

MOTHER SETON SCHOOL
PARENT - STUDENT HANDBOOK
2013-2014



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 in the parent newsletter of any changes made. This Parent/Student 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 Baltimore Archdiocesan Division of Catholic Schools 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.

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. A member of the Provincial Council of the Province is an ex-officio member of the Board.

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.

Statement of Non-Discrimination

Mother Seton School admits students of any race, color, religion, national or ethnic origin to all the rights, privileges, programs and activities generally made available to all students at the school. The school does not discriminate on the basis of gender, race, color, national or ethnic origin in the administration of its policies.

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 local public schools as stated above. Parents may contact their local public school administrator for information about the process to obtain permission from the public school for early admission of children who do not meet the age requirement for Pre-K and

Kindergarten. Once the approval has been granted by the public school district in which the child resides, parents may contact Mother Seton School for early admission.

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 also 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

For current registration and admissions information see Mother Seton School Website www.mothersetonschool.org

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.

Loss of Attendance Privileges

Mother Seton School students accept responsibility for conducting themselves in a manner consistent with the mission and values of a Catholic 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.

HOME AND SCHOOL PARTNERSHIP

Family/Volunteer Participation

Mother Seton School encourages parents, grandparents, and others, 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 book in the school office.

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. 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 a day or two for a response. Please suggest available dates and times to meet. Should a request remain unanswered after allowing sufficient time, parents are requested to call the office with a reminder.

Parents whose children are experiencing any kind of difficulty or appear upset about a school situation, listen attentively to the child, and if they cannot resolve the difficulty easily, contact the school staff person involved with the situation, the principal, assistant principal, or counselor. The time taken for communication demonstrates respect for the child and the importance of working closely with school staff in order to resolve the difficulty based upon the best information possible.

Communication, respect, and openness build a strong school community where adults mutually support one another to assist the child in handling particular situations.

Tuesday School Newsletter and Other Notices

Each student receives a “Tuesday Folder” at the start of the school year for carrying home weekly school communications including: Tuesday Newsletters, community bulletins, classroom and school wide special events, monthly calendars 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

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 guaranteed parents by this act and related procedures of Mother Seton School are as follows:

Right: Parents have the right to inspect and review the student's education records maintained by the School.

Procedure: Parents submit to the principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent of the time and place where the records may be inspected. A representative of the school will remain present during the review by the parent.

Non-custodial parents, in the absence of a court order to the contrary, will be accorded the same rights as the custodial parent. It is the responsibility of the custodial parent to provide the school with an official copy of any court orders or legal agreements to the contrary.

Right: 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.

Procedure: Parents who wish to request an amendment of the student's records write to the 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.

Right: 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 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. A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member; a person or company with whom the School has contracted to provide a service; 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.
- 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.

Right: 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.

Procedure: Parents who do not want the Mother Seton School to disclose the above directory information without their prior written consent must notify the principal annually, in writing by the end of the first week of school. Mother Seton School has designated the following as directory information:

- Student's name
- Participation in officially recognized activities

- Address
- Telephone listing
- Electronic mail address
- Photograph
- Honors and awards received
- Date and place of birth
- Dates of attendance
- Grade level

Right: 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.

Homeroom Parents

Each homeroom has a parent volunteer, who serves as chairperson to gather other volunteer parents to help the teacher with special events, holiday celebrations, class trips, etc. At the beginning of the school year, homeroom teachers request a homeroom parent volunteer.

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

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.

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.

Officers of the HSA meet monthly. General meetings for all parents are scheduled twice each year. Financial Reports are provided through Tuesday Newsletters and at the general meetings.

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.

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, seasonal 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. Textbooks have been approved for use 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 has celebrated 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.

Parents receive written notice prior to the beginning of the instructional program which usually takes place between March and May. Contents and materials of the Family Life and Child Protection program are made available to parents during parent meetings and/or 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. School based curriculum maps incorporate Archdiocesan curriculum standards as well as the Common Core Standards. Parents become familiar with standards and contents of curriculum maps through classroom communications stating goals, expectations for particular segments of instruction. Parents may request to review full texts of

standards and curriculum maps from PreK-Grade 8. Binders are housed in the office and requests are made to the principal.

