

MOTHER SETON SCHOOL

PARENT - STUDENT HANDBOOK

2026 - 2027

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Dear Families,

Welcome to Mother Seton School and the 2026-2027 academic year. By choosing Mother Seton School, you are embracing the mission and values of a Catholic school education rooted in excellence, respect, and service.

The Parent/Student Handbook outlines the policies and expectations for the 2026-2027 school year. I ask that you take the time to read it carefully and return the signed agreement form located in the handbook **no later than September 18, 2026**. Your signature confirms your commitment to uphold the principles and guidelines set forth by Mother Seton School.

The Mother Seton School faculty and staff are excited to partner with you to nurture the academic and spiritual formation of your child within the teachings of the Catholic Church.

May our partnership in Catholic education bear fruit in the lives of our students, both now and for years to come.

Sincerely,

Kathleen J. Kilty, PhD
President

Joseph M. Fanning
Principal

HOW TO USE THIS HANDBOOK

The Mother Seton School Family Handbook is intended to provide students and families with a comprehensive guide to the policies, procedures, expectations, and opportunities that govern school life. It is designed to promote clear communication, foster a shared understanding of responsibilities, and support the partnership between the school and families.

Families are encouraged to read this handbook carefully and refer to it throughout the school year. Enrollment at Mother Seton School signifies a family's willingness to support and abide by the policies and expectations outlined herein. Questions regarding the interpretation or application of any policy should be directed to the appropriate school administrator.

For ease of reading and consistency, the term *parent* is used throughout this handbook to refer collectively to a student's parent, legal guardian, or other individual who has primary responsibility for the student's care and educational decisions. **This terminology is intended solely to simplify the text and is inclusive of all individuals serving in these roles.**

The policies contained in this handbook are intended to provide general guidance and may be revised, amended, or supplemented by the school as circumstances warrant. When changes are made, families will be notified through official school communications. Any situation not explicitly addressed in the handbook will be handled on a case-by-case basis as necessary.

This handbook should be read in conjunction with other official school policies, enrollment agreements, and communications issued by Mother Seton School. In the event of a conflict between this handbook and applicable federal or state law, canon law, or policies established by the Archdiocese, the applicable law or governing policy shall prevail.



SCHOOL HISTORY AND MISSION

HISTORY

Two centuries ago, Elizabeth Ann Seton and a small band of Sisters moved into the Stone House in St. Joseph Valley, Emmitsburg, Maryland, to formally establish the Sisters of Charity of St. Joseph's.

Seven months later, on Feb. 22, 1810, the Sisters welcomed three Emmitsburg girls to their newly built school, St. Joseph Free School for Girls.

The school quickly evolved into St. Joseph's Academy and Free School. Mother Seton accepted girls whose wealthy families wished their daughters to be educated in a strong Catholic environment.

Thus was planted the seed that has grown to maturity as the Seton Legacy of Catholic Education. Welcoming all students regardless of ability to pay became a distinctive characteristic of the Seton Legacy.

As a pioneer in Catholic education, St. Joseph's Academy and Free School continued to grow, becoming the cradle of Catholic education for the nation.

St. Elizabeth Ann's all-embracing love of God and neighbor continues to thrive within its walls, now a school for boys and girls in Pre-K through eighth grade. Solid values complement solid academics: daily prayer, religious

instruction, liturgy, Christian formation of students, service learning, and outreach are integral to the educational program at Mother Seton School.

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.

OUR VISION

Mother Seton School aims to continue the tradition of St. Elizabeth Ann Seton by providing a Christ-centered, academically excellent, affordable Pre-K 3 through grade 8 Catholic education to all who seek it.

OUR VALUES

We cultivate a community of:

EXCELLENCE by fostering an environment of academic excellence through quality teaching and high expectations for learning.

RESPECT by treating every person as a child of God, through love, kindness, and compassion.

SERVICE by putting our Catholic faith into action.

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 taught to apply gospel truths and values to the varied aspects of their life experiences. 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 of modeling the values they teach in their everyday interaction with the students.

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

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

ACCREDITATION

As an approved school in the Archdiocese of Baltimore, Mother Seton School participates in the Cognia Accreditation Process. (Formerly AdvancED) Cognia 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). Visit www.cognia.org for more information.

Cognia Accreditation is based on a set of rigorous research-based standards and evidence-based criteria. The

process examines the entire workings of our school—policies, programs, practices, learning conditions, and culture—to determine how the needs of every learner are met.

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 and mission formation and appoint the President and Chairperson of the Board. The Sponsored Works Liaison works with the Board and is a liaison with the Provincial Council.



ADMISSIONS, TRANSFER, AND WITHDRAWAL

THE MOTHER SETON SCHOOL STUDENT AND PARENT

Mother Seton School (MSS) 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 actively participate 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 the responsibility for academic achievement seriously. Serious preparation of assigned homework, related class projects, 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 school's code of conduct and academic standards. Parents are expected to support the school through volunteering, fundraising efforts, assisting with a child's academic endeavors, and growth in a deeper understanding of Gospel values through prayer and service.

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

STATEMENT OF NON-DISCRIMINATION

It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:

- i. Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
- ii. Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender

identity, or disability; or

iii. Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.

INFORMATION AND FORMS FOR APPLICATION AND REGISTRATION

For current registration and admissions information and registration requirements, please visit the Mother Seton School Website at www.mothersetonschool.org. All inquiries for registration are entered through the FS Enrollment (formerly SchoolAdmin) web portal. Information about the portal can be obtained through the School Office.

2026-2027 TUITION & FEES POLICY

Registration Fees

- Registration fees are charged per student up to a maximum charge of three students per family. Registration fees are not included with tuition or other charges and are non-refundable. Registration forms will not be processed without the required registration fee. Registration fees for the following school year are released in January.
 - Registration Fee Schedule:
 - **\$175** per child (Max of \$525 per family) – *Early Bird rate for current families; new family rate*
 - **\$350** per child if paid after deadline (Current families only; Max of \$900 per family)

Tuition Rates

- Tuition for the 2026-2027 school year is:
 - **Kindergarten-Grade 8 (sibling discounts do not include Pre-K students)**
 - Child 1 \$7070
 - Child 2 \$6070
 - Child 3 \$6070
 - Child 4 \$0 (youngest sibling; excludes Pre-K students)
 - **Full Day Pre-K 3 & 4 (no discounts except military)**
 - Child 1 \$7540
 - **Half-Day Pre-K 3 and 4 (No discounts for half-day students)**
 - Half-Day (5 days, 8:30-11:30 a.m.) \$5960
 - Pre-K 3 Full Day (3 days) \$4720
 - Pre-K 3 Half Day (3 days) \$3740
 - Pre-K 3 Full Day (2 days) \$3250
 - Pre-K 3 Half Day (2 days) \$2560
- A \$175 application fee is required for new families
- The fourth child with the lowest tuition attends free (ONLY K-8; Pre-K excluded)
- Active Duty and Active Reserve Military receive a 10% discount on full-day tuition (includes Pre-K)
- Tuition rates include classroom fees, a yearbook (per student), and a basic fall photo package (per student; 1-8x10, 2-5x7, 4-3x5, 8 wallets)
- Please note that the total tuition listed above does NOT consider any financial assistance, grants, or scholarships that the student(s) may be awarded. Any available awards will be applied after the registration and tuition assistance process is completed

Bus Transportation

Mother Seton School provides bus transportation on a space-available basis for families living in the Frederick, Walkersville, Keymar, and Taneytown areas. The total cost per child is:

One-Way:

- Walkersville or Frederick: \$630
- Keymar: \$480

Two-Way:

- Walkersville or Frederick: \$1075
- Keymar: \$740
- Taneytown: \$450 (There is no one-way-only option for Taneytown)

Bus charges are added to and considered part of the total tuition bill for the year. A detailed schedule of stops and times is available from the school office and on the Mother Seton School website. Please refer to the website for the most current information regarding stops, as it sometimes becomes necessary to make adjustments.

PAYMENT OF TUITION AND FEES

Tuition & bus fees are collected by selecting one of four available payment plans:

- Annual (1 payment): full payment of all tuition and bus charges, due July 1.*
- Semi-Annual (2 payments): total payable in two installments due July 1 and January 1.
- Quarterly (4 payments): total payable in four installments due July 1, October 1, January 1, and March 1.
- Monthly (10 payments): total payable in ten installments due the first day of each month beginning July 1 through April 1.

*Families with children enrolled in Pre-K – Grade 8 choosing the One Annual Payment Plan will receive the following discounts if the total is paid by August 1:

- \$50 for 1 student
- \$75 for 2 students
- \$100 for 3 or more students (\$100 maximum)

Tuition payments are expected to be made by the due date. Acceptable forms of payment include cash, check, money order, and Visa or MasterCard. After a 10-day grace period, balances due may be assessed a late charge of 1.0% (12.0% annual rate) on the overdue balance. Such charges may continue to be applied and accrue monthly until all fees due are paid in full. Mother Seton School reserves the right to charge the payment method on file for any past-due balances. Failure on the part of any family to meet their tuition obligation may have the following consequences until full payment is made:

- Withholding access to report cards and other student records until the account is brought up to date
- Denying the privilege of attending class until payment is made
- Graduating students will not be permitted to participate in end-of-year activities and ceremonies, nor will records be released to any high school
- If a student is transferring to a new school, academic records will not be forwarded.
- Students will not be allowed to return for the following school year until all outstanding tuition and fees are paid in full
- Delinquent accounts may be turned over to a collection agency or pursued in District Court
- Costs incurred in collecting the outstanding amount will be added to the total amount due

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

Refunds

All tuition payments and fees paid are non-refundable.

The tuition and fees due for students who withdraw from school before or during the academic year will include all charges through the end of the second month after the student withdraws. For example, a student who withdraws on October 10 shall be liable for tuition and fee charges from August 1 – November 30. Any family wishing to withdraw must satisfy their obligation regarding tuition due through the month of withdrawal and the month following before academic and other records will be released to another school. If a student withdraws

from school due to the family moving and the family provides documentation of the move, the school will refund prepaid tuition payments for any number of months the child does not attend.

Tuition Assistance

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

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

Mother Seton School participates in the FACTS Grant and Aid Assessment Program. Electronic filing of tuition assistance applications begins in January for the coming school year. Mother Seton School reviews applications beginning in mid-January and notifies families who apply during the first round of their awards by March 1. Tuition Assistance applications are considered in the order they are received.

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

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

Maryland 529 plans may be used to pay for tuition. Please refer to your financial advisor for more details.

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

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

FOCE/RAISERIGHT Program-Tuition Reductions

Mother Seton School participates in the RaiseRight (formerly Scrip) 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 front office for further information.

TRANSFER/WITHDRAWAL

Parents must consult with the principal 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 a request from that school.

Steps to follow to expedite the transfer process:

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



HOME AND SCHOOL PARTNERSHIP

PARENTS AS PARTNERS

As partners in the educational process at Mother Seton School, we ask parents/guardians:

- **to understand and support the Catholic mission** and identity of the school
- **to appreciate that Catholic education is a privilege** that many persons do not have
- **to read all communications from the school** and to request clarification when necessary
- **to know who your child's teachers are** and to observe parent-teacher conference dates and any special requests for meetings
- **to respectfully discuss concerns and problems** with the person(s) most directly involved
- **to actively participate** in school activities and to volunteer assistance when possible
- **to promote Mother Seton School** and to speak positively of it to others
- **to meet your financial obligations** on time and support fundraising efforts when possible
- **to notify the school** when a student will be absent or tardy
- **to encourage students to take responsibility** for school property
- **to see that students exhibit accountability** for their actions
- **to inform the school of any special situation** regarding the student's well-being or safety
- **to notify the school of any changes** to your contact information or emergency contact information
- **to support and cooperate with the discipline policy** of the school
- **to set rules, times, and limits** so that your student:
 - gets an appropriate amount of sleep
 - arrives on time ready to learn and is picked up on time at dismissal
 - is dressed in accordance with the Uniform Code
 - completes assignments
 - is prepared with a nutritional lunch and/or snack every day
 - takes prescribed medication

PARENT CONTACT INFORMATION AND EMERGENCY CONTACT INFORMATION

Parents are required to provide the school with directory information and emergency contact information, including address, home and cell numbers, and email. **Any phone number or home address change must be communicated to the Director of Enrollment (admissions@mothersetonschool.org) and homeroom teacher in writing within one week after the change is effective.** Family contact information, which includes parent names, phone numbers, email, student names, and grades, is available in the school directory, which will be made available within the first month of school. Families may opt out of inclusion in the school directory during registration and enrollment. Directories will be distributed only to current families, one per family. If you require additional copies, please let the front office know. These directories should be treated as confidential and are not to be duplicated or otherwise shared outside the MSS community. Use of the directory for commercial purposes or for purposes of harassment may result in your student's separation from MSS.

FAMILY/VOLUNTEER PARTICIPATION

As a Catholic school, Mother Seton School is built upon a spirit of service, shared responsibility, and stewardship. Families are called to participate fully in the life of the school by offering their service, sharing their

unique gifts, and supporting the school's mission through charitable giving when possible. This partnership is essential to creating the faith-filled, academically-excellent environment that defines an MSS education.

Ample opportunities to become involved or volunteer are offered by the school and the parent-led Home and School Association. Volunteer opportunities are usually advertised through the Tuesday Newsletter, special flyers, and on our website.

Volunteers are required to participate in the VIRTUS Online Child Safety and Protection Training through their local parish. Please refer to page 50, Child Safety and Protection, for more information.

