



**MARANA AFTER BELL PROGRAM  
PARENT HANDBOOK**

*Revised 8/25/2020*

**2020-2021**



The After Bell program is established as a child care alternative for families whose children attend our school. The program operates during the school year only and is closed on any day school is not in session, unless a designated After Bell Camp is otherwise announced. The goal of our After Bell program is to provide a safe, healthy and caring environment, which aids in developing positive, appropriate social and play skills, increased physical coordination and creativity. The program provides activities that are both active and quiet, educational and recreational, indoor and outdoor, teacher directed and self-directed. Participants are expected to respect adults, other scholars and all Leman Academy property. This facility is regulated and licensed by the Arizona Department of Health and Human Services Office of Child Care Licensure.

## **WELCOME**

Dear Families of Leman Academy:

The foundational principles for the educational philosophy of Leman Academy of Excellence have been formed and established by Dr. Kevin Leman, the founder of the school, who has often dreamed of launching a school and learning environment for young people that willingly engages and embraces parents in the educational process, highlighting the parent-teacher-student relationship to bring out the best in each and every child.

Our school's mission statement, core values and beliefs are foundational to Leman Academy of Excellence, establishing a positive school culture and demonstrating an interconnectedness of enhanced academic outcomes with a school climate where scholars feel safe, supported, academically challenged, enthusiastic about learning and socially capable.

Scholar success at Leman Academy is based on our unwavering commitment to combining our classical educational program and its ancient view of learning and traditional teaching methods that promotes critical thinking skills with the present day methodology of data-centered based learning that involves rigorous assessments to measure scholar learning and achievement. Today's world demands that schools focus not on "what was taught" but rather on "what was learned" and to this end we will strive and hold ourselves accountable.

Welcome to Leman Academy of Excellence and our After Bell Program!

Dennis M. O'Reilly

VP of Relations / Marana Principal

520.639.8080 ext. 1107

[doreilly@lemanacademy.org](mailto:doreilly@lemanacademy.org)



## **ABOUT US**

### **A. Philosophy Statement**

A classical education puts young minds to work, and will lead young people to understand themselves and the world around them. Leman Academy is a classical school that equips students with the proven tools of learning that is structured around the Trivium. "For the sole end of education is simply this: to teach men and women how to learn for themselves; and whatever instruction fails to do this is effort spent in vain." - *Lost Tools of Learning*, Dorothy Sayers.

### **B. Mission Statement**

Leman Academy of Excellence offers a rigorous, classical education based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We propose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

### **C. Core Values**

1. **Academic Excellence** - We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.
2. **Partnership with Families** - We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home.

3. **Children & Learning** - We believe that children are born persons and are unique and worthy of our utmost attention, love and respect. The child's mind is not a blank slate, or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the typical child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich and generous curriculum; taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion.

#### D. Cultivation of Character Attributes

We believe that education is not just about training the mind with knowledge, but also training the heart. A child is not born either good or bad; children from all walks of life and backgrounds make choices for good or bad. A scholar's relationship with fellow scholars, parents and teachers should be one of thoughtfulness, respect and accountability. Key virtues that are fostered include caring, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

1. **Caring** - Caring is being interested, concerned or empathetic about someone or something. Caring people express gratitude, kindness, compassion and forgiveness. Caring people will help others in need.
2. **Perseverance** - Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride and a positive attitude in completing tasks.
3. **Respect** - Respect is recognizing other people's feelings, opinions or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults and disagreements. Respectful people show high regard for authority, other people, self and country.
4. **Responsibility** - Responsibility is taking control of your actions and your obligations. It also means taking ownership for something that is your fault, and holding yourself accountable for decisions and actions rather than pointing the finger at someone else. It means having a sense of duty to fulfill tasks with reliability, dependability and commitment. It includes self-discipline and work ethic; when you are responsible, you always do your best. Responsible people will think before they act, and consider the consequences.



5. **Trustworthiness** - Trustworthiness is being reliable, keeping promises and following through on your word. Trustworthy people are honest and have the courage to do the right thing.

