



Learning Enrichment
and Discovery

**Developing tomorrow's leaders through faith-based
educational opportunities and service**

2022 - 2023

Parent-Student Handbook

Mission Statement

LEAD is a faith-based home education enrichment program of Legacy Family Ministries designed to assist parents in providing educational, social, and service opportunities for their children to develop them into strong, Christ-centered leaders of tomorrow.

Philosophy of Education

Charlotte Mason was an English educator from the turn of the twentieth century. In her words, “Education is an Atmosphere, a Discipline, a Life.” She advocated the use of “living books” rather than what she called “twaddle”, books written by committee, devoid of all passion and story. She used narration, the telling back of pertinent facts in the child’s own words, making the story his/her own. Ms. Mason knew the value of the outdoors, with the freedom to run and play, noticing nature around us. She emphasized the habits of full attention, best effort, and learning for the sake of learning. She believed that persons yearn for things beyond themselves, recognizing their need for a Savior. At LEAD we seek to incorporate Ms. Mason’s philosophy as we educate the whole child.



Program Overview

As in most home settings, multiple ages of children learn together. Our program is divided into three classrooms: 4 – 6 year olds (Listos), 6 – 9 year olds (Lucidos), and 9 – 12 year olds (Lectores). These are not hard and fast divisions but are determined by each child's academic and emotional development.

In addition to providing and arranging educationally enriching experiences and service projects, our Lucidos and Lectores teachers oversee the students in their parent-assigned math and language arts and provide a hands-on science and history curriculum. Book recommendations for extra subject reading are available for home days. Our Listos teacher focuses on enhancing the children's curiosity and problem-solving through exploration, phonics and numbers games, creative play, social interaction, and service.

Our Lucidos and Lectores teachers are readily available to assist parents in math and language arts curriculum decisions and provide encouragement as needed.

Statement of Faith

While we have no restrictions on the faith background of families who are interested in this program, we do require that our faith position (below) be acknowledged in writing. A Statement of Faith form is included with the LEAD application.

We believe in God, the Father Almighty, Creator of heaven and earth. We believe in Jesus Christ, his only Son, our Lord. He was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended to the dead. On the third day he rose again. He ascended into heaven and is seated at the right hand of the Father. He will come again to judge the living and the dead. We believe in the Holy Spirit, the holy universal Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting.

Doctrinal Differences

Because the homeschooling community encompasses a variety of spiritual backgrounds, our teachers and interns are **neutral on church doctrinal differences and secondary issues** and opinions and focus on developing compassionate Jesus followers and community servants. Families of all faith persuasions are welcome to submit applications for their children, providing they accept this approach, with the assurance that their beliefs will be respected even if not endorsed.

Parental Involvement

Parents are encouraged to reach out to their child's teacher whenever they have questions or concerns. They also may visit their child's classroom anytime and/or assist in the classroom at the teacher's discretion. Following the example of many home school enrichment programs, charter schools, and private Christian schools, LEAD has a **mandatory volunteer requirement, with a buy-out option**, for all of our LEAD families. Parents of full day students donate **10 volunteer hours** per year per child or buy out of their volunteer time by paying an annual fee of \$200 per child (10 hours valued at \$20/hour). Parents of half day students donate **5 volunteer hours** per year per child or buy out of their volunteer time by paying an annual fee of \$100 per child (5 hours valued at \$20/hour). Volunteer opportunities can include lunch/recess duty, field trip chaperone, fundraising team/events, special guest presentations, service project assistance, substitute teaching classroom service during teacher meetings, and more...

LEAD does not provide transportation to and from field trips; therefore, parents are expected to provide or arrange for their children's transportation when not personally attending. One of our teachers will contact parents well in advance of these events so they can coordinate transportation needs with each other.

Staff / Student Ratio

With a typical student: staff ratio of **12:1 (6:1 when our college interns or parent volunteers are present)**, our teachers can effectively assist parents in providing a rich experience for their children.



Staff

Key to delivering this program effectively is teachers who understand the many variations in early childhood development and learning styles. With 62 years of public and home education teaching experience among them, we believe our knowledgeable and experienced teachers make a dynamic team.



Deborah Saunders, Master Teacher, 6-9yo (Lucidos)

Deborah has lived in Gunnison since 1994 and has 30 years of experience working with children. Starting at age 15 she worked in preschools and after-school programs, and later as a camp counselor. After graduating from Western Colorado University with a degree in elementary education and Spanish, she was a reading specialist and ELL teacher for second and third graders at the Gunnison Elementary School. She taught second and third grade in Crested Butte as well. After having kids of her own, Deborah home schooled her two oldest, Mia and Luke, from preschool through fifth grade. Mia is now in high school, and Luke is in middle school. Deborah is homeschooling Jemma, age 6. She says, “I think my greatest asset as a teacher is my understanding of, and ability to relate to, kids. Also, I enjoy sharing the fine arts with children. This is my dream job!”

