Sippican School
Student Handbook

2012-2013
Sippican School
16 Spring Street
Marion, MA 02738
(508) 748-0100
FAX (508) 748-1953
sippican@orr.mec.edu

Sippican School is a member of School Superintendency Union #55

Superintendent – Douglas White
Business Manager – TBA
Director of Student Services - Teresa M. Hamm
Director of Curriculum & Instruction – Elise Frangos

Marion School Committee
Chairman: Brad Gordon
Vice Chairperson: Christine Winters
Jay Pateakos ∞ Joe Scott ∞ Michelle Ouellette

The Marion School Committee meets monthly on scheduled Wednesdays throughout the school year in the Marion Town Hall at 6:30 p.m. The purpose of the Marion School Committee is to: set strategic direction for the school system; develop, oversee, and evaluate educational policy; act as the legal agent for the Commonwealth, and represent the Marion community.

Sippican School Council
Co-chair: Evelyn Rivet, Principal
Christine Marcolini, Parent Representative

Parents: Heather Burke • Kate Marvel
Teachers: Kim Besse ∞ Stacey Soucy ∞ Ann-Louise Vital

Community: Lynne Parks-Kuhl • Thomas Shire

*The Sippican School Council was established pursuant to the Massachusetts Education Reform Act of 1993. In coordination with the principal of the school, the Council assists in the identification of educational needs of the students and in the review of the annual school budget. In addition, the Council has an ongoing responsibility to assess the needs of the school with respect to its educational goals and standards and to formulate and review annually a school improvement plan to advance these goals, to address identified needs, and to improve student performance.*

The Sippican School Council meets the first Tuesday of each month from 3:30-5:30. Meetings are held in Conference Room A at Sippican School. All are welcome to attend. Please check the posting at Town Hall or the school website for meeting agenda each month.
Welcome to the 2012-2013 school year at Sippican School

Dear Sippican School Families,

We at Sippican School welcome you to our family of continual learners. This handbook has the answers to most of the questions you might have about our school. Please read the handbook together with your child/children for an understanding of the school’s philosophy and rules of operation.

This is a shared journey. If you have any questions, please do not hesitate to contact us. It is our goal to offer exciting learning opportunities and facilitate the rich experiences that will allow every child to reach their potential.

We hope you will volunteer and assist us in many of our projects in the coming year. With your support, we can all make the 2012-2013 school year a success for every student.

Respectfully yours,

Lyn Rivet
Principal

Sarah Goerges
Assistant Principal

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<thead>
<tr>
<th>Important Telephone Numbers</th>
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<tr>
<td>Sippican School</td>
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<tr>
<td>Superintendent's Office</td>
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<td>Director of Student Services</td>
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<td>Director of Curriculum &amp; Instruction</td>
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<td>ORR Junior High School</td>
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<td>Early Childhood Coordinator/Project GROW</td>
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In order to insure the safety of our students, all doors at the school are locked during school hours.

All visitors to the school must report to the main office, entering through the Spring Street entrance. All visitors must sign in and wear a visitor’s badge while in the building.

Sippican School is a smoke-free learning environment. Smoking is prohibited in the building, on the school buses, and anywhere on school grounds.
# Sippican School Staff

## Administrative Staff

- Evelyn Rivet - Principal
- Catherine Caramanica - Principal's Secretary
- Maureen Lamoureux - RN
- Sarah Goerges – 0.5 Assistant Principal
- Jacqueline Pacheco - SpEd/Office Secretary

## Classroom Teachers

<table>
<thead>
<tr>
<th>Project Grow</th>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
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<tbody>
<tr>
<td>Barbara Moody</td>
<td>0.5 Sarah Goerges</td>
<td>Leanne Dineen</td>
<td>Julie Bangs</td>
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<tr>
<td>Lisa Horan</td>
<td>Kathleen Dunham</td>
<td>Jean Roseman</td>
<td>Emily Bourgeois</td>
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<td>Stacey Riquinha</td>
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<td>Corinne Villa</td>
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<td>Suzanne White</td>
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<th>Grade Three</th>
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<tbody>
<tr>
<td>Debbie Almeida</td>
<td>Mary Jane Menezes</td>
<td>Cathy Furtado</td>
<td>Heather Bruneau</td>
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<tr>
<td>Lakshmi Hobson</td>
<td>Nicole Radke</td>
<td>Janice Proc</td>
<td>Erin Fur Fey</td>
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<tr>
<td>Paula McKeen</td>
<td>Kimberly Souza</td>
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<td>Bill Roseman</td>
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<td>Marti Medeiros-Bailey</td>
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## Specialists

- Jessica Barrett - Librarian
- Susan Paling - Physical Education/Health
- Joseph Resmini - Physical Education
- Erin Kirk - Art
- Hannah Moore - Instrumental
- Patricia Richard - General Music
- Kelly Kelleher - Title I/Reading Recovery
- Amy Wiggan – Title I/Reading Recovery
- Susan White - Building Tech. Coordinator
- Stacey Soucy - Enrichment Teacher
- Denise Bouvette – Special Education
- Elizabeth Kaplan – Special Education
- Kate Raffile – Special Education
- Ruth Warner – Special Education
- Ashley White – Special Education
- Doreen Lopes – Early Childhood Coordinator

## School Assistants

- Karen Santos - Kindergarten
- Elizabeth Gingras,
- Heidi Kilpatrick - Project GROW
- Lindsey McNulty - Speech
- Karen Clark – Lynn Dixon
- Donna Dunn - Caleigh Forgue
- Lynne Frade – Nancy Havel
- Linda Paknis – Tammy Szteliga
- Michelle Wicker

## Cafeteria Staff

- Janet Reynolds – Supervisor
- Anne Bartnowski, Bonnie Depina

## Custodial Staff

- Paul Atwood, Shawn Bowman,
- Joseph Mitchell, Charles Phillips III
**The Philosophy of Sippican School**

The philosophy is a goal for parents and teachers, an agreement between us, and a promise.

**Why We Teach…**
Our work is teaching. From pre-school through sixth grade, we are introducing children to the skills they need to be life-long learners.

**What We Teach…**
Our responsibility is to stimulate the child’s curiosity and to keep young minds fresh and eager to learn. We are partnering with families to develop individual growth, social growth and self-respect. Instilling confidence, co-operation, courtesy and tolerance are important parts of our program. Our children learn to discover their own abilities as they learn tools and strategies necessary to function fully and effectively in an increasingly demanding world.

The district provides a comprehensive curriculum that aligns with the Massachusetts Curriculum Frameworks. The curriculum encompasses an appreciation and respect for the arts, the environment, other cultures, and other ways of thinking.

**Who We Teach…**
Our goal is to be inclusive, to accept and respect students for who they are and where they are in their development. We view each child as a special person and acknowledge his or her special needs, interests, and talents.

