

Application: Regina Luminis Academy

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Applicants

Summary

ID: CNS --0210

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Expectations for Honor Roll Schools

Completed - Nov 11 2019

Expectations for Honor Roll Schools

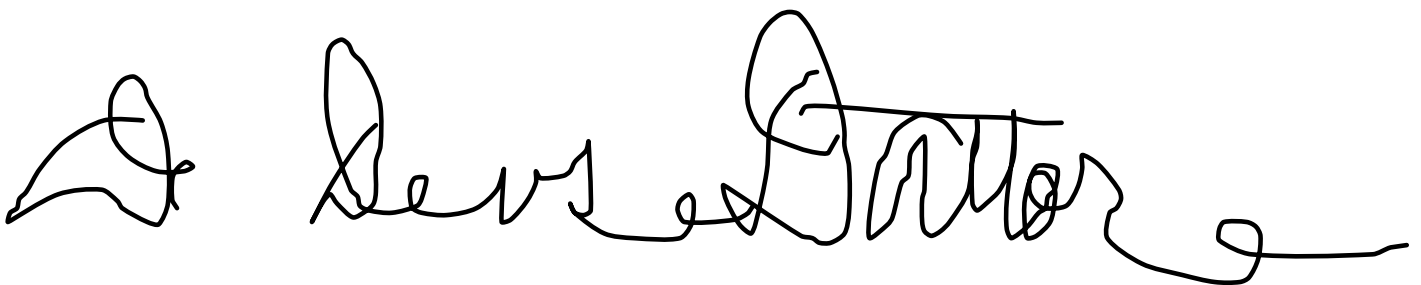
Honor Roll Schools are recognized for the outstanding work they do in maintaining their Catholic identity on a daily basis. Among the expectations required to maintain Honor roll status are the school's commitment to:

1. Promote and model the *Principles of Catholic Identity in Education*.
2. Teach faithful theology/religion courses each year to all students.
3. Confirm that all policies and operations adhere to the teachings of the Catholic Church.
4. Ensure all instruction and guidance is consistent with the teachings of the Catholic Church.
5. Employ a practicing Catholic as the Head of School.
6. Safeguard that public support by the faculty, staff or administration of ideologies, programs, groups or movements are in accord with Catholic moral teaching, especially in the areas in which the Church faces the greatest dissent and opposition, including human sexuality and the sanctity of all human life. (See The Cardinal Newman Society's *Human Sexuality Policies for Catholic Schools* for additional guidance).
7. Require that personnel behavior (whether on or off campus) be consistent with the moral demands of the Gospel, the teaching of Canon Law, and the *Catechism of the Catholic Church*. (See The Cardinal Newman Society's *Faith and Morals Language in Catholic School Teacher Employment Documents: Best Practices Brief* for additional guidance)
8. Respond to any possible public scandal affecting the school's Catholic identity effectively so as to protect/re-establish the school's reputation and the reputation of the Honor Roll, and to keep the Honor Roll fully apprised of any such events.

The above list is not exhaustive of expectations which must be met. Honor roll status is determined exclusively by the Cardinal Newman Society and may be revoked at any time at its sole determination.

As the Administrator of this Honor Roll School I have read and agree to these Expectations.

(Please press done with your finger or use your mouse to create your signature below.)

A handwritten signature in black ink, appearing to read "Dennis [unclear]". The signature is written in a cursive style with a large initial "D" and a long, sweeping tail.



Pre-Application Form: Stage 1

School Information

Note: Not all questions asked are graded. Some questions are asked to more fully situate the school within its proper context. Feel free to contact the Administrator of the Honor Roll with scoring questions.

1. Enter the school's website.

www.reginaluminisacademy.com

2. What is the school's mission statement?

Regina Luminis Academy is a private, independent school founded, with the help of God's grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the authentic Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment. The Catholic faculty integrates authentic Magisterial teaching and Tradition of the Catholic Church throughout the curriculum.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to know, love, and serve God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial teaching, Scripture and Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders.

3. What is the school's educational philosophy?

The Declaration on Christian Education (Gravissimum Educationis) of the Second Vatican Council teaches that parents are the primary educators of their children, and that "their role as educators is so decisive that scarcely anything can compensate for their failure in it." Furthermore, we find this same thinking expressed in Pope John Paul II's Apostolic Exhortation on the family, *Familiaris Consortio*, in which he states that "the right and duty of parents to give education is essential...it is original and primary with regard to the educational role of others...it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others." Thus acknowledging these truths, Regina Luminis Academy aids parents in the formation and education of their children by providing an atmosphere that maintains and fosters the Christian spiritual, intellectual, moral and physical formation that the students receive at home. The school exists primarily to form the intellect of the student, and, in so doing, aids parents in those tasks of education that they are not able to completely fulfill on their own. In order to live a life "for the greater glory of God," human persons are called by Christ to go forth into the world and to become "as it were the saving leaven of the human family" (Declaration on Christian Education). Called by God to bring peace, justice and truth into the society in which he lives, thus fashioning a world more in tune with the dignity of the human person, the Christian graduate must be educated in excellence. The study of that which is excellent in human attainments will bear witness to truth, and thus to God. Authentic classical education, or liberal education, informs students with the most excellent intellectual accomplishments in the order of nature - the liberal arts, sciences, and fine arts - and thus disposes them to the crowning intellectual accomplishments of those steeped in grace, namely sacred doctrine.

In keeping with the philosophy and theology that is the intellectual heritage of every Christian, Regina Luminis Academy seeks to carry on the living tradition of authentic Catholic classical education. Grounded in the seven liberal arts of the Trivium and Quadrivium, the Academy teaches its students how to think like the great thinkers that produced our civilization. Education must not simply seek to impart knowledge of the various disciplines, but more importantly, it should give students the tools whereby they can live a full life, gaining knowledge on their own. These tools will include the ability to reason from premise to conclusion, to distinguish, to articulate well, and to persuade. These educational methods, which have produced the outstanding men and women who have fashioned our world in the first and second Christian millennia, surely will continue to produce students who are capable of excellence in all arenas of life, fully armed to meet the challenges of the third millennium.

4. Select the response that describes the "type" of school.

Independent

5. In which diocese is the school located?

Philadelphia

6. What is the governing model?

Board of Trustees or Directors

Additional details

7a. How many Board members do you have?	5
7b. How many Board members are Catholic?	5
7c. Is the school recognized and designated by the local Bishop to be called "Catholic"?	Yes

8. Which agencies accredit the school?

Select all that apply.

Responses Selected:

National Association of Private Catholic and Independent Schools (NAPCIS)

9. Which associations does the school have an active membership in?

Responses Selected:

College Board (SAT/AP)

National Association of Private Catholic Independent Schools (NAPCIS)

Other, specify: Association of Catholic Liberal Education

10. Which describes the school's admissions policy?

Selective

11. School Descriptors

What best describes the student body?	Co-educational
What is the school's setting?	Suburban
What is the school's lowest published tuition rate?	\$5,000-\$9,999

12. Student Population

What is the total 9-12 enrollment for the 2019-2020 school year?	24
Of this number how many students are in grade 11?	3
What is the school's optimum student capacity (all possible grades)?	150
What is the percentage of Catholic students enrolled in the 2019-2020 school year?	99%
If K-12 (or other configuration), what is current total school enrollment?	103

13. Racial & Ethnic Demographics by Percentage

American Indian/Native Alaskan	0
Black	3
White	86
Asian/Pacific Islander	4
Hispanic/Latino	7
Other	(No response)

14. What percentage of students receives need-based tuition assistance?

45

15. What percentage of students receives a form of government funding for tuition (i.e. vouchers or tax credits)?

45

Primary Administrator

Primary Administrator

16a. What is the highest degree held by the primary administrator?

PhD

16b. List all degrees and certifications earned by the primary administrator with their associated institutions.

Ph.D. Philosophy, Fordham University

M. Phil, MA Fordham University

MA Theology Oxford university

BA Philosophy Oxford University

Professional Staff

17a. What is the total number of full-time (>30 hours) teaching faculty ? (Note: The count should include administrators who currently teach.)	8
17b. What is your full-time teacher equivalent /student ratio?	12-1
17c. Percentage of full-time faculty who are practicing Catholics?	100
17d. What is the total number of part-time faculty (< 30 hours)?	10
17e. Percentage of the part-time faculty who are practicing Catholics?	100

Number of faculty and staff who are:

None None None

	Not Available	Full-time (> = 30 hours)	Part-time(<30 hours)
18a. Religious sisters	✘	0	0
18b. Religious brothers	✘	0	0
18c. Members of the clergy	✘	0	0

Educational Model and Academic Program

19. Educational Model

Select all that apply

Responses Selected:

College preparatory

Classical

20. What Standardized Tests do you take?

Select all that apply

Responses Selected:

CLT

Iowa Test of Basic Skills (Levels K-8)

PSAT

SAT

TerraNova (Levels K-8)

21. Academic Program: How many credits are required for graduation in each discipline? (9-12 only)

English/Composition	4
Social Sciences	4
Math	4
Science	4
Fine Arts	4
Foreign Languages	3
STEM/Technology	0
Physical Education	4

Additional Information (9-12 only)

22a. What is the average PSAT Selection index (SI) for the current 11th grade class? Leave blank if students do not take the PSAT. (9-12 only)	(No response)
22b. What is the average SAT cumulative score for the current 12th grade class? Leave blank if students do not take the SAT. (9-12 only)	1580
22c. What is the average ACT composite score for the current 12th grade class? Leave blank if students do not take the ACT. (9-12 only)	(No response)

23. What percentage of graduates were accepted into a college or university for school year:

2018- 2019	100
2017-2018	100
2016-2017	100

Question 24. Most recent average percentile rank for Math at each tested level. (Levels K-8 Only)

Type "n/a" if not applicable.

	Average Percentile Rank	Name of Standardized Test
K		
1	78	IOWA
2	77	IOWA
3	83	IOWA
4	78	IOWA
5	85	IOWA
6	88	IOWA
7	91	IOWA
8	88	IOWA

Question 25. Most recent average percentile rank for Reading/Language Arts at each tested level. (Levels K-8 Only)

Type "n/a" if not applicable.

	Average Percentile Rank	Name of Standardized Test
K		
1	86	IOWA
2	86	IOWA
3	83	IOWA
4	89	IOWA
5	91	IOWA
6	88	IOWA
7	92	IOWA
8	92	IOWA



Pre-Application Form (K-8): Stage 1

Completed - Jul 19 2019

Pre-Application Form (K-8): Stage 1

School Information

1. Enter the school's website.

<https://www.reginaluminisacademy.com>

2. What is the school's mission statement?

Regina Luminis Mission Statement

Regina Luminis Academy is a private, independent school founded, with the help of God's grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the authentic Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to know, love, and serve God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial teaching, Scripture and the Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders.

3. What is your educational philosophy?

We seek to nurture and support the development of each individual student, respecting that they have been created by God as imago Dei. Following Plato's perspective, we view all truths as interconnected; following the perspective of Catholic Revelation, we seek to communicate all truth as interrelated with and a reflection of the Supreme Truth, the First Truth Who is God Himself. For example: Key elements of what our students learn in History and Literature will also be presented while they study Science, Art, Math, and Music.

Our aim is to help form students in the practice of all the virtues, the theological, the moral, and the intellectual virtues, such that, always with God's grace, students become excellent human persons, flourishing in this present life and preparing for eternal life. We guide them toward knowing, loving and serving God, recognizing Him in themselves and serving Him in others.

4. Select the response that describes the "type" of school.

Independent

5. In which diocese is the school located?

Philadelphia

6. What is the governing model?

Board of Trustees or Directors

Additional details

7a. How many Board members do you have?	6
7b. How many Board members are Catholic?	6
7c. Is the school recognized and designated by the local Bishop to be called "Catholic"?	Yes

8. Which agencies accredit the school?

Select all that apply.

Responses Selected:

National Association of Private Catholic and Independent Schools (NAPCIS)

9. Which associations does the school have an active membership in?

Responses Selected:

National Association of Private Catholic Independent Schools (NAPCIS)

10. Which describes the school's admissions policy?

Selective

11. School Descriptors

What best describes the student body?	Co-educational
What is the school's setting?	Suburban
What is the school's lowest published tuition rate?	\$5,000-\$9,999

12. Student Population

What is the school's optimum student capacity for all students?	105
What is the percentage of students enrolled in the 2018-2019 school year who are Catholic?	125
What is the total enrollment for 2019-2020?	99

13. Racial & Ethnic Demographics by Percentage

American Indian/Native Alaskan	0
Black	3
White	68
Asian/Pacific Islander	17
Hispanic/Latino	12
Other	0

14. What percentage of students receives need-based tuition assistance?

40

15. What percentage of students receives a form of government funding for tuition (i.e. vouchers or tax credits)?

0

Primary Administrator

Primary Administrator

16a. What is the highest degree held by the primary administrator?

PhD

16b. List all degrees and certifications earned by the primary administrator with their associated institutions.

BA: Oxford University

MA: Oxford University

MA: Fordham University

MPhil: Fordham University

PH.D.: Fordham University

Professional Staff

17a. What is the total number of full-time (>30 hours) teaching faculty? (Note: The count should include administrators who currently teach.)	13
17b. What is your full-time teacher equivalent /student ratio?	7:1
17c. Percentage of full-time faculty who are practicing Catholics?	100
17d. What is the total number of part-time faculty (< 30 hours)?	10
17e. Percentage of the part-time faculty who are practicing Catholics?	100

18. Number of Faculty and Staff who are:

None None None

	Not Applicable	Full-time (>=30 hours)	Part-time (<30 hours)
Religious sisters	✓		
Religious brothers	✓		
Members of the clergy	✓		

Educational Model and Academic Program

19. Educational Model

Check all that apply.

Responses Selected:

College preparatory

Classical

20. What standardized test/s do the students take?

Select all that apply

Responses Selected:

ITBS (Iowa)

SAT

TerraNova

Other: Classical Learning Test CLT

21. Most recent average percentile rank for Math at each tested grade level.

Type "n/a" if not applicable.

	Average Percentile Rank	Name of Standardized Test
K	N/A	N/A
1	80	IOWA
2	85	IOWA
3	85	IOWA
4	85	IOWA
5	85	IOWA
6	85	IOWA
7	88	IOWA
8	90	IOWA

22. Most recent average percentile rank for Reading/Language Arts at each tested grade level.

Type "n/a" if not applicable.

	Average Percentile Rank	Name of Standardized Test
K	N/A	N/A
1	80	IOWA
2	88	IOWA
3	85	IOWA
4	88	IOWA
5	88	IOWA
6	90	IOWA
7	90	IOWA
8	95	IOWA



Upload Faculty Handbooks

Completed - Jun 25 2019

Personnel Policy Handbook 2019-2020.pdf

Filename: personnel-policy-handbook-2019-2020.pdf **Size:** 351.4 kB



Upload Student/Family Handbooks

Completed - Jun 25 2019

+2019-2020 Parent Student handbook.pdf

Filename: 2019-2020-parent-student-handbook.pdf **Size:** 443.9 kB



Formal Application: Stage 2

Completed - Nov 5 2019

Formal Application: Stage 2

30. Which of the following are explicitly stated in the school's mission statement, policies, or publications?

Select all that apply.

Responses Selected:

The school is a place of encountering God and his love and truth.

The school has Christ as its foundation.

The school is a community united with the Church.

The school is faithful to the Magisterium.

The school provides frequent opportunities for prayer, sacred scripture, and the Church's liturgical and sacramental traditions.

The school engages in the integral formation of the human person - spiritual, intellectual, and physical.

The school presents a Christian worldview of humanity emphasizing the dignity of the human person.

The school transmits culture in the light of faith.

The school prepares students to be instruments of evangelization.

31. There is an orientation process to ensure an understanding of the unique mission of the school and Catholic education for:

Select all that apply.

Responses Selected:

Prospective parents

Parents

Students

Employees

Board members

Volunteers

32. Personnel and other policies are consistent with Catholic teachings and the Church's mission for Catholic education.

Yes

33. Evaluation of personnel takes into account their commitment to the mission and Catholic identity of the school.

Administrators	Yes
Faculty	Yes
Staff	Yes

34. How does the school ensure that each member of the governing body is committed to respect, promote, strengthen, and defend the school’s Catholic identity?

The Chairman of the Board of Directors interviews prospective members before they are invited to join our Board. The Chairman recruits only those who are practicing Catholics, who are willing to sign the Oath of Fidelity to the Magisterium, and who consistently express ideas reflective of faithfulness to the Gospel and to Christ's authentic teaching. We as Board members also get a clear sense of each other's commitment to defend Christ's teaching through discussions at monthly meetings.

Additional Information

35a. The Church’s mission for Catholic education guides strategic planning and school improvement.	Strongly agree
35b. The school is effective in advancing the Church’s mission of evangelization of students.	Strongly agree
35c. The school protects the mission of Catholic education in light of new educational paradigms, consumerist demands, government interference, and threats to religious freedom.	Strongly agree
35d. The school's Catholic identity is prominently featured in marketing materials and publications.	Strongly agree

36. Describe how the school evaluates its institutional commitment to the Church's teaching on the divine mission of Catholic education.

We require that every person hired be a practicing Catholic, willing to sign an Oath of Fidelity to the Church's Magisterium. Each person working at RLA professes to live as well as to teach according to the truths taught by Christ and His Church.

We evaluate the commitment of every faculty member through frequent in-class observation conducted by the Head of School. Dr. D'Attore notes whether faculty members authentically, clearly, effectively and with conviction, communicate the truths of our Faith while instructing students in every subject, especially when teaching the humanities. We support each other and hone our commitment to the divine mission of Catholic education during weekly staff meetings, as well as monthly In-Service round table discussions. In addition to this, Dr. D'Attore carefully reviews curriculum reports submitted by every teacher each academic quarter.

37. The school ensures that operations are faithful to the Code of Canon Law, Catechism of the Catholic Church, and other magisterial teachings of the Church.

Yes

38. The school community serves, supports, and participates in the activities of the local church.

Strongly agree

39. Describe how the school is united in service to the broader community.

RLA is a private, not a parish, school; however, our faculty and students are firmly committed to service of the local community. Our students support "Birth Right" and "A Baby's Breath" by diaper and formula collections at our academy. Students support the Sisters of Life in the Archdiocese of Philadelphia by collecting and delivering food for the mothers and babies living at the Sisters' convent. RLA faculty and students monthly prepare lunches for the homeless at Safe Harbor Homeless Shelter on Matlack Street, West Chester, PA. Our students will this month begin an outreach program for the retired sisters living at Camilla Hall, Immaculata University.

40. School documents reflect Catholic teaching that parents are the primary educators of their children.

Yes

41. How are parents invited to participate in a meaningful partnership with the school?

At RLA we have established the Parent Advancement and Development Committee as a means of partnering with our parents to further the mission of RLA – this committee is made up of two co-chairs and 5 lead coordinators. We also invite parent volunteers to partner with the Academy in service positions that support our Catholic mission of education. Parents serve as lunch duty and recess duty aides, as chaperones for students at our monthly prayer vigils outside the Norristown Planned Parenthood Clinic. Parents help us plan numerous events, such as Christmas and Easter celebrations, as well as our annual school-wide pilgrimage to Our Blessed Mother's shrine (Our Lady of Czestochowa, in Doylestown, PA). Parents partner with RLA staff in helping prepare for our All Saints Day Presentation, our Christmas and Spring Concerts, our annual classical dramatic presentation, and graduation. Parents also support our mission to education by serving as "homeroom helpers" as needed.

42. The school has policies and procedures to make education accessible to families who share in the mission, including large and economically disadvantaged families.

Yes

43. The school's program assists students to develop respect, kindness, mercy, and forgiveness when interacting with each other, parents, school employees, and volunteers.

Strongly agree

44a. Does the school have a morality clause or statement that defines expectations for employee behavior to ensure a commitment to Catholic ideals, teachings and principles?

Yes

44b. Insert morality clause or statement identified above in text box.

The primary purpose of Regina Luminis Academy is to assist parents in the mission entrusted to them by the Church, namely, the salvation of their children’s souls. Concerning educational principles and methodology, and correlative spiritual practice, teachers are required to follow the directives found in this Handbook, and the Head of School’s and Board of Director’s interpretation and implementation thereof. The Academy reserves the right to employ only practicing Roman Catholics who demonstrate the following: An openness and respect for the Roman Catholic Church and its institutions, a sincere interest in furthering the Academy’s mission within the Church, and a cooperative spirit to work under the direction of the administration. It should be further understood that signed acknowledgment of, and compliance with, the policies set forth in this handbook does not constitute a guarantee of continued employment.

Students learn not only by what is taught, but also by who the teachers are, what they believe, and how they act. In accepting a position in our school, you agree to act and speak in a way that supports the Roman Catholic Church and its teachings. Serious actions contrary to the Church’s teachings (including, but not limited to, living together outside of marriage, engaging in sex outside of marriage, getting married outside of the Church, leaving the Catholic faith, public support of abortion, flagrant deceit or dishonest or scandalous public behavior, as well as comments degrading the Church or conflicting with its values) may result in termination of employment.

44c. Upload morality clause or statement identified above in PDF.

Personnel Policy Handbook 2019-2020.pdf

Filename: Personnel Policy Handbook 2019-2020.pdf **Size:** 351.4 kB

45. In which of the following is the morality clause or statement found?

Select all that apply.

Responses Selected:

Application for employment

Employee policy manual or faculty handbook

Other, describe: Clearly stated during job interviews

46. The school ensures that employees and volunteers understand and respect the teachings of the Catholic Church and moral demands of the Gospel by demonstrating consistency between personal faith and public behavior.

Yes

47. The school ensures all employees are committed to, and participate in, the religious formation of students.

Strongly agree

48. How many hours per school year are directed to faculty development which specifically targets the Church's mission?

5 hours if counting In-Service during the year. During the summer our faculty attend the ICLE conferences for four consecutive days.

49. Specify the qualifications for faculty involved in the formal catechesis of students.

Every Board member, every staff member and teacher annually takes the Oath of Fidelity to the Church's Magisterium. For those who are formally engaged in catechesis of students at RLA:

Mrs. Marybeth Brehany graduated from the University of San Francisco and the Saint Ignatius Institute with a BA in History, having also studied at Leopold Franzen University, Innsbruck, Austria. She received her MA in Religious Studies with an emphasis in Catechesis from the Notre Dame Catechetical Institute, now the Graduate School of Theology at Christendom College, and was also awarded an Advanced Apostolic Diploma in Catechetics from the Congregation for the Clergy. She is a trained Life Teen Youth Minister. Most recently she has been certified as a Level I and II catechist for Catechesis of the Good Shepherd by CGSUSA.

Mrs. Claudia Robuck received her Master of Arts degree in Systematic Theology from Saint Charles Borromeo Seminary in 2003 and, her Bachelor of Arts in English with a Certification in Theology from Immaculata University in 1996. Mrs. Robuck is also a certified Level I Catechist in Catechesis of the Good Shepherd and, has participated in the Christian Initiation Institute at the Office of Divine Worship for the Archdiocese of Philadelphia.

50. If the school has a policy for hiring non-Catholics, insert in text box.

The school does not have a policy for hiring non-Catholics



51. Describe school policies for recruiting, hiring, and integrating employees that ensure personnel are committed to Catholic ideals, teachings, and principles.

We recruit and hire only those persons who are practicing Catholics, and who will take the annual Oath of Allegiance to the Magisterium. New hires undergo onboarding during the summer during three days of In-Service. At that time the principles and ideals that characterize RLA's mission to teach and form "smart saints" is step-by-step explained. The Head of School also instructs new hires individually regarding the academy's mission. She trains them or helps them further develop Classical teaching methods.

Additional Policies

51a. The school protects Catholic moral norms in the selection of outside service providers and organizations.	Yes
51b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.	Yes

52. The school ensures opportunities for students to encounter the Living God through:

Select all that apply.

Responses Selected:

- Recitation of the Rosary
- Devotion to the Sacred Heart
- Devotion to the Immaculate Heart
- Devotion to the Holy Spirit
- First Fridays
- Saint of the Day
- The Feast day of St. Joseph
- The Feast day of Patron Saints
- All Saints/All Souls
- Lenten Activities
- Advent Prayers
- May Crowning

Marian Processions

Eucharistic Processions

Adoration/Benediction

Veneration of Sacred Relics

Litanies

Novenas

Daily Prayers for Others

Personal Prayer

The Angelus

St. Michael/Angel Prayers

Spiritual Bouquets

Sacred Chant

Enrollment in the Scapular

Holy Medals and Cards

Special Consecrations to Jesus through Mary

Other, specify: Processions around the school block, at least twice a year, with students carrying Our Lady's statue and all of us praying the Litany of Loreto and singing Marian hymns

53. Frequency of Mass for students:

Select all that apply.

Responses Selected:

Weekly - required

Other, please specify...: Faculty and students, with parents, attend holy Mass twice per week at the local parish, St Monica, in Berwyn, PA. We are not able to attend more than twice a week

54a. Availability of the Sacrament of Reconciliation for students:

Select all that apply.

Responses Selected:

Other, please specify...: We do not belong to the local parish, and the parish priest is not available for the Sacrament of Reconciliation. Staff and students receive the sacraments at their own parish. We do provide for sacramental confession for all our students during the retreat days we hold for middle school and high school.

54b. Based on the response above, estimate the percentage of the student body who participates in the Sacrament of Reconciliation.

100

55. The school ensures that liturgies and the Sacrament of Reconciliation follow Church norms.

Yes

56a. Frequency of Eucharistic Adoration:

Select all that apply.

Responses Selected:

Weekly

56b. Based on the response above, estimate the percentage of the student body who participates in Eucharistic Adoration.

100

57a. The school has the Blessed Sacrament reserved and readily available for student visitation.

No

57b. If No, describe what opportunities are provided to visit the Blessed Sacrament.

The nearby parish, St. Monica Church, has exposition of Our Lord in the most Blessed Sacrament every Monday after 8:30AM Mass, until 4:30PM. On Mondays our students are escorted to church class by class by their teachers to adore Our Lord for about 30 minutes.

58. Frequency of prayer:

Start of class	Usually
Start of day	Always
Special events	Always
End of day	Always
Performances	Always
Meetings	Always
Meals	Always
Athletic events	Always
School assemblies	Always

59. Describe how the school assists students to ensure experiences in prayer, scripture and sacrament are personal, meaningful, and respectful.

Every adult working at Regina Luminis Academy models reverence and prayerful respect and love for God, for our Blessed Mother, and for the Angels and saints. The students see how their teachers pray during holy Mass, the bi-weekly Rosary, during daily Angelus, grace, and dismissal prayers. The students readily imitate the love and reverence they observe in their teachers concerning the study of Sacred Scripture and the frequenting of the sacraments of the Church.

60. The school community celebrates when students are initiated into a Sacrament (Baptism, First Reconciliation, First Communion, Confirmation).

Strongly agree

61. The school ensures that opportunities for prayer, liturgy, and sacraments are prioritized on the school calendar and daily schedule.

Yes

62. The school ensures that Sacred Scripture is part of the student experience and life of the school.

Strongly agree

63. Frequency of student retreats during the school year: (Not applicable for K-8)

Select all that apply.

Responses Selected:

Biannually - required

64. The school offers formational spiritual retreats for students that include the opportunity for:

Responses Selected:

Adoration

Reconciliation

Mass

Extended Silence

Other, specify: Praying the rosary. Faith sharing concerning the Mass readings for that day

65. Spiritual direction is available at school from:

Priest	Not available
Religious	Not available
Trained Laity	Not available

66. Describe how the school supports students in a vocation to the religious life?

Several times per year the Archdiocesan Vocation Director for Priestly Formation, Father Stephen DeLacy, visits RLA to speak with students in grades 3-12. Father brings seminarians from St. Charles Borromeo Seminary who witness to the beauty of a priestly vocation. Annually students in grades 7-12 attend a Vocation Awareness Day at the seminary.

We invite habited women religious to give talks to our students three or four times per year; we have welcomed the Religious Sisters of Mercy of Alma, the Marian Sisters of Santa Rosa, the Franciscan Sisters of the Renewal, and the Sisters of Life to present talks on religious life to our students.

67. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholics.

Yes

68. How does the school ensure that students (including non-Catholics) attend required liturgies and participate in the catechetical and spiritual life of the school?

Staff members aim to model loving devotion and reverence for the liturgy and serve as models of prayer. In addition, we also require every student, even non-Catholics, to participate in all school prayers; they must attend twice-weekly holy Mass and weekly adoration, pray the rosary, and participate in all academy devotions. Our student/teacher ratio for the entire academy is very small, so it's quite easy for faculty and staff to see whether students actively and reverently participate.

69. There is a program to assist students who are discerning entry into the Catholic faith.

Yes

70. The school provides opportunities for parents to participate in:

Select all that apply.

Responses Selected:

Liturgies

Prayer groups

Eucharistic and Marian processions

Adoration/Benediction

School-wide devotions

Service projects

71. Faculty are required to attend religious services when student attendance is mandatory.

Yes

72. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection.

Strongly agree

73. The school provides opportunities to its governing board for spiritual retreats, prayer, and reflection.

Disagree

74. What sacred images, icons, artwork, furnishings, or spaces are present in the school?

Select all that apply.

Responses Selected:

Crucifix in each class

Crucifix in hallways

Images, icons or statues of Christ

Images, icons or statues of Our Lady

Images, icons or statues of Saints

Images, icons or statues of Guardian Angels

Images, icons or statues of Angels

Images of the Divine Mercy

Images of the Sacred Heart

Images of the Immaculate Heart

Picture of the Pope

Picture of the Bishop

Scripture quotes

Relics

Marian Grotto

75. The school assists students to understand the relationship between mind, body, and soul and the importance of spiritual, physical, and mental well-being.

Strongly agree

76. How does the school incorporate the Catechism of the Catholic Church and other materials to ensure students understand and appreciate the teachings and traditions of the Catholic Church?

Our students in grades 1-6 memorize the questions and answers from the Baltimore Catechism, working in tandem with the Ignatius Press series Faith and Life (which presents the Catechism of the Catholic Church in an accessible manner). Students in grades 7-12 weekly study the Catechism of the Catholic Church in Theology classes. Starting in 9th grade, students likewise study the Didache Series: Understanding the Scriptures, and The Sacraments: Source of Our Life in Christ.

77. Which Church documents and encyclicals are read and studied in grades 9-12?

Select all that apply.

Responses Selected:

Caritas in Veritate

Dignitatis Humanae

Dei Verbum

Deus Caritas Est

Dives in Misericordia

Dominum et Vivificantem

Evangelii Gaudium

Evangelium Vitae

Fides et Ratio

Gaudium et Spes

Humanae Vitae

Laborem Exercens

Lumen Fidei

Lumen Gentium

Ordinatio Sacerdotalis

Pacem in Terris

Reconciliation et Paenitentia

Redemptor Hominis

Salvifici Doloris

Sancrosanctum Concilium

Solemni Hac Liturgia

Sollicitudo Rei Socialis

Spes Salvi

Veritatis Splendor

78. Educational philosophies, standards, and pedagogy embrace knowledge for its own sake and move beyond an accumulation of knowledge for utilitarian ends.

Strongly agree

79. The school teaches students respect for the dignity and sanctity of human life from conception to natural death.

Yes

80. The school participates locally or nationally in pro-life activities.

Yes

81. The school ensures that the academic and spiritual priorities are protected from encroachment by athletic and other extracurricular activities.

