

# SETON FACULTY HANDBOOK

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## I. REFLECTIONS

Teachers who inspire believe that students need to be perceived more like plants to be nurtured rather than empty vessels to be filled with a teacher's surplus knowledge.

- A. To make teaching profitable, avoid discouragement and maintain focus, a recommendation is that the first thing you do upon entering the school and the last thing you do before leaving is to make a visit to the Blessed Sacrament. Christ should be the Alpha and the Omega of each school day. The time you spend praying before the Blessed Sacrament will make you a better teacher than all the in-service courses in the world. Daily Mass, whenever possible, is highly recommended.
  - B. Always remember that Seton is not like any other school. Look for ways to do more and you will be happier for it. Do not expect a "job description" as teaching is indescribable. Your work as a teacher is not a "job" but a vocation. If you start to think that you are overworked, overburdened, underappreciated, or over or under anything, that is the time to make a visit to the chapel. And just remember, when the going gets tough, teachers have long summer vacations.
  - C. Remember that the "hope of the harvest is in the seed," and we are only sowers. Christ is the harvester. Therefore, we should not expect to see the harvest, but be happy to sow seeds, and let Christ bring in the harvest.
  - D. The Rosary in the morning before class time is an important beginning to the school day. Christ entrusted Himself to the care of the Blessed Mother. If we entrust our school day to Our Lady, our work will bear fruit.
  - E. Please be sure to pray for your students. It is our faculty custom for each of us to pray daily the Novena to Our Lady of Good Remedy for the spiritual welfare of all our students, past and present. Copies are distributed at the beginning of school, or ask in the office. Pray especially for those students who cause you the most difficulty.
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## I. IN THE CLASSROOM

### A. Planning and Beginning the Course

1. Follow the guidelines of the department chairman and the course description so that all sections of a class reach a minimum standard of achievement.
2. At the beginning of the school year, explain your curriculum expectations and grading scale to each of your classes and give them advice on how to do well in your classes. In other words, give a little study skills class at the beginning. This is especially important for the junior high and freshman classes.
3. Not required but suggested: Give a written list of your expectations and send it home with a tear-off form at the bottom for parents to sign and return so that they will know what is expected. Having things in writing will also help you to stick to it. If you find as time goes on that there is a good reason to change a policy, do so, but be sure the students are informed.
4. Inform parents of the best way to reach you: email, phone message to the office, or phone to you.
5. Until you get used to a class and to yourself teaching it, prepare more material than you think you need. You can always use it the next day, but running out of material before the bell rings is deadly.
6. Teach to the top of the class. Be challenging so that the brighter students aren't bored. But be available for help to those students who need it so that no one is lost.

**B. Classroom Decorum**

1. Teachers as well as students should be on time for class, be prepared with a full lesson, and have all necessary materials. First period teachers are encouraged to be in the building by 8:00 AM. Teachers should be in the classroom all period except for emergencies.
2. Tardiness for first period is handled by the office. The teacher should simply mark the attendance form, but late students must arrive in class with a blue slip from the office; if not, send them back for one. For the other class periods, students must have notes if they are late due to previous classes or teachers. Otherwise, give a demerit.
3. Attendance should be taken in each class and especially study halls. The teacher should keep a record and check against the daily absentee list provided by the office. If a student is absent and not on the list, check with the office.
4. In homeroom (first part of first period), dress code should be checked carefully, demerits given, and announcements made.
5. All classes should begin with a prayer. The school prayer by St. Elizabeth Ann Seton is recommended. "Whatever we do, whether in word or in work, do it all in the name of the Lord Jesus."—St. Paul
6. Classes should be held in the assigned classroom except for pre-arranged or extraordinary situations. Classes are not to be held outdoors. Certain seniors have outside study hall privileges. See the list posted each quarter in the teachers' lounge.
7. Classroom passes are provided in the planner. Students must carry the planner, filled out, when leaving the room.
8. Other than water, no food or drink is permitted in the classroom or study hall except that which is prearranged by the teacher. Gum is never permitted. Teachers should have only water, coffee, or tea in the classroom.
9. Students who are ill should report to the office. Office personnel will contact the parents if necessary.
10. Students need to be reminded that the teacher, not the bell, dismisses them from class. Classes should not be held over the allotted time, and no class should ever be dismissed early. If a student needs to be held, give that student a note with date, time, and teacher's signature for the next teacher.