**How We Teach…**
At Sippican School we vary the structure of the teaching situation to suit the needs of our children. Through collaboration within and across grade levels and disciplines, differentiated instruction enables teachers to support and challenge all learners. The district and community support the professional development of teachers to promote current and effective instruction.

**When We Work Together…**
When students, parents and teachers work in close alliance, it enhances the learning experience. Our volunteer programs invite members of the community to share their experiences and skills in the school. The school is an important part of the community.

When families are actively involved in their children’s learning, it helps to instil the importance of education, responsibility, and work ethic. An open line of communication is necessary to achieve these goals and support our children in becoming life long learners.

*Approved by the Sippican School Staff and the Marion School Committee  * Spring 2011
Sippican School Objectives

1. Physical and Emotional Well-Being
The Sippican School staff, parents, and community recognize that physical and social-emotional well-being are essential for successful learning and for developing a sense of self-worth.

**Goal:** Students will be encouraged to establish habits and attitudes that promote health, physical fitness and safety. Instructional programs based on individual growth and achievement will enable children to experience success. The school atmosphere will help each child to develop self-respect and to take responsibility for his or her actions.

2. Basic Communication Skills
The Sippican School staff recognizes that listening, speaking, reading, writing, mathematics, computer science, and the arts are all essential communication tools. As students see a need for these skills, they will internalize them more effectively.

**Goal:** Instruction will involve children in reading, writing, and communicating for real purposes. Through meaningful activities, teachers will seek to develop an awareness of the processes involved in various modes of communication and their interactive nature.

3. Effective Uses of Knowledge
Students should understand the inter-relationships among the disciplines. It is important for them to learn, understand, and apply concepts through learning activities that model real life experiences.

**Goal:** Instruction will encourage students to explore, experiment, and use higher level thinking skills creatively. Skills taught will be relevant and useful.

4. Capacity and Desire for Life-long Learning
Education should stimulate in each child the desire for knowledge that will foster life-long learning and should develop the skills necessary to fulfill that desire.

**Goal:** Each child will be helped to develop productive work habits, study skills, and research techniques. Along with academic skills, instruction will emphasize critical thinking, decision-making, and problem solving. Students will experience learning from a variety of community resources and will be encouraged to share their learning with others.

5. Citizenship In a Democratic Society
Education should provide each learner with the knowledge and understanding of our society in theory and in practice. Education must encourage individual commitment to exercise the rights and responsibilities of citizenship, and to protect the rights of others. The school can play a crucial role in developing pride in our community.

**Goal:** Our aim is to encourage participation in decision-making groups within the school. Children will be taught to develop respect for the rights of others and to conduct themselves in ways that benefit the larger group and community.

6. Respect for the Worldwide Community
Education strives to provide each learner with knowledge and experiences that contribute to an understanding of human similarities and differences, thereby promoting respect for humanity and for each individual.
Goal: Instruction will seek to develop an understanding and appreciation of other people and cultures. Students will gain an awareness of the interdependence of nations, cultures, and races.

7. Occupational Awareness
Education should stimulate the learner with the knowledge of various available career opportunities. Exposing students to a variety of occupations will enable them to discover their preferences and aptitudes, preparing them for an ever-changing world.

Goal: With the assistance of community members, each child will experience career awareness opportunities.

8. Understanding of the Environment
Education should help children develop an understanding of the world and their relationship and responsibilities to the environment. The school should promote attitudes and practices essential to a safe and healthy future.

Goal: Each child will experience programs in the sciences and social studies and apply concepts learned to environmental issues.

9. Individual Values and Attitudes
Education should provide each student with a caring, supportive environment that will foster an understanding and acceptance of self and others. It is essential for students to develop feelings of pride in their own accomplishments and to value the contributions of others. Students will learn to accept disappointments as well as successes.

Goal: Students will be encouraged to understand differences in physical abilities, mental capabilities, religious beliefs, and issues of gender, race, and age. Students will practice skills for making responsible decisions in a variety of problem situations. Each child will be given guidance and support to apply principles of honesty, fairness, integrity, and good sportsmanship.

10. Creative Interests and Talents
Education should recognize that all children have unique talents that are not limited to academic achievement. Valuing and nurturing interests in creative expression, interpersonal skills, athletic abilities, and leadership qualities are essential to a balanced curriculum.

Goal: Opportunities will be provided for each student to discover, develop, express, and appreciate these talents and interests through enrichment programs, extra-curricula activities and through various experiences in the classroom and throughout the school.

Approved by the Sippican School Staff and the Marion School Committee Spring 2011.

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**Hours of Operation**

The school office is open daily from 8:00 A.M. to 4:00 P.M. when school is in session.

**School Hours (Grades 1-6)**
8:40 A.M.  Doors open; students enter
**8:45 A.M.  School begins; students are tardy after this time**
2:55 P.M.  Two minute warning given
2:57 P.M.  Dismissal of walkers
3:00 P.M.  Dismissal of buses

**Kindergarten Hours**
8:40 A.M.  Doors open; students enter
8:45 A.M.  School begins; students are tardy after this time
12:00 P.M.  Students attending the half-day session are dismissed
2:55 P.M.  Dismissal of full-day walkers at the front entrance
2:57 P.M.  Dismissal of bus students

**Project GROW**
Project GROW meets Monday through Friday, from 9:00 A.M. to 1:00 P.M.

**Half-Day Dismissal Schedule**
On 9/26/12, 10/25/12, 10/26/12, 11/21/12, 3/13/13, 5/15/13, 6/13/12 (if no snow days)
Dismissal of walkers will be at 12:20 p.m. followed by dismissal of bus students.
These times apply to all students, Kindergarten through Grade 6.
• Please refer to the school calendar on the Sippican School website or Old Rochester Regional
School District website for further information.

**Please remember:**
**There is no supervision on the playground prior to the opening of school.**
**Students should not be dropped off or arrive at school before 8:40 unless they are**
**supervised by an adult. For safety reasons pets are not allowed on school grounds.**

**V. A. S. E.**
(Volunteers At Sippican Elementary)

V.A.S.E. is the program through which parents and other community members may offer their time and services at Sippican School. Membership in this organization is open to all parents and friends of the school. Parents are encouraged to investigate the many ways in which they may participate. These
opportunities include organized events sponsored by V.A.S.E., ranging from annual fundraisers and career day, to a wide variety of openings for classroom and library participation.

V.A.S.E. welcomes inquiries about its various programs. Please feel free to contact individual board members, send us an email at vaseboard@yahoo.com or call us at school.