Parents and other volunteers who will be assisting during the school day enter by the main entrance, sign in upon arrival, and sign out upon departure using the designated system in the school office. **The RAPTOR visitor sign-in process requires all adults to submit a Driver's License or government-issued ID** for admission. If an adult does not have an ID, access to the school building will be denied. The RAPTOR system is used in all Archdiocese of Baltimore schools and will assist with the safety of our students/staff.

To maintain a safe and orderly environment, young children accompanying visiting parents must remain under the parents' 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 to be informed of progress and areas of difficulty. Communication regarding parent or student concerns should be done promptly. Allowing concerns to mount often makes it more difficult to address and resolve them. Effective methods of promoting school success include: checking homework; reviewing for a test; inquiring about projects, test results, or school activities; and attending parent meetings and conferences. Parents concerned about their child's progress are strongly encouraged to contact the homeroom teacher to discuss the concern and work out a strategy for improvement.

To schedule an appointment with teachers or the principal, contact the School office in writing or leave a message detailing your request and suggested meeting dates and times. Please allow 24-48 business hours for a response.

Communication, respect, and openness build a strong school community where adults mutually support one another to assist children in handling particular situations. The use of social media to express frustration or dissatisfaction with a situation at school is not an appropriate venue to improve a situation. Complaints should be handled at the lowest possible level. Persons with concerns about a teacher should first attempt to address the concern with the teacher. Only after such attempts have failed should the principal be contacted.

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

After conferencing with the teacher, parents are asked to contact the principal if the situation has not been resolved. Following this process will help in resolving the situation in a timely and appropriate manner.

Tuesday School Newsletter and Other Notices

In an effort to be responsible stewards of God's creation and our natural resources, and as a certified Maryland Green School, we will provide our weekly Tuesday News only through electronic means. It will typically be available on our website on Tuesdays after 6:00pm. Families will receive an email notification when it is available.

It is each parent's responsibility to read the Tuesday News for important updates and news.

Each student (Pre-K – 8th Grade) will receive a “Tuesday Folder” at the start of the school year for carrying home weekly school communications, including graded assignments and tests, community bulletins, classroom and school-wide special events, and cafeteria menu. In addition, teachers may send notes home during the week for particular reasons. Parents are asked to read and respond to communications within expected deadlines and to request clarification if necessary.

Mother Seton School uses email, text messaging, and the school's communication app as its primary methods of communicating with families. These platforms may be used to distribute reminders, policy updates, schedule changes, revisions to previously communicated information, emergency notifications, and other important school-related announcements. Parents are expected to review communications promptly and remain informed of current school information.

PARENTAL COOPERATION AND COMPLIANCE

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

If the parents or student fail to comply with the school's mission and values, code of conduct, or academic expectations, the student may lose attendance privileges, and parents may be obliged to withdraw the student from Mother Seton School.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Student Records

Student records are maintained in the school office or a designated administrative area. Records include academic transcripts, academic testing, and an emergency sheet. The Records Policy governs access to records.

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

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

1. Parents have the right to inspect and review the student's education records maintained by the School. Parents should submit to the principal a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. Parents have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise violate the student's privacy rights. Parents who wish to request an amendment to the student's record should write to the principal and clearly identify the record’s inaccurate or misleading information. Parents are also asked to include in writing a preferred corrected record. Parents will be notified regarding the School’s decision to amend the student’s record. If the School denies the request to amend the record, the School will notify the parents of their right to request a hearing.
3. 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:

- a. To School officials who have a legitimate educational interest in the information. A school official is a person employed by Mother Seton School or the Archdiocese of Baltimore as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom Mother Seton School has contracted to provide a service (e.g., attorney); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her professional responsibilities or duties to the School
- b. To other schools to which a student is transferring
- c. In connection with financial aid under certain circumstances
- d. To specified officials for audit or evaluation purposes
- e. To organizations conducting certain studies for or on behalf of the school
- f. To accrediting organizations
- g. In order to comply with a judicial order or lawfully issued subpoena
- h. To appropriate officials in cases of health and safety emergencies

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

Mother Seton School has designated the following as directory information:

- Student's name
- Participation in officially recognized activities
- Address
- Telephone listing
- Electronic mailing address
- Photograph
- Honors and awards received
- Date and place of birth
- Dates of attendance
- Grade level

The option to prohibit disclosure of the above directory information was provided during registration and enrollment. This notification is in addition to any consent granted or withheld for marketing and publicity purposes that you will have completed during the registration process. Directories will be printed for distribution before the first day of school. If you choose to withdraw permission for your information to be used, you must notify the office in writing no later than September 18, 2026. The withdrawal of authorization will apply only to new disclosures made on or after September 19, 2026, and will remain in effect through June 30, 2027.

Mother Seton School is required to maintain a log that details each request for access to, and each disclosure of, educational record information other than disclosure to parents or school officials. The log will include the name of the person(s) accessing the record, the access date, and the legitimate interests the person had in requesting or obtaining the student information.

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mother Seton School to comply with the requirements of FERPA. Parents are asked to direct the complaint to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

SOCIAL MEDIA POSTINGS OF STUDENT PHOTOGRAPHS

Mother Seton School works to protect the confidentiality rights of all students. The Family Education Rights and Privacy Act of 1973 (FERPA) and the Child Protection Act of 2012 (CPA) were designed to protect personally identifiable information of minors. MSS adheres to these laws in its attempt to protect the privacy rights of all students. As a result, the parents/guardians of students enrolled at Mother Seton School are forbidden from posting photographs taken at school-sponsored events that include the images of students other than their own on their personal Facebook®, Instagram®, SnapChat®, X®, TikTok®, or any social media page without the express written permission of the parties involved. Such postings are a violation of Mother Seton School's adherence to FERPA and the Child Protection Act. The students of parents who post such photos may be separated from Mother Seton School.

HOME AND SCHOOL ASSOCIATION (HSA)

The Mother Seton School Home and School Association (HSA) works with the principal to provide ways for parents to become actively involved in their child's education and support Mother Seton School.

The Home and School Association organizes school fundraising and "fun-raising" events. All funds raised by HSA are used to support Mother Seton School's mission and educational programs.

All parents of currently enrolled students are automatically HSA members. No dues are required to be paid. The HSA needs the participation of every family to make the events a success. Parent participation and support are greatly appreciated.

The HSA meets monthly. The meetings are open to all parents and faculty. Financial Reports for all HSA activities are communicated at the monthly meetings.

HOMEROOM PARENTS

Each homeroom has a parent volunteer(s) who serves as a chairperson. Chairpersons recruit and coordinate volunteer parents to help the teacher with special events, holiday celebrations, class trips, HSA events, etc. Homeroom teachers request homeroom parent volunteers.

CHILD SAFETY AND PROTECTION

Parents and others who volunteer at Mother Seton School are required to participate in the VIRTUS Online Child Safety and Protection Training through their local parish.

Please refer to page 52, *Policy for the Protection of Children and Youth*, for more information.

NON-CUSTODIAL PARENT

Mother Seton School abides by the provisions of the Buckley Amendment concerning the rights of non-custodial parents. In the absence of a court order to the contrary, Mother Seton School will provide the non-custodial parent with access to academic records and other school information regarding his or her child. If there is a court order specifying that there is to be no information given, it is the custodial parent's responsibility to provide MSS with a court-certified copy of the court order.



FAITH FORMATION

Daily instruction in the 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 students' daily experiences.

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

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

RELIGIOUS INSTRUCTION

All students are required to participate in daily formal religious instruction. The curriculum includes age- and grade-level appropriate instruction in Catholic faith tradition, scripture, Church doctrine, prayer, sacramental life, morality, and community/service. Mother Seton School uses *Christ Our Life* by Loyola Press as the religion textbook and follows the curriculum benchmarks provided by the Archdiocese of Baltimore. Religion class grades are included in the trimester progress reports.

SACRAMENTAL PREPARATION

Following the Archdiocese of Baltimore guidelines, sacramental preparation (Reconciliation, Eucharist, and Confirmation) is conducted at the child's home parish. Eucharist and Reconciliation preparation usually takes place in grade two. Confirmation may be conferred beginning at the age of discretion through age 16, but parishes may have more specific requirements. Parents are asked to contact their Parish Religious Education Coordinator for information about the parish sacramental preparation program.

Parents are asked to keep the child's homeroom or religion teacher informed about their child's enrollment in a parish preparation program and inform their teacher when they will receive each of these sacraments in their parish. Only those students who have received the Catholic sacrament of First Eucharist are permitted to receive the Eucharist during Mass.

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. For Pre-K, Mother Seton School uses materials from Loyola Press's Growing with God – God Made Me series. Grades K-8 use materials from Loyola Press's Growing with God Safe and Sacred program.

All teaching materials used by Mother Seton School have been approved for use by the Archdiocese of Baltimore. Materials will be made available to parents upon request.



ACADEMIC PROGRAM OVERVIEW

Mother Seton School follows the Archdiocese of Baltimore curriculum and instructional guidelines under the framework provided by The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS). Teachers use curriculum maps developed by the Archdiocesan curriculum committee for instructional planning. Parents may contact the School office to request a copy of the Archdiocese of Baltimore curriculum. Parents are also made aware of grade-level curriculum content and standards through teacher communication and teacher websites. For more specific information about each of our programs, please visit www.mothersetonschool.org/academics.

PRE-KINDERGARTEN (PRE-K)

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

The program develops an appreciation of God's all-embracing love and provides opportunities for children to deepen their sense of God's presence in self, others, and the world. Students enjoy learning letters and phonics, numbers and arithmetic, cultures from around the world, and much, much more! Students also have the opportunity for library, music, and physical education enrichment. The Prayer Partner program is also a favorite. *Please refer to page 25 for program specifics.*

PRIMARY: KINDERGARTEN-GRADE 2

Students continue their intellectual, social, and religious development through various large- and small-group and individualized learning experiences. Classes are self-contained, with weekly physical education, music, art, technology (grades 1–2), and library classes with specialty teachers. Report cards in the Primary Program reflect standards-based progress rather than letter grades.

Technology

Interactive whiteboards and wireless projectors are essential components of all classrooms. Through weekly classes with our technology teacher in our computer lab, students in grades 1–2 learn how to use common applications, use the internet safely and effectively for research and learning, and improve their typing skills.

INTERMEDIATE: GRADES 3-4

As students move into third grade, they transition from a standards-based progress report card to a letter-grade report card. Classes are self-contained, with weekly physical education, music, art, and library classes with specialty teachers.

Students in grades 3-4 may also participate in extracurricular activities, including Instrumental Band and Chorus.

Technology

Interactive whiteboards and wireless projectors are essential components of all classrooms. Students use Chromebooks in various subjects through our mobile Chromebook lab, allowing for a 1:1 technology experience. Weekly classes with our technology teacher in our computer lab help students learn how to use typical applications, use the internet safely and effectively for research and learning, and improve their typing skills.

MIDDLE SCHOOL: GRADES 5 – 8

Fifth- through eighth-grade students continue to follow the Archdiocese of Baltimore Curriculum Standards. Emphasis is given to helping students develop leadership and accept responsibility for learning. In addition to the formal curriculum, students participate in instruction in study skills, personal finance, developing leadership habits, and modeling for younger students the mission and values of Mother Seton School.

Middle school students move to a more independent style of learning. Students are expected to be independent, inquisitive learners who take responsibility for their academic progress. Students exchange classes for each subject, including weekly physical education, music, art classes, technology, and library.

Technology

Interactive whiteboards and wireless projectors are essential components of all classrooms. Students use Chromebooks in various subjects through our mobile Chromebook lab, allowing for a 1:1 technology experience. Personal devices are not permitted for in-school use.

Beginning with the 2026-2027 school year, MSS is phasing out its individually-loaned Chromebook program. **Only students in grades 7 and 8 during this school year** will continue to be assigned a specific Chromebook that will remain in their possession until graduation. The device will be turned in at the end of each school year for maintenance and upgrades, then returned to the student at the start of the following year. Students will be responsible for any repair or replacement costs outlined in the Chromebook policy. Any damage or malfunction must be promptly reported to the school's IT department for assessment and repair.

HOMEWORK

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

Parents are asked to provide surroundings conducive to completing homework and teach their children to become independent by assuming responsibility for completing and submitting homework on time. Failure to complete homework by the assigned date will result in lower grades and will be reflected on the trimester and final year averages.

The amount of homework a child may have will vary depending upon the nature of the subject. Students are expected to write all assignments in their assignment planner, provided to them at the beginning of the school year.

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

Students should be able to complete homework within the following recommended time allotments:

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

MAKE-UP WORK WHEN ABSENT FROM CLASS

Students gradually assume responsibility upon returning from an absence to find out what class and home assignments have been missed and to make up work in the time allotted by the teacher. Students are expected to make up missed assignments within a time arranged by the teacher. This policy applies to all classes, including those held only once or twice a week: art, music, library, computer, PE, and Spanish. Failure to complete missed work within the time specified by the teacher can result in lower grades and will be reflected on trimester and final year averages.

For K-2 students, it is often impossible for parents to replicate the instruction taking place through centers, class activities, and small/large group instruction at home. Teachers will work with parents as much as possible to help students make up for lost instructional time. Pre-K students are not required to make up missed work.

