

MOTHER SETON SCHOOL

PARENT - STUDENT HANDBOOK

2018 - 2019

RIGHT TO AMEND THE HANDBOOK

Mother Seton School reserves the right to amend the Parent/Student Handbook and parent(s)/legal guardian(s) will be notified of any changes made. This Parent/Student Handbook is an informative booklet for parents and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract.

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SCHOOL HISTORY AND MISSION

History

Mother Seton School traces its roots to St. Joseph's Academy and Free School established by Saint Elizabeth Ann Seton in Emmitsburg in 1810. Three children from the Valley comprised the students of the Free School, which opened on February 22. In the course of the years, the Sisters moved into the town of Emmitsburg itself to open St. Euphemia's School in 1888, and to the mountain community to staff St. Anthony's School in 1924. With the increase of students and the need for more adequate buildings, these outgrowths of Mother Seton's first tiny school were consolidated in a prefabricated structure in 1957 on South Seton Avenue and named Mother Seton School. A new school was built on Creamery Road in 1965, providing sixteen classrooms, a cafeteria, a library, a gym-auditorium, computer lab, and resource lab.

In 2002, the completion of a new addition expanded the school to include: a science lab; a multi-purpose room; preschool and kindergarten classrooms and playground; office areas with health room; and a spacious staff room. The new Atrium entrance is complete with a meditation garden dedicated to St. Elizabeth Ann Seton.

Mission Statement

The mission of Mother Seton Catholic School, a vibrant, Christ-centered community, is to inspire students to strive for academic excellence and dedicate their lives to love and serve Christ in the tradition of St. Elizabeth Ann Seton and St. Vincent de Paul.

Vision and Values

Mother Seton School affirms the truth that the goal of all Catholic education is salvation in Jesus Christ. Faculty and staff strive to clearly and fully transmit the message of the Gospel as reflected in the life of Saint Elizabeth Ann Seton. Students are formed to apply gospel truths and values to the varied aspects of their life experience. Students are guided to make moral and social choices based upon Catholic principles.

Faculty and staff are guided in this process by the Core Values of Vincentian Education: holistic, integrated, creative, flexible, excellent in teaching and methodology, person-oriented, collaborative, and focused.

Reflecting the spirit of Saint Elizabeth Ann Seton, staff, and parents mutually support one another as spiritual guides and educators and are conscious to model the values they teach in their everyday interaction with the students.

Mother Seton School places quality at the center of its educational program and is guided by the policies and directives of the Department of Catholic Schools, Archdiocese of Baltimore related to curriculum and instruction. The curriculum is based upon the Course of Study of the Catholic Schools of the Archdiocese of Baltimore and the Common Core Standards in math and language arts.

Striving to equip students to become lifelong learners the instructional program helps each child develop his or her potential through the acquisition of basic skills and the achievement of independence in learning.

Accreditation

As an approved school in the Archdiocese of Baltimore, Mother Seton School participates in the AdvancED Accreditation Process. AdvancED brings together more than 100 years of experience and the expertise of the two largest US-based accreditation agencies — the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The AdvancED Accreditation Process, a protocol embraced around the world, is a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve.

Sponsorship and Governance

Mother Seton School is sponsored by the Daughters of Charity of St. Vincent de Paul, Province of St. Louise, whose headquarters are in St. Louis, MO. Provincial leaders provide direction in school governance, formation for mission, and appoint the Principal and Chairperson of the Board. The Sponsored Works Liaison works with the Board and is a liaison with the Provincial Council.

ADMISSIONS, TRANSFER, WITHDRAWAL

The Mother Seton School Student and Parent

Mother Seton School provides quality education in an atmosphere permeated by Gospel values. Students and families interested in pursuing an education in such an atmosphere and meeting the religious, academic, social, and behavioral standards of Mother Seton School are welcomed into the school community. As members of the school community all students participate actively in religion classes, liturgical celebrations, school performances (including evening), civic activities, class projects, and related school activities.

The ideal Mother Seton School student manifests an attitude of respect for learning and takes seriously the responsibility for academic achievement. Serious preparation of assigned homework, related class projects, as well as regular attendance and active participation in class discussion, are part of that responsibility.

Parents work with teachers and administration on behalf of their children and do their part to support and uphold the code of behavior and academic standards of the school. Parents are expected to support the school through volunteering, fundraising efforts, assisting with a child's academic endeavors, and growth in a deeper understanding of Gospel values through prayer and service.

The school reserves the right to deny or withdraw the privilege of attendance to anyone whose behavior is contrary to the teachings and ideals of Mother Seton School, or whose behavior or attitude is disruptive to the functioning of the school or student body.

Statement of Non-Discrimination

Mother Seton Catholic School is a co-ed elementary school for students enrolling in Pre-Kindergarten through Eighth Grade. It does not discriminate on the basis of race, color, sex, national origin, religion, age, disability or handicap, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process).

Requests for reasonable accommodations for a student with a disability may be directed to the Principal. Religion is required for each year a student attends Mother Seton School. All students enrolled in Mother Seton School must attend religion classes and services.

Documents Required at the Time of Application

At the time of application the following must be presented:

- Application Form
- Birth Certificate
- Baptismal Certificate (if applicable)
- School History Form (Grades 1-8)
- Parent Survey (Grades PreK and K)
- Copy of current and previous year's report card (Grades K-8)
- Copy of most recent standardized test scores (Grades 1-8)
- Application Fee (non-refundable)

Age Requirements

Prospective Pre-K students must be four years of age by September 1st. Prospective Kindergarten students must be five years of age by September 1st.

Mother Seton School follows early entrance policies established by the State of Maryland and the Archdiocese of Baltimore. Parents may contact the Principal for information about the process to obtain permission for early admission of children who do not meet the age requirement for Pre-K and Kindergarten. Early admission is determined by performance on the Brigance Early Childhood Assessment, developmental screening milestones and readiness for an age advanced placement.

Academic Requirements for Admission

A student desiring to enter Mother Seton School is required to take a placement test. This test measures current student achievement in the areas of reading, math and writing. The administration uses the results of the placement test, current year and previous year report cards, standardized testing results and educational plans such as an IEP/504 to determine if enrollment is appropriate. Consideration is also given to the recommendation of the child's current teacher and parent input.

Order of Acceptance

If seats are limited during spring registration, students of families currently enrolled are accepted first. Next priority of enrollment is given to students of families who have registered and are actively participating in a Catholic parish community. Remaining openings will be available to students of families, who value Catholic education for their children.

Should space be limited after the re-registration deadline for currently enrolled students, all students (current and new) are accepted in the order in which applications are received.

Information and forms for Application and Registration

For current registration and admissions information, registration requirements, please go to the Mother Seton School Website www.mothersetonschool.org. All inquiries for registration are entered through the SchoolAdmin web portal. Information about the portal can be obtained through the School Office.

2018-2019 TUITION & FEES POLICY

By acceptance of your registration at Mother Seton School, you agree to the following terms and conditions:

1. Registration fees are charged per student up to a maximum charge of three students per family. Registration fees are not included with tuition or other charges, and are non-refundable. Registration forms will not be processed without the required registration fee. Please see Registration Fee Schedule below.

Registration Fee Schedule:

\$175 per child

\$250 per child after **May 15**

2. Tuition for the 2018-2019 school year is:
 - a. **\$5,365** per student in Grades K -8
 - b. **\$5,365** per student in Pre-K Full-Day Program
 - c. **\$3,400** per student in Pre-K Half-Day Program with 11:30 dismissal

There is no tuition charge for more than three full-time registered children from one family.

New for 2018-2019: Tuition rate includes classroom fee.

3. Mother Seton School provides bus transportation on a space-available basis for families living in the Frederick, Walkersville, Lewistown, and Woodsboro areas. The total cost per child is **\$800.00/year both- ways; \$500.00/year one-way**. Bus charges are added to and considered part of the total tuition

bill (A detailed schedule of stops and times is available from the school office).

4. Tuition & bus fees are collected by selecting one of four available payment plans:
 - a. Annual (1 payment): full payment of all tuition and bus charges, due August 1.*
 - b. Semi Annual (2 payments): total payable in two installments due August 1 and January 1.
 - c. Quarterly (4 payments): total payable in four installments due August 1, November 1, February 1, and April 1.
 - d. Monthly (10 payments): total payable in ten installments due the first day of each month beginning Aug 1 through May 1.

*Families choosing the One Annual Payment Plan will receive the following discounts if the total is paid by August 1: \$50 for 1 student, \$75 for 2 students, or \$100 for 3 or more students in grades Pre-K through Grade 8. (\$100 maximum).

5. Mother Seton School provides an After School Care Program on a space-available basis. After School Care is available for children in Pre-K through Grade 8 from dismissal until 6:00 p.m. on all full school days and scheduled early dismissal days, as indicated by the school calendar. **There is a separate registration process for the After School Care Program.** Please contact the Office for more information.
6. Payments are expected to be made by the due date. Acceptable forms of payment include cash, check, money order, and Visa or MasterCard. After a 10-day grace period, balances due may be assessed a late charge of 1.0% (12.0% annual rate) on the overdue balance. Such charges may continue to be applied and accrue monthly until all fees due are paid in full.
7. The tuition and fees due for students who withdraw from school before or during the course of the academic year will include all charges through the end of the month in which the student withdraws. For example, a student who withdraws on October 10 shall be liable for tuition and fee charges from August 1 - October 31. Any family wishing to withdraw must satisfy their obligation regarding tuition due through the month of withdrawal before academic and other records will be released to another school. In the event a student withdraws from school due to the family moving and the family provides documentation of the move, we will refund tuition payments for any number of months paid for which the child does not attend.
8. Tuition Assistance may be available to qualifying families. We utilize FACTS Grant & Aid Assessments, to process our applications. To apply for tuition assistance, please contact the Principal for more information or [Click This Link](#). The link is also available on our website.

Please note that the total tuition listed below does NOT take into account any financial assistance, grants or scholarships that your student(s) will be awarded. Awards will be applied after the registration and tuition assistance process is completed.

9. Failure on the part of any family to meet their tuition obligation will have the following consequences until full payment is made:
 - a. Withholding access to report cards and other student records until the account is brought up to date
 - b. Denying the privilege of attending class until payment is made
 - c. Graduating students will not be permitted to participate in end-of-year activities and ceremonies, nor will records be released to any high school.
 - d. If a student is transferring to a new school, academic records will not be forwarded.
 - e. Students will not be allowed to return for the following school year until all outstanding tuition and fees are paid in full.
 - f. Delinquent accounts may be turned over to a collection agency or pursued for collection in District Court.

- g. Costs incurred in the collection of the outstanding amount will become a part of and added to the total amount due.

10. If difficulties arise in meeting your tuition obligation, please contact the Principal or the Finance Office as soon as possible. Every reasonable effort will be made to assist you in continuing your child's education at Mother Seton School. Financial needs must be documented and a Financial Aid Application completed in a timely manner.

Refunds

All tuition payments and fees paid are non-refundable.

The tuition due for students who withdraw from school during the course of the academic year, due to family relocation, will include all charges through the end of the month in which the student withdraws. For example, a student who withdraws on October 10 will be liable for tuition charges from August 1-October 31. Any family wishing to withdraw must satisfy their obligation regarding tuition due through the month of withdrawal before academic and other records will be released.

Tuition Assistance

Having experienced deep poverty herself, Mother Seton never lost an opportunity to provide for those who were living in poverty. She appropriately named her original school in Emmitsburg *St. Joseph Academy and Free School* and made it clear that all students were welcome – those whose families were rich in worldly goods and those whose families had less.

Faithful to the legacy of St. Elizabeth Ann, Mother Seton School remains committed to providing a Catholic education to students from families of diverse economic backgrounds. Families are encouraged to discuss their financial needs with the principal/Finance Director and complete tuition assistance forms for their children early in the application process.

Mother Seton School participates in the **FACTS Grant and Aid Assessment Program**. Electronic filing of tuition assistance application begins in February for the coming school year. Mother Seton School reviews applications beginning in late February and notifies families of awards by mid-April.

Mother Seton School's tuition assistance awards are funded by parish assistance, scholarships, and private donations. If you receive parish assistance and/or a scholarship it will be applied to funding the school tuition assistance award first before applying any remaining balance to your tuition account. Electronic filing automatically makes the family application available to their Catholic parish in Maryland. Some parishes require parents to complete an additional parish form or contact the pastor to make a request of the parish.

Electronic filing also makes applications available to Friends of Catholic Education who provide generous scholarships to students in Frederick county Catholic Schools. The Friends of Catholic Education has an additional form to be completed in March of each year.

Families awarded tuition assistance are expected to volunteer at school, participate in at least one school fundraising event and remain in good financial standing with the school.

Parents are urged to contact the school principal to discuss financial needs as they plan to reregister or any time during the year when an unexpected financial situation might occur. Remedies may be available and are applied to assist the family in these circumstances.

FOCE/SCRIP PROGRAM-Tuition Reductions

Mother Seton School participates in the Great Lakes Scrip Program and the FOCE Grocery Program. Simply by ordering and using these gift cards, funds can be earned towards tuition reductions at MSS. A Scrip Program Agreement form must be signed to participate in program. Please refer to the MSS website or contact the front office for further information.

Past Due Accounts

If difficulties arise in meeting your tuition obligation, please contact the principal or the Finance Office as soon as possible. Every reasonable effort will be made to assist you in continuing your child's education at Mother Seton School. However, please realize that assistance funds are limited to those with the most urgent need.

