



American Heritage School News

January/February 2008

Message From the Principal

The following is an address to the American Heritage School community that was written but never delivered by Gaylord Swim, who was scheduled to speak at an American Heritage School Family Lecture Series event on January 7, 2005. In late 2004 Mr. Swim was diagnosed with advanced-stage cancer and by the time of the event in early January 2005 he was physically unable to deliver this address. Mr. Swim passed away in February of 2005. At the time of his passing, Mr. Swim had served as Chairman of the American Heritage School Board of Directors for over a decade.



Good evening ladies and gentlemen, parents, visitors and especially to you of the rising generation who are attending with us this evening.

My purpose tonight is to speak of principles and ideals as reflected in the motto and mission statement of American

Heritage School and to discuss why the concepts expressed therein are so vital for families seeking to raise up "children unto the Lord." (Mosiah 4:15, D&C 68:28).

I will also discuss the attributes of character found emblazoned over the main entrances to this building. One needs to go around the entire structure to see them all. There is a purposeful sequence found in the attributes as displayed, the reasons for which I hope you will give some serious consideration tonight.

It is our hope to inspire families and especially parents to rise to their potential in their sacred family duties relative to providing a Christian education for their children. This is why we have both the school for children as well as the Family Education Center for parents.

Educating Hearts and Minds

I will begin with our school's motto: "Educating hearts and minds." These simple words, "educating the hearts and the minds" help us focus on the principle that true education must begin with spiritual understanding. It is the spirit that we are educating. It is the Spirit of the Holy Ghost that really does the teaching. We train minds in math, science, language arts, and other technical skills, but it is first and foremost the heart that must contemplate truth and develop character for a person to be truly educated.

A few years ago, President Gordon B. Hinckley said,

"Each day we are made increasingly aware of the fact that life is more than science and mathematics, more than history and literature. There is need for another education without which the substance of our secular learning may lead only to our destruction. I refer to the education of the heart, of the conscience, of the character, of the spirit - these undefinable aspects of our personalities which determine so certainly what we are and what we do in our relationships one with another." (Teachings of Gordon B. Hinckley, pp. 167-168.)



*A Tribute to the Prophet
(Pencil Sketch by Kolby Jones, 3rd Grade)*

Now to use a methodology utilized in our classrooms, let's turn to the Noah Webster 1828 American Dictionary of the English Language, which is a vital part of our educational program here at American Heritage. We define words in order to lay a foundation of common understanding.

EDUCATION, n. The bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable, and an immense responsibility rests on parents and guardians who neglect these duties. (American Dictionary of the English Language, Noah Webster, 1828).

Education is, of necessity, a spiritual endeavor and we will see this all the more clearly as we proceed further with another definition:

EDUCATE, v.t. To bring up, as a child; to instruct; to inform and enlighten the understanding; to instill into the mind principles of arts, science, morals, religion and behavior. To educate children well is one of the most important duties of parents and guardians. (American Dictionary of the English Language, Noah Webster, 1828).

Isn't this a wonderful beginning point to understand the responsibility of parents and the scope of a true Christian education?

Character Education

Now, I will turn to the character traits on the building. Before doing so, I would like to talk about the importance of character itself. Someone has said that "Character is what we really are when we think no one else is looking."

President David O. McKay taught us about character and education:

"In my opinion, the highest, noblest purpose in all our education from the grades to the university is to teach citizenship and noble character. . . . A man's character is greater than intellectual attainments or social privileges; that "every thought creates character; that every act is an incarnation of character; that every decision is a revelation of character; that habit is a pillar in the edifice of character." (Gospel Ideals, p. 434)

President McKay said further,

"Character is the aim of true education; and science, history, and literature are but means used to accomplish this desired end. Character is not the result of chance, but of continuous right thinking and right acting. True education seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also, honest men, with virtue, temperance, and brotherly love. It seeks to make men and women who prize truth, justice, wisdom, benevolence, and self-control as the choicest acquisitions of a successful life. (Treasures of Life, page 471-72)

So we can clearly see that it is not what we *know* but what we *become* that matters most.