ACADEMIC DISHONESTY AND PLAGIARISM

Plagiarism is not only dishonest but also stunts the learning process and teaches students that they can succeed through dishonest means. Therefore, we strive to teach students the importance of documenting the ideas and words of others in all formats. In order to do so, we must not only teach the ethics and mechanics of documentation, but also hold students responsible for the ethical use of the ideas and words of others. All teachers are expected to provide the instruction and support necessary for students to use research ethically. All students are expected to demonstrate integrity and honesty in the submission of all work and to document accurately, regardless of the information that is ultimately presented (summary, paraphrase, or direct quotation) or the medium used (written, oral, or visual). Plagiarism in any form is unacceptable.

It is the student's responsibility to:

- Ask questions and seek help from the teacher and librarian
- Submit only his/her own work
- Use Works Cited and Works Consulted pages accurately and appropriately
- Use in-text documentation accurately and appropriately

Plagiarism includes:

- Direct copying of the work or ideas of another submitted as the student's own, including copying from that of another student or adult, or from an electronic or print source
- Lack of appropriate in-text documentation. Paraphrasing without documentation is plagiarism.
- Documentation that does not check out or does not match the Works Cited or Works Consulted list
- Work turned in on the final due date without any evidence of research or creative process, or that is obviously inconsistent with student's previous work

Responses and Disciplinary Consequences

- Since a plagiarized assignment is not the student's work, it cannot be graded as a measurement of the student's learning. The student will be expected to complete the assignment again, for credit, under increased supervision and support of the teacher
- A meeting with the student, parents, and assistant principal with the purpose of preventing future occurrences of plagiarism may occur
- Disciplinary consequences for plagiarism depend on the complexity of the assignment and severity of the plagiarism

Generative Artificial Intelligence (AI) Guidance for Teachers and Students

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT, Stable Diffusion, Genesis, etc) that can be used to create new content, including but not limited to writing assistants, machine learning programs, chatbots, and other AI-powered technologies.

Kindergarten–8th Grade:

The integration of AI into education can provide valuable opportunities for enhanced learning, creativity, and problem-solving. However, students must use these technologies responsibly, ethically, and in a manner that promotes personal growth and academic honesty.

The purpose of this policy is to ensure that students at Mother Seton School use Artificial Intelligence (AI) tools responsibly, ethically, and in a manner that supports their educational goals while maintaining academic

integrity. This policy applies to all AI-based tools, platforms, and applications used within or outside of the classroom setting.

In accordance with Archdiocesan policies, only students in grades 5-8 are permitted to use AI and **only under specific circumstances as directed by their teachers.**

Guidelines for Responsible AI Use:

- Academic Integrity:
 - AI tools may be used for research, drafting, idea generation, and analysis. However, students are expected to maintain academic integrity when using AI in assignments, projects, and exams.
 - Plagiarism, including the use of AI-generated content without proper citation or attribution, is strictly prohibited.
 - Students must ensure that AI-generated content is used to supplement their own work, not to replace their intellectual effort or independent thought.
- Appropriate Use of AI for Learning:
 - AI tools can be used for enhancing learning, such as by improving writing skills, aiding in research, and helping to organize thoughts. They may also assist in exploring complex topics or providing alternative perspectives.
 - However, AI should not be used to complete assessments or assignments that are explicitly designed to measure the student's individual learning and skills.
 - Students are encouraged to use AI tools in a way that fosters growth, critical thinking, and creativity.
- Respect for Privacy and Security:
 - Students must ensure that any AI tool they use complies with school guidelines regarding data privacy and security.
 - Students should not share personal information, including their own or others' sensitive data, with AI tools unless explicitly directed to do so by a teacher or administrator.
 - The use of AI platforms outside of the school's approved systems or for activities not aligned with the curriculum is discouraged.
- Ethical Considerations:
 - Students must use AI responsibly and avoid any use that promotes harmful behaviors, misinformation, or unethical practices.
 - AI should not be used to generate or spread biased, discriminatory, or inappropriate content. Students are expected to be mindful of the ethical implications of AI-generated work.
- Restrictions on Misuse:
 - Students are prohibited from using AI tools to:
 - Cheat or bypass academic assessments (e.g., generating answers for tests or assignments).
 - Engage in cyberbullying, harassment, or inappropriate conduct online.
 - Violate the school's code of conduct or disrupt the learning environment.
- Parental and Teacher Guidance:
 - Parents and guardians are encouraged to stay informed about the AI tools their children are using and discuss appropriate usage.
 - Teachers will provide clear guidance on how AI can be used in specific assignments and classwork, and they will help students understand how to use these tools ethically and productively.
- Consequences for Misuse:

- Violations of this policy will be addressed in accordance with the MSS's disciplinary procedures. Consequences may include academic penalties, such as a reduction in grades or disqualification from assignments, as well as other disciplinary measures, depending on the severity of the violation.

Please refer to the Acknowledgment of Academic Integrity Policy in the appendix of this handbook. This form must be signed and returned to the school no later than September 18, 2026.



ENRICHMENT

LIBRARY/MEDIA AND TECHNOLOGY

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

Teachers integrate technology into classroom instruction and utilize library/media center resources to enhance student learning. Mother Seton School continuously updates its technology goals and programs as newer technologies emerge and are applied to education and research.

Students annually sign a document agreeing to follow Mother Seton School's acceptable use policy for the Internet and technology tools, located below.

Acceptable Use Policy For The Internet And Technology Tools

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

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

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

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

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

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

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

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

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

Harassment/Cyber-Bullying

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

Parents are responsible for:

- Reviewing and discussing this policy with their child, as well as supporting the School in its enforcement
- Partnering with the School in monitoring their child’s technology use. This includes apps such as Snapchat®, X®, Facebook®, Instagram®, TikTok®, and other social media-based services
- Modeling appropriate Internet behaviors for their child

- Reporting any concerns regarding this policy or their child’s use of the Internet or technology tools to School personnel

Failure to adhere to the policy guidelines or participating in behaviors that violate the school code of conduct, whether on-campus or off-campus, may result in a revocation of a student’s internet access and other technology privileges at school and disciplinary action up to and including suspension or expulsion.

Parents should consider having students “park” their phones for the night in a designated, inaccessible place each night at an agreed-upon time. It will provide appropriate supervision of cell phone use and set boundaries that allow students a “tech-free zone” to pursue other interests. “Parking the cell phone” will also provide parents with the assurance that students are getting the proper rest at night without the distraction of technology.

Web-Based Services

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

FINE ARTS

Music

Pre-K-grade 8 students receive weekly music instruction. The following concepts and skills are taught:

- Pre-K: Students are introduced to basic musical skills to reinforce concepts that they are learning in their classrooms. Students also work on organized movement and following directions
- 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 of music
- 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 while also learning to play the recorder and developing a home practice routine
- Grade 4: Students utilize their knowledge of basic elements of music to identify symbols in printed music. Grade 4 students are introduced to ballet, harmony, and American folk music
- Grade 5: Students are introduced to Sea Chanteys, music terms for dynamics, opera, and American Revolutionary and Civil War music. The students also study the Orchestra families in-depth and build their own instruments

- Grade 6: Students review elements of music and note reading. Units include music symbols, notes and rests, meter, form, and scales
- Grade 7: Students study classical music history. Units include elements of music, primitive music, Renaissance, Baroque, Classical, Romantic, Impressionist, and Contemporary classical music
- Grade 8: Students study American Popular music. Units include Stephen Foster, Blues, Ragtime, Dixieland, Jazz, Swing, Crooner, American Musical Theatre, Gershwin, Folk, Country, and Rock. Activities include worksheets, listening, dancing, videos, and student performances

Art

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

The following concepts and skills are taught:

- Kindergarten students are introduced to the elements of art. They will experiment with a variety of mediums and tools, observe and discuss a variety of famous artworks, and create images and forms from observation, memory, imagination, and feelings
- 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, sculptures, 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. Students 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. Grade 3 students are given a journal sketchbook
- Grade 4: Students dig deep into color theory: primary, secondary, tertiary, and complementary colors. Students 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 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 an oral or written response to communicate the subjects, symbols, and meaning of an artwork
- Grade 8: Students plan complex two-dimensional or three-dimensional art, utilizing the elements and principles of art. Students observe and discuss the famous artwork of the Sistine Chapel. Each student explores the relationship between math and art through tessellation designs

PHYSICAL EDUCATION (PE)

Mother Seton School follows the National Standards for Physical Education. Students are recommended to receive 60 minutes or more of moderate-to-vigorous physical activity daily to improve overall health. All grades will have classroom content (math, science, reading, social studies, etc) integrated into the physical education

curriculum through movement education, which is proven through research to improve learning in all areas of academics.

Students shall:

- Demonstrate competency in a variety of motor skills and movement patterns
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Exhibit responsible personal and social behavior that respects self and others
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction

Pre-K-Grade 2

The primary focus for this age group is to demonstrate competency in a variety of locomotor and non-locomotor skills such as running, rolling, skipping, twisting, stretching, bending, catching, and throwing. These are foundational skills for all movement patterns that gradually become more complex as movement becomes more specific. Students will learn health-enhancing concepts such as drinking water, sleep, healthy food choices, and physical activity. Students will learn responsible personal and social behavior that respects self and others, as well as body control and personal space. Students will also experience success and self-confidence by trying new activities and challenges to promote effort, enjoyment, and individual goal pursuit.

Grades 3-5

The primary focus of this age group is to demonstrate all skills from Pre-K to Grade 2 with more difficult movement patterns using a variety of levels of intensity and speed. Students will learn a wide variety of specialized skills (defense, offense, field play, etc) while understanding principles, strategies, and tactics related to the movement. Students will work on ways to improve individual and team performance through positive self-talk and positive feedback, as well as show respect, honesty, and fairness to other students. Health concepts continue to be taught with a deeper focus on identifying ways to stay physically active outside of school.

Grades 6-8

By the end of 8th grade, students will develop the knowledge and ability to move with competence and confidence in a wide variety of physical activities. Students at this level will encompass the skills necessary to adapt and combine skills successfully in modified games and activities at a mature level. Students will apply higher-level elements of strategy, critical thinking, and tactics in wall/net, invasion, field/striking, target, and fitness. Students should demonstrate knowledge of the five health-related components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and apply these skills in school, home, and community. Students should be able to participate in self-selected activities and accept individual differences, as well as use positive communication techniques that show good sportsmanship.

FIELD TRIPS

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

Unless otherwise noted, school uniforms are required on all field trips. All students begin and end field trips at Mother Seton School. If, for some reason, a student is unable to attend a field trip, parents are asked to notify the classroom teacher so special accommodations can be made to make up for the lost instructional time.

Student behavior and readiness determine a student's privilege of attending a field trip. If a student fails to demonstrate the maturity necessary for a less structured environment, the student may not be permitted to attend field trips. Failure to adhere to school policies, including Uniform rules, may also be grounds for revoking field trip privileges.

If a student cannot attend a field trip due to illness, a refund is not guaranteed. In most cases, event tickets and field trip fees are paid to companies in advance; therefore, refunds cannot be given if a student cannot attend a field trip because of illness or any other reason. Parents are asked to notify the teacher if a student will not attend the field trip. Students who are kept home from the trip will be marked absent.

Parent(s) may serve as field trip chaperones as the need permits/arises. However, because of safety and liability factors, siblings of any age are not permitted to participate. Parents not selected as chaperones are not permitted to join the group at the trip destination, as this creates confusion.

In order to chaperone a field trip, parent(s) must present documentation of having completed VIRTUS online training, the required background clearance, and, depending on the trip and chaperone duties, fingerprinting by the appropriate agency. Chaperones with the above information will be permitted to ride the bus if space is available. (See page 52, *Policy for Protection of Children and Youth*)



STUDENT AND FAMILY SUPPORT SERVICES

ACADEMIC ASSISTANCE – SETON-LACROCE LEARNING CENTER

The Seton-LaCroce Learning Center aims to provide academic support, direct intervention, and consultative support to students in Pre-K through 8th grade. The Center is staffed by educators who collaborate with classroom teachers 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 objectives of the Seton-LaCroce Learning Center are:

- To identify students experiencing academic or behavioral difficulties that pose a barrier to learning success
- To provide targeted instructional assistance to students and teachers to support and enhance the school curriculum, including the differentiated teaching model
- To make student referrals to appropriate educational agencies if extended support is needed
- to offer instructional support and accommodation to those who have Student Service Plans
- To maintain communication with parents and regularly communicate student progress through Professional Learning Communities
- To provide guidance and intervention to address individual and grade-level needs

Early identification, the first objective, has resulted in opportunities for students to receive services early in their school careers, thus warding off the frustration and decreased interest in school resulting from instruction that is not targeted to meet the child's needs. The second and third objectives are to provide targeted instruction, make additional referrals, and create individual service plans once a student has been identified.

The Learning Center Team develops Student Learning Plans for learners identified with specific needs. The length and extent of support services depend upon the student's academic needs and the availability of services. Priority services are given to students with diagnosed learning differences and who have been formally tested.

The Learning Center team works with parents, teachers, and special services offered through the Frederick County Public Schools to diagnose, assess, and receive consultative services for identified students.

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

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

Mother Seton School receives Speech Services through Frederick County Public Schools. Students who qualify for these services are served on campus. Parents or teachers may initiate the speech screening 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.

ACADEMIC EVALUATION/TESTING REFERRAL PROCESS

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

If an evaluation plan is developed and the test results determine a need for an Individualized Education Program (IEP), Mother Seton School administrators and SLLC staff will consult with the parents to determine the most appropriate academic placement for the child. Mother Seton School works with students of diverse learning abilities and is committed to assisting students to achieve their potential. In some cases, Mother Seton School may not be able to accommodate a child's learning needs, and the child will need to be placed in the most appropriate learning environment to ensure success.