V.A.S.E. 2012 – 2013

Executive Board

President  Diane Hartley
Secretary  Donna Hemphill
Treasurer  Rania Lavranos
Member at Large  Kerri Hayes
Member at Large  Jennifer LeBlanc
Member at Large  Jon Weedall
Member at Large  TBD

Committees You May Volunteer for Include

ACE (After Class Enrichment)
Authors in Residence/Visiting Authors
Box Tops and Ink Cartridges
Bulletin Board
Family Fun Nights
Fundraising
Grant Writing
Library Help
MOP (Marion Occupational Program – Career Day)
Performing Arts
RIF (Reading is Fundamental)
Skip the Screen Week
Staff Appreciation Week
Sippican School Phone Book
Zeiterion Theatre Field Trips
VASE Parents

OPERATIONAL SUMMARY

I. Daily Operations

Attendance

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<tr>
<th>OLD ROCHESTER REGIONAL SCHOOL DISTRICT/MASSACHUSETTS SCHOOL</th>
<th>POLICY CODE: 936</th>
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**Attendance Policy**

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union # 55 (ORR/SU#55) will strive to meet a daily average attendance of 96% or above.

The Commonwealth of Massachusetts G.L. c. 76, § 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.

- Under G.L. c. 76, § 1, necessary absences by a student may not exceed 7-day session or 14 half-day sessions in any 6 month period.
- Under G.L. c. 76 § 8, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

**Excused Absences are defined as:**

- Bereavement
- Hospitalization
- A documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a note from Parent/Guardian
  - 5 days of consecutive absence for illness require submission of a physician’s note

On the eighth day of an excused absence the principal will contact the parent/guardian.

Absences not meeting the conditions for an excused absence are considered unexcused absences, including out of school suspensions.

On the eighth day of an unexcused absence the School Attendance officer will be notified, and a complaint for Failure to Cause School Attendance pursuant to G.L. c.76 § 2 may be filed in Wareham District Court.

*Approved by the Joint School Committee on June 17, 2010.*
Appendix A (Attendance Policy)

Elementary Schools in Marion, Mattapoisett and Rochester

When a student is unable to attend school, the student’s parent or guardian should call the school office within the first hour of the school day with the name of the student, teacher, and reason for absence. A note, signed by the parent or guardian stating the reason for the student’s absence, should be sent to school upon the return of the student.

A child who does not attend school may not participate in after-school activities. This decision may be appealed to the principal.

Excused Absences are defined as:

- Bereavement
- Hospitalization
- A documented court or legal commitment
- Obligatory religious holidays
  - Illness substantiated by a note from Parent/Guardian 5 days of consecutive absence for illness requires a physician’s note

On the eighth day of an excused absence the principal will contact the parent.

Absences not meeting the conditions for an excused absence are considered unexcused absences, including out of school suspensions.

Every child returning to school after any absence should present a note from his/hers parent or guardian indicating the reason for the absence.

On the fifth day of consecutive absences or tardiness, the school nurse or a designee of the Principal shall call the student’s home to discuss the reason for the absence with the student’s parent or guardian.

On the eighth day of an unexcused absence, the School Attendance officer will be notified, and a complaint for Failure to Cause School Attendance pursuant to G.L. c.76 § 2 may be filed in Wareham District Court.

Some excess absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities and is considered an unexcused absence. Teachers are not expected to provide assignments prior to vacation taken during school time. Missed assignments are factored into students’ grades and should be made up per the school’s make-up policy.

If the student’s absences or continued tardiness occur on a regular basis, the school, as a mandated reporter, must consider filing a report (CHINS or 51A) with the Department of Children and Families. The principal will educate the parent or guardian about this process before filing such report.

Students are expected to remain in school the full day (onset of an illness is an exception) unless a student’s parent or guardian has made previous arrangements. A note should be received in the front office by 9:00 A.M. stating the basis for the student’s early dismissal. Parents, in all cases, must report to the main office to sign out their child (ren). Any student dismissed prior to the completion of 3.5 hours of the school day will be marked as absent.

Like tardiness, early dismissals disrupt the educational process of all students. The preceding policy will be followed for excessive early dismissals.

For the purposes of determining sanctions related to excessive tardiness or early dismissals, ten (10) tardies or early dismissals will equal an unexcused absence.

The procedure outlined above will be implemented and varied according to the professional judgment of the principal and the law regulating school attendance.
**Excuse notes**
A parent note is required for each absence and should be sent with a student upon their return to school.

Each student will be allowed one parental note to be excused from physical activity and/or physical education on a given day. Any extended requests of more than one day must be accompanied by a doctor’s note.

**Homework Requests**
If your child is to be absent due to illness for several days and you wish homework to be sent home, **please contact the school office by 10:00 A.M. of the day you wish it to be sent home.**

**Tardiness and Early Dismissal**
Students who arrive at school after 8:45 A.M. must report to the office before going to class. Students who need to be dismissed before the end of the school day must supply the school office with a parental note for authorization to leave early. In such cases, **parents must report to the office** and request their child be paged. Parents will not be allowed to go directly to the classroom.

**Permission Notes**
A parental note/permission slip is required before a student is allowed to leave the school grounds on a field trip, on a different bus, or as a walker if he/she is normally transported by bus. There must be a note for each change in the normal routine of your child, even if that means your child is getting off at a different stop along his or her regular route. If you have a regular commitment (e.g., *every* Tuesday your child will be a walker instead of riding the bus) you may have a note to that effect on file in the office. Otherwise a separate note is required each day for changes in schedule.

**PLEASE NOTE:**  *Due to seating limitations, it is not possible for children to ride the bus home to play with friends unless that is their normally assigned route. Parents are responsible for transporting friends home from school.*

**Staying After School**
If your child is required to remain after school, we will attempt to notify you by telephone. If we cannot reach you, a note will be sent home with your child explaining the problem. This note should be signed by you and returned to your child's teacher the following day. If your child needs to remain after school, it is the parent's responsibility to arrange transportation home.

**Lunches**
School lunch, including milk and dessert, costs $2.50/day. Milk is available separately for $0.65. Lunches may be purchased through the PayPal program on the Nutrikids link of the Sippican School website or by cash/check directly at school.

Parents are welcome to eat lunch with their children, at the cafeteria guest table. Adult lunches cost $4.00 for a complete lunch and $3.50 with no milk. At the beginning of each month a daily menu is posted on the school website. Paper copies are provided to families by request. Parents who join their children are reminded to sign in at the school and use the visitor pass to visit the cafeteria only.

A free or reduced-price lunch program is available for qualifying families. Applications are sent home with all students at the beginning of each school year.
Messages
If you wish to leave a message for your child, please contact the school office prior to 11:00 a.m. to insure delivery of the message before the end of the school day. If you wish to leave items at school for your child, you may leave them in the front office. The classroom teacher will be notified to allow for pick up.

Recess
All children participate in outdoor recess, except in extremely inclement weather, or temperatures below 20 degrees. Please be sure your child is properly dressed for periods of outside play, especially during the colder and muddier parts of the school year.

Bike Riding
Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. Bikes may not be ridden on sidewalks, between crosswalks or on either side of Spring Street where children are walking. Bike racks are available between the town library and the school. Students are encouraged to lock their bicycles.