The attributes of character arching over our the school's entrances are a constant reminder to all - parents, students administration, trustees, teachers and visitors - why this school exists and what each person should desire to become in terms of the development of personal character. Elder Neal A. Maxwell suggested that "it is easier to be a character than to have character." (The Neal A. Maxwell Quote Book, p. 38)

It is certainly clear that many very public figures are acting out in extreme ways in order to garner attention. It is important that we teach our youth that fame or popularity is not the same as leadership or heroism. Being a character is not the same as having character.

American Heritage School Character Traits

As you look at the American Heritage School building from the front, humility is at the far left. Reading left to right, and wrapping around the building on the other side, are the words:

Humility
Faith
Charity
Courage
Self-government
Virtue
Industry
Wisdom

What do these terms mean and how are they interrelated?

Humility. We begin with “HUMILITY” over the northwest door – the door many of you entered this evening to attend this function.

HUMILITY, n. 1. In ethics, freedom from pride and arrogance; humbleness of mind; a modest estimate of one's own worth. In theology, humility consists in lowliness of mind; a deep sense of one's own unworthiness, penitence for sin, and submission to the divine will. 2. Act of submission. (American Dictionary of the English Language, Noah Webster, 1828; see also Mosiah 3:19 and Helaman 3:35. Conversely, pride is the most significant obstacle to learning.)

In the area of education, humility is a necessary first step to learning by acknowledging that knowledge of a subject is lacking or insufficient and recognizing or submitting to the authority of another to teach one in that subject. Likewise, humility is the very first step in the process of discipleship.

Faith. Following humility is faith. It is faith that puts everything in context and allows us to be anchored in the principles of revealed knowledge and to know in whom we must place our trust. (Ether 12:4) Paul the Apostle said that "without faith it is impossible to please Him [God]." (Heb 11:6) It is also true that without faith it is impossible to know God. Humility

leads to faith as the humble person comes to know the need for faith in the Lord Jesus Christ.

Charity. The person who exercises faith to the point of receiving the cleansing power of the atonement then becomes the recipient of charity. Charity is the pure love of Christ. Moroni pleads with the reader of The Book of Mormon to pray with "all the energy of heart" (Moroni 7:48) to be filled with that love. A heart filled with charity is a changed heart for it has come to know the reality of the atonement and has surrendered to it. It can then follow that such a person will find courage because he knows that charity, or Christ's atonement, will never fail him and that as long as he is right with Christ he can withstand any temptation and any enemy.

Courage. Courage is a natural outgrowth of the heart filled with charity. As we speak of courage, let us not confuse it with bravado or a willingness to take reckless risks. The courage about which we speak is the strength to act in harmony with one's own sense of right and wrong in the face of opposition, even life-threatening opposition.

The man of humility and faith, possessing charity and courage will then want to live in full alignment with God's will, which in turn instills a deep desire to govern oneself in accordance with divine law and eternal principles.

Self-government. And so our next character trait is self-government. Self-government is the beginning of freedom, individually as well as nationally. In fact, James Madison wrote that the Framers of the Constitution would "rest all [their] political experiment on the capacity of mankind for self-government." (Federalist Number 39)

Virtue. Thus, naturally springing from a spirit of self-government is virtue. It is the willingness of individuals to govern themselves in harmony with virtuous principles that makes a free and lasting republic possible. By virtue, I mean the free-will adherence to moral law and the commandments of God. These traits, so far, lead to nobility of character and uprightness. But it is not good enough to do good; one needs to be good for something, so we follow with the next trait, that of industry.

Industry. The character trait of industry ties us closely with our pioneer heritage and our Utah state motto. Industry is work; but it is more than just work. Industry connotes sustained diligence, labor and work of mind or body toward a specific, purposeful end. Industry is the commitment and investment of all the instruction received in one's education to profitable and fruitful application. President David O. McKay taught us that, "...the privilege to work is a gift, the power to work is a blessing, [and] the love of work is success." Industry is the devoted work of men, women and children who are dedicated to a righteous cause – and it leads to the related character trait of wisdom.