THE ROLE OF THE SCHOOL SUPPORT LIAISON

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

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

Parents are encouraged to contact the School Support Liaison to obtain additional information on specific concerns or resources.



PRE-KINDERGARTEN 3 AND 4 PROGRAM

Our Pre-K program is a vibrant Catholic learning community where young minds flourish through exploration, creativity, and a foundation in Christian values. We envision our students growing as compassionate and curious learners, prepared to embrace lifelong learning and serve their communities with love and faith.

OUR GOALS

- To assist in the holistic growth of each child, including their intellectual, social, physical, cultural, and religious development
- To inspire in each child a desire to learn and explore
- To instill a sense of respect and value that each person is special in the eyes of God
- To introduce pre-reading and pre-math skills
- To reinforce a broad appreciation that art, music, and stories are both fun and part of learning
- To foster the self-esteem of each child
- To develop a sense of personal responsibility

OUR CURRICULUM

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

The program develops an appreciation of God's all-embracing love and provides opportunities for children to deepen their sense of God's presence in self, others, and the world.

OUR PROGRAM

- Daily circle time for the calendar, weather, and stories
- Math and language arts skills in small groups
- Art, religion, social studies, and science
- Second Step Program with an emphasis on social development
- Music, library, and PE classes
- Outdoor recess and indoor playtime
- Prayer Partner activities and events throughout the year with fourth-grade partners

DAILY SCHEDULE

Pre-K 3

- 8:00-8:30: Free Play
- 8:30-9:00: Specials (Library, Music, PE)
- 9:00-9:25: Snack
- 9:30-10:00: Recess
- 10:00-10:20: Circle Time
- 10:25-10:45: ELA
- 10:45-11:00: Math
- 11:00-11:10: Science/Social Studies
- 11:10-11:30: Religion
- 11:30: Half Day Kids Leave/ Full Day Friends Wash Hands
- 11:45-12:15: Lunch
- 12:15-12:45: Centers
- 12:45-1:10: Recess

- 1:15-1:30: Story Time
- 1:30-2:30: Nap
- 2:30-3:00: Prepare for dismissal

Pre-K 4

- 8:00-8:30: Arrival/ Free Play
- 8:30-8:45: Clean Up
- 8:45-8:55: Circle Time
- 8:55-9:15: ELA Instruction
- 9:15-10:00: Specials (Library, Music, PE), ELA, or Math
- 10:00-10:25: Snack
- 10:25-10:45: Recess
- 10:45-11:05: Math
- 11:05-11:25: Religion
- 11:30: Half-Day Dismissal
- 11:30-11:45: Lunch Preparation
- 11:45-12:15: Lunch
- 12:15-12:45: Recess
- 12:45-1:05: Social Science
- 1:05-1:20: Second Step
- 1:20-1:30: Nap Preparation
- 1:30-2:30: Nap
- 2:30-3:30: Pack Up/Dismissal

REQUIREMENTS TO BEGIN PRE-K PROGRAM

- Children must be age 3 by September 1 (for Pre-K 3 program) or age 4 by September 1 (for Pre-K 4 program).
- Children must be fully potty-trained. While we understand accidents happen, repeated incidents may result in removal from the program. **Please refer to the detailed policy located in the Appendix of this Handbook.**
- **All required vaccines** and a complete health record must be submitted before the start of school. Please refer to the Appendix of this handbook for State of Maryland vaccine requirements or visit health.maryland.gov.
- Children must complete an Academic/Cognitive assessment, a Language Development assessment, and a Physical Development assessment to determine readiness for school. These tests must be completed prior to acceptance into the Pre-K program.



GRADING POLICY

OVERVIEW OF GRADING AND REPORTING

Grades serve as a tool to measure and communicate a student's academic performance and mastery of the curriculum. They provide valuable feedback to students, parents, and educators about the student's understanding of the material, areas of strength, and areas needing improvement. Grades help guide instructional decisions, support student learning, and ensure

accountability in the educational process. By reflecting academic achievement, grades aim to motivate students to strive for excellence and foster a culture of continuous learning and growth.

Kindergarten – Grade 2

In Kindergarten through Grade 2, grading is standards-based and reflects students' developmental readiness and progression toward mastery. The focus is on growth, skill acquisition, and demonstration of understanding through developmentally appropriate learning experiences. Progress is reported using performance levels. (Consistently Demonstrating (CD), Making Progress (MP), Developing (DV), Support Needed (SN), and Not Assessed at this Time (NA)).

Assessment Practices

Assessment methods include, but are not limited to: teacher observations, classwork, student discussions, portfolios, checklists, quizzes, and tests. Formal quizzes and tests are administered in developmentally appropriate ways to assess student understanding. While traditional numerical weighting is not applied in Grades K–2, assessment results are used to inform instructional decisions and report progress toward mastery of grade-level standards.

Homework

Homework is assigned to reinforce skills already taught in the classroom and may be graded when appropriate. Assignments should be completed independently and take, on average, approximately 10 minutes per night for students in kindergarten and 1st grade, and 20 minutes per night for students in 2nd grade.

Special Subjects

Participation, engagement, and skill demonstration are used to assess subjects like Art, Music, and Physical Education.

Behavior

Behavior is reported separately using Criteria for Conduct and is not factored into academic performance indicators. The Criteria for Conduct may be found at the end of this section.

Grades 3-8

Grades are a reflection of the student's classroom performance and academic mastery of the content and are weighted in the gradebook for each class in the following 3 categories: Classwork and Assignments (60%), Assessments (30%), and Homework and Practice (10%).

Category 1: Classwork and Assignments (60%)

Formative assessments including application, projects, writing, and practice activities.

- Classwork and assignments are completed during class time and demonstrate a clear understanding of the material. These formative assignments may be graded for accuracy, comprehension, completion, and/or depth of thought
- Practice activities include tasks that help reinforce learning such as drills, exercises, and review activities. These activities are integrated with class content and help students solidify their understanding

Category 2: Assessments (30%)

Summative measures of mastery including quizzes, tests, and projects.

- Projects require students to apply learned concepts in more complex, real-world situations. These summative projects can be assessed on both the process (e.g., research, organization) and the final product (e.g., depth of analysis, creativity)
- Quizzes and tests are formal assessments that measure student retention and comprehension. Quizzes assess smaller portions of the content, while tests include larger units or major concepts

Category 3: Homework and Practice (10%)

Formative practice and preparation are primarily completed outside of class.

- Homework assignments will be graded for completion, and may be graded for accuracy if the concepts were previously taught. These assignments provide students with opportunities to practice and review the content discussed in class
- Practice assignments are tasks completed during class or at home that reinforce previously taught concepts. They include, but are not limited to, exit tickets, spelling tests, math fact drills, or other review activities that support skill development and content retention

Special Subjects

Participation, engagement, and skill demonstration are used to assess subjects like Art, Music, Technology, and Physical Education, using the same performance indicators. Please note, specials that meet 3 or more times per week are eligible to receive letter grades. Specials meeting fewer than 3 times per week will use performance levels.

Behavior

Behavior is evaluated separately through the Criteria for Conduct and is not included in academic grades. Grades are an accurate reflection of a student's academic performance, regardless of their behavior.

Subjects and Activities Requiring Participation

There are courses and activities in which demonstration of mastery through participation is the only way to assess skills and application. These include, but are not limited to:

- Music: Participation in performances, rehearsals, and practice sessions is essential to demonstrate mastery of musical skills
- Art: Active participation in art projects, critiques, and exhibitions is necessary to showcase artistic abilities
- Physical Education: Participating in physical activities, sports, and fitness assessments is crucial for demonstrating physical skills and fitness levels

Additional Grading Considerations

- The range of student scores is from 0% - 100%. No other grading minimums or maximums are allowed
- Extra credit assignments or questions are not allowed
- As a general practice, assessment retakes are not allowed
- Participation in class discussions may be assessed as part of the learning process, as it provides students with opportunities to demonstrate understanding, communicate ideas clearly, and engage thoughtfully with course content and peers

WEIGHTING OF GRADING CATEGORIES

Category	Weighting (%)
Classwork and Assignments (Formative) — applications, projects, writing, and practice activities	60%
Assessments (Summative) — quizzes, tests, and projects	30%
Homework and Practice (Formative) — practice and preparation primarily completed outside of class	10%

Trimester Grade Key: Grades K-2/Enrichment	
Consistently Demonstrating	93-100
Making Progress	85-92
Developing	75-84
Support Needed	74 and below
NA	Not Assessed at this Time

Trimester Grade Key: Grades 3-8	
A+	97-100
A	93-96
B+	89-92
B	85-88
C+	80-84
C	75-79

D	70-74
E	69 and below

Trimester Grade Key: Enrichment 3-8	
Consistently Demonstrating	93-100
Making Progress	85-92
Developing	75-84
Support Needed	74 and below
NA	Not Assessed at this time

CRITERIA FOR CONDUCT

CD (Consistently Demonstrating)

- Rarely (1–3 times) needs correction in class
- Does not talk at inappropriate times
- Regularly follows school and class rules
- Is always respectful to adults and classmates
- Is a positive influence on classmates
- Is always prepared for class
- No notes home or detentions are received
- Consistently completes assignments on time with quality effort
- Actively participates in class discussions and activities
- Demonstrates a strong work ethic and responsibility for learning

MP (Making Progress)

- Seldom (4–6 times) needs correction in class
- Does not talk at inappropriate times
- Usually follows school and class rules
- Is usually respectful to adults and classmates
- Is a positive influence on classmates
- Is often prepared for class
- No notes home or detentions are received
- Completes most assignments on time with moderate effort
- Participates in class discussions and activities, though inconsistently
- Shows developing responsibility for learning but may need reminders

DV (Developing)

- Occasionally (7–9 times) needs correction in class
- Sometimes talks at inappropriate times
- Is learning to follow school and class rules consistently
- Usually demonstrates respectful behavior toward adults and classmates

- Is developing positive classroom habits and behaviors
- May occasionally come to class unprepared
- May receive occasional notes home regarding behavior or work habits
- Completes some assignments on time but may need reminders or support
- Participates inconsistently in class discussions and activities
- Is developing responsibility for learning and benefits from guidance and encouragement

SN (Support Needed) – Grades PK–2

NI (Needs Improvement) – Grades 3–8

- Frequently (10 times or more) needs correction in class
- Regularly talks at inappropriate times, disrupting learning
- Struggles to follow school and class rules
- Shows inconsistent or little respect toward adults and classmates
- Rarely contributes positively to the classroom environment
- Is often unprepared for class
- Has received 3–5 notes home due to behavior concerns
- Has received at least one detention
- Often fails to complete assignments or submits low-quality work
- Rarely participates in class discussions or activities
- Shows little responsibility for learning and needs frequent reminders



STANDARDIZED TESTING

READINESS TESTS

Kindergarten Readiness and School Readiness tests (*Brigance Screening*) are administered to students at the end of Prekindergarten and Kindergarten. Tests are hand-scored by teachers, and the results are provided 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 Archdiocese of Baltimore (AOB) guidelines for administering standardized tests. Students in grades 2-8 are tested three times a year. More information can be found on the Mother Seton School website.

The faculty uses test results to plan for school-wide improvement and to assist in assessing students' 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' faith, knowledge, and attitudes toward God, Church, family, and friends. ACRE does not provide parent reports.



REPORTING STUDENT PROGRESS

Report Cards and Interims

Students in Pre-K through grade 8 will receive report cards three times a year at the conclusion of each trimester. In addition, the school will send interim progress reports home during the middle of each trimester.

Interims

Mother Seton School parents are expected to review their child's academic progress throughout the year. Parents will receive children's tests/exams, quizzes, and long-term project grades to review. The Tuesday folder will contain papers for review, which may need to be signed and returned to the School.

Students in Grades Pre-K – 8 receive an interim report midway through each trimester.

Parents of students in grades 3-8 are granted access to their child's grades through PowerSchool. PowerSchool allows parents to view their child's academic progress electronically. The School will provide parents with the code to access PowerSchool. PowerSchool can be accessed from our website.

Any questions regarding progress reports or access to PowerSchool may be directed to MSSReports@mothersetonschool.org.

Dates of Distribution for the 2026-2027 Academic Year

- October 20, 2026: First Trimester Interims
- December 1, 2026: First Trimester Report Cards
- January 19, 2027: Second Trimester Interims
- March 9, 2027: Second Trimester Report Cards
- April 20, 2027: Third Trimester Interims
- June 22-30, 2027: Third Trimester Report Cards mailed home

HONOR ROLL AND AWARDS

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

Academic Honors are awarded to students in Grades 3-8 who demonstrate high academic achievement and who positively impact the learning environment. Honor Roll is based on the following criteria:

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

PARENT CONFERENCES

Parent/teacher conferences are scheduled at the conclusion of the first trimester. A link to sign up for your preferred day/time will be sent home via our usual communication methods. Additional parent conferences are scheduled at the request of the parent or teacher, as necessary. To request a conference, please contact the homeroom teacher. A team conference may be scheduled in middle school grades to address concerns with various subject area teachers.

GRADUATION REQUIREMENTS AND HIGH SCHOOL PLACEMENT

Mother Seton School works with 8th-grade parents to provide information and opportunities for students to explore various high school placement options. Mother Seton School hosts several local Catholic schools and Catoctin High School Guidance Officers to speak with our students about high school programs and activities.

Students who choose to make a placement visit or a shadow day visit to a high school must notify the school office in writing at least three days prior to the visit. Attendance at a high school shadow day will be considered an **approved absence**. If a shadow visit must be rescheduled for any reason, the student will be expected to be in class at MSS.

