
 - c. If transportation is included in the pupil's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
 - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the pupil does not attend school.
 5. When a pupil with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
 - a. Opportunity for the pupil to participate and progress in the general curriculum;
 - b. Services and modifications specified in the pupil's IEP;
 - c. Interaction with non-disabled peers to the extent they would have in the current placement; and
 - d. The pupil is counted as present for the time spent in the in-school suspension program.
 6. When a series of short-term removals will accumulate to more than ten school days in the year:
 - a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the



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Special Education - Free and Appropriate Public Education

consultation between the school administration and the case manager shall be maintained by the case manager.

- b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the pupil to participate and progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP; and
 - (3) Written documentation of the consultation and services provided shall be maintained in the pupil's file.

7. When a disabled pupil is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. 1415(k). The IEP Team shall:
 - a. Review the behavioral intervention plan and its implementation;
 - b. Determine if modifications are necessary; and
 - c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the pupil's file.

8. **The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level pupil placement according to N.J.A.C. 6A:14-4.7(f)1.**



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Special Education - Free and Appropriate Public Education

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Pupils with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent(s) or legal guardian(s) of a preschool-age pupil suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the ~~Assistant to the Superintendent for~~ **Director of Special Services**.
2. Upon receipt of the written request the request shall be dated and signed by the recipient;
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler;
 - a. The referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
 - b. A "Notice of Referral/Identification Meeting" (identification meeting) will be sent to the parent (s) or legal guardians;
 - c. The notice will contain the "Parental Rights in Special Education" (PRISE) Booklet;
 - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s) or legal guardian(s), and a teacher who is knowledgeable about the district's program; and
 - e. A program shall be in place no later than ninety calendar days from the date of consent **or the child's third birthday, whichever is later.**

Procedures Regarding the Provision of a Free, Appropriate Public Education to Pupils with Disabilities Who Are Advancing From Grade to Grade



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Special Education - Free and Appropriate Public Education

The ~~Assistant to the Superintendent for~~ **Director of Special Services**, through in-service training, shall ensure pupils with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when, as part of a reevaluation, the IEP team determines the pupil continues to require specially designed services to progress in the general education curriculum; and the use of functional assessment information supports the IEP Team's determination.

Procedures Involving Procedural Safeguards to Pupils Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to pupils not yet eligible for special education. The parent(s) or legal guardian(s) and/or adult pupils may assert any of the protections of the law if the district had knowledge the pupil ~~was~~ **may be** a pupil with a disability before the behavior that precipitated the disciplinary action occurred.

Issued: 9 June 2008

Revised: 5 March 2009



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Special Education
Transition From Early Intervention Programs
To Pre-School Programs
(M)

R 2460.9 SPECIAL EDUCATION-TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRE-SCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in pre-school programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.7.

The procedure for Child Study Team (CST) member attendance at the Transition Planning Conference will ensure the following:

1. The district will make available a CST member to participate in the pre-school transition planning conference arranged by a designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) or legal guardian(s) written registration requirements;
 - c. Provide the parent(s) or legal guardian(s) written information with respect to available district programs for pre-school pupils, including general education placement options; and
 - d. Provide the parent(s) or legal guardian(s) a form to use to request that the Part C service coordinator be invited to the child's IEP meeting.
2. The district will work collaboratively with the EIP designated service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to pre-school programs.
4. The Part C service coordinator shall be invited to the initial ~~IRP~~ **IEP** meeting for a pupil transitioning from Part C to Part B.

Issued: 12 August 2008
Revised: 5 March 2009



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Special Education – Instructional Material to
Blind or Print-Disabled Pupils

R 2460.16 SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED PUPILS

All pupils that are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled pupils in a timely manner will:

1. Be included in the Individualized Education Program of each pupil with a disability;
2. Set forth the instructional materials needed by the pupil;
3. Indicate how the instructional material will be provided to the blind or print-disabled pupil; and
4. Address any assistive technology needed to permit the pupil to utilize the instructional material to be provided.

Issued: 5 March 2009



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Gifted and Talented Pupils
M

R 2464 GIFTED AND TALENTED PUPILS

Mission

The Randolph Township Schools Gifted/Talented Enrichment Program promotes learning through differentiation, expansion of curiosity and creativity. This is done through independent study and by providing opportunities to think at higher levels in order to develop the mind, visualize ideas and seek new approaches to problem solving. These skills are vital to our pupils' success in an ever changing world.