Student Valuables
Students are not to bring large sums of money, cameras, skateboards, scooters, Ipods, cell phones, electronic games or radios to school. Students are responsible for their personal property.

II. General Operations

School Closing and No School Announcements
It is the policy of the constituent School Committees to close school only under the severest weather conditions, or on such occasions when it is dangerous to operate the school buses. At other times, parents are expected to use their own judgment in sending children to school. When the decision has been made to close schools, a Blackboard Connect phone message will be sent to all families. School cancellations may also be broadcast through the courtesy of the following radio stations: WBSM (1420 AM), WFHN (107.1 FM), and WBZ (Boston TV Channel 4 News/AM Radio 1030). It will be posted on www.cancellations.com. "No School" signals (three rounds of 2-2-2; Repeat 2-2-2) will be rung at the Marion fire station at 6:30 A.M.

Should the decision be made to close school early due to inclement weather, an attempt will be made to contact parents via the Blackboard Connect phone system.
• Please review an emergency plan with your child in case all families cannot be contacted in time.

One Hour Delayed Opening
The opening of school may be delayed for one hour in the event of inclement weather. As soon as a decision is made, every effort will be made to activate the Blackboard Connect system and post all school delays-cancellations on the cancellations.com website (www.cancellations.com). When accessing the homepage, simply put Mattapoisett's zip code (02739) in the appropriate cell to find news for the Old Rochester Regional School District. Television/radio announcements regarding a delayed opening will be broadcasted on the same stations listed above.
Clothing/Lost and Found
Please mark your children's outer clothing with a name and telephone number. Coats, boots, sweaters, hats, and mittens are easily lost and more likely to be identified if properly labelled. Lost and found articles can be located in the hall on the way to the cafeteria. Please check it regularly. Items remaining in lost and found will be donated to local charities at the end of each trimester.

Basic Dress Expectations
Students should dress in a manner that shows pride in themselves and their school. Health and safety should be considerations for school attire. Clothing must cover shoulders, backs and midriffs. Outdoor clothing, such as hats and jackets, should be removed while in the building. Students may not wear articles of clothing that may be deemed disruptive to the educational process. The administration reserves the right to determine appropriateness of clothing consistent with these guidelines.

Address and Telephone Changes
Changes in telephone number or address MUST be communicated to the school office immediately. It is imperative that our files always be current, in the event it is necessary to contact you in an emergency.

Report Cards
Reports about student progress will be issued for student in grades 1-6 for 2011-2012 on the following dates:

- Term I  August 28, 2012 – November 21, 2012
- Term II  November 26, 2012 – March 8, 2013
  Report cards issued Monday, March 18, 2013
- Term III  March 11, 2013 – June 13, 2013 (or the last day of school)
  Report cards issued on last day of school.

Testing
In the spring of each year, students in grades 3-6 participate in state-mandated testing. Grades 3 - 6 will participate in various content areas of the Massachusetts Comprehensive Assessment System (MCAS) testing.

Dates for MCAS testing are:

- Grade 3, 5, 6  ELA Reading Comprehension  March 18, 2013 - April 5, 2013
- Grade 4  Long Composition  March 19, 2013
- Grade 4  ELA Reading Comprehension  March 18, 2013 – April 5, 2013
- Grades 3, 4, 5, 6  Math  May 6, 2013 – May 21, 2013
- Grade 5  Science/Tech  May 7, 2013 – May 21, 2013

Please DO NOT schedule vacations during these dates.

If a student does not participate in the testing they are scored as failing.
**Parent Teacher Conferences**
Kindergarten conferences are scheduled twice a year, once in the Fall and once in the Spring. Conferences for grades 1 to 6 will take place in late October. Teachers will make appointments for individual conference times with each family. Parents are always encouraged to make appointments with classroom teachers any time concerns about their child should arise.

**Student Records**
The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed to have access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades are kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, and any special education records and the like, are destroyed within five years after the student leaves the school system.

In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make student records easily accessible to parents and you will find the office staff most cooperative in this matter.

**Visits to School**
Parents are invited to visit school at any time. If you wish to visit a specific class, you must make arrangements in advance with the teacher and the principal. When entering the building, all visitors are required to check in at the office and receive a visitor's badge to wear to the area of the building they are visiting.

**Sippican School Field Trip Philosophy**
Field Trips are an integral part of instruction at Sippican School. They link academic studies to real life experiences. Visual images of classroom learning are formed in students' memories as their learning is enriched by hands-on, real life experiences.

Many meaningful experiences that enhance student learning cannot be brought to the classroom or to the school. Responsibly, we review the worth of travel to distant sites to insure that time spent in travel is worth the field experience.

Additionally, we feel that certain field trips, which form life long bonds and memories, constitute rites of passage.

Although many families avail themselves of area educational experiences, not all families are able to do so. Therefore, we feel that field trips build a base of common experiences beyond the school building for all students in a class or grade level.
Dispensing Medications
Children are not permitted to carry medications in the school building during the school day. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer all medications in school, as required by Massachusetts General Law. Parental permission is also required. Appropriate forms are available in the nurse's office. Special arrangements for medication administration during field trips must be made with the school nurse. All medications must be in pharmacy labelled containers and should be brought to school by a parent/guardian.

First Aid/Emergencies
If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents, when necessary. Parents are responsible for transporting the student home in the event of illness or injury. If a life-threatening accident occurs at school, the Marion EMS will be called for transport to the hospital.

Health Information
Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in grades 3 and 6. Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5 and 6. Screening for head lice is done as needed.

School Insurance
All students who participate in any overnight activity or other events, such as a boat trip, must be enrolled in the 24-hour school insurance program or have "school time" coverage plus pay an additional premium. Parents of students in grades 6 should take special note of this requirement. Information and forms for the school insurance program are sent home with every student at the beginning of each school year. Please read the letter included at the back of this handbook from Superintendent White.

Student Pictures
Occasionally, we wish to publish photographs of students taken during school activities. As a parent, you have the right to request that no picture of your child be used in this way. Please make this request in writing to the principal by October 7, 2011. If we have no letter on file, we understand that to mean that parental permission is granted.

Transfers Requests
Families who are moving away from Marion should notify the school at least three (3) working days before the planned departure so that the proper transfer papers may be prepared. A transfer card and a copy of the student’s health record are needed to enroll your child in a new school.
SCHOOL PROGRAMS
Sippican School offers a stimulating learning environment, a blend of both the basics such as reading, language arts, mathematics, and higher order skills such as decision-making and processing. The curriculum and skills for each grade level is available on the district website at www.orr.mec.edu. Classroom teachers may share additional curriculum information at the school Open House.