**C. Effective Teaching**

1. The lesson should be lively, pertinent, and fill the class time. Students can get restless and noisy when they are not challenged or given too much free study time. Our basic curriculum philosophy is that we teach important material and we teach it enthusiastically.
2. Remember that not all students learn in the same manner. Vary your teaching techniques to reach all kinds of learners. Use the blackboard, flashcards, pictures, an overhead projector, power point and so on.
3. Develop a real interest in the progress of each student—not just the elite. If this were your child, what would you hope the teacher would do for him? Look for opportunities to praise your students. Everyone loves a pat on the back.
4. Please inform the Guidance Department or Mrs. Carroll of students who seem to have serious academic problems whether the problem is an apparent inability to do the work or a more than usual lack of motivation and effort.
5. Often it takes only a good talk, some positive reinforcement, some training in study skills, and maybe some extra time to help a student get back on track. Extra help may come from the teacher or from National Honor Society tutors.

**D. Classroom Discussions**

1. Try to bring all students into class discussions. Try to call on students by name each day. Here is a tip for correcting homework in class: keeping a set of notecards for each period, each with a student's name on it, and shuffled each day, is an effective way to call on everyone in a random order.
2. We must show respect to the student when he gives a wrong answer or gets a low grade. Look for the positive. Examples are seeing a part right, being on the right track, suggesting another approach, or asking for an explanation. Help students to learn by mistakes and to be uninhibited by fear of failure. Remember that students do not have our range of knowledge and experience.
3. Beware of students who wish to get the teacher off the track with distracting questions. Use the question if it is to your benefit; otherwise get back on track. If necessary, speak to the student later particularly if the question was meant to shock; insist on no more such questions. If the student persists, a call to the parent is warranted.

**E. Homework**

1. Homework should be assigned frequently but should be of a reasonable length, be worthwhile and not busy work, and have clear directions. Junior high teachers: plan for about 20 minutes per night, with less regular homework and time for projects on the weekend. Senior high teachers: plan for about 30 minutes per night, but less when students have projects, papers, etc.
2. A teacher should have a system to be sure that the homework has been done, even if every assignment is not graded; for example, a checkmark in the grade book.
3. Students frequently copy each other's homework, rather than doing it and learning the material or skills it is designed to teach. Teachers should encourage students not to copy or allow copying, perhaps asking parents to check to see if homework has been done at home.

**F. Testing and Projects**

1. Quizzes should be given frequently and returned promptly. Opening class with a quiz often brings it to order.
2. If class mates correct quizzes, the teacher should collect quizzes and distribute them randomly to prevent buddies from cheating on the grading. Grades should never be called out to avoid embarrassing the lowest and highest-performing students
3. Tests and projects should be assigned with plenty of notice, at least two days for tests. Expectations and format should be clear.
4. Tests should generally be completed in one class period. If you have much material to test, give the test over two days.
5. All papers and tests should be graded and returned within a reasonable amount of time.
6. Projects should be carefully designed to promote learning. The amount of time it takes for the student to complete the project should be commensurate with the learning gained from it. Teachers, especially in junior high, should be aware of other deadlines students are facing so that they do not have too many projects due or tests in the same week.
7. Midterms and final exams are given on a special testing schedule which is in the school calendar. View exams as a learning experience and a chance for the student to synthesize all the material learned during the semester or year. Structure the tests in such a way that the student needs to do more than just memorize someone else's study sheet. Avoid unfamiliar formats or tricky questions. High school exams are two hours long. Junior high exams may be shorter than these allotted testing times, but the teacher must monitor the students for the entire testing time. It is imperative to have the exam ready on time.