Once a parent has selected a high school placement for their child, parents are asked to notify the school office so that communication with the high school may be established regarding student records and required admission forms. Mother Seton School requests a five-day advanced notice to complete any required high school placement forms. Please note that **student records will not be released until all financial obligations are met**.

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

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

PROMOTION

Students are promoted to the next grade level based upon mastery of required benchmarks/skills and successful completion of all subjects in a given school year. Students with twenty or more absences may be retained.

RETENTION

Students who do not master the required benchmarks/skills to complete the required educational program successfully may be retained at the current grade level. The principal makes a retention decision in consultation with the parents.

- Students in grades 3-5 who fail two of the four academic subjects will not be promoted. Academic subjects are Language Arts, Math, Science, and Social Studies
- Students in grades 6-8 who fail two of the five academic subjects will not be promoted. Academic subjects are Language Arts, Math, Science, and Social Studies
- Students in grades 3-8 who fail one academic 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 two of the three remaining content areas will not be promoted
- **Students who miss 20 or more days of school may be retained in the current grade level.**



STANDARDS OF BEHAVIOR

EXPECTATIONS

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

In accordance with the stated philosophy of the school, which emphasizes a deep respect for the human dignity and uniqueness of every individual, each student will be considerate of the rights of others in all interactions. All students are expected to cooperate with the spirit and policies of the school, which are designed to foster mature development and personal responsibility. This requires courtesy in all personal relationships, promptness in fulfilling obligations, concern for the environment, and many other factors that the students' sense of appropriateness will indicate to them. The Principal or Assistant Principal reserves the right to determine the appropriateness of an action if any doubt arises.

DISCIPLINE CODE GENERAL GUIDELINES

The purpose of the discipline code is:

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

To maintain a positive learning environment and standards consistent with our Christian philosophy, students must exhibit a sense of responsibility and respect for themselves and others.

Unacceptable behavior is a choice determined by the student. Students must 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 all school-sponsored events. Students may be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school, regardless of where the conduct occurs. In particular, infractions involving verbal, written, or electronic communication occurring outside the school that affect the school community by causing harm to the good name of the school, one of its members, or the physical and emotional health of one or more of its students, faculty, or staff may be treated as serious school infractions. Electronic communication includes all forms, including but not limited to social media, email, and text.

BEHAVIOR PLAN

Primary, intermediate, and middle school units have formulated classroom rules and expectations for their unit or grade level to meet the needs of the students at varying stages of development. These rules and expectations are communicated to parents and students at the beginning of each school year.

Below are examples of Unacceptable Behavior for an MSS student that may result in disciplinary action by a teacher, the principal, or the assistant principal (including but not limited to):

- Failure to comply with school dress code
- Eating and drinking in places or times not permitted
- Chewing gum
- Use of energy drinks on school property
- Note passing, signs and gestures, or any other communications which include teasing, spreading gossip, or disrespecting others
- Rowdiness or disruptive conduct in class that affects student learning, school bus behavior, or when representing the school on field trips, at assemblies, etc.
- Possession, use of toys, sports equipment, trading cards (including but not limited to Pokémon), or similar objects on the bus, in school, during school-sponsored events without staff permission
- Disrespect/rudeness to adults or classmates in manner, deed, or language
- Unsafe behavior in class, playground, bus, lines, and trips
- Fighting or threats of violence
- Use of the property of others without their express permission
- Cheating/lying
- Obscene, rude, humiliating, or vulgar language, either verbally or through gesture, written or electronic communication
- Bullying, harassment, and intimidation of any kind by word or manner and by any means, whether intended as serious or in jest
- Possession or sharing of indecent, violent, or degrading print, non-print, or electronic materials
- Leaving school property during school hours without authorization
- Being out of class or school without teacher or parental knowledge and consent.
- Chronic tardiness or absence
- Defacement, destruction of school or private property
- Repeated failure to abide by school and classroom rules
- Possession, use of cell phones, cameras, iPods, or other electronic devices on the bus, in school, or during field trips and other school-sponsored events.
- Inappropriate use of technology in violation of the Acceptable Use Policy
- Other conduct unbecoming of a Mother Seton School student

Situations/Actions Which May Lead To Suspension or Expulsion (including but not limited to):

- Possession or consumption of any drug, look-alike drug, alcohol, cigarettes, or vape while at school or attending a school function.
- Repeated failure to abide by school and classroom rules, disrupting school life and classmates' instruction or personal academic progress.
- Possession of knives, firearms, or other weapons or look-alike knives, firearms, or other weapons
- Possession of pornographic, degrading, violent electronic, print/non-print material(s)
- Smoking/vaping or using matches
- Willful destruction of school property
- Truancy or leaving school without permission
- Stealing, theft, or extortion
- Fighting that results in bodily harm to another
- Inflicting harm upon self/others/property
- Substantiated threat to inflict harm upon self/others/property

- Bullying, harassment, or intimidation as defined as any intentional written, verbal, or physical act, including electronic communication, whether it occurs on-campus or off-campus and whether intended as serious or in jest, 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
 - substantially disrupts the orderly operation of the school.
- Engaging in illegal activities
- Inappropriate use of technology in violation of the Acceptable Use Policy
- Any conduct unbecoming of a Catholic school student

Warnings

Students who violate the code of conduct or behave unacceptably may be issued a warning via a disciplinary referral. Students must return any referral received with their parents' or guardians' signature. Receiving three warnings will result in an automatic detention.

Detention

After-school detention will be implemented as a consequence for behavior that is disruptive or inconsistent with our school's core values of excellence, respect, and service. Detention will be held Monday through Thursday, from 3:15 p.m. to 4:00 p.m. in the school library. A teacher, administrator, or staff member will supervise it. Detention is not a study hall. Students will not be permitted to read, do homework, or use their phones.

- A student receiving a disciplinary referral will be informed of the reason for the referral and the date of detention. Detention will generally be served the next school day
- The referral form must be signed by a parent/guardian and returned to the student's homeroom teacher the following day
- In extreme circumstances, parents may request a change to the detention date by contacting Miss Trainor (ntrainor@mothersetonschool.org). **Detention takes precedence over appointments, practices, lessons, tutoring, games, etc.**
- A student who misses detention without prior approval may receive in-school suspension and will require a parent meeting with the school principal
- Only students currently enrolled in the After School Care program may be sent there following detention. For all other students, failure to be picked up at 4:00 p.m. may result in additional fees, per the policy outlined on page 42 of the Handbook
- If a student accumulates five detentions, a meeting with the principal will be required to discuss possible further disciplinary action, which may include suspension or expulsion

Any disruptive behavior that affects the classroom environment may be subject to discipline, regardless of where or how it originates. This includes electronic communications such as email, text messages, and social media activity.

Suspension

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

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

A student may also be suspended from school for up to, but not exceeding, three consecutive school days. After the specified suspension time, the student and parent must meet with the principal prior to the student being reinstated. The Principal reserves the right to determine the conditions for reinstatement.

Expulsion

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

Expulsion is handled case by case. Parents may be given the option to withdraw the student in place of expulsion.

If a student is to be expelled, the student is entitled to a prompt review procedure through application to the MSS School Board. A written request for review must be submitted to the principal and the President of the Board within ten working days of the notice of intent to expel. The President of the Board may or may not schedule a meeting.

Ordinarily, expulsion occurs after all other means have failed to bring about improvement. Other means can 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 that may be grounds for immediate expulsion.

The principal is the final recourse in all disciplinary situations and may waive the disciplinary rule for just cause at her discretion.

GUM

Students must not chew gum at school or at any time that they are on school property, the bus, or during field trips. This includes before, during, and after school. Disciplinary action will occur for students who violate this policy.

SEARCH AND SEIZURE

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

BULLYING AND HARASSMENT POLICY

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

Policy Statement

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

Scope

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

Prohibited Conduct

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

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

Bullying, harassment, or intimidation of any student on school property or at school-sponsored functions or by using electronic technology 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 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 and intervention.

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

Students, parents, employees, and service providers are responsible for reporting bullying, harassment, intimidation, or retaliation. A standardized reporting form is available at www.archbalt.org/schools/academics, from the Mother Seton School website, or the school office.

School principals will ensure that all illegal behaviors are reported immediately to the appropriate local authorities.

As used in this policy, "bullying, harassment, or intimidation" means intentional and repeated conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with the student's educational benefits, opportunities, or

performance, or with a student's physical or psychological well being, whether intended a serious or in jest, and is

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

Reporting Procedure

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

Bullying and Harassment Prevention 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 ensure that students are involved in activities that address bullying, cyber-bullying, harassment, or intimidation and create a culture of peer support and mutual respect. School faculty will promote student involvement in anti-bullying efforts, peer support, mutual respect, and a culture that encourages students to report bullying incidents 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 on students, the family, and the school community, and proactive strategies to prevent bullying, harassment, and intimidation.

Intervention

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

A student who violates this policy may be required to participate in appropriate counseling/intervention 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 bystanders and whose mental or physical health, safety, or academic performance has been impaired.

- 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.
- The 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.

Consequences and Remedial Actions

Consequences of bullying, harassment, intimidation, or retaliation are handled on a case-by-case basis and may result in suspension or expulsion. The offender will be informed that retaliation against the person harmed or any bystander is prohibited and can 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 principal will continue to monitor the resolution. Individual 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 if necessary.

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 an 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 a disciplinary form, letter of apology, and after-school detention. When circumstances warrant, students may be suspended or expelled.

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

ONLINE AND SOCIAL MEDIA BEHAVIOR

Audio/Video Recording

Parents may not record another student, parent, or teacher for purposes of broadcasting (including posting on websites, blogs, or social media sites) without the express written permission of the individual being recorded. Students are strictly prohibited from making any recordings outside of approved classroom activities. Failure to comply with this policy may result in the student/family being involuntarily separated from the school.

Defamation and Trademark Infringement

Engagement in online blogs or social media platforms such as, but not limited to, Facebook®, X®, Snapchat®, TikTok®, Instagram®, etc. may result in disciplinary actions if the content includes defamatory comments regarding the school, the faculty, other students, other parents, or any other member of the school community to include, but not limited to, the Daughters of Charity or Board members.

No one is permitted to open an online account under the name of the school, school organization, or particular class/grade. The only official accounts are the ones created and monitored by the Mother Seton School Advancement Department. A parent/guardian or student who chooses to create such an account may be subject to separation from the school.



STUDENT LIFE

DAILY SCHEDULE

Grades K-8

- | | |
|---------------------------|--------------------|
| • Morning Supervision | 8:00 a.m. |
| • First Bell | 8:15 a.m. |
| • Lunch Periods | Announced Annually |
| • Dismissal Monday-Friday | 3:00 p.m. |

The Pre-K half-day daily schedule begins as listed above, with dismissal at 11:30 a.m. On days with a noon dismissal, half-day will also dismiss at noon. Full-day Pre-K begins at 8:00 a.m. and is dismissed at 3:00 p.m. *Please see page 26, Pre-Kindergarten 3 and 4 for program specifics.*

See page 50, *Emergency Delayed Opening, Early Dismissal, Cancellation of School, and After Care* for information about weather-related schedule changes.

ARRIVAL

Supervision is provided for students from 8:00 a.m. – 8:15 a.m. **DO NOT drop off and leave students unattended outside prior to 8:00 a.m.** Before Care is available for a fee. Students assemble on the playground. If it is raining or excessively cold, students may enter the school building beginning at 8:00 a.m. Recreational play is not permitted during arrival time.

Middle School students may NOT be dropped off at the Middle School playground; all students will be dropped off at the main entrance.

When using the car line to drop off your children, you may NOT leave your vehicle. Faculty and Staff are on hand to assist your children out of the vehicle. All children MUST exit curbside for safety reasons.

While we recognize the fundamental right of freedom of expression, as this is a privately administered Catholic Christian school, we will not tolerate signs, stickers, magnets, or any other such materials affixed to a vehicle that contain foul language or obscene or inappropriate graphics or pictures. You will be asked to cover or remove any such items while you are on school property. Failure to respect these rules may result in the prohibition of the offending vehicle on school premises. Repeated violations may adversely affect your child's enrollment. Please see page 11, *Parental Cooperation and Compliance*.

DISMISSAL

Parents are asked to pick up students in the dismissal car line. **Parents may NOT park and enter the school building to wait for students.** Please use the car line. This is for everyone's safety and efficiency of dismissal.

For legitimate reasons, parents may request early dismissal up to 2:30 p.m. as described in the section on Early Departure. Early dismissal after 2:30 p.m. is granted only for extreme emergencies. After 2:30 p.m., parents and

students follow the dismissal order as described below. Parents/caregivers are not permitted to go directly to a child's classroom to deliver packages, give messages, or pick up a child for early departure.

All families are issued an ID number on a large card to be 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 on the curbside only, never on the driver's side. DO NOT LEAVE YOUR VEHICLE.** Staff will assist your child to your car. If a child needs to be secured in their safety seat, please pull past the fire hydrant or into the school lot to do so.

Students whose parents repeatedly fail to pick up students within fifteen minutes of dismissal (whether early or regular dismissal, or after an after-school activity) will be sent to the After Care Program. A fee of \$10.00 for the first fifteen minutes and \$1.00 each additional minute will be charged. Ex. Child is picked up at 3:50. The fee charged is \$15. (\$10 for the first fifteen minutes, \$1.00 for each minute after.)