The academic program at Sippican School is enriched by a variety of programs offered at varying grade levels. These include:
- Choral and instrumental music programs
- Math team
- Destination Imagination
- Math and Science Fair
- Book Buddy Program
- Homework Club
- Garden Club
- Title I
- Grade level flex time

Building Based Support Team (BBST)
The BBST meets weekly. The team is made up of an administrator and professional staff from the lower and upper grade levels. The BBST is a support group that assists in providing staff with strategies to address individual student concerns, small and large group concerns. The BBST process is a layer of the school’s Response to Intervention (RTI) system and is a required pre-referral component when special needs testing is necessitated.

Title I/Reading Recovery
Students in grade 1 who have an educational need in reading are eligible to participate in Title I / Reading Recovery. Multiple criteria are used in determining which students will be serviced. These include daily classroom performance, teacher observation and recommendation, and individual results on standardized measures.

Tutors and assistants in the general education classroom support students in Grades K through five, who have an educational need in reading or math. Services vary based on availability and need. Title I assistants are available to support “at-risk” students. Again, multiple criteria are used to determine who will benefit from such assistance.
Project GROW and Community Partnerships Council
The Community Partnerships Council and Project GROW provide information, services, and support to insure high quality early childhood experiences in the tri-town area for three- and four-year-old children and their families. An advisory council comprised of parents and professionals who work with the young children and their families guides the activities. Project Grow is an integrated program, serving children with disabilities who live in Marion and who meet eligibility requirements, as well as other children with no preschool experience. Parent involvement in this program is essential, as the home-school link is considered vital to the child's success.

Special Education
Special education provides services to students whose disabilities prevent them from making effective progress in school. A full continuum in special education is available to students living in Marion. Our special education staff includes the following personnel: special education teachers, speech therapists, occupational and physical therapists, a school psychologist, and a nurse. Programs for physical and occupational therapy are available, as needed.

Students are referred to an evaluation team (School Resource Study Team, or SRST) or by a written parental request to determine eligibility for services. A continuum of services ranging from consultation with the regular classroom teachers to a separate self-contained setting is available, depending on TEAM recommendations.

Library/Instructional Media Center
The Etta-Hix Allen Library is a cornerstone of the school's academic programs and an invaluable resource for students, staff, and parents. During weekly classroom visits, all students receive lessons in library information skills and engage in activities to develop an appreciation for literature. The Library and Information Skills Curriculum can be viewed online at the district’s web site. Students are allowed to check out materials weekly: K (1 book or Book Bag), grades 1 & 2 (1-2 books), grade 3 (3 books), and grades 4-6 (4 books). Students can also reserve and renew materials. Students are responsible for returning their materials on time and will be billed for materials that are not returned.

The library’s extensive collection of books, magazines, tapes and compact discs supports all curriculum areas. Parents are encouraged to volunteer and view the library as their resource. The library has an excellent collection of books on parenting and child guidance that has proven to be of immense value to parents and families of Sippican School.
Homework Policy

Sippican School believes in a working partnership among parents, students, and teachers. Homework is considered an important part of home/school communication and practice for what is learned in school. We have high expectations for our students and consider homework an essential part of a child’s education.

Homework must be completed the day it is assigned, not the following day in school. In many instances, homework is corrected the next day to ensure students understand the material. Homework reinforces what is done in class and students should strive to do their best work. In addition to losing valuable learning experiences, missed or incomplete assignments are factored into the students’ grades.

Students who are absent due to illness will have an opportunity to make up missed assignments.

- For missed homework due to illness: the number of days absent = the number of days a student has to makeup homework. E.g. If a child is absent on Monday and Tuesday, homework is due Friday.
- An excuse for missed homework may be accepted when absence is excused with a written explanation of medical or family emergencies.
- Extenuating circumstances will be dealt with on an individual basis, Teachers will not provide homework prior to a family vacation.
- Homework brought into school by parents will be put in the classroom teacher’s mailbox. Office staff cannot call the classroom teacher and parents will not be allowed to walk homework to the classroom.

Classwork missed while a student attends an instrument lesson is considered part of the child’s homework for that evening. A teacher cannot re-teach a lesson missed by a student while at a lesson.

K-6 students should be reading or be read to for a minimum of 30 minutes nightly in addition to regular homework. Below are average times that students should be spending on homework.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Days</th>
<th>Daily Average Time*</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>Once per week</td>
<td>20 minutes</td>
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<tr>
<td>1</td>
<td>Once/twice per week</td>
<td>20 minutes</td>
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<td>2</td>
<td>Two/three x per week</td>
<td>30 minutes</td>
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<tr>
<td>3-4</td>
<td>Monday - Friday</td>
<td>30 minutes to 1 hour</td>
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<tr>
<td>5-6</td>
<td>Monday - Friday</td>
<td>1 hour to 1 1/2 hours</td>
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</table>

*If parents find their child is consistently spending more or less than the daily average time, parents are encouraged to speak with their child’s teacher.

Teacher’s Role:

1. Plan and prepare all homework.
2. Assign homework according to grade level standards.
3. Monitor and check homework on a consistent basis.
4. Provide students feedback on homework, either written or verbally.
5. Include homework in the grades that appear on the report card.

**Parents/Guardian Role:**

Research shows that parents have an important role to play in providing an opportunity for students to complete homework. Supporting your child improves his or her chances of doing well in school and is an excellent way for you to monitor your child’s daily performance.

1. Review and reflect upon prior performance with your child to prevent repetition of errors.
2. (i.e. corrected assignments, past homework, tests and quizzes)
3. **Do not assume the responsibility** for homework completion. Instead, parents should provide the necessary support to get the work done.
4. Provide a routine time, appropriate environment, and necessary tools. (i.e. reference material, pencils, paper, scissors, etc.)
5. Provide needed assistance and a positive supportive attitude for completing assigned tasks.
6. Read and discuss the homework requirements with your child.

**Student's Role:**

There is strong evidence that students who complete appropriate homework assignments make significant improvement in academic success. Therefore, students have a responsibility to develop the following disciplines and study skills necessary to be successful.

1. Have a system for recording assignments on a daily basis. (i.e. agenda)
2. Have a clear understanding of homework assignments before leaving school.
3. Have all the books and materials needed for the assignments.
4. Use a quiet, well-lighted area to complete homework.
5. Have the same daily start time for homework.
6. Have a place to keep all the homework and school materials together in one spot.
7. Manage enough time to complete long term assignments. (i.e. book reports, research projects)
8. Call a classmate if you are unsure of what is assigned. (or refer to classroom website if available)
9. Be sure to let your teacher know when the homework is especially challenging.
10. **Complete and return all homework on time.**
SCHOOL BEHAVIOR and DISCIPLINE

I. General Statement of Discipline Procedure

Sippican School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modelling of adults around them. Students, teacher, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Under normal circumstances, few rules are necessary to ensure student cooperation and courtesy. The rules for school-wide behavior and cafeteria/recess behavior are “umbrella” guidelines that all students must know and observe throughout the school year. The following is an outline of rules related to these areas.