Pre-Kindergarten

Mother Seton School PreK 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 5th grade 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 from 8:25 to 11:15 a.m. Parents have an option to enroll children in extended day until school dismisses at 2:45 p.m. or in full after care until 6:00 p.m. Students remaining for extended 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 and Common Core Standards. 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 includes 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 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 as well as the Common Core Standards, 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 includes 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, and phonics and word recognition, fluency. Vocabulary acquisition and use occurs within the reading class.

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 Writing 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 fo 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.

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, describe 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 as well as Common Core Standards in Language Arts and Math.

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 a study of the Catholic Faith in relation to both the Hebrew and Christian scriptures, 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.

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. Algebra I is offered in 8th grade to students who qualify for this program. Placement of students is made after study of 6th grade math progress report grades – A average for the year and standardized test results (Stanine 7 or higher). Parents are notified at the time of the final report card for 6th grade of the child's placement for 7th grade Pre Algebra class. Students who successfully complete this course are admitted into the 8th grade Algebra class.

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 the four language skills: speaking, listening, reading, and writing. Depending upon entrance requirements of various high schools, students may be eligible to enter Spanish II. Parents are advised of these requirements during the time of the Back to School Parent information session.

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 life long learners and instructed on the use of both print and non-print resources. Weekly 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.

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 about practice skills.

Grade 4 – Students utilize their knowledge of basic elements to identify symbols in printed music. Students are introduced to the ballet, harmony, and American folk music.

Grade 5 – Students are introduced to Sea Chanteys, music terms for dynamic, the opera, 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, Blue, Ragtime, Dixieland, Jazz, Swing, Crooner, American Musical Theatre, Gershwin, Folk, Country and Rock. Activities include worksheets, listening, dancing, movies, 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 habits and the personal satisfaction which comes through engaging in independent learning.

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

The amount of homework a child may have on any given day will vary depending upon the nature of the subject; the amount of work the child completed in school that day and the speed at which the child completes his/her work at home.

Generally speaking parents can expect students to complete homework within the recommended time allotments:

Kindergarten	10-15 minutes
Grades 1-2	20-30 minutes
Grade 3	30-40 minutes
Grade 4	40-50 minutes
Grade 5	50-60 minutes
Grades 6-8	60-90 minutes

Parents are asked to consult the teacher when the child comes home regularly without any homework or with too much homework, or complains frequently about assignments. Home and school together can usually find a means to resolve these issues.

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. Parents and teachers of very young children assume this responsibility for them.

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 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. PreK students do not have make up work.

Field Trips

Field trips support the educational program by providing a valuable learning experience in an alternative learning environment. In advance of the trip, a permission form describing destination, purpose, means of transportation and fees, is sent home by the teacher sponsoring the trip. A student will be permitted to attend the trip only if the permission form is signed by the parent/legal guardian and returned with the required fee to the teacher by the specified date. All students participating in the field trip must follow the transportation plan, noted on the signed permission form.

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 extraordinary 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.

In most cases, 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) participate as chaperones on field trips as the need arises. Chaperones placed in charge of a group of students are responsible for the students' safety while in their charge. Therefore, because of safety and liability factors, pre-school siblings and other school-aged siblings are not allowed to participate in the field trip.

To chaperone on a field trip, parent(s)/guardian(s)/other adults must have documentation of having completed the Child 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 Pre-K through the 8th grade. The Center is staffed by specially trained 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 identified learners. The length and extent of support services depends upon the student's academic need and availability of services.

Referrals 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 Director/School Counselor, Learning Center Coordinator or Principal to discuss the possibility of services. Student and family confidentiality is respected throughout the student assistance process.

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.

Guidance Counselor

The goal of the counseling 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 counseling program to supplement learning from home through individual support and classroom guidance.

Parents are encouraged to contact the School Counselor to obtain additional information on specific concerns or resources. The School Counselor is in the building three days each week and can be contacted by note or phone message.