Philosophy

Each child is unique and has special talents. Our responsibility is to provide experiences in an atmosphere in which these talents will be nurtured and new talents will be acquired and encouraged.

Our aim is to recognize pupil interest and need, to be inclusionary and to provide differentiated experiences that are developmentally appropriate and effective for all learners.

Program Goals

1. Develop a positive self-concept through a caring environment where each pupil is valued as an individual;
2. Allow pupils to learn and interact with other pupils of similar abilities;
3. Develop critical and creative thinking and problem solving skills;
4. Develop the attitudes and skills needed for independent study and learning; and
5. Nurture gifts and talents through additional appropriate opportunities that challenge potentially gifted learners.

Selection Procedures

The selection process at the elementary level may include differentiated instruction and/or discussion and planning included in the Intervention and Referral Services (I&RS) protocol. For pupils in grades six through eight relies on multiple criteria and uses a combination of standardized and non-standardized measures. The selection of potentially gifted learners is flexible and ongoing.

Program Components

Kindergarten through Fifth

All pupils receive in-class enrichment through a variety of differentiated activities that are aligned with district curriculum. These are provided by the classroom teacher and at times, select



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Gifted and Talented Pupils

certificated staff members. The enrichment activities provide appropriately challenging experiences that enhance learning and develop outlets for creative and productive work for all pupils. Some pupils who demonstrate advanced and higher level ability will experience vertical movement, where it is necessary to have a student work with others at a more advanced level by working in a grade level above their placement.

Sixth through Eighth

Pupils in grades six through eight possessing unique talents and abilities are provided the opportunity to participate in a program. This population is characterized by superior academic achievement, task commitment, and creativity. The focus of the program is to provide pupils with opportunities for critical thinking and application of knowledge in meaningful and creative ways using a core of in-depth knowledge. In addition, the program provides opportunities for students to pursue topics of personal interest within a framework designed to meet the needs to their multiple intelligences.

Ninth through Twelfth

Pupils in grades nine through twelve possessing unique talents and abilities are provided the opportunity to participate in a range of academic and non-academic courses based on interest and ability. These include, but not limited to, honors and advance placement courses.

Fourth and Fifth

Pupils in grades four and five can be identified to participate in enrichment classes. Multiple criteria are used to identify these pupils. Participation occurs during the school day and includes activities that seek to provide appropriate content processes and products in a challenging learning environment.

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Home or Out-of-School Instruction for General
Education Pupils

R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS

The Board of Education will provide instructional services to an enrolled general education pupil at the pupil's home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

- A. Conditions For Providing Instructional Services – N.J.A.C. 6A:16-10.2(a)
1. The pupil is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 and 5.6 but placement is not immediately available;
 2. The pupil is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or
 3. A court order requires the pupil receive instructional services in the home or other out-of-school setting.
- B. Providing Services
1. The school district shall provide services no later than five school days after the pupil has left the general education program.
 2. The school district in which the pupil resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency.
- C. Standards For Home or Out-Of-School Instruction
1. The Principal shall coordinate the development of an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and pupil progress.
 - a. For a pupil expected to be on home instruction for thirty calendar days or more, the IPP shall be developed within thirty calendar days after placement;



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Home or Out-of-School Instruction for General
Education Pupils

- (1) For a pupil on short-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.2, development of an IPP is not required.
- (2) For a pupil on long-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.3, the IPP shall be developed within thirty days following a determination by the school district.
 - b. The IPP shall be based upon consultation with the pupil's parent(s) or legal guardian(s) and a multi-disciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the pupil and recommend a program to address both educational and behavioral goals;
 - c. The IPP shall incorporate any prior findings and actions recommended through the school building system of Intervention and Referral Services, pursuant to N.J.A.C. 6A:16-8, Intervention and Referral Services;
 - d. The IPP shall recommend placement in an appropriate educational program, including supports for transition back to the general education setting; and
 - e. The Principal shall review the pupil's progress, consult with the pupil's parent(s) or legal guardian(s), and coordinate the revision of the IPP no less than every sixty calendar days.
2. The teacher providing instruction shall be appropriately certified for the subject and grade level of the pupil pursuant to N.J.A.C. 6A:9, Professional Licensure and Standards.
3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the pupil's classroom.