Failure to meet financial obligations will have the following consequences until full payment of all outstanding amounts is made:

- The school may withhold report cards and deny access to Power Grade until the account is brought up to date.
- The student may lose the privilege of attending class until arrangements are made with the Principal for handling the past due account.
- Families whose accounts are consistently in arrears may be asked to withdraw from the school.
- If a student is graduating, records will not be released to any high school and student will not be permitted to take part in graduation and other eighth grade activities.
- If a student is transferring to a new school, academic records will not be forwarded.
- Delinquent accounts may be turned over to a collection agency or pursued in District Court.
- Costs incurred in the collection of the outstanding amount will become part of and added to the total amount due.

Transfer/Withdrawal

Parents consult with the administration before withdrawing a child for any reason. If all tuition and fees have been paid, records will be sent directly to the new school upon receipt of request from the school.

Steps to follow to expedite the transfer process:

1. Contact the school office to arrange an interview with the principal.
2. Return all textbooks, library books, and any other school property.
3. Pay outstanding tuition and/or other fees.
4. Sign authorization for release of records.

HOME AND SCHOOL PARTNERSHIP

Partnership with Parents

By enrolling your child in a Catholic School, you agree to certain important responsibilities. These include:

1. to be a partner with the school in the education of your child
2. to understand and support the Catholic mission and identity of the school
3. to read all communications from the school and to request clarification when necessary
4. to know who your child's teachers are and to observe parent-teacher conference dates and any special requests for meetings
5. to discuss concerns and problems with the person (s) most directly involved
6. to be as actively involved as you can be in the life of the school and to volunteer assistance when possible
7. to promote your school and to speak positively of it to others
8. to meet your financial obligations in a timely manner and to support the fundraising efforts of the school when possible
9. to appreciate that Catholic education is a privilege that many persons do not have

Parent Contact Information and Emergency Contact Information

Parents are required to provide the school with directory information and emergency contact information. Parents whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school have this information in case of emergency. It will be kept in the strictest confidence. **Any change of phone number or home address is to be given to the school office and homeroom teacher in writing within one week after change is effective.** The updated information will be placed in the student file and on PowerSchool.

Family/Volunteer Participation

Mother Seton School parents, grandparents, and others, are expected to contribute their time, talent and treasure to the total educational program.

Ample opportunities to become involved or volunteer are offered by the faculty, Board, and Home and School Association. These are usually advertised through the Tuesday Newsletter, special flyers, and on our Website.

Parents and other volunteers who will be assisting during the school day enter by the main entrance, sign in upon arrival, and sign out upon departure using the designated system in the school office. **The new RAPTOR visitor sign in process requires that all adults produce a Driver's License or Government Issued ID** for admission. If an adult does not have an ID, they will be unable to access the building. This new system is being adopted in Archdiocesan school and will assist with the safety of our students/staff.

To maintain a safe and orderly environment, young children accompanying visiting parents remain with the parent under their supervision at all times. To maintain an optimum learning environment preschool children do not ordinarily accompany parents who volunteer in the classroom

Home/School Communication

Parents are encouraged to keep in touch with their children's teachers in order to be informed of progress and areas of difficulty. Communication regarding parent or student concerns should be done in a timely manner, as allowing concerns to mount makes it more difficult to address and resolve concerns. Effective means of promoting school success include: checking homework, reviewing for a test, inquiring about projects, test results, school activities, attending parent meetings and conferences. Parents who are concerned about their children's progress are strongly encouraged to contact the homeroom teacher to discuss the concern and work out a strategy for improvement.

Appointments with teachers, or the principal, are requested in writing or by leaving a message at the school office and allowing 24-48 hours for a response. Please suggest available dates and times to meet.

Communication, respect, and openness build a strong school community where adults mutually support one another to assist the child in handling particular situations. The use of social media to express frustration or dissatisfaction with a situation at school is not an appropriate venue to improve a situation. Parents are asked to follow the process below, and in a spirit of subsidiarity to address the situation with the individual(s) directly involved.

Parents whose children are experiencing difficulty or appear upset about a school situation should first attempt to resolve the difficulty by talking with the child. If the difficulty cannot be resolved, contact your child's homeroom teacher, or enrichment teacher about the situation.

After conferencing with the teacher, if the situation has not been resolved, please contact the Principal. Following this process will help in resolving the situation in the timeliest manner.

Only in the case of expulsion will parents have the right to appeal the administration's decision to the Board of Directors Grievance subcommittee. Should the parent of a child facing expulsion request a meeting with the committee, the parent is required to place concerns in writing. The letter will be submitted to the committee chair. Once it has been reviewed by the committee, a meeting will be scheduled.

Tuesday School Newsletter and Other Notices

In an effort to be responsible stewards of God's creation and our natural resources, and as a certified Maryland Green School, we encourage parents to opt for the electronic version of our newsletters.

Each student (Pre-K – 8th Grade) receives a "Tuesday Folder" at the start of the school year for carrying home weekly school communications including: graded assignments and tests, Tuesday Newsletters, community

bulletins, classroom and school wide special events, and cafeteria menu. In addition, teachers may send notes home during the week for particular reasons. Parents read and respond to communications within expected deadlines, requesting clarification if necessary.

At the beginning of each school year parents may opt out of receiving hard copies of the Newsletter via the Tuesday Folder and opt in to receiving a weekly email notice advising when the Newsletter is available on line. School news, electronic versions of Tuesday Newsletter and event bulletins can also be found on the school website www.mothersetonschool.org.

Parental Cooperation, Support Compliance

Mother Seton School parents accept responsibility for conducting themselves in a manner consistent with the mission and values of a Catholic school. In cases of serious or repeated noncompliance by a parent with school policies or procedures, the administration reserves the right to withdraw that parent's child/children from the school.

If the parents, and/or student, fail to comply with the school vision and values, code of behavior, or academic expectations, the student will lose attendance privileges and parents are obliged to withdraw the student from Mother Seton.

Family Educational Rights and Privacy Act

Student Records

Student records are maintained in the school office or a designated administrative area. Access to records is governed by the Records Policy.

Records Policy (FERPA -Family Educational Rights and Privacy Act)

Mother Seton School complies with the Family Educational Rights and Privacy Act (FERPA), which is a Federal law that protects the privacy of student education records. In general, FERPA gives parents certain rights with respect to education records. (The rights granted to parents under FERPA automatically pass to the student when the student turns 18 or enrolls in college.) These rights and related procedures of Mother Seton School are as follows:

- Parents have the right to inspect and review the student's education records maintained by the School. Parents should submit to Sr. Brenda Monahan, Principal a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent of the time and place where the records may be inspected.
- Parents have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents who wish to request an amendment of the student's records should write to *Sister Brenda Monahan, Principal* and clearly identify the part of the record they believe is inaccurate or misleading and the information they believe should be included in a corrected record. If the School decides not to amend the record as requested, the School will notify the parent of the decision and the parent's right to request a hearing.
- Parents generally have the right to consent in writing to disclosures of information from a student's education record. However, there are certain exceptions to the consent requirement, including disclosures under the following conditions:
 - To School officials who have a legitimate educational interest in the information. A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom the School has contracted to provide a service (e.g., attorney); 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/her tasks. A school official has a legitimate educational interest if the official needs to

review an education record in order to fulfill his/her professional responsibilities or duties to the School.

- To other schools to which a student is transferring.
- In connection with financial aid under certain circumstances.
- To specified officials for audit or evaluation purposes.
- To organizations conducting certain studies for or on behalf of the school.
- To accrediting organizations.
- In order to comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in cases of health and safety emergencies.

The School also may disclose appropriately designated "directory information" without written consent unless a parent objects in writing. The primary purpose of directory information is to allow the School to include this type of information in certain publications. Examples of such publications include a playbill, showing the student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets.

The School has designated the following as directory information

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Honors and awards received
- Date and place of birth
- Dates of attendance
- Grade level

Parents who do not want the School to disclose the above directory information without their prior written consent must **notify the School Office in writing by September 15.**

- A log must be maintained of each request for access to and each disclosure of educational record information other than disclosure to parents or students 18 or older or school officials. The log should contain the name of the person(s), the date, and the legitimate interests the person had in requesting or obtaining the information.
- Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mother Seton School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

Home and School Association (H.S.A.)

Officers for 2018-2019

- President: Beth Brodsky
- Vice-President: Kathryn Riling
- Secretary: Lisa Hatch
- Treasurer: Mary Miller

Mother Seton School Home and School Association (HSA) works with the principal and Board to provide ways for parents to become actively involved in their children's education and to support the mission of our school.

The Home and School Association (HSA) organizes school fundraising and “fun raising” events. All funds raised by H.S.A. are used to support the educational programs and mission of the school.

All parents/guardians of currently enrolled students are automatically members of the HSA. The HSA needs the participation of every family to make the events successful. Any time parents can volunteer is greatly appreciated.

The HSA meets monthly and the meetings are open to all parents/faculty. General meetings for all parents are also scheduled each year which may focus on educational topics or topics of interest to parents. .Financial Reports for all H.S.A. activity are provided through Tuesday Newsletters and at the monthly meetings.

Homeroom Parents

Each homeroom has parent volunteer(s), who serve as chairpersons to gather other volunteer parents to help the teacher with special events, holiday celebrations, class trips, H.S.A. events, etc. At the beginning of the school year, homeroom teachers request homeroom parent volunteers during the Back to School night. Homeroom parent volunteers are coordinated through H.S.A.

Parents and others who volunteer at Mother Seton School are required to participate in training/screening with regard to child abuse and protection of children through their local parish or Mother Seton School. This training includes: 1. Complete the Application for Volunteer Service 2. Submit 3 required references 3. Complete Criminal History Screening Consent Form 4. Completing the required training module.

Mother Seton School will accept Parish Screening Clearance. If being screened through your parish, a copy of the Volunteer Clearance document must be provided. Criminal History Screening is renewed every five years.

Parent Liaison for HSA

Each homeroom has a parent volunteer, who serves as liaison between the Home and School Association Officers and the parents in that homeroom. Among other tasks the HSA Liaison will communicate with parents to make them aware of developments in the HSA, recruit parents for specific events and activities such as staff recognition, farewells, and hospitality for special events. At the beginning of the school year, HSA officers request a parent from each homeroom to serve as Liaison. Since most communication can be accomplished by phone or email this is an ideal position for a parent who cannot volunteer at school or during the school day but wishes to be actively involved in the school community.

Non-Custodial Parent

It is the obligation of the custodial parent to provide the school administration with a copy of the court document stating if a non-custodial parent has a right to physical access to his/her child during school hours or on school premises.

In the absence of such a court document the school applies to the non-custodial parent the same rules for parent access to students during school hours as to the custodial parent.

Emergency card information for each child is to be kept current. Children will only be released to the person(s) designated on the emergency card, unless otherwise instructed by the custodial parent/guardian.

Non-custodial parents are welcome to review their child’s records unless there is a court order or legal agreement prohibiting such access. The school may notify the custodial parent of a request to review records.

Mother Seton School does not allow a non-custodial parent physical access to his/her child during school hours or on school premises unless the custodial parent has consented or the school has a court order permitting access. This includes school sponsored functions, events and activities.

FAITH FORMATION

Daily instruction in Catholic faith and opportunities to celebrate faith through prayer, liturgy, and service are integral to Mother Seton School's educational program. In addition, teachers integrate Gospel values and Catholic teaching into content areas, and integrate faith and values formation into the student's daily experiences.

Students are introduced to our Vincentian Family Saints, St. Elizabeth Ann Seton, St. Vincent de Paul, St. Louise de Marillac, and St. Catherine Laboure from their first days at Mother Seton School. They are encouraged to model their lives on the virtues of humility, simplicity, charity, love of the Eucharist, and love of Mary as exemplified by the saints in the Vincentian Family.

Student activities such as Prayer Partners, outreach projects, charitable fund drives and service learning give students opportunities to put their faith into action.

Religious Instruction

All students have the advantage of participating in daily formal religious instruction. The curriculum includes Catholic faith tradition, scripture, Church doctrine, prayer, sacramental life, morality, and community/service appropriate for student's age and grade level. Mother Seton School uses *Christ Our Life*, by Loyola Press as the religion textbook and follows the curriculum benchmarks provided by the Archdiocese of Baltimore. Grades for religious instruction are included on the trimester progress reports.

Sacramental Preparation

Following Archdiocese of Baltimore guidelines, immediate preparation for reception of the sacraments of Reconciliation, Eucharist, and Confirmation is conducted at the child's home parish. Eucharist and Reconciliation preparation usually takes place in grade two and Confirmation in Middle or High School. Parents contact the Religious Education Coordinator of the parish for information about the parish sacramental preparation program.

Parents keep the child's homeroom or religion teacher informed about their child's enrollment in the preparation program and advise them when the child will celebrate each of these sacraments in the parish.

Family Life and Safe Child Education

The Archdiocese of Baltimore is committed to providing holistic catechesis for family life and child protection to children and their parents. This catechesis blends moral and values based formation with clear and factual information. Mother Seton School uses materials from the Benziger's *Family Life Program*.

Contents and materials of the Family Life and Child Protection program are made available to parents upon request. All teaching materials have been approved for use by the Archdiocese of Baltimore.

CURRICULUM AND INSTRUCTIONAL PROGRAM OVERVIEW

Mother Seton School typically follows curriculum and instructional guidelines developed for Catholic Schools for the Archdiocese of Baltimore. Curriculum maps developed by the Archdiocesan curriculum committee are used for instructional planning by teachers in core subjects. Parents become familiar with standards and contents of curriculum maps through classroom communications and websites which provide goals, and expectations for particular segments of instruction. Copies of the curriculum are available upon request for K – 8 grade standards.

Pre-Kindergarten

Our preschool program helps cultivate a curiosity and love for learning and a positive attitude toward school while preparing young children for kindergarten.