Strongly agree

82. How does the school ensure that athletic programs contribute to student growth in Christian virtue?

Our gym teacher incorporates prayer during class warm-up exercises, and strongly emphasizes the virtues of justice, humility, consideration for others, forgiveness, and charity before, during, and after all sports meets. The teacher also offers monthly talks on chastity and modesty for all female students in high school. She trained as a Catholic speaker with Pennsylvanians for Human Life, and with Generation Life and the Family Life Educational Foundation.

83. The school ensures that the visual and performing arts foster integral formation and Christian virtue.

Strongly agree

84. The school ensures that expectations for dress, language, music, and dances aid in the development of modesty and Christian virtue.

Strongly agree

85. How do student disciplinary policies reflect a commitment to teach virtue?

The RLA disciplinary policy strives to instill in students self-discipline and personal excellence, respect for authority, respect for oneself and others, and good manners. We clearly explain in the Parent Student Handbook the behavioral expectations for students in every grade. Christ and His Mother are the models we hold up for every person at RLA.

Our teachers and staff also strive to model the moral, intellectual, and theological virtues to the students. RLA uses a demerit-disciplinary system.

86. The school provides for the needs of students with educational, developmental, and physical exceptionalities.

Strongly agree

87. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines.

Strongly agree

88. How does the school teach students to confront materialism and relativism?

In every class, starting in elementary grades, teachers explain in an age-appropriate way God's divine attributes: God is perfectly simple, He is subsistent existence itself, such that He does not have accidental properties such as truth or goodness; rather He is absolute truth, goodness, beauty, mercy, and love itself. Creatures, who reflect God's perfection in an imperfect manner, are limited by their creaturely existence and respective natures, and so can be apprehended and judged as "good," and "true" relative to the kind of being they are.

This study of God as absolute Truth and Goodness itself is central to our curriculum, because in this way our students are exposed to the important concepts that challenge relativism. Moral absolutes exist because God, Who is absolute Truth, lovingly revealed His Eternal Law wherein moral absolutes are expressed. Natural Law is our human participation in His Eternal Law.

We teach Natural Law theory in high school, so that students become acquainted with the concept that certain actions are intrinsically evil. Students in high school make a careful study of St. John Paul II's *Veritatis Splendor*, where moral relativism is thoroughly discussed and refuted.

Our practice of wearing school uniforms in every grade helps confront materialism at RLA, as does the fact that we don't permit student use of electronic devices at school, nor the wearing of more than very simple jewelry. Our teachers dress modestly and very simply, as well.

89. The school provides clear and unambiguous instruction in Catholic moral and social teaching.

Yes

90. The school teaches responsibility and the right use of freedom.

Strongly agree

91. The school informs students of the impact of technology on the development of human virtue, how to use it in healthy, productive ways, and the risks associated with overuse/misuse of social media, cyber-bullying, and pornography.

Strongly agree

92. State one or two critical moral issues that confront this generation and describe how the school prepares students to respond to each.

1) Moral relativism is one of the gravest issues that students confront on a daily basis. As I explained above, at RLA we study the Catechism of the Catholic Church, Natural Law theory as taught by Aquinas, we also study Sacred Scripture, papal texts, and we read and analyze classical primary texts that reflect a world-view wherein moral absolutes obtain, and central moral principles are respected and upheld.

2) The rejection of the sacred character of human life is probably the gravest moral issue confronting our students as they interface with the general culture. We consistently, through every grade, teach our students God's Eternal and revealed Law, discuss humans created in His image, as imago Dei; we discuss how God's Law should be lived in day-to-day existence, analyze how each of us can daily respect ourselves, respect all those with whom we interact, and respect all human life from conception to natural death.

We prepare students to confront the culture of death through classroom study and discussion, and by conducting monthly prayer vigils outside abortion clinics, and provide food for those living in homeless shelters. RLA is a totally Pro-Life school.

93. What are the three most important ideals a Catholic school student should learn before graduation from the school?

- 1) To believe firmly in, hope ardently in, and love God with all their hearts and minds, and make union with Him now and in eternity the center of all their plans and actions.
- 2) To recognize this same infinitely loving and wise Savior in themselves and in all whom they meet, and recognize His provident goodness in all that they see around them. The goal is to have students view God's creation as good and worthy of knowing about, so that they grow in wisdom and ever more perfect knowledge.
- 3) To share with others --who may not know about God's loving mercy and goodness -- the truth about Him and the joy we experience when serving Him. The goal is to equip students with the means to explain and defend His teaching courageously to those who don't know Him or who actively reject Him.

94. Sex education, which is a basic right and duty of parents, must always be carried out under their attentive care.

Yes

95. The school has a policy addressing the teaching of human sexuality that informs parents in advance and offers the ability to opt-out.

Yes

96. If the school has existing policies addressing same-sex attraction, gender identity, or has chosen to allow support groups related to these issues, insert guidelines and policies in text box or attach as a PDF.

Please see The Cardinal Newman Society's Human Sexuality Policy for Catholic Schools for guidance.

Regina Academies Statement on Marriage, Gender, and Sexuality

Man and woman are created by God in His image and likeness. (Gen 1:27.) This means that “[m]an and woman have been created, which is to say, willed by God: on the one hand, in perfect equality as human persons; on the other, in their respective beings as man and woman. ‘Being man’ or ‘being woman’ is a reality which is good and willed by God: man and woman possess an inalienable dignity, which comes to them immediately from God their Creator. Man and woman are both with one and the same dignity ‘in the image of God.’ In their ‘being-man’ and ‘being-woman,’ they reflect the Creator’s wisdom and goodness.” (Catechism of the Catholic Church (“CCC”) 369.) Therefore, to reject one’s biological gender is to reject the work of the Creator and imply that God made a mistake. God does not make mistakes.

As God’s image bearers, man and woman have inalienable rights and ensuing responsibilities. Man and woman should be treated with dignity and respect. They should also lead lives worthy of the dignity of their unique gender. This is done by living chastely — a call all baptized Christians are called to follow. (CCC 2348.)

Chastity is “the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being.” (CCC 2337.) A chaste person respects the gift of sexuality given to him or her by God and “maintains the integrity of the powers of life and love placed in him.” (CCC 2337.) Chastity is an exercise of self-mastery and free will since man and woman can either govern their passions and be at peace or be dominated by them and become unhappy. (CCC 2339.) “Man’s dignity therefore requires him to act out of conscious and free choice, as moved and drawn in a personal way from within, and not by blind impulses in himself or by mere external constraint.” (CCC 2339.)

As man and woman “put on Christ”—the model for all chastity—they pledge to lead a chaste life consistent with their vocation either by consecrating themselves to God or entering the Sacrament of Marriage. (CCC 2348.) Married people are called to live conjugal chastity. (CCC 2349.) In marriage, the conjugal act becomes “the complete and lifelong mutual gift of a man and a woman. The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.” (CCC 2337.)

“Marriage” has only one meaning: the matrimonial covenant, by which one man and one woman unite themselves in a lifelong partnership ordered toward the well-being of the spouses and the procreation and upbringing of children. (Code of Canon Law 1055.) By its very nature, the marriage bond “is perpetual and exclusive.” (CCC 1638.) God commands that the gift of sexual intimacy occur only between spouses of the opposite sex who are joined in Holy Matrimony.

Therefore, any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God.

But God is merciful to all sinners. He offers redemption to all who confess and forsake their sins, seeking His forgiveness and Mercy through Jesus Christ in the sacrament of confession. (Cf. Matt 16:19, Is 22:22, Matt 18:18, Jn 20:21, Jn 20:22-23.)

In the spirit of Christ, every person deserves to be treated with compassion, love, respect, and dignity, regardless of his or her position on Church teaching. Hateful behavior is inconsistent with the Gospel of Christ and the doctrine of the Catholic Church and should always be repudiated.

In order to preserve the integrity of the Catholic Church as the Body of Christ, it is imperative that all

Academy employees and volunteers agree to and abide by this Statement on Marriage, Gender, and Sexuality. Academy employees and volunteers have a special duty to live this statement since they serve as role models for society and especially for the students of our Academy communities.

I have read and agree to abide by this Statement on Marriage, Gender, and Sexuality.

Signature / Date

97. The school ensures that students are able to explain and defend the Catholic faith.

Strongly agree

98. How does the school ensure transmission of Catholic culture that allows for a Christian understanding of the world?

We strive to form our students in Catholic culture through every class we teach, through all the liturgical and para-liturgical celebrations we sponsor. We foster sincere devotion to Our Savior in the Most Blessed Sacrament through attendance at holy Mass in a reverent and prayerful manner; we foster filial devotion to Our Immaculate Mother through praying the rosary, wearing Her scapular, holding festive processions in Her honor, and consecrating ourselves to Jesus through Her Immaculate Heart. This past year we instituted a program here whereby a blessed "Pilgrim Virgin" statue travels home week-by-week to each of the families. Our Lady's image is lovingly honored in each family's home. We showcase the lives of the saints and honor the holy angels, having artistically beautiful images of them in every classroom and hallway. Our students enter into each liturgical season by decorating their classrooms, reading stories that illustrate Advent, Christmas, Epiphany, Lent, Eastertide and the great solemnities after Pentecost. We strive to teach our students that truly knowing and loving God, knowing and obeying His teaching faithfully handed on in His Church, and serving Him, is what constitutes the good and joyous human life.

99. The school ensures that curriculum standards, guides, texts, and pedagogy integrate the truths of the Catholic faith.

Strongly agree

100. Primary source for curricular standards:

Select all that apply.

Responses Selected:

Cardinal Newman Society's Catholic Curriculum Standards

Catholic Liberal Arts Curriculum Guide

Primary Source Information

101a. If the primary source is not oriented specifically to Catholic education, insert two examples of how these standards have been adapted to reflect the Church’s mission for Catholic education.	(No response)
101b. If the primary source is not oriented specifically to Catholic education, insert two examples of Catholic standards which have been added to reflect the Church’s mission for Catholic education.	(No response)

102. If you have curricular resources that particularly focus on a Catholic worldview or Catholic approach to the academic discipline, include here.

2019-2020 Parent Student handbook ToC.pdf

Filename: 2019-2020 Parent Student handbook ToC.pdf **Size:** 571.9 kB

Additional Information

103a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts.	Strongly agree
103b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings.	Strongly agree
103c. The faculty challenge students to evaluate civic (and for high schools economic) concepts and events within the context of Catholic moral and social teachings.	Strongly agree
103d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience.	Strongly agree
103e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture.	Strongly agree

104. Attach a PDF of major works and authors studied in grade 4-12 literature classes.

Literature Texts Students Read at Regina Luminis Academy.docx

Filename: Literature Texts Students Read at Regina Luminis Academy.docx **Size:** 18.7 kB

105. If the school has a policy for selection or approval of literature, insert in text box.

The Curriculum at Regina Luminis Academy

The aim of the Regina Luminis Academy curriculum is to educate the “whole person” by cultivating within the student the Theological Virtues of faith, hope, and charity; the Moral Virtues of prudence, justice, fortitude, and temperance; and the Intellectual Virtues of knowledge, understanding, wisdom, right judgment, and counsel.

Regina Luminis Academy presents to the student a unified view of knowledge by means of an integrated

curriculum. The integration of subjects in the curriculum means that a relationship between one subject and another, and between all the subjects and the educational aims of the Academy is established, so that an ordered and unified view of knowledge is made possible for the student.

The Academy's curriculum is integrated horizontally by the study of history, with the Incarnation as the pivotal and central event of that history. The various subjects are studied within the context of one given historical time-period emphasizing western civilization. The flow of this study brings the student through the course of human history: the classical world, early Christianity, medieval Europe, and the modern world.

The curriculum is integrated vertically by the study of Catholic truth. The study of the Catholic Faith can be said to be the "supreme integrating principle" of the Academy's curriculum because it is reflected in the treatment of every subject. It becomes the frame of reference for viewing, interpreting, and evaluating every subject studied. The Catholic Faith, through its presence, influence, and illumination, gives order, unity, and intelligibility to the entire curriculum. Fundamentally, all human history leads toward the incarnation and is subsequently to be interpreted in light of the Incarnation. In this way, the horizontal progress of history is to be understood as one with the transcendent truth that Christ is the end, aim, and telos of the human condition. For example, the aforementioned integration is achieved when ancient pre-Christian cultures such as Greek civilization are studied to indicate how God worked in non-Christian societies to prepare an intellectual framework for subsequent Catholic theological reflection. Many theological concepts such as substance, accident, and homoousios have their origin in the Greek intellectual tradition. Consequently, the horizontal historical perspective is merged with the vertical transcendent perspective to produce a harmonious whole.

The Aim of Liberal Arts Education

The term "liberal arts" is frequently used to describe the curricula of schools and colleges, but it is a term that often lends itself to misunderstanding. Liberal arts education, or simply liberal education, does not refer to the liberal-conservative political divide. In the case of liberal arts education, the word liberal is used in its original Latin meaning of free. The liberal arts curriculum is designed to produce a student who is truly freed from the erroneous opinions of others and the political agendas of the day in order to seek and embrace the truth.

"In every subject...the aim of liberal arts education is to give the student the principles of the subject studied in such a way that he will be able to make right judgments about that area of reality. That is why this kind of education is called 'liberal' education. Liberal means 'free'; a liberally educated man is a free

man because he is able to direct his own life and is not dependent upon the judgments or understanding of others.”

--Laura M. Berquist, *Designing You Own Classical Curriculum*

The Classical Curriculum

A Classical education embraces excellence in human achievement and holds this before students, as a model. It is an education in excellence. Such exposure to excellence gives witness to goodness, beauty and truth, and, thereby, to God, and awakens in the student the deepest sensibilities to all that is noble and good. The classics of literature, art, and music endure and remain to inspire and to educate those who study and absorb their lessons. The classics document humanity's search for the truth; this search finds its complete fulfillment in the Incarnation of the Son of God.

The classical liberal arts curriculum at Regina Luminis Academy incorporates the three stages of the Trivium: grammar, logic and rhetoric. Grammar is presented first, in kindergarten through the fourth grade. The grammar stage involves imitation, memorization and practice, for which the young student is well suited. It emphasizes factual knowledge largely acquired through sensory experience. In the grammar stage, the child learns the structure, vocabulary and rules of language, leading to habits of clear and logical thinking.

Next is the logic stage, presented in fifth through eighth grade. In this phase the child is taught more by principles than by memorization, although the latter is always important. The student begins to think analytically in the language studied and learns the interrelations that exist among the principles of the various disciplines, leading to a good understanding of those principles. The study of formal logic is also included.

The final stage is rhetoric, or the art of persuasive speaking and writing, presented in the ninth through twelfth grades. This part of the Trivium gives the students the opportunity to develop speeches for various audiences and learn well the art of written and oral speech. Penmanship is continually emphasized as are the many diverse forms of writing, i.e. essays, outlines, lecture notes, letters and creative writing. Students begin to develop a voice to convey their views of the subjects learned. Declamation, the study of the art of speaking, is emphasized as well and covers important areas such as articulation, breathing, volume and intonation.

106. The science program presents significant contributions of Catholic scientists such as Mendel, Lavoisier, Pasteur, Galileo, Gregor, Volta, and Copernicus.

Yes

107. The school presents the topics of creation, evolution, the environment, and genetics in the context of Church teachings and in opposition to secular materialism and scientism.

Yes

108. The school emphasizes and integrates the unity of faith and reason throughout the curriculum.

Strongly agree

109. How does the school ensure that students are prepared to evangelize culture and their fellow man?

We strive to prepare students to evangelize culture and their fellow man by grounding students in Christ's teaching, given to us through His Church. By studying and reflecting upon God's word, by studying His goodness in creation, by engaging in daily prayer and approaching the sacraments, students become convinced of the joy of knowing, loving, and serving the Lord. When students experience this joy they desire, under the impulse of divine grace, to share it with all others, helping others to encounter and understand the Lord's saving word.

Comments and Additional Explanation (Please cite individual question with comment):

For the first part of this application, begun in early 2019, Dr. D'Attore reported the number of full-time/part-time staff, the total number of students enrolled, as well as reported IOWA scores, that actually reflect information from the 2018-2019 academic year. It took her so long to work through the questions that later on in the first part of the application she filled in somewhat different numbers and scores. These reflect figures from the 2019 IOWAs and statistics from the 2019-2020 academic year. If the reviewers of this application have questions, please don't hesitate to contact the Head of School, Dr. D'Attore, at drdattore@reginaluminis.org

A copy of your school's logo has been uploaded.

Yes

All Data is accurate at time of submission.

Responses Selected:

I agree



Head of Governing Body Signature and Approval

Completed - Oct 28 2019

Recommenders

Recommender:

Mark Anthony <manthony61@gmail.com>

...

Recommender:

Mark Anthony <manthony61@gmail.com>

Request Date:

Oct 28 2019 09:36 AM (EDT)



Head of School's Parent Group Approval

Completed - Nov 6 2019

Recommenders

Recommender:

Michelle Haley <mzapatahaley@outlook.com>

...

Recommender:

Michelle Haley <mzapatahaley@outlook.com>

Request Date:

Oct 28 2019 11:23 AM (EDT)



Full-Time Faculty Representative Approval

Completed - Nov 5 2019

Recommenders

Recommender:

Anamaria Hazel <mrshazel@reginaluminis.org>

...

Recommender:

Anamaria Hazel <mrshazel@reginaluminis.org>

Request Date:
Oct 28 2019 10:20 AM (EDT)



Application Fee

Completed - Oct 28 2019

Provider: authorize_net
Amount: 140
Currency: USD
Email: test@test.com
Transaction ID: 41660362909



Eligibility Form

Completed - Jun 25 2019

Eligibility Form

Information

School Name	Regina Luminis Academy
School Address	601 First Avenue
City	Berwyn
State	Pennsylvania
Zip	19312
Phone	610-269-3905

Date of Incorporation (Click on the calendar.)

Sep 12 2008

First year of Operation

Sep 12 2008

Current Grades Include:

K-12 (including middle school/high school combinations). List grades:: Pre-K through 12

The school requires daily (full credit) Religion/Theology classes each year for all students.

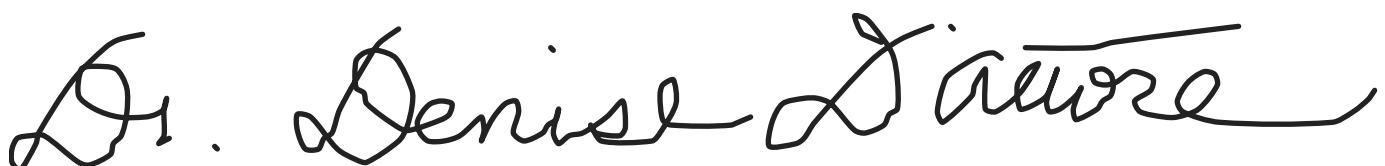
Yes

Administrator Information

Administrator's Title	Dr.
First Name	Denise
Last Name	Dattore
Suffix	(No response)
Position	Head of School
Email Address	drdattore@reginaluminis.org
Phone	6102693905
Is the primary administrator of the school a practicing Catholic?	Yes
The administrator of the school agrees the school will model the Principles of Catholic Identity in Education	Yes
The administrator attests school policies do not disaffirm the guidance provided in The Cardinal Newman Society's Human Sexuality Policy for Catholic Schools	Yes

By moving forward with this application, the administration understands and agrees that information may be used for research purposes. All identifiable school information will be removed.

The Head of School or Principal's signature is required below. Hold down on a mouse or use the touchpad to create a signature on the line.

A handwritten signature in black ink that reads "Dr. Denise Dattore". The signature is written in a cursive style with a large, stylized "D" at the beginning.

Note: Later in this process, the Head of the School's Governing body will also need to review and sign this application.



Logo

Completed - Jun 25 2019

Logo

Filename: HiRes_RLA_Logo.jpg Size: 765.2 kB



REGINA LUMINIS ACADEMY PERSONNEL POLICY HANDBOOK 2019-2020

REGINA LUMINIS ACADEMY
601 First Avenue
Berwyn, PA 19312
Phone: (610) 269-3905

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Introduction

This handbook has been developed and is provided as a reference for all employees regarding the personnel policies of Regina Luminis Academy. Regina Luminis Academy is a Catholic school and a 501(c)(3) non-profit corporation. Regina Luminis Academy does not discriminate in employment opportunities or practices on the basis of race, color, sex, national origin, or age.

The primary purpose of Regina Luminis Academy is to assist parents in the mission entrusted to them by the Church, namely, the salvation of their children's souls. Concerning educational principles and methodology, and correlative spiritual practice, teachers are required to follow the directives found in this Handbook, and the Head of School's and Board of Director's interpretation and implementation thereof.

The Academy reserves the right to employ only practicing Roman Catholics who demonstrate the following: an openness and respect for the Roman Catholic Church and its institutions, a sincere interest in furthering the Academy's mission within the Church, and a cooperative spirit to work under the direction of the administration. It should be further understood that signed acknowledgment of, and compliance with, the policies set forth in this handbook does not constitute a guarantee of continued employment.

Students learn not only by what is taught, but also by who the teachers are, what they believe, and how they act. In accepting a position in our school, you agree to act and speak in a way that supports the Roman Catholic Church and its teachings. Serious actions contrary to the Church's teachings (including, but not limited to, living together outside of marriage, engaging in sex outside of marriage, getting married outside of the Church, leaving the Catholic faith, public support of abortion, flagrant deceit or dishonest or scandalous public behavior, as well as comments degrading the Church or conflicting with its values) may result in termination of employment.

Disclaimer

This personnel policy handbook is the property of Regina Luminis Academy. All employees will be issued a copy of the handbook as required reading when initially hired. Current editions of the handbook will be kept by the Head of School. This Handbook contains the policies and practices in effect at the time of its publication. The administration reserves the right at any time to unilaterally revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this Handbook or in any other document. Any written changes to this Handbook will be distributed to all employees so that they will be aware of the new policies or procedures. No oral statements or representations can in any way change or alter the provisions of this Handbook. Employees will be notified whenever there has been an addendum or revision to any of the policies in the Handbook.

I. The Mission of Regina Luminis Academy

Article 1

Mission Statement

Regina Luminis Academy is a private, independent school founded, with the help of God's grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment. The Catholic faculty integrates the Magisterial teaching and Tradition of the Catholic Church throughout the curriculum.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to *know, love and serve* God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial

teaching, Scripture and Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders

Statement of RLA's Fidelity to Authentic Magisterial Teaching

Man and woman are created by God in His image and likeness. (Gen 1:27.) This means that “[m]an and woman have been created, which is to say, willed by God: on the one hand, in perfect equality as human persons; on the other, in their respective beings as man and woman. ‘Being man’ or ‘being woman’ is a reality which is good and willed by God: man and woman possess an inalienable dignity, which comes to them immediately from God their Creator. Man and woman are both with one and the same dignity ‘in the image of God.’ In their ‘being-man’ and ‘being-woman,’ they reflect the Creator’s wisdom and goodness.” (Catechism of the Catholic Church (“CCC”) 369.) Therefore, to reject one’s biological gender is to reject the work of the Creator and imply that God made a mistake. God does not make mistakes.

As God’s image bearers, man and woman have inalienable rights and ensuing responsibilities. Man and woman should be treated with dignity and respect. They should also lead lives worthy of the dignity of their unique gender. This is done by living chastely — a call all baptized Christians are called to follow. (CCC 2348.)

Chastity is “the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being.” (CCC 2337.) A chaste person respects the gift of sexuality given to him or her by God and “maintains the integrity of the powers of life and love placed in him.” (CCC 2337.) Chastity is an exercise of self-mastery and free will since man and woman can either govern their passions and be at peace or be dominated by them and become unhappy. (CCC 2339.) “Man’s dignity therefore requires him to act out of conscious and free choice, as moved and drawn in a personal way from within, and not by blind impulses in himself or by mere external constraint.” (CCC 2339.)

As man and woman “put on Christ”—the model for all chastity—they pledge to lead a chaste life consistent with their vocation either by consecrating themselves to God or entering the Sacrament of Marriage. (CCC 2348.) Married people are called to live conjugal chastity. (CCC 2349.) In marriage, the conjugal act becomes “the complete and lifelong mutual gift of a man and a woman. The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.” (CCC 2337.) “Marriage” has only one meaning: the matrimonial covenant, by which one man and one woman unite themselves in a lifelong partnership ordered toward the well-being of the spouses and the procreation and upbringing of children. (Code of Canon Law 1055.) By its very nature, the marriage bond “is perpetual and exclusive.” (CCC 1638.) God commands that the gift of sexual intimacy occur only between spouses of the opposite sex who are joined in Holy Matrimony.

Therefore, any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God.

But God is merciful to all sinners. He offers redemption to all who confess and forsake their sins, seeking His forgiveness and Mercy through Jesus Christ in the sacrament of confession. (Cf. Matt 16:19, Is 22:22, Matt 18:18, Jn 20:21, Jn 20:22-23.)

In the spirit of Christ, every person deserves to be treated with compassion, love, respect, and dignity, regardless of his or her position on Church teaching. Hateful behavior is inconsistent with the Gospel of Christ and the doctrine of the Catholic Church and should always be repudiated.

In order to preserve the integrity of the Catholic Church as the Body of Christ, it is imperative that all RLA employees and volunteers agree to and abide by this Statement on Marriage, Gender,

and Sexuality. RLA employees and volunteers have a special duty to live this statement since they serve as role models for our students, for their families, for society and for the church community.

Article 2 **Prayer Life**

The school day begins each day (other than days we attend holy Mass) with prayers in an assembly referred to as Forum. Teachers strive to punctuate the study of the various subjects taught throughout the day with a brief prayer. The school additionally gathers before lunch for mid-day prayers (typically the Angelus). The entire school assembly ends each day with prayer. RLA acknowledges the centrality of prayer in the life of its families and thus avoids prayers and devotions that may overlap with family rituals.

Mass is celebrated on Mondays and Fridays. Students are encouraged to adore Our divine Savior in the most Blessed Sacrament every Monday during their Religion/Theology class.

II. Teacher Job Expectations

Article 1 **Environment**

In keeping with the mission of Regina Luminis Academy, the teacher's primary responsibility is to provide a Catholic educational environment in which the students are challenged to reach their God-given potential. Faculty member must model the virtues they wish to help their students acquire and develop. To achieve this goal, teachers should:

1. Support and exemplify in conduct, expression, etc., Catholic doctrine and morality in a manner consistent with the teachings of the Catholic Church and shall not teach, advocate, encourage, or counsel beliefs or doctrines contrary to those teachings. They should promote and teach in a positive light all the truths and disciplines of the Faith. As education in human sexuality is the responsibility of the parents, teachers will not provide such instruction to the students. If mention of sexual matters is necessary for instruction in morality, such moral instruction being specifically included in the curriculum, after consultation with the Head of School, the teacher may offer brief, modest and age-appropriate information, but no more than is absolutely necessary, and so as not to embarrass the students or contradict the virtue of chastity.
2. Relate with the administration, other teachers, staff, students, and parents in a way that fosters mutual respect. Teachers must deal justly and impartially with students regardless of their physical, mental, emotional, economic, social, racial, or religious characteristics. They should also establish friendly and cooperative relationships with the other members of the staff. Familiarity with the mission and principles of Regina Luminis Academy is needed so as to be able to put these into effect. It is also essential to foster a good professional relationship with the parents of their students.
3. Closely follow both the Regina Luminis Academy Personnel Policy Handbook and the curriculum approved for Regina Luminis Academy and teach all the academic subjects from a Catholic perspective. Teachers should provide for individual learning needs by incorporating a variety of teaching techniques and materials in the daily program. It is the responsibility of the teacher to study the previous records of each student and to become thoroughly familiar with his/her educational background. This will help the teacher to better plan instructional techniques and also to choose appropriate and approved classroom texts and other learning materials.
4. Devise and implement a rule for orderly participation in the classroom. Each teacher is responsible to initiate and utilize a preventive discipline plan in his/her classroom according to the needs of the students. Raising one's voice, nagging, threatening, bargaining, and

corporal punishment are unacceptable methods for resolving or preventing breach of order with students at Regina Luminis Academy. We must love our students as *Imago Dei*, and to do this we challenge them to aim high; we must hold them to the lofty standard established by Christ in the Gospels in terms of behavior.

5. Maintain neat, orderly, and organized classrooms. It is the responsibility of the teacher to oversee the general neatness of the classroom. However, he/she must require the students to perform specific age-appropriate chores, e.g., emptying trash, cleaning the whiteboard, keeping the shelves and storage areas in order, vacuuming the floor, etc. It is also the responsibility of the teacher to report to the office any damages or items that need repair in his/her classroom.
6. All faculty must attend Mass, Forum, and Dismissal Prayers if they are in the building when these events take place. They must participate actively in all regularly scheduled meetings. Attendance is also obligatory for short, unscheduled meetings called by the administration whenever necessary.
7. Attend parent meetings scheduled for their students at any time during the school year. The teacher is responsible for attending the meeting and for giving an accurate assessment of the student's academic abilities and progress at Regina Luminis Academy.
8. Provide for appropriate and accurate student evaluation. Assignments should be clear, age and content appropriate, and have an adequate means of evaluation. Corrected tests and papers submitted by students should be returned within a reasonable time.
9. Maintain and record pertinent data for all official school documents and progress reports. It is the teacher's responsibility to carefully record test results, absentees, anecdotal information, grades, and any other school related information in the permanent record and/or on any forms being released to authorized personnel, school agencies, or parents. The teacher must respect the right of each student to have confidential information withheld except when authorized or required by law.
10. Always notify parents by email, and CC the Head of School, of any incidents and/or potential problems requiring special attention. All correspondence of teachers with parents should be CC'd to the Head of School unless otherwise noted. The teacher must provide parents with information that will serve the best interests of their children and be discreet with information received from parents. A teacher should have adequate insight into the causes and indications of behavioral problems.
11. Assume designated responsibilities within the school concerning maintenance, supervision of children, and proper usage of educational materials and equipment. When supervising the children, especially during recess periods, the teacher must be diligent.
12. Attend as many RLA events that occur outside working hours as possible (such as the drama performance, Christmas and Spring Concerts, etc.), in order to participate fully in the life of the RLA community and demonstrate to parents and students that RLA's teachers are fully dedicated to the school and supportive of its students.
13. Make oneself as accessible as possible to parents during school hours and during RLA events outside school hours and respond in a timely way to all parent communications. RLA is committed to a spirit of close communication between teachers and parents. Check your work email daily during the school year and weekly during breaks.

Article 2

Principles of Teaching

The faculty communicates a Catholic philosophy of life and the Catholic pursuit of the Good, the True, and the Beautiful by their teaching, lived example, and general contact with young people.