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Home or Out-of-School Instruction for General
Education Pupils

- a. If home instruction is provided to pupils in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the pupil to teacher ratio shall not exceed 10:1.
 4. The instruction shall meet the **New Jersey** Standards in accordance with N.J.A.C. 6A:8 and the district's requirements for promotion and graduation.
 5. If instruction is delivered in the pupil's home, a parent(s) or legal guardian(s) or other adult twenty-one years of age or older who has been designated by the parent(s) or legal guardian(s) shall be present during all periods of home instruction.
 6. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the pupil's IPP as required or to be present in the home as required in 5. above may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.
- D. Record Keeping
1. The Principal shall maintain a summary record concerning pupils receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the pupils' IPPs.
 - a. The summary record shall provide information concerning the number of pupils categorized by age, grade and gender, the number of weeks on home instruction before placement in the recommended setting, and the reasons for delay.

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Adoption of Textbooks and Educational Materials

R 2510 ADOPTION OF TEXTBOOKS AND EDUCATIONAL MATERIALS

A. Textbook Adoption Process

A textbook adoption report will be completed by the supervisor or administrative designee and submitted to the Assistant Superintendent.

The textbook adoption report will include the following:

1. List textbooks/publishers considered;
2. List stakeholders who participated in selection process;
3. A summary of the results of the decision analysis process and recommendations;
4. The adoption report will include the answers to the following questions:
 - Is the textbook provided to each pupil? Classroom set? On-line set?
 - Is the textbook new or a revision?
 - What evidence indicates the textbook is suitable for the maturity level and educational accomplishment of the pupils who will be using the book?
 - Is the textbook free from bias?
 - How is the textbook related to an approved curriculum?
 - How does the textbook fit within a continuous, multi-grade program?
 - What is the potential impact on community standards of taste?
 - What is the cost?

The completed report will be submitted to the Assistant Superintendent. Following approval of the report, the Assistant Superintendent will recommend approval to the Education Committee and Board of Education.

Issued: 5 February 2008



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Instructional Supplies

R 2520 INSTRUCTIONAL SUPPLIES

A. Definition

“Supplies” are the consumable materials distributed to teachers and pupils for the implementation of the instructional program. “Supplies” include, but are not necessarily limited to, paper, pencils, chalk, erasers, paste, clay, artistic materials, craft paper, markers, string, adhesive tape, scissors, soap, and the like.

B. Supply Procedures

1. Supplies will be kept in a supply closet or room in each school building. The Building Principal will be responsible for the content and inventory of the supply closet.
2. Each teacher will request supplies each year by submitting a written request to the Principal. The teacher’s request will be recorded in the Main office.
3. The Principal will invite all teaching staff members to suggest additional supplies and/or replacements for the supplies currently used.

C. Cost of Supplies

Supplies will be made available without charge to all pupils, except in the following circumstances:

1. Where non-reusable clothing or personal equipment, such as gym outfits, is required for reason of safety, health, or the protection of school property, pupils will be requested to provide their own clothing or equipment. The Principal may require that such clothing or equipment meet school standards and may recommend a suitable commercial source for the clothing or equipment.
2. Where a pupil enrolled in a class or activity in which a product is made, such as woodshop or consumer science, chooses to prepare and keep a useful item, the pupil may be required to pay the costs of the materials used. Pupils shall be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the Principal, and the moneys collected will be deposited with the Main office.



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Instructional Supplies

3. Pupils may be required to provide supplies for their participation in co-curricular activities.
4. A pupil who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in C1, 2, and 3 above.
5. In addition to pupils addressed in C4 above, teachers, parent(s) or legal guardian(s) and staff may report to the Principal any pupil who is unable to pay for the supplies listed above. This information will be treated in the same manner as other confidential student information.

Issued: 11 October 2006



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Resource Materials

R 2530 RESOURCE MATERIALS

The Board provides a library/media center and media specialist services in each school. Libraries / media centers are to open as soon after the opening of school as possible and to remain open until a date determined by the Superintendent.

The Board delegates to the Superintendent the authority for the selection of materials. The Principal will be directly responsible to the Assistant Superintendent for Curriculum and Instruction for the selection of materials in accordance with the following objectives.

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, esthetic values and ethical standards;
3. To provide a background of information which will enable pupils to make intelligent judgments in their daily life;
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The Principal and librarian / media specialist will take into account the following Board policies in regard to the selection of materials which may be challenged by citizens of the community.