School-wide guidelines:
- Respect
- Responsibility
- Kindness
- Effort

Cafeteria guidelines:
- Walk safely.
- Raise hand when you need help.
- Use indoor voices.
- Stay in your own seat and space.

Recess guidelines:
- Use recess equipment safely and wisely.
- Walk safely and use indoor voices when re-entering the building.

These guidelines along with bus rules and individual classroom expectations for behavior are discussed at the beginning of each year and are reinforced by the staff on a regular basis.

Most of the expectations stated in this handbook are district-wide policies. Within Sippican School, an office referral form is available for teachers to fill out when a student needs to go to the office for disciplinary reasons. This form allows teachers to communicate the particular offense. Students who are referred to the office for serious offenses will meet with the principal, assistant principal and/or the school psychologist. Consequences vary depending on the offense.

*Classroom teachers implement the Responsive Classroom curriculum to proactively teach and reinforce courtesy, assertion, responsibility, empathy, and self-control (CARES).*
III. District-wide Behavioral Guidelines

BULLYING

The Massachusetts State Legislature defines bullying as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

The Marion, Mattapoisett and Rochester School Communities rely on a partnership among staff and families to create a healthy, safe environment for learning. The staff makes a commitment to aiding in the prevention of bullying behaviors. Students will engage in the problem solving approach by attending No-Bullying classes to learn the following:

- Identifying the problem
- Strategizing possible solutions
- Working with teachers and/or administrators to enact a plan to prevent further problems
- Sharing the plan with all parties concerned, e.g. other students, parents and school staff

The Marion, Mattapoisett and Rochester School Districts Discipline Plan (depending on the frequency and severity of the problem) may include:

Verbal warning
Response to Second Administrative Referral: The administrator may contact the student's parents/guardians to assign possible suspension, depending on the severity of the offense (An educational support group for students who bully may be implemented):

Response to Third Administrative Referral: The administrator may arrange a face-to-face conference with the student's parents/guardians to assign possible suspension, depending on severity (An educational support group for student bullies may be implemented): Administrative responses may not be confined to those listed above in order to assure the safety of all children. In the spring of 2010 the legislature and governor enacted an anti-bullying law that impacts all schools in Massachusetts. Bullying is defined as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. The law recognizes bullying as any repeated word, look, sign, or act that hurts a person’s body, feelings, or things. All staff members will receive training during this year that will better equip them to deal with students' needs in this area. We recognize each student for his or her unique qualities, attributes, and characteristics. We embrace the differences among all students and will continue to foster an environment of acceptance with an appreciation for those differences.
We expect students:

- To not tolerate bullying of themselves or others. To say to the aggressor “Stop,” “That’s Not Funny”, “Knock it off,” or “Cut it out.”
- To encourage friends to treat one another with respect, consideration, and kindness.
- To not target someone and cause them physical harm
- To not target someone and cause them emotional harm such as name-calling or excluding verbally, in a written way or with pictures, by using the computer or by using any electronic device (texting, cell phones email, etc.)
- To not use a computer, a cell phone or any other electronic device to intentionally target someone in any way
- To not damage anyone’s property
- To not threaten anyone
- To not make someone feel unsafe at school such as in the cafeteria, on the playground, in the bathroom or hallway, in any classroom, on buses or on a field trip
- To not “get back at” or “get even with” someone for reporting bullying behaviors
- To report it to an adult if they see someone bullying
- To not join in or just watch someone being bullied.

Cell Phones and Electronic Devices

- To never use cell phones or electronic devices on school property.
- To store cell phones or electronic devices in a backpack or book bag, if parents want me to have them at school

False Reports of Bullying

- If the Principal determines that a student has knowingly made a false report of bullying, that student will be subject to disciplinary action under Category One.

Expectations

Pupils must behave appropriately and accept the leadership of teachers, school officials and others who have been assigned such responsibilities. Pupils must also adhere to school regulations on the way to and from school, on school grounds, on school buses, during extracurricular activities, or any time while under the school's supervision. Students may be disciplined for other behavior, which directly or indirectly impairs the educational process or good order of the school.

Due Process

Teachers, administrators, and other authorized staff ordinarily will discipline students for inappropriate behavior. Consequences may include verbal warning, loss of recess time, "time out", notification to parents, referral to the principal, and/or detention. More serious cases, such as disrespectful language, stealing, destruction of property, fighting, drug possession and/or abuse, and possession of dangerous objects, will be referred to the principal, who may impose discipline, including suspension and/or expulsion, as provided by law.
Suspension and Expulsion

Before a student is removed from the school for disciplinary reasons, the student will be provided with notice and a hearing, except that a student may be immediately removed from school if the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In such circumstances, the notice and hearing will follow the initial removal from school.

Notice and hearing will consist of the following: the designated disciplinarian will give the student oral notice of the charges against him/her, and an opportunity to present his/her version of the facts. If the designated disciplinarian thereafter decides to suspend or expel the student, the student will be informed of the length of the suspension or expulsion.

The parent will be notified of the hearing and will be permitted to attend. Students who have Individual Educational Plans will be supported by their liaison at any hearings.

Special Offenses

(a) Any student who is found on school premises, on school transportation or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, a hoax device or facsimile of a weapon including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. The local police will be notified of such possession. Mass General Laws (MGL), Chapter 71, Section 37H1/2 authorizes the school principal to suspend a student who is charged with a felony or who is subject to a felony delinquency complaint if the principal determines that the student’s continued presence in the school would have a substantial detrimental effect on the general welfare of the school. Under MGL Chapter 71 Section 37L, school officials are required to report in writing to the school superintendent any incidents of use or possession of a dangerous weapon on school premises.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or any staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of the foregoing paragraphs (a) or (b) shall be notified in writing of an opportunity for hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these
provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether a student has violated any provisions of the sanction.

(e) When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for that expulsion.

Any student who is determined to have brought a firearm to school is subject to expulsion from school (Education Reform Act of 1993).

Procedure for the Discipline of Students with Disabilities

A Special Education student may be suspended for up to ten cumulative school days during a school year. If a suspension of more than ten days is proposed, or if a shorter suspension would result in more than 10 cumulative days of suspension for a student with disabilities, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long term suspension or expulsion may not be imposed.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will (1) enable the student to continue to participate in the general curriculum, (2) enable the student to receive services listed in the last agreed upon IEP; and (3) include any services and modifications designed to address the student's behavior.

The parents have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.
School Bus Rules

The school bus rules and regulations are for your information and your child’s safety. All transported students shall conduct themselves on the bus in a manner that contributes to the safety and well being of everyone.

Expected behaviors include, but are not limited to:
1. Talk quietly and remain seated.
2. Keep hands, feet, and objects to yourself at all times.
3. No eating or drinking on the bus.
4. Wait until the bus comes to a complete stop before exiting.
5. Move slowly getting on and off the bus.

