



PRESCHOOL



**FAMILY
HANDBOOK
PRESCHOOL
Oro Valley**

2018-2019

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Home of the Royals

Contents

- I. WELCOME
- II. ABOUT US
 - A. Philosophy Statement
 - B. Mission Statement
 - C. Core Values
 - D. Cultivation of Character Attributes
 - E. Core Beliefs
- III. CLASSICAL EDUCATION MODEL
 - A. Trivium
 - B. Grammar Stage
 - C. Logic Stage
 - D. Rhetoric Stage
 - E. Charlotte Mason
- IV. INSTRUCTIONS AND POLICIES
 - 1. Hours of Operations
 - 2. Enrollment
 - 3. Annual Material And Registration Fee
 - 4. Tuition/Payment
 - 5. Custody
 - 6. Rate Changes
 - 7. Program Changes/Withdrawals/Disenrollment
 - 8. Late Pick Up
 - 9. Holiday and School Closure
 - 10. Vacation and School Breaks
 - 11. Preschool Program
 - 12. Child Assessment Procedure
 - 13. Parent-Teacher Conferences
 - 14. Licensing
 - 15. Non-Discrimination
 - 16. Empower
 - 17. Medication
 - 18. Illness
 - 19. Allergies
 - 20. Inclement Weather
 - 21. Pesticide application Notification Procedures
 - 22. Clothing And Blankets
 - 23. Sunscreen
 - 24. Biting

- 25. Bathroom Procedure
- 26. Rest Time
- 27. Food And Nutrition
- 28. Personal Belongings
- 29. Birthday Celebrations
- 30. Mandatory Reporting
- 31. Field Trips/Transportation
- 32. Discipline Practice
- 33. Arrival/Dismissal
- 34. Liability Insurance

V. SAFETY

- A. Fire Drill Procedure
- B. Lockdown Procedure
- C. Child Accident Procedure

VI. SCHOLAR INFORMATION

- A. Student Code Of Conduct
- B. Habits of the Mind & Heart
 - 1. Habit of Attention
 - 2. Habit of Best Effort
 - 3. Habit of Responsibility
 - 4. Habit of Respect

VII. STUDENT ANTI-HARASSMENT POLICY

I.

WELCOME

Dear Families of Lemman Academy:

The foundational principles for the educational philosophy of Lemman Academy of Excellence have been formed and established by Dr. Kevin Lemman, 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 Lemman 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 Lemman 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 student 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 Lemman Academy of Excellence!

Dennis M. O'Reilly
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II. 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. Lemman 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

Lemman Academy of Excellence offers a rigorous, classical education for scholars ages 3, 4, and 5, based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We purpose 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, good citizenship, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

- a. **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.
- b. **Citizenship** - Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote and are responsible, caring participants in school and local, state and global communities.
- c. **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.
- d. **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.
- e. **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.
- f. **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.
- Parents are necessary if their child is to reach their full potential in life.
- Everyone has the 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.

III. 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.

IV. INSTRUCTIONS AND POLICIES

1. Hours of Operations

Leman Academy Preschool is open Monday through Friday from 7:00 am - 6:00 pm.

2. Enrollment

All enrollment forms must be filled out thoroughly before your child may attend school. It is imperative for your child's health and safety that all forms are completed in full and turned into management for review before the first day of school. Please notify us as soon as any of the information changes. Immunization Records or exemption form must be included in the enrollment package. A copy of the immunization record must be provided each time a child is given a new immunization.

Registration must be paid in full.

3. Annual Material/Registration Fee

There is an annual material and registration fee of 75\$ per child or \$100 per family. This fee is non-refundable and is due upon registration or to be placed on the waiting list. This registration fee is non-refundable, non-transferable and must be renewed each year.

4. Tuition/Payment

Tuition will be due by Monday morning of every week.

Tuition is based on contract schedule not on attendance.

If more than 10 hours of child care is needed, an additional fee of \$10.00 will be charged.

Tuition is due in advance on the first day of attendance each week. A late fee of \$25.00 will be assessed to all accounts in arrears on Wednesday.

If the account is not made current by close of business on Friday, services will be suspended until the account is again brought to a \$0.00 balance. At this time, enrollment will be reinstated (Additional fees may apply). A \$30.00 fee will be applied to any returned check.

DES families will have to pay the difference of tuition that is not covered by DES.

Payments can be made by check or money order, online and in cash.

2 half days	2 full days	3 half days	3 full days	4-5 half days	4-5 full days
\$115	\$130	\$142	\$168	\$168	\$195

5. Custody

Make sure all custody agreements are on file in the front office. This is imperative to the safety of each child.

6. Rate Changes

Enrolled parents will receive a 30 day written notice of any tuition adjustment. Notice will be posted in the lobby as well.

7. Program Changes/Withdrawals/Disenrollment

We require a minimum of a 14 day written notice before you disenrolling your child from Lemman Academy Preschool.

If you disenroll your child without providing a 14 day written notice, you will remain responsible for your child's tuition for 14 days following your child's departure from Lemman Academy. If you intend to disenroll, please email the site director. Verbal disenrollment will not be honored, and you will be required to pay for 14 days from the date of your written notice.