Order of Dismissal

2:50 Closing Announcements and Prayer

2:55 Bus Riders, Bike Riders, Walkers

3:00 Car Riders

3:10 After School Activities and Clubs, After Care Program PreK-8

Except for bus riders and those enrolled in Before or After Care, Mother Seton School is not responsible for the supervision of students before 8:00 a.m. or after 3:30 p.m.

Students must be picked up in front of the school. Students may not walk off the property to a car or be picked up behind the school. **Parking behind the school or in the adjacent alley is prohibited.**

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

WALKERS AND BIKE RIDERS

Students who are designated as walkers will be escorted by a faculty or staff member to the top of the driveway at the intersection with Lincoln Avenue. Students age 9 and older may be released to walk home independently. Students age 8 and younger must be met at the designated dismissal area by a parent, caregiver, or other responsible individual who is at least 13 years of age.

In accordance with Maryland law, children under the age of 8 may not walk unsupervised, and individuals responsible for supervising children age 8 or younger must be at least 13 years old. Students age 9 and older may ride their bicycles home independently.

Any student who requires supervision and is not met by an authorized individual of the appropriate age will remain under school supervision in the main office or After Care program until a responsible adult arrives for pickup.

SUPERVISION OF STUDENTS BEFORE AND AFTER THE SCHOOL DAY

Parents are required to follow the times stipulated when dropping off or picking up students. Mother Seton School is not responsible for the supervision of students before or after the published arrival and dismissal times. In addition, the School is not liable for any injuries or accidents that may occur before or after the published times. If a student participates in a scheduled, supervised activity before or after the published arrival or dismissal times, specific arrangements must be made for drop-off and pick-up at the designated times. If children are participating in Before or After Care, parents must comply with the rules established by the program for drop-off and pick-up.

NOTIFICATION OF CHANGE OF TRANSPORTATION

The school will permit no student to change his or her usual method of transportation without written permission from his or her parent. A parent may notify the School in advance by sending an e-mail to the teacher or sending a handwritten note at the beginning of the day. If a same-day change is necessary, please call the School and follow up with a written notice. The School cannot take responsibility for students who do not comply with the regulations.

BEFORE AND AFTER CARE PROGRAM

Mother Seton School provides a Before and After Care Program on a space-available basis. Before Care is available for children in Pre-K through Grade 8 from 7:00-8:00 a.m. After Care is available for children in Pre-K through Grade 8 from dismissal until 6:00 p.m. on all full school days and scheduled early dismissal days, as indicated by the school calendar. There is a separate registration process for the Before and After Care Program.

Program

The Before Care program is intended to assist those parents whose schedules require them to drop off their children before 8:00 a.m., but no earlier than 7:00 a.m. Caregivers are required to sign the child into the program each day. Students may bring a small breakfast snack and drink.

The After Care program includes outdoor or indoor play and snack time, a homework period, games, craft projects, and group activities. While 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 student work to ensure completion of assignments, sufficient study, and preparation for the next day's classes. Caregivers are also required to sign their children out of the program before leaving.

Days and Hours of Operation

Hours

Before Care, Pre-K-grade 8 7:00-8:00 a.m.

After Care, Pre-K - grade 8 Dismissal until 6:00 p.m.

Days

Before and After Care is open on full school days

After Care is available on half-days beginning at noon.

On early dismissal days, **a minimum of 10 students must be in attendance until 4:30 p.m.** Surveys are conducted by the After Care staff a week in advance to determine if a sufficient number of students will be in attendance to offer the program on that day.

ABSENCE, TARDINESS, AND EARLY DEPARTURE

Regular attendance and punctuality are considered essential for successful learning at Mother Seton School.

Students must be present at school for a minimum of 4 hours to be considered in attendance for the day. Any regular late arrivals or early dismissals due to activities or standing appointments must be communicated and approved by the homeroom teacher and the principal. Please refer below for specific provisions regarding tardiness and early dismissal.

Students absent from school without prior approval may not participate in after-school or evening school-sponsored events such as concerts, dances, or other programs.

An annual calendar detailing school days and holidays is distributed before the opening of the school year. Changes to the calendar will be communicated via Tuesday News and the MSS website. It is the parent's responsibility to ensure they have the most recent version of the calendar.

Mandatory School Attendance and Maryland State Law

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

Per Maryland State Law, parents are held responsible for their child's attendance and punctuality. **If a child is absent for more than 20 days, whether consecutively or non-consecutively, the principal has the right to consider retention.**

Truancy

Truancy is defined as a student being absent from school without a parent's permission or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion.

Reporting Absence

Parents are asked to call the School office by 9:00 a.m. to report an absence and the reason for the absence. Parents may also submit a Report of Absence form via the school website.

The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities. If a student will be out of school for an extended period, whether continuous or intermittent, parents are asked to consult with the administration regarding appropriate support in fulfilling the school curriculum, which may include alternative arrangements such as home and hospital services through the local public school district.

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

Students must be free of fever, vomiting, and diarrhea for 24 hours from the last recorded fever or bout of vomiting or diarrhea before returning to school.

Unexcused Absence

Parents are encouraged to reinforce the importance of school attendance by authorizing their child to be absent only for health reasons, death in the family, or other serious family emergencies. Unexcused absences may result in the student being retained and repeating the school year. Twenty or more absences, excused or unexcused, may be grounds for student retention.

Family Vacations

Absence from school during the academic year due to family vacations is strongly discouraged. Student absences due to family vacations are considered unexcused absences. Missed assignments are the student's responsibility.

Teachers are not required to give make-up tests or assignments for absences due to vacations. No assignment will be given in anticipation of the vacation. There will be no exceptions to this policy. Please do not ask the teacher to make an exception or offer payment for homework given in advance of an absence due to vacation. Instruction and subsequent graded work frequently depend on a student's presence in class for group activities, presentations, and discussions.

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

Family vacations and travel are not valid excuses for absence, and Mother Seton School cannot approve these as legally excused absences. Parents are accountable for unapproved absences or tardiness and understand that excessive absences may result in the student being retained to repeat the school year.

Tardiness

When a student is tardy, he/she interrupts class, causing a distraction that interferes with the learning process.

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

It is the student's responsibility to check with the homeroom teacher to receive the necessary communication or work that may have been missed due to lateness.

Excessive tardiness may result in a student needing to be retained and to repeat the school year. Students who are regularly tardy will be required to meet with the principal to develop strategies to eliminate tardiness. A plan will be developed and monitored by the homeroom teacher and principal.

Tardy students are responsible for missed class assignments.

Early Departure/Check Out

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

If it is necessary for a student to leave school before 3:00 p.m., the student submits a note to the office, signed by the parent, on the day of early dismissal. The note includes the reason for the request and the time the student must leave school. The parent must sign the student out in the office logbook before the student is released from the office. If the student returns to school the same day, he or she must be signed back in the logbook. **Students who are away from school for 3 ½ hours or more will be counted as absent for half a day. Three early withdrawals, each of which is less than 3 ½ hours of the school day missed, will be considered as one half-day absence and count toward the student's overall number of days absent.**

SCHOOL CAFETERIA

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

A hot lunch program is available five days a week, except on half-days or late arrival days. Menus are sent home monthly and can be found on the School website or app, along with prices for meals and à la carte items. Children may pack their lunch; however, NO MICROWAVE is available for heating food. Parents are not permitted to deliver restaurant or fast food lunches for their children in place of purchasing from the cafeteria or bringing a lunch from home.

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

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

PrePay/Charging for Lunch

Lunches are managed through the Lunchtime app. Accounts are prepaid, and charges are posted against the balance. Funds may be replenished online or by sending cash or check to the finance office. No cash is accepted in the cafeteria. Detailed instructions are provided to new families at the start of the school year.

Extras and Snacks

Students are not permitted to purchase extras/snacks until they have eaten an entrée purchased from the school or brought from home.

TELEPHONE/CELL PHONE POLICY

The practice of bringing cell phones to school is strongly discouraged. If it is necessary for the student to have a phone, the student will turn the phone into the front office or their homeroom teacher as appropriate, and can pick up the phone at the end of the day. The Principal and Assistant Principal reserve the right to search student cell phones in students' possession. (See *Search and Seizure*, page 38) A student who repeatedly violates the cell phone policy will have the phone confiscated, and additional disciplinary action may be taken.

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.)

As stated on page 56, *Student Uniform/Dress Code*, Smart Watches are NOT permitted in school.

SCHOOL BUS SERVICE

The entire school community is committed to maintaining high standards of safety for bus transportation. To guarantee safe transportation, all students must follow the code of conduct for bus riders, whether for regular transportation to or from school or 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 follow these rules:

- Follow directions of the driver the first time given
- Remain seated, facing forward at all times
- Keep head, arms, and hands to yourself, and never put them outside the window
- Respect the person and belongings of all riders
- Observe rules about bullying, inappropriate comments, language, or other kinds of disrespect to riders
- Refrain from eating, drinking, or chewing gum on the bus
- Remain in the assigned seat unless directed otherwise
- Refrain from playing with toys, using electronic games, or other electronic devices unless given specific permission
- Safely board and exit the bus

Mother Seton School operates bus service to and from Frederick, Walkersville, Keymar, and Taneytown. Specific route information will be given to families who opt for bus service. More information can be found on the website.

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

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

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

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

STUDENT ACTIVITIES AND CLUBS

Art Club

The Mother Seton School Art Club is a Middle School volunteer art program offered during lunch/recess on specific days. Students volunteer 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. Information on joining the Art Club will be available during the first few weeks of school.

Chorus

Students in grades 4-8 may join the school chorus in September and January. No audition is necessary. Chorus meets weekly after school for one hour. The Chorus traditionally performs for two school productions as well as other community or school functions. The Chorus dress code for performances is a white MSS polo 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. The Liturgy Chorus 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. The Tech Crew helps facilitate activities that 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

Optional weekly instrumental music lessons are taught each week to students in Grades 4-8. Band meets weekly after school for one hour. Band performances are held at Mother Seton School in the fall and spring and at other locations within the Archdiocese of Baltimore. The dress code for performances is a white shirt, black pants, and dark dress shoes.

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

Healthy Eating Club

Sixth-grade students are invited to join the healthy eating club that meets monthly in the Science Lab during lunch and recess. The Healthy Eating Club’s mission 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. 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 monthly after school for 90 minutes. Club members pay \$10.00 dues to defray project material costs.

Science Club

The 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 monthly after school for 90 minutes.

Student Council

The purpose of the Mother Seton School Student Council is to encourage and promote good citizenship, service to the community, growth in leadership ability, and school spirit, and contribute to the school and community's general welfare. Middle School students serve as elected officers of the Student Council; students in grades 3-8 serve as homeroom reps. Meetings are typically held during Middle School recess; however, there may be occasional meetings and activities outside of regular school hours.

Vincentian Marian Youth: Seton Council (VMY)

The Vincentian Marian Youth: Seton Council is an international service organization of the Vincentian Way. Students in grades 5-8 interested in working with friends and classmates to serve Christ by serving their neighbors are invited to join the VMY. Members meet monthly for team building, prayer, and planning service and outreach projects.

The four Council aims of Community, Service, Marian Spirituality, and Formation are woven into activities and monthly VMY meetings. VMY sign-up takes place in September. Students complete a Pledge year during which they demonstrate their willingness to fulfill member responsibilities.

Students who complete the 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 are asked to contact the VMY moderator.

Yearbook

Teachers for the Yearbook Committee select a limited number of students in grades 6-8. The Yearbook Committee 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 Committee meetings are held frequently from 3 to 4:00 p.m. from September through March.

The Daily Bayley

The Daily Bayley is the school's student newspaper. It is published once or twice a month throughout the school year. Students in grades 5-7 complete an application and submit writing samples, from which the advisor will select the student reporters.

Additional information about clubs and activities may be found on our website.

CARE OF BOOKS AND SCHOOL PROPERTY

All textbooks, classroom furniture and equipment, and media and technology resources are the property of Mother Seton School and are used by and 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 members of a school community.

Requirements for textbook use:

- Students keep textbooks covered to prevent damage. Some textbooks are quite large and require extra-large covers to fit entirely around the book to preserve the corners from damage
- If students lose or damage a book, including library books, the student/parent pays the school for the cost of replacing the book

- To preserve the appearance of textbooks, students may not deface the book cover with doodling, drawing, or other markings
- To protect from damage, students place all books in backpacks before taking them out of the school building
- Grade-level teachers inform parents if consumable workbooks are to be covered

PERSONAL GIFTS AND EVENTS

Students should not exchange individual gifts at school. This gesture only creates hurt feelings among other students. Invitations for parties or other such private events should be sent from the student's parent directly to the invitees outside of school unless an invitation is being given to every student in the entire grade.

ITEMS BROUGHT TO SCHOOL

Mother Seton School is not responsible for loss or damage to any items brought to school by a student. This includes, but is not limited to, all electronic devices, trading cards, games, and toys. Students should refrain from bringing anything from home without prior approval (i.e., for Show and Tell or a special event) and will maintain responsibility for the care of those items.

LOST AND FOUND

Parents are strongly encouraged to ensure all student items, including uniform pieces, lunch boxes, and water bottles, are labeled with the student's name and grade. Items left on school grounds that are unclaimed will be placed on the Lost and Found cart in the cafeteria. Any item not claimed within ten days may be donated to charity, thrown away/recycled, or, in the case of uniform items, put in the Uniform Closet.



SCHOOL SAFETY

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

Mother Seton School and the Before and After Care Program generally follow the directions 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 an alert posted on the MSS Home Page and app; text, phone, and email notices sent through FinalSite Messages XR alerts; and posting on MSS social media accounts.