A student shall not behave in a manner that interferes with the orderly transportation of pupils on a school bus. Electronic devices are strongly discouraged. The school and bus company will not be held liable for any loss, damaged, or stolen devices.

Consequences- Misbehavior Will Not Be Tolerated

Bus drivers are instructed to report any infractions to the school principal. Riding a school bus is a privilege. Should any child be reported to the school principal, the principal will be responsible for the disciplinary action, including loss of the privilege of bus transportation until the parents, the bus driver, and the principal can arrive at an understanding.

Loss of riding privilege may result from misbehavior on the bus. The parents will be responsible for the transportation for any students who have lost school bus transportation privileges.

In general, loss of bus privileges will be applied in progressive steps:
- 1st Offense – Warning
- 2nd Offense – 3-day bus suspension
- 3rd Offense – 10-day bus suspension

*The nature of the offense and the particular circumstances will determine whether all of the above steps are followed in sequence. Serious or repeated offense may result in exclusion from the bus for an extended period of time, up to and including permanent exclusion.

Approved by the Marion School Committee, February 2011

A complete copy of the Bus Transportation Policy for Old Rochester Regional School District/Massachusetts School Superintendency Union #55 is on file at the School office for review.
Sippican School Guidelines for Celebrations and Holidays

The expanding pluralism of our country and our community has led us to examine our practices in regard to celebrations and to holidays. We realize that we may neither promote nor inhibit religious belief or non-belief.

Teachers at Sippican School are alert to the distinction between teaching about a religious holiday, which is permissible according to a U.S. Supreme Court ruling, and celebrating religious holidays, which is not. Recognition of, and information about, holidays may focus on how and when they are celebrated, their origins, histories and generally agreed-upon meanings. If our approach is objective and sensitive, neither promoting nor inhibiting religion, this study can foster understanding and mutual respect for differences in belief.

On the elementary school level, natural opportunities arise for the discussion of religious holidays while studying different cultures and communities.

The purposes of including the study of holidays and/or traditions in the elementary school curriculum are:

1. To provide opportunities for educating students about history and cultures.
2. To develop an understanding of the traditions of particular religions in a pluralistic society.
3. To foster an understanding and mutual respect for the traditions of others.

Our goals are:

1. To strike a balance between a student's religious freedom and the school's responsibility to provide a well-rounded education.
2. To tie seasonal activities to educational purposes.
3. To devise holiday programs that serve an educational purpose for all students and which make no student feel excluded or identified with a religion not his/her own. Our winter concerts may appropriately include music related to holidays but religious music will not dominate.
4. To plan strategies for alternative activities with consultation and assistance from parents and community members.
5. To demonstrate respect for everyone's traditions throughout the curriculum.
6. To establish the distinction between learning about another person's holiday traditions and celebrating one's own traditions, or not celebrating at all.
7. To continue to allow students from certain religious traditions to be excused from classroom discussions or activities related to particular holidays.

Information available in published guidelines distinguishes between teaching about religion in public schools and religious indoctrination with the following statements:

a. The school's approach to religion is academic.
b. The school may strive for student awareness of religion, but should not press for student acceptance of any one religion.
c. The school may sponsor study about religion, but may not sponsor the practice of religion.
d. The school may expose students to a diversity of religious views, but may not impose any particular view.
e. The school may educate about all religion, but may not promote or denigrate any religion.
f. The school may inform the student about various beliefs, but should not seek to conform him or her to any particular belief.

Sippican School staff will use religious symbols only as examples of cultural or religious heritage as teaching aids or resources. If used, they will be displayed only on a temporary basis as part of the academic program. We will invite students to participate as "guests" in holiday activities that are not part of their own culture.

We strive to present an approach that is objective and sensitive, neither promoting nor inhibiting religion, so our studies will foster understanding and mutual respect for differences in belief.

Developed by Sippican School Staff - February-April, 1994
Approved by the Marion School Committee 4/6/94
The Sippican School Drug Free Task Force and the Marion Police Department developed the following memorandum of agreement during the 1991-1992 school year. The Marion School Committee and the Board of Selectmen approved the memorandum. We are printing it in our handbook for your information.

**A MEMORANDUM OF AGREEMENT**

The School Department and the Police Department of the town of Marion with the full support of the School Committee and the Board of Selectmen are committed to a coordinated effort to prevent drug and alcohol abuse. We believe that coordination and clear communication on the part of all community leaders is vital for an effective program in combating incidents of alcohol and other drug abuse.

It shall be the policy of the Marion Police Department to let the Principal/Designee at Sippican School handle all minor substance abuse problems in house unless she/he explicitly requests the involvement of the Marion Police Department.

In cases where the abuse, in the opinion of the school authorities, is of a serious nature, the school shall request the assistance of the Marion Police Department.

The Marion Police Department shall be notified in all cases where there appears to be an adult involved in the procurement of illegal substances.

The Marion Police Department shall be notified in all cases where it appears that illegal substances are being sold or purchased on school property, or within one thousand feet of school property.

The procedure for notifying the Marion Police Department of substance abuse at Sippican School shall be the following:

1. All information regarding substance abuse within the school shall be forwarded to the principal.

2. The Principal, after following school procedures, will contact the Chief of Police/Designee and report all available information.

3. The Chief of Police/Designee will, in cooperation with the Principal/Designee at Sippican School, determine the appropriate action to take.

4. It is understood that when any substance abuse in the school is linked either to an adult or is known to originate with an adult the police department shall take action. This includes, but is not limited to, any instance where illegal substances are bought or sold on the school property, or within one thousand feet of school property.
5. The Principal/Designee at Sippican School may request the assistance of the Marion Police Department at any time and for any reason deemed in the best interest of the students, the family members or the community.
# Old Rochester Regional School District Calendar 2012-2013

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<th>July 2012</th>
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<th>September 2012</th>
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<td>30 31 27TM 28@</td>
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<td>NT- New Teacher Orientation</td>
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- X - Prof. Dev. All Schools Early Release
- TM - Teachers Meeting
- OPENING DAY - ALL SCHOOLS
- 831/2012 - no school
- 3 days/3 accrued

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<tr>
<th>October 2012</th>
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- P- 25th and 26th Early Dismissal Parent Conf.
- MATT, ROCH, AND MARION K-6
- 22 days/44 accrued

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<tr>
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<td>28 29 30 31</td>
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- P - Professional Development Full Day

- All Schools - No School for Students
- 20 days/97 accrued

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<thead>
<tr>
<th>April 2013</th>
<th>May 2013</th>
<th>June 2013</th>
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<tbody>
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<td>M T W T F</td>
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<td>29 30</td>
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</tbody>
</table>

- Telephone Numbers
  - Superintendent's Office 508-758-2772
  - Old Rochester Regional High School 508-758-3745
  - Sippican School 508-748-0100
  - Center School 508-758-2521
  - Old Hammondton 508-758-6241
  - Rochester Memorial School 508-763-2049