ASSESSING AND REPORTING STUDENT PROGRESS

Assessment

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

Standardized testing is conducted annually to assess student progress in relation to other students of the same age and/or grade nationally.

Reporting Progress

Interims

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

In Grades 3-8, parents/guardians who have been granted access to their child's grades through Power School may routinely view their child's progress electronically. For parents/guardians who do not have access to Power School, the school will provide a mid-trimester report of the student's progress if requested. Parents contact the Power School Coordinator to request these reports.

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

Progress Reports

At the end of each trimester, written 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 one to two weeks after school closes.

Marking Codes

Academic Subjects

Pre-K-2	Grades 3-8
I Independent	A+ 97-100 C+ 80-84
P Progressing	A 93-96 C 75-79
E Emerging	B+ 89-92 D 70-74
NA Not Assessed	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

P	Demonstrates Proficiency
V	Very Good Progress
G	Good Progress
S	Satisfactory
I	Improvement Needed
N	Not Progressing

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.

Promotion

Students are promoted to the next grade upon successful completion of all subjects in a given school year. If a student fails to successfully complete the required educational program, after appropriate interventions have been provided, the principal reserves the right to retain the student at the current grade level, or recommend alternative placement.

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 may be retained.

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.

Achievement and Aptitude

Mother Seton School follows the Archdiocesan Division of Catholic Schools guidelines for administering standardized tests. In the spring, the Stanford 10 (achievement) and the Otis-Lennon School Ability Test (OLSAT) are administered to students in Grades 3-8. Home reports are mailed to parents with the final report card if they arrive from the scoring service on time.

An information session is usually held in the fall to assist parents in interpreting test results. 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. Overall outcomes are shared during a parent meeting.

STUDENT ACTIVITIES AND CLUBS

Art Angels

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 an Art Angel sign up sheets are available the first week of school. There are twelve available openings. Due to the limited number of openings for the privilege to be a member of Art Angels, students who are consistently late 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) major 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. Chorus 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.

Peer Mediation

The Peer Mediation program aims to build a more peaceable atmosphere within the school community and teach students alternate ways to handle conflicts with their friends. Peer Mediation gives students the tools they need to solve their conflicts with others peaceably. Students at all grade levels benefit from the help of other students as peacemakers.

Peer Mediators are selected by their peers and are trained in the mediation process by the School Counselor and a faculty member.

Healthy Eating Club

Sixth grade students are invited to join a healthy eating club which meets on the last Friday of every month 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.

SET Club (Science Engineering, and Tech)

This is a new club! The Club is open to students in grades 3-4 who are excited about Science, Engineering, and Technology want to learn more. The club meets the first Thursday of each month from 3:00 to 4:30. Activities involve both hands on and virtual design, innovation and construction.

Students pay \$10 to defray material costs. Students apply to join the club using the form provided by the teacher moderator.

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.

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 on the 1st Thursday of the month for team building, prayer, planning service, and outreach projects.

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

Members form teams of 4-5 students lead by an adult sponsor to work at service sites of their choice two to three times monthly 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 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.

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 formation to thoughtful, responsible behavior at home and at school.

The staff strives to respect the uniqueness and value of each student, and cooperates with parents and students in establishing an atmosphere of honesty, trust, and respect.

Discipline Code-General Guidelines

The ultimate 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.

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 within and outside the school day, on or off school property. Additionally, the discipline code extends beyond the school day, premises, and activities to the extent that outside activities of students impact the physical and emotional health and safety of classmates and/or have an adverse effect upon the school climate.

In particular, infractions involving communication either verbally, hand written, or through technology 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 its students, faculty, or staff will be treated as serious school infractions.

Grade/Unit 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 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 of the grade or unit.