8. All courses must give midterm and final exams unless they have permission not to. Also, teachers may (but are not required to) allow seniors with A averages for the year (90 or higher, at the teacher's discretion) to be exempt from the final exam. No other exemptions are allowed.
9. Students must be kept in the classroom for the entire exam time. They may be excused as needed one at a time only. Teachers should remain in the room unless another monitor is present. Teachers are not to grade papers or do other work during the exam time, but must actively prevent cheating. If in an emergency a substitute teacher is required for an exam, the substitute should be on the staff at Seton or be approved by the director

#### **G. Honesty**

1. The honor code should be posted in each classroom. Students should write it on all homework, quizzes and tests, and it should be fully written out, rather than just S.H.C., for all but homework. Teachers should check the honor code on each paper because a student may have information on classroom cheating. If so, speak to that student in private or call him at home.
2. **Cheating is a serious offense, and it is frequent at Seton. Teachers must make every effort to stop it.**

Some ideas for limiting it during quizzes or tests are the following: be up front or walk among the students, move students who may be suspect, have book bags and all papers placed in the front or back of the room, have students cover their papers, check hands for answers, remove all papers from the floor, tell students not to let their eyes wander, and above all watch students at all times.

3. A student should receive a zero if cheating is confirmed. If cheating is on homework, give two Category II demerits. If on a test, quiz, or paper, report the cheating to Mr. Pennefather because the normal consequence is a suspension. The consequence of a 2<sup>nd</sup> case of cheating may be expulsion.

## **II. Grading and Report Cards**

- A. Grades are reported to parents on a quarterly basis and are given on a numerical percentage as follows:

SETON SCHOOL		
Percent Conversion (unweighted)		
4.0	97-100	A+
4.0	93-96	A
3.7	90-92	A-
3.3	87-89	B+
3.0	83-86	B
2.7	80-82	B-
2.3	77-79	C+
2.0	73-76	C
1.7	70-72	C-
1.0	65-69	D
0.0	Below 65	F

*Here is an example of how to weight quarter grades:*

Quizzes	30%
Tests and projects	50%
Other (homework, class participation, etc.)	20%
<i>Keep it simple!</i>	

- B. Teachers must use the Seton Student Information Service (Jupiter Ed) to post midterm, quarter and exam grades. The date grades are due will be posted in the teachers' lounge. Please adhere to the deadline.

NOTE: Teachers are encouraged strongly to post grades frequently to alert parents and students of missing assignments, failures, etc.

- C. Interim reports are posted on the SIS about the fourth week of the quarter. Check the bulletin board in the teachers' lounge for dates. List all grades to date, mention any problems of either an academic or behavioral nature, warn of upcoming deadlines, and provide any other pertinent information.
- D. If a problem develops well before interims or after they have been posted, let the parent know by phone call, note, or e-mail.
- E. Report card conferences are held shortly after report cards are issued for the first, second, and third quarters. Parents schedule a conference with individual teachers through the office. Conferences are held after school into the evening of the conference day and are about 15 minutes long, though a teacher or parent may request a longer conference. Have your grade book and possibly examples of student work to discuss with the parent. A teacher may request a conference with a particular parent via the office. Conference schedules will be available at the close of school on conference day.
- F. Exams, both midterms and finals, are worth 20% of the semester grade. Quarters are each worth 40%. The two semester grades are averaged equally. This is done automatically by the Jupiter Ed system.
- G. A report card grade should never be higher than 100%.
- H. **Extra credit work is discouraged at Seton, and should never have a significant influence on a student's quarter grade.**

***"Why I don't give extra credit work"—Mrs. Carroll***

Students should spend time doing the assigned work well instead of relying on other means to raise their grades. If a student has done poorly on an assignment or test, help him to learn from his mistakes and encourage him to work harder on the remaining assignments and tests. I'm also not particularly in favor of extra credit problems on tests, unless you allow the students to substitute them for other problems on the test that they might have missed. Otherwise the grade gets skewed. A student should not get a grade higher than 100% because a better than perfect paper is an oxymoron.

- I. **Grading on a curve is discouraged at Seton.**

***"Why I never grade on a curve"—Mrs. Carroll.***

Grading on a curve is not objective. It usually helps the poor students more than the good students. If students know you usually grade on a curve, they are not going to be as motivated to study. Here are suggestions if you find while grading that a test was too hard: Count the hardest parts less in the final grade of the test. Take off less for the questions most people miss or grade them more leniently. Count the whole test less in the overall average. Give an assignment after the test that students are likely to do well on. Any of these suggestions or combinations of them is more fair than grading on a curve.