The program develops an appreciation of God's all-embracing love and provides opportunities for children to deepen their sense of God's presence in self, others and the world. Students enjoy learning letters and phonics, numbers and arithmetic, cultures from around the world, and much, much more! The Prayer Partner program is also a favorite.

Mother Seton School Pre-K instruction is based upon the curriculum guidelines of the Archdiocese of Baltimore for Early Child Education. The program for four-year-olds is designed to develop in the young child a curiosity and love for learning and a positive attitude toward school while preparing the child for kindergarten.

The religion program instills in the child an appreciation of God's all-embracing love and provides opportunities for the child to deepen the sense of God's presence in self, others, and the world. Religion circle time and the Prayer Partners Program are favorites with the Pre-K children, as they learn stories of Jesus, participate in Catholic celebrations, and are paired up with one or more Prayer Partners who join in special activities and events.

The academic program focuses on those language arts and math concepts and skills which will provide a strong foundation for success in the kindergarten curriculum. Teachers plan instructional activities to develop story sense, written language sense, number and math concepts, skills for letter and sound identification, recognition of basic vocabulary including the child's name. Integrated into these concept/skill lessons are literature, art projects, music, movement, study of science units, cultures from around the world, and much, much more!

Students attend on scheduled school days, five days weekly. Parents have an option to enroll children in a morning program or a full day program until school dismisses at 3:00 p.m. Pre-Kindergarten students may also enroll in after care until 6:00 p.m. Students remaining for the full day have the option to purchase hot lunch or to bring a packed lunch. All students bring snack for mid-morning.

Kindergarten

The program for five-year-olds fosters growth in those concepts and skills necessary for entrance into grade one. Curriculum and instructional goals are based upon the Curriculum Standards for Catholic Schools of the Archdiocese of Baltimore. Kindergarten students continue their religious, social and intellectual development through a variety of large and small group and individualized learning experiences.

The religion program includes a more formal presentation of religious understanding through activities such as discussion, biblical stories, art, and song. Students learn basic Catholic prayers, and engage in projects and activities to strengthen their spiritual sensitivities. They have ample opportunities for classroom prayer and participation in school wide times of prayer.

The Language Arts program, *Journeys*, by Houghton Mifflin Harcourt, provides exposure to a wide variety of literature and content reading materials, instruction in beginning reading skills, manuscript printing, writing group and individual stories, and developing story sense and comprehension skills.

The math program textbook is *My Math* by McGraw Hill, which includes a formal introduction to number, counting, sequencing, logical thinking, measurement, geometry and fractions.

Students in kindergarten participate in library, music, and physical education with teachers who specialize in these fields.

Primary and Intermediate: Grades 1 – 5

Following the course of Study for Catholic Schools of the Archdiocese of Baltimore, the instructional program for the primary and intermediate grades includes:

Religion – Instruction throughout grades 1-5 aims to provide the student with knowledge of the faith, liturgical education, moral formation, knowing how to pray, knowledge of church, vocation, and Catholic Social teachings, missionary education. In addition, students begin to experience Christian Service and are

catechized in family life curriculum. Ultimately, such an educational program is an evangelizing ministry of Mother Seton School to the students and their families.

Each grade level focuses on several unifying themes while not neglecting others:

Grade 1: The Blessed Trinity, Baptism, God the Father

Grade 2: Jesus Christ, Son of God, Reconciliation, Eucharist

Grade 3: The Holy Spirit, The Creed, The Catholic Church

Grade 4: Leading a Christian Life, The Commandments, Beatitudes, Works of Mercy

Grade 5: The 7 Sacraments, Liturgy, Worship

Language Arts – The Language Arts program includes formal instruction in Reading, Writing, Spelling, English, and Handwriting. Reading instruction focuses on providing students with a range of texts of varying complexity. Students grow in their ability to understand key ideas and details of the text, to recognize various types of writing and structure of the texts, to integrate knowledge and ideas of text with other sources of information; Foundational skills developed include print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary acquisition and improved comprehension. The students in First through 5th Grade utilize the textbook, *Journeys*, by Houghton Mifflin Harcourt, to assist in achieving grade level standards.

Writing – instruction progressively builds students ability to write opinion, information/explanatory, and narrative texts. Six Traits of effective writing; ideas, organization, word choice, sentence fluency, and conventions are developed. Gradual introduction to shared and independent research is begun in these grades. English grammar, conventions, mechanics occurs within Language Arts class.

Handwriting – Instruction and use of manuscript on ruled paper occurs in grades 1-3. Introduction to formation of cursive letters, Zaner-Bloser style, is given in grade 3. Continued practice of cursive and application to independent work takes place in grades 4-5

Spelling – Progressive instruction in spelling accompanies and complements instruction in other Language Arts and content areas. Typically weekly spelling lists are compiled by the teacher and communicated to parents with a routine for assessment of spelling mastery.

Social Studies – The content of the Social Studies curriculum includes progressive development of themes related to culture, sense of historical time, people, places and environments, groups and institutions; power, authority, and governance, economics, global connections, citizenship.

Each grade level develops these themes in units.

Grade 1: Families, Homes, Rules, Transportation, Communities, Maps, Symbols, Government leaders

Grade 2: Our Community, All About Earth, Our Past, All About Work, Our Government,

Grade 3: The 8 Strands of Social Studies, Using Maps, Building Communities, Native American Communities, How Government Works, 50 States, Citizens in Action, Cultural Celebration

Grade 4: Maps and Globes, Colonial Maryland, Maryland's Role in the American Revolution and Colonial Independence, Maryland's Role in the War of 1812 and Westward Expansion of Maryland, Maryland in the 20th Century, Maryland Government, Maryland Economy, People, and Symbols, Regions of the United States

Grade 5: Themes of Geography, Intro to Presidents, The First Americans, Native Americans, The Age of Exploration, Contact with the Americas, Exploration and colonization, Life in the Thirteen Colonies, French and Indian War and Revolution, American Government, Westward Expansion and Civil War

Science – Instruction in grades 1-5 focuses on key content areas: nature of science; earth and space, life science, physical science, scientific inquiry and methods, science and technology. Instruction spirals content within each area throughout the grades and teachers may correlate segments of instruction with Language Arts, Computer, and Math.

Grade 1: Units covered are Plants as Living Things, Animals, Weather, Magnets, Earth's Land and Water, Health and Fitness, Dental Health

Grade 2: Changes Over Time, Scientific Process, Interaction of Living Things, Energy and Motion, Germs

Grade 3: Life Cycle of Animals, Matter, Earth's Resources, Water Cycle, Life Cycle of Plants, Staying Healthy/Heart Healthy

Grade 4: Scientific Method, Electricity and Magnetism, Weather, Ecosystems & The Chesapeake Bay, and Simple Machines

Grade 5: Minerals, Rocks, Earth's Structures, Force and Energy, Exploring the Night Sky, Using the Scientific Method, Stars and Galaxies, Organs: Digestion and Respiration, Organs: circulation and excretion

Math – Instruction in grades 1-5 provides students with knowledge and skills related to mathematical operations and algebraic thinking, number and operations in base ten, measurement and data, and mathematical practice. Content is presented over time in a logical sequence and instruction allows for reinforcement, practice, and assessment of concepts throughout the entire year. Instruction aims to achieve deep mastery and thorough understanding of focused concepts at each grade level. The math program utilizes the textbook is *My Math* by McGraw Hill to aid instruction in the required benchmarks.

Grade 1 Using a variety of solution strategies for adding and subtracting whole numbers, comparing and ordering whole numbers at least to 100, thinking in terms of tens and ones; developing understanding of the meaning and processes of measurement including partitioning, using measurement tools; compose and decompose plane and solid figures, build understanding of part-whole relationships, and describing geometric attributes.

Grade 2 Focuses developing understanding of base-ten system through 1000; addition/subtraction fluency through 20; computing sums through 99, using properties of operations to solve problems; describing, analyzing shapes, decomposing and combining shapes.

Grade 3 Understanding the meanings of multiplication and division of whole numbers, using properties of operations to calculate products, definition of fraction, use fractions to represent numbers, solve problems involving fractions; recognize quantify area of a two dimensional figure

Grade 4 Fluency with multiplication and division within 100, fluency with efficient procedures standard algorithm for multiplying and dividing; understanding operations with fractions, understand and apply area formula for rectangles; deepen understanding of properties of two-dimensional shapes and use of them to solve problems involving symmetry

Grade 5 Addition/subtraction of fractions with unlike denominators, fluency calculating sums and differences of fractions; fluency with division of whole numbers, problem solving with fractions; decimal notation, properties of operations to compute sums differences; fluency in decimal computations; understand and explain procedures for multiplying and dividing decimals; recognize and quantify volume of 3 dimensional figure; select appropriate units, strategies, tools for solving problems involving volume

In grades 1-5 classes are generally self-contained with the possibility of some specialization of instruction and change of class.

Students in grades 1 – 5 participate in art, library, computer, music, and physical education instruction with teachers who specialize in these fields.

Middle School: Grades 6 – 8

Sixth through eighth grade students continue to follow the Course of Study for Catholic Schools of the Archdiocese of Baltimore in Language Arts and Math. An emphasis is given to helping students at this age develop leadership and accept responsibility for learning. In addition to the formal curriculum, students participate in instruction in the area of study skills, personal finance, developing leadership habits and modeling for younger students the mission and values of Mother Seton School.

The Religion and Family Life program encourages students to personally embrace the faith of their childhood, prepares them to move into high school with sound Catholic values and convictions, and motivates them to become actively involved in their church community. Special emphasis is placed upon a study of the Catholic

Faith in relation to Sacred Scripture, the Life of Christ and sacraments, morality, and Catholic Social Teaching, Charity and Justice.

The Language Arts program places greater emphasis upon critical reading and thinking skills, appreciation of great literature, public speaking, composition, and research skills in preparation for high school requirements. Students are exposed to a variety of genre of literature using *Language of Literature* textbook by Holt McDougall and the textbook *Language Network*, by McDougall Littell for English and writing composition instruction. *Vocabulary Workshop* text assists students in developing an understanding of vocabulary and application and is modeled to also assist in early preparation for the ACT/SAT tests they will take in high school.

The Math program continues to develop those concepts and skills which form the foundations for higher math including facility in computation, problem solving, and applications. All students in 6th Grade take Course 1 mathematics as a final year to cover core math principles. Placement of students fro Course 2, Advanced Course 2 and Algebra 1 is made after study of 6th grade math concepts. Progress report grades – A average for the year and standardized test results (Stanine 7 or higher) designate which students will be placed in Advanced Course 2 and Algebra 1 in 8th grade. Parents are notified at the beginning of the school year regarding placement for Grades 7 and 8.

Science and Social Studies program courses continue to develop competencies in these areas with greater emphasis on processes and reasoning. Students develop the ability to recognize connections among academic disciplines and apply new skills and ideas to new situations.

Spanish I instruction is held twice weekly beginning in grade 6. Over the 3 middle school years, students are presented with a solid basis in Communication, Cultures, Connections, Comparisons, and Communities. Depending upon entrance requirements of various high schools, students may be eligible to enter Spanish II. Parents are advised to consult with high school counselors regarding placement.

Middle School students receive weekly instruction in Art, Library, Computer, Music, and Physical Education from teachers who specialize in these fields.

Students in middle school are assigned a homeroom. They change classes for each subject and return to their homeroom for lunch/recess as well as attendance at special programs.

LIBRARY/MEDIA AND TECHNOLOGY

Students are encouraged to become lifelong learners and instructed on the use of both print and non-print resources. Classes are scheduled for both library and computer instruction.

Teachers integrate technology in the classroom as well as utilize resources from the library/media center to enhance student learning. Mother Seton School continuously updates its technology goals and program as newer technologies emerge and are applied to the field of education and research.

Students sign an agreement annually to abide by computer and acceptable Internet use policy of Mother Seton School. (***Refer to policy on page 25***)

FINE ARTS

Music

K – Students are introduced to the basic elements of music through singing, instruments, games, and listening.

Grade 1 – Students build on their knowledge of the basic elements and begin to learn about the staff.

Grade 2 – Students continue to build on their knowledge of the basic elements of music.

- Grade 3 – Students continue to use their knowledge about the staff and note reading. Students will learn to play the recorder and learn practice skills.
- Grade 4 – Students utilize their knowledge of basic elements to identify symbols in printed music. Students are introduced to ballet, harmony, and American folk music.
- Grade 5 – Students are introduced to Sea Chanteys, music terms for dynamic, the opera, and American Revolutionary and Civil War music. The students also study the Orchestra families in depth and build their own instruments.
- Grade 6 – Students review elements of music and note reading. Units include: music symbols, notes and rest, meter, form and scales.
- Grade 7 – Students study classical music history. Units include elements of music; primitive music; Renaissance, Baroque, Classical, Romantic, Impressionist and Contemporary classical music.
- Grade 8 – Students study American Popular music. Units include Stephen Foster, Blues, Ragtime, Dixieland, Jazz, Swing, Crooner, American Musical Theatre, Gershwin, Folk, Country and Rock. Activities include worksheets, listening, dancing, videos, and student performances.

Art

Student creativity is emphasized in our visual art program. The study of famous artists, culture, art history, exposure to various media, color theory, basic elements and principles of design assist the development of the student's talent. A variety of subject matter is integrated from an enriched academic curriculum.