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 or disrespecting others
- Disruptive conduct in class, school bus, or on school property, or when representing the school (field trips, assemblies, etc.)
- Possession, use of magazines, toys, sports equipment or similar objects on bus, in school, during school sponsored events without staff permission
- 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 without permission of teachers.
- Disrespect 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:

- Stealing/cheating/lying
- Fighting
- Obscene, rude, humiliating, or vulgar language either verbally, or by means of 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
- Truancy: 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

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:

Repeated failure to abide by school and classroom rules causing disruption of school life and classmates' instruction, and/or personal academic progress

- Possession or consumption of any drug, look-alike drug, alcohol, or cigarettes while at school or while attending a school function.
- 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
- Theft or extortion
- Fighting
- 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.
- occurs on or off school premises, during or outside of school hours
- Engaging in illegal activities

Suspension

Conditions of suspension depend upon the circumstances of the case and are determined by the administration. Suspension may be held in school or at home from one hour to one or more days.

A student serving in-school suspension may 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 still responsible for missed work. After the specified amount of time for suspension, the student and parent will meet with administration for reinstatement. Administration reserves the right to determine the conditions for reinstatement.

Expulsion

Expulsion is handled case by case. 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. 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.

Harassment Policy

Mother Seton School adheres to the Archdiocesan Harassment Policy. 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, gender, national origin, religion, age disability, handicap, or protected

activity. 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 Prevention, Intervention and Response Policy (March 23, 2012)

Mother Seton School adheres to the bullying prevention, intervention and response policy for Catholic Schools of the Archdiocese of Baltimore. The full text of the Archdiocesan Bullying Prevention, Intervention and Response Policy can be found on the Mother Seton School Website www.mothersetonschool.org. Look under the tab Parents and Students. Follow the link for Policies and Procedures: Bullying.

The amended policy adopted by Mother Seton School follows. 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.

I. Policy Statement

Bullying, harassment, intimidation or retaliation (as defined in this Handbook) of any student is prohibited at Mother Seton School. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children. To foster a school environment where all students are educated in a safe and caring atmosphere, Mother Seton School will follow established procedures for prevention, intervention and response.

Mother Seton will educate students and families about the dangers that result when students are targets/victims of bullying, and strategies for intervening when these incidents do occur. Students are informed of policy and reporting procedures during orientation sessions in classes during the first week of school.

Bullying, harassment, intimidation, or retaliation against anyone who has reported these behaviors is prohibited. Students engaging in these behaviors 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. Any illegal behaviors will be reported to the appropriate local authorities and the Canonical Representative.

The discrimination and harassment of students on the basis of race, color, sex, national origin, religion, disability or handicap are addressed under the Harassment

Statement in this section of the Parent Handbook. Suspected abuse or neglect of students is addressed in the section on Child Safety and Protection.

II. Definitions

As used in this policy:

Bullying, harassment, or intimidation means any intentional written, verbal, or physical act, including an electronic communication, that i) 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 ii) occurs on school property, at a school activity or event, or on a school bus; or substantially disrupts the orderly operation of the school.

Electronic technology: communication transmitted by means of any electronic device, including but not limited to a telephone, cellular phone, computer, pager.

Retaliation: an act of reprisal or revenge, i.e., getting back at a person for an act he /she committed (such as reporting misconduct).

III. 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 principal 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.

School Board members will be apprised of the negative impact of bullying for students, the family and the school community and the school's bullying prevention, intervention and response policy and education protocols.

IV. Intervention

Depending upon circumstances the school principal, assistant principal, counselor, 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 principal 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 witnesses, and whose mental or physical health, safety, or academic performance has been impaired.

V. Procedures for Reporting

1. When a student reports that he/she is or has been the target/victim of bullying, harassment, or intimidation, the staff member will respond appropriately by intervening and subsequently report the incident to the school principal or designee using the designated reporting form.
2. If a student wishes to discuss the incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age appropriate way of doing so.
3. Students are encouraged to report using the Bullying Prevention, Intervention and Response Reporting Form. A student may request assistance from a staff member to complete the Bullying Prevention, Intervention and Response Reporting Form at school.
4. Reports using the Bullying Prevention, Intervention and Response Reporting Form may be submitted to the school principal in person, by mail, or electronically.
5. Reporting forms can be obtained from the school office, from the School Counselor, online at the address above, or from the classroom teacher.

VI. Procedures for Investigating

1. All reports will be completed using the Bullying, Harassment, or Intimidation Reporting Form. Reports must be promptly and appropriately investigated by the school principal or their designee upon receipt of a reporting form.
2. The school principal or designee will take steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role.
3. Other related complaints, if any, will be reviewed in making the determination as to whether bullying, harassment or intimidation occurred.