Leah Starinieri, 9-12yo (Lectores)

Mrs. Star comes to us with a long history of educational experience, having worked in public schools in secondary mathematics and music, with K-2nd graders, and as both director and teacher in childcare. Leah has a master's degree in Education Curriculum and Instruction with an emphasis in Inclusive Classroom from Concordia University in Portland, Oregon, and a Bachelor of Arts Degree in Liberal Studies: Human Development from California State University in San Bernardino, California. Leah and her husband, Jason, have 3 children: John, who just finished his bachelor's degree in Conservation Biology at CSU Ft. Collins and has begun work on his Master's in Etymology, Hannah, who attends Mansfield University in Pennsylvania online, and Lydia, who serves as an Intern at the LEAD Program. Leah and Jason homeschooled their 3 children various lengths through middle school and high school and Leah brings the lessons learned there to share with us at LEAD. Jason and Leah have been in the ministry serving churches and currently serve as pastors at New Song Christian Fellowship in Gunnison. Leah has a kind and fun-loving nature and brings a depth of spiritual maturity to LEAD that is so valuable.



Holly Conwell, 4-6yo (Listos)

Holly has a long history in Gunnison and has extensive experience in both teaching and mission work. As a teacher, Holly has been involved with kindergarten – 5th grade reading intervention for 7 years, worked as a teaching assistant for 1st and 3rd grades for 5 years, was nominated for an educator award in 2007, and taught discipleship training school through YWAM (Youth With A Mission). As a missionary, Holly worked over the course of 4 years in Israel, India, and Papua New Guinea sharing the gospel, on medical missions in remote villages, as a community engagement leader, and training groups of volunteers to work alongside medical teams and present the gospel message. Holly is a wonderful addition to LEAD in our youngest classroom.

Interns

We have been blessed to have interns from Western Colorado University and the Gunnison community partnering with LEAD and contributing immensely to the program. Our desire is to have 2-3 interns each semester who float between the three classes using their unique and God-given talents and abilities.



Curriculum

We believe the childhood years are a time of rapid brain development that is most enhanced through fostering curiosity, wonder, exploration and much reading of “living books.” On our website (lmgunnison.org/lead) we have included a list of just such books that we encourage you to consider acquiring for your children, whether you read to them (which we encourage for every age) or they read on their own.

Listos (4-6yo): We believe these formative years are not a time for bookwork but for enhancing curiosity and problem-solving through exploration, games, unstructured creative play, social interaction and nature observation. Guided by the Five-in-a-Row curriculum, our teacher helps students develop early literacy skills through exciting read-aloud stories that introduce them to science, social studies, applied math, language, and art concepts. Students also become familiar with numbers through engaging with Math U See manipulatives, learn about the local flora and fauna through nature walks, and participate in field trips and service projects. For DEAR (“Drop Everything and Read”), the students quietly enjoy picture books as a precursor to developing the critical habit of reading. During the daily *Love in Action*, they learn about loving God and others.



Lucidos & Lectores (6-9yo, 9-12yo): These students initially spend individual time working on parent-assigned curricula in math and language arts with teacher oversight (reading instruction continues at home). For history and science, we believe the development of individual expression and critical thinking is best served by using engaging narratives, discussion, activities, and experiments rather than regurgitated facts written by committee. We provide recommendations of additional books parents may wish to read and discuss with their children at home. Each class covers the same topics, although the Lectores do so at a deeper level. We believe this practice of repeating each topic over the six-year cycle enhances the student's understanding for later, more in-depth study.



History

We use Story of the World by Susan Wise Bauer as an instructional guide, incorporating books from its excellent supplemental reading list as well as engaging in its suggested activities. While most students will not receive the history rotation in chronological order, teachers use timelines to denote the particular time period being studied. This practice does not interfere with the children's ability to process the information chronologically.

The history rotation is:

Year 1: Ancient History

Year 2: Middle Ages

Year 3: Renaissance through the beginning of the California Gold Rush in 1849

Science

We use Janice VanCleave's books of science experiments along with correlating Eyewitness and/or other supplemental books. Students also study and identify the local flora and fauna through nature observation and the use of field guides.