A few tips on assisting you in your class preparation:

- Lecturing is used for conveying information and admonishing the student. Most instructors lecture too much. Lecturing is also the most often misused method of teaching. The instructor thinks he is communicating; the student tries to stay attentive, but usually not much is going on. **It is not what an instructor teaches, but what the students learn that is important.**
- To know if your teaching methods are effective: ask students if they are really grasping what you want them to grasp. Lecture for a period of time. Are the students discovering the truths you want them to know by provocative discussion and probing questions, or are you giving away the whole story? Try to not over-prepare for a class by giving students all the answers and not allowing them to think for themselves. Avoid the monologue or dialogue with only one or two students.
- Work to develop class morale: the instructor must continually exhibit a true respect and love for the student as well as a realistic understanding of where the student is on the ladder to that vision. Develop a charitable and prudent plan of stimulation and guidance.
- Class time must remain within the assigned period. Students should be promptly dismissed for their next class.
- If students miss any school, for whatever reason, it is their responsibility to get the information, notes, and assignments they missed from RenWeb and from other students. It is not up to the teacher to send this information out to the student.
- If parents take their children on extended vacations during the academic year, it is not up to the teacher to provide future lessons and assignments. Students must find homework assignments on RenWeb and complete these while they are out of school.
- Always teach standing up, never sitting down, and do all that you can to engage the students, making eye contact with them and drawing your examples from day-to-day events and items that they would readily recognize.

Article 3

Test and Quiz Policy

- Students ordinarily do not re-take tests or quizzes in any subject, except for a good reason as judged by the teacher in consultation with the Head of School.
- In the case of students who are absent --for an approved reason -- on the day that a test or quiz is given, the teacher will use prudential judgment in deciding when the student, after returning to school, should take the test or quiz. Make-ups should normally be given at lunchtime under the teacher's supervision or after school.
- Extra credit work is permitted in all subjects to raise poor test or quiz grades, but the maximum grade such work could bring a failing or D grade up is to 80%.
- At the teacher's discretion, in any subject, a student's lowest grade--whether test, quiz, essay, homework, etc.--during a grading period may be dropped/thrown out. This must be for all students, not just some.
- Once a date for a test or quiz is set, the teacher may not suddenly change it on the day of the exam for frivolous reasons, particularly because some student(s) neglected to prepare and are begging the teacher to move the date. Changing a quiz or test date, without serious reason, does not foster good study habits or self-discipline in students, and it is unfair and disheartening to those who come to class prepared.

Article 4

Record Management System

All teachers are required to keep up-to-date records in the Academy's record management

system, Renweb. This will include grading student work promptly and entering grades into the system, loading lesson plans and homework for Monday by Sunday evening and for the rest of the week by Monday evening, and daily updating homework and lesson plans as needed. This is to insure good communication with parents, help keep teachers on schedule, inform the Head of School about what is going on in all classes, and insure that classes can continue with a substitute teacher in case of a teacher's sudden absence.

Article 5 **Homework**

On average, students in grades 1- 4 should have minimal homework. Work should be done in class with the supervision of the teacher. However, any unfinished work should be done at home and returned the following morning.

Instructors should aim at a ten-minute per grade time limit. For example, fourth grade students can expect 40 minutes of homework.

For students in grades K-4, there will be no weekend homework. For grades 5 through 8, weekend assignments will be kept to a minimum. High school age students can expect to have weekend homework assignments.

Teachers should assign homework in keeping with any policies regarding homework on weekday nights when there are school-sponsored events.

On weeknights when students may possibly be at RLA evening activities, there will be homework as usual. Students who attend the event will be asked to sign in and will have permission to turn in that night's homework a day late. The Head of School will distribute this list to the faculty the morning following the event.

Group projects should be kept to a minimum. When given, teachers should assign group projects only under the following circumstances: (1) the students are able to complete the work at school, or (2) if the students must work on the project at home, they are able to do so independently of the other students, (3) each student receives his own grade for his own portion of the project and is not penalized for the poor work of others.

All work is expected to be turned in on time with no exceptions. Points will always be deducted for late work unless the student can provide a serious reason why the work is not completed. Homework involves learning self-discipline. This self-discipline will eventually be a great asset to all Regina Luminis Academy students. Extending due dates for assignments arbitrarily for students who have neglected to get their work done on time is unfair and discouraging to students who are diligent about their school work. We encourage all parents to support this effort by supplying and encouraging quiet academic time each evening in the home. By the same token, most projects will be done in class, so as to respect the need for family time at home.

When students have not done their homework, the burden of carrying the class falls heavily on the shoulders of the instructor. The first thing to do is talk privately with the students regarding the necessity of homework (see Article 7).

- Emphasize the vision of a good education of which homework is a necessary part.
- Emphasize that in order to achieve that vision, a high degree of self-discipline and intellectual habits are absolutely necessary. Tell them over and over that they CAN do this.
- Begin with assignments of less than a half hour and gradually increase this based on the progress that the student is making.
- Be sure to have a set guideline with a set consequence if the assignment is not completed.

Please always be consistent with all students.

- If a student fails to turn in an assignment, ask them why they did not prepare, but avoid spending too much time on this in class.

- If you have a student who is poorly organized or repetitiously forgetful of assignments, spend some time at the beginning of the year helping this student to be more organized. Make sure that they have written down the necessary assignments, etc.

- Parents should be notified when a student begins to fall behind in his assigned work.
- Grades 1-2: Teachers are responsible for posting homework daily somewhere in the room where all children can see. At end of day, teachers must check all assignment books to be sure students have filled in information.
- Grades 3-4: Teachers are responsible for posting homework somewhere in the room where all children can see. For the first quarter of the school year, teacher must check all assignment books to be sure students have filled in information. For remainder of year, teacher reminds students to be sure to fill in information, but does not need to check.
- Grades 5-12: Students are responsible for recording information in their assignment books.

Article 6

Common Reasons Why Students Fail to Prepare for Class

- The student has too many subjects to prepare for the next day. With all of the part-time teachers, try to be aware of what is going on in the student's other classes.
- The assignment takes too long.
- Student has family or other activities.
- Fear of the pain of hard work: laziness.
- The teacher doesn't consistently collect the work.
- They did not understand how to do the assignment.
- They forgot!

Article 7

Classroom Discipline

Discipline matters must be handled immediately, consistently, professionally and in conjunction with administration if necessary. When an issue cannot be settled by the instructor and the student, the matter is to be referred to the Head of School.

- Faculty should read and familiarize themselves with the Parent-Student Handbook.
- Faculty should enforce the discipline and dress code policies outlined by the Board of Directors.
- Discipline is a shared responsibility. All RLA teachers are free to reprimand and issue punishments to any RLA student. When disciplining a student in grades K-6, a teacher should inform the student's homeroom teacher of the infraction and it is up to the homeroom teacher to issue the punishment. All teachers are expected to enforce the rules in the same general manner, following the guidelines in the Personnel Policy Handbook and the Parent-Student Handbook.
- Discipline/motivation methods in grades K-6 are determined by the classroom teacher. In grades 7-12, the demerit system is used. Teachers of grades 5-6 may choose to use the demerit system.
- Parents should be notified if the unacceptable behavior continues, or serious problems arise.
- Be **CONSISTENT!** Make clear to students the consequences of their actions.
- Create in the classroom the expectation that all students will arrive on time, be ready to learn, and concentrate their energies on the task at hand.
- Instructors must be prudently discreet. Other students must not be spoken about unless absolutely necessary, as privacy must be respected.
- Be a listener. Recognize the needs of your students and be willing to adapt your teaching styles.
- Do not be judgmental. Moral judgments can be made when sin must be identified as such, but it is the action that is wrong, not the person. "Judge Not" specifically refers to

not judging another person's motives for acting, which none can know unless the agent states his motivation.

Article 8

Suggestions for Classroom Discipline

- "Please see me right after class." Go on with the lesson.
- Talk to the student about his own standards and expectations privately and after class.
- Do not assign punishments to be completed during class time or in the presence of other students.
- If possible, faculty should solve their own problems. However, send the disruptive student to the Head of School if the issue cannot be resolved. Feel free to consult with the Head of School at any time.

Article 9

Suggestions for Gaining a Student's Respect

- Love and respect them, but do not view students as your friends. Do not become too familiar, or seek to have fun with them out of the classroom. Students may be unable to maintain proper distance from faculty.
- Never use ridicule or embarrassment, particularly in dealing with issues of peer pressure.
- Do not debate your decision with your students.
- Remain objective, professional, courteous and firm in difficult situations. Kindness but firmness is the standard in all teacher-student interactions

Article 10

Textbook, Equipment, and Supply Orders

All requests for books being used by students must be submitted to the office for approval (in advance of any purchase). Any request for additional books during the school year must be submitted at least one month prior to the day that these books will be used. If you need any classroom supplies (markers, paper, etc.), please check with the Office Manager. All orders for special equipment or nonstandard supplies must be made through the Head of School. Expenses incurred by faculty members without receiving prior authorization shall not be reimbursed.

Teachers must follow all procedures in place for issuing books to students, numbering and tracking books and documenting the return of student books, as well as reporting to the Administration book inventory and missing books.

Article 11

Textbooks-Replacements

In the event that a student reports that a textbook or other Academy owned book has been lost or stolen (or if such a book is found to be in non-usable condition), no replacement book shall be issued until the student receives written authorization from the Head of School. The parents will be advised that they will be charged the full cost of the replacement text.

III. Employment Policies

Article 1

Duties and Responsibilities

Job responsibilities may change at any time during employment. From time to time, a teacher may be asked to work on special projects or to assist with other work necessary or important to the operation of the school. Cooperation and assistance in performing such additional work is expected.

Article 2

Employment Categories

It is the intent of the Academy to clarify the definitions of employment classifications so that the employees understand their employment status and benefit eligibility.

All employees are salaried and sign contracts or agreements of employment on a yearly basis. The right to terminate or renew an employee's contract is retained by both the employee and the administration.

Each employee will belong to one of the following employment categories:

REGULAR FULL-TIME employees are those who are regularly scheduled to work in excess of thirty-five (35) hours per week. They receive all legally mandated benefits (such as Social Security and workers' compensation insurance), and they are eligible for health insurance benefits.

REGULAR PART-TIME employees are those who are regularly scheduled to work thirty-five (35) hours per week or less. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for other benefits.

PROBATIONARY EMPLOYEES: All employees are probationary for the first year. At any time during a probationary period, if it is determined that attitude or performance does not meet the Academy's standards, an employee, regardless of classification, may be released without notice or further obligation.

Article 3

Non-School Employment

After-school employment of all staff members must not interfere with school duties and/or faculty meetings, in-service programs, or other required activities.

Article 4

Overtime

Salaried employees are not eligible for overtime.

Article 5

Personnel File

Individual personnel files are kept in the Head of School's office. The records include copies of application forms, transcripts, health records, certification information, yearly contracts, criminal clearances and any other documents pertinent to the staff member. Written statements to or about a teacher are reviewed by the Head of School. The teacher is then allowed to correct any misunderstanding so that the statements can be withdrawn from the file if they are not justified. The personnel files are kept completely confidential and are only available to the Head of School, teacher (upon request), and lawful civic and school authorities. Teachers should notify the Head of School whenever any of the data kept in the files changes.

Article 6

Termination of Employment

Employment of teachers can be terminated by the administration during the year for violation either of terms as stated in the contract or of policy as stated in the handbook. A teacher may be released at any time for cause. A teacher may be released from contract by written request and mutual consent between teacher and administration as provided in their contract.

Employment of all other employees may be terminated by either the employee or the administration at any time as provided in their contract. Any express or implied assurances concerning the terms, conditions, or duration of an individual's employment with Regina Luminis Academy are not binding upon the school unless they are in writing and signed by the Head of School.

All school manuals, employee handbooks, faculty handbooks, keys, etc., in an employee's possession at the time of termination must be returned before a final paycheck will be released. Vacation time taken in advance of its earned accrual shall be deducted from an employee's final paycheck in the event of termination.

Employees terminated but rehired within 30 days will have their original service date reinstated. After 30 days, if rehired, the service date will begin with the date of rehire. Insurance coverage will not be made retroactive to cover the time of separation.

IV. Payroll and Benefit Plan Summary

Article 1

Health Insurance: Full-Time Employees

Full-time Employees will be offered a health care benefits package for which the Academy will pay for 50% of the cost of family premium.

Article 2

Holidays

Employees receive a paid holidays benefit. The yearly schedule of holidays and school holiday periods are published and distributed at the beginning of each school year. The school follows a ten-month school schedule from late August until early June.

Article 3

Jury Duty

Any employee summoned to serve as a juror or subpoenaed as a witness must notify administration of such summons or subpoena and, to the extent possible, keep in touch with administration during the time the employee is serving as a juror or subpoenaed witness.

Regina Luminis Academy fully supports your compliance with jury duty. If you are called for jury service on any day that prevents you from reporting for normally scheduled working hours, you will be compensated for the difference between your fee for court appearance and your normal earnings for each day you are required to serve to a maximum of eight (8) hours per day for ten (10) working days per year. If you are called but not impaneled, you are expected to complete the balance of your regularly scheduled workday.

Proof of jury service, provided by the court clerk, including a copy of your compensation check from same, is required by the administration before compensation will be made.

Article 4

Leaves of Absence/Permitted Absences

The Academy may grant a leave of absence or permit absences for limited periods of time for specific reasons. Time off is given without pay. Requests for leaves of absence should be discussed with administration or management.

The Academy may grant leaves of absence or permitted absences under the following conditions:

- Funeral Leave
- Medical Leave/Disability
- Family Leave/Maternity Leave
- Personal/Professional Leave
- Excused Absences

A leave of absence constitutes an additional expense to the school and is carefully controlled. Please check with administration or management well in advance of any anticipated leave.

Funeral Leave

If any employee needs to take time off due to the death of an immediate family member, the employee should notify administration or management immediately.

Time off of up to five (5) days may be granted to allow for the employee to make any necessary arrangements associated with the death and funeral. The time-off period must be approved by administration or management.

The school defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

Medical Leave/Disability

The Academy, at its discretion, may provide medical leave of absence without pay to eligible employees who are temporarily unable to work due to a serious health condition or disability. For purposes of this policy, serious health conditions or disabilities include in-patient care in a hospital, hospice, or residential medical care facility, continuing treatment following a pregnancy, childbirth, and related medical conditions, etc.

All employees are eligible to request medical leave as described in this policy. Employees should make requests for medical leave to administration or management at least 30 days in advance of foreseeable events.

A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to administration or management. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of 12 weeks within any 12-month period. Any combination of medical leave and family leave may not exceed this maximum limit. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Employees will be required to first use any unused sick days before taking unpaid medical leave.

Employees who sustain "work-related" injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Subject to the terms, conditions, and limitations of the applicable plans, the Academy will continue to provide health insurance benefits (if any) for the full period of the approved medical leave. Vacation and holiday benefits are waived during the time of medical leave.

So that an employee's return to work can be properly scheduled, an employee on medical leave is requested to provide the school with at least two (2) weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a medical leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the medical leave, the school will assume that the employee has resigned.

Medical information on individual employees is treated confidentially. The Academy will take reasonable precautions to protect such information from inappropriate disclosure. Administration, management, and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Family Leave/Maternity Leave

The Academy, at its discretion, may provide family leave of absence without pay to eligible employees who wish to take time off from work to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child; or to care for a child, spouse, or parent with a serious health condition. A serious health condition means an illness, injury, impairment, or

physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility, or continuing treatment by a health care provider.

All employees are eligible to request family/maternity leave as described in this policy. Employees should make requests for family leave to administration or management at least 30 days in advance of foreseeable events, and as soon as possible for unforeseeable events.

Employees requesting family leave related to the serious health condition of a child, spouse, or parent may be required to submit a health care provider's statement verifying the need for a family leave to provide care, its beginning and expected ending dates, and the estimated time required.

Eligible employees may request up to a maximum of 12 weeks of family leave within any 12 month period. Any combination of family leave and medical leave may not exceed this maximum limit. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Married employee couples may be restricted to a combined total of 12 weeks leave within any 12-month period for childbirth, adoption, or placement of a foster child; or to care for a parent with a serious health condition.

Subject to the terms, conditions, and limitations of the applicable plans, the Academy will continue to provide health insurance benefits (if any) for the full period of the approved family leave. Vacation and holiday benefits are waived during the time of family leave.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the school with at least two weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a medical leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the family leave, the school will assume that the employee has resigned.

Procedures for applying for family leave are as follows:

1. An employee who becomes pregnant will notify administration or management in writing no later than four months before the anticipated birth of the child whether she wishes to:
 - apply for family leave
 - continue working without taking parental leave
 - resign employment
2. In the event of adoption, the employee will notify administration or management in writing as soon as feasible before adoption whether he or she wishes to:
 - apply for family leave
 - continue working without taking parental leave
 - resign employment

Personal or Professional Leave

The Academy, at its discretion, may provide personal leave without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

All employees are eligible to request personal/professional leave as described in this policy. Employees should make requests for leave to administration or management at least 30 days in advance of foreseeable events, and as soon as possible for unforeseeable events.

Eligible employees may request up to a maximum of 12 weeks of personal/professional leave within any 12-month period. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension.

Health insurance benefits (if any), vacation, and holiday benefits are waived for the full period of the approved leave.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the school with at least two (2) weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a personal/professional leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the family leave, the school will assume that the employee has resigned.

An employee's use of a personal leave should take into consideration anticipated workload requirements and staffing needs during the proposed period of leave.

For hourly employees there are no leave benefits at this time, but the Academy reserves the right to make changes from time to time at its sole discretion.

Excused Absences

Absences may be granted from time to time with the advanced approval of the administration or management. In no case will an absence be approved if not granted in advance of the actual absence, with the exception of a death in the employee's immediate family or an unforeseeable emergency.

Article 5

Paid Days Off

Faculty members and staff are privileged to be absent during all scheduled holiday periods, provided their duties and responsibilities have been met prior to their departure. All year-end forms such as report cards, classroom inventory, course evaluation, and book orders must be submitted before departing for summer break. Vacations are expected to be taken during the long summer break.

Article 6

Pay Periods

All employees will be paid every other Friday, beginning approximately 2 weeks after their first day of employment.

Article 7

Payroll Deductions

As required by law, the Academy must make certain deductions from an employee's paycheck for such items as federal income tax, state income tax, social security, and city tax. At times, there may be other deductions that an employee may authorize. All deductions will be indicated on the employee's paycheck stub. In order to make sure that an employee's deductions are correctly made and updated, an employee must be certain to advise administration of any change relating to deductions or withholding status.

Any questions that an employee may have about a paycheck or deductions made should be addressed to administration as soon as possible, preferably in writing.

Article 8

Reimbursement of Expenses

All reimbursable miscellaneous expenses incurred by an employee must have prior authorization by the administration or management, and must be accompanied by a receipt and a completed reimbursement form to receive reimbursement.

Article 9

Salary Advancements and Loans

It is the policy of the Academy not to grant salary advancements or loans to its employees. Any exceptions to this policy or special arrangements are made at the discretion of the administration.

Article 10

Sick Days

Paid sick days are to be used in the event of illness and on a limited basis in the event of illness of a family member. Employees out sick must phone in notice of their absence as soon as possible, but no later than 6:30 a.m. of the working day. Employees are instructed to phone the Head of School at home if he/she is not able to be reached at the school.

Employees are allowed five (5) sick days per year. Sick day benefits start from the first day of employment. When partial absences (i.e. missing part of a day's work) occur, they are equivalent to a minimum of one-half day sick leave. Any sick days taken in excess of five days will not be paid and will be deducted accordingly from wages. Unused sick days may not be carried over from year to year. An eligible employee whose employment is terminated during a contracted period will not be paid unused sick leave.

Paid personal days may not be taken until the employee has worked for 6 full months. All personal days taken before 6 months will be unpaid.

All employees enjoy the benefit of all school holidays off. Teachers additionally have a long summer break. Therefore, the Academy strongly advises that vacation days while school is in session not be scheduled. Any requested days off for reasons other than personal or family illness or emergency will generally not be paid unless the reason to miss a day is serious.

Employees should make every attempt to schedule all doctor/dentist appointments during non-work hours (including free periods for teachers), so as to minimize the impact on other staff and the Academy. For appointments that must fall during working hours, employees should provide administration or management as much advance notice as possible.

Article 11

Social Security

Deductions from paychecks for Social Security are required by law. The Academy matches the employee's contribution to Social Security. Social Security provides income after retirement. It also provides payments in the event of permanent disability, and it supplies insurance for a spouse and children who are under the age of 18. Congress has from time to time authorized increases in Social Security contributions which are required to be deducted.

Article 12

Tuition Benefits

1. RLA is an education institution defined under IRC Section 170(b)(1)(A)(ii).
2. RLA's tuition remission program is open to all employees (leadership, faculty and administration, including clerical/other) and is not discriminatory to highly-compensated individuals.

Article 13

Workmen's Compensation

The Academy provides Workmen's Compensation coverage. Coverage by Workmen's Compensation Insurance occurs if you are injured while on school time. This insurance is provided and paid for entirely by the Academy. An employee must immediately report an injury to the administration or management, no matter how minor it may seem at the time.

The Workmen's Compensation Law prescribes how and to what degree employees shall be compensated.

If arrangements are necessary for medical leave, these must be made with administration to accommodate any extended leave with pay and reimbursement of Workmen's Compensation benefits to the Academy for continuing salary.

V. Faculty Development and Supervision

It is the policy of Regina Luminis Academy to strive to attain ever-greater spiritual fidelity, moral deportment, and academic success with its student body. Toward that end, all employees are required to participate in ongoing professional evaluation and mentoring/development at Regina Luminis Academy. The Head of School is ultimately responsible for the development, supervision, and evaluation of employees.

Staff development at Regina Luminis Academy is centered around:

1. Setting Goals and Objectives
2. Classroom Observations (formal and informal)
3. A Yearly Summative Evaluation
4. Teacher Certification through the National Association of Private Catholic and Independent Schools (NAPCIS). (Not mandated at this time).

Article 1

Setting Goals and Objectives

The teachers will meet with the Head of School at least yearly, or more often if appropriate, to set goals and objectives. These goals and objectives will focus on how the teacher plans to develop in relation to personal faith development and the development of the faith of his/her pupils, curricular or course content improvement or adaptations, pedagogical techniques, or any other areas of professional growth.

Goal and objective formation at Regina Luminis Academy must include:

1. Implementation of the principles and techniques of the Personnel Policy Handbook
2. Close adherence to the Regina Luminis Academy course plans and syllabi
3. Completing and submitting quarterly curriculum status reports
4. Maintaining and submitting lesson plans for the coming Monday by Sunday evening and for the rest of the week by Monday evening.

Article 2

In-services and Professional Growth

Based on the goals and objectives identified in the process outlined above, the staff will be encouraged to expand its horizons, knowledge, and skills. Regina Luminis Academy has adopted a policy of actively seeking new opportunities for personal and professional growth.

Article 3

Classroom Observations

1. The purpose of an observation is to assist the teacher to improve classroom instruction and performance. In the course of the school year, classroom visitations (formal and informal, announced and unannounced) will be made by the Head of School and/or mentor. For formal observations, the Head of School will usually notify the teacher in advance and discuss the type of observation tool to be used, and also any specific elements of classroom instruction or management that may provide a focus for the visit. A post-observation conference will usually be held and a written summary of the observation provided for the teacher's own records and personnel file.
2. Teachers are encouraged to initiate conferences with the Head of School and other faculty members in order to find ways to improve and perfect classroom instruction and performance. Other educators visiting a class can become "another set of eyes" and thus help the teacher to discover new ways to grow and improve.

Article 4

Formal Summative Evaluation

1. Annually, or more frequently as necessary or desirable, the Head of School will meet with the teacher to conduct a formal summative evaluation. This overall evaluation of teaching performance is based on formal and informal observations by the administration, as well as formal and informal conferences during the year, and observed interactions of the teacher with the staff, parents, students, and administration.
2. The Head of School will discuss this evaluation with the teacher. Both the Head of School and teacher will sign the evaluation. The teacher's signature only indicates that the teacher has read the evaluation and has had the opportunity to discuss it with the Head of School. It signifies neither agreement nor disagreement with the evaluation. The teacher has the right to respond to this evaluation and any response will be filed in the teacher's personnel file.

Article 5

Teacher Certification through NAPCIS

Regina Luminis Academy participates in the teacher certification program of NAPCIS. Registration in the certification program is permissible only with the approval of the Head of School. Any conferral of certification rests solely with the authority and discretion of the NAPCIS governing body.

VI. General Procedures and Policies

Article 1

Change of Information

Upon commencement of employment, and from time to time thereafter, an employee will be asked by administration to complete various forms relating to employment and benefits. These forms will become part of the employee's personnel records maintained by the school.

It is important that these personnel records are accurate and up to date so that each employee can continue to receive uninterrupted benefits. The information is also necessary to determine the amount of deduction for federal and state income tax and to maintain emergency contact telephone numbers.

Article 2

Conduct and Behavior

All employees are expected to perform their duties diligently and to conduct themselves in a professional and courteous manner at all times. Failure to observe the expected standards of performance and behavior may result in a letter of instruction to be placed in the employee's personnel file, disciplinary action, or termination of employment.

Reasons for disciplinary action or termination of employment are subject, but not limited to, the following, and rest solely on the discretion and interpretation of administration:

1. Possession of firearms or other weapons on school or work premises
2. Violation of the school's substance abuse policy
3. Failure to comply with safety regulations
4. Fighting, making threats or engaging in disorderly conduct on school grounds
5. Stealing or unauthorized use of school's equipment or property or stealing from a cash supply
6. Inappropriate use of school time, equipment, or supplies for personal use. This would include excessive visiting with co-workers during office hours, inordinate use of the phone to make personal calls, use of the copy machines for private business without permission
7. Insubordination, including failure to comply with a supervisor's instructions and work assignments.

8. Dishonesty, including falsification of employment applications, timesheet, or other school documents
9. Gambling on school premises
10. Unexcused absenteeism or tardiness
11. Laziness or sleeping on the job
12. Commission of a crime or other conduct which damages the image or reputation of the school
13. Any action or conversation that is contrary to the laws of the Catholic Church and/or the principles of Christian ethics
14. Violation of school policies or procedures, or any action or omission that compromises or serves to discredit the mission of Regina Luminis Academy.

Disciplinary System

The Head of School is responsible for assessing the conduct and behavior of an employee. Immediate termination of employment may be considered appropriate even if no preliminary steps of correction have been taken. Any corrective action taken to encourage and maintain acceptable conduct will be determined in view of the facts and circumstances of each individual case and what is in the best interest of the school and its mission. In this regard, each incident will be considered in light of various factors, including, but not limited to, the seriousness of the incident and the employee's past conduct and performance.

Employee Evaluations

The school staff will be evaluated yearly by the Head of School prior to consideration of renewal of annual contracts.

Article 3

Confidentiality

Confidentiality is at the heart of all professional and personal relationships at Regina Luminis Academy: confidentiality between employer and employee, between teacher and student/parent, and between staff and student/parent.

Confidentiality is the basis of all trust and honor among professionals. It is of the utmost importance for administration, faculty, and staff to understand its significance and to accept responsibility to respect and safeguard it. Confidentiality takes on special significance in the small school setting and workplace because of the intimacy of the environment and the potential for harm to an individual's reputation or to the Academy's good name when confidence is compromised or betrayed.

Confidentiality between Employer and Employee

It is understood by the administration and management that any personnel, payroll, or personal matter between the Academy and an employee is considered confidential and is not discussed with anyone outside of the Board of Directors and/or directly with the employee.

It is expected that the employee will honor the confidentiality of personnel, payroll, and personal matters related to work and not discuss such issues with anyone outside of the Board of Directors, administration, or management with the exception of the employee's immediate family.

The area of confidentiality between employer and employee includes classification of employment, status of probationary period, salary negotiations and schedules, evaluations of job performance, content of personnel files, etc.

Confidentiality between Teacher and Student/Parent

A teacher is obligated to follow Pennsylvania law with regard to child abuse reporting. This means that a teacher may not accept, under any circumstances, a confidence that involves suspected or actual child abuse. A teacher cannot promise confidentiality to a student/parent who reveals in a conference setting, classroom activity, etc., any information related to child abuse.

A student/parent asking to speak in confidence to a teacher must be told the strict restrictions that the law places on a teacher with regard to child abuse and the necessity of reporting even suspected abuse. Severe penalties result for any failure to comply with the child abuse laws.

Confidentiality between teacher and student/parent extends to school behaviors, discipline, grade records, contents of student files, tuition, etc. However, it should be clearly stated and understood that knowledge of these matters is open to the review and consideration of the administration and the Board of Directors.

While professional discussions may take place between faculty members about school/student/parent issues for the purposes of affecting the harmony of school life, they should always be motivated by charity and mindful of protecting the confidentiality of the student or parent.

Article 4 **Dress Code**

The dress code policy for faculty, staff, board members, and parents when representing the Academy is meant to set an attractive and professional example for the students and the community at large. The following guidelines regarding dress when representing the Academy should be followed:

In general, dress should be modest, professional, allow for freedom of movement, and be in keeping with the standards set for the students.

Ladies are to wear dresses or blouses and skirts, though teachers may wear dress pants/slacks as well. Denim pants, tight fitting clothing, sneakers or the like, and flip flops, are not in keeping with the professional attitude of the Academy. Skirts are always to be of knee length or longer.

Gentlemen are to wear dress shirts, dress slack, and a tie. Jeans, shorts, or sneakers or the like are not in keeping with the professional attitude of the Academy. Like the male students, teachers will wear a sport jacket or blazer during the winter months, but may remove them if the room is warm.

Article 5 **Emergency Closings**

At times, emergencies such as severe weather, power failures, equipment failure, etc., can disrupt school operations. In extreme cases, these circumstances may require the closing of the school.

The wages of salaried employees are not affected by school closures.

Article 6 **Fraternization Policy**

Regina Luminis Academy maintains a policy that prohibits undue fraternization between employees and students. Non-permissible fraternization is defined as any behavior (verbal or physical) of a sexual, illegal, or age inappropriate nature, i.e., as deemed inappropriate for a particular child by the administration of Regina Luminis Academy. This policy pertains not only to engaging in such behaviors, but also to the suggestion, threat, or invitation toward such behaviors.

The relationship between employee and student must always be one of adult to child, governed by the moral standards of the Church, the legal standards of the State of Pennsylvania, and common sense. As such, this policy prohibits fraternization not only during school hours and on school grounds, but at any time or place. Normally, employees relate with children within the school setting. Prior consultation with the administration should take place if employee is with a student outside the school setting.