Lemman Academy withholds the right to disenroll your child without prior notice if the following situation arises.

- Failure to pay tuition in full or on time
- Noncompliance with immunization requirements or exclusion due to contagious illness.
- Repeated a late pickup

- Verbal or physical abuse by child or parent/guardian to other children or staff. (such as; language and behavior that is harmful, sexual language or profanity, throwing items, kicking, hitting)
- Continued violation of policies by child or parent/guardian.

8. Late Pick up

Leman Academy Preschool is open from 7:00 A.M. to 6:00 P.M. In the event that a parent arrives after 6:00 P.M. (12:30 P.M. for part time families), a late fee of \$20.00 per child plus \$1.00 a minute per child will be applied.

IMPORTANT NOTE: Please be advised that Child Protective Services will be notified after half an hour if listed emergency contacts cannot be reached.

An additional fee of \$10.00 will be charged per day if more than 10 hours of child care is needed for full day students.

9. Holidays and School Closure

Leman Academy Preschool is open each day of the year, Monday through Friday, excluding the following holidays: New Year's Day, Martin Luther King, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day and the Day after Thanksgiving, the week of Christmas. Holiday hours may also apply. If the holiday falls on a weekend (Saturday or Sunday), a Friday or a Monday will be chosen in observance of that holiday.

Leman Academy Preschool reserves the right to be closed for 2 days for staff professional development. These trainings have proven to better enrich our preschool program. In the event we are closed for professional development, notice will be given 30 days in advance.

10. Vacation and School Breaks

One consecutive vacation week is given per year. We encourage you to schedule your vacation around "camp" weeks.

School Breaks

We are still considered a year round preschool school, however during LAE school breaks, the preschool will be offering camps. The preschool will still be operating Monday-Friday from 7am-6pm. During the school breaks LAE Preschool will not be working on their curriculum but integrate special activities instead.

Tuition will stay the same during "camp weeks". Parents/Guardians are encouraged to sign up for camps 2 weeks prior.

Affected breaks:

Fall Break

Winter Break

Spring Break

Summer Break

No tuition charges will be applied to your account if you decide not to attend Fall-, Winter-, or Spring break.

11. Preschool Program

LEARNING CLEVERLY DISGUISED AS PLAY

Your child is entering a period of incredible development, and his or her needs are unique:

- Enjoys games, stories, songs
- Wants to touch, taste, feel, smell
- Imaginative, creative
- Short attention span

TEACHING METHODS

- Guided exploration and discovery
- Use of tactile objects to illustrate an idea
- Singing, chanting, reciting, coloring, drawing, painting, building
- Use of body movement
- Short creative projects
- Show and Tell, drama, hear/read/tell stories
- Introduction of letters, numbers and shapes

Though the program says “fun” to the children, we take our responsibility to parents seriously. We set clear developmental objectives so we know where we’re going; we measure each child’s progress so you can rest assured.

We will be introducing Kinder-Saxon Math and following the curriculum of “Big Day in Pre K” in our 4’s classrooms.



SAMPLE CLASSROOM SCHEDULE

7:00 – 8:00	Morning Greetings Self-Directed Centers
8:00 –8:30	AM Snack
8:30-8:45	Circle Time
8:45-9:15	Big Experience 1 Large Group Math, Science, Social Studies, Language, History , and Art
9:15-9:45	Outside
9:45-10:15	Big Experience 2 Small Group/Centers Math, Science, Social Studies, Language, History , and Art
10:15 – 11:30	Scholar Self Directed Centers/ Individualized instruction
11:30-11:45	Music and Movement
11:45-12:15	Lunch
12:15 – 12:30	Story time
12:30	HALF DAY DISMISSAL
12:30 – 2:00	Nap Time
2:15-2:45	PM Snack
2:45-3:15	Big Experience 3 Large Group Math, Science, Social Studies, Language, History , and Art
3:15-4:00	Scholar Self Directed Centers
4:00-4:30	Art/Music

4:30-5:00	Outside Play
5:00 – 6:00	Evening Goodbyes Teacher Directed Centers/Activities

12. Child Assessment Procedure

Teachers use different methods to assess the children throughout the year. As a guideline we will use a developmental checklist that includes social and emotional behavior, physical development, problem solving skills, pre writing skills, cognitive development etc.

13. Parent – Teacher Conferences

Parent –Teacher conferences will be held upon request by either teacher or parent.

14. State Licensing

We maintain strict compliance with state licensing regulations. These regulation encompass all areas of school management, staffing health and safety. State licensing and other inspection reports are available for public viewing at the center or can also be viewed at the Department of Health Services. For additional questions, please call or write to:

Arizona Department of Health Services, 400 W. Congress, Tucson Arizona 85701, (520) 628 6540.

Parents have the right to enter into any of the licensed areas. Lemana Academy Preschool has an open door policy, visitors and volunteers are always welcomed.