- J. **Do not give re-takes on tests or exams except in unusual circumstances. Generally, a student should not retake the same test or retake a test without a significant penalty.**
- K. Change a grade if you made a mistake, but don't let students get into arguments with you about their grades.

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### **III. Discipline**

**"Rules without a relationship result in rebellion. Rules with a relationship result in response."**

***—Father Francis Peffley***

- A. Discipline without anger, without improper or demeaning language, and without raising your voice. These simply show that you are not in control. When giving a demerit for an offense that is not malicious, try to smile or show humor or empathy, such as, "Oh, Alice, you're eating. I'm going to have to give you a demerit!"

- B. Remember that though the individual is important, the whole class's good is your primary concern. Do not let the common good suffer through a particular individual's behavior. Use the demerit system, direct correction, and conferring with parents to assure that the common good is maintained.
- C. Do not make blanket threats as, "I'm going to give everyone a demerit." Do not threaten to give a demerit, or say you have given a demerit, and not follow through.
- D. You have discretion in deciding how to discipline a student, but chronic offenders should be given demerits as often as warranted, so that there is a "paper trail" should the parents need to be contacted. Don't let the student talk you out of giving a demerit. Parents need to know if the child is misbehaving so that they can take action before the problem becomes serious.
- E. Demerits should be handed in to the office within a week so that we can send the copies home to the parents in a timely manner.
- F. We must be careful not to embarrass a student or make him feel belittled when we are disciplining him. A student is more likely to take correction if he sees that it is being kindly given than if he sees it is as a power play by the teacher.
- G. Sometimes other methods besides (or in addition to) demerits may be effective for certain students. Having to eat lunch with the teacher and miss basketball, or to clean the classroom, might be taken seriously, especially by junior high students.
- H. Please inform Mr. Pennefather of students for whom ordinary methods of discipline are not working. He needs to know what the problems are before they become acute.
- I. Be watchful for the discipline and safety of all students on the premises, at school-sponsored activities and in vehicles used for school events.
- J. Students who are wandering the halls or late to class should be reminded by any faculty member to get to their destinations promptly. This is a good time to ask for a student's hall pass.
- K. Students are allowed to make off-campus errands only with parent permission on file and within a 15-minute walking distance.
- L. Be thoroughly familiar with the student handbook. Students will try to fool you about various rules. Watch out for the "Mrs. Carroll said..." ploy. Ask the student for a note from Mrs. Carroll to confirm.
- M. Demerits may be given at any time of the day; for example, uniform infractions. More than one may be given for particularly serious offenses.
- N. Teachers should try to avoid removing demerits, especially after the detention slip has been given out. Some students, upon receiving a detention notice, try to get out of one of the demerits. Don't let them.
- O. Detention is held for one hour after school on Wednesday. There may be one teacher who takes all the detentions, or they may be supervised by the teachers on a rotating basis. Students in detention should be given jobs to do and kept busy.

#### **IV. Protocols for Dealing with Serious Issues**

- A. Anyone who has compelling reason to suspect neglect or abuse of a child is required by Virginia state regulations to report the suspicion to police and/or Child Protective Services. Before making any such report, however, bring your evidence to Mrs. Carroll or Miss Eubanks.
- B. Teachers, staff, and volunteers are required to maintain a professional relationship with students and families, guarding confidentiality of personal information unless disclosure serves a compelling professional purpose or is required by law. Teachers should not discuss students with anyone other than the parent or with other teachers *only* if there is a necessity. Negative or personal comments about a student should not be made in a public place, whether on or off campus.