#### **E. Core Beliefs**

We Believe That:

- Each child is born a unique person and has value with specific gifts.
- High standards and expectations inspire a higher level of scholar's performance.
- Education is about knowledge, skill and understanding.
- Like Plato, the highest goal of education is to become good both intellectually and morally.
- Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.
- A quality, Classical education expands the opportunities for each young person and is vital to the success of the entire community.
- Educating young people is a shared responsibility of the entire community.
- Understanding all forms of diversity is essential in a global society.
- Parental involvement is necessary for a child to reach their full potential in life.
- Everyone has a responsibility to contribute to the greater good of the school community.
- Developing positive relationships is based on the Golden Rule - "Treat others as you would want to be treated yourself."
- Bullying or put-downs of any kind are not tolerated.
- Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than "punishment."
- Learning is fun in a safe, interactive, vibrant and challenging environment.
- Scholars enjoy learning, making progress and being able to achieve.

### **CLASSICAL EDUCATION MODEL**

#### **A. Trivium**

Classical Education is about equipping children for the future with what has been proven successful in the past. The roots of classical learning can be traced back to the age of the Greeks. The classical emphasis is built on a three-fold approach called the Trivium. The three foundational academic categories are Grammar, Logic and Rhetoric.

Most importantly the Trivium corresponds to the three basic stages of a developing child. By following the path of development that children naturally take, classical education teaches "with the grain" and equips scholars to master the art of learning.

## **B. Grammar Stage**

These are the years in which the building blocks for all other learning are laid, with scholars learning the basic skills of reading, writing and mathematics. The child in the "Grammar Stage" - scholars in grades K-5 - is mentally ready to absorb information and is naturally good at memorizing, and this stage takes full advantage of this fact (although appropriate attention is given to meaning and comprehension, even at this first stage). This forms the foundation from which all other subjects can be approached, and there are many ways to get the job of memorization done including: lectures, readings, drills, dictation, tests, charts, flash cards, chants and songs.

The most emphasized learning activity at this stage is memorization, both for purposes of cognitive recall and for building storage identities for future knowledge acquisition. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, and the facts of mathematics -the list goes on and on. Grammar teaches scholars how to read and how to understand what they are reading, and it teaches the rules for writing intelligibly, according to the rules of a particular language. This information makes up the basic building blocks in preparation for the second stage of education.

Primary Faculties (skills): Observation and Memory

Key Exercise: Latin Grammar

Pedagogy: Reciting, Chanting, Learning by Heart

End result: Scholar Becomes Knowledgeable

## **C. Logic Stage**

By 6th grade, a child's mind begins to think more analytically, and the scholar starts to study formal logic and argumentation. Middle-school scholars (grades 6 through 8) are less interested in finding out facts than in asking "Why?" The second phase of the classical education, the "Logic Stage," sees the young person as able to learn to argue his or her point, thus taking information, organizing it, and applying it in increasingly sophisticated forms.

A scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During the middle school years, the scholar begins the study of algebra as well as logic, and begins to apply logic to other academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the scholar find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the scholar learn the scientific method.



Primary Faculty: Discursive Reason

Key Exercise: Logic

Pedagogy: Use of "subjects" as "grist for the mental mill" to work upon

End result: Scholar becomes a thinker

#### **D. Rhetoric Stage**

The final phase of a classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school scholar learns to write and speak with force and originality. The scholar of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. The maturing scholar in the rhetoric stage has achieved the ability to communicate, synthesize and generalize learning across a range of disciplines.

Primary faculty: Synthesis

Key Exercise: Expression

Pedagogy: Freedom to pursue own interests

End result: Scholar becomes articulate

#### **E. Charlotte Mason**

Charlotte Mason was an English educator (1842-1923) who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for both the home and school. Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. Miss Mason would plan for each school day so that the more demanding academic subjects were placed in the morning; the afternoon would consist mainly of physical education, creative work in art, music study and song, along with any other practical activities with possible participation in youth clubs or sports after school; evenings would be filled with homework along with reading and purposeful "leisure" activities at home. Charlotte Mason's approach to the school day was practical but more importantly, very effective.