- Grade 1 – Students identify and combine shapes to represent a more complex object, idea or pattern. Color theory is introduced with primary and secondary colors.
- Grade 2 - Students become familiar with famous artwork by identifying and comparing landscapes, portraits, sculpture and still life artwork. Students develop an awareness of symmetry and proportion by drawing a defined self-portrait.
- Grade 3 - Students explore the art and differences of other cultures. Identify functional and non-functional art. Each student expresses responses to artwork as they seek out the elements of art. The skeletal system and basic figure drawing are introduced. Students are given a journal sketchbook in third grade.
- Grade 4 - Students dig deep into color theory; primary, secondary, tertiary and complimentary colors. They also explore the role of visual arts in other disciplines.
- Grade 5 - Students reproduce common art forms such as weaving from other cultures. Students plan and record notes in their sketchbooks.
- Grade 6 – Students recognize and compare the arts of various historical periods and cultures through a unit on formal art criticism. Linear perspective is also introduced and developed through drawing.
- Grade 7 - Students plan long term projects that utilize master concepts involving different media, techniques and processes. Each student participates in oral or written response to communicate subjects, symbols and meaning of artwork.
- Grade 8 – Students plan complex two- dimensional or three- dimensional art, utilizing the elements and principles of art. Students observe and discuss famous artwork of the Sistine Chapel. Each student explores the relationship of math and art through tessellation designs.

Middle school students participate in a classroom point system that allows the student/ teacher evaluation of each class.

HOMEWORK

Homework gives students the opportunity to increase understanding of concepts presented in school and strengthens retention of factual knowledge. It provides the setting for students to gradually mature in traits such as time management, self-direction and discipline. It allows for gradual development of strong study skills.

Parents provide surroundings conducive to study and teach their children to become independent and assume responsibility for completing and submitting homework in a timely manner.

Failure to complete homework by the assigned date will result in lower grades and will be reflected on trimester and final year averages.

The amount of homework a child may have will vary depending upon the nature of the subject. Students are expected to write all assignments in their assignment planner, which is provided to them at the beginning of the school year. Teachers will also have homework assignments posted by 3:30 PM each day for parents to access at www.mothersetonschool.org on the teacher's webpage.

Parents can expect homework to be assigned Monday – Thursday. Weekend homework is reserved for long term special projects. Parents are notified when these projects are assigned. (Example: Science Fair projects, research projects)

Generally speaking, students should be able to complete homework within the recommended time allotments:

Kindergarten	15 minutes
Grades 1-2	30 minutes
Grade 3	45 minutes
Grade 4	45 minutes
Grade 5	60 minutes
Grades 6-8	75 minutes

Parents are asked to consult the teacher when the child comes home regularly without any homework or with too much homework. Home and school together can usually find a means to resolve these issues. Homework does contribute to a child's overall academic progress and is reflected on the trimester report card.

MAKE-UP WORK WHEN ABSENT FROM CLASSES

Students gradually assume responsibility upon returning from an absence to find out what class and home assignments have been missed and to make up work in the time allotted by the teacher. Students are expected to make up the missed assignments within a time arranged by the teacher.

This applies to all classes including those held only once or twice weekly: art, music, library, computer, PE, and Spanish. Failure to complete missed work within the time specified by the teacher can result in lower grades and will be reflected on trimester and final year averages.

For K-2 students, it is often impossible for parents to replicate at home the instruction taking place through centers, class activities and small/large group instruction. Teachers will work with parents, as far as possible, to help the child catch up with the class. Pre-K students do not have make up work.

FIELD TRIPS

Field trips are considered an integral part of the school's educational program and a valuable learning experience for students. Field trips are scheduled at various times during the school year. In advance of the trip, a permission form is sent home. A student will be permitted to attend the trip only if the permission form is signed by the parent/guardian and returned to the teacher by the specified date along with any fee.

School uniforms are required on all field trips, unless otherwise noted. All students begin and end field trips at Mother Seton School. If, for some reason, parents do not wish their child to participate, the student is expected to attend school on that day. Alternative assignments will be supplied by the teacher(s), and the student will be assigned a classroom in which to work under the supervision of a staff member.

If, for some extraordinary reason, a student is unable to participate, the student is expected to attend school on that day work will be supplied by the teacher(s), and the student will be assigned a classroom in which to

work under the supervision of another staff member. Field trips are based upon a student's ability to demonstrate responsibility and respect.

Student behavior and readiness determine a student's privilege of attending a field trip. If a student fails to demonstrate the maturity necessary for a less structured environment, the student may not be permitted to attend field trips.

If a student is unable to attend because of illness, we cannot promise a refund. The teacher must be notified if a child will not participate in the field trip experience. Students who are kept home from the trip will be marked absent. In most cases, event tickets and field trip fees are paid to companies in advance, therefore refunds cannot be given if a student is unable to attend a field trip because of illness or any other reason. Students who are kept home from the trip will be marked absent.

Parent(s)/Guardian(s) are encouraged to participate as chaperones on field trips as the need permits/arises. However, because of safety and liability factors, pre-school siblings and other school-age siblings are not allowed. We do not permit parents not selected as chaperones to join the group at the trip destination as this creates confusion.

To chaperone on a field trip, parent(s)/guardian(s)/other adults must have documentation of having completed the Youth Protection training and obtained the required background clearance. Chaperones with the above information will be permitted to ride the bus, if space is available. (See "Child Safety and Protection)

- Catholic Parish or Mother Seton School screening through the VolunteerSelect Criminal History Screening is renewed every five years.
- CJIS fingerprint check is good for the length of time a volunteer/parent remains with Mother Seton School.

STUDENT AND FAMILY SUPPORT SERVICES

Academic Assistance - Mother Seton Learning Center

The Mother Seton Learning Center's purpose is to provide academic support, direct intervention and consultative support to students in Kindergarten through the 8th grade. The Center is staffed by educators who collaborate to identify students who require instructional support, assess their instructional needs and respond with a coordinated effort utilizing academic support strategies and intervention programs.

The Learning Center Team develops Student Learning Plans for learners identified with specific needs. The length and extent of support services depends upon the student's academic need and availability of services. Priority services are given to students with diagnosed learning differences and who have been formally tested. The Learning Center team works with parents, teachers and special services offered through the Frederick County Public School to diagnose, assess and receive consultative services for identified students.

For students who are experiencing difficulty, referrals for services in the learning center are made by teachers, parents or administrators. Parents who have questions about the Learning Center or feel their child might benefit from some short-term intervention may contact the homeroom or subject teacher, Learning Center Coordinator or Principal to discuss the possibility of services. Student and family confidentiality is respected throughout the student assistance process.

The Learning Center also coordinates services for students who reside in Frederick County, Carroll County Fairfield, PA and Gettysburg, PA Title 1 services. These services are scheduled in consultation with the Learning Center Director and MSS administration.

Mother Seton School receives Speech Services through FCPS. Students who qualify for these services are seen on campus. The process for screening for speech may be initiated by the parent or teacher.

Academic, speech and language, and other types of assessments to identify causes of academic concerns may be available to students through the Frederick County Public Schools at no cost to parents.

Academic Evaluation/Testing Referral Process

If a child is not progressing academically, the school may ask the parents to initiate, or the parents may initiate on their own, the process to request professional assistance from the local public school system. The Child Find Assessment process is available to children who may need further academic assistance. The process begins with the collection of screening information to determine if there is a reason to suspect a disability under special education laws. An initial meeting with the child's teacher(s), the administration and other relevant personnel will be scheduled. Once a request for testing is initiated from the child's local public school Mother Seton School is invited to participate in this meeting and assist to determine whether or not an evaluation is necessary.

If an evaluation plan is developed and the test results determine that there is a need for implementation of an Individualized Education Program (IEP), Mother Seton School administrators will consult with the parents to determine the most appropriate academic placement for the child.

Mother Seton works with students of diverse learning abilities and is committed to assisting students to achieve to their potential. In some cases, Mother Seton School may not be able to accommodate a child's learning needs and the child will need to be placed in the most appropriate learning environment to insure success.

The Role of the School Support Liaison – Sr. Patricia Dunne, DC

The goal of the school support liaison program is to enable all students to reach their academic and social potential in a supportive and encouraging environment. It is the intent of the school support liaison to supplement learning from home through individual support and classroom guidance.

The Support Liaison also works with teachers to develop a positive school climate presenting lessons on social-emotional learning and anti bullying strategies using the Second Step program.

Parents are encouraged to contact Sr. Patricia to obtain additional information on specific concerns or resources.

ASSESSING AND REPORTING STUDENT PROGRESS

Standardized Assessment

Assessment of academic progress is based on the student's daily class work, class participation, homework, tests, evaluations, and projects.

Interims

As a parent at Mother Seton School, you are expected to review your child's academic progress throughout the year. You will receive your child's tests/exams for review as well as quizzes and outcomes from long term projects. The Tuesday folder will contain papers for you to review, some of which may need to be signed and returned to the school.

Parents of students in Grades Pre-K thru 2 receive an interim report of their child's progress midway through each trimester.

In Grades 3-8, parents/guardians are granted access to their child's grades through **Power School** and may routinely view their child's academic progress electronically. **Contact Mary Miller for your access code.**

All parents/guardians in Grades 3- 8 are provided a mid-trimester report of the student's progress during 1st and 2nd trimester. In third trimester, reports are sent only for those students whose grades have fallen or may be in jeopardy of failure.

Interims reports are signed by parents and returned within two days of receipt.

Progress Reports

At the end of each trimester, reports are issued for students in Pre K and Kindergarten, and computer-generated progress reports are issued for students in Grades 1-8. **First and Second Trimester Progress Report envelopes are signed and returned by the parent/guardian within one week.** The Third Trimester Progress Report is mailed two weeks after school closes.

Marking Codes

Academic Subjects

Pre-K-2

I Independent/Proficient
V Very Good Progress
P Progressing
S Satisfactory
N Needs Improvement
U Unsatisfactory/Not Progressing

Grades 3-8

A+ 97-100 **C+** 80-84
A 93-96 **C** 75-79
B+ 89-92 **D** 70-74
B 85-88 **E** 69 and below

Effort/Conduct

Grades 1-8

O Outstanding
G Good
S Satisfactory
I Improvement Needed
U Unsatisfactory

Art, Music, PE, Library/Computer

I Independent/Proficient
V Very Good Progress
P Progressing
S Satisfactory
N Needs Improvement
U Unsatisfactory/Not Progressing

Honor Roll and Awards

Throughout the year, students are recognized for outstanding academic achievement, perfect attendance and other areas of success.

Students in Grades 3 – 8 may earn Honor Roll based on the following qualifications:

Academic Honors are awarded to students who demonstrate high academic achievement and who positively impact the learning environment. Honor Roll is based on the following criteria:

- **Principal's Honor Roll** - All A's and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time
- **Second Honors** – all A's and B's (60% of grades must be an A) and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time
- **Honorable Mention** – All B's or students earning more B's than A's and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time

A **Perfect Attendance Award** is presented to students who have no absences or tardies within a trimester, or have earned perfect attendance for all 3 trimesters during the year.

Additional awards may be presented during the year for specific achievements, character/value awards or specific subject area achievements.

Parent Conferences

A mandatory parent/teacher conference is scheduled in the first trimester of the school year for each child. Additional parent conferences are scheduled at the request of the parent or teacher, as necessary. Please contact your child's homeroom teacher to coordinate conferences. In middle school grades a team conference may be scheduled to address concerns with various subject area teachers.

Graduation Requirements and High School Placement

Mother Seton School works with the parents of our 8th grade students to provide information and opportunities for students to explore various high school placement options. We host a number of local Catholic schools and Catoclin High School Guidance Officers to speak with our students about high school programs and activities.

Students who choose to make a placement visit, or shadow day visit, to a high school are required to notify the school office in writing, at least 3 days prior to the visit. Attendance at the shadow day of a high school will be considered as a day in attendance for MSS 8th graders. If for some reason the visit must be re-scheduled, the student will be expected to be in class at MSS.

Once a parent has selected a high school placement for their child, we request that you notify the school office so that communication with the high school may be established regarding student records and requirements for admission forms the school will be responsible to complete. We request a 5 day advanced notice to complete any forms for high school placement requirements. Student records will not be released until all financial obligations are completed.

Mother Seton School celebrates graduation for students as they complete 8th Grade. To be eligible for graduation, students are required to successfully complete and demonstrate mastery of all benchmarks in the core areas of the curriculum. Students who fail to meet the academic requirements will be retained in the current grade level for the next academic year and may not participate in any graduation activities.

Additionally, all student financial obligations must be met in full by **May 15**, to be eligible to participate in the 8th grade retreat, trip to Hershey Park, class picnics, awards dinner, and graduation mass/ceremony.

Promotion

Students are promoted to the next grade based upon mastery of required benchmarks/skills and successful completion of all subjects in a given school year.

Retention

Students who do not master the required benchmarks/skills to successfully complete the required educational program, may be retained at the current grade level. This decision is made by the principal in consultation with the parents.

Students of grades 3-5 who fail 2 of the 4 academic subjects will not be promoted. Academic subjects are Language Arts, Math, Science, and Social Studies.

Students of grades 6-8 who fail 2 of the 5 academic subjects will not be promoted. Academic subjects are Language Arts, Spanish, Math, Science, and Social Studies.

Students of grades 3-8 who fail one academic and/or any number of non-academic subjects must complete remedial work in the subjects failed and meet the promotion requirements/test administered by Mother Seton School before being promoted to the next grade.

Students in grades K-2 who fail to progress in language arts or fail to progress in two of the three remaining content areas will not be promoted.

Students who miss 20 or more days of school have missed a significant amount of instructional material and may be retained in the current grade level.

Standardized Testing

Readiness Tests

Kindergarten Readiness and School Readiness tests are administered to students at the end of Prekindergarten and Kindergarten. Tests are hand scored by teachers and results sent home to parents. Information from these tests assists in planning instruction for students as they move into Kindergarten and Grade One. The standardized assessment format used for readiness is the *Brigance Screening* for early child development.