Article 7 **Guidelines Regarding Fraternization**

All employees and regular volunteers are required by the Academy and the Archdiocese of Philadelphia to undergo Safe Environment Training. Employees and volunteers are to follow the Archdiocesan guidelines, as well as the following general principles when working with children

1. Whenever possible, avoid accompanying children into restrooms. If you must go with them, try to have another adult present.
2. Avoid driving alone with a child on a regular basis or any distance from child's home. (Note: An obvious exception to the rule of not being alone with children is if there is a relationship in addition to that of teacher/student, e.g., a niece, nephew, etc.)
3. Though the occasion to speak with a student in private may sometimes occur as situations and prudence dictate, employees must practice utmost vigilance to never be alone in a room with a student, particularly when discussing matters of discipline. Whenever possible, employees are to conduct private conversations with the door open and with other staff present. Male staff should seek the presence of female teachers or the administration when initiating or engaging in prolonged conversation with female students and vice versa.
4. Never visit a child's home without at least one adult there.
5. Never invite a child into your home without another adult present.
6. Never discipline using physical force or demeaning language. Physical force should only be used to protect yourself, another innocent party, or the child who is out of control.
7. Be careful of physical displays of emotion, i.e. hugging of children. Keep in mind the age of the child, the situation, the setting, and your relationship with that child. A hug could have different connotations to an elementary student than a junior high student of the opposite sex.
8. Never go on overnight trips with children without at least two adults, permission slips from the parents, and the approval of the administration.
9. Be very careful about the types of jokes, humorous stories, or potentially suggestive situations you share with children. While children may hear jokes and off-color stories from their friends, it has a different impact if it is coming from a role model such as a teacher.
10. Except in rare circumstances, faculty and staff should never interact with students on social media websites or via the Internet/email. In special circumstances, if it is absolutely necessary for a faculty/staff member or volunteer to communicate via email with a student, the Head of School AND the student's/students' parent(s) MUST be copied on the email. Generally, all communication via the computer/Web should occur with parents only and should be about school business.
11. Effective teaching requires that you do not seek to become a student's "buddy." As an adult, it is not appropriate to build a social life around/with youth.
12. If something strange, embarrassing, or possibly compromising happens to you in your role as teacher, report it to your supervisor immediately. Head of Schools can best help you if they can begin investigative or remedial action before a child reports something to his/her parents.
13. Do not attempt counseling unless you are trained as a counselor. If you do, know your limitations. Avoid counseling in any setting that might suggest dating or other social interaction.
14. Provide for your own physical, psychological, and spiritual self-care, as well as recreational time, etc. Keeping a healthy, balanced life will reduce the risks of developing unhealthy personal relationships with your students. Engage your supervisor to periodically review with you critical situations which you may encounter. Maintain regular contacts with colleagues to use a "sounding board" where appropriate.
15. Employees must only use the restroom designated for staff during times when students are on the premises. If an employee must use the student restroom, he must be sure there are no children in the restroom, then lock himself inside.
16. Employees should never email students and should never direct students to email the employee. If a student should email an employee, the employee should send the response to the parent and copy the Head of School.

Article 8

Good Housekeeping

The Academy recognizes the importance of making work surroundings as comfortable, convenient, and pleasant as possible. To this end, constant efforts are made to provide adequate workspace and equipment, and to keep work areas clean and safe. Good housekeeping improves the appearance of the facilities and provides a safe environment preventing fires, accidents, or personal injuries.

Housekeeping is not one employee's sole responsibility. It is to be shared by everyone as a team effort. An employee is responsible for maintaining his/her work area in a clean and neat condition. All work areas should be tidied at the end of each workday. Each employee is responsible to clean up after him/her self, including washing any dishes or utensils used during meals or breaks. The refrigerators are for staff use, but one must be diligent to clear out all items that belong to him or her. Items left in refrigerator overnight must be labeled.

Article 9 **Grievances**

All employees are encouraged to communicate to the Head of School any grievance regarding personnel matters, school or work policies, or procedures. A grievance may be any concern or dispute that an employee merits as needing consideration of administration or the Board of Directors.

The proper channel of communication of grievances would begin with the employee's immediate supervisor, (i.e. the Head of School). If the matter is not resolved to employee's or supervisor's satisfaction, it would be brought to the attention of the Board of Directors through the President. The decision of the Board of Directors is final in the settlement of grievances.

Article 10 **Phone Usage**

Personal local phone calls made and received on the office phone while at work should be kept to a minimum. Teachers will not be called from class except in the case of an emergency. Personal long distance phone usage on school billing charges is strictly prohibited, unless approved by administration or management.

Teachers should not make or receive phone calls or texts or other communications on their cell phones during class time.

To assure effective telephone communications, employees should always use an appropriate greeting and speak in a courteous and professional manner.

Article 11 **Punctuality and Work Schedule**

Employees are expected to be at work on time every day.

If an employee must leave the work premises for lunches, he/she should make certain to be back at the required time. If leaving campus, the employee is required to let a designated staff person know he/she is leaving and for how long.

Administrative personnel should notify a staff member upon coming and going for business appointments, as well as lunch or errands.

Employees arriving late to work or returning late from lunch or free period with any degree of frequency without prior notification to administration will be subject to disciplinary action, up to and including termination, as deemed appropriate by administration.

All teachers are expected to be on duty during the times stated in their contracts. All teachers are expected to attend scheduled staff meetings, conferences, in-service, and evening or other special events.

Article 12

Safety

The Academy makes every effort to provide working conditions of the highest standard in order to provide an employee with maximum safety and comfort. However, it is each employee's responsibility to promote safety and prevent accidents from occurring by being safety conscious.

An employee should report immediately to administration or management the existence of any unsafe or hazardous condition. In the case of an accident involving personal injury, or damage to property, however slight, an employee should notify administration or management immediately. Failure to report an accident can result in a violation of legal requirements, and delays can lead to difficulties in processing insurance and benefit claims.

The use of portable heaters, burners, candles, and corrosive toxic materials are only permitted with approval of the administration.

Proper attention to necessity and cost should be employed when utilizing lighting, HVAC, and other equipment necessary for occupancy.

Supervision is required of all activities at the Academy. This includes all student activities in the classroom, hall, and playground and all extra-curricular events, student or adult. There must be a designated person in charge who is a responsible adult. The person in charge of the activity must remain with the group during the building use and is in charge in case of an emergency.

Article 13

Security

It is the responsibility of every employee to ensure that proper external security measures are taken, e.g., keeping exterior doors and windows shut and locked after school or business hours.

It is the further responsibility of every employee to maintain the security of all Academy information, documents, and materials compromising the confidential proprietary or private information of the Academy. This should be done in accordance with the policies and procedures described in the various school policies regarding the issue of confidentiality.

Every regular full-time employee will be issued the necessary key(s) to access appropriate areas of the Academy. In the event an employee loses a key(s), the employee will report the loss immediately to administration. If the loss of a key breaches the school's security to the extent that locks have to be replaced, any expense involved may be borne by the employee, depending on the circumstances and any pattern of carelessness on the part of the employee. Making duplicate keys without approval of administration or management can be grounds for dismissal.

Keys are for use only by the staff member to whom they were originally issued. Staff members may be liable for any consequential injuries, damages, or theft resulting from misuse of those keys. Students and friends are not allowed to use any staff key, nor are they allowed to enter areas requiring supervision without the person in charge present. A supervising adult is responsible for checking all doors and windows in the used area before leaving the building.

Article 14

Sexual and Other Unlawful Harassment

Regina Luminis Academy is committed to providing a work environment that is free from all forms of harassment on the basis of any condition or characteristic protected by federal, state, or local law. In addition, Regina Luminis Academy prohibits sexual harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes sex-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons, or posters;
5. Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes;
6. Verbal sexual advances or propositions;
7. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations;
8. Physical conduct that includes touching, assaulting, or impeding or blocking movements.

These types of activities constitute sexual harassment when: (1) submission to such conduct is made whether explicitly or implicitly a term or condition of employment; (2) submission or rejection of such conduct or communication is used as a basis for making employment decisions; or, (3) the conduct or communication has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the next person in line of authority to that supervisor.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected. When the investigation is completed, you will be informed of the outcome of the investigation.

Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Article 15 **Smoking Policy**

The Academy is to be an entirely smoke free environment in its school building and grounds.

Article 16 **Substance Abuse Policy**

The Academy recognizes a responsibility to help provide a safe and productive workplace for its employees. To this end and to safeguard the Academy's property, protect the health and safety of the general public, and to set a positive example for the community in which the Academy does business, the Academy has adopted a Substance Abuse Policy. Compliance with this policy is a condition of initial and continued employment with the Academy.

It is the policy of the Academy to maintain a drug-free workplace. The Academy prohibits the manufacture, distribution, dispensation, possession, concealment, use, sale, or transfer of alcohol, inhalants, drugs, or controlled substances during school or work hours, or on school or work grounds. The Academy also prohibits the possession of drug-related paraphernalia or literature promoting the use of illegal drugs, oral discussions promoting the use of illegal drugs while at school or work, or on school or work grounds.

The Academy also prohibits the presence of any person on school or work premises or grounds while under the influence of alcohol, inhalants, drugs, or controlled substances. "Under the influence" means a .08 or greater alcohol concentration in a sample taken; observable impairment in speech or activity as a result of alcohol consumption; or having a detectable level in the person's body of drugs, inhalants, or controlled substances, regardless of when or where it may have been consumed.

If approved by the administration, the moderate use of alcoholic beverages at school-sponsored events is not prohibited under this policy. However, even if use of alcohol is approved, no employee may be under the influence as defined above.

Compliance with this policy is a condition of initial and continued employment. Disciplinary action, up to and including termination, may be taken against any employee who violates the policy.

Prescription drugs prescribed by a licensed medical practitioner for the person using or possessing them and over-the-counter medications are generally not prohibited by this policy, provided they are legally obtained and are not consumed at a frequency or quantity greater than the dosage prescribed or otherwise recommended on the medication's label.

An employee taking a prescription or over-the-counter drug or medication that is known or advertised as possibly affecting or impairing judgment, coordination, or other senses, or which may adversely affect a person's ability to perform work in a safe and productive manner, must notify administration before start of employment or before taking such medication anytime during employment. The Head of School in consultation with the Board of Directors and appropriate medical personnel, will decide if the employee may be hired or remain at school or work, and, if so, if any work restrictions are necessary.

Article 17

Tools and Equipment

All tools and equipment belonging to the Academy are to be utilized exclusively for school business. Personal use of school tools and equipment is allowed only with the express consent of the administration or management of the Academy and with a full acceptance of liability. The Academy will in no way be responsible for any injury or damage resulting from such use or any defects, malfunction, or lack of maintenance upon such tools and equipment.

Article 18

Trips and Field Study

Academy field trips should be related in some meaningful way to the curriculum studied in class. All field trip requests must be made in writing to the Head of School at least one month prior to the date of the field trip. The requests must include: where the trip is, how much it will cost in total and per child, how long it will take, how you plan to get there. The office will obtain parental permission and collect the money. Parents will bear the total cost of field trips. With the exception of Kindergarten, all field trips will normally take place on a day designated by the Head of School at the beginning of the school year. Special permission to conduct an additional field trip must be obtained from the Head of School.

Article 19

Visitors

Employees of the Academy are not to bring other persons to the Academy, including friends and family, unless under very special circumstances, and only with the permission of the Head of School for a specific day and time. Minor children are particularly prohibited, except in emergency situations and only with the permission of the Head of School for a specific day and time. In the event the Head of School requires an exception for himself, it must be granted by the Board President.

When, under special circumstances, permission is granted for other persons to visit, this must be written into a visitor log kept by the office manager and must include the date, time of arrival and departure, name of visitor, person sponsoring the visitor and relation to visitor, location of visitor during his stay, and reason for visit.

This provision applies both during the time school is in session, as well as times school is not in session, including summer and other breaks in the academic calendar. Particularly, year-round employees must be aware that summer break is for academy work and not a time to have visitors on the premises, particularly minor children.

This rule does not apply to Academy social activities to which the friends and family of employees are invited.

This policy does not apply to volunteers bringing minor children with them, even when teaching in a classroom, provided the child stays with the parent at all times and is not disruptive.

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Parent - Student Handbook
2019-2020

“Prepare for life with seriousness and diligence. Always remember that only if one builds, as Saint Paul says, on the foundation which is Jesus Christ, will one be able to construct something really great and lasting.

With the liveliness that is characteristic of your age, with the generous enthusiasm of your young hearts, walk towards Christ. He alone is the solution to all your problems. He alone is the way, the truth, and the life; He alone is the real salvation of the world; He alone is the hope of mankind.”

Pope John Paul II
Speech to Children, Guadalajara, Mexico

I. The Philosophy of Regina Luminis Academy

The Declaration on Christian Education (Gravissimum Educationis) of the Second Vatican Council teaches that parents are the primary educators of their children, and that "their role as educators is so decisive that scarcely anything can compensate for their failure in it." Furthermore, we find this same thinking expressed in Pope John Paul II's Apostolic Exhortation on the family, Familiaris Consortio, in which he states that "the right and duty of parents to give education is essential...it is original and primary with regard to the educational role of others...it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others." Thus acknowledging these truths, Regina Luminis Academy aids parents in the formation and education of their children by providing an atmosphere that maintains and fosters the Christian spiritual, intellectual, moral and physical formation that the students receive at home. The school exists primarily to form the intellect of the student, and, in so doing, aids parents in those tasks of education that they are not able to completely fulfill on their own.

In order to live a life “for the greater glory of God,” human persons are called by Christ to go forth into the world and to become “as it were the saving leaven of the human family” (Declaration on Christian Education). Called by God to bring peace, justice and truth into the society in which he lives, thus fashioning a world more in tune with the dignity of the human person, the Christian graduate must be educated in excellence. The study of that which is excellent in human attainments will bear witness to truth, and thus to God. Authentic classical education, or liberal education, informs students with the most excellent intellectual accomplishments in the order of nature - the liberal arts, sciences, and fine arts - and thus disposes them to the crowning intellectual accomplishments of those steeped in grace, namely sacred doctrine.

In keeping with the philosophy and theology that is the intellectual heritage of every Christian, Regina Luminis Academy seeks to carry on the living tradition of authentic Catholic classical education. Grounded in the seven liberal arts of the Trivium and Quadrivium, the Academy teaches its students how to think like the great thinkers that produced our civilization. Education must not simply seek to impart knowledge of the various disciplines, but more importantly, it should give students the tools whereby they can live a full life, gaining knowledge on their own. These tools will include the ability to reason from premise to conclusion, to distinguish, to articulate well, and to persuade. These educational methods, which have produced the outstanding men and women who have fashioned our world in the first and second Christian millennia, surely will continue to produce students who are capable of excellence in all arenas of life, fully armed to meet the challenges of the third millennium.

Regina Luminis Mission Statement

Regina Luminis Academy is a private, independent school founded, with the help of God’s grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the authentic Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to *know, love, and serve* God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial teaching, Scripture and Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders.

II. The Curriculum

The aim of the Regina Luminis Academy curriculum is to educate the “whole person” by cultivating within the student the Theological Virtues of faith, hope, and charity; the Moral Virtues of prudence, justice, fortitude, and temperance; and the Intellectual Virtues of knowledge, understanding, wisdom, right judgment, and love of beauty.

Regina Luminis Academy presents to the student a unified view of knowledge by means of an integrated curriculum. The integration of subjects in the curriculum means that a relationship between one subject and another, and between all the subjects and the educational aims of the Academy is established, so that an ordered and unified view of knowledge is made possible for the student.

The Academy's curriculum is integrated horizontally by the study of history, with the Incarnation as the pivotal and central event of that history. The various subjects are studied within the context of one given historical time-period emphasizing western civilization. The flow of this study brings the student through the course of human history: the classical world, early Christianity, medieval Europe, and the modern world.

The curriculum is integrated vertically by the study of Catholic truth. The study of the Catholic Faith can be said to be the "supreme integrating principle" of the Academy's curriculum because it is reflected in the treatment of every subject. It becomes the frame of reference for viewing, interpreting, and evaluating every subject studied. The Catholic Faith, through its presence, influence, and illumination, gives order, unity, and intelligibility to the entire curriculum. Fundamentally, all human history leads toward the incarnation and is subsequently to be interpreted in light of the Incarnation. In this way, the horizontal progress of history is to be understood as one with the transcendent truth that Christ is the end, aim, and telos of the human condition. For example, the aforementioned integration is achieved when ancient pre-Christian cultures such as Greek civilization are studied to indicate how God worked in non-Christian societies to prepare an intellectual framework for subsequent Catholic theological reflection. Many theological concepts such as substance, accident, and *homoousios* have their origin in the Greek intellectual tradition. Consequently, the horizontal historical perspective is merged with the vertical transcendent perspective to produce a harmonious whole.

The Aim of Liberal Arts Education

The term "*liberal arts*" is frequently used to describe the curricula of schools and colleges, but it is a term that often lends itself to misunderstanding. Liberal arts education, or simply liberal education, does not refer to the liberal-conservative political divide. In the case of liberal arts education, the word *liberal* is used in its original Latin meaning of *free*. The liberal arts curriculum is designed to produce a student who is truly freed from the erroneous opinions of others and the political agendas of the day in order to seek and embrace the truth.

"In every subject...the aim of liberal arts education is to give the student the principles of the subject studied in such a way that he will be able to make right judgments about that area of reality. That is why this kind of education is called 'liberal' education. Liberal means 'free'; a liberally educated man is a free man because he is able to direct his own life and is not dependent upon the judgments or understanding of others."

--Laura M. Berquist, Designing Your Own Classical Curriculum

The Classical Curriculum

A Classical education embraces excellence in human achievement and holds this before students, as a model. It is an education in excellence. Such exposure to excellence gives witness to goodness, beauty and truth, and, thereby, to God, and awakens in the student the deepest sensibilities to all that is noble and good. The classics of literature, art, and music endure and remain to inspire and to educate those who study and absorb their lessons. The classics document humanity's search for the truth; this search finds its complete fulfillment in the Incarnation of the Son of God.

The classical liberal arts curriculum at Regina Luminis Academy incorporates the three stages of the Trivium: grammar, logic and rhetoric. Grammar is presented first, in kindergarten through the fourth grade. The grammar stage involves imitation, memorization and practice, for which the young student is well suited. It emphasizes factual knowledge largely acquired through sensory experience. In the grammar stage, the child learns the structure, vocabulary and rules of language, leading to habits of clear and logical thinking.

Next is the logic stage, presented in fifth through eighth grade. In this phase the child is taught more by principles than by memorization, although the latter is always important. The student begins to think analytically in the language studied and learns the interrelations that exist among the principles of the various disciplines, leading to a good understanding of those principles. The study of formal logic is also included.

The final stage is rhetoric, or the art of persuasive speaking and writing, presented in the ninth through twelfth grades. This part of the Trivium gives the students the opportunity to develop speeches for various audiences and learn well the art of written and oral speech. Penmanship is continually emphasized as are the many diverse forms of writing, i.e. essays, outlines, lecture notes, letters and creative writing. Students begin to develop a voice to convey their views of the subjects learned. Declamation, the study of the art of speaking, is emphasized as well and covers important areas such as articulation, breathing, volume and intonation.

*"It is necessary not only that religious instruction be given to the young...
but also that every subject be permeated with Christian piety."*

--Pope Leo XIII



The formative function of education is to develop, discipline, and direct the capacities of the human person. This is achieved when the mind assimilates, with and through subject matter, definite ideas, attitudes, methods, habits, and principles. In handling subjects, this formative function of knowledge is the aim.

The Subjects of the Curriculum

1. Religion: The religion curriculum presents the beauty, logic, and saving truth of the Catholic Faith by the study of the following: Holy Scripture and Catholic doctrine; the seven Sacraments and the history of the Church; the primacy of St. Peter and the role of the Magisterium; papal encyclicals and the Fathers of the Church; the teaching of the Church Councils; and the lives of the Saints. In addition, the celebration of the Holy Eucharist, the Sacrament of Penance, and prayer will be integrated into the life of the school. Catechesis of the Good Shepherd, a Montessori program that explores the Catholic Faith, is an essential component of the K-2 religion program.

2. History: History is studied “at its deepest level as salvation history” (Saint John Paul II). The student is led through the course of human history from the ancient civilizations, to the classical world, to early Christianity through the flowering of Christian civilization to the modern world. American and Pennsylvania history are studied along with the history of Western civilization and the development of world cultures. The centrality of Christ as Lord of history is the foundation for the history curriculum.

3. English Language Arts: Phonics is the basis for the elementary reading and writing instruction. Grammar and syntax are mastered through memorization and practice, along with exposure to classic and quality literature as early as possible. Critical and aesthetic reading of literature, literary analysis, vocabulary, rules of grammar, composition, and research skills are the emphases. The Classics determine the scope and content of the literature program at all levels. Extensive reading and written expression form the basis of the curriculum. Composition and handwriting are developed and emphasized throughout the curriculum.

4. Languages: Latin merits a special place in a Catholic curriculum given its rich heritage in Western civilization and its privileged place in the life of the Church. Latin study leads the student to an understanding of the logic of language, and Latin roots are the basis of some 60% of English vocabulary. The study of Latin forms an integral aspect at every age level of the curriculum. Formal training in Latin grammar is emphasized in fourth through eighth grade.

5. Mathematics: The realm of mathematics is primarily in the mind, it strengthens the ability of the student to handle abstraction. The Academy’s approach to mathematical instruction is cumulative and incremental, so that no skill is taught in isolation. Pre-algebra is offered in the seventh grade, Algebra I in the eighth grade, and higher levels in high school.

6. Science: The science curriculum helps the student develop an appreciation of the order and beauty of creation and introduces the student to the scientific disciplines. Through classroom instruction and experimental investigation, they will discover the interconnection of all branches of science and will develop the ability to link their growing knowledge of the physical world to other components of the school curriculum. Students come to understand their environment as a unique creation amid the vast universe and the need for stewardship of the earth, which has been entrusted, to them by their Creator.

7. The Fine Arts: The art and culture of Western civilization has flourished under the patronage of the Catholic Church because it views beauty as the “attractive radiance of the truth” of Divine Revelation. The study of the Fine Arts is integrated throughout the Academy’s curriculum as a complementary and vital part of the student’s education. Students also receive separate instruction in both music and art. They are exposed to the masterpieces in art, music, and architecture that comprise Catholic culture through the centuries. The student learns the classical criteria for beauty and how beauty in art is at the same time an expression of Divine beauty and a vehicle to lead the mind and heart to God. The music program includes training the students to sight-read. The students will also sing pieces from the great treasury of Catholic music, including Gregorian chant.

8. Physical Activity: The need to develop and discipline the body is important, especially during adolescence. Physical activity is integrated into the schedule daily after lunch and during the weekly gym class. Activities emphasize physical fitness and teamwork while building and developing leadership abilities.

High School Specific Curriculum and Graduation Requirements

The high school course of study is college preparatory. As a small liberal arts school, there are few electives. To be awarded a diploma from RLA, a student must obtain a passing grade in these courses. Additionally, a student may have no more than one study hall period in a school year in lieu of a course.

4 History Courses

4 English Courses

4 Theology Courses (may be waived at Head of School’s discretion.)

3 Math Courses

3 Science Courses

2 Latin Courses – After the completion of 2 high school Latin courses, the student may elect a modern language. (May be waived at the Head of School’s discretion.)

1 PE Course

Fine Arts to include Music and other offerings in each school year (may be waived at head master’s discretion for transfer students.)

For 12th grade, only, students may take one or more community college courses as an elective for credit, subject to the following:

1. Full course information must be given to RLA and the course must be approved, including submission of work, submission of grades, transfer of credits and verification of coursework completion.
2. Parent pays for the course.
3. Course must be on days and times that fit in the RLA schedule. Student may not miss any RLA courses to go to the community college.
4. Parent is responsible for the college enrollment process.
5. Parent is responsible for transportation to and from the community college.

For 11th and 12th grade only, a student may also take an online class as an elective for credit, subject to RLA approval. The fee for the course is paid by the parent.

Study Habits and Homework

To study means to apply one's entire self to the search for truth and to be formed by the truth in one's intellect and will. Study is hard work and, yet, as one acquires good study habits, he comes to experience the unique joy and satisfaction that only study can bring.

Study is an integral part of the academic process, both at home and at school. While at home, students are expected to assimilate the material they are learning and to complete all due assignments. Since most of the learning process is done at school under the direction of the teacher, a conscious effort will be made on the part of the faculty to limit homework to that which is necessary to reinforce the material taught and attain appropriate student progress. Instructors are informed to aim at a ten minute per grade time limit. For example, fourth grade students can expect 40 minutes of homework. For students in the lower grades, there will be no weekend homework. For grades 7 and 8, weekend assignments will be kept to a minimum. High school age students can expect to have some weekend homework assignments. If students finish their assigned work early, they are encouraged to read literature assignments throughout the school day.

On weeknights when parents are required to be at the school (Back-to-School Night, etc.) no homework will be assigned for grades 1-6. Grades 7-8 and high school will have homework as usual.

On weeknights when students may possibly be at RLA evening activities, there will be homework as usual. Students who attend the event will be asked to sign in and will have permission to turn in that night's homework a day late.

At school students are expected to foster an atmosphere of respect and academic excellence. Students are to come to class prepared and all homework assignments are to be completed on time. Incomplete or insufficient preparation causes a serious interruption to the learning process and the teacher will take the necessary steps to address the situation immediately. When a student misses homework for reasons beyond his control, such as in the case of a family obligation or emergency, the parents are asked to provide a note to the teacher explaining the situation.

Expectations Regarding Homework

Homework must be done at home, or during Study Hall the day before it is due. **Homework may not be done during Study Hall the day it is due. If the Study Hall faculty supervisor discovers homework is being done the day it's due, the student will miss recess for one day and will serve detention.**

Homework must be handed in on-time and accomplished in a neat manner, with clear answers given to all questions. The homework will be written carefully and legibly.

For each day homework or other assignments are late – unless the Head of School /the teacher excuses the lateness -- the student will receive a demerit and so miss one day of recess.

Parents Supporting Student Efforts

While the student needs private study time in a setting free of distraction, parents must be actively and appropriately involved in their child's schoolwork. This could include: Daily discussions about what the student is learning, monitoring study time, checking assignments for completion, reviewing written work, quizzing student on memory work, reading and discussing books the student is reading, offering encouragement to persevere through difficult material and expressing trust in the student's God-given ability. **In no case should a parent ever do the student's work.**

Since education is largely a self-motivated activity by which one not only learns important material but also learns how to learn, it is necessary that the student cultivate responsible, efficient and productive study habits.

The responsible student will...

- Bring notebook, paper, pen, pencil, and all necessary material to class;
- Pay attention in class, listen well, take copious notes, and participate;
- Ask questions when he does not understand;
- Plan his work and use daily private study time productively;
- Make sure he writes down and understands assignments before leaving class;
- Strive to do his best, never satisfied with "just getting by;"
- Pray for success.

The Grading Scale

Evaluation of the student's academic performance is reported at the end of each quarter using the grading scale below.

GRADE	PERCENTAGE
A +	98 - 100
A	93 - 97
A -	90 - 92
B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D +	68 - 69
D	65-67
F	64 and below

For Grades 1 & 2, for Art in grades 1-8, and for P.E. across all grades, the grading scale is:

E = Excellent
 S = Satisfactory
 N = Needs Improvement
 U = Unsatisfactory

Kindergarten has its own separate grading system.

Academic Monitoring, Report Cards and Parent Conferences

Parents should monitor their child's schoolwork and academic progress. Students will be sent home with assignment books. Grades 1 & 2 will have their books monitored by the teacher. Grades 3 & 4 will receive some teacher assistance. All other grades are expected to keep track of assignments on their own. **All assignments are posted daily on the whiteboards in class. The assignments are also posted on RenWeb via Parentweb.** The review of assignments, projects, tests, etc. is vital for the parent to keep informed. **Students are responsible for bringing home to parents all schoolwork, especially graded material.** Progress Reports are issued at mid-quarter to help keep parents abreast of progress prior to the student receiving an official grade for the quarter. Report Cards are issued at the end of each quarter.

Twice during the year parent conferences are held, and the purpose is to discuss the student's academic progress. Parents may request a meeting with teachers when they wish to discuss academic or behavioral concerns. The student may be asked to participate.

The Formation of Christian Character

“Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words... the true and finished man of character.”
--Pope Pius XI



Together with educating the student's intellect, Regina Luminis Academy assists parents in the crucial task of training the will. It is important to recall that the root of a person's moral failure is in the will, not the intellect, for it is by use of the will that a person chooses his actions. Therefore, any education that fails to form the student's will, fails the student.

When the will is trained so that the person makes choices based upon solid Christian principles, rather than upon mere impulse, emotion, passions, and the like, this person has developed a truly Christian character. This is our goal. Character is defined as the combination of distinctive qualities belonging to an individual, in particular, the acquisition of moral strength through training and self-discipline. Character is demonstrated when a person does the right things for the right reasons. By forming a Christian character, students take confident possession of themselves, building their lives on the rock-solid foundation of truth and principle, rather than on the perilously shifting sands of relativism and opinion.

The development of character is affected by the individual's temperament, which, if allowed to have its way and left untrained in the formative years, results in weak character. Such temperament shows itself as inconsistency, impulsiveness, obstinacy, self-will, and the absence of rational discernment and self-control. Indeed, the work of the student is the work of mastering and governing the self. As Saint John Paul II says, self-mastery is the sign of maturity.

Obviously, the battle for self-conquest is the battle of a lifetime. As Catholics we are thankful for the grace of the Sacraments, especially the Holy Eucharist and Penance, that can convert the weaknesses of our character toward the good. Indeed, the regular reception of these Sacraments instills in the student a holy discipline: the habit of self-examination, the truthful admission of wrong, and the promise of amendment of life. It is in this way that the young person is adorned with the virtues.

At the Academy, the student will be encouraged to develop the qualities of integrity, diligence, steadfastness, reliability, perseverance, reverence, and self-sacrifice. Central to this development is the witness of the Head of School, faculty, and parents who assist at the Academy. Every activity at the Academy is an occasion to instill the above qualities, but in a special way the teaching of religion and the RLA community's sharing of the Sacraments and the feasts of the liturgical year are the best resources to secure the virtues we desire for our students.

***“Exercise self-discipline, for you are God’s athlete;
the prize is immortality and eternal life.”
--St. Ignatius of Antioch***

Student Discipline

The word *discipline* comes from the Latin word which means *to learn*. The disciples are those who learn from and follow Christ, the Teacher. The training of the mind, like the training of the body, requires self-discipline. A disciplined student is a responsible and successful student. It is fundamental to the philosophy of Regina Luminis Academy that the atmosphere in school be disciplined, quiet, and orderly, that is, conducive to learning. Student cooperation and self-control are expected in order to uphold the dignity of the academic setting and the spiritual nature of the Academy. Students conduct themselves at all times in a manner that reflects favorably upon themselves as Christian ladies and gentlemen.

In order for our children to develop a truly Christian character, discipline at home and at school must be compatible, consistent, and unified. As parents and those who stand in place of parents (*in loco parentis*) during the school day, we know that love, indeed, is at the heart of all discipline and that correction is an essential part of the firmness of love. Our vocation as parents and as teachers requires that we teach our children to observe all that God has commanded, i.e. the Ten Commandments and the Laws of the Church. We do this both by word and example. The enthusiastic support of parents for the rules of the Academy is essential for the effective education of their children.

Discipline, obedience, and authority are the three pillars upon which all learning rests.

Conduct and Deportment

The student exhibits the following behavior and attitudes:

- Gives cheerful and immediate obedience to authority;
- Knows, understands, appreciates and abides by the rules of the Academy;
- Exercises self-control and restraint;
- Maintains a modest, neat, and well-groomed appearance in accord with the dress code;
- Appreciates and acknowledges the skill and talents of others; and does not demean the inadequacies or shortcomings of others.
- Maintains a standard of personal excellence, putting forth his very best effort in all he does, directing his actions to the honor and glory of God;
- Prays and worships with a devout attitude;
- Addresses all adults with respect, (e.g. Dr. or Mr. Smith, Mrs. Jones, or, in the event the name is not known, “Yes, Sir”; “No, Ma’am”);
- Raises his hand to speak, not interrupting others;
- Uses proper English, not slang, when speaking in school; never uses inappropriate language;
- Gives assistance to other students when needed and appropriate;
- Is punctual in attendance and assignments;
- Cares for his own possessions and those of others, keeping the building neat and clean;
- Apologizes for inappropriate behavior, quietly and respectfully accepting the consequences thereof

Student Agreement of General Principles

Every student of the Academy commits himself to the Academy’s general principles of decorum by signing the agreement below annually.