## Marana After Bell Contacts

### MARANA AFTER BELL DIRECTOR:

Angela Pelton - 520-639-8080 ext. 1122 - [apelton@lemanacademy.org](mailto:apelton@lemanacademy.org)

### MARANA PRINCIPAL:

Daniel Erickson -520-639-8080 - [daniel.erickson@lemanacademy.org](mailto:daniel.erickson@lemanacademy.org)

### MARANA VICE PRINCIPAL:

Cynthia Senn - 520-639-8080 -[cindy.senn@lemanacademy.org](mailto:cindy.senn@lemanacademy.org)

Ashley Nicolaresen- 520-639-8080 [ashley.nicolarsen@lemanacademy.org](mailto:ashley.nicolarsen@lemanacademy.org)

## Marana After Bell Guidelines

### After Bell Vision & Goals

The After Bell program at Leman Academy of Excellence will provide activities that support the following goals:

- To provide a safe, nurturing, and fun learning environment for scholars after regular school hours.
- To promote a positive sense of identity, competence and self worth within each scholar.
- To provide and encourage the love of art, music, and literacy.
- To provide and develop positive and appropriate social and play skills.
- To provide fun social extracurricular activities that increase physical coordination and creativity.
- To provide a supervised academic session during which time scholars can work on homework and receive assistance.



## **After Bell Schedule**

2:25pm - 3:10pm	Sign-In / Snack Time
3:10pm - 3:15pm	Transition to Individual Classrooms
3:15pm - 4:00pm	Homework / Reading Time / Quiet Activities
4:00pm - 5:00pm	Structured Extracurricular Clubs
5:00pm - 5:10pm	Transition to After Bell Cafeteria
5:10pm - 5:45pm	Recreational Art / Table Games
5:45pm - 6:00pm	Evening Wind Down

Schedule may change to better accommodate scholars' needs.

## **Wednesday Early Dismissal Day and Half Days:**

Early Dismissal and Half Day schedules are posted on the parent board in the cafeteria.

## **Marana After Bell Hours of Operation**

**School Dismissal to 6:00 PM; or:**

Monday:	2:15pm - 6:00pm
Tuesday:	2:15pm - 6:00pm
Wednesday:	1:15pm - 6:00pm (Early Release)
Thursday:	2:15pm - 6:00pm
Friday:	2:15pm - 6:00pm

**Half Day Release:** 11:15am - 4:00pm - Scholars are still required to provide their own lunch on half days, which they will eat in After Bell.

## **Cost**

**\$5.50 / Hour**

**\$4.50 / Hour** - Reduced Sibling Rate

A **\$20 late fee** will be charged for any scholar that remains after 6:00pm (4:00pm on half days), in addition to a charge of **\$1.00 per minute** until the scholar is picked up. (e.g. If a scholar is picked up at 6:02, they will be charged an additional \$22 for that day.)

Statements are emailed on Mondays and due by the following Monday. Your scholar will not be allowed to continue in the After Bell program if balances are not paid by the following Monday. All payments are non-refundable. A **\$25 fee** will be applied for any returned check.



## **Enrollment/Disenrollment from the After Bell Program**

All enrollment forms are downloadable on the Leman Academy website, located under the After School Programs link. All forms must be completed and returned along with a copy of immunization records to the Leman Academy front office or After Bell program. Once received by the After Bell Director, the scholar(s) may immediately begin attending. Any outstanding account balances are due at the time of disenrollment.

## **Calendar**

The After Bell program operates on all days that Leman Academy is in session. After Bell may provide camps during Fall, Winter, Spring and Summer Breaks. If camps are available, they will be announced in the Leman Academy of Excellence newsletter, along with tuition costs and fees. The current year school calendar can be found on our website or on the parent board.

## **Snack**

The After Bell program is participating in the Empower Pack, which is a snack of two components that is available through Leman Academy After Bell to scholars. Snack is provided only to scholars who are signed in to the program that day. A monthly snack menu will be posted on the Parent Board in the cafeteria. Scholars are welcome and encouraged to bring their own snacks and water. Please notify the After Bell Director should your scholar have any dietary restrictions or allergies.

## **Open Door Policy**

Parents/Guardians have access to enter and tour the facility at any time. Parents may contact the After Bell Office between 10:00am-6:00pm. Any concerns or questions about the program should be directed to the After Bell Director, Angela Pelton, at 520-639-8080 ext. 1122 or [apelton@lemanacademy.org](mailto:apelton@lemanacademy.org). Parent/After Bell teacher communication is encouraged and a conference can be scheduled at any time.