1. Religion - Factual, unbiased material which represents all major religions may be included in the library collections;
2. Ideologies - The libraries / media centers shall make available basic, factual information on the level of their reading public, on any ideology or philosophy which exerts a strong force either favorably or unfavorably in government, current events, politics, education, or any other phase of life; and



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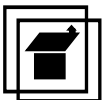
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Resource Materials

3. Sex and Profanity - Materials presenting some aspects of sexuality shall be subjected to a test of literary merit and reality by the librarian, who shall take into consideration the reading public and accepted public moral standards. The fact of sexual incidents or profanity appearing shall not automatically disqualify a book. The decision shall be made on the basis of whether a book presents life in its true proportions, whether circumstances are realistically dealt with, and whether a book is of literary value. Many works of literature important in our culture contain isolated elements to which some individuals may object.

However, the value and impact of any literary work must be examined as a whole, and not in part; the impact of the entire work transcending words, phrases, or incidents out of which it is made. Factual material of an educational nature on the level of the reader public shall be included.

Librarians / media specialist will examine all books for discrimination, sex, race, ethnic background, and religious stereotyping. Materials in doubt will be referred to the district Affirmative Action Officer.

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Use of Copyrighted Materials

R 2531 USE OF COPYRIGHTED MATERIALS

A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for scholarly research or for use in teaching or in preparation for teaching a class:
 - a. A chapter from a book;
 - b. An article from a periodical or newspaper;
 - c. A short story, short essay or short poem; whether or not from a collective work; or
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
2. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
 - a. Each copy includes a notice of copyright; and
 - b. The material copied is brief and the copying is spontaneous and noncumulative as measured by the following definitions of brevity, spontaneity, and noncumulative effect.
 - (1) Brevity: A reproduced work is brief if it consists of the following:
 - (a) Poetry: Not more than a complete poem if fewer than 250 words and if printed on not more than two pages, or an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.
 - (b) Prose: Not more than a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.



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- (c) Illustration: Not more than one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
 - (d) Special Works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience often fall short of 2,500 words in their entirety. Paragraph 2b(1)(b) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.
- (2) Spontaneity: Reproduction of a copyrighted work is spontaneous if:
- (a) The copying is at the instance and inspiration of the individual teacher; and
 - (b) The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.
- (3) Noncumulative Effect: Reproduction of a copyrighted work is noncumulative if:
- (a) The copying of the material is for only one course in the school in which the copies are made;
 - (b) Not more than one short poem, article, story, essay or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals;



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- (c) There have been no more than nine instances of such multiple copying for one course during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals.
 3. Notwithstanding any of the above, the following prohibitions shall be in effect:
 - a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or reproduced and used separately;
 - b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material;
 - c. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term;
 - d. No charge shall be made to the pupil for the copied material.
- B. Televised Material
 1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.
 2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a pupil receiving home instruction, during the first ten school days in the retention period. After the first ten school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.
 3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.



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4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

C. Pre-recorded Video

The use of commercially pre-recorded video may be used for instructional purposes without the purchase of a public performance license. Such tapes shall not be used in school situations in violation of the copyright laws which prohibit use for reward or entertainment or in other school activities. The use of such materials for these purposes in the school shall be considered a public performance and require:

1. A blanket license for showing the pre-recorded video obtained from the Motion Picture Licensing Corporation (MPLC) or other group authorized to license the pre-recorded material.
2. A specific license for the showing of a pre-recorded video not covered by a blanket license.

The use of non-commercially pre-recorded video shall require the written permission of the producer of the video prior to its use for other than instructional purposes.

If the requested license or permission has not been obtained, the material shall not be shown in the school.

D. Music

1. The following uses of copies of copyrighted music are permissible.
 - a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.