The science rotation is:

Year 1: Human Body, Electricity, Chemistry, Engineering, Geometry

Year 2: Nutrition, Physics, Weather, Rocks & Minerals, Biology

Year 3: Earth Science, Science from Around the World (Biomes from Pole to Pole), Molecules, Oceans,
Astronomy



Other enrichment activities throughout the day include:

- **Love in Action:** the children listen to and discuss a devotional focused on loving others well, engage with a guest speaker, or enjoy a rousing time of singing together.
- **DEAR** (Drop Everything and Read): the children can either bring a book from home or choose one from our LEAD library to read for 20-30 minutes each day. Our purpose is to develop in them the critical habit of, as well as a love for, life-long reading.
- **The LEAD Store:** some Tuesdays students are given play money to use to “purchase” items from a store operated by the older students.
- **Special Events:** Occasional field trips, nature walks, study of the arts, special guest speakers, and/or service projects, and more!

Confidentiality

The program endeavors to maintain confidentiality of all information that is shared between a parent, student, teacher, and/or director whenever there is good reason to do so or whenever we are requested to do so. As a matter of policy, teachers do not discuss the problems of one child with people outside the child’s parents or guardians unless authorized to do so by the proper parental authority. However, it is often necessary and productive for teachers to share information with one another to best serve the interest of our participants.

Admission Policies

Not all home-schooled children are a good fit for LEAD. Acceptance into the program is reserved for children who are overall well-behaved and respond well to correction. We believe children with significant learning or self-regulation challenges are better served in a different environment. This behavioral requirement more readily ensures that all of the children in the program will receive maximum benefit for their involvement and their parents' financial commitment.

Parents must agree with our basic educational philosophy and objectives and be willing to submit to the standards and regulations of the program. Students also must be willing to submit to the standards and regulations of the program.

Once an application, signed statement of faith, and registration fee are received, the LEAD director and corresponding teacher will contact parents to set up a family interview. This interview will include discussing your child's educational progress, curriculum, strengths and weaknesses, and other topics that might help our staff determine whether this program is a good fit for your child. This may also include obtaining any school disciplinary records on your child. This process will better equip the teacher in encouraging your child's unique learning style and will provide an opportunity for parents to seek assistance for curriculum concerns or ask more detailed questions about the program. If the director and teacher determine the program is not a good fit for your child, the full registration fee will be refunded.

Children currently enrolled are given preference for re-enrollment, assuming satisfactory behavior and timely re-enrollment. The LEAD director reserves the right to refuse re-enrollment or to dismiss any student at any time the director deems such action necessary without regard to how long the student's family may have been associated with the program. Program standards are to be maintained both by the student and the student's family throughout the time of the student's enrollment in LEAD.

Younger siblings of children currently enrolled in LEAD are given preference over new students, providing their personal behavior meets LEAD standards and their application and registration fee is received on time.

Supplies

Each child's supplies are covered in the cost of tuition. Teachers may occasionally contact parents for donations of typical household items, as needed.

Tests, Grading, Homework

Because LEAD is a home education enrichment program, not a school, no tests are given nor grades assigned. Homework consists only of questions/problems from home assigned language arts and math that must be corrected after parents check their child's work for the day. While teachers endeavor to catch incorrect answers and guide their students accordingly, correcting the work of several students in self-paced study over a variety of curricula, especially in the upper grades, is not feasible within the days' time constraints.

Tuition

1st Cohort (began enrollment at LEAD 2020-Aug 2021)

Full Day \$2,000 with 10 volunteer hours or \$2,200 volunteer buyout

Half Day \$1,150 with 5 volunteer hours or \$1,250 volunteer buyout

2nd Cohort (began enrollment at LEAD Sept 2021)

Full Day \$2,200 with 10 volunteer hours or \$2,400 volunteer buyout

Half Day \$1,250 with 5 volunteer hours or \$1,350 volunteer buyout

Fundraising

Parents who are interested in fundraising have the opportunity to serve on a fundraising team, and/or participate in planned events throughout the year as part of their volunteer time. The proceeds from these fundraisers will be used to benefit the program, thereby keeping the tuition rate low, and may also provide scholarships for participating families who need assistance.

Financial Procedures, Policies, Fees

All student fees are included in the tuition cost. Tuition may be paid by ACH, check or online bill pay through your bank sent to:

LEAD Program
P.O. Box 7103
Gunnison, CO 81230

Routing # 2003810310
Account # 2003810310

PAYMENT OPTIONS: We are offering additional payment options for the 2022/2023 academic year.