Parents should ensure the correct number to receive phone and text alerts is kept updated in their Parent Portal accounts. Contact the Director of Enrollment (admissions@mothersetonschool.org) if changes must be made. If you require someone not on your parent account to receive emergency and weather alerts (e.g. babysitter, grandparents, etc.), please send a message to the Director of Communications at ltaylor@mothersetonschool.org with that person's email and phone number.

EMERGENCY/WEATHER PROTOCOL

- If MSS is on a **delayed opening** schedule, school opens at 10:00 a.m., and classes begin at 10:20 a.m. Pre-K half-day dismisses at 12:30 p.m. on these days. Before Care is available starting at 9:00 a.m.
- In the event of a delayed opening, sandwiches, sides, and drinks will be available to purchase for lunch
- Pre-K Full Day will dismiss at the same time as grades K-8 on days when there is an **emergency early dismissal**

- After Care for Pre-K - 8 will be open for **2 hours** after an emergency early dismissal
- If school remains in session until the usual dismissal time, but Frederick County cancels all after-school or evening activities, the After Care Program (grades PreK-8) **will close at 4:30 p.m.** to allow staff and families a safe commute. Parents are asked to call the school office number 301-447-3161 by 4:00 p.m. if road conditions prevent arrival by 4:30 p.m.

EMERGENCY PREPAREDNESS

MSS Emergency Plan

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

General information about the plan is communicated to parents through announcements and bulletins. More detailed information is contained in the Emergency Plan. A copy of the emergency plan is kept in the school office.

Emergency drills are held periodically to familiarize all staff and students with responses for various scenarios, including fire, tornado, lockdown drills, and off-site evacuation. Faculty and staff review plans and participate in safety training annually and as necessary.

Alternate Sites

If an emergency shelter is required, the following alternate site has been established:

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

Reunification Plan

St. Joseph House:

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

If a second alternate site is needed for reunification, we will use St. Joseph's parish hall.

St. Joseph Parish Hall:

- Parking for Parents is available, as well as street parking
- **Requesting Station:** The area where parents request a child to be released is located at the Parish Office, 47 DePaul Street. The parent or adult requesting the release of a child must be listed on the emergency form, and the individual must show ID. Please form lines and follow the directions of the staff at the requesting station.

- **Releasing Station:** The releasing station is located at the St Joseph Parish Hall entrance adjacent to the Parish Office. The parent picking up a child must show the release paper provided at the releasing station and ID to the staff at the releasing station.

EMERGENCY ANNOUNCEMENTS

Mother Seton School uses the **FinalSite XR** program for emergency announcements. Parents are automatically signed up for this service based on the information provided in their parent portal. It is the parents' responsibility to ensure that the contact information is correct for parents and emergency contacts. If changes occur during the year, the parents may contact the school office to update this information. Parents may also use the online system to update their contact information.

Please do not call the school following an alert message about emergency closures or delayed starts. This monopolizes the phone system and our office staff during a time when they are to attend to emergency protocols.

Parents are encouraged to check the Mother Seton School website (www.mothersetonschool.org), the MSS app, and social media for additional information.

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

See page 49, *Emergency Delayed Opening, Early Dismissal, Cancellation of School, and Before and After School Care* for details regarding weather-related announcements.

SCHOOL THREATS

Mother Seton School attempts to provide a safe environment for all individuals. Verbal or written threats made against the physical or emotional well-being of any individual are taken very seriously. Students making such threats (seriously or in jest, whether verbal or written) face detention, suspension, and/or expulsion. In the event the school suspects danger to a student or the school community, the school reserves the right to call the police.

SURVEILLANCE CAMERAS

Mother Seton School recognizes that attempting to maintain the safety and security of students, staff, and visitors to our school is implemented with a multifaceted approach. To the extent that modern technology provides tools to maintain safety and security, the use of video surveillance cameras may be in place in the school or on school property. Cameras will not be permitted in areas where there is a reasonable expectation of privacy. Video footage is only reviewable by the administration and local authorities as applicable.

POLICY FOR THE PROTECTION OF CHILDREN AND YOUTH

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

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

Parents and others who volunteer at Mother Seton School participate in training/screening concerning child abuse and the protection of children through their local parish. This training requires an individual to:

- Complete the Application for Volunteer Service
- Submit required references
- Complete Criminal History Screening Consent Form
- Complete VIRTUS online training modules

- Complete fingerprinting and federal background check (depending on the type of volunteer service)

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 so that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires all school staff to report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the principal.

VISITORS

To ensure a safe environment for your child, all doors will remain locked throughout the school day. Visitors must enter the front door, report to the school office, and submit a Driver's License or other Government-issued ID before visiting any school building area. Visitors are required to wear a Visitor ID sticker. MSS uses Raptor Security Software for all visitors on campus, regardless of the purpose of the visit. Please make sure you have your ID with you when you enter the school building.



STUDENT HEALTH

HEALTH RECORDS

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

STUDENT EMERGENCY INFORMATION

Emergency Forms are completed as part of the enrollment and registration process via SchoolAdmin. Mother Seton School must be informed immediately of any change of contact information 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 in the child's name, it is essential that MSS be informed promptly. 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 the non-custodial parent must be on file with Mother Seton School.

MARYLAND IMMUNIZATION REQUIREMENTS

All children should be inoculated according to Maryland State requirements. A child may not attend class unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the month, day, and year of each vaccination and be signed by a physician or health department official.

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

ALLERGIES

Parents are asked to inform the School of their child's allergies, including food allergies. School medication orders must be renewed each year by the physician, and the order must be signed on or after July 1. If a student carries an EpiPen on their person, the physician must state this requirement on the order.

MEDICATION

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

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

- Name of medication
- Directions for use
- Time for dispensing
- Name of doctor ordering the medication
- Date of prescription
- Expiration date as stated by the pharmacist
- Strength of medication/dosage
- Student's name and grade

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

ILLNESS

Parents are urged to keep children home when children have flu-like symptoms, fever (above 100°), vomiting, diarrhea, or symptoms of a communicable disease, as this can help control epidemics of the common cold or other viruses. **Children should be fever-free (without fever-reducing medicine) and with no vomiting or diarrhea for 24 hours after the last onset before returning to school.**

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

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

Upon return to school, 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 or recess or given any other accommodation.

HEAD INJURY

If any head injury occurs to a student, the nurse will call the parent and send home a referral form. As with any visit to the Health Room, the form must be signed by the parent/guardian and returned to school. If the parent/guardian or an alternative contact person cannot be reached in an emergency, the school will contact 911 for assistance.

COMMUNICABLE DISEASE

Parents are asked to call the school if their child is diagnosed with a communicable disease. The school will notify the Health Department if required. All reports are confidential. Reportable diseases include, but are not limited to, the following:

- Adverse reactions to the Pertussis vaccine
- Animal bites/Rabies
- Chicken Pox (Varicella)
- COVID-19
- Food poisoning
- Hepatitis
- Human Immune Deficiency
- Impetigo
- Influenza
- Lyme Disease
- Measles (Regular or German)
- Meningitis
- Mumps
- Rocky Mountain Spotted Fever
- Tuberculosis
- Viral Infections (AIDS, any other symptomatic infections)
- Whooping Cough (Pertussis)

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

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

BLOODBORNE PATHOGENS

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

ASBESTOS MANAGEMENT PLAN

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

VISION AND HEARING SCREENING

Mother Seton School follows the directives of the Frederick County Health Department and responds to parents' requests for individual vision and hearing screening. Vision and hearing screening is usually done for all students in grades Pre-K, Kindergarten, 1, 4, and 8, and for new students in all other grades. Screening may be conducted by the County or another designated organization.

EMOTIONAL SUPPORT ANIMALS

No emotional support animals will be permitted in school. If a student's documented medical diagnosis allows for such an extraordinary measure, a meeting will be scheduled between administration and the student's

parents/guardians to discuss. The Principal reserves the right to refuse such accommodations to the extent permitted by law.



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. Parents are asked to label sweaters, sweatshirts, and outerwear clearly with name and grade to avoid loss of clothing.

VENDORS

Uniforms can be purchased through Lands' End or Hemwise.

Lands' End

All uniforms can be purchased through Lands' End

School Code: 900155508

Phone 800 469 2222

Online orders: www.landsend.com/school

Scrip: Available online

Hemwise

Online orders: Visit Hemwise.com and look for Mother Seton School under Find My School.

Hemwise is a local company that is our supplemental uniform vendor. Through Hemwise, you can order the same items as Lands' End (except the plaid skort, although they do have a skirt option). **School-approved shoes are also available through Hemwise; if you cannot find an approved shoe elsewhere, you should plan to order from this vendor.** Hemwise is located at 1828 Rosemont Ave. Suite E, Frederick, Maryland 21702. Periodic pop-up shops will happen throughout the school year.

An optional MSS-branded PE T-shirt is available for purchase online at the beginning of the year. Only one order for T-shirts is placed each year. The deadline is generally early August to ensure they arrive in time for the start of school. Visit mothersetonschool.org/uniforms for more specific information and for the link to order PE shirts. A limited number of extra shirts may be available through the front office.

EXPECTATIONS OF STUDENTS

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

- Students are well-groomed, maintain a neat appearance, and wear their school uniforms with pride. Uniforms are in good repair and properly fitted, with shirts long enough to be neatly tucked in
- The school staff assists students in determining what is acceptable
- Jumpers, skirts, polos, khaki pants, skorts, shorts, sweaters, and vests are purchased from Lands' End or Hemwise only

- Mesh gym shorts may only be purchased via Lands' End or Hemwise. Sweatpants/joggers may be purchased from anywhere AS LONG AS THEY ARE HUNTER GREEN. A logo is not required for gym shorts or sweatpants
- Sweaters, cardigans, crew neck sweatshirts, and fleece zip-ups or quarter-zips may be worn in the school building. All tops must have the school logo
- Uniform shirts are tucked in except during PE class. Shirts must remain tucked in when departing from school and on the school bus
- Lengths of jumpers, shorts, or skorts are no shorter than 3 inches above the knee
- Undershirts or camisoles must be plain white or beige. Colored T-shirts, those containing lettering/graphics, or patterned camisoles are not worn under uniform shirts
- **Shoes must be solid black or white, low-top, and have non-marking soles.** Approved shoes may be purchased through Hemwise if a suitable shoe cannot be found elsewhere.
- Sneakers/tennis shoes are required for Physical Education class only and may be any color, but must have non-marking soles
- **Socks must be 3-4 inches above the top of the shoe.** Ankle and No-show socks are not permitted. **NO LOGOS** should be visible on socks
- Jackets, hoodies, hats, and other outerwear are not worn in the school building
- Students are permitted to wear a watch, but no other bracelets, unless they are allergy or health emergency bands. **SMART WATCHES ARE NOT PERMITTED**
- Only prescription eyeglasses may be worn; Meta Glasses or any other type of VR glasses are not permitted. Sunglasses are only worn outside
- Girls may wear one pair of stud or button earrings and a small necklace with a medal or cross, no more than 1" in diameter
- Boys limit jewelry to a small necklace with a small medal or cross, no more than 1" in diameter
- Rings are not permitted
- Parents and staff guide students in the selection of appropriate jewelry to wear with school uniforms
- Girls may wear simple hair adornments, such as a ribbon, headband, or band to tie the hair. For safety and appearance, ribbons are short and do not hang down the back
- Hair is neatly styled. Artificially dyed hair, highlighted hair, and radical style cuts do not complement the school uniform and are inappropriate for school.
- Boys' hair must be neat and well-groomed, trimmed above the ears, off the collar, and above the eyebrows
- Students do not wear make-up; girls use only clear polish for nails and transparent lip balm. No acrylic/fake nails or tips are allowed

KINDERGARTEN UNIFORM

Kindergarten children may wear the MSS gym uniform throughout the year with a white or green polo, or with the Navy PE shirt. **OPTIONAL:** Kindergarteners have the option to wear the same uniform as Grade 1 on non-PE days.

GIRLS UNIFORM – GRADES 1-5

Navy and green plaid jumper with scoop neck and A-line styling, or Khaki pants, all worn with a white or hunter green short- or long-sleeved polo with logo. Optional Warm Weather Uniform (First Day of School to October 15 and April 15 to Last Day of School) includes khaki shorts or khaki skorts. Solid all-black or all-white shoes (including athletic shoes), low-top, with non-marking soles, worn daily. Any sneaker/tennis shoe with laces or Velcro and non-marking soles must be worn on PE day. Refer to the section on Shoes for more details.

GIRLS UNIFORM – GRADES 6-8

Navy and green plaid skort, length reaching no more than 3 inches above the knees, or khaki pants, both worn with a white or hunter green short- or long-sleeve polo with logo. Navy and green plaid skirt may also be worn, but only with bike shorts underneath. Optional Warm Weather Uniform (First Day of School to October 15 and April 15 to Last Day of School) includes khaki shorts or khaki skorts. Solid all-black or all-white shoes (including athletic shoes), low-top, with non-marking soles, worn daily. Any sneaker/tennis shoe with laces or Velcro and non-marking soles must be worn on PE day. Refer to the section on Shoes for more details.

BOYS UNIFORM – GRADES 1-8

Khaki pants worn with a white or hunter green short- or long-sleeved MSS logo knit shirt. Optional Warm Weather Uniform (First Day of School to October 13 and April 12 to Last Day of School) includes khaki shorts. Solid all-black or all-white shoes (including athletic shoes), low-top, with non-marking soles, worn daily. Any sneaker/tennis shoe with laces or Velcro and non-marking soles must be worn on PE day. Refer to the section on Shoes for more details.