“If accepted as a student of Regina Luminis Academy I agree to the following:

- *To behave in such a manner that shows respect for myself and others;*
- *To be responsible for my own belongings and respectful of the belonging of others;*
- *To be a serious participant in the community of learners at the Academy;*
- *To be respectful and obedient to those who have legitimate authority over me; and*
- *To conduct myself at all times as a proper lady or gentleman.”*

The Student Dress Code

Every article of student clothing, and all personal belongings, must be labeled with your child’s name.

One's appearance is the first statement one makes about one's identity. It speaks volumes. As the body reflects the soul, so one's dress reflects one's attitudes towards oneself and towards others. Regina Luminis Academy students dress modestly and in good taste. Students are always neat, clean, and well-groomed while at school and at all school-related functions. It is important that students keep in mind that they serve as ambassadors of Regina Luminis Academy in the larger community. Every student is expected to follow the dress code outlined below, including the proper wearing of the uniform. The dress code will be strictly enforced. We ask that parents help us in this regard. Each morning at homeroom, there will be a uniform check.

The entire uniform of Regina Luminis Academy, except shoes and belts, are to be purchased through Flynn & O'Hara School Uniform Company (1-800-441-4122 or online at www.flynnohara.com). On regular school days, every student K-12 is to wear the appropriate uniform as described below. Gym clothes are to be worn on gym day throughout the day.

Kindergarten has the choice of either gym uniforms or regular uniforms for everyday wear.

Students in Pre-K (only) do not need to wear a uniform, but may wear their ordinary clothing to school.

Students may bring athletic shoes to change into during recess.

Teachers may give students permission to remove blazers/sweaters in their classrooms.

Note: No student may wear sneakers of any kind, even if they are made of leather and are dark brown or black. Students may wear sneakers only on gym days.

No boots of any kind may be worn during classes. In cold or inclement weather boots worn to school must be taken off and stored in the homeroom lockers. Regular shoes must be worn throughout the day.

Fall/Spring Uniforms

Girls Grades K-6

Uniform jumper
Peter Pan collared blouse, short-sleeved
Navy blue cardigan sweater, if needed
Blue or white knee socks.

Dark-colored shoes or tan "Sperry" shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Girls Grades 7-12

Uniform skirt (skirt-length rule—not shorter than one inch above the knee.)

(Skirts available in regular, long and extra-long)

Banded-bottom, short-sleeved RLA polo shirt

Blue or white knee socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind.

Boys Grades K-6

Navy blue pants (navy knee-length shorts also permitted)

Banded-bottom, short-sleeved RLA polo shirt (do not tuck in)

Grades 4-6 option: White RLA polo, not banded-bottom, but must be tucked in with dark belt

Dark dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Boys Grades 7-12

Khaki pants (khaki knee-length shorts also permitted)

White RLA polo, not banded-bottom, tucked in with dark belt

Dark or tan dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Gym—All Grades

**Blue or black gym shorts (no shorter than 2” above the knee)
(must be solid, but may have racing stripes)**

RLA short-sleeved T-shirt, or plain white T-shirt.

Winter Uniforms

Girls Grades K-6

Uniform jumper

Peter Pan collared blouse, long-sleeved (short-sleeved if classrooms are too warm)

Navy blue cardigan sweater (unless classrooms are too warm)

Blue or black tights

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Girls Grades 7-12

Uniform skirt (skirt-length rule—no shorter than one inch above the knee).

White oxford long-sleeved shirt (option if classroom too warm: banded-bottom, short-sleeved RLA polo shirt)

Navy pullover sweater (unless classroom too warm)

Blue or black tights

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Boys Grades K-6

Navy blue pants

White oxford long-sleeved shirt (spring polos allowed if classrooms are too warm)

Navy sweater vest (unless classrooms are too warm) or navy v-neck pullover sweater.

Uniform tie for Mass

Dark dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Boys Grades 7-12

Khaki pants

White oxford long-sleeved shirt tucked in with dark belt (option if classrooms are too warm: short sleeved oxford shirt)

Uniform tie, grades 7 & 8.

Tie of choice, plain, striped or dotted, not bow tie: High school only.

Navy blazer

Dark or tan dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Gym—All Grades

Blue sweat pants

RLA navy sweat shirt

General Standards of Dress and Grooming

- Girls’ hair shall be neat and combed. Extreme hairstyles and coloring are not permitted.
- Boys’ hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles and coloring are not permitted.
- For young ladies in high school, light-colored lip gloss and a thin application of mascara is permitted.
- Fingernails shall be clean and of modest length. Clear or very lightly-colored nail polish is permitted.
- Students must wear RLA navy blue sweaters when not in gym uniforms.
- **Girls may wear stud earrings in the traditional place on the earlobe. Dangling earrings are not permitted.**
- **Students are not to wear multiple bangle bracelets or rubber wrist bands to school.**
- **Boys are not permitted to wear earrings and/or visible jewelry. (Of course, a miraculous medal or scapular, etc. may be worn under the shirt). A watch and a ring are also permitted. Bracelets or rubber wrist bands are not permitted.**
- Socks or hose are to be worn at all times and pulled up.
- Sneakers on gym days only (but athletic shoes may be put on during recess)
- Boys must wear a belt with pants that have belt loops, when not wearing banded bottom shirts.
- Blouses and shirts must be tucked in at all times, when not wearing banded bottom shirts.
- Girl’s dresses and skirts must be no more than 1” above knee while standing. Two inches below fingertips.
- All gym shorts must be no shorter than 2 inches above the knee. (Students should try on gym shorts before buying.)
- Shirts with visible artwork or color may not be worn under uniform shirts.
- Standards of modesty, cleanliness, and neatness also apply to clothing worn on dress-down days.

III. The Academic Environment and the Common Good

Absence and Lateness Policy

It is essential for all students to attend class each and every day, striving always to be on time to school and to every class. Repeated or chronic absence from school and repeated lateness mean a student misses the coursework, thereby putting the student at a distinct disadvantage academically.

The Academy asks that students do not miss class for family vacations or for medical or dental appointments, etc. that could be made after school hours.

When a child is ill or an emergency necessitates absence, parents should call or email the Academy before 9:00 a.m. on each day of absence and leave a message including the student's name and reason for absence. Upon return to school, the student must bring a note from the parent to the office stating the date(s) of and reason for absence and the note must include the parent's signature. Absences will be recorded by the office.

If changes need to be made regarding how a student will be picked up at the close of a given school day, please try to call the school office no later than noon to explain the change.

When a student misses school, he or she is responsible to make up all class work and assignments. Normally, upon return to school after illness, the student has the same number of days to make up work and turn in assignments as the days he or she was absent, but ultimately this is the teacher's decision.

Every homeroom classroom has storage cubbies, within which students may keep their coats and book bags. There is no presumption of privacy regarding what is stored in RLA's cubbies, and locks to secure the cubby doors may not be utilized at any time. The Head of School or a faculty member may open and inspect a student's cubby if sufficient reason warrants this.

Suspension:

When a student is suspended, they are expected to complete their homework and hand it in. They are expected to have their assignments (reports, projects, science observations) completed and turned in within one day of their return to regular school attendance. Their homework grade will be whatever their work earns, but no extension will be permitted to them if they do not have all of their homework (reading and writing assignments) completed and turned in the day they come back to school.

Shouting and Horseplay

In the words of St. Augustine: “Peace is the tranquility of order.” A peaceful atmosphere where tranquil order ensues is essential for learning. Nothing so contributes to this atmosphere as quiet. Shouting, screaming, and horseplay are never permitted inside the school building. When the bell rings or when it is time for class to begin all talking should cease immediately, so the student may be completely attentive.

Cheating and Dishonesty

Cheating, lying and stealing are violations of the General Principles of the Academy and undermine the basic trust upon which the academic community is built. A student who has cheated on any assignment will receive a zero for the assignment and will be punished appropriately by his parents. A second offense will normally result in dismissal from the Academy.

Plagiarism

Plagiarism is a form of cheating and presents the work of another as one’s own. Failure to cite the source(s) of quoted, paraphrased or summarized material, whether published or not, is defined as plagiarism (Cf. *Harbrace College Handbook*).

Language: Blasphemy, profanity, obscenity, vulgarity and the like in word, writing, gesture or action is unacceptable in Christian society. Use of such language demeans the speaker and the community.

Electronic Equipment:

Student use of iPods, mp3 players, personal game players, cell phones, cameras, iPads, laptop computers, and any other electronic equipment is not permitted in the academic setting and should not be brought to school without the prior permission of the Head of School, given for a specific academic purpose. This permission must be requested in writing. Students are never to record audio or video of anything or anyone at the academy without express permission of the Head of School and of the person being recorded. A student who, for good reason, needs to have a cell phone with him must keep it turned off and stored away in his backpack during the school day.

Food and Drink

Snacks and lunch will be eaten in the lunchroom, and students must clean up after they eat or drink anything. Except for special reasons and then only with the Head of School’s permission, food and drink will not be consumed in the classrooms nor during class itself. Unless special permission is granted by the Head of School, neither food nor drink may ever be consumed during Forum.

Water may be brought to school, but should not be consumed during Forum or during any class.

Snacks brought for student birthdays and other events must first be approved by the classroom teacher at least one day in advance. All students in a class must be included. Snacks must be neat and easy to clean up.

Respect for School Property

Students are expected to be considerate in their use of school property. Parents are financially responsible for their child's actions.

If any book, desk, or item of school property is found written on or defaced, the student responsible will either clean and restore the item or replace the item at the parents' expense.

Safety

The safety of our students is a priority. Students are not permitted to bring dangerous objects such as matches, penknives, etc. to school. Any language or behavior that can endanger another person will result in immediate contact with parents, and appropriate action will be taken to safeguard the student body and all school personnel. Students are not permitted to leave school property without permission.

Field Trips

All field trips must be approved by the Head of School. Permission slips must be submitted for each child in order for that child to participate in a school field trip.

Discipline Procedures

RLA employs a demerit and detention system and categorizes offenses as minor, intermediate, and major. All teachers are free to issue demerits to any student in grades 5 - 12. Disciplinary procedures pertain to RLA students when in attendance at the academy or at academy sponsored events.

Major offenses to student discipline that may result in suspension or expulsion from school will involve consultation between the Head of School and the RLA Board. Please note that it is impossible to indicate in advance all possible infractions and disciplinary responses.

Teachers must enter the demerit into the student's file within the school's online record system in a timely manner, with a brief note as to the nature of the offense. It is possible that this entry might not occur on the precise date of the incident, as there may be a period of fact-finding before giving the demerit.

In the case of Pre- Kindergarten through Grade 4, all discipline will be handled by the classroom teacher. When disciplining students in grades Pre-K-9, no child may be left alone, either outside the classroom or in any other area of the school. All staff who find poor behavior in Pre-K-4 students should report to the homeroom teacher for discipline.

It must be noted that, for anything to be an infraction, it must be deliberate.

Demerits (Given only to students in grades 5 and up)

The following section concerning demerits will be read at Forum the first week of each semester. Therefore, no “warning” will be given before demerits are assigned.

For every demerit a student earns, he or she will sit detention during recess, during which some service project will be undertaken.

Minor offenses:

- Extreme or distracting hairstyles or colors, or boys’ hair too long—Make contact with parent to correct.
- Wearing of too-dark or garish lipstick or eye makeup—Send student to restroom to wash face and advise parent.
- Wearing of brightly-colored nail polish—Send to office to remove and contact parent.
- Wearing of jewelry that is not allowed—Have student remove. Contact parent if situation persists.
- Skirts or gym shorts too short—Contact parent.
- Use of electronics on premises—First infraction, confiscate for one day and give demerit. Second infraction, confiscate for one week and give two demerits. Third infraction - Give four demerits and RLA phones the parent and requests that item not be sent to school again.
- If student has legitimate need to carry a cell phone, then the phone must be checked in at office every morning and checked out every afternoon before the student leaves for home.
- Talking in class while the instructor is speaking or interrupting the speech of a student called upon by the instructor
- Getting up from one’s seat without permission
- Student outburst meant to distract from the lesson
- Improper wearing of the uniform or missing pieces of the uniform (examples: shirt untucked, tie worn without top button being buttoned, skirt hiked up, no belt)
- General disobedience.
- Minor property damage. Student must fix or make restitution, if possible.
- Other misbehavior of similar seriousness

Intermediate Offenses (Five demerits)

- Not in uniform.
- Talking or otherwise failing to follow directives during a fire drill or severe storm drill
- Intentional and blatantly disruptive behavior in the hallways, restrooms, or cafeteria

- General failure to act like a gentleman or lady while in public or when visitors are present at school or during an RLA event (examples include when at Mass, on a field trip, when a priest is giving a talk to students, etc.)
- Violation of student driving/parking rules
- More serious property damage. Student must fix or make restitution if possible.
- Deliberate and hurtful demeaning of others.
- Possession of dangerous objects/weapons—Also, confiscate and give to parent.
- Cutting classes.

Offenses subsequent to initial notice to parents warrant a parent conference and may indicate a more serious problem.

Major Offenses (Fifteen demerits)

- Gross disrespect for authority; deliberate insubordination
- Persistent refusal to follow teacher’s instructions especially in context involving student safety
- Serious gossip or calumny, immoral or vulgar language
- Cheating, theft, or dishonesty
- Skipping school or leaving school grounds without permission
- Major, deliberate destruction of property. Student must make restitution or fix, if possible.
- Fighting
- Possession of any controlled substances.
- Possession of truly dangerous weapons. Confiscate and give to parent.
- Any serious conduct that would offend against the Catholic nature of the Academy

Major offenses warrant immediate contact with the parents by the Headmaster followed by immediate corrective action, and perhaps suspension, and/or expulsion, depending on the nature and circumstances of the offense. As indicated above, issues of suspension or expulsion will involve consultation between the Headmaster and the Board.

Regina Luminis Academy prohibits corporal punishment.

Manner of Serving Detentions

Detention occurs during recess period and is served under the supervision of a Faculty member. Detention will consist of service performed for the school.

V. Miscellaneous Policies

Arrival, Dismissal, and Transportation

Early arrival and drop off is permitted, but must be arranged ahead of time with the RLA Office Manager.

Ordinarily, students should not arrive before 8:10 a.m. but must arrive by 8:25 and report to their homeroom to unload books and coats. Morning prayer and Forum begin at 8:30 each day; classes begin at 8:55 and dismissal is at 3:05 p.m., except for half-day kindergarten, which is at 11:50. Parents are asked to be prompt in picking up their children at dismissal time. There will be a \$25 late fee assessed when students are not picked up on time. We will not charge for emergencies, but please call the office to let us know you will be late.

Parents must make the office aware of any transportation changes no later than by noon that day. Please call or email the office with all transportation changes before the day, if possible. Never assume we know your plans. We never rely on the word of a student, only what parents tells us. Calling the bus company or the bus driver is not a substitute for letting us know. Also, never cancel a bus, as you may not know if there are other RLA students who also need that bus to get home. If we see that all students are not taking a particular bus, we do notify the bus company. Per school district rules, students may only ride home on the buses to which they have been assigned.

All students who are transported by vehicle both before and after school, are dropped off or picked up at the cafeteria doors in the main parking lot. Parents should wait in line with the other cars and buses and not come into the building.

All student drivers must sign in immediately upon their arrival at the academy.

No student may drive to school unless he or she has signed a waiver for the current academic year. Please obtain one from the office.

Waiver:

As a student driver I promise:

- To drive slowly and carefully at all times in the RLA parking lot
- To park in the designated area
- Never to leave school premises during regular school hours
- To sign in at the office upon arrival at and departure from school
- Never to be in my car during regular school hours
- To lock and secure my car lest younger children climb into my car.

Early Dismissal or Partial Absence

When an early dismissal or absence for part of the day is necessary, a note must be turned in to the office upon arrival. The note should contain the student's name, the date and time of the dismissal from class, the reason for the dismissal, and the parent's signature. The note must also include

the name of the person picking up the student if it is someone other than the parents or pre-arranged car-pool driver. The student must inform the teachers of the early dismissal that day. The parent must come into the office to sign the student out; the student must sign-in upon return.

Academic Probation

If a student is consistently NOT working up to his potential, he may need to be placed on academic probation as a strong incentive to improve. Probation would be instituted after the Head of School consults with the faculty, parents, and student. The conditions and duration of the probation would be determined at this time. Agreed upon probation requirements will be documented and placed in the student file. If, at the end of the probationary period, improvement has not been satisfactory, the student shall be asked to withdraw from the Academy in order to find a school where he may be successful.

Chain of Command

Respect for persons and concern for the common good require that the principle of subsidiarity be observed in the life of a community. This principle, enshrined in Catholic social teaching, requires that decisions and issues be handled at the lowest, most appropriate level in order to safeguard the rights and responsibilities of the human person. The Board of Directors establishes the mission and philosophy of the school, creates policy and ensures that it is properly carried out, and is responsible for the financial funding of the Academy. The Head of School is responsible for the day-to-day operation of the Academy and for implementing the policies established by the Board.

Questions or issues, which, from time to time, may arise in the life of a school, should first be addressed to the faculty member concerned. Normally, issues are resolved at this level. If unresolved, the issue should be brought to the attention of the Head of School for final resolution.

Inclement Weather Procedure

In the event of inclement weather or another emergency, RLA generally will follow the lead of the Tredyffrin/Easttown Area School District. Thus, if T/E schools are closed or delayed, RLA will likely do the same. We will also follow closely what the near-by school districts of West Chester, Norristown, and others, decide in these cases, inasmuch as so many of our teachers and students drive in from these neighboring districts

You will want to have handy the web site of your own school district and their closing/delay codes to see if you still have bus service that day. If RLA has a delay, and your school district does not, please do not allow your children to take the bus to school. Staff at RLA may report late and may be unable to open the school earlier.

If RLA is open at the regularly scheduled time, but your district has a delay, you may put your children on the delayed bus, but please notify the office of what time the children will arrive at school by calling 610-269-3905.

Closings and delayed openings will be communicated to parents:

- Via email or text message.
- By noting on the front page of the RLA website at www.reginaluminisacademy.com.
- By notifying KYW. Check the KYW web site at <http://philadelphia.cbslocal.com/schools/> (here, you can also sign up for phone and text alerts) The RLA code is 1364 or call KYW at 215-925-106 or listen to KYW at 1060 AM.

Medical Record and Health Policies

A copy of up-to-date immunizations is required by the State to be kept on file for every student. In addition, the Academy requires that every family provide emergency health and contact information. This information must be updated as soon as any changes occur.

1. **Medication:** For the safety of all concerned and in accordance with state guidelines, students may not carry or keep medicines with them at school. Any student who is required to take prescription medication while in school must keep the medication in the Headmaster's office. A written permission from the parent and instructions from the physician as to its administration must accompany the medication. The student will sign the medication log for each dose. All medicines must be clearly labeled with the student's name. RLA Parent/Doctor Request for Administration of Medication Form must be filled out and kept on file in the office.
2. **Communicable Diseases:** Any member of the Academy who is diagnosed with any communicable disease or illness (e.g. influenza, strep throat) that may be harmful or contagious to others will be expected to remain home until the condition is no longer a hazard. The Academy asks that parents notify the Academy if they believe that their child's attendance at school may have contaminated other students. The Academy reserves the right to send home any children who appear to be spreading a contagious disease. Parents are expected to make arrangements to pick up sick children from the Academy within one hour of their becoming ill. Each case will be handled individually.
3. **Potty-training:** All students must be potty-trained before being admitted to RLA.
4. **Young ladies** are asked to provide their own feminine supplies. In the event of an emergency, girls should see the office manager for what they need. A small supply is kept on hand.

Telephone Calls

Student use of office telephones is, of necessity, limited only to real emergencies. Schoolwork left at home does not constitute an emergency.

Phone messages for students cannot be delivered to students in class. The answering machine will be on during part of the school day. Every effort will be made to relay non-emergency, important messages (e.g. transportation changes) to students before dismissal, but this cannot be guaranteed.

Students may not use the office copiers, computers, or printers for any reason.

Textbooks and Personal Effects

All books, with the exception of those purchased by the students, are loaned to the student by the Academy for use during the year. **All books must be covered and labeled with the student's name. Books must be cared for properly and may not be left unattended. Except for "consumables," no writing is permitted in books and any lost or damaged books must be paid for. In addition, all personal effects (sweaters, coats, lunch boxes, book bags, etc.) should be labeled with the student's name.**

Common sense dictates that students not bring large sums of money or valuable objects to school. Long experience has shown that often when a student thinks something has been "stolen," he has simply misplaced the item.

Visitors

Any visitors to the Academy must enter through the front doors and must sign in, wear a security badge, and report to the Office Manager's desk. No visitor will be permitted to enter classes without the prior permission of the Head of School and the classroom teacher's permission. This applies to all parents, as well as to student alumni and siblings of students.

Volunteer Service

"Regina Luminis Academy was founded by parents and its success depends upon the support of the parents..." states the Academy's Mission. Thank you for expressing your understanding of how important the support of your child's education is through your charitable service. The Academy has many needs such as teaching assistants, library organization, feast day celebrations, transportation as needed, fund-raising, etc. The service given by parents and families is truly a gift from God and teaches the valuable lesson of Christian service and caring.

Volunteers may bring minor children with them to RLA when volunteering, even when teaching in a classroom, provided the child stays with the parent at all times and is not disruptive.

ACKNOWLEDGEMENTS

We are grateful to the National Association of Private Catholic and Independent Schools (NAPCIS), Kolbe Academy, Holy Family Academy, and Regina Angelorum Academy for the resources they provided in the development of this handbook. Regina Luminis Academy may, of necessity, from time to time, amend and alter this Handbook. The interpretation of this handbook is the responsibility and right of the administration.

Regina Luminis Academy does not discriminate on the basis of race, color, national or ethnic origin in its policies of admissions, scholarships, or employment of personnel

“Warn my children
to avoid the precipices of pride and haughtiness and to walk in the pleasant meadows of modesty;
not to be dazzled by the sight of gold; not to lament that they do not possess what they erroneously
admire in others; not to think more of themselves for gaudy trappings,
nor less for the want of them; neither to deform the beauty that nature has given them by neglect,
nor to try to heighten it by artifice; to put virtue in the first place, learning in the second;
and in their studies to esteem most whatever may teach them piety towards God,
charity to all, and Christian humility themselves.

These, I consider the real and genuine fruits of learning, and I would maintain
that those who give themselves to study with such intent will easily attain their end and become perfect.”

**--Saint Thomas More
to his children's tutors**





Regina Luminis Academy
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www.reginaluminis.org

Parent - Student Handbook
2019-2020

“Prepare for life with seriousness and diligence. Always remember that only if one builds, as Saint Paul says, on the foundation that is Jesus Christ, will one be able to construct something really great and lasting.

With the liveliness that is characteristic of your age, with the generous enthusiasm of your young hearts, walk towards Christ. He alone is the solution to all your problems. He alone is the way, the truth, and the life; He alone is the real salvation of the world; He alone is the hope of mankind.”

Pope John Paul II
Speech to Children, Guadalajara, Mexico

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The Philosophy of Regina Luminis Academy

The Declaration on Christian Education (Gravissimum Educationis) of the Second Vatican Council teaches that parents are the primary educators of their children, and that "their role as educators is so decisive that scarcely anything can compensate for their failure in it." Furthermore, we find this same thinking expressed in Pope John Paul II's Apostolic Exhortation on the family, Familiaris Consortio, in which he states that "the right and duty of parents to give education is essential...it is original and primary with regard to the educational role of others...it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others." Thus, acknowledging these truths, Regina Luminis Academy aids parents in the formation and education of their children by providing an atmosphere that maintains and fosters the Christian spiritual, intellectual, moral and physical formation that the students receive at home. The school exists primarily to form the intellect of the student, and, in so doing, aids parents in those tasks of education that they are not able to completely fulfill on their own.

In order to live a life "for the greater glory of God," human persons are called by Christ to go forth into the world and to become "as it were the saving leaven of the human family" (Declaration on Christian Education). Called by God to bring peace, justice and truth into the society in which he lives, thus fashioning a world more in tune with the dignity of the human person, the Christian graduate must be educated in excellence. The study of that which is excellent in human attainments will bear witness to truth, and thus to God. Authentic classical education, or liberal education, informs students with the most excellent intellectual accomplishments in the order of nature - the liberal arts, sciences, and fine arts - and thus disposes them to the crowning intellectual accomplishments of those steeped in grace, namely sacred doctrine.

In keeping with the philosophy and theology that is the intellectual heritage of every Christian, Regina Luminis Academy seeks to carry on the living tradition of authentic Catholic classical education. Grounded in the seven liberal arts of the Trivium and Quadrivium, the Academy teaches its students how to think like the great thinkers that produced our civilization. Education must not simply seek to impart knowledge of the various disciplines, but more importantly, it should give students the tools whereby they can live a full life, gaining knowledge on their own. These tools will include the ability to reason from premise to conclusion, to distinguish, to articulate well, and to persuade. These educational methods, which have produced the outstanding men and women who have fashioned our world in the first and second Christian millennia, surely will continue to produce students who are capable of excellence in all arenas of life, fully armed to meet the challenges of the third millennium.

Regina Luminis Mission Statement

Regina Luminis Academy is a private, independent school founded, with the help of God's grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the authentic Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to *know, love, and serve* God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial teaching, Scripture and Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders.

The Curriculum

The aim of the Regina Luminis Academy curriculum is to educate the “whole person” by cultivating within the student the Theological Virtues of faith, hope, and charity; the Moral Virtues of prudence, justice, fortitude, and temperance; and the Intellectual Virtues of knowledge, understanding, wisdom, right judgment, and love of beauty.

Regina Luminis Academy presents to the student a unified view of knowledge by means of an integrated curriculum. The integration of subjects in the curriculum means that a relationship between one subject and another, and between all the subjects and the educational aims of the Academy is established, so that an ordered and unified view of knowledge is made possible for the student.

The Academy’s curriculum is integrated horizontally by the study of history, with the Incarnation as the pivotal and central event of that history. The various subjects are studied within the context of one given historical time-period emphasizing western civilization. The flow of this study brings the student through the course of human history: the classical world, early Christianity, medieval Europe, and the modern world.

The curriculum is integrated vertically by the study of Catholic truth. The study of the Catholic Faith can be said to be the “supreme integrating principle” of the Academy’s curriculum because it is reflected in the treatment of every subject. It becomes the frame of reference for viewing, interpreting, and evaluating every subject studied. The Catholic Faith, through its presence, influence, and illumination, gives order, unity, and intelligibility to the entire curriculum. Fundamentally, all human history leads toward the incarnation and is subsequently to be interpreted in light of the Incarnation. In this way, the horizontal progress of history is to be understood as one with the transcendent truth that Christ is the end, aim, and telos of the human condition. For example, the aforementioned integration is achieved when ancient pre-Christian cultures such as Greek civilization are studied to indicate how God worked in non-Christian societies to prepare an intellectual framework for subsequent Catholic theological reflection. Many theological concepts such as substance, accident, and *homoousios* have their origin in the Greek intellectual tradition. Consequently, the horizontal historical perspective is merged with the vertical transcendent perspective to produce a harmonious whole.

The Aim of Liberal Arts Education

The term “*liberal arts*” is frequently used to describe the curricula of schools and colleges, but it is a term that often lends itself to misunderstanding. Liberal arts education, or simply liberal education, does not refer to the liberal-conservative political divide. In the case of liberal arts education, the word *liberal* is used in its original Latin meaning of *free*. The liberal arts curriculum is designed to produce a student who is truly freed from the erroneous opinions of others and the political agendas of the day in order to seek and embrace the truth.

“In every subject...the aim of liberal arts education is to give the student the principles of the subject studied in such a way that he will be able to make right judgments about that area of reality. That is why this kind of education is called ‘liberal’ education. Liberal means ‘free’; a liberally educated man is a free man because he is able to direct his own life and is not dependent upon the judgments or understanding of others.”

--Laura M. Berquist, Designing Your Own Classical Curriculum

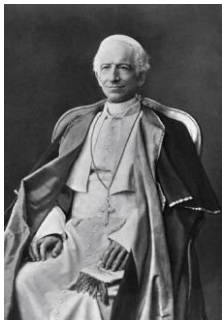
The Classical Curriculum

A Classical education embraces excellence in human achievement and holds this before students, as a model. It is an education in excellence. Such exposure to excellence gives witness to goodness, beauty and truth, and, thereby, to God, and awakens in the student the deepest sensibilities to all that is noble and good. The classics of literature, art, and music endure and remain to inspire and to educate those who study and absorb their lessons. The classics document humanity’s search for the truth; this search finds its complete fulfillment in the Incarnation of the Son of God.

The classical liberal arts curriculum at Regina Luminis Academy incorporates the three stages of the Trivium: grammar, logic and rhetoric. Grammar is presented first, in kindergarten through the fourth grade. The grammar stage involves imitation, memorization and practice, for which the young student is well suited. It emphasizes factual knowledge largely acquired through sensory experience. In the grammar stage, the child learns the structure, vocabulary and rules of language, leading to habits of clear and logical thinking.

Next is the logic stage, presented in fifth through eighth grade. In this phase the child is taught more by principles than by memorization, although the latter is always important. The student begins to think analytically in the language studied and learns the interrelations that exist among the principles of the various disciplines, leading to a good understanding of those principles. The study of formal logic is also included.

The final stage is rhetoric, or the art of persuasive speaking and writing, presented in the ninth through twelfth grades. This part of the Trivium gives the students the opportunity to develop speeches for various audiences and learn well the art of written and oral speech. Penmanship is continually emphasized as are the many diverse forms of writing, i.e. essays, outlines, lecture notes, letters and creative writing. Students begin to develop a voice to convey their views of the subjects learned. Declamation, the study of the art of speaking, is emphasized as well and covers important areas such as articulation, breathing, volume and intonation.



*“It is necessary not only that religious instruction be given to the young...
but also that every subject be permeated with Christian piety.”*

--Pope Leo XIII

The formative function of education is to develop, discipline, and direct the capacities of the human person. This is achieved when the mind assimilates, with and through subject matter, definite ideas, attitudes, methods, habits, and principles. In handling subjects, this formative function of knowledge is the aim.

The Subjects of the Curriculum

1. Religion: The religion curriculum presents the beauty, logic, and saving truth of the Catholic Faith by the study of the following: Holy Scripture and Catholic doctrine; the seven Sacraments and the history of the Church; the primacy of St. Peter and the role of the Magisterium; papal encyclicals and the Fathers of the Church; the teaching of the Church Councils; and the lives of the Saints. In addition, the celebration of the Holy Eucharist, the Sacrament of Penance, and prayer will be integrated into the life of the school. Catechesis of the Good Shepherd, a Montessori program that explores the Catholic Faith, is an essential component of the K-2 religion program.

2. History: History is studied “at its deepest level as salvation history” (Saint John Paul II). The student is led through the course of human history from the ancient civilizations, to the classical world, to early Christianity through the flowering of Christian civilization to the modern world. American and Pennsylvania history are studied along with the history of Western civilization and the development of world cultures. The centrality of Christ as Lord of history is the foundation for the history curriculum.