- C. Any school employee or volunteer who admits, does not contest, or is found guilty of an incident of illegal sexual misconduct or child abuse shall immediately be terminated from his position. This policy is required by the Diocese of Arlington.
- D. Any incidents of known or suspected misconduct by a school employee or volunteer should immediately be reported to the Director.
- E. Whenever a teacher, staff member, or volunteer confers with a student, care must be taken to guard against overly familiar speech or behavior that could be interpreted as inappropriate to the student/teacher relationship. Depending on the nature of the conference, another staff member might be invited to sit in.
- F. Any teacher who has good reason to suspect a serious problem—some examples are suicidal tendencies, eating disorders, cutting, clinical depression—should bring the concern to Mrs. Carroll, Miss Eubanks, Mr. Vander Woude, or Mr. Pennefather. Do not under any circumstances discuss this problem with the student, the student's parents, or anyone else. Let the above people decide how best to deal with the situation.

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## V. Other Responsibilities and Duties

- A. **Virginia Law** requires all new hires to be fingerprinted and have background checks. Consult the office for details. The school will reimburse for any cost.
- B. **Dress**
  - 1. Strive to dress and groom in a manner consistent with the standards set by the school for students. Look at the classroom dress code for ideas.
  - 2. Homeroom teachers should thoroughly check the dress code and other teachers should quickly check the dress code at the beginning of each class. Especially, require all illegal outerwear to be removed before class starts.
- C. **Assigned Duties.** Fulfill all extra assigned duties, such as lunch, detention, study hall, cross guard, and so on. Teachers unable to carry out their commitment on a specific day are expected to find a substitute.
- D. **Attendance at Events.** Teachers are expected to attend school assemblies, Friday Mass, Monday Mass, the annual Novena, and Holy Hours. Teachers should arrive at these events along with the students so that they can monitor the students. It is our custom that on the way to Friday Mass and Holy Hours, students are to maintain silence. Teachers should accompany the students to these events so that they can help them to keep a reverential silence in preparation for these spiritual activities.
- E. **Communications**
  - 1. Faculty Meetings are held regularly. Exact dates and times are posted. Make an effort not to schedule anything else on faculty meeting days, especially the first and the last.
  - 2. Be familiar with the information from daily announcements, the Sentinel, and announcements on the teachers' bulletin boards. Check your mailbox daily. Respond promptly to requests for information.
  - 3. If a parent calls, sends in a note, or e-mails, be sure to respond as soon as possible. Do not leave the Director or the Disciplinarian to make excuses for you as to why you didn't respond to a parent. Even a difficult parent deserves the courtesy of a prompt response. You do not, however, have to take abuse. If a parent becomes abusive in a conversation, you can politely ask him or her to call you back later after tempers have cooled.
  - 4. Detention notices are given to students on Mondays and emails are also sent to their parents to inform them. Students must have their parents sign the notices and must bring them to detention on Wednesday. Signed notices are kept on file.
- F. **Cleaning and Care of Materials**
  - 1. Take care of the provided educational materials and equipment. Use audio-visual materials judiciously and sign up for use in advance. Be frugal in the use of supplies. In making up tests, don't waste copy paper by having excessive amounts of white space on test papers. Require the students to use their own paper wherever possible.
  - 2. Lunch duty teachers should make sure that students clean tables, sweep the floor, and empty the trash *into the dumpster* (not left on the ground), leaving the room clean and neat for the next class. After students have finished eating, lunch duty teachers need to be in the gym or outside to supervise. Do not consider this a free period.
  - 3. Teachers with an eighth period class—or seventh period class if that is the last class of the day in that room-- should assign cleaners to sweep, wash the blackboards, and do any other necessary cleaning. The surroundings of a classroom are important. Don't leave any classroom, especially a study hall, a mess for the next teacher. Demand neatness from your students. It is conducive to learning for both you and the students.
  - 4. If a teacher's classroom is not regularly cleaned on weekends, or if a teacher notices any other area of the school where regular cleaning is not being done, he should send a note to the office so those responsible for cleaning are aware of the problem.