## **Description of Educational Programs / Extracurricular Clubs**

**Homework Help:** A designated quiet time in which scholars work independently to complete as much homework/assigned schoolwork as possible. A period of up to forty-five minutes will be offered to every scholar for homework each day, except Friday. The teacher's role is to provide assistance as necessary, however this time is not a tutoring session. After Bell will always provide homework time and offer assistance, however, we will not force your scholar to complete homework if they resist. Homework time can be utilized for reading, silent recitation practice or a quiet activity, which is what every scholar who is finished with homework is expected to do for the remaining time so as to not disturb other scholars.



**Extracurricular Club / Activity Hour:** An hour of extracurricular activities/clubs are offered during After Bell between 4:00pm - 5:00pm daily. Clubs may vary and change according to scholar interests and After Bell teacher strengths. A full description of all extracurricular clubs may not be provided in this handbook. Detailed club lesson plans will be posted on the Parent Board in the cafeteria and the designated classroom utilized by each club.

**S.T.E.A.M:** Science, Technology, Engineering, Art, and Math. Scholars will do different projects related to one or a few of these fields. Scholars learn about each discipline through the use of their imaginations in designing, creating, and building crafts, making observations through science experiments, and utilizing their knowledge on technology and engineering. The class builds off what students have learned in their science, math, and art classes to combine these disciplines through club activities.

**Art:** Shall partner with the Leman Academy curriculum. Scholars learn about various artists, art and its history. Scholars will recreate variant forms of art as well as create their own.

**Dance/orCheer:** This After Bell club gives scholars who attend with regularity some the opportunity to learn a choreographed dance or cheer routine and put on periodic recitals.

**Organized Sports:** Safe and enjoyable physical activities, either team or individual, taught with a proper set of rules. Sports can improve a child's self-esteem while teaching them about teamwork, self-discipline and social skills. May include: basketball, soccer, kickball, flag football, tetherball, dodgeball, various forms of tag, relay races and other gym based sports. The After Bell organized sports club is not affiliated with any Leman Academy sports teams or games.

**Recess:** A time for scholars to engage in physical activities, either of their own choice or as a group activity planned by the After bell staff. Recess is held on the main playground, outdoor play area or gym.

**Table Games:** Used for recreational and relaxation purposes. Scholars are assisted in selection of games that are age appropriate. Socialization and group play is encouraged to develop memory and cognitive skills.

**Movies:** May be shown on half days, rainy days, or special occasions. All movies are either educational or recreational in nature and will carry a "G" or "PG" rating. If you wish to opt out of the "PG" movies or any movies, please notify the program Director. We will provide another activity for your child.



## **After School Activity Programs**

Leman Academy of Excellence has partnered up with the following vendors for the enrichment classes after school; these programs are not affiliated with Afterbell:

Each vendor is responsible for walking the scholar to and signing in any scholar who will attend After Bell.

## **Arrival and Departure Procedure**

**Sign In:** As age appropriate, scholars will either be escorted to the After Bell program by a Leman Academy teacher or After Bell staff member, or will report to the cafeteria to be admitted into the program where attendance will be taken. For our scholars that are regular After Bell enrollees, we will cross check the enrollment log with the school's list of scholars who are absent from school. All students will check into the sign-in table where the program Director and/or program lead will sign them into a classroom roster and the sign in/out computer program.

**Sign Out:** Parents will park in the designated area on the North side of Leman Academy and enter through the gate labeled "After Bell". Parents will enter the cafeteria and sign out their scholar from the program using fingerprint ID. Be prepared to show a picture ID to pick up your child if you have not yet registered your fingerprint with the After Bell computer sign in/out program. The ID will be verified against the Arizona Department of Health and Human Services Office of Child Care Licensure Emergency Card list on file. If you are sending someone NOT on your written approved pick up list, please make arrangements with the program Director PRIOR to pick up.

All scholars **MUST** be picked up by **6:00pm**. A \$20 late fee will be charged for any scholar that remains after 6:00pm (4:00pm on half days), in addition to a charge of \$1.00 per minute until the scholar is picked up. (e.g. If a scholar is picked up at 6:02, they will be charged an additional \$22 for that day.)

Parents who are late picking up their scholars more than three times during the course of a month may face being disenrolled from the After Bell program.

If your scholar is "left" at the school past 6:30pm and the school has not been notified of proper arrangements for pick up, we are authorized to call the Tucson Police Department to escort your child home.