15. Non Discrimination

Lemana Academy Preschool does not discriminate on the basis of a person’s religion, color, race, gender, sexual orientation, age national origin, disability or any other factors protected by law.

We provide care for children and families with various backgrounds and beliefs.

16. Empower

Lemana Academy Preschool participates in the Empower Pack Program from the department of Health Services. This program was developed to encourage and promote a healthier lifestyle for children. There are ten standards which we implement in our curriculum.

17. Medication

In the event your child needs to receive medication; it may be administered by a designated staff member.

Medication is only administered at 11:00 A. M. and 3:00 P.M. The medication must be in the original bottle with the label stating the first and last name of the child, name of the medication, prescription number, dosage and route of administration, the Doctor's name, and reason for the medication and date of authorization. A Medication Administration Form must be properly filled out in order for the medication to be administered.

18. Illness

A current and complete Immunization Record is required for each child. If you wish to have an Immunization Exemption Form, it must be properly filled out by your child's physician.

Please keep your child at home if any of the following symptoms are exhibited:

- a. A fever over 100.4 degrees
- b. An undiagnosed rash or blisters
- c. Discharge from the eyes or ears
- d. Vomiting or diarrhea
- e. Any symptom of a communicable disease

For the health and safety of the children at Lemman Academy Preschool, please notify the Director immediately if your child is diagnosed with a communicable disease.

If your child develops any of the above symptoms while at Lemman Academy Preschool, you will be immediately contacted and asked to pick him/her up as soon as possible. No longer than one hour will be allowed for an ill child to be picked up by an authorized adult; if not, a \$50.00 penalty will be applied. Your child must be symptom-free without the use of medication for 24 hours or have a Doctor's note stating that the child is "not contagious" before returning to Lemman Academy Preschool.

Parents are required to update management as children receive any new immunizations. Please make sure that all parent and emergency contact information are always kept up to date with the school office. This information is critical for good communication between parents and school staff. Please contact the school nurse with any health concerns that may impact your child's learning or the learning of others.

19. Allergies

If your child has any allergies, please inform the Director and list the allergies on the enrollment agreement so that we can make the right precaution to ensure the health and safety of your child.

20. Inclement Weather

In the event of severe weather conditions that prevent the school from opening, we follow the local area school closing schedule. If you are uncertain if the school will be open, please call ahead to make sure staff have arrived and that there are no weather-prohibitive problems. Should severe weather conditions make it necessary for the school to close early, Lemman Academy staff will notify you via email or text message so you can make appropriate arrangements for picking up your child

21. Pesticide Application Notification Procedure

Parents will be notified of pesticide application 48 hours in advance by posting a notice on the Licensing Board in the Lobby. This notice will include the brand, concentration, rate of application and any use restrictions required by the label of the herbicide or specific pesticide. It will also include the date of the application and the name and phone number of the pesticide business licensee and licensed applicator.

22. Clothing/Blankets

Please dress your child in comfortable, washable play clothes. Your child will experience a variety of activities that may result in staining. Close-toed, closed-heeled shoes should be worn for safety.

All children will need an extra change of clothes (including undergarments and socks). Please store extra clothes in a gallon sized ziplock bag, labeled with the child's first and last name.

Each child that will attend nap time will have to provide their own blanket and sheet. Lemman Academy will not wash the blanket and sheets, so please make sure to take them home on a weekly basis. Blanket and sheets will have to fit in a 2.5 Gallon sized ziplock bag.

23. Sunscreen

Lemman Academy does not provide sunscreen, you are welcome to bring sunscreen that is safe to use on your child. Please note that we are required a written authorization from a parent or guardian before we can apply sunscreen or sunblock. The form is available at the front desk.

24. Biting

Biting is age appropriate between the ages of 13 months to 3 years. If a child still uses biting as a coping skill or form of communication excessively, by the age 3 or 4, we will have a meeting with the parents/guardian to come up with the best solution for your child.

In some cases, if the behavior doesn't change you may be asked to disenroll your child until the behavior has stopped.

All staff is trained to evaluate the environment and activity at the time of the incidents. Adjustment might be made to prevent future biting.

25. Bathroom Procedure

All children at Lemman Academy Preschool need to be toilet trained and independent in the bathroom.

What does it mean to be independent in the Bathroom?

It means, the child:

- can pull their pants up and down
- will wipe their bottom to their best ability after using the bathroom
- can get redressed after an accident

Teachers will instruct child **verbally** to assist in self clean-up.

If a toilet accident occurs we will assist the children with the initial clean up. We will assist with buttons and tying shoes. When a child has a second accident in a day the parents will be notified to pick up their child. Three accidents per week are considered as not being toilet trained and the child will be asked to take a 2 week break.

25. Rest Time

For healthy growth and development it is important that children have a period of rest time during the day. Rest time will be no longer than 2 hours after lunch time. Each child will lay down on their sleep mat for at least 20 min. Children who don't sleep will be asked to quietly read books, play with puzzles, color or participate in other quiet activities.

Please note: you will have to provide a sheet and a blanket for your child. Both will have to fit in a 2.5 Gallon zip lock bag. Sheets will have to be taken home on Fridays.