Wisdom. We conclude our journey around the building, and the sequential development of American Heritage School character education, with the character trait of wisdom. Wisdom is the correct application of knowledge. It might also be said that wisdom is the manifest fruit of a truly educated person who has sought to learn the truth and live in harmony with it.

Educating hearts and minds then promises, even requires, the raising up of the young to be both capable and knowledgeable, but more importantly, to also be willing to submit in faith to Christ and to the revealed word of truth. According to Webster's definition of education, this process is "one of the most important duties of parents and guardians."

In a previous century, our Church leaders pled with the members to establish private Christian schools and to support them with their resources. In support of this plea, the First Presidency in 1886, admonished the members relative to the content of the curriculum:

Our children should be indoctrinated in the principles of the Gospel from their earliest childhood. They should be made familiar with the contents of the Bible, the Book of Mormon and the Book of Doctrine and Covenants. These should be their chief text books, and everything should be done to establish and promote in their hearts genuine faith in God, in His Gospel and its ordinances, and in His works. . . . In no direction can we invest the means God has given us to better advantage than in the training of our children in the principles of

righteousness and in laying the foundation in their hearts of that pure faith which is restored to the earth. We would like to see schools of this character, independent of the District School system, started in all places where it is possible. (Pres. John Taylor, Counselors George Q. Cannon and Joseph F. Smith, An Epistle of the First Presidency to the Church of Jesus Christ of Latter-day Saints, October, 1886, Messages of the First Presidency, Vol. 3, pages 86-87)

We would hope that Presidents Taylor, Cannon and Smith would find in American Heritage School an appropriate embodiment of their earlier counsel and plea. At American Heritage School we use scripture as our most authoritative textbooks and all students maintain their own copies of the Standard Works of the Church at their classroom desks. We encourage our teachers to turn freely to the scriptures in classroom subjects and to incorporate gospel principles into every subject.

I refer again to Elder Gordon B. Hinckley's words in General Conference of 1964:

Each day we are made increasingly aware of the fact that life is more than science and mathematics, more than history and literature. There is need for another education, without which the substance of our secular learning may lead only to our destruction. I refer to the education of the heart, of the conscience, of the character, of the spirit - these indefinable aspects of our personalities which determine so certainly what we are and what we do in our relationships one with another." [Teachings of Gordon B. Hinckley, pp. 167-168.]

And thus the motto of American Heritage School: "Educating hearts and minds." For us as parents and teachers to convey anything less to our children would be to fall short of our responsibility and educational ideal – that of developing the Christian character of the child.

--Gaylord Swim (1948 – 2005), Chairman, American Heritage School Board of Directors (1995-2005)

Student Submissions



A Tribute to the Prophet
(Pencil Sketch by Benjamin McMillan, 3rd Grade)

On Covenants of Men and Nations
(By Benjamin Patch, 9th Grade)

Obedience to the laws of God primarily determines the outcome of life. These laws occur through the binding covenants made between God and man. Man's outcome in this life determines the nation's outcome in this world. The Children of Israel evidence this throughout the course of their lives. One can find the importance of covenants by simply reviewing the past.

Covenants are made between God and man to bind us to God and to teach us of godliness. Covenants with God usually revolve around requirements on our part and blessings on His part. Most covenants are the simple cause and effects of obedience to law; if we abide the law – then God, being perfect, cannot deny the blessing; and when we are obedient we will be happy. Through covenants, God not only teaches us this cause and effect relationship, but He also gives us a sure knowledge by binding covenants with His oath. "I, the Lord, am bound when ye do what I say; but when ye do not what I say, ye have no promise."

(D&C 82:10) God is perfect and wants us to be like Him that we may be happy.