3. English Language Arts: Phonics is the basis for the elementary reading and writing instruction. Grammar and syntax are mastered through memorization and practice, along with exposure to classic and quality literature as early as possible. Critical and aesthetic reading of literature, literary analysis, vocabulary, rules of grammar, composition, and research skills are the emphases. The Classics determine the scope and content of the literature program at all levels. Extensive reading and written expression form the basis of the curriculum. Composition and handwriting are developed and emphasized throughout the curriculum.

4. Languages: Latin merits a special place in a Catholic curriculum given its rich heritage in Western civilization and its privileged place in the life of the Church. Latin study leads the student to an understanding of the logic of language, and Latin roots are the basis of some 60% of English vocabulary. The study of Latin forms an integral aspect at every age level of the curriculum. Formal training in Latin grammar is emphasized in fourth through eighth grade.

5. Mathematics: The realm of mathematics is primarily in the mind, it strengthens the ability of the student to handle abstraction. The Academy’s approach to mathematical instruction is cumulative and incremental, so that no skill is taught in isolation. Pre-algebra is offered in the seventh grade, Algebra I in the eighth grade, and higher levels in high school.

6. Science: The science curriculum helps the student develop an appreciation of the order and beauty of creation and introduces the student to the scientific disciplines. Through classroom instruction and experimental investigation, they will discover the interconnection of all branches of

science and will develop the ability to link their growing knowledge of the physical world to other components of the school curriculum. Students come to understand their environment as a unique creation amid the vast universe and the need for stewardship of the earth, which has been entrusted, to them by their Creator.

7. The Fine Arts: The art and culture of Western civilization has flourished under the patronage of the Catholic Church because it views beauty as the “attractive radiance of the truth” of Divine Revelation. The study of the Fine Arts is integrated throughout the Academy’s curriculum as a complementary and vital part of the student’s education. Students also receive separate instruction in both music and art. They are exposed to the masterpieces in art, music, and architecture that comprise Catholic culture through the centuries. The student learns the classical criteria for beauty and how beauty in art is at the same time an expression of Divine beauty and a vehicle to lead the mind and heart to God. The music program includes training the students to sight-read. The students will also sing pieces from the great treasury of Catholic music, including Gregorian chant.

8. Physical Activity: The need to develop and discipline the body is important, especially during adolescence. Physical activity is integrated into the schedule daily after lunch and during the weekly gym class. Activities emphasize physical fitness and teamwork while building and developing leadership abilities.

High School Specific Curriculum and Graduation Requirements

The high school course of study is college preparatory. As a small liberal arts school, there are few electives. To be awarded a diploma from RLA, a student must obtain a passing grade in these courses. Additionally, a student may have no more than one study hall period in a school year in lieu of a course.

4 History Courses

4 English Courses

4 Theology Courses (may be waived at Head of School’s discretion.)

3 Math Courses

3 Science Courses

2 Latin Courses – After the completion of 2 high school Latin courses, the student may elect a modern language (May be waived at the Head of School’s discretion.)

1 PE Course

Fine Arts to include Music and other offerings in each school year (may be waived at Head of School’s discretion for transfer students.)

For 12th grade, only, students may take one or more community college courses as an elective for credit, subject to the following:

1. Full course information must be given to RLA and the course must be approved, including submission of work, submission of grades, transfer of credits and verification of coursework completion.

2. Parent pays for the course.
3. Course must be on days and times that fit in the RLA schedule. Student may not miss any RLA courses to go to the community college.
4. Parent is responsible for the college enrollment process.
5. Parent is responsible for transportation to and from the community college.

For 11th and 12th grade only, a student may also take an online class as an elective for credit, subject to RLA Head of School's approval. The fee for the course is paid by the parent.

Study Habits and Homework

To study means to apply one's entire self to the search for truth and to be formed by the truth in one's intellect and will. Study is hard work and, yet, as one acquires good study habits, he comes to experience the unique joy and satisfaction that only study can bring.

Study is an integral part of the academic process, both at home and at school. While at home, students are expected to assimilate the material they are learning and to complete all due assignments. Since most of the learning process is done at school under the direction of the teacher, a conscious effort will be made on the part of the faculty to limit homework to that which is necessary to reinforce the material taught and attain appropriate student progress. Instructors are informed to aim at a ten minute per grade time limit. For example, fourth grade students can expect 40 minutes of homework. For students in the lower grades, there will be no weekend homework. For grades 7 and 8, weekend assignments will be kept to a minimum. High school age students can expect to have some weekend homework assignments. If students finish their assigned work early, they are encouraged to read literature assignments throughout the school day.

On weeknights when parents are required to be at the school (Back-to-School Night, etc.) no homework will be assigned for grades 1-6. Grades 7-8 and high school will have homework as usual.

On weeknights when students may possibly be at RLA evening activities, there will be homework as usual. Students who attend the event will be asked to sign in and will have permission to turn in that night's homework a day late.

At school students are expected to foster an atmosphere of respect and academic excellence. Students are to come to class prepared and all homework assignments are to be completed on time. Incomplete or insufficient preparation causes a serious interruption to the learning process and the teacher will take the necessary steps to address the situation immediately. When a student misses homework for reasons beyond his control, such as in the case of a family obligation or emergency, the parents are asked to provide a note to the teacher explaining the situation.

Expectations Regarding Homework

Homework must be done at home, or during Study Hall the day before it is due. **Homework may not be done during Study Hall the day it is due. If the Study Hall faculty supervisor discovers homework is being done the day it's due, the student will miss recess for one day and will serve detention.**

Homework must be handed in on-time and accomplished in a neat manner, with clear answers given to all questions. The homework will be written carefully and legibly.

For each day homework or other assignments are late – unless the Head of School /the teacher excuses the lateness -- the student will receive a demerit and so miss one day of recess.

Parents Supporting Student Efforts

While the student needs private study time in a setting free of distraction, parents must be actively and appropriately involved in their child's schoolwork. This could include: Daily discussions about what the student is learning, monitoring study time, checking assignments for completion, reviewing written work, quizzing student on memory work, reading and discussing books the student is reading, offering encouragement to persevere through difficult material and expressing trust in the student's God-given ability. **In no case should a parent ever do the student's work.**

Since education is largely a self-motivated activity by which one not only learns important material but also learns how to learn, it is necessary that the student cultivate responsible, efficient and productive study habits.

The responsible student will...

- Bring notebook, paper, pen, pencil, and all necessary material to class;
- Pay attention in class, listen well, take copious notes, and participate;
- Ask questions when he does not understand;
- Plan his work and use daily private study time productively;
- Make sure he writes down and understands assignments before leaving class;
- Strive to do his best, never satisfied with "just getting by;"
- Pray for success.

The Grading Scale

Evaluation of the student's academic performance is reported at the end of each quarter using the grading scale below.

GRADE	PERCENTAGE
A +	98 - 100
A	93 - 97
A -	90 - 92
B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D +	68 - 69
D	65-67
F	64 and below

For Grades 1 & 2, for Art in grades 1-8, and for P.E. across all grades, the grading scale is:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Kindergarten has its own separate grading system.

Academic Monitoring, Report Cards and Parent Conferences

Parents should monitor their child's schoolwork and academic progress. Students will be sent home with assignment books. Grades 1 & 2 will have their books monitored by the teacher. Grades 3 & 4 will receive some teacher assistance. All other grades are expected to keep track of assignments on their own. **All assignments are posted daily on the whiteboards in classrooms. The assignments are also posted on RenWeb via Parentsweb.** The review of assignments, projects, tests, etc. is vital for the parent to keep informed. **Students are responsible for bringing home to parents all schoolwork, especially graded material.** Progress Reports are issued at mid-quarter to help keep parents abreast of progress prior to the student receiving an official grade for the quarter. Report Cards are issued at the end of each quarter.

Twice during the year parent conferences are held, and the purpose is to discuss the student's academic progress. Parents may request a meeting with teachers when they wish to discuss academic or behavioral concerns. The student may be asked to participate.

The Formation of Christian Character

“Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words... the true and finished man of character.”
--Pope Pius XI



Together with educating the student's intellect, Regina Luminis Academy assists parents in the crucial task of training the will. It is important to recall that the root of a person's moral failure is in the will, not the intellect, for it is by use of the will that a person chooses his actions. Therefore, any education that fails to form the student's will, fails the student.

When the will is trained so that the person makes choices based upon solid Christian principles, rather than upon mere impulse, emotion, passions, and the like, this person has developed a truly Christian character. This is our goal. Character is defined as the combination of distinctive qualities belonging to an individual, in particular, the acquisition of moral strength through training and self-discipline. Character is demonstrated when a person does the right things for the right reasons. By forming a Christian character, students take confident possession of themselves, building their lives on the rock-solid foundation of truth and principle, rather than on the perilously shifting sands of relativism and opinion.

The development of character is affected by the individual's temperament, which, if allowed to have its way and left untrained in the formative years, results in weak character. Such temperament shows itself as inconsistency, impulsiveness, obstinacy, self-will, and the absence of rational discernment and self-control. Indeed, the work of the student is the work of mastering and governing the self. As Saint John Paul II says, self-mastery is the sign of maturity.

Obviously, the battle for self-conquest is the battle of a lifetime. As Catholics we are thankful for the grace of the Sacraments, especially the Holy Eucharist and Penance, that can convert the weaknesses of our character toward the good. Indeed, the regular reception of these Sacraments instills in the student a holy discipline: the habit of self-examination, the truthful admission of wrong, and the promise of amendment of life. It is in this way that the young person is adorned with the virtues.

At the Academy, the student will be encouraged to develop the qualities of integrity, diligence, steadfastness, reliability, perseverance, reverence, and self-sacrifice. Central to this development is the witness of the Head of School, faculty, and parents who assist at the Academy. Every activity at the Academy is an occasion to instill the above qualities, but in a special way the teaching of religion and the RLA community's sharing of the Sacraments and the feasts of the liturgical year are the best resources to secure the virtues we desire for our students.

All students represent Regina Luminis Academy 24 hours a day. Any student whose behavior causes disgrace to themselves and Regina Luminis Academy whether on or off campus is subject to sanctions imposed on him/her by the school administration.

***“Exercise self-discipline, for you are God’s athlete;
the prize is immortality and eternal life.”
--St. Ignatius of Antioch***

Student Discipline

The word *discipline* comes from the Latin word which means *to learn*. The disciples are those who learn from and follow Christ, the Teacher. The training of the mind, like the training of the body, requires self-discipline. A disciplined student is a responsible and successful student. It is fundamental to the philosophy of Regina Luminis Academy that the atmosphere in school be disciplined, quiet, and orderly, that is, conducive to learning. Student cooperation and self-control are expected in order to uphold the dignity of the academic setting and the spiritual nature of the Academy. Students conduct themselves at all times in a manner that reflects favorably upon themselves as Christian ladies and gentlemen.

In order for our children to develop a truly Christian character, discipline at home and at school must be compatible, consistent, and unified. As parents and those who stand in place of parents (*in loco parentis*) during the school day, we know that love, indeed, is at the heart of all discipline and that correction is an essential part of the firmness of love. Our vocation as parents and as teachers requires that we teach our children to observe all that God has commanded, i.e. the Ten Commandments and the Laws of the Church. We do this both by word and example. The enthusiastic support of parents for the rules of the Academy is essential for the effective education of their children.

Discipline, obedience, and authority are the three pillars upon which all learning rests.

Conduct and Deportment

The student exhibits the following behavior and attitudes:

- Gives cheerful and immediate obedience to authority;
- Knows, understands, appreciates and abides by the rules of the Academy;
- Exercises self-control and restraint;

- Maintains a modest, neat, and well-groomed appearance in accord with the dress code;
- Appreciates and acknowledges the skill and talents of others; and does not demean the inadequacies or shortcomings of others.
- Maintains a standard of personal excellence, putting forth his very best effort in all he does, directing his actions to the honor and glory of God;
- Prays and worships with a devout attitude;
- Addresses all adults with respect, (e.g. Dr. or Mr. Smith, Mrs. Jones, or, in the event the name is not known, “Yes, Sir”; “No, Ma’am”);
- Raises his hand to speak, not interrupting others;
- Uses proper English, not slang, when speaking in school; never uses inappropriate language;
- Gives assistance to other students when needed and appropriate;
- Is punctual in attendance and assignments;
- Cares for his own possessions and those of others, keeping the building neat and clean;
- Apologizes for inappropriate behavior, quietly and respectfully accepting the consequences thereof

Student Agreement of General Principles

Every student of the Academy commits himself to the Academy’s general principles of decorum by signing the agreement below annually.

“If accepted as a student of Regina Luminis Academy I agree to the following:

- *To behave in such a manner that shows respect for myself and others;*
- *To be responsible for my own belongings and respectful of the belonging of others;*
- *To be a serious participant in the community of learners at the Academy;*
- *To be respectful and obedient to those who have legitimate authority over me; and*
- *To conduct myself at all times as a proper lady or gentleman.”*

Harassment Policies

Harassment is defined as to disturb or irritate someone with annoyances, insults, taunts, threats, or demands in order to gain a desired end or create worry and/or mental suffering.

Harassment in any form is unacceptable conduct and will not be tolerated at Regina Luminis Academy. Any pervasive, unwelcome action, physical, verbal or written, which has the effect of disrupting the normal and appropriate activities of a teacher, student, staff member or anyone within the school community is prohibited.

Harassment because of a person's sex, race, age, national origin, religion, or disability is particularly egregious. Accusations of such harassment will be thoroughly investigated, and appropriate sanctions will be imposed on individuals found to have violated this policy.

Bullying

Bullying is defined as repeated and systematic harassment or attacks on another, perpetrated by a student or group of students, in the school, on school grounds, in school vehicles, to or from school, or at school sponsored activities or sanctioned events and that has the effect of:

- Physically harming a student or students, or damaging a student's property or
- Knowingly placing a student or students in reasonable fear of physical harm to the student(s) or damage to the student's property or
- Placing severe mental or emotional distress upon the student or students.

All members of the Regina Luminis Academy community have the right to protection against bullying behaviors and the right to file a complaint if they believe they have been

a victim of bullying behavior. School administrators are responsible for investigating each complaint, determining if the complaint is legitimate in accordance with the above definition, and taking appropriate corrective action.

Any student victim or bystander, parent or other adult may initiate a complaint by speaking to the Head of School or the Dean of Discipline. Reports of bullying are taken very seriously and shall be dealt with quickly and effectively.

If a student is found guilty of bullying behavior the consequences shall depend on the results of the investigation, the age of the child, and the severity of the incident. Consequences may include but are not limited to a parent conference, demerits, detention, suspension, expulsion, or referral to a local law enforcement agency.

Sexual Harassment Policy

Sexual harassment is defined as unwanted or uninvited sexually orientated words or actions that hurt or humiliate someone and/or behavior which causes a person to feel uncomfortable or offended. Sexual harassment may be physical, verbal, and/or non-verbal and is illegal in school and workplaces because it violates federal and state laws. Most importantly of all, such conduct violates God's law of love for neighbor as God loves each one of us.

Sexual harassment can result from unwanted sexual attention, sexual advances and comments or requests for sexual favors. Examples include but are not limited to:

- Grabbing, touching, patting
- Unwanted flirtations or advances
- Repeated pressure or requests for sexual activities
- A pattern of offensive remarks such as unwelcome comments about appearance or clothing, obscene jokes, sexually explicit or offensive language
- Unwelcome notes and other communications that are sexually suggestive

If the unwanted behavior in question does not fit into the above categories but is the inappropriate sexualization of an otherwise nonsexual relationship, it will be considered as sexual harassment.

Procedure for Reporting

1. Violations involving a student shall be reported immediately to the Head of School or Dean of Discipline for investigation.
2. Violations involving an employee shall be reported immediately to the Head of School or Dean of Discipline.
3. Sanctions for violations of this policy may be progressive in nature and include: Conference with Head of School or Dean of Discipline; Referral to professional counseling; Demerits and/or suspension; Expulsion/termination; Referral to the criminal justice system for possible sexual violation.

All allegations of harassment will be investigated promptly and in as confidential a manner as possible. Appropriate action will be taken when warranted, up to and including dismissal. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Any person who alleges sexual harassment by any staff member or student may complain directly to the Head of School or Dean of Discipline. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future grades or participation in educational programs. Given the nature of the type of accusations, Regina Luminis Academy also recognizes that false accusations of sexual harassment can have serious effects on innocent men and women. Therefore, false accusations will result in the same severe disciplinary action applicable to one found guilty of sexual harassment. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with Regina Luminis Academy's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. A substantiated charge against a staff member in the academy shall subject such staff member to disciplinary action, including discharge. A substantiated charge against a student in the academy shall subject that student-to-student disciplinary action including suspension or expulsion, consistent with the

student discipline code.

All members of the Regina Luminis Academy family should understand that this policy applies to each and every student, employee (full-time, part-time and temporary) and volunteer. Violations of this policy will not be tolerated. Offensive behavior will be cause for immediate and strict disciplinary action up to and including expulsion for students, and up to and including disciplinary action by the RLA Board of Directors for staff.

Student Conduct Outside of the Academy

Regina Luminis Academy reserves the right to judge actions of students which bring disgrace to the academy. These rights cover behavior during dances and proms, extracurricular activities, times when school is not in session, times when a student represents the school or is readily identified as attending Regina Luminis Academy. Students using the internet or any other means to defame or threaten the school, faculty, or other individuals will be liable for serious disciplinary action including dismissal.

Whenever necessary to protect the rights of all students and academy employees, the Regina Luminis Academy Board of Directors will involve the appropriate law enforcement agencies. Therefore, students who threaten, disrupt, assault, harass, fight or do any act to harm the educational climate of the academy and violate the law are subject to charges. The criminal charges are not limited to, but may include, disorderly conduct, simple or aggravated assault, harassing/stalking, institutional vandalism, criminal mischief.

The Student Dress Code

Every article of student clothing, and all personal belongings, must be labeled with your child's name.

One's appearance is the first statement one makes about one's identity. It speaks volumes. As the body reflects the soul, so one's dress reflects one's attitudes towards oneself and towards others. Regina Luminis Academy students dress modestly and in good taste. Students are always neat, clean, and well-groomed while at school and at all school-related functions. It is important that students keep in mind that they serve as ambassadors of Regina Luminis Academy in the larger community. Every student is expected to follow the dress code outlined below, including the proper wearing of the uniform. The dress code will be strictly enforced. We ask that parents help us in this regard. Each morning at homeroom, there will be a uniform check.

The entire uniform of Regina Luminis Academy, except shoes and belts, are to be purchased through Flynn & O'Hara School Uniform Company (1-800-441-4122 or online at www.flynnohara.com). On regular school days, every student K-12 is to wear the appropriate uniform as described below. Gym clothes are to be worn on gym day throughout the day.

Kindergarten has the choice of either gym uniforms or regular uniforms for everyday wear.

Students in Pre-K (only) do not need to wear a uniform but may wear their ordinary clothing to school.

Students may bring athletic shoes to change into during recess.

Teachers may give students permission to remove blazers/sweaters in their classrooms.

Note: No student may wear sneakers of any kind, even if they are made of leather and are dark brown or black. Students may wear sneakers only on gym days.

No boots of any kind may be worn during classes. In cold or inclement weather boots worn to school must be taken off and stored in the homeroom lockers. Regular shoes must be worn throughout the day.

Fall/Spring Uniforms

Girls Grades K-6

Uniform jumper

Peter Pan collared blouse, short-sleeved

Navy blue cardigan sweater, if needed

Blue or white knee socks.

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Girls Grades 7-12

Uniform skirt (skirt-length rule—not shorter than one inch above the knee.)

(Skirts available in regular, long and extra-long)

Banded-bottom, short-sleeved RLA polo shirt

Blue or white knee socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind.

Boys Grades K-6

Navy blue pants (navy knee-length shorts also permitted)

Banded-bottom, short-sleeved RLA polo shirt (do not tuck in)

Grades 4-6 option: White RLA polo, not banded-bottom, but must be tucked in with dark belt

Dark dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Boys Grades 7-12

Khaki pants (khaki knee-length shorts also permitted)

White RLA polo, not banded-bottom, tucked in with dark belt

Dark or tan dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Gym—All Grades

Blue or black gym shorts (no shorter than 2” above the knee)

(must be solid, but may have racing stripes)

RLA short-sleeved T-shirt, or plain white T-shirt.

Winter Uniforms

Girls Grades K-6

Uniform jumper

Peter Pan collared blouse, long-sleeved (short-sleeved if classrooms are too warm)

Navy blue cardigan sweater (unless classrooms are too warm)

Blue or black tights

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Girls Grades 7-12

Uniform skirt (skirt-length rule—no shorter than one inch above the knee).

White oxford long-sleeved shirt (option if classroom too warm: banded-bottom, short-sleeved RLA polo shirt)

Navy pullover sweater (unless classroom too warm)

Blue or black tights

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No high heels or open toes or sneakers of any kind

Boys Grades K-6

Navy blue pants

White oxford long-sleeved shirt (spring polos allowed if classrooms are too warm)

Navy sweater vest (unless classrooms are too warm) or navy v-neck pullover sweater.

Uniform tie for Mass

Dark dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Boys Grades 7-12

General Standards of Dress and Grooming

- Girls’ hair shall be neat and combed. Extreme hairstyles and coloring are not permitted.
- Boys’ hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles and coloring are not permitted.
- **For young ladies in high school only: Very light-colored lip gloss and a thin application of mascara is permitted. Clear or very lightly-colored nail polish is permitted.**
- Fingernails shall be clean and of modest length.
- Students must wear RLA navy blue sweaters when not in gym uniforms.
- **Girls may wear stud earrings in the traditional place on the earlobe. Dangling earrings are not permitted.**
- **Students are not to wear multiple bangle bracelets or rubber wrist bands to school.**
- **Boys are not permitted to wear earrings and/or visible jewelry. (Of course, a miraculous medal or scapular, etc. may be worn under the shirt). A watch and a ring are also permitted. Bracelets or rubber wrist bands are not permitted.**
- Socks or hose are to be worn at all times and pulled up.
- Sneakers on gym days only (but athletic shoes may be put on during recess)
- Boys must wear a belt with pants that have belt loops, when not wearing banded bottom shirts.
- Blouses and shirts must be tucked in at all times, when not wearing banded bottom shirts.

Khaki pants

White oxford long-sleeved shirt tucked in with dark belt (option if classrooms are too warm: short sleeved oxford shirt)

Uniform tie, grades 7 & 8.

Tie of choice, plain, striped or dotted, not bow tie: High school only.

Navy blazer

Dark or tan dress socks

Dark-colored shoes or tan “Sperry” shoes, either loafers or tie-front. No sneakers of any kind

Gym—All Grades

Blue sweat pants

RLA navy sweat shirt

- Girl's dresses and skirts must be no more than 1" above knee while standing. Two inches below fingertips.
- All gym shorts must be no shorter than 2 inches above the knee. (Students should try on gym shorts before buying.)
- Shirts with visible artwork or color may not be worn under uniform shirts.
- Standards of modesty, cleanliness, and neatness also apply to clothing worn on dress-down days.

The Academic Environment and the Common Good

Absence and Lateness Policy

It is essential for all students to attend class each and every day, striving always to be on time to school and to every class. Repeated or chronic absence from school and repeated lateness mean a student misses the coursework, thereby putting the student at a distinct disadvantage academically.

The Academy asks that students do not miss class for family vacations or for medical or dental appointments, etc. that could be made after school hours.

When a child is ill or an emergency necessitates absence, parents should call or email the Academy before 9:00 a.m. on each day of absence and leave a message including the student's name and reason for absence. Upon return to school, the student must bring a note from the parent to the office stating the date(s) of and reason for absence and the note must include the parent's signature. Absences will be recorded by the office.

If changes need to be made regarding how a student will be picked up at the close of a given school day, please try to call the school office no later than noon to explain the change.

When a student misses school, **he or she is responsible to make up all class work and assignments.** Normally, upon return to school after illness, the student has the same number of days to make up work and turn in assignments as the days he or she was absent, but ultimately this is the teacher's decision.

Every homeroom classroom has storage cubbies, within which students may keep their coats and book bags. There is no presumption of privacy regarding what is stored in RLA's cubbies, and locks to secure the cubby doors may not be utilized at any time. The Head of School or a faculty member may open and inspect a student's cubby if sufficient reason warrants this.

Suspension:

When a student is suspended, they are expected to complete their homework and hand it in. They are expected to have their assignments (reports, projects, science observations) completed and turned in within one day of their return to regular school attendance. Their homework grade will be whatever their work earns, but no extension will be permitted to them if they do not have all of their homework (reading and writing assignments) completed and turned in within one day of return to school.

Shouting and Horseplay

In the words of St. Augustine: “Peace is the tranquility of order.” A peaceful atmosphere where tranquil order ensues is essential for learning. Nothing so contributes to this atmosphere as quiet. Shouting, screaming, and horseplay are never permitted inside the school building. When the bell rings or when it is time for class to begin all talking should cease immediately, so the student may be completely attentive.

Cheating and Dishonesty

Cheating, lying and stealing are violations of the General Principles of the Academy and undermine the basic trust upon which the academic community is built. A student who has cheated on any assignment will receive a zero for the assignment and will be punished appropriately by his parents. A second offense will normally result in dismissal from the Academy.

Plagiarism

Plagiarism is a form of cheating and presents the work of another as one’s own. Failure to cite the source(s) of quoted, paraphrased or summarized material, whether published or not, is defined as plagiarism (Cf. *Harbrace College Handbook*).

Language: Blasphemy, profanity, obscenity, vulgarity and the like in word, writing, gesture or action is unacceptable in Christian society. Use of such language demeans the speaker and the community.

Electronic Equipment:

Student use of iPods, mp3 players, personal game players, cell phones, cameras, iPads, laptop computers, and any other electronic equipment is not permitted in the academic setting and should not be brought to school without the prior permission of the Head of School, given for a specific academic purpose. This permission must be requested in writing. Students are never to record audio or video of anything or anyone at the academy without express permission of the Head of School and of the person being recorded. **A student who, for good reason, needs to have a cell phone with him must keep it turned off and stored with his/her Homeroom teacher.****Food and Drink**

Snacks and lunch will be eaten in the lunchroom, and students must clean up after they eat or drink anything. Except for special reasons and then only with the Head of School’s permission, food and drink will not be consumed in the classrooms nor during class itself. Unless special permission is granted by the Head of School, neither food nor drink may ever be consumed during Forum.

Water may be brought to school but should not be consumed during Forum or during any class.

Snacks brought for student birthdays and other events must first be approved by the classroom teacher at least one day in advance. All students in a class must be included. Snacks must be neat and easy to clean up.

Respect for School Property

Students are expected to be considerate in their use of school property. Parents are financially responsible for their child's actions.

If any book, desk, or item of school property is found written on or defaced, the student responsible will either clean and restore the item or replace the item at the parents' expense.

Safety

The safety of our students is a priority. Students are not permitted to bring dangerous objects such as matches, penknives, etc. to school. Any language or behavior that can endanger another person will result in immediate contact with parents, and appropriate action will be taken to safeguard the student body and all school personnel. Students are not permitted to leave school property without permission.

Field Trips

All field trips must be approved by the Head of School. Permission slips must be submitted for each child in order for that child to participate in a school field trip.

Discipline Procedures

RLA employs a demerit and detention system and categorizes offenses as minor, intermediate, and major. All teachers are free to issue demerits to any student in grades 5 - 12. Disciplinary procedures pertain to RLA students when in attendance at the academy or at academy sponsored events.

Major offenses to student discipline that may result in suspension or expulsion from school will involve consultation between the Head of School and the RLA Board. Please note that it is impossible to indicate in advance all possible infractions and disciplinary responses.

Teachers must enter the demerit into the student's file within the school's online record system in a timely manner, with a brief note as to the nature of the offense. It is possible that this entry might not occur on the precise date of the incident, as there may be a period of fact-finding before giving the demerit.

In the case of Pre- Kindergarten through Grade 4, all discipline will be handled by the classroom teacher. When disciplining students in grades Pre-K-9, no child may be left alone, either outside the classroom or in any other area of the school. All staff who find poor behavior in Pre-K-4 students should report to the homeroom teacher for discipline.

It must be noted that, for anything to be an infraction, it must be deliberate.

Demerits

(Given only to students in grades 5 and up)

The following section concerning demerits will be read at Forum the first week of each semester. Therefore, no “warning” will be given before demerits are assigned.

For every demerit a student earns, he or she will sit detention during recess, during which some service project will be undertaken.

Minor offenses:

- Extreme or distracting hairstyles or colors, or boys’ hair too long—Make contact with parent to correct.
- Wearing of too-dark or garish lipstick or eye makeup—Send student to restroom to wash face and advise parent.
- Wearing of brightly-colored nail polish—Send to office to remove and contact parent.
- Wearing of jewelry that is not allowed—Have student remove. Contact parent if situation persists.
- Skirts or gym shorts too short—Contact parent.
- Use of electronics on premises—First infraction, confiscate for one day and give demerit. Second infraction, confiscate for one week and give two demerits. Third infraction - Give four demerits and RLA phones the parent and requests that item not be sent to school again.
- If student has legitimate need to carry a cell phone, then the phone must be checked into the Homeroom teacher’s safekeeping every morning and checked out every afternoon before the student leaves for home.
- Talking in class while the instructor is speaking or interrupting the speech of a student called upon by the instructor
- Getting up from one’s seat without permission
- Student outburst meant to distract from the lesson
- Improper wearing of the uniform or missing pieces of the uniform (examples: shirt untucked, tie worn without top button being buttoned, skirt hiked up, no belt)
- General disobedience.
- Minor property damage. Student must fix or make restitution, if possible.
- Other misbehavior of similar seriousness

Intermediate Offenses (Five demerits)

- Not in uniform.
- Talking or otherwise failing to follow directives during a fire drill or severe storm drill

- Intentional and blatantly disruptive behavior in the hallways, restrooms, or cafeteria
- General failure to act like a gentleman or lady while in public or when visitors are present at school or during an RLA event (examples include when at Mass, on a field trip, when a priest is giving a talk to students, etc.)
- Violation of student driving/parking rules
- More serious property damage. Student must fix or make restitution if possible.
- Deliberate and hurtful demeaning of others.
- Possession of dangerous objects/weapons—Also, confiscate and give to parent.
- Cutting classes.

Offenses subsequent to initial notice to parents warrant a parent conference and may indicate a more serious problem.

Major Offenses (Fifteen demerits)

- Gross disrespect for authority; deliberate insubordination
- Persistent refusal to follow teacher’s instructions especially in context involving student safety
- Serious gossip or calumny, immoral or vulgar language
- Cheating, theft, or dishonesty
- Skipping school or leaving school grounds without permission
- Major, deliberate destruction of property. Student must make restitution or fix, if possible.
- Fighting
- Possession of any controlled substances.
- Possession of truly dangerous weapons. Confiscate and give to parent.
- Any serious conduct that would offend against the Catholic nature of the Academy

Major offenses warrant immediate contact with the parents by the Headmaster followed by immediate corrective action, and perhaps suspension, and/or expulsion, depending on the nature and circumstances of the offense. As indicated above, issues of suspension or expulsion will involve consultation between the Headmaster and the Board.

Regina Luminis Academy prohibits corporal punishment.

Manner of Serving Detentions

Detention occurs during recess period and is served under the supervision of a Faculty member. Detention will consist of service performed for the school.

Miscellaneous Policies

Arrival, Dismissal, and Transportation

Early arrival and drop off is permitted, but must be arranged ahead of time with the RLA Office Manager.