5. At the end of the day be sure to close and lock all windows, and turn off lights and fans. If the room has an individual heating and a/c unit, turn that off as well. Be sure outside doors are locked. If you need keys, see Mr. Scheetz.
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## **VI. Special Events For Teachers to Attend**

- A. Required Events** (Only a last-minute emergency should keep a teacher from attending.)
    1. Back-to-School-Nights: About the third week of September, one night for junior high and one for high school. Parents follow their child's schedule. The teachers explain their curriculum and expectations or teach a model lesson. It is not a time for individual parent conferences. Classes last about ten minutes.
    2. Awards Nights: During the week before graduation, one night for junior high (which includes 8<sup>th</sup> grade graduation) and one for senior high. Teachers present academic awards to the top students in each class. Other awards which teachers may give include most improved, best effort, courtesy, helpfulness, and other types of awards to honor those who have made a contribution to the class.
  - B. Highly Recommended Events**
    1. Open House: In November, a Sunday afternoon Open House program for prospective students and their parents. Various presentations are given. National Honor Society students conduct tours of the school. Teachers are encouraged to attend, talk with parents, and teach demonstration lessons.
    2. The Pilgrimage to Mother Seton's Shrine is held on the first Sunday of May. It usually begins with a Rosary at 10:30, followed by Mass and then a picnic. Faculty members and their families are strongly urged to attend this Pilgrimage to pray for the school and to thank God for His many blessings.
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## **VII. Extracurricular Activities**

- A. Seton offers a variety of extracurricular activities in sports, academics, spiritual life, and performing arts. Teachers are invited and encouraged to attend as many events as possible. You will develop a better rapport with your students if they see that you are interested in their activities outside the classroom.
- B. Each teacher is required to chaperone at least one evening activity during the school year. Sign-up sheets are posted in the teachers' lounge.
- C. Each teacher is required to chaperone the school musical for one hour during one of the performances. Sign-up sheets are posted in the teachers' lounge.
- D. Teachers who are responsible for after school activities, including sports practices, should stay until the last student is picked up.

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## VIII. Office Procedures

- A. **Administrator:** The school office is staffed by a full-time administrator (Mrs. Cooper). She is supported by mothers who assist in the office part-time. Give your full cooperation to them and comply with their requests. These generous people work extremely hard to make our lives easier.
- B. **Field Trips:** The following procedures apply to field trips: (1) Obtain permission from Mrs. Carroll. (2) Arrange transportation and chaperones. (3) Get a permission slip from the office, duplicate it and have each student fill one out and get a parent's signature. (4) Post date, time, and a list of students in the teachers' lounge and give a copy to the office. (5) Make sure your students know that they are responsible for all class work they miss.
- C. **Substitute Teachers**
  - 1. Seton has a very small pool of parents who volunteer to be substitute teachers. It is therefore necessary to carefully coordinate scheduling. It is difficult to have several teachers out on the same day, for example. Requests for substitutes when a teacher must be away from school on school-related business, including field trips, must be given to Mrs. Cooper *at least* one full week in advance (more time—as much as possible—is requested).
  - 2. For illness or family emergency, Mrs. Cooper should be notified (on her cell phone if necessary) as soon as possible and she will attempt to obtain a substitute. However, we know it is not always possible to find a substitute on short notice. Therefore, teachers must be prepared to be asked during their free or lunch periods to cover classes for other teachers who are ill.
  - 3. Teachers must notify the office well in advance if they must be absent for personal reasons and obtain their own substitute. Please do not overuse our regular subs for personal absences because we need them for unavoidable absences. Do not use young or inexperienced substitutes or parents to monitor tests or exams; make every effort to find a staff member to sub if you absolutely must be absent.
  - 4. Coaches: If your team must leave school early, arrangements must be made for any of your classes you will miss, even if it's "just" a study hall.
- D. **Questions** about the following matters should be directed to the administrator: school administrative routines and procedures, need for substitutes, book orders (we prefer to order all books and supplies using the Seton credit card), demerits/detention records, anything which might be deemed as personal in nature about a student's record.
- E. **Demerit Slips:** Blank demerit slips are kept in the reception office. Ask any of the office staff for new slips. Please turn in completed slips to the office (either put them in the box in the teachers' lounge or in the box in the office).
- F. **Grade Records:** Transcript and grade records are maintained by Mrs. McIntyre. Any grade or computer-related questions should be addressed to her.
- G. **Faculty Equipment:** Copy machines are located in the main foyer, Bethlehem, and the Corpus Christi office. Text books are stored in the locked storage room in Faustina or in Bethlehem. Students are not permitted in the Bethlehem, and the door must always be closed when no one is there. If you are the last one out, be sure to close it and make sure it latches behind you.
- H. **Copier:** Students are permitted to make copies only on the lobby copier. Teachers should normally do their own duplicating and should plan to do so well in advance. On Wednesdays, duplication of the Sentinel takes priority. Use only packaged paper in the photocopier. Loose paper, including scrap paper, can be used in the Riso machine. For fewer than 20 copies, use the photocopier; 20 or more, use the Riso. Please do not overuse the copier. For example, send material to students by email, rather than making copies for them.
- I. **Reimbursement:** If you wish to be reimbursed for a school-related expense, you must turn in the original receipt to the office within 30 days of the purchase.