A Nation's course in this world depends upon the course of its people. As part of a nation, one's duty is to live a better life that his country might prosper. God's blessings, found in His covenants, apply to nations as well as individuals. But it goes back to the cause and effect of eternal laws; if the people of a nation obey a certain commandment they will gain the accompanying blessings. As Gordon B. Hinckley said, "We cannot expect His [God's] help if we are unwilling to keep His commandments."

God has given us commandments out of love. He gave them that we might obey and not have to find out for ourselves that following Satan will only bring misery. The Children of Israel were the first nation to have the Ten Commandments, though the commandments had existed before. Their happiness depended upon their obedience to those commandments. The people individually succeeded when they obeyed, just as their nation collectively prospered when the people followed their individual covenants. Just as obedience was Israel's greatest form of success, incomplete obedience, which soon led to complete defiance, was its greatest downfall.

On "The Majesty of God's Law"
(Austin Hendricksen, 9th Grade)

There are three important truths I have learned from studying *The Majesty of God's Law* by Cleon Skousen. They are: (1) how important it is to keep the Abrahamic Covenant, (2) how the Founding Fathers wanted to establish the same covenant God established with the Children of Israel, and (3) how the kingdoms of the earth rose and fell according to how they kept the Abrahamic Covenant.

I was also interested to find out that the Founding Fathers were scholars of the Bible and that they knew about the Abrahamic Covenant. They wanted America to be established as a covenant nation. Israel was conquered by Assyria, Babylon, Persia, Greece and Rome because the Children of Israel would not keep their covenants with God. What I learned from these three truths is that if I keep the Abrahamic

Covenant, I will receive wonderful blessings – and if America keeps the Abrahamic Covenant, she too will be blessed.

Keeping the Abrahamic Covenant was so important that God spelled out the blessings and cursings for the Children of Israel. He even had the blessings and cursings read aloud from Mt. Ebal to reinforce them upon the hearts and minds of the Children of Israel. The blessings promised by the Lord were as follows:

1. They would become the greatest nation on earth.
2. They would be blessed with an abundance of food, raiment, and comfortable homes.
3. They would be blessed with good, healthy and strong children.
4. They would be blessed with great military strength so that surrounding nations would fear to attack them. Nevertheless, if there was a war, Israel would be blessed with victory.
5. They would be blessed with abundant rains and flourishing crops.
6. They would be blessed with so much wealth that other nations would come to borrow from them, but Israel would never have to borrow.

In contrast to these superlative promises, the Lord also gave an inventory of cursings for not keeping the covenant:

1. Instead of prosperity, there would be poverty.
2. Instead of health, there would be pestilence.
3. Instead of fertility, the land would become a desert.
4. Instead of military victory, there would be humiliating defeat.
5. Instead of happy marriages, wives would be kidnapped and ravished.
6. Instead of happy families, children would be sold into slavery.
7. Instead of flourishing flocks and herds, they would be left destitute.
8. Instead of being the highest, Israel would be the lowest.
9. Instead of enjoying religious freedom, they would be compelled to worship man-made idols.
10. Instead of comfort and abundance, there would be hunger, thirst and nakedness.

The Founding Fathers wanted the freedom and protection that God's Law offered. For example, John Jay felt that the Bible was the only true history of the world. John Adams wanted to establish America according to Biblical principles. Benjamin Franklin's studies persuaded him that the key to good government and happy living was centered in the Bible. It is easy to say, after studying the words of the Founding Fathers, that they knew America would be a covenant land.



*A Tribute to the Prophet
(Pencil Sketch by Andrew Bills, 3rd Grade)*

AHS Dance Festival!

The annual American Heritage School Dance Festival will be held Thursday January 31st at 1:30 p.m. in the Recreation Hall. This is a high-energy, exciting event for the families and students (all grades K-9) and a time of celebration! A special thanks to our P.E. and Dance department, Mrs. Patch, Mrs. Jespersen and Mrs. Mullen for sponsoring this event. No morning kindergarten classes will be held. All Kindergarten students will attend in the afternoon from 12:00 p.m.-3:05 p.m.