Achievement and Aptitude

Mother Seton School follows the Archdiocesan Division of Catholic Schools guidelines for administering standardized tests. In the spring, the Iowa Assessment and the CogAT are administered to students in Grades 2-8. Home reports are mailed to parents with the final report card if they arrive from the scoring service on time. Parents may request a conference to discuss test results.

Test results are used by the faculty to plan for school wide improvement and assist in assessing student's progress through the grades.

Religious Knowledge

The National Catholic Educational Association (NCEA), Assessment of Catechesis Religious Education (ACRE) is administered annually to students in Grades 5 and 8. ACRE provides information about the students' knowledge of faith and their attitudes toward God, Church, family, and friends. Parent reports are not available for this test.

STUDENT ACTIVITIES AND CLUBS

Art Club

This is a Middle School volunteer art program offered before classes, during recess, and at the end of the school day. Students volunteer their time to help with World Peace Day, Community Christmas Banners, Fine Arts displays, and Special Events. Organizational skills, communication, independent work habits, and creative minds are enhanced. Students need to make a commitment for the full school year to become an Art Angel.

To become a member Mrs. Myers will have information available the first weeks of school. There are twelve available openings. Due to the limited number of openings for the privilege to be a member of Art Club, students who are consistently late or absent may be asked to withdraw from the group.

Chorus

Students in grades 4-8 may join the school chorus in September and January. No audition is necessary. Chorus meets for practice on Tuesdays from 3:00 – 4:00 p.m. Chorus traditionally performs for two (2) school productions as well as other community or school functions. Chorus dress code for performances is white MSS shirt, black skirt or pants, and dark dress shoes.

Liturgy Chorus

A small group is chosen from within the chorus to form the Liturgy Chorus. This group leads the music at school liturgies and other times of prayer.

Tech Crew

The Tech Crew is chosen from 6th, 7th, and 8th grade students. This group helps to facilitate activities which require the use of the stage, curtains, microphones and other "technical" equipment as needed. Sign-ups and selection take place in September. Additional information is available from the music teacher.

Instrumental Music and Band

Weekly instrumental music lessons are taught each Monday to students in Grades 4-8 who enroll in this optional course. Band meets for practice on Mondays, from 3:00 – 4:00 p.m. Band performances are held at Mother Seton School in fall and spring and at other locations within the Archdiocese of Baltimore. Dress code for performances is white shirt, black pants, and dark dress shoes.

Additional information about the program may be obtained from the band director. Students register for band in early September. An additional fee is charged for this activity.

Healthy Eating Club

Sixth grade students are invited to join a healthy eating club which meets monthly in the Science Lab during lunch and recess. The purpose of the club is to learn about and share healthy foods. Each month, members sign up to bring an entrée, a side dish, a dessert, or a drink to share with the group. Members come prepared to tell the group why the food is healthy: for example, the club member researched to find out what vitamins and other health benefits a particular fruit or vegetable provides. Members often research how to prepare a dish in a healthier way (less fat or sugar).

Engineering Club

The Engineering Club is open to all eighth grade students interested in exploring building, designing, and invention. The club meets the second Thursday of each month from 3:00 to 4:30. Members of the Club pay \$10.00 dues to defray costs of materials for projects.

Science Club

A Science Club is open to all seventh grade students interested in engaging in scientific explorations and promoting good stewardship practices of our environment. The Science Club meets the 3rd Thursday of each month from 3 to 4:30.

Spanish Club

Spanish Club is open to any Middle School student who is interested in expanding his/her knowledge of the Spanish language and Spanish culture. Activities involve crafts, music, foods, dance and celebrations in the Spanish speaking world. Each year, club members organize a service project to benefit a selected Spanish speaking community. Members meet the 4th Thursday of the month.

Student Council

The purpose of the Mother Seton School Student Council is to encourage and to promote good citizenship, service to the community, growth in leadership ability and school spirit, and to contribute to the general welfare of the school and community. Middle School students serve as elected officers of Student Council.

Scrapbook Club

Students in Grades 3 – 5 meet once a month to select and create items to be placed in the school scrapbook. Meeting dates are published in the school calendar. There are no pre-requisites to join this club, just bring an open mind and your creativity!

Math Club

A club which enriches and advances students' conceptual understanding of how math is used throughout life. The club also focuses on applying STEM principles to develop and participate in projects. The club meets once a month and is open to students in middle school grades.

Seton Scribblers

A writing club open to students in grades 3 – 5 who have an interest in developing creative writing skills. Students meet monthly and work together writing stories, participating in peer-review of their work, publish annually stories/poems they've created.

Vincentian Marian Youth: Seton Council (VMY)

Middle School students interested in working side by side with friends and classmates to serve Christ by serving their neighbors are invited to join. Members meet monthly for team building, prayer, planning service, and outreach projects.

The four aims of Community, Service, Marian Spirituality, and Formation are woven into activities and monthly meetings of the VMY, which is an international youth organization of the Vincentian Family.

Members form teams of 3-5 students lead by an adult sponsor to work at service sites of their choice each month, outside of school hours. Sign up is in September. Students complete a Pledge year during which they demonstrate their willingness to fulfill member responsibilities.

Students who successfully complete requirements of the pledge year are inducted annually into the VMY on or near the Feast of St. Vincent de Paul.

Adult sponsors are crucial to the success of the VMY. Parents or others wishing to volunteer as adult sponsors contact the VMY moderator.

Yearbook

A limited number of students in grades 5 to 8 are selected by teachers for the Yearbook Committee, which publishes the annual Mother Seton School Yearbook.

The Committee meets with the faculty yearbook advisors to plan, select format, write copy, and edit the yearbook for publication. After school meetings for the Committee are frequently held from 3 to 4:00 during the months of September through March.

ACCEPTABLE USE POLICY FOR THE INTERNET AND TECHNOLOGY TOOLS

Technology skills are necessary to ready our students for their future. Access to the Internet and technology tools (including software tools, web-based applications and services, computer equipment, I-Pads, Chromebooks and other personal electronic devices) allow students to conduct research, produce digital content, and communicate with classmates and teachers. The Internet and technology tools put enormous power at the fingertips of users. As such, they also place a great deal of responsibility on users.

It is imperative that technology resources be used to build community, encourage critical reflection, and foster readiness for future learning. Developments in technology at the School are to be used ethically, legally, and responsibly. As in other areas, our students are expected to make good choices with regard to their behavior.

Individual users are responsible for their activity on the Internet and technology tools, including the material stored and information shared. In order to protect private and personal information, unauthorized disclosure, use, or dissemination of personal information is prohibited. The School reserves the right to edit Internet accounts for child-only configurations, and to run filtering software for students' protection.

The purpose of this policy is to ensure that student users (and their parents) recognize the limitations the School imposes on the use of the Internet and technology tools and that they understand the standards of behavior the School expects of users.

All users of the Mother Seton School network and technology tools, **whether on a School-owned or personal device**, are responsible for adhering to the following guidelines for acceptable use.

Acceptable uses of the Internet and technology tools are for authorized academic and school-related activities that support learning and teaching and:

- Respect the privacy and property rights of others and the well-being of the School
- Are consistent with Roman Catholic values and morals
- Treat technology tools and computer equipment with respect.

Unacceptable uses of the Internet and technology tools include, but are not limited to:

- Violating the rights or privacy of others, including by photographing or filming an individual without consent
- Posting or distributing videos or photographs without consent of the persons depicted and the School
- Using technology to send profanity, obscenity, or other offensive or harmful language
- Unauthorized copying, downloading, or installation of content, software or applications (including plagiarism or “pirating” music)
- Sending false information or sending messages to the School community that fail to identify the sender (including anonymous messages or messages using a pseudonym)
- Using any program designed to disrupt network performance or breach network security, such as software designed to capture passwords or break encryption protocols
- Revealing personal information beyond what is required for login while using Internet or web-based resources
- Responding to inappropriate messages from others (which should be reported to the School)
- Downloading or copying information onto storage devices or hard drives without prior teacher approval
- Accessing, downloading, storing, or printing files or messages that are inappropriate or may be offensive to others (including pornography and other inappropriate images)
- Sharing of passwords or attempting to discover another’s password (student passwords will be changed on a scheduled basis)
- Using or accessing another’s account (students do not have access to network accounts and are to be used only by those for whom the account has been established)
- Intentionally writing, producing, generating, copying or introducing dangerous codes or programs designed to cause harm, including, but not limited to viruses, bugs, ‘worms’, etc.
- Intentionally damaging, altering, or tampering with any hardware, software, printers, keyboards, speakers, etc.
- Accessing or searching files, directories, or folders for which the user does not have authorization
- Intentionally erasing, renaming, or disabling of anyone else’s files or programs
- Accessing social media, email, or other off-task websites or apps during School without explicit permission of a teacher or adult supervisor
- Violating School conduct rules or the law.

Harassment/Cyber-Bullying

Harassment/cyber-bullying of others online, whether against a student, non-student, or employee, is serious, is prohibited, and is contrary to the School’s policy and values. Harassment/cyber-bullying whether it is initiated on campus or off campus, online or in person, should be reported immediately to a faculty member, and may lead to disciplinary action and possible criminal prosecution under Maryland’s law prohibiting the Misuse of Interactive Computer Service (“Grace’s Law”).

Parents are responsible for:

- Reviewing and discussing this policy with their child as well as supporting the School in its enforcement
- Partnering with the School in monitoring their child’s technology use. This is inclusive of apps such as Snap Chat, Twitter, Facebook, Instagram and other social media based services.
- Modeling appropriate Internet behaviors for their child
- Reporting any concerns regarding this policy or their child’s use of the Internet or technology tools to School personnel.

Failure to adhere to the policy guidelines may result in a revocation of a student’s Internet access and other technology privileges and disciplinary action up to and including suspension or expulsion.

Parents should consider having students “park” their phone for the night in a designated, inaccessible place each night at an agreed upon time. It will provide appropriate supervision of cell phone use and set boundaries which allow students a “tech free zone” to pursue other interests. “Parking the cell phone” will also provide

parents with the assurance that students are getting the proper rest at night without the distraction of technology.

Web-based Services

The School uses Google Apps for Education as well as other web-based education tools, sites, and services (“web-based services”) to provide students with important web-based educational experiences and enhanced opportunities to communicate and share collaboratively with one another. As part of students’ use of web-based services, certain educational records may be created, collected, or stored. Directory information, such as a child’s name, email address, grade/age, and enrollment status, may also be shared with web-based services. The School may access, monitor, and review children’s use of web-based services and Internet use and children shall not have any expectation of privacy with respect to any communications or activities through such services. Use of web-based services is for educational purposes only and subject to the conduct and acceptable use guidelines set forth in this Handbook. A list of the School’s web-based services and corresponding privacy policies are available upon request. By enrolling a child in the School, the parent consents to the child’s participation in the School’s academic activities and programs, including the child’s use of and access to web-based services as described in this paragraph. In order to withhold or withdraw consent for the use of web-based services, parents must contact the School principal in writing.

STANDARDS OF BEHAVIOR

Expectations

Students are at the heart of the Mother Seton School community. Mother Seton School students are responsible, courteous, and self-disciplined who take pride in themselves, their parents, their school, and their community. The development of such young people requires a consistent practice of thoughtful, responsible behavior during these formative years. Students are made aware that they are an integral part of the faith community and that their actions affect themselves as well as the entire community.

Discipline Code-General Guidelines

The purpose of the discipline code is:

- to develop true Christian character
- to foster sound moral decision making
- to promote a mature sense of responsibility
- to establish an atmosphere conducive to academic excellence
- to protect the welfare of the individual, as well as the school community.

To maintain a positive learning environment and standards that are consistent with our Christian philosophy, it is essential that students exhibit a sense of responsibility and respect for themselves as well as others.

Unacceptable behavior is a choice determined by the student. It is important that students realize the consequences of such choices. Parents and teachers work together to develop within students, attitudes and habits of personal responsibility and accountability.

The Discipline Code applies to the school day; travel to and from school, and to all school sponsored events. Mother Seton School is not responsible for the actions of students at non-school sponsored events. However, if, any outside activities of students have an adverse effect upon the school climate or interfere with instruction, this may result in disciplinary action.

Students may be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs.

In particular, infractions involving communication verbal, written, or electronic of any kind occurring outside the school which impacts the school community, by causing harm to the good name of the school, one of its

members, or the physical and emotional health of one or more of its students, faculty, or staff will be treated as serious school infractions. This is designated for all forms of electronic communication including social media.

Behavior Plan

To meet the needs of the students at varied stages of development, the primary, intermediate, and middle school units have formulated discipline plans for their unit or grade level. These policies/guidelines are communicated to parents and students at the beginning of each school year.

When a student has chosen to engage in unacceptable behavior, he or she will be required to follow the discipline plan outlined by the teacher and administration. Consequences for misbehavior can include time out, detention, loss of privileges, in-school suspension, suspension out of school and when necessary, expulsion.

Unacceptable Behavior for an MSS Student Usually Handled Through the Grade or Unit Plan

- Incomplete, missing homework or other assignments
- Failure to comply with school dress code
- Eating and drinking in places and/or times not permitted; chewing gum
- Use of energy drinks on school property
- Note passing, signs and gestures, any other communications which includes, teasing, spreading gossip, harassment of any kind, or disrespecting others
- Rowdiness or disruptive conduct in class which effects student learning, school bus behavior, or when representing the school on field trips, at assemblies, etc.
- Possession, use of magazines, toys, sports equipment or similar objects on bus, in school, during school sponsored events without staff permission
- Disrespect/rudeness to adults or classmates in manner, deed, and/or language
- Unsafe behavior in class, playground, bus, lines, trips

Unacceptable Behavior for an MSS Student Usually Referred to Administration

Depending upon the age of the child and circumstances, other infractions of school discipline are referred to the school administration.