4. 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.
5. The school principal 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.

VII. 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, counseling, education on effects of bullying, behavioral plan, referral to agency for counseling or behavioral management program.

Search and Seizure

The administration and authorized staff of the school reserve the right to conduct reasonable searches of students, visitors, and areas under their control (desks, personal belongings, cars, etc.) in cases of suspected violation of school standards of behavior.

Desks, lockers, and coat rooms are property of the school and can be searched at any time. The principal or designee may, but is not required to, request the student's consent for search of personal belongings. Failure of the student to give consent may result in automatic expulsion from the school.

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.

Hints about textbook care:

- 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 to protect from damage.
- Grade level teachers inform parents if consumable workbooks are to be covered.

School Bus

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
- Board and alight from bus safely

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 are not permitted to bring cell phones to school except in extraordinary circumstances. Parents submit a written request to the principal to grant an exception. Students who need to 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.

Acceptable Internet Use Policy

Technology is a highly useful resource to support and enhance student learning. As an integral part of the learning environment, Mother Seton School has established certain regulations to assure its proper use and effectiveness.

It is a privilege for students to be granted permission to use technology including Internet access. Prior to being allowed access to the Internet in the computer lab or classroom, students and a parent/guardian review rules for use of the Internet and sign an agreement to abide by the regulations for Acceptable Use of the Internet.

Should a student violate these regulations, the privilege to access the Internet will be terminated and future access may be denied. Disciplinary action as outlined in this handbook will be taken.

DAILY SCHOOL ROUTINES

Daily Schedule

Grades K-8

Morning Supervision	8:00 a.m.
School Begins	8:25 a.m.
Lunch Periods	11:45 – 1:00 p.m.
Dismissal	2:50 p.m.

PreK daily routines are outlined in more detail in the PreK Parent Handbook

See (Page 23) *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. – 8:25 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 2:40 p.m. as described in the section on Early Departure. Early dismissal after 2:40 p.m. is granted only for extreme emergency. After 2:40 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 driveway side. Students whose parents repeatedly fail to pick them up by 3:05 PM will be sent to the After Care Program and a fee will be charged.

Order of Dismissal

- 2:45 Closing Announcements and Prayer
- 2:50 Bus Riders: Frederick and Taneytown, Waynesboro, Fairfield & Gettysburg, Emmitsburg Early Learning Center, Bike Riders, Walkers
- 2:55 Car Riders
- 3:05 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 Before/After School Care, Mother Seton School is not responsible for the supervision of students before 8:00 a.m. or after 3:05 p.m. unless they are registered for the Before- and After-School Program.

Students who dismiss with all remaining car riders must be picked up by 3:05 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.

Parents who consistently fail to pick up promptly will be requested to register their children for After Care if they are not already registered.

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. 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 Before and After School Care Program follow the decisions of Frederick County Public Schools for delayed opening, early dismissal, emergency closing, and cancellation of evening activities.

Any deviation from this policy is communicated: through postings on the MSS Home Page, email notices through Schools Out/Find Out First for families who have subscribed, and announcements on local radio stations WARK-1490AM,

Hagerstown, MD; WHVR-1280AM, Hanover, PA; WYCR-98.5FM, York, PA; WGTY-107.7FM, Gettysburg, PA; WGET-1320AM, Gettysburg, PA; WFMD-930AM, Frederick, MD and WFRE-99.9FM, Frederick, MD.

PreK dismisses at 12:30 p.m. on days when there is a delayed opening.

No hot lunch is served when school opening is delayed. Drinks may be purchased.

Pre-K Extended Day which usually dismisses at 2:50 p.m. 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 a reasonably safe travel home.

Call the school office number 301-447-3161 by 4:30 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.

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.

Parents are requested to schedule family vacations on school holidays and make appointments outside regular school hours.

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

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.