- a. 10 equal monthly payments (by the 1st day of May, Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, and April)
- b. \$250 deposit per child due May 1 then 2 equal semester payments (due by Aug 1 and Feb 1)
- c. \$250 deposit per child due May 1 then 1 payment (due by August 1)
- d. Continue with the current \$250 deposit due per child May 1 then 3 payments by August 1 (largest payment), Dec 1 and March 1

To pay with option “a” above, please contact the director with how many children you are enrolling, for which classes, and whether you are buying out of the volunteer requirement so your payment amount can be calculated before May 1.

We will be charging a late fee of \$20 per child per day beginning the third day after the payment is due.

With the exception of the registration fee (if the child is not accepted into the program), fees paid will not be refunded should a child withdraw or be removed from the program. If payment is not received by the due date and no other arrangements have been made with the director, your student’s placement will be offered to a child on the waiting list. Please be aware that this is a not-for-profit ministry. Our intent is to keep parental costs as low as possible; therefore, we are working within a very limited financial margin.

Withdrawals

Withdrawals from the program are to be made through the director. The director may request a parent interview to learn the reasons for the withdrawal and to clear up any necessary business.

The student must turn in all library books and materials belonging to the program and clear up any financial obligations.

Donations and Gifts

LEAD is a division of Legacy Family Ministries (LFM), a 501(c)(3) nonprofit in the State of Colorado. While the majority of our funding comes from student tuition, tax deductible donations are appreciated, which help us keep tuition low and provide need-based scholarships.

Background Checks

All of our staff, interns, and any classroom volunteers are background checked. No other persons are allowed to loiter on the property. Parents, grandparents, or guardians who visit the program and/or help chaperone student field trips are not background checked. Guest speakers are also not background checked.





General Program Rules

LEAD is dedicated to the development of students who exemplify the two greatest biblical commandments: **to love God and love people.** Students, by virtue of enrollment, agree to live within the framework of the program's standards of conduct. While some may not have personal convictions in accord with these standards, agreeing to them obligates the student to assume responsibility for honorable adherence to them at all times.

Any student whose consistent conduct gives evidence of disregard for the program's standards of conduct will be expelled.

The purpose of rules and regulations is to make it possible for many people to engage in activity without confusion, to protect the rights, property, and safety of individuals and to aid in providing an atmosphere for mutual respect and dignity. When a disproportionate amount of time is spent is redirecting individual students, teaching and learning time is lost. Rules and regulations promote effective working and learning conditions. **Students will be expected to obey general program rules and individual classroom rules.**

Code of Conduct

The student shall:

Respect the director, teachers, and all program guests

- Show proper respect during all program activities.
- Always speak respectfully.
- Show respect for other people's rights, ethnicity, and property.
- Not disturb a teacher while he/she is conducting a classroom lesson or activity unless it is an emergency (lesson-related questions are always welcome when a student waits to be called upon).
- Follow teachers' instructions for appropriate conduct in entering and exiting the building or classroom.
- Obey teachers/director promptly and respectfully.

Respect other students

- Not disrespect or disrupt other students in any way.
- Not intimidate or exclude other students whether through physical, emotional, mental, verbal, or written means (i.e. bullying).
- Follow a "Hands Off" policy; no hitting or slapping. Pushing, shoving, or other forms of rough play and behavior are not allowed.
- Not engage in contact that is considered inappropriate or unwanted. Inappropriate public displays of affection or harassment will not be tolerated.
- Exhibit self-control and not be involved in fighting, arguing, using profanity or name-calling.

Respect "free time" rules

- Observe the program boundaries set by the teacher, playing only in designated areas. AT ALL TIMES students must stay where teachers can see them.
- Contact the teacher about any trouble or difficulty with another student during free play.
- Consider all games open to anyone. Students may not be purposely excluded.
- Not throw any objects such as rocks, spitballs, sticks, snowballs (unless part of a teacher-authorized game) or any other objects.

Respect the building, equipment, materials, and other property

- Keep the program's property and the building rooms and grounds neat and clean by picking up after oneself.
- Use all equipment carefully and according to its intended use.
- Help keep restrooms clean and throw paper towels and other trash in trash containers only.
- Not willfully deface or damage property belonging to others, including LEAD property and the host building.