26. Food and Nutrition

AM snack at 8:00 am, provided by Lemman Academy

LUNCH at 11:30/11:45 am, provided by parents/guardian

PM snack at 2:15 pm, provided by Lemman Academy

For the home packed lunch we encourage you to include the following items as recommended by the Department of Agriculture:

- 2 small servings of 2 different fruits or vegetables or one of each
- 1 serving of grain
- 1.5oz of meat or meat alternative such as cheese, eggs or beans (protein)
- 1 serving of milk

Lunches will not be refrigerated or heated up in a microwave!

Leman Academy allows peanut butter, but a great alternative to peanut butter is sunflower butter!

27. Personal Belongings

Please label all clothing, jackets, bags and backpacks. Children should not bring toys from home as Leman Academy Preschool is not responsible for any lost or stolen items.

28. Birthdays

At Leman Academy Preschool we do just that. Every day we celebrate the life of each student, but especially on the child's birthday. We sing, we laugh, we recite poetry, we put on crowns and stickers, we blow out pretend candles and we celebrate their life. If you, as a parent or guardian, wish to send in a little something to celebrate you are more than welcome to do so. However, we do not celebrate at school with food. We are asking parents and guardians to send in party favors for classmates in place of cupcakes or other food: decorative pencils, stickers, party treat bags, etc. By doing so, we keep all children safe from allergic reactions and still give the birthday child the satisfaction and joy of bringing in a party treat for their classmates. This also allows the other children to bring a memento home to share about their day and talk about their new friends.

29. Mandatory Reporting

Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature, or who reasonably believes that there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. § 36-2281, shall immediately report or cause reports to be made of this information to a peace officer or to the Department of Child Safety, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.

The following persons are required by law to report:

Any physician, physician's assistant, optometrist, dentist, osteopath, chiropractor, podiatrist, behavioral health professional, nurse, psychologist, counselor or social worker who develops the reasonable belief in the course of treating a patient. Any peace officer, member of the clergy, priest or Christian Science practitioner. The parent, stepparent or guardian of the minor.

School personnel or domestic violence victim advocates who develop the reasonable belief in the course of their employment. Any other person who has responsibility for the care or treatment of the minor.

30. Field Trips/Transportation

Leman Academy Preschool does not provide any transportation or field trips.

31. Discipline Practice

The use of Vitamin N or “no” from time to time and Vitamin E for “Encouragement” are interregal in our students daily lives. The teachers and staff learn the difference between praise and encouragement when dealing with our children.

Discipline and steering a child to behavior that we want them to model is probably the most important component of a Leman Academy school. Our teachers do not use reward and punishment systems like putting their name on the board or getting stickers for good behavior. Dr. Leman’s philosophy revolves around establishing a relationship with the child and teaching the child to do what is expected because they WANT to, not because of a reward or punishment. The idea is to expect the behavior and come around the student positively with they model what is expected and gently correct the behavior we don’t want.

32. Arrival/Dismissal

Never leave your child unattended or in the car!

We ask you to not be on your cell phone during arrival and dismissal!

The main gate and entrance door will be locked during all hours of operation.

Please do not arrive earlier than 7:00 am. Office staff will be able to buzz you in through the gate and the main entrance door as of 7am. Make sure to sign in your child, in the front lobby. If you arrive between 7:00 am and 7:30 am, all children will be in one classroom. There is no drop off later than 8:30 am., perpetual tardiness disrupts the morning routine for both the scholars, teachers, and your child’s day. Continuous tardiness may result in dismissal from Leman Academy Preschool. If you need to drop off after 8:30am, make sure to get approval from the office prior.

Please place your child's lunch in the assigned area.

Feel free to stay for a short time to help your child settle in. If your child is having a difficult time separating please speak to a teacher in order to develop a plan for how best to negotiate departure.

Half day children must be picked up by 12:30 p.m.

If your child will be picked up by anyone not listed on the release form signed at the time of enrollment (i.e., babysitter, classmate’s parent, etc) we must be notified in advance. The person will have to bring a valid ID for identification and check in with the office staff.

Full day pick up dismissal will be in the children’s classroom.

All children must be signed out in the front lobby.

(Please see late fee policies)

33. Liability Insurance

Leman Academy Preschool carries Liability Insurance.

V. Safety

Providing a safe learning environment for students is a priority at Leman Academy. Adult supervision will be provided when the campus is open from 7:15 a.m. until 3:05 p.m. Campus gates are locked throughout the school day and all visitors must enter through the main office during school hours.

All parents, visitors and volunteers are required to show a photo ID and sign in including the date and time of arrival, reason for visit, and will sign-out including their departure time. While on campus, all parents, visitors and/or volunteers must wear a badge in order to be identified by school personnel. Faculty and staff are instructed to require any person who is seen on campus without a badge to go to the school office at once.

Leman Academy is equipped with emergency warning devices, a PA system, smoke detectors, security cameras, and phones in every classroom. Additionally, faculty and staff or adult monitors are expected to have a cell phone or walkie-talkie with them while on the playground with the students.