<table>
<thead>
<tr>
<th>Holidays - No School for Students and Teachers</th>
<th>Early Dismissal Times (CODES X OR P)</th>
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</thead>
<tbody>
<tr>
<td>7/4 - Independence Day</td>
<td>ORR Jr. High &amp; Sr. High School 11:30 a.m.</td>
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<tr>
<td>9/3 - Labor Day</td>
<td>Center &amp; Old Hammondton Schools 12:20 p.m.</td>
</tr>
<tr>
<td>10/8 - Columbus Day</td>
<td>Sippican School 12:20 p.m.</td>
</tr>
<tr>
<td>11/12 - Veterans' Day Observed</td>
<td>Rochester Memorial School 12:30 p.m.</td>
</tr>
<tr>
<td>11/22 - Thanksgiving Day</td>
<td>Superintendent's Office 508-758-2772</td>
</tr>
<tr>
<td>12/25 - Christmas Day</td>
<td>Old Rochester Regional High School 508-758-3745</td>
</tr>
<tr>
<td>1/1 - New Year's Day</td>
<td>Old Rochester Regional Junior High School 508-758-4928</td>
</tr>
<tr>
<td>1/21 - Martin Luther King, Jr. Day</td>
<td>Sippican School 508-748-0100</td>
</tr>
<tr>
<td>2/18- Presidents' Day</td>
<td>Center School 508-758-2521</td>
</tr>
<tr>
<td>3/29 - Good Friday</td>
<td>Old Hammondton 508-758-6241</td>
</tr>
<tr>
<td>4/15 - Patriots' Day</td>
<td>Rochester Memorial School 508-763-2049</td>
</tr>
<tr>
<td>5/27 - Memorial Day</td>
<td><a href="http://www.oldrochester.org">www.oldrochester.org</a></td>
</tr>
</tbody>
</table>
August 28, 2012

Parents/Guardians of Students Attending the Schools of the Old Rochester Regional School District and Massachusetts School Superintendency Union #55

Dear Parent(s)/Guardian:

Enclosed are three documents: (1) Annual Notification of Rights Under FERPA, (2) Directory Information Notice, and (3) Annual Notification of Rights Under PPRA. These documents must be sent to parents annually under federal law. The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to student records; the Protection of Pupil Rights Amendment affords parents certain rights regarding the school district’s conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

I want to call your attention to the Directory Information Notice. The district must release “directory information” to anyone who requests it. Please note that your signature is required on one of the two options listed at the bottom of the Directory Information Notice. You may sign giving the district permission to release all directory information OR you may note with an “X” the directory items you want the district to withhold. Your signature is required on one of the two options.

The Directory Information Notice must be returned to the school by September 18, 2012.

Please contact my office if you have any questions or concerns.

Sincerely,

Douglas R. White Jr., M.Ed.
Superintendent of Schools

DRW:dr
Annual Notification of Rights Under FERPA

August 28, 2012

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the District has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester, Massachusetts

Annual Notification of Rights Under PPRA

August 28, 2012

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
Inspect, upon request and before administration or use:

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Committee has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school district will also directly notify, such as through US Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school district will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5901
OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Marion - Mattapoisett – Rochester
135 Marion Road, Mattapoisett, MA 02739
Tel. (508) 758-2772   FAX (508) 758-2802

Superintendent of Schools
Douglas R. White Jr., M.Ed.

Director of Student Services
Teresa M. Hamm, M.Ed.

Director of Curriculum and Instruction
Elise M. Frangos, Ed.D.

August 28, 2012

Dear Parents & Guardians:

As a parent of a student who attends a school in Marion, Mattapoisett, or Rochester, Massachusetts that receives Title I funds, you have the right to know the professional qualifications of the classroom teachers who instruct your child. The “No Child Left Behind” (NCLB) Federal law allows you to ask for certain information regarding your child’s classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- whether the Massachusetts Department of Elementary and Secondary Education has licensed or qualified the teacher for the grades and subjects he or she teaches;
- whether the Massachusetts Department of Elementary and Secondary Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- the teacher’s college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees; and
- whether any teachers’ aides or similar paraprofessionals provide services to your child, and, if they do, their qualifications.

If you would like to receive specific information about your child’s teacher or paraprofessional, please contact your school’s principal. Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,

Douglas R. White, Jr., M.Ed.
Superintendent of Schools

DRW:dr
August 28, 2012

Dear Parent or Guardian:
You may ask why you should buy school insurance when you already have medical/accident coverage for the members of your family. Because of the increasingly litigious nature of our society and because of liability concerns, the following policy was adopted by the Old Rochester Regional School District and the School Committees of Marion, Mattapoisett, and Rochester:

Student Accident Insurance

1. Student accident insurance covering accidents at school during the school day while students are engaged in school-sponsored activities and school accidents on a 24-hour basis shall be offered on an optional basis.

2. The School Committees shall require that all students be covered by school accident insurance or a private provider when engaged in the following activities:
   a. Interscholastic sports at the secondary level
   b. Overnight school-sponsored trips
   c. Out-of-state and out-of-country school-sponsored activities
   d. High risk activities where prudence requires student accident insurance coverage as determined by the School Committees

Verification of insurance coverage must be supplied by the parent prior to student participation in activities for which accident insurance is required. A copy of the health insurance card noting: 1) the insurance company; 2) the policy number; and 3) the expiration date should be delivered to the school office.

Many children participate in most of the school activities made available to them. These activities take place during school hours and in some instances, in activities away from school, such as field trips, survival trips, and the like. Your personal medical/accident insurance coverage may make very few or no provisions for doctors’ office and hospital diagnostic calls and for dental accidents – the school-sponsored program does. The school accident insurance augments, but does not take the place of, family medical/accident insurance coverage.

Sincerely,

Douglas R. White, Jr., M.Ed.
Superintendent of Schools
August 28, 2012

Dear Parent or Guardian:

State and federal laws forbid your school system to discriminate against its staff and students on the basis of race, color, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability. These mandates prohibit discrimination in school admissions, admission to courses of study, course content, guidance services, and extracurricular athletic activities.

If you have any questions or concerns regarding these laws and how they affect your children, please do not hesitate to contact your local principal or my office. Copies of the law and regulations can be obtained from:

The Bureau of Equal Educational Opportunity
350 Main Street
Malden, MA 02148

or the Director of the Office of Civil Rights, Region One of the U.S. Department of Health, Education and Welfare.

Sincerely,

[Signature]

Douglas R. White, Jr. M.Ed.
Superintendent of Schools

DRW:dr

Enclosure (1)
The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that he or she may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact Teresa Hamm, Director of Student Services. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact Teresa Hamm, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights
John W. McCormack Post Office and Courthouse
Room 222
Post Office Square
Boston, MA 02109

Amended June 26, 1995 and June 20, 2005