Respect general program rules

- Not lie, steal, or cheat.
- Return program materials, library books, and other requested information.
- Receive teacher's approval before bringing games or toys to the program.
- Not bring backpacks, lunch pails, games, toys, or similar items which display objectionable or inappropriate subject matter.
- Not enter a classroom without a teacher present.
- Not bring to the program:
 - knives or "weapons" of any kind
 - matches, lighters, or fireworks



Discipline

Discipline is usually understood in terms of negative consequences for bad behavior, which certainly occurs. However, self-mastery allows the child to develop mental, spiritual and physical skills for effective living and a disciplined life.

One of the primary goals of LEAD is to see young people grow into mature Jesus followers who love and respect all people. We believe that all things should be done decently and in order and that our students should be taught to accept the responsibility to walk honorably before everyone.

Each student is accepted as an individual with individual needs. Every effort is made to develop those attitudes and habits of behavior that will be conducive to compatible relationships with teachers, parents, and fellow students. Teachers use various forms of positive reinforcement to recognize and encourage students in their personal growth. It is our intent that students move toward self-monitoring and self-correction of their behavior. All discipline is for the purpose of instilling, within an individual, the acceptance of personal responsibility for actions, self-control, and to bring the individual back into a proper relationship with peers and teachers.

If a student continually chooses to resist the program's efforts to teach him/her to follow certain expected behavior patterns or chooses to participate in activities that bring constant disruption to the learning and growth opportunities of the other students, that student will be dismissed.

Being responsible and self-controlled are learned behaviors that we believe are necessary to maintain a strong learning environment. It is the teacher's responsibility to form a comfortable environment and to maintain order in the classroom conducive to a student's education. The student's responsibility is to follow the directions of the teacher, to be courteous to peers, and to exercise respectful attitudes and conduct in all areas of relationships and actions. If a student does not follow the direction of the teachers or expresses a flippant attitude, disciplinary action will be taken.

Each teacher has a classroom management plan consisting of class rules, incentives and consequences. This system spells out the behaviors we expect from students and what they can expect from us in return. Each teacher's plan may differ, but the consequences are standardized, so our students will always know what to expect. Our goal is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which teachers can tutor and guide in self-discovery and students can learn.

Removal from the Program

Teachers will conduct the following process:

1. Warnings
2. Loss of classroom privileges
3. Documentation
4. Discussion with parents

If the student's behavior does not improve and continues to disrupt the learning opportunities of the other students and/or the objectives of the program, the student will be removed from the program. This decision will be made by the director in consultation with the student's teacher and the LEAD committee.

Dress Code

Clothing should be neat, modest, and appropriate. Clothing should be appropriately sized –not too small and not too large. Students should not be dressed in such a way as to draw attention to their bodies, but to respect themselves and others.



Program Hours

The program convenes at 8:45am on Tuesdays and Thursdays. Students are to be picked up at 3:15pm. No students may arrive for the program before 8:30am or leave after 3:30pm out of respect for our teachers. Drop-off and pick-up times are set for the convenience of parents who also have children attending a local public school.

Should inclement weather or an emergency necessitate a later start or earlier finish, parents will be notified.

Program Calendar

For convenience of parents with children also in the local public school, we have closely aligned LEAD with the RE1J school calendar.

Fall Session:

First Day: Tuesday, August 30, 2021 (one week after RE1J)

No program: Tuesday, October 11, 2021

No program: Week of Thanksgiving

Last Day: Thursday, December 15, 2021

Spring Session:

First Day: Tuesday, January 3, 2022

No program: Tuesday, February 21, 2022

Spring break: March 14 & 16, 2022

Last Day: Thursday, May 18, 2022 (one week before RE1J)



Program Daily Schedule

Following is a basic schedule of daily activities per class. The schedule is subject to change in situations where a guest speaker is only available to visit in the morning or an all-day field trip is planned.

LEAD Schedule Lectores (9-12 years)

- 8:30 a.m. Students arrive, welcome, and prepare independent study materials
- 8:45 a.m. Prayer and Praise Moves
- 9:00 a.m. Independent Study time Language Arts or Mathematics books from home
- 9:30 a.m. Verse of the Day
- 9:35 a.m. Shared reading aloud time of books based on history or science lessons.
- 10:00 a.m. Break and snack.
- 10:15 a.m. History - The Story of the World, retelling, drawing, timelines, maps, and projects.
- 11:40 a.m. Love in action
- 12:00 p.m. Lunch and Recess
- 12:45 p.m. DEAR (Drop Everything And Read)
- 1:15 p.m. Science - experimentation, exploration, and journaling by writing and/or drawing.
- 2:15 p.m. Snack and recess.
- 2:50 p.m. Clean up
- 3:00 p.m. Read Aloud - Charlotte Mason style books reading lists (amblesideschools.org).
- 3:15 p.m. Parent pick-up