Faculty, staff and students should know the location of the nearest emergency exit, the fire extinguishers, and what their responsibilities are in case of an emergency. Maps along with procedures are posted in each classroom indicating the proper exit in case of an emergency.

The Principal follows all state laws and regulations to conduct regularly scheduled fire/evacuation drills along with emergency lockdown drills to assure that students and staff are familiar with the procedures in case of an actual emergency. The Administrative Assistant will document and maintain a record of each of the drills performed, noting the date and time of each drill as well as any area of concern and resolution of any problems.

The following are basic procedures for faculty, staff and students:

A. Fire Drill Exit Procedure **Monthly**

1. Scholars will leave all items on desks.
2. Scholars shall walk quickly to the classroom door in a quiet and orderly manner. Each class needs to exit the building as a group (single file) and walk to the assigned area.

3. The scholars remain together with their classmates outside so the teacher can take attendance of his/her class.

B. Lockdown Procedure Quarterly

1. Scholars will leave all items on desks.
2. Scholars will quickly and quietly move to the innermost area of the classroom away from the door and windows and sit together on the floor.
3. The teacher is to immediately check the area outside their classroom door and bring in any students who may be in the hallway. The teacher will make certain all windows are covered, lights are turned off, and the door to their classroom is locked.
4. Scholars in bathrooms are instructed to remain in that location with doors locked until clearance is communicated by administration.
5. Scholars on the playground area will be given immediate instruction/direction by their classroom teacher to relocate to another area that is out of view of others.
6. Scholars are to remain seated quietly on the floor throughout the duration of the drill until the lockdown drill has been completed and an all clear has been given by the Incident Commander over the PA system.

C. Child Accident Procedure

1. One teacher will administer to the child as necessary.
2. A second teacher will call:
 - a. the parent/guardian or
 - b. the emergency numbers on general information sheets, if the parent or guardian cannot be reached), or
 - c. call 911 if the situation necessitates.
3. A substitute teacher will be called to help with the class.
4. A teacher will stay in the classroom and a teacher will stay with the until a parent or emergency personnel arrive. In the event a situation necessitates emergency transportation and a parent cannot be reached, a teacher will go with the child.
5. A detailed accident report will be filed. It will contain the name and age of the persons involved, date and place of the accident, injury or incident, type of injury, action taken by staff, and to whom the accident, injury or incident was reported.

VI. SCHOLAR INFORMATION

A. Student Code of Conduct

Administration, Faculty and Staff of Lemman Academy Expect our Scholars will:

1. **Be polite and courteous.** Scholars who communicate in an acceptable tone of voice using an acceptable choice of words are polite and courteous. Scholars are expected

- to treat others as they would like to be treated themselves.
2. **Be caring toward others.** Scholars who are caring will express gratitude, kindness, compassion and forgiveness toward others and will help others in need.
 3. **Be responsible.** Scholars who bear responsibility for their own conduct and take responsibility for making up any missed work promptly when absent from school are demonstrating responsibility.
 4. **Be respectful.** Scholars who respect the school's atmosphere of learning by being prepared and punctual show respect toward their classmates and teacher. Scholars are expected to show respect for self, others and property. Each scholar will be expected to cooperate with and respect the faculty and staff, including teachers, office staff, administrators and any other people working in the school.
 5. **Be attentive to others.** Scholars who follow directions when they are given as well as follow all requests made by adults on the premises with a positive attitude are being attentive and respectful to that individual.
 6. Scholars are expected to adhere to the dress code.
 7. Scholars are expected to follow all classroom, lunchroom, playground procedures and routines.
 8. Scholars are expected to follow school procedures when participating in school related events.
 9. Scholars may not use threats or intimidation against any other person. No harassment or bullying will be permitted at Lemman Academy.
 10. Scholars are expected to respect the health and safety of others as well as safety rules and procedures.
 11. Scholars are to be dismissed by the teacher, not the bell or the clock.
 12. Scholars may not bring an electronic device (iphone, games, tablet, CD player, etc.) to school unless given permission by their teacher to be used for class. Smart watches are also not permitted at school.
 13. Scholars are not permitted to leave the school grounds without permission.
 14. Scholars are expected to be trustworthy. Scholars who are trustworthy are honest, reliable and dependable and will keep promises and follow through on their word.

Finally, our students are expected to be good citizens toward one another. Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority and follow any established rules and laws.

B. HABITS of the MIND & HEART

Education is a Discipline, the Importance of Instilling Good Habits...

"Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character." – Charlotte Mason

"The habits of the child produce the character of the man." – Charlotte Mason

“Sow a habit, reap a character.’ But we must go a step further back, we must sow the idea or notion which makes the act worthwhile.” - Charlotte Mason

HABITS...tracks for a train

Without a doubt her favorite analogy with regard to habits is that they are similar to tracks for a train. The same way that it is easier for the train to stay on the tracks than to leave them, so it is for the child to follow lines of habit carefully laid down than to run off these lines. Because habits are so powerful, Charlotte Mason tried to emphasize to educators that it is our responsibility to lay down these tracks.