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## **IX. Final Thoughts**

Remember that the most important thing you can do for your students is stay close to Christ. And never forget these words of Mother Seton: "Let His will of the present moment be the first rule of our daily life and work, with no other desire but for its most full and complete accomplishment."

God bless you and thank you for serving God's children at Seton.

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### **PLEASE SEE THESE 5 ADDENDA, BEGINNING BELOW:**

1. Child Abuse or Neglect and Inappropriate Conduct with Students
  2. Requests for Accommodations or Modifications: Seton Policy
  3. Media, Internet and Social Networking Policy
  4. Professional Development
  5. Workplace Harassment
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## **Addenda to Seton School Faculty Handbook**

### **Child Abuse or Neglect and Inappropriate Conduct with Students**

#### **A. Child Abuse or Neglect**

1. Duty to Report: Every employee of Seton School is required by Virginia law to report all instances of suspected abuse or neglect of students to the Prince William County Department of Social Services, or alternatively, to the Director. An abused or neglected child is defined as any child under the age of 18 whose parent or other person responsible for the child's care (including any employee of Seton School):
  - Causes or threatens to cause a non-accidental physical or mental injury
  - Neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing or health care;
  - Abandons the child;
  - Commits, or allows to be committed, any illegal sexual act upon a child or allows a child to be used in any sexually explicit visual material;
  - Fails to provide adequate supervision in relation to the child's age and level of development; or
  - Has their child present either during the manufacture or attempted manufacture of certain drugs or during the unlawful sale of such substances.
2. Procedure for Reporting :Every employee who has reason to suspect that a student has been, is, or will be subjected to child abuse or neglect shall immediately (within 72 hours) report the same to the Director, in order that the Director can report to the Department of Social Services
3. Investigation of the suspected abuse shall be conducted by the Department of Social Services, and if the child is alleged to have been abused or neglected in an in-home setting, Virginia law permits the local

Child Protective Services (CPS) worker to interview the child or siblings without consent of the parents/guardians.

**B. Child Abuse or Neglect by Seton School Employees.**

1. Any school employee who admits, pleads guilty to, does not contest, or is found guilty of illegal child abuse or neglect, or of any incident of illegal misconduct of a sexual nature, shall immediately be terminated from his or her position as required by the policy of the Diocese of Arlington
2. Any incidents of known or suspected misconduct involving child abuse or neglect, or other illegal misconduct of a sexual nature, shall immediately be reported to the Director.

**C. Other Inappropriate Conduct by Seton School Employees**

1. In addition to illegal child abuse or neglect and other illegal misconduct of a sexual nature, Seton School employees may also be terminated from their employment for physical, verbal or other inappropriate conduct which is harmful to the physical, mental or emotional health or well-being of Seton students or other staff members, or which conflicts with the mission of Seton School.
2. Any incidents of inappropriate conduct by Seton School employees shall be reported immediately to the Director.

**Seton Policy on Requests for Accommodations and/or Modifications**

Every year we seem to have increased requests for student accommodations and/or modifications. In order to assist parents, students and teachers to do their best, some guidelines have been developed along the same lines as those of Arlington Diocese high schools.