Ordinarily, students should not arrive before 8:10 a.m. but must arrive by 8:25 and report to their homeroom to unload books and coats. Morning prayer and Forum begin at 8:30 each day; classes begin at 8:55 and dismissal is at 3:05 p.m., except for half-day kindergarten, which is at 11:50. Parents are asked to be prompt in picking up their children at dismissal time. There will be a \$25 late fee assessed when students are not picked up on time. We will not charge for emergencies, but please call the office to let us know you will be late.

Parents must make the office aware of any transportation changes no later than by noon that day. Please call or email the office with all transportation changes before the day, if possible. Never assume we know your plans. We never rely on the word of a student, only what parents tells us. Calling the bus company or the bus driver is not a substitute for letting us know. Also, never cancel a bus, as you may not know if there are other RLA students who also need that bus to get home. If we see that all students are not taking a particular bus, we do notify the bus company. Per school district rules, students may only ride home on the buses to which they have been assigned.

All students who are transported by vehicle both before and after school, are dropped off or picked up at the cafeteria doors in the main parking lot. Parents should wait in line with the other cars and buses and not come into the building.

All student drivers must sign in immediately upon their arrival at the academy.

No student may drive to school unless he or she has signed a waiver for the current academic year. Please obtain one from the office.

Waiver:

As a student driver I promise:

- To drive slowly and carefully at all times in the RLA parking lot
- To park in the designated area
- Never to leave school premises during regular school hours
- To sign in at the office upon arrival at and departure from school
- Never to be in my car during regular school hours
- To lock and secure my car lest younger children climb into my car.

Early Dismissal or Partial Absence

When an early dismissal or absence for part of the day is necessary, a note must be turned in to the office upon arrival. The note should contain the student's name, the date and time of the dismissal from class, the reason for the dismissal, and the parent's signature. The note must also include

the name of the person picking up the student if it is someone other than the parents or pre-arranged car-pool driver. The student must inform the teachers of the early dismissal that day. The parent must come into the office to sign the student out; the student must sign-in upon return.

Academic Probation

If a student is consistently NOT working up to his potential, he may need to be placed on academic probation as a strong incentive to improve. Probation would be instituted after the Head of School consults with the faculty, parents, and student. The conditions and duration of the probation would be determined at this time. Agreed upon probation requirements will be documented and placed in the student file. If, at the end of the probationary period, improvement has not been satisfactory, the student shall be asked to withdraw from the Academy in order to find a school where he may be successful.

Chain of Command

Respect for persons and concern for the common good require that the principle of subsidiarity be observed in the life of a community. This principle, enshrined in Catholic social teaching, requires that decisions and issues be handled at the lowest, most appropriate level in order to safeguard the rights and responsibilities of the human person. The Board of Directors establishes the mission and philosophy of the school, creates policy and ensures that it is properly carried out, and is responsible for the financial funding of the Academy. The Head of School is responsible for the day-to-day operation of the Academy and for implementing the policies established by the Board.

Questions or issues, which, from time to time, may arise in the life of a school, should first be addressed to the faculty member concerned. Normally, issues are resolved at this level. If unresolved, the issue should be brought to the attention of the Head of School for final resolution.

Inclement Weather Procedure

In the event of inclement weather or another emergency, RLA generally will follow the lead of the Tredyffrin/Easttown Area School District. Thus, if T/E schools are closed or delayed, RLA will likely do the same. We will also follow closely what the near-by school districts of West Chester, Norristown, and others, decide in these cases, inasmuch as so many of our teachers and students drive in from these neighboring districts

You will want to have handy the web site of your own school district and their closing/delay codes to see if you still have bus service that day. If RLA has a delay, and your school district does not, please do not allow your children to take the bus to school. Staff at RLA may report late and may be unable to open the school earlier.

If RLA is open at the regularly scheduled time, but your district has a delay, you may put your children on the delayed bus, but please notify the office of what time the children will arrive at school by calling 610-269-3905.

Closings and delayed openings will be communicated to parents:

- Via email or text message.
- By noting on the front page of the RLA website at www.reginaluminisacademy.com.
- By notifying KYW. Check the KYW web site at <http://philadelphia.cbslocal.com/schools/> (here, you can also sign up for phone and text alerts) The RLA code is 1364 or call KYW at 215-925-106 or listen to KYW at 1060 AM.

Medical Record and Health Policies

A copy of up-to-date immunizations is required by the State to be kept on file for every student. In addition, the Academy requires that every family provide emergency health and contact information. This information must be updated as soon as any changes occur.

1. **Medication:** For the safety of all concerned and in accordance with state guidelines, students may not carry or keep medicines with them at school. Any student who is required to take prescription medication while in school must keep the medication in the Head of School's office. A written permission from the parent and instructions from the physician as to its administration must accompany the medication. The student will sign the medication log for each dose. All medicines must be clearly labeled with the student's name. RLA Parent/Doctor Request for Administration of Medication Form must be filled out and kept on file in the office.
2. **Communicable Diseases:** Any member of the Academy who is diagnosed with any communicable disease or illness (e.g. influenza, strep throat) that may be harmful or contagious to others will be expected to remain home until the condition is no longer a hazard. The Academy asks that parents notify the Academy if they believe that their child's attendance at school may have contaminated other students. The Academy reserves the right to send home any children who appear to be spreading a contagious disease. Parents are expected to make arrangements to pick up sick children from the Academy within one hour of the their becoming ill. Each case will be handled individually.
3. **Potty-training:** All students must be potty-trained before being admitted to RLA.
4. **Young ladies** are asked to provide their own feminine supplies. In the event of an emergency, girls should see the office manager for what they need. A small supply is kept on hand.

Telephone Calls

Student use of office telephones is, of necessity, limited only to real emergencies. Schoolwork left at home does not constitute an emergency.

Phone messages for students cannot be delivered to students in class. The answering machine will be on during part of the school day. Every effort will be made to relay non-emergency, important messages (e.g. transportation changes) to students before dismissal, but this cannot be guaranteed.

Students may not use the office copiers, computers, or printers for any reason.

Textbooks and Personal Effects

All books, with the exception of those purchased by the students, are loaned to the student by the Academy for use during the year. **All books must be covered and labeled with the student's name. Books must be cared for properly and may not be left unattended. Except for "consumables," no writing is permitted in books and any lost or damaged books must be paid for. In addition, all personal effects (sweaters, coats, lunch boxes, book bags, etc.) should be labeled with the student's name.**

Common sense dictates that students not bring large sums of money or valuable objects to school. Long experience has shown that often when a student thinks something has been "stolen," he has simply misplaced the item.

Visitors

Any visitors to the Academy must enter through the front doors and must sign in, wear a security badge, and report to the Office Manager's desk. No visitor will be permitted to enter classes without the prior permission of the Head of School and the classroom teacher's permission. This applies to all parents, as well as to student alumni and siblings of students.

Volunteer Service

"Regina Luminis Academy was founded by parents and its success depends upon the support of the parents..." states the Academy's Mission. Thank you for expressing your understanding of how important the support of your child's education is through your charitable service. The Academy has many needs such as teaching assistants, library organization, feast day celebrations, transportation as needed, fund-raising, etc. The service given by parents and families is truly a gift from God and teaches the valuable lesson of Christian service and caring.

Volunteers may bring minor children with them to RLA when volunteering, even when teaching in a classroom, provided the child stays with the parent at all times and is not disruptive.

ACKNOWLEDGEMENTS

We are grateful to the National Association of Private Catholic and Independent Schools (NAPCIS), Kolbe Academy, Holy Family Academy, and Regina Angelorum Academy for the resources they provided in the development of this handbook.

Regina Luminis Academy may, of necessity, from time to time, amend and alter this Handbook.

The interpretation of this handbook is the responsibility and right of the administration.

Regina Luminis Academy does not discriminate on the basis of race, color, national or ethnic origin in its policies of admissions, scholarships, or employment of personnel

“Warn my children

to avoid the precipices of pride and haughtiness and to walk in the pleasant meadows of modesty;
not to be dazzled by the sight of gold; not to lament that they do not possess what they erroneously
admire in others; not to think more of themselves for gaudy trappings,
nor less for the want of them; neither to deform the beauty that nature has given them by neglect,
nor to try to heighten it by artifice; to put virtue in the first place, learning in the second;
and in their studies to esteem most whatever may teach them piety towards God,
charity to all, and Christian humility themselves.

These, I consider the real and genuine fruits of learning, and I would maintain
that those who give themselves to study with such intent will easily attain their end and become perfect.”

**--Saint Thomas More
to his children’s tutors**





REGINA LUMINIS ACADEMY PERSONNEL POLICY HANDBOOK 2019-2020

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Introduction

This handbook has been developed and is provided as a reference for all employees regarding the personnel policies of Regina Luminis Academy. Regina Luminis Academy is a Catholic school and a 501(c)(3) non-profit corporation. Regina Luminis Academy does not discriminate in employment opportunities or practices on the basis of race, color, sex, national origin, or age.

The primary purpose of Regina Luminis Academy is to assist parents in the mission entrusted to them by the Church, namely, the salvation of their children's souls. Concerning educational principles and methodology, and correlative spiritual practice, teachers are required to follow the directives found in this Handbook, and the Head of School's and Board of Director's interpretation and implementation thereof.

The Academy reserves the right to employ only practicing Roman Catholics who demonstrate the following: an openness and respect for the Roman Catholic Church and its institutions, a sincere interest in furthering the Academy's mission within the Church, and a cooperative spirit to work under the direction of the administration. It should be further understood that signed acknowledgment of, and compliance with, the policies set forth in this handbook does not constitute a guarantee of continued employment.

Students learn not only by what is taught, but also by who the teachers are, what they believe, and how they act. In accepting a position in our school, you agree to act and speak in a way that supports the Roman Catholic Church and its teachings. Serious actions contrary to the Church's teachings (including, but not limited to, living together outside of marriage, engaging in sex outside of marriage, getting married outside of the Church, leaving the Catholic faith, public support of abortion, flagrant deceit or dishonest or scandalous public behavior, as well as comments degrading the Church or conflicting with its values) may result in termination of employment.

Disclaimer

This personnel policy handbook is the property of Regina Luminis Academy. All employees will be issued a copy of the handbook as required reading when initially hired. Current editions of the handbook will be kept by the Head of School. This Handbook contains the policies and practices in effect at the time of its publication. The administration reserves the right at any time to unilaterally revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this Handbook or in any other document. Any written changes to this Handbook will be distributed to all employees so that they will be aware of the new policies or procedures. No oral statements or representations can in any way change or alter the provisions of this Handbook. Employees will be notified whenever there has been an addendum or revision to any of the policies in the Handbook.

I. The Mission of Regina Luminis Academy

Article 1

Mission Statement

Regina Luminis Academy is a private, independent school founded, with the help of God's grace, to assist parents in the education and formation of their children by providing a classical liberal arts education faithful to the Magisterium of the Roman Catholic Church.

It is the mission of the Academy to promote and nurture the spiritual, intellectual, and physical growth and talents of its students through the time-tested classical liberal arts course of study. Students study and learn in a wholesome and rigorous environment. The Catholic faculty integrates the Magisterial teaching and Tradition of the Catholic Church throughout the curriculum.

In partnership with their families, students are taught to be effective Catholic citizens and leaders. They are taught to *know, love and serve* God and neighbor, aware of their ultimate purpose in life – eternal happiness with God in Heaven. The Catholic faculty integrates authentic Magisterial

teaching, Scripture and Tradition of the Catholic Church, throughout the curriculum. In partnership with their families, students are taught to be effective Catholic citizens and leaders

Statement of RLA's Fidelity to Authentic Magisterial Teaching

Man and woman are created by God in His image and likeness. (Gen 1:27.) This means that “[m]an and woman have been created, which is to say, willed by God: on the one hand, in perfect equality as human persons; on the other, in their respective beings as man and woman. ‘Being man’ or ‘being woman’ is a reality which is good and willed by God: man and woman possess an inalienable dignity, which comes to them immediately from God their Creator. Man and woman are both with one and the same dignity ‘in the image of God.’ In their ‘being-man’ and ‘being-woman,’ they reflect the Creator’s wisdom and goodness.” (Catechism of the Catholic Church (“CCC”) 369.) Therefore, to reject one’s biological gender is to reject the work of the Creator and imply that God made a mistake. God does not make mistakes.

As God’s image bearers, man and woman have inalienable rights and ensuing responsibilities. Man and woman should be treated with dignity and respect. They should also lead lives worthy of the dignity of their unique gender. This is done by living chastely — a call all baptized Christians are called to follow. (CCC 2348.)

Chastity is “the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being.” (CCC 2337.) A chaste person respects the gift of sexuality given to him or her by God and “maintains the integrity of the powers of life and love placed in him.” (CCC 2337.) Chastity is an exercise of self-mastery and free will since man and woman can either govern their passions and be at peace or be dominated by them and become unhappy. (CCC 2339.) “Man’s dignity therefore requires him to act out of conscious and free choice, as moved and drawn in a personal way from within, and not by blind impulses in himself or by mere external constraint.” (CCC 2339.)

As man and woman “put on Christ”—the model for all chastity—they pledge to lead a chaste life consistent with their vocation either by consecrating themselves to God or entering the Sacrament of Marriage. (CCC 2348.) Married people are called to live conjugal chastity. (CCC 2349.) In marriage, the conjugal act becomes “the complete and lifelong mutual gift of a man and a woman. The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.” (CCC 2337.) “Marriage” has only one meaning: the matrimonial covenant, by which one man and one woman unite themselves in a lifelong partnership ordered toward the well-being of the spouses and the procreation and upbringing of children. (Code of Canon Law 1055.) By its very nature, the marriage bond “is perpetual and exclusive.” (CCC 1638.) God commands that the gift of sexual intimacy occur only between spouses of the opposite sex who are joined in Holy Matrimony.

Therefore, any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God.

But God is merciful to all sinners. He offers redemption to all who confess and forsake their sins, seeking His forgiveness and Mercy through Jesus Christ in the sacrament of confession. (Cf. Matt 16:19, Is 22:22, Matt 18:18, Jn 20:21, Jn 20:22-23.)

In the spirit of Christ, every person deserves to be treated with compassion, love, respect, and dignity, regardless of his or her position on Church teaching. Hateful behavior is inconsistent with the Gospel of Christ and the doctrine of the Catholic Church and should always be repudiated.

In order to preserve the integrity of the Catholic Church as the Body of Christ, it is imperative that all RLA employees and volunteers agree to and abide by this Statement on Marriage, Gender,

and Sexuality. RLA employees and volunteers have a special duty to live this statement since they serve as role models for our students, for their families, for society and for the church community.

Article 2 **Prayer Life**

The school day begins each day (other than days we attend holy Mass) with prayers in an assembly referred to as Forum. Teachers strive to punctuate the study of the various subjects taught throughout the day with a brief prayer. The school additionally gathers before lunch for mid-day prayers (typically the Angelus). The entire school assembly ends each day with prayer. RLA acknowledges the centrality of prayer in the life of its families and thus avoids prayers and devotions that may overlap with family rituals.

Mass is celebrated on Mondays and Fridays. Students are encouraged to adore Our divine Savior in the most Blessed Sacrament every Monday during their Religion/Theology class.

II. Teacher Job Expectations

Article 1 **Environment**

In keeping with the mission of Regina Luminis Academy, the teacher's primary responsibility is to provide a Catholic educational environment in which the students are challenged to reach their God-given potential. Faculty member must model the virtues they wish to help their students acquire and develop. To achieve this goal, teachers should:

1. Support and exemplify in conduct, expression, etc., Catholic doctrine and morality in a manner consistent with the teachings of the Catholic Church and shall not teach, advocate, encourage, or counsel beliefs or doctrines contrary to those teachings. They should promote and teach in a positive light all the truths and disciplines of the Faith. As education in human sexuality is the responsibility of the parents, teachers will not provide such instruction to the students. If mention of sexual matters is necessary for instruction in morality, such moral instruction being specifically included in the curriculum, after consultation with the Head of School, the teacher may offer brief, modest and age-appropriate information, but no more than is absolutely necessary, and so as not to embarrass the students or contradict the virtue of chastity.
2. Relate with the administration, other teachers, staff, students, and parents in a way that fosters mutual respect. Teachers must deal justly and impartially with students regardless of their physical, mental, emotional, economic, social, racial, or religious characteristics. They should also establish friendly and cooperative relationships with the other members of the staff. Familiarity with the mission and principles of Regina Luminis Academy is needed so as to be able to put these into effect. It is also essential to foster a good professional relationship with the parents of their students.
3. Closely follow both the Regina Luminis Academy Personnel Policy Handbook and the curriculum approved for Regina Luminis Academy and teach all the academic subjects from a Catholic perspective. Teachers should provide for individual learning needs by incorporating a variety of teaching techniques and materials in the daily program. It is the responsibility of the teacher to study the previous records of each student and to become thoroughly familiar with his/her educational background. This will help the teacher to better plan instructional techniques and also to choose appropriate and approved classroom texts and other learning materials.
4. Devise and implement a rule for orderly participation in the classroom. Each teacher is responsible to initiate and utilize a preventive discipline plan in his/her classroom according to the needs of the students. Raising one's voice, nagging, threatening, bargaining, and

corporal punishment are unacceptable methods for resolving or preventing breach of order with students at Regina Luminis Academy. We must love our students as *Imago Dei*, and to do this we challenge them to aim high; we must hold them to the lofty standard established by Christ in the Gospels in terms of behavior.

5. Maintain neat, orderly, and organized classrooms. It is the responsibility of the teacher to oversee the general neatness of the classroom. However, he/she must require the students to perform specific age-appropriate chores, e.g., emptying trash, cleaning the whiteboard, keeping the shelves and storage areas in order, vacuuming the floor, etc. It is also the responsibility of the teacher to report to the office any damages or items that need repair in his/her classroom.
6. All faculty must attend Mass, Forum, and Dismissal Prayers if they are in the building when these events take place. They must participate actively in all regularly scheduled meetings. Attendance is also obligatory for short, unscheduled meetings called by the administration whenever necessary.
7. Attend parent meetings scheduled for their students at any time during the school year. The teacher is responsible for attending the meeting and for giving an accurate assessment of the student's academic abilities and progress at Regina Luminis Academy.
8. Provide for appropriate and accurate student evaluation. Assignments should be clear, age and content appropriate, and have an adequate means of evaluation. Corrected tests and papers submitted by students should be returned within a reasonable time.
9. Maintain and record pertinent data for all official school documents and progress reports. It is the teacher's responsibility to carefully record test results, absentees, anecdotal information, grades, and any other school related information in the permanent record and/or on any forms being released to authorized personnel, school agencies, or parents. The teacher must respect the right of each student to have confidential information withheld except when authorized or required by law.
10. Always notify parents by email, and CC the Head of School, of any incidents and/or potential problems requiring special attention. All correspondence of teachers with parents should be CC'd to the Head of School unless otherwise noted. The teacher must provide parents with information that will serve the best interests of their children and be discreet with information received from parents. A teacher should have adequate insight into the causes and indications of behavioral problems.
11. Assume designated responsibilities within the school concerning maintenance, supervision of children, and proper usage of educational materials and equipment. When supervising the children, especially during recess periods, the teacher must be diligent.
12. Attend as many RLA events that occur outside working hours as possible (such as the drama performance, Christmas and Spring Concerts, etc.), in order to participate fully in the life of the RLA community and demonstrate to parents and students that RLA's teachers are fully dedicated to the school and supportive of its students.
13. Make oneself as accessible as possible to parents during school hours and during RLA events outside school hours and respond in a timely way to all parent communications. RLA is committed to a spirit of close communication between teachers and parents. Check your work email daily during the school year and weekly during breaks.

Article 2

Principles of Teaching

The faculty communicates a Catholic philosophy of life and the Catholic pursuit of the Good, the True, and the Beautiful by their teaching, lived example, and general contact with young people.

A few tips on assisting you in your class preparation:

- Lecturing is used for conveying information and admonishing the student. Most instructors lecture too much. Lecturing is also the most often misused method of teaching. The instructor thinks he is communicating; the student tries to stay attentive, but usually not much is going on. **It is not what an instructor teaches, but what the students learn that is important.**
- To know if your teaching methods are effective: ask students if they are really grasping what you want them to grasp. Lecture for a period of time. Are the students discovering the truths you want them to know by provocative discussion and probing questions, or are you giving away the whole story? Try to not over-prepare for a class by giving students all the answers and not allowing them to think for themselves. Avoid the monologue or dialogue with only one or two students.
- Work to develop class morale: the instructor must continually exhibit a true respect and love for the student as well as a realistic understanding of where the student is on the ladder to that vision. Develop a charitable and prudent plan of stimulation and guidance.
- Class time must remain within the assigned period. Students should be promptly dismissed for their next class.
- If students miss any school, for whatever reason, it is their responsibility to get the information, notes, and assignments they missed from RenWeb and from other students. It is not up to the teacher to send this information out to the student.
- If parents take their children on extended vacations during the academic year, it is not up to the teacher to provide future lessons and assignments. Students must find homework assignments on RenWeb and complete these while they are out of school.
- Always teach standing up, never sitting down, and do all that you can to engage the students, making eye contact with them and drawing your examples from day-to-day events and items that they would readily recognize.

Article 3

Test and Quiz Policy

- Students ordinarily do not re-take tests or quizzes in any subject, except for a good reason as judged by the teacher in consultation with the Head of School.
- In the case of students who are absent --for an approved reason -- on the day that a test or quiz is given, the teacher will use prudential judgment in deciding when the student, after returning to school, should take the test or quiz. Make-ups should normally be given at lunchtime under the teacher's supervision or after school.
- Extra credit work is permitted in all subjects to raise poor test or quiz grades, but the maximum grade such work could bring a failing or D grade up is to 80%.
- At the teacher's discretion, in any subject, a student's lowest grade--whether test, quiz, essay, homework, etc.--during a grading period may be dropped/thrown out. This must be for all students, not just some.
- Once a date for a test or quiz is set, the teacher may not suddenly change it on the day of the exam for frivolous reasons, particularly because some student(s) neglected to prepare and are begging the teacher to move the date. Changing a quiz or test date, without serious reason, does not foster good study habits or self-discipline in students, and it is unfair and disheartening to those who come to class prepared.

Article 4

Record Management System

All teachers are required to keep up-to-date records in the Academy's record management

system, Renweb. This will include grading student work promptly and entering grades into the system, loading lesson plans and homework for Monday by Sunday evening and for the rest of the week by Monday evening, and daily updating homework and lesson plans as needed. This is to insure good communication with parents, help keep teachers on schedule, inform the Head of School about what is going on in all classes, and insure that classes can continue with a substitute teacher in case of a teacher's sudden absence.

Article 5 **Homework**

On average, students in grades 1- 4 should have minimal homework. Work should be done in class with the supervision of the teacher. However, any unfinished work should be done at home and returned the following morning.

Instructors should aim at a ten-minute per grade time limit. For example, fourth grade students can expect 40 minutes of homework.

For students in grades K-4, there will be no weekend homework. For grades 5 through 8, weekend assignments will be kept to a minimum. High school age students can expect to have weekend homework assignments.

Teachers should assign homework in keeping with any policies regarding homework on weekday nights when there are school-sponsored events.

On weeknights when students may possibly be at RLA evening activities, there will be homework as usual. Students who attend the event will be asked to sign in and will have permission to turn in that night's homework a day late. The Head of School will distribute this list to the faculty the morning following the event.

Group projects should be kept to a minimum. When given, teachers should assign group projects only under the following circumstances: (1) the students are able to complete the work at school, or (2) if the students must work on the project at home, they are able to do so independently of the other students, (3) each student receives his own grade for his own portion of the project and is not penalized for the poor work of others.

All work is expected to be turned in on time with no exceptions. Points will always be deducted for late work unless the student can provide a serious reason why the work is not completed. Homework involves learning self-discipline. This self-discipline will eventually be a great asset to all Regina Luminis Academy students. Extending due dates for assignments arbitrarily for students who have neglected to get their work done on time is unfair and discouraging to students who are diligent about their school work. We encourage all parents to support this effort by supplying and encouraging quiet academic time each evening in the home. By the same token, most projects will be done in class, so as to respect the need for family time at home.

When students have not done their homework, the burden of carrying the class falls heavily on the shoulders of the instructor. The first thing to do is talk privately with the students regarding the necessity of homework (see Article 7).

- Emphasize the vision of a good education of which homework is a necessary part.
- Emphasize that in order to achieve that vision, a high degree of self-discipline and intellectual habits are absolutely necessary. Tell them over and over that they CAN do this.
- Begin with assignments of less than a half hour and gradually increase this based on the progress that the student is making.
- Be sure to have a set guideline with a set consequence if the assignment is not completed.

Please always be consistent with all students.

- If a student fails to turn in an assignment, ask them why they did not prepare, but avoid spending too much time on this in class.

- If you have a student who is poorly organized or repetitiously forgetful of assignments, spend some time at the beginning of the year helping this student to be more organized. Make sure that they have written down the necessary assignments, etc.

- Parents should be notified when a student begins to fall behind in his assigned work.
- Grades 1-2: Teachers are responsible for posting homework daily somewhere in the room where all children can see. At end of day, teachers must check all assignment books to be sure students have filled in information.
- Grades 3-4: Teachers are responsible for posting homework somewhere in the room where all children can see. For the first quarter of the school year, teacher must check all assignment books to be sure students have filled in information. For remainder of year, teacher reminds students to be sure to fill in information, but does not need to check.
- Grades 5-12: Students are responsible for recording information in their assignment books.

Article 6

Common Reasons Why Students Fail to Prepare for Class

- The student has too many subjects to prepare for the next day. With all of the part-time teachers, try to be aware of what is going on in the student's other classes.
- The assignment takes too long.
- Student has family or other activities.
- Fear of the pain of hard work: laziness.
- The teacher doesn't consistently collect the work.
- They did not understand how to do the assignment.
- They forgot!

Article 7

Classroom Discipline

Discipline matters must be handled immediately, consistently, professionally and in conjunction with administration if necessary. When an issue cannot be settled by the instructor and the student, the matter is to be referred to the Head of School.

- Faculty should read and familiarize themselves with the Parent-Student Handbook.
- Faculty should enforce the discipline and dress code policies outlined by the Board of Directors.
- Discipline is a shared responsibility. All RLA teachers are free to reprimand and issue punishments to any RLA student. When disciplining a student in grades K-6, a teacher should inform the student's homeroom teacher of the infraction and it is up to the homeroom teacher to issue the punishment. All teachers are expected to enforce the rules in the same general manner, following the guidelines in the Personnel Policy Handbook and the Parent-Student Handbook.
- Discipline/motivation methods in grades K-6 are determined by the classroom teacher. In grades 7-12, the demerit system is used. Teachers of grades 5-6 may choose to use the demerit system.
- Parents should be notified if the unacceptable behavior continues, or serious problems arise.
- Be **CONSISTENT!** Make clear to students the consequences of their actions.
- Create in the classroom the expectation that all students will arrive on time, be ready to learn, and concentrate their energies on the task at hand.
- Instructors must be prudently discreet. Other students must not be spoken about unless absolutely necessary, as privacy must be respected.
- Be a listener. Recognize the needs of your students and be willing to adapt your teaching styles.
- Do not be judgmental. Moral judgments can be made when sin must be identified as such, but it is the action that is wrong, not the person. "Judge Not" specifically refers to

not judging another person's motives for acting, which none can know unless the agent states his motivation.

Article 8

Suggestions for Classroom Discipline

- "Please see me right after class." Go on with the lesson.
- Talk to the student about his own standards and expectations privately and after class.
- Do not assign punishments to be completed during class time or in the presence of other students.
- If possible, faculty should solve their own problems. However, send the disruptive student to the Head of School if the issue cannot be resolved. Feel free to consult with the Head of School at any time.

Article 9

Suggestions for Gaining a Student's Respect

- Love and respect them, but do not view students as your friends. Do not become too familiar, or seek to have fun with them out of the classroom. Students may be unable to maintain proper distance from faculty.
- Never use ridicule or embarrassment, particularly in dealing with issues of peer pressure.
- Do not debate your decision with your students.
- Remain objective, professional, courteous and firm in difficult situations. Kindness but firmness is the standard in all teacher-student interactions

Article 10

Textbook, Equipment, and Supply Orders

All requests for books being used by students must be submitted to the office for approval (in advance of any purchase). Any request for additional books during the school year must be submitted at least one month prior to the day that these books will be used. If you need any classroom supplies (markers, paper, etc.), please check with the Office Manager. All orders for special equipment or nonstandard supplies must be made through the Head of School. Expenses incurred by faculty members without receiving prior authorization shall not be reimbursed.

Teachers must follow all procedures in place for issuing books to students, numbering and tracking books and documenting the return of student books, as well as reporting to the Administration book inventory and missing books.

Article 11

Textbooks-Replacements

In the event that a student reports that a textbook or other Academy owned book has been lost or stolen (or if such a book is found to be in non-usable condition), no replacement book shall be issued until the student receives written authorization from the Head of School. The parents will be advised that they will be charged the full cost of the replacement text.

III. Employment Policies

Article 1

Duties and Responsibilities

Job responsibilities may change at any time during employment. From time to time, a teacher may be asked to work on special projects or to assist with other work necessary or important to the operation of the school. Cooperation and assistance in performing such additional work is expected.

Article 2

Employment Categories

It is the intent of the Academy to clarify the definitions of employment classifications so that the employees understand their employment status and benefit eligibility.

All employees are salaried and sign contracts or agreements of employment on a yearly basis. The right to terminate or renew an employee's contract is retained by both the employee and the administration.

Each employee will belong to one of the following employment categories:

REGULAR FULL-TIME employees are those who are regularly scheduled to work in excess of thirty-five (35) hours per week. They receive all legally mandated benefits (such as Social Security and workers' compensation insurance), and they are eligible for health insurance benefits.

REGULAR PART-TIME employees are those who are regularly scheduled to work thirty-five (35) hours per week or less. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for other benefits.

PROBATIONARY EMPLOYEES: All employees are probationary for the first year. At any time during a probationary period, if it is determined that attitude or performance does not meet the Academy's standards, an employee, regardless of classification, may be released without notice or further obligation.

Article 3

Non-School Employment

After-school employment of all staff members must not interfere with school duties and/or faculty meetings, in-service programs, or other required activities.

Article 4

Overtime

Salaried employees are not eligible for overtime.

Article 5

Personnel File

Individual personnel files are kept in the Head of School's office. The records include copies of application forms, transcripts, health records, certification information, yearly contracts, criminal clearances and any other documents pertinent to the staff member. Written statements to or about a teacher are reviewed by the Head of School. The teacher is then allowed to correct any misunderstanding so that the statements can be withdrawn from the file if they are not justified. The personnel files are kept completely confidential and are only available to the Head of School, teacher (upon request), and lawful civic and school authorities. Teachers should notify the Head of School whenever any of the data kept in the files changes.

Article 6

Termination of Employment

Employment of teachers can be terminated by the administration during the year for violation either of terms as stated in the contract or of policy as stated in the handbook. A teacher may be released at any time for cause. A teacher may be released from contract by written request and mutual consent between teacher and administration as provided in their contract.

Employment of all other employees may be terminated by either the employee or the administration at any time as provided in their contract. Any express or implied assurances concerning the terms, conditions, or duration of an individual's employment with Regina Luminis Academy are not binding upon the school unless they are in writing and signed by the Head of School.