LEAD Schedule Lucidos (6 - 9 years)

8:30-8:45	Drop off
8:45 -9:00	Prayer and Praise Moves
9:00-9:15	Spanish
9:15-9:45	Work from Home
9:45-10:00	Sharing Life/Stories (time for kids to take turns telling about their lives/read aloud)
10:00-10:15	Morning Snack/Celebrating Birthdays
10:15-11:30	History
11:30-11:40	Clean up and Sunscreen
11:40-12:00	Love in Action
12:00-12:45	Lunch/Recess
12:45-1:10	DEAR
1:15-2:30	Science
2:30-2:55	Afternoon Snack and Recess (LEAD store)
2:55-3:15	Get ready to go home and read aloud

Guest speakers and community service projects will be scheduled as needed.

Art, music and drama will be incorporated into history and science as much as possible. Special times focusing solely on these will be scheduled about once a month.



Medical Guidelines

Health Records

Health records of only necessary information are kept on file for all students (food and insect allergies, medications administered during program hours, etc). Vaccines are not required for participation in the program.

Illness Policy

Every reasonable provision is made to provide a wholesome, healthy atmosphere for each child attending the program. There is a correlation between a child's health and his/her enjoyment of a learning environment. Parents can make a great contribution in this area by following the guidelines below.

Reasons to keep sick children at home:

1. The child does not feel well enough to participate comfortably in usual activities (such as; extreme signs of tiredness, unexplained irritability or persistent crying).
2. The child requires more care than program staff is able to provide, without affecting the health and safety of the other children.
3. The illness is on the list of symptoms or illness for which exclusion is recommended.

Fever: If your child has a temperature of 99.5 degrees or more, keep him or her home. A fever is a sign that the body is fighting off infection, which means your child is vulnerable and can also spread the virus to others. Wait at least 24 hours after the fever has come down and stabilized WITHOUT MEDICATION before sending your child back to the program.

Vomiting and Diarrhea: Vomiting and diarrhea are good reasons for your child to stay home. These symptoms are signs that the child is still capable of spreading the infection. Wait at least 24 hours after the last episode before sending your child back to the program.

Strep Throat: Your child must stay at home for 24 hours after treatment and the child is able to participate in usual activities. A physician's note is required upon your child's return to the program.

Flu Symptoms: Your child must stay at home for at least 24 hours after there is no longer a fever, without the use of fever reducing medicine. This 24-hour policy is designed for the sick child's protection, as well as for others in the school. Taking that extra day to make sure a fever is gone gives the child the rest he/she needs for his/her body and health. In fairness to the other students and teachers, if a child is brought to the program sick, with a fever, or becomes ill during the day, his/her parents will be called and asked to pick him/her up. The emergency call number listed in the enrollment information will be used to contact you.

COVID precautions

Should our state experience a resurgence of the COVID-19 pandemic we will follow recommended precautions, Which may include:

1. Temperature checks on staff and students each morning.
2. Teaching and monitoring, as possible, as well as frequently requiring correct hand washing.
3. Social distancing as feasible. In most situations we will not require masks.

The LEAD Program follows and complies by the recommendations of Gunnison County regarding when students should not be at LEAD and when they should return. The current guidelines state the child must remain out of the program until testing negative for the illness or 5 days from being symptomatic or in direct contact with a person who has tested positive. See the Gunnison County Website for detailed and updated COVID policy and procedures.

Medication

Any medication sent with the child must be in the original container. Necessary medications must be accompanied by a note from the parent and given to the child's teacher to oversee the administration of the medication. No medication will be administered to your child without parental permission, not even Tylenol or aspirin.

Laws and State Testing

Parents who enroll their children in this program must abide by all Colorado laws that pertain to home education.

By law parents are required to provide 51% of their children's education. Therefore, we expect direct parent instruction each week in reading, writing, and math, along with any other chosen educational pursuits. While the hands-on portions and some reading is covered in the two-day-a-week program for history and science, parents are provided with the titles of books to use as supplemental reading for their children to receive full instructional benefit of each topic.

According to law, children must be tested or evaluated every other year beginning in 3rd grade. For those who are not enrolled in a private school option (such as CHEC or CHESS), we have a parent willing to offer annual testing or evaluation outside of LEAD program hours for eligible children.



Lost and Found

Books, clothing or other materials found are placed in the Lost and Found Box. At the end of each year all items which have not been picked up are donated as the program director deems best. Please mark all coats, hats, books, etc. with your child's first and last name to avoid loss of possessions.