There is no need to be overwhelmed. The formation of habit is not too much work. Charlotte Mason considered habit a delight in itself, and the training in habits becomes a habit for the educator. The choice is ours. As Miss Mason put it, “The educator who takes pains to endow her students with good habits secures for herself smooth and easy days; while she who lets their habits take care of themselves has a weary life of endless friction with the children.”

1. Habit of Attention

Charlotte Mason once asked a very important question, “Do you want the child to remember? Then secure his whole attention.” Her definition of attention is not a partial attempt to concentrate. Rather, she said for “the whole mental force is applied to the subject in hand. This act of bringing the whole mind to bear, may be trained into a habit at the will of the teacher or parent, who attracts and holds the child’s attention by means of a sufficient motive.

2. Habit of Best Effort

Educators need to emphasize the importance of their students doing the work. Especially if a student is new to school and/or a structured learning environment and is used to having more of an unstructured environment in which he/she could do things at their leisure (e.g. an academic institution with lower standards). Educators may need to have a short talk with these students about what they can and should do for themselves— and that’s putting forth their best effort and why it’s so important.

3. Habit of Responsibility

Training for responsibility is, in some senses, the more important focus of a reputable school. Our students need adequate knowledge, but even more, they need good character to prepare them for adult life. Responsibility is one of the most important elements of good character.

Students even at the youngest age must be taught by educators and parents the value of being responsible. Being so is never that easy because foolishness is often within a child. But remember, an educator’s fine example is a powerful tool in teaching their students to be responsible. So it is your responsibility to teach them this valuable quality. When they

enter school, teach them to view their school assignments as an important responsibility they should take care of.

Finally, if your worldview is that everyone should contribute to the well being of all, no matter their ages and ability levels, your attitudes, actions and expectations will reflect that, and your young students will begin to learn the value of responsibility.

4. Habit of Respect

Demonstrate respectful behavior. "We don't generally give our students the kind of respect that we demand from them," says Jerry Wyckoff, a psychologist and the coauthor of *Twenty Teachable Virtues*. "We get confused because often, our upbringing makes us equate respect with fear. Instead, we need to begin by *listening*. It can be hard to wait patiently for a young person to have his say, but it's worth it. Get down on his level, look him in the eye, and let him know you're interested in what he's telling you. It's the best way to teach him to listen to *you* just as carefully.

Teach polite responses. Students can show caring and respect for others through good manners. As soon as a young person learns he can communicate verbally he needs to also learn through the years to say "please" and "thank you." We need to explain to our students that people would rather help them when they're polite to them. Remember, being respectful will work better than lecturing to young people. Say "please" and "thank you" regularly to the students, and they'll learn that the phrases are part of normal communication, both within your class and around school and home.

Set parameters. "One of the best ways to demonstrate respect is to be both kind *and* firm in your discipline," says Jane Nelsen, an education specialist. "Being kind shows respect for the students, and being firm shows respect for what needs to be done."

VII. STUDENT ANTI-HARASSMENT POLICY

POLICY:

The policy of **Leman Academy of Excellence** is to provide a learning environment that is free from harassment—whether based on sex (gender), race, religion, color, national or ethnic origin, age or disability—an environment that is free from all forms of intimidation, exploitation and harassment, where all individuals treat each other with dignity and respect. The school includes bullying in its definition of harassment. The school is prepared to take action to prevent and correct any violations of this policy. This policy applies to the actions of administration, teachers, staff, parents, volunteers and students. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

The school does not tolerate harassment of students, nor does it tolerate reprisals against any student who makes a harassment complaint. Administration, teachers, staff, parents, volunteers and students who violate this policy are subject to disciplinary action, including expulsion from school or discharge from employment. Any administrative personnel who receive a complaint of harassment and fail to appropriately report it or take corrective

action pursuant to this policy are also subject to disciplinary action, up to and including discharge.

A. Definitions and Prohibited Acts

1. Unwelcome and Offensive: The fact that a student may not openly object to others' actions or words does not prove that they were unwelcome. Under the law of harassment, or bullying and intimidation, a student does not have to openly object to others' actions or words to prove that the actions or words are unwelcome. Harassment, bullying or intimidation may occur even if the student originally remains silent or fails to show disapproval. Acts and statements that may not offend some people may be highly offensive to others. Therefore, all employees, volunteers and students should be sensitive to the feelings of others whether they object or not.

2. Verbal Harassment: Prohibited statements include, but are not necessarily limited to, the use of derogatory descriptions of a student or group of students based on race, color, disability, religion, ethnic or national origin, or age. It is also a violation of this policy to state stereotypical classifications concerning race, national or ethnic origin, color, age, or disability of a student or group of students, especially if they are repeatedly made. Although some students or individuals may enjoy discriminatory identifications and jokes, the school does not tolerate such on its premises or during working hours.