**In brief, Seton School's policy is that course modifications (which change the content or instructional level) will not be made. However, some accommodations (which provide different avenues for students to input or output information, that is, help them to learn and to express that learning on tests) can be made, depending on professional evaluation and the individual teacher's ability to help, given the conditions of the classroom and other factors.**

Parents of students who have been professionally evaluated or who have an IEP, ISP or SAP are obligated to present that information to Seton before enrollment. Current students who have not yet been evaluated, but whose parents request accommodations, must likewise be evaluated by a competent professional before those accommodations are granted. [See #2 below for exceptions.]

Seton does not have the facilities or personnel to handle the learning disabled, and families applying to Seton know this. So even though requests for accommodations/modifications are professionally documented, Seton will not be able to grant many of them. Teachers may provide accommodations requested through guidance, but are not obligated to do so.

1. All requests for accommodations for students must come from the guidance department. Parents who approach teachers to request accommodations should be directed to guidance. No accommodations will be granted unless professional testing results are on file at Seton.
2. Exceptions to #1: At teachers' discretion the following accommodations may be granted when possible even without testing on file: preferential seating, previewing of rough drafts, giving written as well as verbal directions, and checking assignments in planner. For any other accommodations, check with guidance. Test results are available to the teacher in the guidance office.

3. No modification of course content or level of instruction is permitted. This, in effect, changes the course. Seton cannot honestly certify that a student has taken and passed the same course as other students when in fact the student has been held responsible for a modified version of the course.
4. Seton is not required to grant any accommodations recommended by testing professionals. Teachers will individually decide which of the accommodations forwarded by guidance can reasonably be provided in their classrooms.
5. Seton never allows tests to leave campus or be administered by anyone except the teacher or make-up test teacher. Neither should parents or tutors have access to the actual test before the students have taken it.

### **Media, Internet and Social Networking Policy**

#### **Media of All Kinds:**

Teachers will preview all media presentations before using them in class or recommending them to students. There may be exceptions for real time news reports on vital issues, such as elections of a pope or president.

#### **Internet:**

1. In general, teachers will not require use of the Internet from their students for classroom assignments. Those doing research should have time and opportunity to go to the library instead. Exceptions are those teaching Computer or Dual Enrollment courses which require online work.
2. Students and parents without easy Internet access will not be penalized or put at a disadvantage. Important documents sent by email will also be available in class in a timely fashion for those who don't receive them via email. Teachers should not expect students to receive and react quickly to information sent electronically.
3. Teachers who want to use email to communicate with students should use the Jupiter Ed messaging system and copy every message to the parents. This is necessary since in many cases students don't have their own access to Jupiter and since Seton wants parents to be aware of communications between students and teachers.
4. Phone communication, including texting, should generally be used only for school-related purposes. Coaches and advisors should message (using Jupiter Ed) parents of team or activity members to request permission to phone or text students in relation to meetings, games, etc.
5. **Social Media:** Teachers will not promote or require social networking in junior high school classes. Also, teachers will not interact with students on Facebook or other similar media.

### **Professional Development**

Seton has a limited amount of funding for courses, materials and programs designed to improve teachers' knowledge and skill in teaching their classes. Teachers who wish to make use of this themselves or to recommend speakers or programs for teachers in their department or in the school in general are encouraged to speak to department chairmen or the Academic Dean.

### **Seton Workplace Harassment Policy**

The employer is committed in all areas to providing a work environment that is free from harassment. Harassment based upon an individual's sex, race, ethnicity, national origin, age, religion or any other legally protected characteristics will not be tolerated. All employees, including supervisors and other management personnel, are expected and required to abide by this policy. No person will be adversely affected in employment with the employer as a result of bringing complaints of unlawful harassment.

If an employee believes that he or she has been harassed on the basis of his or her sex, race, national origin, ethnic background, or any other legally protected characteristic they should immediately report the matter to his or her supervisor. If that person is not available, or if the employee feels it would be unproductive to inform that person, the employee should immediately contact that supervisor's superior. Once the matter has been reported it will be promptly investigated and any necessary corrective action will be taken where appropriate. All complaints of unlawful harassment will be handled in as discreet and confidential a manner as is possible under the circumstances.

Any employee engaging in improper harassing behavior will be subject to disciplinary action, including the possible termination of employment.