The After Bell program DOES NOT transport any children. There are no outside field trips.



## **Communications Board**

There is a “Parent Board” located in the entrance of the After Bell cafeteria. All program information and parent communication is posted on this board, including but not limited to the following events/notices: any state inspection report, any recent communicable illness, scheduled pesticide services (posted 48 hours prior to fumigation), a copy of Leman Academy Liability Insurance, monthly snack schedule, monthly club lesson plans and weekly classroom lesson plans.

Accident/Evacuation procedures and are posted in both the cafeteria and in the classrooms used by the After Bell program. Leman Academy will provide a written Evacuation Procedure upon request.

The Leman Academy After Bell is licensed by The AZ Department of Health Services at: 400 West Congress, Suite #100 Tucson, AZ 85701 / Phone #: (520) 628-6541 / [www.azdhs.gov](http://www.azdhs.gov)  
All inspection reports are available for viewing upon request.

## **Illness**

It is in the best interest of your scholar, and all other scholars, to keep your child at home when ill. Scholars with a fever (100.0 and over), diarrhea, possible conjunctivitis (pinkeye), and/or vomiting will not be admitted to the program. The scholar **MUST BE ILLNESS FREE FOR 24 HOURS** before returning, unless accompanied by written instructions from a physician. If a scholar becomes ill while in After Bell, the parent/guardian will be called immediately to pick up the scholar. Parents must notify the program if their scholar is contagious. Scholars will be readmitted when they are no longer contagious. After Bell will post a “Parent Alert” on the communications board if scholars are exposed to any contagious illness. A well stocked First Aid Kit and Epi-Pen is available for emergency use at all times.

## **Medication**

In accordance with state law, the After Bell Staff will not dispense any medication to any scholar without advanced written consent from the parent/guardian. Prescription medication may be given only to the scholar for whom it is prescribed. Over the counter medication must have the scholar’s name clearly printed on the container. The parent/guardian must complete and have on file at the main office a “Parent Permission to Administer Medication” form. All medications are stored in the nurse’s office. All administered medication will be properly documented and administered according to state regulations.



## **Injury Reports**

Scholars who have any form of injury during their time in the After Bell program will be sent home with a copy of an Injury Report. The Injury Report will describe the type of injury and treatment. If an injury is not treatable by the After Bell staff, the scholar will be sent to the School Nurse's Office to seek medical attention. If the School Nurse is not available, the Program Lead or Director will call the parent/guardian for immediate pick up from After Bell. Any severe injury, such as a broken bone, hard fall with possible concussion, severe wound or allergic reaction may result in calling 911. Parents will be informed immediately in the event 911 is called to treat their scholar.

## **Discipline Policy**

Scholars are expected to behave in a manner consistent with the code of conduct policy found in the Leman Academy of Excellence Parent/Scholar Handbook. Positive reinforcement is the main form of discipline, aside from the guidelines for behavior established in the Parent/Scholar Handbook.

Parents may set up a meeting with the After Bell Director to discuss individual needs and concerns. Keeping with the Leman Academy philosophy we will use a consistent, positive approach including redirection, diversion, and separation, with an eye toward promoting self discipline.

First Offense: Director/Scholar Conference  
Second Offense: Director/Parent/Scholar Conference  
Third Offense: Suspension From the Program  
Fourth Offense: Dropped From the Program

If necessary, a scholar's behavior will be documented on an Incident Report Form and a copy will be provided to the parent/guardian at time of pick up. If a scholar's offense is serious or their behavior cannot be controlled, the parent/guardian may be called for immediate pick up.

Leman Academy of Excellence, Leman Academy After Bell and all Leman Academy Staff strive to create a safe, warm and caring environment for your scholar that encourages and inspires educational and personal growth. Together with your help, we believe we can cultivate a positive culture in which every scholar can thrive.



**PLEASE SIGN AND RETURN THIS PAGE  
TO THE AFTER BELL DIRECTOR:**

By signing below, I acknowledge that I have read and agree to the rules and regulations set forth in the Leman Academy of Excellence After Bell Parent Handbook.

Scholar: \_\_\_\_\_

Parent/Guardian  
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Director Signature: \_\_\_\_\_

Date: \_\_\_\_\_