- Fighting or threats of violence
- Use of the property of others without their express permission
- Cheating/lying
- Obscene, rude, humiliating, or vulgar language either verbally, or by means of gesture, written or electronic communication
- Bullying, harassment, and intimidation of any kind by word or manner and by any means
- Possession and/or sharing indecent, violent, degrading print, non-print, electronic materials
- Leaving school property during school hours without authorization
- Being out of class or school without teacher or parental/guardian knowledge-consent
- Chronic tardiness or absence
- Defacement, destruction of school or private property
- Repeated failure to abide by school and classroom rules
- Possession, use of cell phones, cameras, iPods, or other electronic devices on the bus, in school or during field trips and other school sponsored events.
- Inappropriate use of technology in violation of the Acceptable Use Policy

Situations/Actions Which May Lead To Suspension and/or Expulsion

A student involved in any of the following situations may be subject to suspension and/or expulsion:

- Possession or consumption of any drug, look-alike drug, alcohol, or cigarettes while at school or while attending a school function.
- Repeated failure to abide by school and classroom rules causing disruption of school life and classmates' instruction, and/or personal academic progress.

- Possession of knives/weapons or look-alike knives/weapons
- Possession of pornographic, degrading, violent electronic, print/non-print material(s)
- Smoking/using matches
- Willful destruction of school property
- Truancy; leaving school without permission
- Stealing, theft or extortion
- Fighting which results in bodily harm to another
- Inflicting harm upon self/others/property
- Substantiated threat to inflict harm upon self/others/property
- Bullying, harassment, or intimidation defined as any intentional written, verbal, or physical act, including an electronic communication, that
 - physically harms an individual; damages an individual's property; substantially interferes with an individual's education or learning environment; or places an individual in reasonable fear of harm to the individual's person or property; and
 - occurs on school property, at a school activity or event, or on a school bus; or substantially disrupts the orderly operation of the school.
- Engaging in illegal activities
- Inappropriate use of technology in violation of the Acceptable Use Policy

Suspension

Conditions of suspension depend upon the circumstances of the case and are determined by the administration. Suspension may be assigned to be held in or out of school for one or more days.

A student serving in-school suspension will be placed in another supervised classroom setting and may not participate in the regular schedule and activities of his or her peers. While on suspension, the student is responsible for missed work.

A student may also be suspended out of school for up to, but not exceeding, 3 consecutive school days. After the specified amount of time for suspension, the student and parent are required to meet with the administration for prior to the student being reinstated. The Administration reserves the right to determine the conditions for reinstatement.

Expulsion

The school reserves the right to expel any student at any time when his/her conduct warrants it. Any expelled student forfeits all privileges of the Mother Seton School student. The administrator reserves the right not to re-admit an expelled student at a later date.

Expulsion is handled case by case. Parents are given the option to withdraw the student in lieu of expulsion.

If a student is to be expelled, the student is entitled to a prompt review procedure through the Grievance Sub-Committee of the MSS School Board. A written request for review must be submitted to the Principal and the President of the Board within 10 working days of the notice of intent to expel.

Ordinarily expulsion occurs after all other means have failed to bring about improvement. Ordinary means include conduct referrals, after school detention, loss of privileges, parent conferences, behavior plans, suspension, and warning of pending expulsion.

Engaging in Illegal activities, including but not limited to the possession, use of, or distribution of alcohol/drugs, pornographic materials, bullying, harassment, and intimidation are examples of behaviors which may be grounds for immediate expulsion.

BULLYING/HARASSMENT POLICY

Harassment or abuse of any kind is not acceptable behavior in Mother Seton School and will result in disciplinary action up to and including suspension/expulsion.

Policy Statement

Mother Seton School adheres to the Archdiocesan Harassment Policy. It is the policy of the Archdiocese to prohibit discrimination, including harassment, on the basis of race, color, sex, national origin, religion, age, disability or handicap, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students.

Scope of Policy

This policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this Policy is grounds for disciplinary action up to and including termination of employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

Prohibited Conduct

- A. For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, national origin, religion, age, disability or handicap, or protected activity, that:
 - (i) Has the purpose or effect of creating an intimidating, hostile or offensive environment;
 - (ii) Has the purpose or effect of unreasonably interfering with an individual's academic performance; or
 - (iii) Otherwise adversely affects an individual's educational opportunities.
- B. Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, national origin, religion, age, handicap or disability. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for educational decisions or has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive environment.

Bullying Policy

Harassment of students is neither condoned nor tolerated at school, school-related activities or functions, or in any school-related setting. Violation of this policy is grounds for disciplinary action up to and including suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

Bullying, harassment, or intimidation of any student on school property or at school sponsored functions or by the use of electronic technology is prohibited in all Archdiocese of Baltimore Schools. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all god's children. To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for prevention and intervention.

Bullying, harassment, intimidation or retaliation against anyone who has reported these behaviors is prohibited. Students engaging in these behaviors on school property, at school related activities, off school property or after school hours when the behavior threatens or is likely to substantially disrupt or adversely affect the school-related environment for students or significantly impacts the interests of students or the school community are subject to disciplinary and/or legal action.

Students, parents, employees, and service providers are responsible for reporting incidents of bullying, harassment, intimidation or retaliation. A standardized reporting form is available at www.archbalt.org/schools/academics, from the Mother Seton School website or from the school office. School principals will ensure that all illegal behaviors are reported to the appropriate local authorities and the Superintendent of Schools immediately.

As used in this policy, “bullying, harassment, or intimidation” means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with the students educational benefits, opportunities, or performance, or with a student’s physical or psychological well being and is

- motivated by an actual or perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school.

Reporting Procedure

- A. Any person who believes that a student is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the student’s teacher or the assistant principal/principal of the school. The parent/teacher should complete the reporting form to place concerns in writing.
- B. Individuals are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.
- C. Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.
- D. Once the investigation is complete, the school will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation’s findings and conclusions. A report of the findings will be forwarded to the Department of Catholic Schools.

I. Education

Education on the prevention of and responses to bullying, harassment, and intimidation will be delivered to all students in kindergarten through grade eight through orientation, religion classes, guidance lessons, or other age appropriate means.

School faculty will work to ensure that students are involved in activities that address bullying, cyber-bullying, harassment, or intimidation and in creating a culture of peer support and mutual respect. School faculty will promote student involvement in the anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.

The administration will ensure that professional development is provided to school faculty and staff on how to respond appropriately to students who bully or are bullied, and how to empower bystanders. Parents will be provided with opportunities for education on the negative impact of bullying for students, the family and the school community as well as proactive strategies to prevent bullying, harassment, and intimidation.

II. Intervention

Depending upon circumstances the school principal, assistant principal, or teachers involved will be responsible for providing appropriate assistance to students and parents who have been affected by behavior prohibited in this policy.

A student who violates this policy may be required to participate in appropriate counseling/intervention that is designed to increase the student's understanding of the offense and its impact on others.

The administration will work with parents and collaborate with appropriate agencies to address students who continue to be involved in bullying behaviors as perpetrators, targets/victims, or bystanders, and whose mental or physical health, safety, or academic performance has been impaired.

1. Neither the subject of the action nor any witnesses should be promised confidentiality at the onset of an investigation as the outcome of the investigation cannot be predicted. All parties involved should be informed that any information discussed and recorded will be disclosed only on a "need to know" basis.
2. The administration will appropriately notify parents of the student subjected to the action and parents of the offender of the incident after receipt of the reporting form.

III. Consequences and Remedial Actions

Consequences of bullying, harassment, intimidation, or retaliation are handled on a case by case basis and may result in suspension and/or expulsion. The offender will be informed that retaliation against the person harmed or bystander is prohibited and will result in disciplinary consequences.

A written record of the bullying, harassment, or intimidation incident and any disciplinary actions taken, will be kept on file as well as the statements of the student who was the subject, witnesses, and offender. Discussions will be documented as soon as possible after the event and records or evidence will be maintained in a separate secure file.

The faculty and administration will continue to monitor the resolution. Separate conferences with the subject and offender will occur within two weeks after the investigation. In addition, another follow-up conference will be held with the victim four weeks after the initial follow-up conference.

Consequences and remedial actions will be consistently and fairly applied for persons committing acts of bullying, harassment, or intimidation, for persons engaged in retaliation and for persons found to have intentionally made false accusations, after appropriate investigation has determined that such an offense has occurred. The seriousness of the behavior and prior conduct of the involved students are considered when determining appropriate consequences.

Typical consequences include but are not limited to parent notification, time out for younger students, loss of privilege, verbal reprimand, completion of disciplinary form, letter of apology, and after school detention. When circumstances warrant, students may be suspended or expelled.

Typical remedial actions include but are not limited to parent/student conference, required counseling referral to agency for counseling or behavioral management program, education on effects of bullying, behavioral plan,

DAILY ROUTINES AND SCHOOL LIFE

Daily Schedule

Grades K-8

Morning Supervision	8:00 a.m.
School Begins	8:15 a.m.
Lunch Periods	Announced Annually
Dismissal	3:00 p.m.

Pre-K daily schedule begins as listed above and dismissal is at 11:30. Additional Pre-K routines are outlined in more detail in the Pre-K Parent Handbook

See (Page 32) *Emergency Delayed Opening, Early Dismissal, Cancellation of School and After Care* for information about weather related changes in schedule.

Arrival

Supervision is provided for students from 8:00 a.m. – 8:15 a.m. Students assemble on the playground unless it is raining or excessively cold. There is no recreational play during this time.

Dismissal

For legitimate reasons, parents may request early dismissal up to 2:30 p.m. as described in the section on Early Departure. **Early dismissal after 2:30 p.m. is granted only for extreme emergency.** After 2:30 p.m. parents and students follow the dismissal order as described below. In no cases are parents/caregivers permitted to go directly to a child’s classroom to deliver packages, give messages, or to pick up a child for early departure.

Drivers of car riders are issued ID # on a large card which is displayed through the vehicle window to the staff person on duty before proceeding to the line behind the buses. To ensure student safety, cars stay in the lane closest to the curb, not passing other cars, unless directed to do so by staff. **Students board and exit cars by curb side only, never driver’s side.**

Students whose parents repeatedly fail to pick them up by 3:10 PM will be sent to the After Care Program and a fee will be charged. Parents will be required to register their children for After Care if they are not already registered.

Order of Dismissal

- 2:55 Closing Announcements and Prayer
- 2:58 Bus Riders: Frederick and Taneytown, Waynesboro, Fairfield & Gettysburg, Bike Riders, Walkers
- 3:00 Car Riders, Walkers
- 3:10 Late Bus, After School Activities and Clubs, After Care Program PreK-8

FCPS Buses – as scheduled by FCPS

Except for bus riders and those enrolled in After School Care, Mother Seton School is not responsible for the supervision of students before 8:00 a.m. or after 3:15 p.m. unless they are registered for the After-School Program.

Students who dismiss with all remaining car riders must be picked up by 3:15 p.m. since supervision is provided for students only until that time.

Students who are registered for After Care and are not picked up promptly will be sent to After Care and parents will be charged.

If a student is participating in a school scheduled supervised activity before or after times noted above, specific arrangements must be made for drop-off and/or pick-up. Usually students are picked up at the Atrium entrance.

Notification of Change of Transportation

No student will be permitted by the school to change his or her usual method of transportation **without written permission** from his or her parent. A parent may send an e-mail to the office at: smith@mothersetonschool.org, or send a handwritten note at the beginning of the day. The school cannot take the responsibility for students who do not comply with the regulations.

EMERGENCY DELAYED OPENING, EARLY DISMISSAL, CANCELLATION OF SCHOOL AND BEFORE & AFTER CARE

Mother Seton School and the After School Care Program generally follow the directions of Frederick County Public Schools for delayed opening, early dismissal, emergency closing, and cancellation of evening activities, in most cases.

Any deviation from this policy is communicated: through postings on the MSS Home Page, email notices through **SwiftReach** alerts – a service available to families through PowerSchool accounts, and announcements on local radio stations WARK-1490AM, Hagerstown, MD; WHVR-1280AM, Hanover, PA; WYCR-98.5FM, York, PA; WGTY-107.7FM, Gettysburg, PA; WFMD-930AM, Frederick, MD and WFRE-99.9FM, Frederick, MD.

If MSS is on a **delayed opening** schedule, school opens at 10 AM and classes begin at 10:15 AM. Pre-K dismisses at 12:30 p.m. on these days.

Pre-K Full Day dismisses at 3:00 p.m. and will dismiss at the same time as grades K-8 on days when there is an emergency early dismissal.

After Care Pre-K - 8 is open only 2 hours after emergency early dismissal.

In the event that school remains in session until the usual dismissal time, but Frederick County cancels all after school and/or evening activities, the After Care Program (grades PreK-8) will close at 4:30 p.m. to allow staff and families reasonably safe travel home.

Call the school office number 301-447-3161 by 4:00 p.m. if road conditions are preventing your arrival by 4:30 p.m.

ABSENCE, TARDINESS, AND EARLY DEPARTURE

Regular attendance and punctuality are considered essential for successful learning at Mother Seton School. All absences and tardiness become a part of a student's permanent record. Students need to develop the work habits and responsibilities required of all of us as we go through life.

Students must be present at school for a minimum of 4 hours to be considered in attendance for the day.