Upon returning to school, the student brings a note of excuse to his or her homeroom teacher signed by a parent/legal guardian stating the dates and reason for absence and validated by a doctor, if applicable. Ordinarily a child is not permitted to return to school until well enough to participate in school activities, including recess and physical education classes. Exceptions are granted if a note to this effect is provided by the health care provider.

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

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

Requests for assignments to be given a family in advance of a planned unexcused extended absence can be honored by faculty only on a limited basis. 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.

Tardiness

The bell rings at 8:25 a.m. for students to enter their classrooms and prepare for opening exercises which begin at 8:35 a.m. Students who are not in school by 8:25 a.m. are considered late.

Excessive tardiness will result in disciplinary action determined at the grade and unit levels. Disciplinary action may include after school detention.

Early Departure

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 2:50 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.

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

Extended Day, PreK	11:15 until school dismissal
After School Care, PreK-8	Dismissal until 6:00 p.m.

Days

Before and after care open on full school days
After Care is open on all scheduled early dismissal days, except the first, second, and last day of school.

Note: To provide after care service on early dismissal days, a minimum of 6 students must be in attendance until 4:30 p.m. Surveys are conducted by the After Care Director a week in advance to determine if a sufficient number of

students will be in attendance on early dismissal days.

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

STUDENT HEALTH

Health Records

Parents are required to complete a Health Form listing any allergies, serious medical conditions and medications. Parents notify the school of 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.

Immunization Requirements

A child may not enter school unless an official immunization record or other appropriate documentation of immunization status is on file. The immunization record must have the month/day/year of each vaccination, signature of the physician or health department official, and be approved by the school. A parent must show a medical contraindication, signed by a doctor, for his or her child to be excused.

Allergies

Parents notify the school of their child's allergies including food allergies at the beginning of the school year and as these are diagnosed during the school year. To assure timely notification parents inform the child's homeroom teacher prior to school opening when severity of allergic conditions warrant.

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 dates.

Physician forms are available in the school office. The original medication container or box for inhalers should include the following: name of medication, directions for use, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name. Students may not possess, dispense or distribute medication on their own.

School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. All medications including EpiPen are kept in the Health Room. All medication must be delivered to the Health Room with the physician's order attached, by a parent/guardian. It is the responsibility of the parent/guardian to pick up unused medications at the end of the school year.

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 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 take to the office. Health office staff attends to the student's needs. A completed form is sent home to be signed by the parent, and the bottom portion of the 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 a child sustains any type of head injury, parents are contacted and a report is sent home to be signed 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.

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.

Communicable Disease

Parents call the school if their child is diagnosed with a communicable disease. The school must notify the Health Department. All reports are confidential. The following communicable diseases/conditions need to be reported:

Measles – Regular or German	Tuberculosis
Meningitis	Whooping Cough
Hepatitis	Rocky Mountain Spotted Fever
Food Poisoning	Human Immune Deficiency
Pediculosis (head lice)	Impetigo
Adverse Reactions to Pertussis Vaccine	Chickenpox
Virus Infection (AIDS and all other symptomatic infections)	Lyme Disease
MRSA (Methicillin-Resistant Staphylococcus Aureus)	

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 chickenpox 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 is free of lice and nits. A child must be examined by school personnel before she/he can return to class.

Bloodborne Pathogens

Bloodborne Pathogens Standard Exposure Guidelines have been established by the school.

Asbestos Management Plan

Mother Seton School has been inspected for friable and non-friable asbestos according to the 1986 Congressional Asbestos Hazard Emergency Response Act (AHERA). The Asbestos Management Plan is in the school office.

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 insurance is distributed early in September.

SCHOOL CAFETERIA

School Lunch

Exemplary table manners and behaviors are expected.

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 discouraged from delivering 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.

Pre Pay / Charging for Lunch

Pre-Kindergarten: To assist parents to monitor their children's purchases PreK students order and prepay lunch on a weekly basis. Order forms are sent home each Friday and returned on Monday with payment for the week.

Grades K-1-2 Parents send in money and order daily using the envelope provided by the teachers. Parents send exact change please!

Grades 3-8: Students of grades 1-8 purchase lunch on a daily basis, moving through the cafeteria line and paying cashier directly. Please avoid prepays and charges as this creates a heavy workload for a limited staff.