Examples of prohibited statements include, but are not necessarily limited to, derogatory or vulgar comments regarding a person's gender, sexually vulgar language, remarks about a person's physical anatomy or characteristics, dirty jokes, sexual innuendo, or display of written or graphic materials. Also prohibited are suggestive pictures, magazines, posters, offensive cartoons, and other words or pictures of a suggestive nature. Also prohibited are statements that demean women.

3. Physical and/or Sexual Harassment: Prohibited actions include, but are not necessarily limited to, touching a student in a sexually suggestive way, or touching another so as to invade his or her personal privacy. This includes intentional touching or intentional movements made in order to observe another in a sexual manner. Also prohibited are physical acts such as hitting and pushing, and making physical gestures of a sexual nature. As a general rule, any act or touching of a person that most individuals refrain from doing with a stranger should not be done with another student.

4. Sexual Harasser: A harasser may be a male harassing a female, a female harassing a male, a male harassing a male, or a female harassing a female, just as long as the harassment is sexually based or based on the sexual identity or gender of the student.

5. Race, Color, National or Ethnic Origin, Religion, Age, and Disability Harassment: Unwelcome statements, name calling or other verbal or physical conduct based on a

student's race, color, national or ethnic origin, religion, age, or disability is prohibited if and when any of the following occurs:

Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress. This may occur by clearly stated acts or words or by implied acts or words.

Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.

Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through this school.

6. Electronic Harassment: Harassment may occur through a number of mediums or means, including electronic communications. The student anti-harassment policy applies to all harassment, including any that occurs by or through any type of electronic communication. This includes, but is not necessarily limited to, Internet, email, cell phones (including picture phone or text messaging as well as voice), personal computing devices, or facsimile (fax) communications of any type. This list of electronic devices is not inclusive, and the policy is intended to cover other types of electronic communication.

7. Physical Harassment: Prohibited actions include, but are not necessarily limited to the following:

Display of signs, pictures, cartoons, written statements or other material that denigrates, intimidates, bullies or otherwise discriminates against any student based on race, color, national or ethnic origin, age, or disability.

General harassment, pushing, shoving, or other intentional acts perpetrated in whole or in part because of the student's race, color, national or ethnic origin, religion, age, or disability.

8. Definition of Bullying or Intimidation: "Bullying" or "Intimidation" means any written, oral or physical act or gesture that a reasonable person under the circumstances should know will have the effect of harming a student or damaging his or her property or placing a student in reasonable fear of harm to his or her person or damage to his or her property, or has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation or bullying includes a gesture or an act, whether written, oral or physical, that is reasonably perceived as being motivated

by a characteristic such as sex (gender), race, color, national or ethnic origin, religion, age, or disability.

9. Examples of Harassment, Bullying or Intimidation: Unwelcome conduct of this type can include a wide range of verbal, visual or physical conduct of a sexual or other nature. Among the types of conduct that would violate this policy are the following:

Unwanted touching as to invade another's personal privacy, touching of a student in a sexually suggestive manner, unwanted sexual advances or propositions.

Making or even threatening reprisals after a refusal to sexual advances, or a refusal to partake in the harassing, intimidating of another student.

Visual conduct such as leering, glaring, making obscene gestures, or displaying demeaning and/or sexually suggestive pictures, cartoons or posters.

Verbal conduct such as making or using derogatory comments, epithets, slurs and jokes about a student's race, color, national or ethnic origin, religion, age, or disability.

Verbal abuse of a sexual or other nature; graphic verbal commentaries about an individual's body, race, color, national or ethnic origin, religion, age, or disability; sexually degrading words used to describe an individual; suggestive or obscene letters, notes, or invitations.

Physical conduct such as touching, hitting, shoving, assaulting, impeding, or blocking another individual's movement, or other intentional acts perpetrated in whole or in part because of the student's race, color, national or ethnic origin, religion, age, or disability.

Any conduct that has the effect of insulting or demeaning a student or group of students in such a way as to disrupt or interfere with the school's educational mission or that is severe, persistent, or pervasive so that it creates an intimidating, threatening, or abusive educational environment will be subject to discipline by the school administration.

B. Application of Anti-Harassment Policy

The student anti-harassment policy applies to school hours; to any school-sponsored event or activity, including during school-arranged transportation of any type to or from an event or activity, and whether the activity or event occurs on or off the school campus; while on school property or at school-leased facilities; or at any other time when the event or activity has any school recognition. Conduct violating these standards—whether occurring at school or during school-sponsored events, activities or functions or not, or on campus or not—is subject to appropriate action by the school.

The student anti-harassment policy may also apply to harassment committed during hours when school is not in session and/or off campus without any connection to school if the harassment by a Lemman Academy student to a Lemman Academy student becomes a significant disruption to the educational process.

C. Prohibited Actions

- 1. Student-Student Harassment, Bullying or Intimidation:** Student-student harassment, bullying or intimidation of any type is prohibited.
- 2. Employee-Student Harassment, Bullying or Intimidation:** Employee-student harassment, bullying or intimidation of any type is prohibited.
- 3. Student-Employee Harassment, Bullying or Intimidation:** Student-employee harassment, bullying or intimidation of any type is prohibited.