Students who are absent from school may not participate in any after school or evening school sponsored events such as concerts, dances, or other programs.

An annual calendar of school days and holidays is distributed prior to the opening of school each year. In order to maintain a high quality of education, the Archdiocesan Division of Catholic Schools requires staff planning and in-service. The dates are indicated on the school calendar.

Mandatory School Attendance and Maryland State Law

Irregular attendance and/or extended absence impede a child's social growth and academic progress. Mother Seton School depends upon parents/guardians to foster habits of regular school attendance in their children.

In accordance with Maryland State Law, parents/guardians are held responsible for their child's attendance and punctuality. If a child is absent more than 20 days, the administrator has the right to consider retention.

Truancy

Truancy is defined as a student absenting him/herself from school without parent/legal guardian permission, or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion.

Reporting Absence

When a student is absent from school, a parent/legal guardian calls the school office **before 9:00 a.m.** to report the reason for absence.

When the student returns to school, he/she is required to bring a written note to his/her homeroom teacher signed by a parent/legal guardian stating the reason for absence. The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities. If a student will be out of school for an extended period, whether continuous or intermittent, parents should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements such as home and hospital services through the local public school district.

Teachers will assist students with their lessons in cases of legally excused extended absence due to hospitalization, serious illness, extreme family emergency, etc.

Students should be free of a fever, vomiting and diarrhea for 24 hours before returning to school.

Unexcused Absence

Parents are encouraged to reinforce the importance of school attendance by authorizing their child to be absent only for reasons of health, death in the family, or other serious family emergencies.

Family Vacations

Absence from school during the academic year due to family vacation is strongly discouraged and are considered unexcused absences.

Requests to receive work in advance cannot be accommodated by faculty. Very frequently instruction and consequent graded work is dependent upon a student's presence in class for group activities, presentations, and discussions. Parents cannot replicate this work at home. Parents are urged to avoid unexcused absence as this may seriously impact a child's academic progress.

Missed work and assignments may only be obtained upon return. Students will be expected to take any missed quizzes, tests or exams within 3 days of returning. Long term projects due during this planned absence are to be submitted prior to the date(s) of absence.

Family vacations and travel are not valid excuses for absence and Mother Seton School cannot approve these as legally excused absences. Parents are accountable for illegal absence or tardiness of children.

Tardiness

When a student is tardy, he/she interrupts classes which have already begun causing distraction and interference with the learning process.

The bell rings at 8:15 a.m. for students to enter their classrooms and prepare for opening prayer and announcements which begin at 8:20 a.m. Students who are not in school by 8:20 a.m. are considered late and must report to the office for a late slip.

Tardiness is entered on a student's permanent record. It is the responsibility of the student to check with the homeroom teacher to receive the necessary communication or work that may have been missed due to lateness.

Six (6) hours of school missed due to late arrival and/or early dismissal are counted as a day absent.

Students who earn **3 unexcused tardies** will be required to meet with the Principal/Assistant Principal in an effort to develop strategies to eliminate tardiness. A plan will be developed and monitored by the homeroom

teacher and administration. Upon the 3rd tardy, the student will meet with the principal/assistant principal during recess to develop a plan to address tardies.

Once a student has earned **5 unexcused tardies**, a student/parent conference will be required. Students earning additional tardies will earn additional consequences including after school detention.

Students who are tardy are responsible for the class assignments missed.

Early Departure/Check Out

The school discourages early departures and requests that families arrange medical and dental appointments, either after school hours, on Saturdays or during vacation periods.

In an emergency situation, if a student must leave school before 3:00 p.m., the student submits a note to the office, signed by the parent/legal guardian, on the day of early dismissal. The note includes the reason for the request and the time the student must leave school. The parent/legal guardian signs the student out in the office log book before the student will be released from the office.

Early Dismissal Days

The Mother Seton School Calendar designates days which are considered early dismissal days. Communication of early dismissal dates is also provided through the Tuesday News, MSS Website and social media sites.

On Early dismissal days, students will be released beginning at 12:30, unless otherwise noted. We will follow the order of dismissal outlined above.

AFTER SCHOOL CARE

After care services are available on full school days. A separate registration for each child is required for this service. Applications are distributed to families with the summer information packet and registrations are due prior to the opening day of school. Additional fees are charged for this service.

Program

The after school program includes time for outdoor or indoor play and snack, a homework period, games, craft projects, and group activities. While a homework time is provided, the After Care staff cannot provide the kind of close supervision and assistance parents can provide at home. Therefore, parents are responsible for reviewing to assure completion of assignments, sufficient study, and preparation for the next day's classes.

Days and Hours of Operation

Hours

After School Care, PreK-8 Dismissal until 6:00 p.m.

Days

After care is open on full school days

After Care is open as scheduled on the annual calendar for early dismissal days.

Note: To provide after care service on early dismissal days, a minimum of 10 students must be in attendance until 4:30 p.m. Surveys are conducted by the After Care staff a week in advance to determine if a sufficient number of students will be in attendance in order to offer the program on that date.

See *Emergency Delayed Opening, Early Dismissal, and Cancellation of School and After Care* for information about weather related changes in schedule.

SEARCH AND SEIZURE

Mother Seton School reserves the right to search school property (e.g., lockers, desks), a student's belongings, and areas under the student's control in order to enforce school policies, rules and regulations or otherwise to preserve a safe and orderly learning environment. This applies to the school day and any school event.

CARE OF BOOKS AND SCHOOL PROPERTY

All textbooks, classroom furniture and equipment, media and technology resources are the property of the school and are used by/loaned to students for use during the school year. Care of books and other learning tools is a concrete way students learn to live simply and responsibly as a member of a school community.

Requirements for textbook use:

- Students keep textbooks covered to prevent damage so that the book can be passed on to the next classes. Some textbooks are quite large and require extra-large covers to fit completely around the book to preserve corners from damage.
- If students lose or damage a book, the student/parent pays the school for the cost of replacing the book.
- To preserve the appearance of textbooks, students do not deface the book cover with doodling, drawing, or other markings to preserve the respectful appearance of textbooks.
- To protect from damage, students place all books in book bags before taking them out of the building.
- Grade level teachers inform parents if consumable workbooks are to be covered.

TELEPHONE/CELL PHONE

Under ordinary situations, students may not place or receive telephone calls at school. In the case of an emergency, a staff member will make the call. (To have left homework or lunch at home is not considered an emergency.)

Students who bring cell phones must leave them at the front office in the morning and pick them up before leaving in the afternoon. NO CELL PHONES are allowed in the classrooms. If a student has a cell phone in the classroom it will be confiscated and parents will be required to retrieve it from the office on the first violation. A student who repeatedly violates the cell phone policy will have the phone confiscated and additional disciplinary action will be taken.

STUDENT HEALTH

Health Records

Parents are required to complete a Health Form listing any allergies, serious medical conditions medications and emergency contact information. The school must be notified of any changes that occur during the school year.

Student Emergency Information

Emergency Forms are mailed to parents prior to the opening of school. Parents complete and return emergency information to the school office on or before the first day of school. It is imperative that the school is informed immediately of any change of work or home telephone or address during the year. Children will only be released to the person(s) designated on the emergency form, unless otherwise instructed by the custodial parent/guardian. If there is a change in the family status or a change of the child's name, it is important that the school be informed promptly of the change. In case of a change of custody, a copy of the portion of the court order that names the custodial parent and visitation privileges of non-custodial parent must be on file with the school.

Maryland Immunization Requirements

A child may not enter school, unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the month, day and year of each vaccination and be signed by a physician or health department official.

In the case of religious objection or medical contra-indication, form DHMH 89, must be submitted and kept on file and be approved by the school. Exempted students are to be excluded from school if there is an outbreak of the disease for which they are not immunized.

Allergies

Parents notify the school of their child's allergies including food allergies. School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. If the student carries an EPIPEN with them, the physician must state this requirement on the order.

Medication

The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the physician is required. Medication can only be dispensed with a written order from the student's physician, specifying start and stop date.

Medications to be administered at school must be sent in the original medication container (or box for inhalers). Medicine containers or boxes should include the following:

- name of medication
- directions for use
- time for dispensing
- name of doctor ordering the medication
- date of prescription
- expiration date as stated by the pharmacist
- strength of medication/dosage
- student's name and grade.

Students may not possess, dispense or distribute medication on their own. All medication must be delivered to school by a parent/guardian. Calamine lotion and cough drops may be administered with a note from parents. Cough drops should be brought to school in the original package in a sealed plastic bag with the student's name on it. The package should be given to the student's teacher. Cough drops that contain an anesthetic will be kept in the nurse's office.

Illness

Parents are urged to keep children home when children have flu like symptoms, fever, vomiting, diarrhea, symptoms of a communicable disease, as this can help control epidemics of common cold or viruses. Children should be fever free (without fever reducing medicine) and with no vomiting or diarrhea for 24 hours before returning to school.

If a child becomes ill during the school day, the teacher fills out a Health Room Referral Form for the child to taken to the office. The Health Room staff attends to the student's needs. A completed form is sent home to be signed by the parent, and the signed form is returned to the school office. Parents are contacted if a child is too ill to remain in school.

Parents are notified immediately in the case of serious injury. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact 911 for assistance.

Upon return children are expected to resume normal school activities. A doctor's written and signed request is needed for a student to be excused from Physical Education classes, recess, or be given any other kind of accommodation.

Head Injury

If any injury to the head occurs to a student, then nurse will call the parent and send home a report. As with any visit to the Health Room, the report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Communicable Disease

Parents call the school if their child is diagnosed with a communicable disease. The school will notify the Health Department if required. All reports are confidential. Reportable diseases include the following:

Measles – Regular or German	Tuberculosis
Meningitis	Whooping Cough (Pertussis)
Hepatitis	Rocky Mountain Spotted Fever
Food Poisoning	Human Immune Deficiency
Mumps	Impetigo
Adverse Reactions to Pertussis Vaccine	Chicken Pox (varicella)
Virus Infection (AIDS and all other symptomatic infections)	Lyme Disease
Animal bites/ Rabies	Influenza

Any student with drainage from the eyes associated with conjunctivitis (pinkeye) must be kept at home until under treatment from a doctor. A doctor's note will be required for readmission to school. Students who have Chicken Pox are excluded from school until all lesions are scabbed over.

Students are excluded from school for head lice. A child may return to school when he/she has received the medicated treatment for lice. After the first treatment a child is required to remain out of school for 24 hours. Prior to being admitted to class, the child's head must be checked by the Health Room staff.

Bloodborne Pathogens

Bloodborne Pathogens Standard Exposure Guidelines have been established by the school and reviewed with faculty/staff annually prior to the beginning of school.

Asbestos Management Plan

AHERA – In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, re-inspections, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress. The plan is kept in the principal's office and may be viewed upon request during normal business hours.

Student Accident Insurance

A voluntary student accident insurance plan approved by the Archdiocese is offered at the beginning of the school year. The plan covers the child during school hours and while participating in school activities. Information concerning accident insurance is distributed early in September.

Vision and Hearing Screening

The school follows the directives of Frederick County Health Department and responds to parent's requests for individual testing. Screening is usually done for all students in for vision and for hearing students in

Grades Pre-K, Kindergarten, 1, 4, and 8 as well as for new students in all other grades. Screening may be done by the County or another designated organization.

SUPERVISION OF STUDENTS BEFORE AND AFTER THE SCHOOL DAY

Parents are required to follow the times stipulated when dropping off or picking up students. The school is not responsible for supervision of students before or after the times stated above. The school is not liable for any injuries or accidents which may occur before or after the times stated above. If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pick-up at the designated times. If children are participating in before or after school care, parents must comply with the rules established by the program for drop-off and pick-up.

SCHOOL CAFETERIA

School Lunch

Exemplary table manners and behaviors are expected. Students are asked to bring a healthy lunch that includes fruit, vegetables and a source of protein. Students are not permitted to bring candy or soft drinks for lunch.

A hot lunch program is available five (5) days a week. Menus are sent home monthly and can be found on the website. Children may pack their lunch, however NO MICROWAVE is available for heating foods. Parents are not permitted to deliver restaurant or fast food lunches for their children in lieu of purchasing from the cafeteria or bringing a lunch from home.

As part of our Green School Initiative, children who bring lunch are encouraged to use reusable containers rather than sandwich bags and plastic wraps.

Pizza is served each Friday and the count for lunch is taken on Thursday. Students may order pizza a la carte, or as a part of a full hot lunch.

Pre Pay/Charging for Lunch

The procedures for paying for your child's lunch will be outlined by the homeroom teacher at the beginning of the school year.

Charging: Charging lunch is permitted in exceptional cases only, and never for ice cream or snacks. In an emergency, a child may charge for the entrée and drink or the full lunch and drink. Snacks, sides, extra drinks and ice cream may not be charged. Parents will be notified by the cafeteria when a child charges lunch.

Extras and Snacks: Students are not permitted to purchase extras/snacks until they have eaten an entrée either purchased from school or brought from home.

SCHOOL BUS SERVICE

Every person in the school community is committed to maintaining high standards of safety for bus transportation. To guarantee safe transportation all students follow the code of conduct for bus riders, whether using for regular transportation to or from school or for field trips. The school has the right to deny bus privileges to students who endanger their own or others safety by not following the code of conduct.

Bus riders are expected to keep the following rules:

- Follow directions of the driver the first time given
- Remain seated, facing forward at all times bus

- Keep head, arms, hands to self; never outside window
- Respect person and belongings of all riders
- Observe rules about bullying, inappropriate comments, language or other kinds of disrespect to riders
- Refrain from eating, drinking, chewing gum on the bus
- Remain in assigned seat unless directed otherwise
- Refrain from playing with toys, using electronic games, other electronic devices unless given specific permission
- Safely board and exit the bus

Mother Seton Frederick Bus: A Mother Seton School bus serves students from Frederick, Walkersville, Woodsboro, Lewistown and environs. Parents pay for this service. Current bus rates are listed on the registration form. Please contact the school office to register. Only registered regular students may ride this bus. No additional students are permitted. Parents register for this service at the time of school registration.

