



## After Bell Program Parent Handbook

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. 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 active and quiet, educational and recreational, indoor and outdoor teacher directed and self-directed. Participants respect adults, other children and all facility 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 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 Leman Academy of Excellence!

Dennis M. O'Reilly

Head of Schools/Principal

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### **ABOUT US**

7720 N. Silverbell Rd  
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## 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.

## 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.

## **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.



## **Vision/Goals**

### **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 positive development of self in each scholar.
- To provide and encourage the love of art, music, and literacy.
- To provide and develop positive, appropriate social and play skills
- To provide fun social extracurricular activities that increase physical coordination and creativity.
- To provide a supervised academic session.

### **After Bell Schedule**

2:25pm-3:10pm	Sign-In to program/Snack Time
3:10 pm-3:15pm	Transition to Classrooms
3:15pm-4:00pm	Homework/Reading Time/Quiet Activities
4:00pm-5:00pm	Structured Extracurricular Classes
5:00pm-5:45pm	Recess/Scholar Hour
5:45pm-6:00pm	Transition to evening classroom

Schedule may change to better accommodate the scholars' needs.

### **Wednesday Early Dismissal Day/ Half Days**

Early Dismissal and Half Day schedule is posted on the parent board for viewing.

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

#### Marana and East Tucson Campus

Monday, Tuesday, Thursday, Friday: 2:15pm-6:00pm

Wednesday: 1:15pm-6:00pm

Half Day Release: 11:15am-4:00pm

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### Oro Valley Campus

Monday, Wednesday, Thursday, Friday: 2:15-6:00pm

Tuesday: 1:15pm-6:00pm

Half Day Release: 11:15-4:00pm

### **Cost**

The cost of the After Bell program will be \$5.50 per hour. For each additional scholar the program fee will be \$4.50 per hour. There is a \$20 late fee per scholar remaining after 6:00 pm as well as a \$1.00 per minute.. Payments are emailed on Mondays and due by Friday. A \$25 late fee may be applied if the account become delinquent and/or overdue. Also, your scholar will not be allowed to continue in the After Bell program until the balance paid off. All payments are non refundable.

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

All enrollment forms are available on DayCare Works. A link to DayCare Works is available on the Leman Academy of Excellence website located in the After School Programs link. All forms must be completed online and a copy of the immunization records must be turn into the Leman Academy front office or After Bell program. Once received by the After Bell the Director or Program Lead, the scholar(s) may start immediately.

If a scholar(s) is disenrolled from the After Bell program, a notice of one week must be given. If it is due to any emergency, a parent/director meeting must be scheduled. Any outstanding account balances are due at the time of disenrollment.

### **Calendar**

The After Bell program operates on days when Leman Academy is in session. The After Bell program may provide camps during Fall, Spring and Summer Breaks. If camps are available, they will be announced in the Leman Academy of Excellence newsletter.

### **Snack**

The After Bell program is participating in the Empower Pack. A snack of two components is available through Leman Academy After Bell. The snack menu will be posted on the Parent Board. Scholars are welcome to bring their own snacks to the After Bell program.

### **Open Door Policy**



Parents have access to enter the program at any time needed. If parents/guardians have concerns about the program, they are welcome to call or email the Director. Parent/teacher conferences can be set up at any time as well.

### **Description of Educational Programs and Extracurricular Classes**

Homework Period: A designated quiet time in which scholars independently complete as much homework for the day as possible. A time frame of up to forty-five minutes will be offered to every scholar each day for homework. The teacher's job is to give assistance to the scholars if needed, however it is not a tutoring session. Teachers offer homework time, however, they cannot force a scholar to sit and complete homework. Once the scholar has completed their homework, it will be placed in their folder for their parent(s) to check. Homework time can also be utilized for reading time or quiet activity.

Extra Curricular Hour- An hour of extracurricular classes are offered during After Bell. Classes may vary between each campus. A description of all extracurricular classes may not be provided on the Parent Handbook. The classes listed in the Handbook pertain to the Marana After Bell program. Extracurricular Class lesson plans will be posted on the Parent Board or designated classroom used by the program.

Tutoring: during extra curricular hour, scholars in grades fourth through eighth will have the opportunity to be tutored by an After Bell staff. Scholars may use this extra hour to finish homework, read books, or have one-on-one homework assistance.

Music: partners with the Leman Academy curriculum. The lesson plan consists of different composers/artists. Scholars learn to keep the rhythm of the songs, matching each other's pitch, singing in rounds, memorizing songs to perform, along with other musical skills.

Art: partners with the Leman Academy curriculum. Scholars learn about different artists, art and its history. Scholars learn to recreate different forms of art as well as creating their own.

Organized Sports: A sport taught properly that has a set of rules known to all participants. These sports include: basketball, soccer, kickball, flag football, dodgeball, baseball, softball, and other gym based sports. After Bell organized sports is not affiliated with any Leman Academy sports teams or games.