D. What to Do If You Experience or Observe Harassment, Bullying or Intimidation

Students who feel that they have been subjected to conduct of a harassing, bullying or intimidating nature are encouraged to promptly report the matter to a teacher, staff member, parent volunteer or one of the school officials designated below.

Students who observe conduct of a harassing, bullying or intimidating nature are also encouraged to report the matter to a teacher, staff member, parent volunteer or one of the school officials designated below. All complaints will be promptly investigated.

Employees who observe conduct of a harassing, bullying or intimidating nature are required to report the matter to the Head of Schools. All complaints will be promptly investigated.

NOTE: If a teacher, staff member or parent volunteer is approached by a student regarding an incident involving student-student harassment, bullying or intimidation, he/she should handle the incident calmly, appropriately and immediately (i.e. professionally with a personal touch). Furthermore, the teacher, staff member or parent volunteer needs to document the incident and report the matter to one of the school officials designated below. All incidents are to be documented and reported to a member of the administrative team.

Additionally, if a parent or guardian receives a report from their child regarding an incident involving student-student or even employee-student harassment, bullying or intimidation, the parent or guardian should notify the school and speak with an administrator (see list

below) with the school. The parent or guardian is also asked to document the incident of your child's report and bring it to the school. A planned conference between a school administrator and the parent/guardian will follow.

E. Where to Report Harassment, Bullying or Intimidation

The following individuals with Lemna Academy of Excellence are specifically authorized to receive reports of harassment, bullying or intimidation and to respond to questions regarding the incident:

Name	Title	Telephone
Nikki Pennington npennington@lemanacademy.org	Preschool Director Marana	520-639-8071
Nadine Nugent nnugent@lemanacademy.org	Preschool Director OV	520-912-4007
Misty Walker misty.walker@lemanacademy.org	Preschool Director Eastside	520-

NOTE: Lemna Academy of Excellence, at all levels, thrives for transparency and partnering with our supportive parents. We ask that you first work alongside your Preschool Director to resolve your concerns, however, understand that you may feel it necessary to escalate a concern/complaint beyond the Preschool Director. Should you feel it necessary, please contact the Site Leadership below.

Luke Kollasch luke.kollasch@lemanacademy.org	Vice-Principal-Marana Campus	520-639-8080
Gayle Macklin gayle.macklin@lemanacademy.org	Vice Principal-Oro Valley Campus	520-912-4007
Michelle Wohlford michelle.wohlford@lemanacademy.org	Vice Principal-Eastside Campus	520-
Bethany Papajohn bpapajohn@lemanacademy.org	Principal-Oro Valley Campus	520-912-4005
Nathan Edwards nathan.edwards@lemanacademy.org	Principal-Eastside Campus	520-
Dennis M. O'Reilly doreilly@lemanacademy.org	Head of Schools/Marana Site Principal	520-639-8080

F. Confidentiality

Every effort will be made to reasonably protect the privacy of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint as well as notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

G. Protection Against Retaliation

It is against the school's policy to discriminate or retaliate against any person, including any student, who has filed a complaint involving harassment, bullying or intimidation or who has testified, assisted or participated in any manner in any investigation, formal proceeding or hearing concerning harassment, bullying or intimidation. However, if in the course of an investigation or subsequently the school learns that a student or others have made a complaint that was not in good faith or it was known to be false at the time of the complaint, the school reserves the right to take appropriate action. Making false complaints or complaints not made in good faith can jeopardize someone's reputation.

H. Procedure for Investigation of a Complaint and Taking Corrective Action

When one of the school officials designated in this policy receives a report from a teacher, staff member or parent volunteer, or receives a direct complaint regarding harassment, bullying or intimidation of another (i.e. employee-student, student-student, student-employee) he or she shall immediately inform the Head of Schools. The Head of Schools will direct an investigation. If the investigation confirms the allegations, prompt corrective action shall be taken. The individual who suffered the harassing, bullying or intimidating conduct shall be informed of the corrective action taken. In addition, any employee or student found to be responsible for harassment, bullying or intimidation in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction and will be left to the Head of Schools and/or school administrative members to determine.

Following Page: Report Form for Reports or Complaints of Harassment, Bullying or Intimidation

Report Form: Complaints of Harassment, Bullying or Intimidation

Complainant _____

Home address _____

Home phone (____) _____ Cell phone (____) _____

Date of alleged incident(s) _____

Did the incidents involve sexual harassment racial harassment national or ethnic origin harassment
 disability harassment and/or age harassment?

Give the name of the person who you believe harassed or was violent toward you or another person:

If the alleged harassment or violence was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses who were present: _____

This complaint is filed on the basis of my honest belief that _____ has harassed or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief. I agree to keep this complaint confidential during the investigation. I have read the school's anti-harassment policy and understand the procedures the school will follow.

Complainant signature _____ Date _____

Complaint received by (name) _____ Date _____



Parent Handbook Signature Page

By signing this page I acknowledge to have read and agree to the following rules and regulations at Leman Academy
Preschool.

Parent/Guardian Name (Print)

Parent/Guardian Name (signature)

Date