Frederick County Public School Bus Service: Students who live within a mile radius of the school may ride the Frederick County Public School buses. Contact the Frederick County Board of Education transportation office at 301-644-5366 for schedules.

St. Joseph's Taneytown: Owned by St. Joseph's Parish, Taneytown. Non-parishioner parents pay for this service. Call 410-756-2500.

Gettysburg Bus: Students living in the Gettysburg school district may ride a bus provided by them. Contact the Gettysburg Department of Transportation: 717-334-6254 x1263.

Fairfield Bus: Students living in the Fairfield school district may ride a bus provided by them. Contact the Fairfield Department of Transportation: 717-642 2028.

Waynesboro Bus: Students living in the Waynesboro school district may ride a bus provided by them. Contact the Waynesboro Department of Transportation: 717-762 1191.

Littlestown Bus: Students living in the Littlestown school district may ride a bus provided by them. Contact the Littlestown Department of Transportation: 717-359-4146 X1272.

EMERGENCY PREPAREDNESS

MSS Emergency Plan

Following the directives of the Archdiocese and Frederick County, Mother Seton School updates its Emergency Plan and Emergency Response Procedures annually.

General information about the plan is communicated to parents through announcements, bulletins, and more detailed information is contained in the Emergency Plan, a copy of which is kept in the school office.

Drills are held periodically to familiarize all staff and students with responses for various scenarios including fire, tornado, lockdown drills and off site evacuation. Staff reviews plans and participates in safety training as part of Staff Development annually, or more frequently as necessary.

Alternative Sites: If emergency shelter is required, the following alternative site has been established.

St. Joseph House, 333 South Seton Avenue, Emmitsburg, MD 21727

Reunification Plan:

St. Joseph House:

- Parking for Parents is available at the St. Catherine's and Shrine Parking lot

- **Requesting Station:** for parents to request child to be released located at entrance to St. Joseph House facing Shrine parking lot, it is the circle drive with St. Joseph statue by entrance. The parent or adult coming to request release of child must be listed on emergency form, and must show ID. When arriving, parents form lines and follow directions of staff at requesting station.
- **Releasing Station:** St Catherine's Nursing Center entrance facing MSS school and town. After parent requests for a student to be released, they will proceed to the entrance at St. Catherine's to receive their child. Prior to a parent, receiving the child, he/she shows release paper provided at releasing station and ID to staff at releasing station.

In the event, a second alternate site is needed for reunification, we will use St. Joseph's parish hall.
St. Joseph Parish Hall:

- Parking for Parents, street parking
- **Requesting Station:** for parents to request child to be released located at Parish Office, 47 DePaul Street. Parent or adult coming to request release of child must be listed on emergency form, and must show ID. When arrive form lines and follow directions of staff at requesting station.
- **Releasing Station:** St Joseph Parish Hall entrance adjacent to Parish Office. Parent picking up child shows release paper provided at releasing station and ID to staff at releasing station.

Emergency Announcements

Mother Seton School uses the **SwiftReach** program for emergency announcements. Parents are automatically signed up for this service through PowerSchool. The parent is to enter the account and designate the type of message to be received by text, phone, e-mail or all three. It is the parent's responsibility to insure that the contact information is correct for parents and emergency contacts. If changes occur during the year, the parents may contact **Terry Smith** to have this information updated on our records and they may use the online system to update their own contact information.

Weather: In the event of inclement weather before or during school, Mother Seton School will follow decisions the Frederick County Public Schools (also mentioned as Catoclin Feeder Schools and/or Emmitsburg Elementary School).

In the event of a delayed start, Pre-K students will be dismissed at 12:30. Extended day still dismisses at usual time.

Please do not call school, following an **SwiftReach** message about emergency closures or delayed starts. This monopolizes the phone system and our office staff during a time when they are to attend to emergency protocols which impact students. For more information, you can also listen to radio and TV announcements, or check the Mother Seton School website (www.mothersetonschool.org), and social media. *When watching for school closures on TV/Radio, please be sure it is for **Frederick, MD** and not Frederick, VA.*

In event of severe storm with high winds MSS will follow a safety first protocol, verify safety through FCPS, and if applicable, follow guidance from Frederick Emergency Management Agency.to release students at dismissal or shelter in place until it is safe for students to be dismissed.

See *Emergency Delayed Opening, Early Dismissal, Cancellation of School and After School Care* for details regarding weather related announcements.

CHILD SAFETY AND PROTECTION

Policy for the Protection of Children and Youth

Mother Seton School is committed to providing a safe environment for children and youth. This commitment is expressed in policies for the protection of children and youth.

Mother Seton School has established policies, provides staff training, and collects required documentation of all persons who have substantial contact with children enrolled at Mother Seton School.

Parents and others who volunteer at Mother Seton School participate in training/screening with regard to child abuse and protection of children through their local parish or Mother Seton School. This training includes:

1. Complete the Application for Volunteer Service
2. Submit required references
3. Complete Criminal History Screening Consent Form
4. Participate in Youth Protection training modules

Mother Seton School will accept Parish Screening Clearance. Parishes in the Archdiocese of Baltimore use the online training, Shield the Vulnerable. If you have completed Virtus training, print out the certificate of completion and submit this to Mrs. Smith.

Reporting Child Abuse and Neglect

Maryland law requires that all educators and other school employees, including volunteers, report suspected child abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the Principal.

Visitors

In order to ensure a safe environment for your child, all doors will remain locked throughout the school day and all visitors enter by the front door, report to the school office, and submit a Driver's License or other Government issued ID before visiting any other part of the school building. Visitors wear a Visitor ID badge. MSS will be utilizing **Raptor Security Software** for all visitors on campus regardless of the purpose of the visit. Please make sure you have your ID with you when you enter the school building.

STUDENT UNIFORM/DRESS CODE

General Guidelines

School uniforms are worn by students in Kindergarten through Grade 8 beginning the first day of school. Students are required to arrive and leave school in complete uniform. Students are in complete uniform throughout the day. Parents are encouraged to contact the school if clarification of any element of the dress code is necessary. To avoid loss of clothing, **parents assist their children to label sweaters, sweatshirts, outer wear clearly with name and grade.**

Vendors: Uniforms can be purchased through Dennis Uniforms or Lands' End.

Dennis: ALL uniform requirements can be purchased through Dennis EXCEPT PHYSICAL EDUCATION SHORTS AND GIRLS' KHAKI SKORTS

School Code: BT00MS

Retail Store 1110C North Rolling Road, Catonsville, MD 21228

Phone 800 854 6951 410 869 4682 FAX 410869 4685

On line orders: www.dennisuniform.com

Scripts: Available through MSS

Annual Brochure with uniform pricing, products available from school office

Lands' End: All uniforms can be purchased through Lands' End **EXCEPT THE PHYSICAL EDUCATION PANTS AND GIRLS' PLAID SKORT**

School Code: 900155508

Retail Store SEARS retail stores have limited stock of khaki pants and shorts

Phone 800 469 2222

On line orders: www.landsend.com/school

Script: Available on line

Expectations of Students

Parents teach their children to show pride in their school by conforming to school standards regarding dress, personal appearance, and hygiene, jewelry, and hair styles as explained below:

- Students are well-groomed, maintain a neat appearance, and wear their school uniform with pride. Uniforms are in good repair and properly fitted, with shirts long enough to be neatly tucked in.
- Colored T-shirts, those containing lettering/graphics, or patterned camisoles are not worn under uniform shirts.
- Students are permitted to wear a watch, but no other bracelets, unless they are allergy, or health emergency bands
- Uniform shirts are tucked in except during PE class. Shirts remain tucked in departing from school and on the school bus.
- Jumpers, skirts, knit shirts, khaki pants, skorts, and shorts, sweaters, and vests are purchased from DENNIS or Lands' End only.
- Mesh gym shorts may only be purchased via Land's End. Logo is not required for gym shorts or sweatpants. Gym sweatpants can still be purchased through Dennis Uniform also.
- Lengths of girl's jumpers or skorts are no shorter than 2 inches above the knee. Socks are 3-4 inches above the top of the shoe.
- Jackets and hats are not worn in the school building.
- Girls limit jewelry to one pair of stud or button earrings, one ring and a small necklace with medal or cross. Boys limit jewelry to one ring and a small necklace with a small medal or cross. Parents and staff guide students in selection of appropriate jewelry to wear with school uniform.
- Hair is neatly styled. Students and parents understand that fad haircuts, artificially dyed hair, highlighted hair, and radical style cuts do not complement the school uniform and are inappropriate for school.
- Boys keep a traditional boy's haircut, trimmed above the ears, off collar, and above the eyebrows.
- Girls limit hair adornments to a simple ribbon, headband, or band to tie the hair. For safety and appearance, ribbons are short and do not hang down the back.
- Students do not wear make-up, use only clear polish for nails, and transparent lip balm.
- The school staff assists students in determining what is acceptable

Girls Uniform – Grades 1-5

Navy and green plaid jumper with scoop neck and A-line styling or Khaki skort or pants, all worn with a white or hunter green short or long sleeve MSS logo knit shirt.

Girls Uniform – Grades 6-8

Navy and green plaid or khaki skort, length reaching to no more than 2 inches above the knees, or khaki pants, both worn with a white or hunter green short or long sleeve MSS logo knit shirt

Boys Uniform – Grades 1-8

Khaki pants worn with a white or hunter green short or long sleeve MSS logo knit shirt.

Boys and Girls Uniform – Grades 1-8

Belts: Solid or braided black or brown belts. Belts must be worn with pants or shorts (except for Grade 1).

Shoes: Clean, SOLID WHITE traditional athletic shoes (sneakers) with non-marking soles, low cut with backs, suitable for physical education activities on a gymnasium floor (Velcro or white laces). No other colors, designs, or decorations are acceptable.

Socks: PLAIN white, navy blue, or hunter green knee high, crew, or quarter socks or tights. Socks must be at least 3-4 inches above the top of the shoe. No decorations or logos allowed on socks.

Hoodies: Hunter green MSS logo zip-front

Sweatshirts: May be worn in place of sweater inside the classroom on cold weather days.

Pre-Kindergarten Uniform

See the Pre-K Parent Handbook for dress code

Kindergarten Uniform

Kindergarten children wear the MSS gym uniform throughout the year.

Winter uniform includes: MSS logo white or hunter polo shirt and green sweatpants Warm weather uniform includes option for school logo tan cotton shirt and shorts Shoes are the same for Kindergarten through Grade 8.

Optional Warm Weather Uniform (Grades 1-8)

Warm weather uniform may be worn from beginning of school til October 15th and April 15th through June.

Grades 1-8 - Khaki walking shorts with white or hunter green short-sleeve or MSS logo knit shirt.

Physical Education Uniform

Hunter green mesh shorts worn with white or hunter green short sleeve MSS logo knit shirt or MSS logo P.E. T-shirt (warm weather). Tan P.E. shirts are being phased out and worn for a final year this year. Information on the navy P.E. t-shirt to be ordered was sent home in July.

Hunter green MSS logo sweatshirt and sweatpants with white knit or MSS logo knit shirt (cold weather). PE Uniform pants are worn only on gym day. Students may wear the sweatshirt in colder weather instead of a sweater.

Out of Uniform Days

Special permission to be out of uniform is periodically given to individuals, classes, or the entire school.

Birthday: Students have permission to be out of uniform on their birthday. Summer birthday out of uniform privilege is arranged with the homeroom teacher.

Tag Day: Student Council may sponsor occasional "Tag Days" for various projects. Notices are sent home in the Tuesday Newsletter regarding the fee to come out of uniform. The notice will state if it is a full out of uniform day, or a shirt only out of uniform privilege. The designation for the funds collected will also be in the notification.

All School Out of uniform days: Notices are sent home via the Tuesday Newsletter regarding out of uniform days. If a fee is collected for an out of uniform day, the destination of funds collected is announced. On these days, students wear appropriate, modest, safe, and respectful attire for school. Skirts are appropriate length (no more than 2 inches above the knee); students opting to wear shorts must also be of modest length. Students are not to wear spaghetti string tops, low cut tops, racer back tops, etc. Inappropriate text, graphics on t-shirts is not permitted. For safety, school shoes are required. If a student is not appropriately dressed, the school will provide a uniform from the school uniform closet for the student to wear.

If an out of uniform day falls on a scheduled P.E. day, clothing suitable for physical activity and sneakers should be worn.

The school uniform code will be enforced by the teachers and administration. Students who are not in full uniform will be issued a uniform notice to be signed by parents. Students who repeatedly violate the uniform code and receive three uniform notices will not be eligible to participate in the following scheduled Tag day or out of uniform day.

ATTENTION PARENTS/GUARDIAN:

**Complete page 46, tear off and return to
school by
Friday, September 14, 2018**



**MOTHER SETON SCHOOL
SCHOOL HANDBOOK RECEIPT OF HANDBOOK FORM**

(I) We have received and read the Mother Seton School Handbook and agree to abide by the policies established therein. .

Parent/Legal Guardian Name (Print)

Signature of Parent/Legal Guardian

Parent/Legal Guardian Name (Print)

Signature of Parent/Legal Guardian

Student Name(s) (Print)

Signature(s) of Student(s)

DATE _____

To be returned on or before Friday, September 14, 2018