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, drinks and ice cream may not be charged. A second charge is not permitted until the first charge has been paid.

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.

Delayed Opening: No hot lunch is served when school opening is delayed. Drinks may be purchased.

SCHOOL BUS SERVICE

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 outside 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: 717-334-6454.

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

Emmitsburg Child Care: Students attending the Emmitsburg Child Care (formerly Seton Center) will be transported to and from Mother Seton School by the Emmitsburg Child Care Van.

HOT WEATHER PLAN

Presently MSS is engaged with Engineering and Systems Installation, Inc. to further study steps leading to eventual replacement of our current heating system and installation of air conditioning in the original building. Since all of this takes time, perhaps years before sufficient funds can be generated; Mother Seton School has designed a Hot Weather Plan.

Details of the plan are as follows:

- Students are encouraged to bring non breakable-refillable water bottles to school, clearly marked with name and grade.
- Water dispensers placed in locations for students to easily refill their water bottles
- Rotating schedule among non A/C classes to use A/C rooms for class periods
- Recess & PE held indoors when humidity/temperature extreme

- Option for students to wear MSS logo tan PE shirt and gym shorts when announced
- If extreme temperatures persist beyond one week and classroom temperatures reach well above 90 as early as 10 or 11 AM School will dismiss at 12:30. Announcement made a day prior to early dismissal, posted on WEB, and posted on Find Out First
- After Care provided only for students already enrolled in PreK or K-8 after care program on these early dismissal days

EMERGENCY PREPAREDNESS

MSS Emergency Plan

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

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. 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 sites have been established.

1st Alternative: St. Joseph House, 333 South Seton Avenue, Emmitsburg, MD 21727

2nd Alternative: St. Joseph Parish Hall 47 DePaul Street, Emmitsburg MD 21727

Reunification Plan:

St. Joseph House:

- Parking for Parents, St. Catherine's Parking lot
- Requesting Station: for parents to request child to be released located at entrance to St. Joseph House facing Shrine parking lot, circle with St. Joseph statue by entrance. 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 Catherine's Nursing Center entrance facing MSS school and town. Parent picking up child shows release paper provided at releasing station and ID to staff at releasing station.

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

Weather: In the event of inclement weather before or during school, Mother Seton School will follow decisions the Frederick County Board of Education (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, but listen to radio and TV announcements, or check the Mother Seton School website (www.mothersetonschool.org)

In event of severe storm with high winds MSS follows decisions of Frederick County 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.

Schools Out/Find Out First

Mother Seton School has partnered with Schools Out (www.schoolsout.com) to provide parents with a way to receive emergency and other information via email or text messaging. We will be using this service to send notifications of an emergency situation, school closings, and important informational updates. Announcements will automatically be posted to the website when posted to Schools Out Find Out First.

In order to receive messages and updates from MSS, you must register by visiting the Schools Out website (<http://www.schoolsout.com/view/school/310>) and selecting your preference for notification. Note that email notification is free, but that there is a \$14.95 per year fee for the text messaging service.

You may also wish to sign up for inclement weather school closing notices from Frederick County Public Schools' Find Out First service (<http://www.fcps.org/>).

CHILD SAFETY AND PROTECTION

Policy for the Protection of Children and Youth

The Archdiocese of Baltimore 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 3 required references
3. Complete Criminal History Screening Consent Form
4. Viewing and discussing Child Protection Video

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

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 requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Division, and/or the local police department.

Visitors

In order to ensure a safe environment for your child, all visitors enter by the front door, report to the school office, and sign in the visitor log book (name and destination) before visiting any other part of the school building. Visitors wear a Visitor ID badge.

TUITION AND FEES

Application Fee

\$30.00 per child due at the time of application of a new student for Mother Seton School.

Registration Fee

A registration fee of \$175.00 is due at the time of initial registration and yearly at the time of re-registration for the following school year.

When registering at Mother Seton School, parents sign a tuition agreement specifying the terms and conditions of payment.