Parties

If parents wish to provide healthy snacks for program participants in honor of their child's birthday, they may do so. One of our LEAD teachers will be contacting you to coordinate this. Please provide enough for all student program participants.



Electronic Devices

No student computers or tablets are allowed in the program.

All student cell phones are checked in at the beginning of the day and returned at the end of the day. In case of emergency or a teacher-sanctioned non-emergency, students may seek permission from their teacher to make a call.

Safety, Liability, and Security Procedures

Student safety is a priority, and it is imperative that LEAD follow “Best Practices” in all areas, including in the area of liability.

- All staff, interns, classroom volunteers and substitute teachers are background checked.
- No student or family friends or relatives are allowed to linger on the premises.
- Students must be signed in and out each day by their parent or other adult designated in writing by the parent for that purpose.
- Signed liability waivers are required for all off campus activities.
- Two teachers are in the building and on recess duty at all times. During recess, teachers remain in line of sight of all the children at all times.
- Our teachers are first aid and CPR certified.
- All appropriate liability and accident insurance has been purchased.

Visitors

Parents of current and prospective students are welcome to visit the classroom and/or combined sessions.

- All visitors **MUST** contact the teacher or director at least the day before a desired visit so that staff can deem if the visit is suitable for that day.
- Each teacher has a designated location in the classroom from which the parent may observe.
- Any parental involvement with the class or with their child needs to be solicited, directed, and supervised by the teacher.
- If a parent would like to discuss any aspect of the classroom environment with the teacher, he/she should schedule a meeting time separate from his/her visit. It is important that parents do not share their concerns with others before giving a teacher the opportunity to explain his/her instruction methods.
- Parents should keep in mind that their presence will affect both their student's behavior and other students' behavior. How that manifests itself depends upon the individual, but a child's behavior and/or learning may either improve or worsen with a parent's presence.



Fire Drills

Fire drills are held throughout the year. To train the students in proper emergency exit habits, a fire drill exit chart is posted in each room. Students are to observe the following rules:

- When the alarm is sounded, all class activities must cease, and an exit made promptly.
- Walk quickly in a single file, but do not run or push, and assemble in your designated area.
- No talking in or out of the building. Listen to the teacher's direction. Close classroom doors.
- Teachers are to check their class lists to account for all students.

Inclement Weather

We support outdoor play, even when the weather is not ideal. Parents, please be advised to dress your children appropriately for cold and or snow days.



LEAD Team Contact Information

Executive Director: Wendy Solheim: leaddirector.LFM@gmail.com; 970.275.6167

Master & Lucidos (6-9yo) Teacher: Deborah Saunders: vidanueva77@yahoo.com; 970.497.6613

Lectores (9-12yo) Teacher: Leah Starinieri: leahstarinieri@gmail.com; 719.220.4339