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- b. For academic purposes other than performance:
 - (1) Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one copy per pupil.
 - (2) A single copy of an entire performable unit (section, movement, aria, etc.) that is
 - (a) Confirmed by the copyright proprietor to be out of print, or
 - (b) Unavailable except in a larger work, may be made by or for a teacher solely for the purpose of scholarly research or in preparation to teach a class.
 - c. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
 - d. A single copy of recordings of performances by pupils may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
 - e. A single copy of a sound recording of copyrighted music may be made from sound recordings owned by the school district or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the district or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)
2. The following uses of copies of copyrighted music are prohibited.
- a. Copying to create or replace or substitute for anthologies, compilations, or collective works;
 - b. Copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;
 - c. Copying for the purpose of performance, except as permitted in C.1.a;



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- d. Copying for the purpose of substituting for the purchase of music, except as permitted in C.1.a. and C.1.b; and
 - e. Copying without inclusion of the copyright notice that appears on the printed copy.
- E. Computer Software and the Internet
1. A software program shall not be copied onto a blank disk except as expressly permitted by the program itself.
 2. An archival disk may be made as a back-up program disk. The archival disk shall be used only when the original software disk has been mistakenly damaged or destroyed and may not be used for any other purpose.
 3. Software shall not be loaded into more than one computer at any one time, unless a site license has been purchased to permit loading multiple computers.
 4. Copyrighted materials shall not be downloaded from the Internet without the express permission of the author and the payment of any required fees.
- F. Obtaining Permission for Copying
1. A teacher may request and obtain permission to copy material from a copyrighted work; the teacher may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.
 2. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include:
 - a. The title, author or editor, and edition of materials for which permission is sought;
 - b. The exact material to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material;
 - c. The number of copies the requestor proposes to make;
 - d. The use to be made of the duplicated materials;



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- e. The form of distribution;
 - f. Whether or not the copies will be sold; and
 - g. The process by which the material will be reproduced.
3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the teacher who may be required to present the written permission to the Principal or designee.
 4. Teachers shall inform pupils on the limitations of the use of copyrighted material.

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Live Animals in School

R 2560 LIVE ANIMALS IN SCHOOL

A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.
2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).
3. All animals used must be lawfully acquired in accordance with state and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible.
4. Animals may be handled only by the responsible adult supervisor and the pupil(s) directly involved in the study or performance.
5. Animals must be properly fed and provided with sanitary cage quarters.
6. When animals are kept in school quarters over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.
7. Teachers of pupils pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.
8. Dangerous species of animals will not be permitted in classrooms without permission from the Principal and only when the animal is under the constant supervision of a person qualified and trained to handle said animal.
9. The Principal or designee will make a determination that no pupil in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine, if any other pupil in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a pupil(s) who would suffer an adverse reaction, the Principal shall deny approval to house the animal in the school.



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B. Injury to Persons

The following steps will be followed in the event a pupil, staff member, or visitor to school is bitten or scratched by an animal in school. The teaching staff member or adult supervisor in charge will:

1. Take immediate and prudent steps to prevent further injury;
2. Follow Regulation No. 8441 for The Care of Injured And Ill Persons; and
3. Capture and impound the animal, pending a determination of the Board of Health of the necessity to destroy the animal for examination.

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Grading System

R 2624 GRADING SYSTEM

A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Standards and locally established learning goals and objectives:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - d. Thorough preparation and performance on tests and assessments,
 - e. Display of an eagerness to learn and an inquisitive approach to lessons,
 - f. Attention to the need for proper materials,
 - g. Cooperation with the teacher's efforts, and
 - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.



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Grading System

4. Pupils should be encouraged to evaluate their own achievements.
 5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.
- C. Grading Periods
1. Grades will be awarded at the end of each marking period in each school year.
 2. Pupils will be given notice of their mid-term grades at mid-point of each marking period.
 3. Pupils will be given a final grade in each subject at the end of the school year.
 4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.
- D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the pupil;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the pupil's constructive efforts and achievements in learning; and
10. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.



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Grading System

E. Meaning of Grades

1. The following grades will be given in each academic subject for middle and high school students at the end of each marking period:
 - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
 - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
 - c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
 - d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
 - e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.
2. A grade of “Incomplete” will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil’s control, such as the pupil’s disability.
 - a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.
 - b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period



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or, if the pupil is disabled at the end of the marking period, two weeks after the pupil's return to school.

- c. The pupil's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.
- d. A pupil who does not complete the work within the period allowed will receive a grade of F in the subject.

F. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

- 1. The daily attendance and tardiness record;
- 2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
- 3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
- 4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
- 5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
- 6. Any referrals for guidance, discipline, and the like; and
- 7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

G. Appeal

- 1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.



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2. Each teacher may be required to furnish reasons, supported by evidence (see ¶E above) to substantiate any grade earned.
3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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