Tuition Rates for 2013-2014

Pre-School w/Extended Day	\$4,690.00 per student
Pre-School (AM only)	\$2,950.00 per student
K-8	\$4,690.00 per student
Fourth Child	Free

NOTE: New families are required to make the first monthly tuition payment, along with the registration fee, at the time of registration. These deposits are non-refundable. Payment is due within 14 days of acceptance to guarantee a place on the class roster.

Payment Plans

Parents select the payment plan for tuition, bus charges, and PreK-Extended Day/After School Care at the time of registration. Payment plan options are either annually, semi-annually, quarterly, or monthly for 10 months.

Payments are due the first of each month. Failure to make timely payment may result in loss of place on the class roster. Description of payment arrangements are listed below:

Annual (1 payment): full payment of all tuition and bus charges, due on or before July 1. If you selected this plan and make full payment by the due date, you are eligible for a pre-payment incentive discount (PPI): \$50 for 1 student, \$75 for 2 students, or \$100 for 3 or more students (\$100 maximum discount).

Semi-Annual (2 payments): total payable in two installments due July 1 and December 1.

Quarterly (4 payments): total payable in four installments due July 1, October 1, December 1, and March 1.

Monthly (10 payments): total payable in ten installments due the 1st of each month beginning July 1 through April 1.

Payments are expected to be made on or before the due date(s) of the payment plan you select. For payments to be on time, they must be received in the Finance Office by 2:45 p.m. on the payment due date indicated on your account statement and they must equal the entire amount due on your account. Acceptable forms of payment include cash, check, money order, and Visa or MasterCard. Payments not received on time 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 tuition due is paid in full.

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 July 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.

Financial Assistance

Having experienced deep poverty herself, Mother Seton never lost an opportunity to provide for those who were poor. 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 were poor.

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 and complete financial 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 financial aid application begins in January 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 financial aid 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 financial aid 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. Friends have an additional form to be completed in March of each year.

Families awarded financial aid are expected to volunteer for at least one school fundraising event and remain in good 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 a financial situation might occur. Remedies can usually be applied to assist the family in these circumstances.

FOCE/SCRIP PROGRAM

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. Please refer to the MSS website or contact the program coordinator 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.
- Students wishing to return to Mother Seton School will not be allowed to re-register.
- 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.

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

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 UNIFORM.

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

Scripts: 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
- Gym wear is purchased through Dennis only
- 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

UNIFORM

Girls – 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 – 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 – Grades 1-8

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

Mass and Prayer Service Days – 8th grade boys wear dress shirt (solid color) and appropriate tie

Boys and Girls 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.

Sweaters: Hunter green MSS logo button-up or zip-front cardigan or crew neck MSS logo sweater (optional).

Vests: Forest green MSS logo fleece (optional).

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

Pre-Kindergarten

See the PreK Parent Handbook for dress code

Kindergarten

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 to October 15th and April 15th through June.

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

Exception for Extremely Hot Weather: *Tan gym cotton logo T-shirt is permitted when the hot weather plan is announced via a written memo to parents. This shirt is kept tucked in except during PE class.*

Physical Education Uniform

Hunter green jersey MSS logo knit shorts worn with white short sleeve MSS logo knit shirt or tan MSS logo cotton shirt (warm weather).

Hunter green MSS logo sweatshirt and sweatpants with white knit or tan MSS logo cotton shirt (cold weather). PE Uniform pants are worn only on gym day. Students may wear the sweatshirt in colder weather instead of the 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 clubs sponsor “Tag Day” for various projects they are doing. Notices are sent home via the Tuesday Newsletter regarding the fee to come out of uniform, whether it is full or shirt only out of uniform privilege, and destination of funds collected.

On out of uniform days: students wear appropriate, modest, safe, and respectful attire for school. Skirts are appropriate length; Spaghetti string tops, low cut tops, etc., are not worn. Text, graphics on shirts is ordinarily not permitted. For safety, school shoes are usually required.

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

ATTENTION PARENTS/GUARDIAN:

**Complete page 58,
tear off and return to school by
Friday, September 6, 2013**



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

(I)We have received and read the Mother Seton School Handbook.

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 6, 2013