Listos (4-6yo) Teacher: Holly Conwell: conwell61.hc@gmail.com; 719.458.5303

Parent Representative: Rebecca Curtis: rlcurtis10@yahoo.com; 970.641.5257

Parent Representative: Vanessa Neinhueser: vanien03@gmail.com; 970.390.1500

Administrative Assistant: Nancy Sowell: njsowell@yahoo.com; 970.641.4303

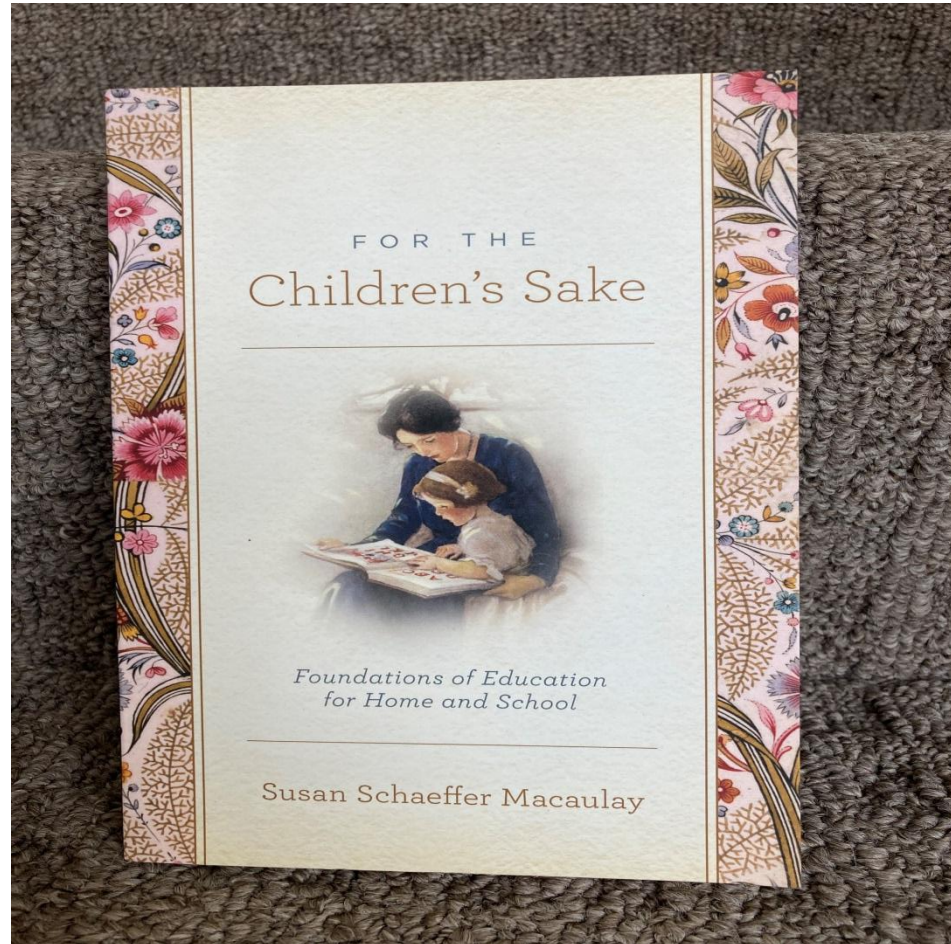
Legacy Board Representative: Nancy Ruehle: ruehles@msn.com; 970.275.6819



Charlotte Mason Philosophy



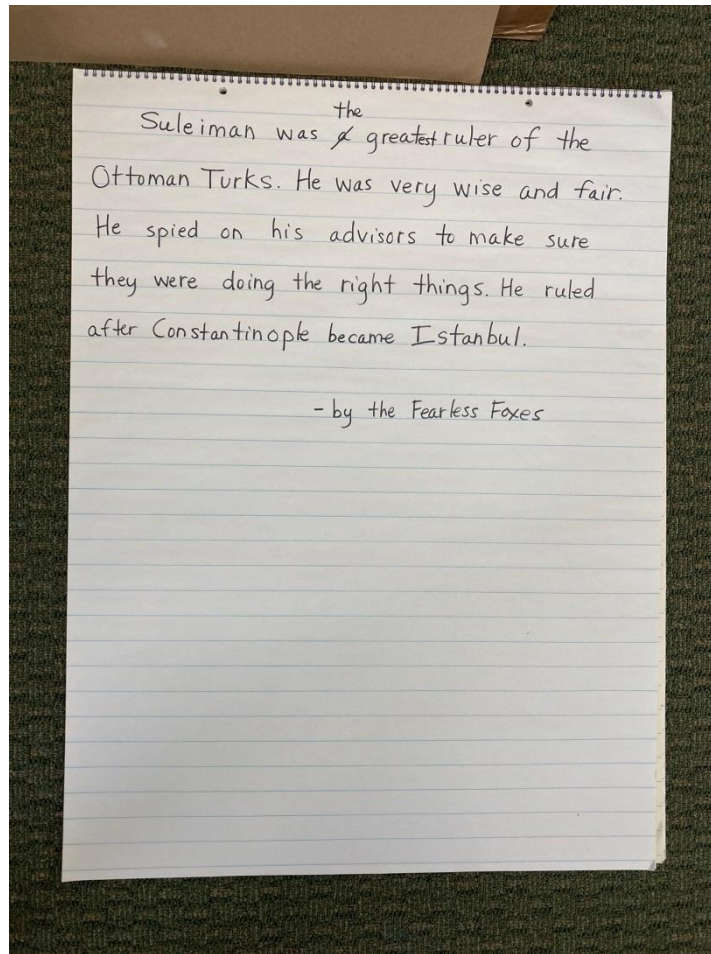
A readable summary of Charlotte Mason's ideas:



Quality literature

- [Ifmgunnison.org/lead](http://ifmgunnison.org/lead)
Curriculum
Recommended reading
- The book lists in the back of the book:
The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction
by Meghan Cox Gurdon

Children summarize what they've read
in a summary or narration.



Instead of worksheets and busywork,
the CM philosophy relies on
experiences!



For history, we use *The Story of the World* and for science, Janice Van Cleave experiments.



The Charlotte Mason philosophy emphasizes learning through play.