All school manuals, employee handbooks, faculty handbooks, keys, etc., in an employee's possession at the time of termination must be returned before a final paycheck will be released. Vacation time taken in advance of its earned accrual shall be deducted from an employee's final paycheck in the event of termination.

Employees terminated but rehired within 30 days will have their original service date reinstated. After 30 days, if rehired, the service date will begin with the date of rehire. Insurance coverage will not be made retroactive to cover the time of separation.

IV. Payroll and Benefit Plan Summary

Article 1

Health Insurance: Full-Time Employees

Full-time Employees will be offered a health care benefits package for which the Academy will pay for 50% of the cost of family premium.

Article 2

Holidays

Employees receive a paid holidays benefit. The yearly schedule of holidays and school holiday periods are published and distributed at the beginning of each school year. The school follows a ten-month school schedule from late August until early June.

Article 3

Jury Duty

Any employee summoned to serve as a juror or subpoenaed as a witness must notify administration of such summons or subpoena and, to the extent possible, keep in touch with administration during the time the employee is serving as a juror or subpoenaed witness.

Regina Luminis Academy fully supports your compliance with jury duty. If you are called for jury service on any day that prevents you from reporting for normally scheduled working hours, you will be compensated for the difference between your fee for court appearance and your normal earnings for each day you are required to serve to a maximum of eight (8) hours per day for ten (10) working days per year. If you are called but not impaneled, you are expected to complete the balance of your regularly scheduled workday.

Proof of jury service, provided by the court clerk, including a copy of your compensation check from same, is required by the administration before compensation will be made.

Article 4

Leaves of Absence/Permitted Absences

The Academy may grant a leave of absence or permit absences for limited periods of time for specific reasons. Time off is given without pay. Requests for leaves of absence should be discussed with administration or management.

The Academy may grant leaves of absence or permitted absences under the following conditions:

- Funeral Leave
- Medical Leave/Disability
- Family Leave/Maternity Leave
- Personal/Professional Leave
- Excused Absences

A leave of absence constitutes an additional expense to the school and is carefully controlled. Please check with administration or management well in advance of any anticipated leave.

Funeral Leave

If any employee needs to take time off due to the death of an immediate family member, the employee should notify administration or management immediately.

Time off of up to five (5) days may be granted to allow for the employee to make any necessary arrangements associated with the death and funeral. The time-off period must be approved by administration or management.

The school defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

Medical Leave/Disability

The Academy, at its discretion, may provide medical leave of absence without pay to eligible employees who are temporarily unable to work due to a serious health condition or disability. For purposes of this policy, serious health conditions or disabilities include in-patient care in a hospital, hospice, or residential medical care facility, continuing treatment following a pregnancy, childbirth, and related medical conditions, etc.

All employees are eligible to request medical leave as described in this policy. Employees should make requests for medical leave to administration or management at least 30 days in advance of foreseeable events.

A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to administration or management. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of 12 weeks within any 12-month period. Any combination of medical leave and family leave may not exceed this maximum limit. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Employees will be required to first use any unused sick days before taking unpaid medical leave.

Employees who sustain "work-related" injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Subject to the terms, conditions, and limitations of the applicable plans, the Academy will continue to provide health insurance benefits (if any) for the full period of the approved medical leave. Vacation and holiday benefits are waived during the time of medical leave.

So that an employee's return to work can be properly scheduled, an employee on medical leave is requested to provide the school with at least two (2) weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a medical leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the medical leave, the school will assume that the employee has resigned.

Medical information on individual employees is treated confidentially. The Academy will take reasonable precautions to protect such information from inappropriate disclosure. Administration, management, and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Family Leave/Maternity Leave

The Academy, at its discretion, may provide family leave of absence without pay to eligible employees who wish to take time off from work to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child; or to care for a child, spouse, or parent with a serious health condition. A serious health condition means an illness, injury, impairment, or

physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility, or continuing treatment by a health care provider.

All employees are eligible to request family/maternity leave as described in this policy. Employees should make requests for family leave to administration or management at least 30 days in advance of foreseeable events, and as soon as possible for unforeseeable events.

Employees requesting family leave related to the serious health condition of a child, spouse, or parent may be required to submit a health care provider's statement verifying the need for a family leave to provide care, its beginning and expected ending dates, and the estimated time required.

Eligible employees may request up to a maximum of 12 weeks of family leave within any 12 month period. Any combination of family leave and medical leave may not exceed this maximum limit. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Married employee couples may be restricted to a combined total of 12 weeks leave within any 12-month period for childbirth, adoption, or placement of a foster child; or to care for a parent with a serious health condition.

Subject to the terms, conditions, and limitations of the applicable plans, the Academy will continue to provide health insurance benefits (if any) for the full period of the approved family leave. Vacation and holiday benefits are waived during the time of family leave.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the school with at least two weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a medical leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the family leave, the school will assume that the employee has resigned.

Procedures for applying for family leave are as follows:

1. An employee who becomes pregnant will notify administration or management in writing no later than four months before the anticipated birth of the child whether she wishes to:
 - apply for family leave
 - continue working without taking parental leave
 - resign employment
2. In the event of adoption, the employee will notify administration or management in writing as soon as feasible before adoption whether he or she wishes to:
 - apply for family leave
 - continue working without taking parental leave
 - resign employment

Personal or Professional Leave

The Academy, at its discretion, may provide personal leave without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

All employees are eligible to request personal/professional leave as described in this policy. Employees should make requests for leave to administration or management at least 30 days in advance of foreseeable events, and as soon as possible for unforeseeable events.

Eligible employees may request up to a maximum of 12 weeks of personal/professional leave within any 12-month period. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension.

Health insurance benefits (if any), vacation, and holiday benefits are waived for the full period of the approved leave.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the school with at least two (2) weeks advance notice of the date the employee intends to return to work. The Academy is under no obligation to reinstate an employee returning from leave. However, when a personal/professional leave ends, the Academy may at its discretion attempt to reinstate the employee to the same position, if it is available, or to an equivalent position for which the employee is qualified, if possible. If an employee fails to report to work promptly at the end of the family leave, the school will assume that the employee has resigned.

An employee's use of a personal leave should take into consideration anticipated workload requirements and staffing needs during the proposed period of leave.

For hourly employees there are no leave benefits at this time, but the Academy reserves the right to make changes from time to time at its sole discretion.

Excused Absences

Absences may be granted from time to time with the advanced approval of the administration or management. In no case will an absence be approved if not granted in advance of the actual absence, with the exception of a death in the employee's immediate family or an unforeseeable emergency.

Article 5

Paid Days Off

Faculty members and staff are privileged to be absent during all scheduled holiday periods, provided their duties and responsibilities have been met prior to their departure. All year-end forms such as report cards, classroom inventory, course evaluation, and book orders must be submitted before departing for summer break. Vacations are expected to be taken during the long summer break.

Article 6

Pay Periods

All employees will be paid every other Friday, beginning approximately 2 weeks after their first day of employment.

Article 7

Payroll Deductions

As required by law, the Academy must make certain deductions from an employee's paycheck for such items as federal income tax, state income tax, social security, and city tax. At times, there may be other deductions that an employee may authorize. All deductions will be indicated on the employee's paycheck stub. In order to make sure that an employee's deductions are correctly made and updated, an employee must be certain to advise administration of any change relating to deductions or withholding status.

Any questions that an employee may have about a paycheck or deductions made should be addressed to administration as soon as possible, preferably in writing.

Article 8

Reimbursement of Expenses

All reimbursable miscellaneous expenses incurred by an employee must have prior authorization by the administration or management, and must be accompanied by a receipt and a completed reimbursement form to receive reimbursement.

Article 9

Salary Advancements and Loans

It is the policy of the Academy not to grant salary advancements or loans to its employees. Any exceptions to this policy or special arrangements are made at the discretion of the administration.

Article 10

Sick Days

Paid sick days are to be used in the event of illness and on a limited basis in the event of illness of a family member. Employees out sick must phone in notice of their absence as soon as possible, but no later than 6:30 a.m. of the working day. Employees are instructed to phone the Head of School at home if he/she is not able to be reached at the school.

Employees are allowed five (5) sick days per year. Sick day benefits start from the first day of employment. When partial absences (i.e. missing part of a day's work) occur, they are equivalent to a minimum of one-half day sick leave. Any sick days taken in excess of five days will not be paid and will be deducted accordingly from wages. Unused sick days may not be carried over from year to year. An eligible employee whose employment is terminated during a contracted period will not be paid unused sick leave.

Paid personal days may not be taken until the employee has worked for 6 full months. All personal days taken before 6 months will be unpaid.

All employees enjoy the benefit of all school holidays off. Teachers additionally have a long summer break. Therefore, the Academy strongly advises that vacation days while school is in session not be scheduled. Any requested days off for reasons other than personal or family illness or emergency will generally not be paid unless the reason to miss a day is serious.

Employees should make every attempt to schedule all doctor/dentist appointments during non-work hours (including free periods for teachers), so as to minimize the impact on other staff and the Academy. For appointments that must fall during working hours, employees should provide administration or management as much advance notice as possible.

Article 11

Social Security

Deductions from paychecks for Social Security are required by law. The Academy matches the employee's contribution to Social Security. Social Security provides income after retirement. It also provides payments in the event of permanent disability, and it supplies insurance for a spouse and children who are under the age of 18. Congress has from time to time authorized increases in Social Security contributions which are required to be deducted.

Article 12

Tuition Benefits

1. RLA is an education institution defined under IRC Section 170(b)(1)(A)(ii).
2. RLA's tuition remission program is open to all employees (leadership, faculty and administration, including clerical/other) and is not discriminatory to highly-compensated individuals.

Article 13

Workmen's Compensation

The Academy provides Workmen's Compensation coverage. Coverage by Workmen's Compensation Insurance occurs if you are injured while on school time. This insurance is provided and paid for entirely by the Academy. An employee must immediately report an injury to the administration or management, no matter how minor it may seem at the time.

The Workmen's Compensation Law prescribes how and to what degree employees shall be compensated.

If arrangements are necessary for medical leave, these must be made with administration to accommodate any extended leave with pay and reimbursement of Workmen's Compensation benefits to the Academy for continuing salary.

V. Faculty Development and Supervision

It is the policy of Regina Luminis Academy to strive to attain ever-greater spiritual fidelity, moral deportment, and academic success with its student body. Toward that end, all employees are required to participate in ongoing professional evaluation and mentoring/development at Regina Luminis Academy. The Head of School is ultimately responsible for the development, supervision, and evaluation of employees.

Staff development at Regina Luminis Academy is centered around:

1. Setting Goals and Objectives
2. Classroom Observations (formal and informal)
3. A Yearly Summative Evaluation
4. Teacher Certification through the National Association of Private Catholic and Independent Schools (NAPCIS). (Not mandated at this time).

Article 1

Setting Goals and Objectives

The teachers will meet with the Head of School at least yearly, or more often if appropriate, to set goals and objectives. These goals and objectives will focus on how the teacher plans to develop in relation to personal faith development and the development of the faith of his/her pupils, curricular or course content improvement or adaptations, pedagogical techniques, or any other areas of professional growth.

Goal and objective formation at Regina Luminis Academy must include:

1. Implementation of the principles and techniques of the Personnel Policy Handbook
2. Close adherence to the Regina Luminis Academy course plans and syllabi
3. Completing and submitting quarterly curriculum status reports
4. Maintaining and submitting lesson plans for the coming Monday by Sunday evening and for the rest of the week by Monday evening.

Article 2

In-services and Professional Growth

Based on the goals and objectives identified in the process outlined above, the staff will be encouraged to expand its horizons, knowledge, and skills. Regina Luminis Academy has adopted a policy of actively seeking new opportunities for personal and professional growth.

Article 3

Classroom Observations

1. The purpose of an observation is to assist the teacher to improve classroom instruction and performance. In the course of the school year, classroom visitations (formal and informal, announced and unannounced) will be made by the Head of School and/or mentor. For formal observations, the Head of School will usually notify the teacher in advance and discuss the type of observation tool to be used, and also any specific elements of classroom instruction or management that may provide a focus for the visit. A post-observation conference will usually be held and a written summary of the observation provided for the teacher's own records and personnel file.
2. Teachers are encouraged to initiate conferences with the Head of School and other faculty members in order to find ways to improve and perfect classroom instruction and performance. Other educators visiting a class can become "another set of eyes" and thus help the teacher to discover new ways to grow and improve.

Article 4

Formal Summative Evaluation

1. Annually, or more frequently as necessary or desirable, the Head of School will meet with the teacher to conduct a formal summative evaluation. This overall evaluation of teaching performance is based on formal and informal observations by the administration, as well as formal and informal conferences during the year, and observed interactions of the teacher with the staff, parents, students, and administration.
2. The Head of School will discuss this evaluation with the teacher. Both the Head of School and teacher will sign the evaluation. The teacher's signature only indicates that the teacher has read the evaluation and has had the opportunity to discuss it with the Head of School. It signifies neither agreement nor disagreement with the evaluation. The teacher has the right to respond to this evaluation and any response will be filed in the teacher's personnel file.

Article 5

Teacher Certification through NAPCIS

Regina Luminis Academy participates in the teacher certification program of NAPCIS. Registration in the certification program is permissible only with the approval of the Head of School. Any conferral of certification rests solely with the authority and discretion of the NAPCIS governing body.

VI. General Procedures and Policies

Article 1

Change of Information

Upon commencement of employment, and from time to time thereafter, an employee will be asked by administration to complete various forms relating to employment and benefits. These forms will become part of the employee's personnel records maintained by the school.

It is important that these personnel records are accurate and up to date so that each employee can continue to receive uninterrupted benefits. The information is also necessary to determine the amount of deduction for federal and state income tax and to maintain emergency contact telephone numbers.

Article 2

Conduct and Behavior

All employees are expected to perform their duties diligently and to conduct themselves in a professional and courteous manner at all times. Failure to observe the expected standards of performance and behavior may result in a letter of instruction to be placed in the employee's personnel file, disciplinary action, or termination of employment.

Reasons for disciplinary action or termination of employment are subject, but not limited to, the following, and rest solely on the discretion and interpretation of administration:

1. Possession of firearms or other weapons on school or work premises
2. Violation of the school's substance abuse policy
3. Failure to comply with safety regulations
4. Fighting, making threats or engaging in disorderly conduct on school grounds
5. Stealing or unauthorized use of school's equipment or property or stealing from a cash supply
6. Inappropriate use of school time, equipment, or supplies for personal use. This would include excessive visiting with co-workers during office hours, inordinate use of the phone to make personal calls, use of the copy machines for private business without permission
7. Insubordination, including failure to comply with a supervisor's instructions and work assignments.

8. Dishonesty, including falsification of employment applications, timesheet, or other school documents
9. Gambling on school premises
10. Unexcused absenteeism or tardiness
11. Laziness or sleeping on the job
12. Commission of a crime or other conduct which damages the image or reputation of the school
13. Any action or conversation that is contrary to the laws of the Catholic Church and/or the principles of Christian ethics
14. Violation of school policies or procedures, or any action or omission that compromises or serves to discredit the mission of Regina Luminis Academy.

Disciplinary System

The Head of School is responsible for assessing the conduct and behavior of an employee. Immediate termination of employment may be considered appropriate even if no preliminary steps of correction have been taken. Any corrective action taken to encourage and maintain acceptable conduct will be determined in view of the facts and circumstances of each individual case and what is in the best interest of the school and its mission. In this regard, each incident will be considered in light of various factors, including, but not limited to, the seriousness of the incident and the employee's past conduct and performance.

Employee Evaluations

The school staff will be evaluated yearly by the Head of School prior to consideration of renewal of annual contracts.

Article 3

Confidentiality

Confidentiality is at the heart of all professional and personal relationships at Regina Luminis Academy: confidentiality between employer and employee, between teacher and student/parent, and between staff and student/parent.

Confidentiality is the basis of all trust and honor among professionals. It is of the utmost importance for administration, faculty, and staff to understand its significance and to accept responsibility to respect and safeguard it. Confidentiality takes on special significance in the small school setting and workplace because of the intimacy of the environment and the potential for harm to an individual's reputation or to the Academy's good name when confidence is compromised or betrayed.

Confidentiality between Employer and Employee

It is understood by the administration and management that any personnel, payroll, or personal matter between the Academy and an employee is considered confidential and is not discussed with anyone outside of the Board of Directors and/or directly with the employee.

It is expected that the employee will honor the confidentiality of personnel, payroll, and personal matters related to work and not discuss such issues with anyone outside of the Board of Directors, administration, or management with the exception of the employee's immediate family.

The area of confidentiality between employer and employee includes classification of employment, status of probationary period, salary negotiations and schedules, evaluations of job performance, content of personnel files, etc.

Confidentiality between Teacher and Student/Parent

A teacher is obligated to follow Pennsylvania law with regard to child abuse reporting. This means that a teacher may not accept, under any circumstances, a confidence that involves suspected or actual child abuse. A teacher cannot promise confidentiality to a student/parent who reveals in a conference setting, classroom activity, etc., any information related to child abuse.

A student/parent asking to speak in confidence to a teacher must be told the strict restrictions that the law places on a teacher with regard to child abuse and the necessity of reporting even suspected abuse. Severe penalties result for any failure to comply with the child abuse laws.

Confidentiality between teacher and student/parent extends to school behaviors, discipline, grade records, contents of student files, tuition, etc. However, it should be clearly stated and understood that knowledge of these matters is open to the review and consideration of the administration and the Board of Directors.

While professional discussions may take place between faculty members about school/student/parent issues for the purposes of affecting the harmony of school life, they should always be motivated by charity and mindful of protecting the confidentiality of the student or parent.

Article 4

Dress Code

The dress code policy for faculty, staff, board members, and parents when representing the Academy is meant to set an attractive and professional example for the students and the community at large. The following guidelines regarding dress when representing the Academy should be followed:

In general, dress should be modest, professional, allow for freedom of movement, and be in keeping with the standards set for the students.

Ladies are to wear dresses or blouses and skirts, though teachers may wear dress pants/slacks as well. Denim pants, tight fitting clothing, sneakers or the like, and flip flops, are not in keeping with the professional attitude of the Academy. Skirts are always to be of knee length or longer.

Gentlemen are to wear dress shirts, dress slack, and a tie. Jeans, shorts, or sneakers or the like are not in keeping with the professional attitude of the Academy. Like the male students, teachers will wear a sport jacket or blazer during the winter months, but may remove them if the room is warm.

Article 5

Emergency Closings

At times, emergencies such as severe weather, power failures, equipment failure, etc., can disrupt school operations. In extreme cases, these circumstances may require the closing of the school.

The wages of salaried employees are not affected by school closures.

Article 6

Fraternization Policy

Regina Luminis Academy maintains a policy that prohibits undue fraternization between employees and students. Non-permissible fraternization is defined as any behavior (verbal or physical) of a sexual, illegal, or age inappropriate nature, i.e., as deemed inappropriate for a particular child by the administration of Regina Luminis Academy. This policy pertains not only to engaging in such behaviors, but also to the suggestion, threat, or invitation toward such behaviors.

The relationship between employee and student must always be one of adult to child, governed by the moral standards of the Church, the legal standards of the State of Pennsylvania, and common sense. As such, this policy prohibits fraternization not only during school hours and on school grounds, but at any time or place. Normally, employees relate with children within the school setting. Prior consultation with the administration should take place if employee is with a student outside the school setting.

Article 7

Guidelines Regarding Fraternization

All employees and regular volunteers are required by the Academy and the Archdiocese of Philadelphia to undergo Safe Environment Training. Employees and volunteers are to follow the Archdiocesan guidelines, as well as the following general principles when working with children

1. Whenever possible, avoid accompanying children into restrooms. If you must go with them, try to have another adult present.
2. Avoid driving alone with a child on a regular basis or any distance from child's home. (Note: An obvious exception to the rule of not being alone with children is if there is a relationship in addition to that of teacher/student, e.g., a niece, nephew, etc.)
3. Though the occasion to speak with a student in private may sometimes occur as situations and prudence dictate, employees must practice utmost vigilance to never be alone in a room with a student, particularly when discussing matters of discipline. Whenever possible, employees are to conduct private conversations with the door open and with other staff present. Male staff should seek the presence of female teachers or the administration when initiating or engaging in prolonged conversation with female students and vice versa.
4. Never visit a child's home without at least one adult there.
5. Never invite a child into your home without another adult present.
6. Never discipline using physical force or demeaning language. Physical force should only be used to protect yourself, another innocent party, or the child who is out of control.
7. Be careful of physical displays of emotion, i.e. hugging of children. Keep in mind the age of the child, the situation, the setting, and your relationship with that child. A hug could have different connotations to an elementary student than a junior high student of the opposite sex.
8. Never go on overnight trips with children without at least two adults, permission slips from the parents, and the approval of the administration.
9. Be very careful about the types of jokes, humorous stories, or potentially suggestive situations you share with children. While children may hear jokes and off-color stories from their friends, it has a different impact if it is coming from a role model such as a teacher.
10. Except in rare circumstances, faculty and staff should never interact with students on social media websites or via the Internet/email. In special circumstances, if it is absolutely necessary for a faculty/staff member or volunteer to communicate via email with a student, the Head of School AND the student's/students' parent(s) MUST be copied on the email. Generally, all communication via the computer/Web should occur with parents only and should be about school business.
11. Effective teaching requires that you do not seek to become a student's "buddy." As an adult, it is not appropriate to build a social life around/with youth.
12. If something strange, embarrassing, or possibly compromising happens to you in your role as teacher, report it to your supervisor immediately. Head of Schools can best help you if they can begin investigative or remedial action before a child reports something to his/her parents.
13. Do not attempt counseling unless you are trained as a counselor. If you do, know your limitations. Avoid counseling in any setting that might suggest dating or other social interaction.
14. Provide for your own physical, psychological, and spiritual self-care, as well as recreational time, etc. Keeping a healthy, balanced life will reduce the risks of developing unhealthy personal relationships with your students. Engage your supervisor to periodically review with you critical situations which you may encounter. Maintain regular contacts with colleagues to use a "sounding board" where appropriate.
15. Employees must only use the restroom designated for staff during times when students are on the premises. If an employee must use the student restroom, he must be sure there are no children in the restroom, then lock himself inside.
16. Employees should never email students and should never direct students to email the employee. If a student should email an employee, the employee should send the response to the parent and copy the Head of School.

Article 8

Good Housekeeping

The Academy recognizes the importance of making work surroundings as comfortable, convenient, and pleasant as possible. To this end, constant efforts are made to provide adequate workspace and equipment, and to keep work areas clean and safe. Good housekeeping improves the appearance of the facilities and provides a safe environment preventing fires, accidents, or personal injuries.

Housekeeping is not one employee's sole responsibility. It is to be shared by everyone as a team effort. An employee is responsible for maintaining his/her work area in a clean and neat condition. All work areas should be tidied at the end of each workday. Each employee is responsible to clean up after him/her self, including washing any dishes or utensils used during meals or breaks. The refrigerators are for staff use, but one must be diligent to clear out all items that belong to him or her. Items left in refrigerator overnight must be labeled.

Article 9

Grievances

All employees are encouraged to communicate to the Head of School any grievance regarding personnel matters, school or work policies, or procedures. A grievance may be any concern or dispute that an employee merits as needing consideration of administration or the Board of Directors.

The proper channel of communication of grievances would begin with the employee's immediate supervisor, (i.e. the Head of School). If the matter is not resolved to employee's or supervisor's satisfaction, it would be brought to the attention of the Board of Directors through the President. The decision of the Board of Directors is final in the settlement of grievances.

Article 10

Phone Usage

Personal local phone calls made and received on the office phone while at work should be kept to a minimum. Teachers will not be called from class except in the case of an emergency. Personal long distance phone usage on school billing charges is strictly prohibited, unless approved by administration or management.

Teachers should not make or receive phone calls or texts or other communications on their cell phones during class time.

To assure effective telephone communications, employees should always use an appropriate greeting and speak in a courteous and professional manner.

Article 11

Punctuality and Work Schedule

Employees are expected to be at work on time every day.

If an employee must leave the work premises for lunches, he/she should make certain to be back at the required time. If leaving campus, the employee is required to let a designated staff person know he/she is leaving and for how long.

Administrative personnel should notify a staff member upon coming and going for business appointments, as well as lunch or errands.

Employees arriving late to work or returning late from lunch or free period with any degree of frequency without prior notification to administration will be subject to disciplinary action, up to and including termination, as deemed appropriate by administration.

All teachers are expected to be on duty during the times stated in their contracts. All teachers are expected to attend scheduled staff meetings, conferences, in-service, and evening or other special events.

Article 12

Safety

The Academy makes every effort to provide working conditions of the highest standard in order to provide an employee with maximum safety and comfort. However, it is each employee's responsibility to promote safety and prevent accidents from occurring by being safety conscious.

An employee should report immediately to administration or management the existence of any unsafe or hazardous condition. In the case of an accident involving personal injury, or damage to property, however slight, an employee should notify administration or management immediately. Failure to report an accident can result in a violation of legal requirements, and delays can lead to difficulties in processing insurance and benefit claims.

The use of portable heaters, burners, candles, and corrosive toxic materials are only permitted with approval of the administration.

Proper attention to necessity and cost should be employed when utilizing lighting, HVAC, and other equipment necessary for occupancy.

Supervision is required of all activities at the Academy. This includes all student activities in the classroom, hall, and playground and all extra-curricular events, student or adult. There must be a designated person in charge who is a responsible adult. The person in charge of the activity must remain with the group during the building use and is in charge in case of an emergency.

Article 13

Security

It is the responsibility of every employee to ensure that proper external security measures are taken, e.g., keeping exterior doors and windows shut and locked after school or business hours.

It is the further responsibility of every employee to maintain the security of all Academy information, documents, and materials compromising the confidential proprietary or private information of the Academy. This should be done in accordance with the policies and procedures described in the various school policies regarding the issue of confidentiality.

Every regular full-time employee will be issued the necessary key(s) to access appropriate areas of the Academy. In the event an employee loses a key(s), the employee will report the loss immediately to administration. If the loss of a key breaches the school's security to the extent that locks have to be replaced, any expense involved may be borne by the employee, depending on the circumstances and any pattern of carelessness on the part of the employee. Making duplicate keys without approval of administration or management can be grounds for dismissal.

Keys are for use only by the staff member to whom they were originally issued. Staff members may be liable for any consequential injuries, damages, or theft resulting from misuse of those keys. Students and friends are not allowed to use any staff key, nor are they allowed to enter areas requiring supervision without the person in charge present. A supervising adult is responsible for checking all doors and windows in the used area before leaving the building.

Article 14

Sexual and Other Unlawful Harassment

Regina Luminis Academy is committed to providing a work environment that is free from all forms of harassment on the basis of any condition or characteristic protected by federal, state, or local law. In addition, Regina Luminis Academy prohibits sexual harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes sex-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons, or posters;
5. Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes;
6. Verbal sexual advances or propositions;
7. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations;
8. Physical conduct that includes touching, assaulting, or impeding or blocking movements.

These types of activities constitute sexual harassment when: (1) submission to such conduct is made whether explicitly or implicitly a term or condition of employment; (2) submission or rejection of such conduct or communication is used as a basis for making employment decisions; or, (3) the conduct or communication has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the next person in line of authority to that supervisor.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected. When the investigation is completed, you will be informed of the outcome of the investigation.

Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Article 15 **Smoking Policy**

The Academy is to be an entirely smoke free environment in its school building and grounds.

Article 16 **Substance Abuse Policy**

The Academy recognizes a responsibility to help provide a safe and productive workplace for its employees. To this end and to safeguard the Academy's property, protect the health and safety of the general public, and to set a positive example for the community in which the Academy does business, the Academy has adopted a Substance Abuse Policy. Compliance with this policy is a condition of initial and continued employment with the Academy.

It is the policy of the Academy to maintain a drug-free workplace. The Academy prohibits the manufacture, distribution, dispensation, possession, concealment, use, sale, or transfer of alcohol, inhalants, drugs, or controlled substances during school or work hours, or on school or work grounds. The Academy also prohibits the possession of drug-related paraphernalia or literature promoting the use of illegal drugs, oral discussions promoting the use of illegal drugs while at school or work, or on school or work grounds.

The Academy also prohibits the presence of any person on school or work premises or grounds while under the influence of alcohol, inhalants, drugs, or controlled substances. "Under the influence" means a .08 or greater alcohol concentration in a sample taken; observable impairment in speech or activity as a result of alcohol consumption; or having a detectable level in the person's body of drugs, inhalants, or controlled substances, regardless of when or where it may have been consumed.

If approved by the administration, the moderate use of alcoholic beverages at school-sponsored events is not prohibited under this policy. However, even if use of alcohol is approved, no employee may be under the influence as defined above.

Compliance with this policy is a condition of initial and continued employment. Disciplinary action, up to and including termination, may be taken against any employee who violates the policy.

Prescription drugs prescribed by a licensed medical practitioner for the person using or possessing them and over-the-counter medications are generally not prohibited by this policy, provided they are legally obtained and are not consumed at a frequency or quantity greater than the dosage prescribed or otherwise recommended on the medication's label.

An employee taking a prescription or over-the-counter drug or medication that is known or advertised as possibly affecting or impairing judgment, coordination, or other senses, or which may adversely affect a person's ability to perform work in a safe and productive manner, must notify administration before start of employment or before taking such medication anytime during employment. The Head of School in consultation with the Board of Directors and appropriate medical personnel, will decide if the employee may be hired or remain at school or work, and, if so, if any work restrictions are necessary.

Article 17

Tools and Equipment

All tools and equipment belonging to the Academy are to be utilized exclusively for school business. Personal use of school tools and equipment is allowed only with the express consent of the administration or management of the Academy and with a full acceptance of liability. The Academy will in no way be responsible for any injury or damage resulting from such use or any defects, malfunction, or lack of maintenance upon such tools and equipment.

Article 18

Trips and Field Study

Academy field trips should be related in some meaningful way to the curriculum studied in class. All field trip requests must be made in writing to the Head of School at least one month prior to the date of the field trip. The requests must include: where the trip is, how much it will cost in total and per child, how long it will take, how you plan to get there. The office will obtain parental permission and collect the money. Parents will bear the total cost of field trips. With the exception of Kindergarten, all field trips will normally take place on a day designated by the Head of School at the beginning of the school year. Special permission to conduct an additional field trip must be obtained from the Head of School.

Article 19

Visitors

Employees of the Academy are not to bring other persons to the Academy, including friends and family, unless under very special circumstances, and only with the permission of the Head of School for a specific day and time. Minor children are particularly prohibited, except in emergency situations and only with the permission of the Head of School for a specific day and time. In the event the Head of School requires an exception for himself, it must be granted by the Board President.

When, under special circumstances, permission is granted for other persons to visit, this must be written into a visitor log kept by the office manager and must include the date, time of arrival and departure, name of visitor, person sponsoring the visitor and relation to visitor, location of visitor during his stay, and reason for visit.

This provision applies both during the time school is in session, as well as times school is not in session, including summer and other breaks in the academic calendar. Particularly, year-round employees must be aware that summer break is for academy work and not a time to have visitors on the premises, particularly minor children.

This rule does not apply to Academy social activities to which the friends and family of employees are invited.

This policy does not apply to volunteers bringing minor children with them, even when teaching in a classroom, provided the child stays with the parent at all times and is not disruptive.

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