BOYS AND GIRLS UNIFORM – GRADES 1-8

Belts

Solid or braided black or brown belts must be worn with pants or shorts that have belt loops. Kindergarten and Grade 1 students are exempt from this requirement.

Shoes

Any solid all-black or all-white shoes, including athletic shoes, low-top, with non-marking soles, may be worn. No other colors, designs, logos, or decorations are acceptable. Heels must be no more than 1/2". High-tops, boots, open-toe, and open-back shoes are prohibited. NO CROCS or CROC-like styles.

For physical education class, any color gym shoes/sneakers/tennis shoes with laces or Velcro and non-marking soles suitable for physical education activities on a gymnasium floor and outside on pavement and grass.

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 are allowed on socks. No ankle or no-show socks permitted.

Hoodies/Sweatshirts/Sweaters/Vests

Hunter green with MSS logo. Hoodies are considered a part of outerwear and are not permitted to be worn inside the school. Sweatshirts, cardigans, fleece zip-ups and quarter-zips, and sweaters may be worn inside.

OPTIONAL WARM WEATHER UNIFORM

Warm weather uniforms may be worn from the beginning of school until October 15th and April 15th through the end of school, or at any other time the School deems it necessary.

Grades 1-8: Khaki walking shorts or khaki skort with white or hunter green short-sleeve polo with logo.

PHYSICAL EDUCATION UNIFORM

Hunter green MSS logo sweatshirt and sweatpants with navy PE T-shirt. PE Uniform pants are worn only on gym days or other days as specified by the administration. Green or white polo shirt with logo may be worn in lieu of navy T-shirt.

Warm Weather Uniform: Hunter green mesh shorts worn with navy PE T-shirt. Information on the navy P.E. T-shirt to be ordered can be found on the website. Shorts must be an appropriate length; generally, a 3” or longer inseam.

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 birthdays. Summer birthday out-of-uniform privilege is arranged with the homeroom teacher.

Spirit Days

The Student Council or other in-school clubs may sponsor occasional spirit days for various projects. Notices are sent home via the Tuesday Newsletter regarding a fee for being out of uniform. The notice will state if it is a full-out-of-uniform day or another type of out-of-uniform privilege. The notification will also state where the collected fees will be donated.

Out of Uniform Policy

On out-of-uniform days, students wear appropriate, modest, safe, and respectful attire for school. Outfits must not hinder a student’s ability to move freely or participate in class activities. Students may wear:

- Jeans
- Shoes with a non-marking sole except as indicated below
- Socks of any length or color
- Shorts, skirts, or skorts no shorter than 3 inches above the knee
- Dresses no shorter than 3 inches above the knee
- Sweatsuits/athleisure that are not body-hugging
- Jewelry
- T-shirts, jerseys, and blouses
- Appropriate attire to fit a themed Spirit Day

Students may not wear:

- Flip-flops, open-toed shoes, Crocs or Croc-like shoes, water shoes, Heelies, or any other shoe that may pose a safety hazard
- Tank tops or sleeveless shirts
- Spaghetti straps/camisoles
- Bike shorts (except for under clothing)
- Athleisure/sportswear or any other clothing that is form-fitting
- Low-cut tops
- Leggings not covered by a dress or skirt

- Pajamas (except when allowed for a themed Spirit Day)
- Costumes (except when allowed for a themed Spirit Day; masks are **never** to be worn, and costumes must allow for freedom of movement and safe participation in class activities. Weapons or weapon-like accessories are prohibited.)
- Smart Watches or Meta or other VR-style Glasses
- T-shirts or other attire with inappropriate graphics or writing that depict, including but not limited to political speech; hate speech; obscenity; profanity; threats or violence; brands of alcohol, cigarettes, or any other prohibited item; and weapons, or which are defamatory toward religion or religious icons and servants

If a student is not appropriately dressed, the School will provide a uniform from the school uniform closet for the student to wear, or administration may call the parent or guardian to provide appropriate clothing.

If an out-of-uniform day falls on a scheduled PE day, **clothing suitable for physical activity and sneakers must be worn.**

Disciplinary action may occur if the uniform policy is not followed.

GOOD RULE OF THUMB: “If you’re not sure you should wear it, don’t wear it!”

APPENDIX

STATE OF MARYLAND VACCINE REQUIREMENTS



Vaccination Requirements for Children Enrolled in Maryland Preschool Programs and in Schools (Grades K-12) (Rev 6/23/2026) — Per [COMAR 10.06.04.03](#)

Instructions: To determine the required number of vaccinations for a student, first locate the student's age or grade on the chart. Then, read across the chart from left to right. Please refer to page 2 for the footnotes and compliance rules. For more information, visit the Maryland Department of Health [Back-to-School website](#).

Required cumulative number of doses for each vaccine for PRESCHOOL aged children enrolled in educational programs							
Vaccine	DTaP/DTP/DT ^{1,6}	Polio ²	Hib ³	Measles, ^{2,4} Mumps, Rubella	Varicella ^{2,4,5} (Chickenpox)	Hepatitis B ²	PCV ³ (Prenar TM)
Child's Current Age							
Less than 2 months	0	0	0	0	0	1	0
2 - 3 months	1	1	1	0	0	1	1
4 - 5 months	2	2	2	0	0	2	2
6 - 11 months	3	3	2	0	0	3	2
12 - 14 months	3	3	At least 1 dose given after 12 months of age ⁷	1	1	3	2
15 - 23 months	4	3	At least 1 dose given after 12 months of age	1	1	3	2
24—59 months	4	3	At least 1 dose given after 12 months of age	1	1	3	1
60 - 71 months	4	3	0	2	1	3	0

Required cumulative number of doses for each vaccine for children enrolled in KINDERGARTEN - 12 th grade							
Grade Level Grade (Ungraded)	DTaP/DTP/Tdap/DT/Td ^{1,6}	Tdap ⁶	Polio ²	Measles, ^{2,4} Mumps, Rubella	Varicella ^{2,4,5} (Chickenpox)	Hepatitis B ²	Meningococcal (MCV4)
Kindergarten & Grades 1, 2, 3, 4 5, & 6	(5 - 11 yrs.) 3 or 4	0	3	2	2	3	0
Grades 7, 8, 9, 10, 11, & 12	(11 - 18+ yrs.) 3 or 4	1	3	2	2	3	1

Maryland Department of Health

Center for Immunization

mdh.IZinfo@maryland.gov

Enrolled in Maryland Preschool Programs and in Schools (Grades K-12) (Rev 6/23/2026) — Per [COMAR 10.06.04.03](#)

FOOTNOTES

1. If DT vaccine is given in place of DTP or DTaP, a physician documented medical contraindication to the pertussis-component is required.
2. Proof of immunity by positive blood test is acceptable in lieu of vaccine history for hepatitis B, polio, and measles, mumps, rubella, and varicella, **but revaccination may be more expedient.**
3. Due to the widespread use of combination products for the primary series of childhood vaccines, the 12–15-month dose-of Hib containing vaccine should be assessed after the 15-month doctor's visit. Hib and PCV (PrenarTM) are not required for children older than 59 months (5 years) of age.
4. All doses of measles, mumps, rubella, and varicella vaccines should be given on or after the first birthday. However, upon record review for students in preschool through 12th grade, a preschool or school may count as valid vaccine doses administered less than or equal to four (4) days before the first birthday.
5. Two (2) doses of varicella vaccine are required for students entering Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th grades and for previously unvaccinated students 13 years of age or older. Medical diagnosis of varicella disease is acceptable in lieu of vaccination. Medical diagnosis is a documented history of disease provided by a healthcare provider. Documentation must include month and year.
6. Four (4) doses of DTP/DTaP are required for children less than 7 years old. Three (3) doses of tetanus and diphtheria containing vaccine (any combination of the following —Tdap, DT or Td) are required for children 7 years of age and older.
7. Polio vaccine is not required for persons 18 years of age and older.

POTTY TRAINING POLICY FOR PRE-K STUDENTS

Purpose

This policy aims to clarify the expectations and responsibilities of both parents/guardians and the school regarding potty training. Mother Seton School (MSS) is committed to providing all students with a safe, healthy, and productive learning environment. To ensure the well-being of all students, **it is essential that children are fully potty-trained before entering the Pre-K program.** We will work with families to the greatest extent possible to ensure all students are able to benefit from our program in a safe and healthy manner.

Potty Training Requirement

Children enrolled in preschool must be toilet-trained before attending preschool. Children must be wearing underwear. A child having accidents daily would not be considered toilet-trained. Please note that wearing pull-ups is **NOT** considered toilet-trained.

Why is Potty Training Important for Preschool?

- **Hygiene and Health Standards:** Strict standards govern the changing and disposal of wet or soiled diapers/pull-ups. Mother Seton School is not a licensed daycare facility, and our classrooms are not equipped to handle these tasks.
- **Learning Time:** When an adult is occupied with changing a child's soiled clothing, it detracts from valuable learning time for all students and limits the adult's ability to supervise and interact with the rest of the class directly.

Criteria for Toilet Training

A toilet-trained child should be able to:

- Communicate the need to use the restroom to a teacher.
- Recognize personal bodily cues and initiate the process of using the bathroom.
- Independently pull down and pull up clothing.
- Wipe themselves after using the toilet (with minimal assistance for 3-year-olds).
- Get on and off the toilet independently.
- Wash and dry hands.
- Delay using the restroom if necessary (e.g., waiting for someone to finish or during a class activity).
- Wake up during nap time if they need to use the bathroom.

Responsibilities

- **Parents and Guardians:** Parents and guardians are responsible for ensuring that their child meets all program requirements, including potty training, before enrollment.

Teachers and Staff: Teachers will proactively remind children to use the restroom throughout the day, especially before lunch, recess, nap time, specials, or any time leaving the classroom. While teachers will assist as needed, children should be capable of completing toileting tasks independently.

Teachers and staff are not responsible for initiating or continuing potty training for any child. Any child requiring frequent or regular assistance with toileting will not be considered potty trained.

Potty Training Aids

- Pull-ups, diapers, and rubber pants are indicators that a child is not fully potty trained and should not be worn to school.
- Any child found wearing these items must be picked up immediately by a parent or guardian.

Toilet Accidents

We understand that even toilet-trained children may occasionally have accidents, particularly during periods of adjustment to a new environment. However, these accidents should be infrequent. In such cases, teachers will assist children in changing their clothes, encouraging independence whenever possible.

If toilet accidents continue to occur after September 30th of any school year, the following steps may be taken:

1. **First Accident:** The child will be changed into a fresh set of clothes provided by the parent/guardian, and the parent/guardian will be notified.
2. **Second Accident:** The parent/guardian will be called to pick up the child from school.
3. **Third Accident:** The parent/guardian will be called to pick up the child from school and must meet with the principal before the child can return to school.
4. **Fourth Accident:** Parents/guardians may be asked to withdraw their child from the program. Tuition responsibilities will remain as outlined in the Tuition and Fees Policy on page 5 of the Handbook (2026-2027).

In the event a student is having difficulty, we will do our best to assist families so the child may continue to attend the Pre-K program.

By adhering to this policy, we can maintain a safe, hygienic, and productive learning environment for all students.

ATTENTION PARENTS/GUARDIANS:

Complete and sign the Receipt of Parent-Student Handbook and the Acknowledgment of Academic Integrity, tear out, and return to school by Thursday, September 18, 2026.

A calendar listing major holidays and school breaks is available at the back of this handbook. Please refer to the school calendar online and Tuesday News for updates throughout the year, as the calendar is subject to change.



RECEIPT OF PARENT-STUDENT HANDBOOK

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

Parent/Legal Guardian Name (Print)

Signature of Parent/Legal Guardian

Parent/Legal Guardian Name (Print)

Signature of Parent/Legal Guardian

Student Name(s) (Print)

Signature(s) of Student(s)

DATE _____

To be returned on or before September 18, 2026.



ACKNOWLEDGMENT OF ACADEMIC INTEGRITY POLICY

All students are expected to demonstrate integrity and honesty in submitting all work and to document accurately, regardless of the information presented (summary, paraphrase, or direct quotation) or the medium used (written, oral, or visual). Plagiarism in any form is unacceptable.

Cheating involves the unauthorized use of information, materials, devices, sources, or practices in completing academic activities.

Plagiarism is cheating in which someone uses the ideas or work of another person or persons as if they were their own without giving proper credit to the source.

Northern Illinois University. (n.d.). Academic Integrity Tutorials. Retrieved from <https://www.niu.edu/academic-integrity/faculty/types/index.shtml>

In the event of academic dishonesty, the following consequences are in place for **cheating and plagiarism (this includes work submitted using any generative artificial intelligence* to plagiarize)**:

1st Offense:	Parent notification, meeting with the teacher, and redoing the assignment
2nd Offense:	Parent notification, meeting with the principal, and redoing the assignment
3rd Offense:	Parent notification, meeting with the principal, redoing the assignment, and a loss of one letter grade on the assignment

***Generative artificial intelligence (AI)** describes algorithms (such as ChatGPT, Gemini, Stable Diffusion, Midjourney, etc.) that can create new content, including audio, code, images, text, simulations, and videos.

Acknowledgment of Academic Integrity Policy for Mother Seton School

Student Name: _____

Student Signature: _____

Parent Signature: _____ Date: _____

Please sign and return this form no later than September 18, 2026, to acknowledge your receipt and understanding of the Academic Integrity Policy.