Cheer: basic cheers and routines taught to scholars to encourage team building and physical activities. It promotes leadership skills, working as a team, build self-esteem and socialization. This class is strictly recreational. After Bell cheer class does not participate in any Leman Academy game schedules.



Recess: A time when scholars may engage in physical activities of their own choosing. After bell staff may also plan group activities during this time. The field, outdoor play area, or gym is used for this activity. Scholars must remain in control during any “free play”.

Table Games: used for recreational/relaxation purposes. Scholars are assisted in selection of games that are age appropriate. Socialization and group play skills are encouraged.

Movies: Are shown on our half days, rainy days, or special occasion days. 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, just notify the program Director. We will have another activity for your child to participate in.

### **After School Activity Programs**

Leman Academy of Excellence has partnered up with the following vendors for the enrichment classes after school:

- 1) Heart and Soul
- 2) Taekwondo
- 3) Lego Club

These vendors are responsible for walking back and signing in the scholars who attend After Bell.

### **Arrival and Departure Procedure**

Scholars will be escorted to the After Bell program by a Leman Academy teacher or an After Bell staff, as age appropriate, report to the cafeteria to be admitted into the program. Attendance will be taken. For our scholars that are regular aftercare 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 sign in/out computer program.

Parents will park in the designated lot location of Leman Academy provides. Parents will walk into the cafeteria and sign out their scholar from the After Bell program. Prepare to show picture ID to pick up your child if the After Bell program staff does not recognize you. The ID will be verified against the Arizona Department of Health and Human Services Office of Child Care Licensure Emergency/Immunization Card list on file. If you are sending someone NOT on the approved pick up list, please make arrangements with the program Director PRIOR to pick up.

Scholars must be picked up by 6:00pm. Late fees will accrue after 6:00pm. (\$20 per child \$1 per minute starting at 6:01pm.) Parents who are late picking up their scholar's) more than three times during the course of a month may face being dropped 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 transports any children. There are no outside field trips hosted.

### **Contact Information**

Parents may contact the Leman Academy After Bell Office between 7:30am-4:00pm at (520) 639-8080 (Marana campus) (520) 912-4005 (Oro Valley campus) to address any concerns or situations needing attention. A conference will be scheduled if deemed necessary. Parents may also email the After Bell Director , Jennifer Zoellner, for any questions or concerns regarding the program at [jzoellner@lemanacademy.org](mailto:jzoellner@lemanacademy.org) or (520) 639-8080 ext. 1122.

### **Program Posting**

There is a “Parent Board” located in the entrance of the After Bell program. All program information is posted on the board. In the event of an inspection, the report will be available for parents/guardians to view. If a scholar is sent home with a communicable illness, it will be posted for parent’s view on the Parent Board. Pesticide services will be posted 48 hours prior to fumigation. Leman Academy also provides Liability Insurance.

Accident/Evacuation procedures are posted in the cafeteria and the classrooms used by the After Bell program. Leman Academy also provides a written Evacuation Procedure.

The Leman Academy After Bell is licensed by Department of Health Services. 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 requests.

### **Illness**

It is in the best interest of your scholar and the other scholars if you keep your child at home when he/she is ill. Scholars with fever (100.0 and over), diarrhea, possible conjunctivitis (pinkeye), and vomiting will not be admitted to the program. If a scholar becomes ill while in the program, the parents/guardians will be called immediately to pick up the scholar. The scholar **MUST be illness free for 24 hours** unless instructed by a doctor that he/she may return. Parents must notify the program if their scholar is contagious. Scholars will be readmitted when they are no longer contagious. The program will be responsible for posting a “Parent Alert” if the scholars are exposed to any contagious illness.

### **Medication**

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In accordance with state law, we 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 container. The parents 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 medication administered will be properly documented.

### **Injury Reports**

Scholars who obtain 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 how it was treated. If the injury is not able to be treated by an After Bell staff, the scholar will be sent to the Nurse's Office to seek medical attention. If the school nurse is not available, the Program Lead or Director will call the parents to immediately pick up the scholar from the program. Any injury that is severe such as broken bones, hard falls with possible concussion, or deep punctures may result in calling 911. Parents will be informed immediately in the event 911 is called to treat their scholar.

### **Discipline**

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 program Director to discuss individual needs and concerns. We plan to use consistent, positive approach including redirection, diversion, and separation, with an eye toward promoting self discipline.

### **Discipline Policy**

- First Offense: Director/Scholar Conference
- Second Offense: Director/Parent/Scholar Conference
- Third Offense: Suspension from the program
- Fourth Offense: Dropped from the program

A scholar's behavior may be documented on an "Incident Report" form. If a scholar's behavior cannot be controlled in the After Bell program, the parent/guardian may be called for immediate pick up.



I have read and agree to the following rules and regulations read in the After Bell Parent Handbook,

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

**Student Signature:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_