Patriotic Program

“The Spirit of America Speaks”

American Heritage School is proud to present *The Spirit of America Speaks*: a patriotic program to be held on Friday, February 22, 2008 at 10:00 a.m. and 6:30 p.m. at American Heritage School.



In 1974, American Heritage School was honored by Ezra Taft Benson's attendance at the school's inaugural patriotic program entitled “The Spirit of America Speaks”.

Through the years, community members have continued to come together at American Heritage School for this truly one-of-a-kind program, which has grown to become a powerful musical and theatrical reenactment by kindergarten through eighth grade students and faculty focusing on the divine role of Providence in our nation's history. The program traces the epic “line of Christian liberty” through scenes from the Old and New Testament, the Voyage of Columbus, the Reformation, the American Revolution, the Declaration of Independence, the Constitution, and the Restoration of the Gospel through the Prophet Joseph Smith.

We would like to extend a special invitation to alumni, teachers, patrons, and the community. American Heritage School feels this is a special opportunity to reflect upon our founding fathers and the Christian heritage of our country.

“The Spirit of America Speaks” was specially written by Geneve Cornell Deuel for American Heritage School and was first performed at the school in 1973. Mrs. Cornell's teaching career spanned 20 years during which time she served seven years as Director of American Heritage School. She was committed to instilling a fierce pride of patriotism and love of history in her students. She was awarded the Valley Forge Honor Certificate for *The Spirit of America Speaks* in 1974.

For a video preview of the patriotic program, see our website at <http://american-heritage.org/PP.htm>.

Fraser Bullock to Keynote Special AHS Capital Campaign Gala

We are pleased to announce that Fraser Bullock will be the keynote speaker at the upcoming “Educating Hearts & Minds” Capital Campaign Gala, to be held on Wednesday, April 23rd at American Heritage School. In an effort to raise much-needed resources for the physical expansion of our facilities, this exciting event will be a special, invitation-only event for members of the community who feel strongly about the mission of faith-based education and who are in a position to provide significant financial support to the School. The event will include dinner, entertainment by professional musical artist John Schmidt, and a special AHS children's choir and program.



Mr. Bullock is widely considered to be one of the most influential leaders in Utah business and venture capital circles. A founder and managing director of Sorensen Capital, Mr. Bullock was the President and CEO of the Salt Lake Organizing Committee for the Olympic Winter Games in 2002.

He was later called and sustained as an Area Authority Seventy in April 2003. For more background on Mr. Bullock, please see the following link:

http://www.sorensoncapital.com/fraser_bullock.html

If you are acquainted with someone that you believe the School should consider inviting to this very special event, please contact Mr. Beckwith.

2008/2009 Priority Registration Deadline

The 2008/2009 priority registration deadline for current patrons is Thursday, January 31, 2008. All current families received their 2008-2009 Application for Enrollment in their family information package distributed at the January 9 required parent meeting. Applications are also available online in pdf and Microsoft Word format on the "Enrollment" page of the school's website at <http://www.american-heritage.org/enrollment.html#forms>

Teacher Evaluations

Please take a moment to log-on to Edline and complete teacher evaluations for your core and specialty teachers. The online evaluation is located under the "Links" category on Edline, entitled "2008 Parent Survey" – or you can simply go to:

<http://american-heritage.org/Parent-Survey.htm>

Hardcopy evaluation forms are available at the front desk. Please take a few minutes to help improve the quality of our teaching and instruction by sharing some feedback about specific teachers with us!

Calendar at a Glance

Jan 31	All Kinder Attend P.M., 12:00-3:05 p.m.
Jan 31	Dance Festival, 1:30-3:00 p.m.
Jan 31	Priority Registration Deadline
Feb 1	Teacher In-Service-No School
Feb 14	Valentine's Day Parties, 2:00-3:00 p.m.
Feb 15	Mid-Term
Feb 15	Teacher In-Service-No School
Feb 18	Presidents' Day-No School
Feb 19	Open Registration Begins
Feb 19	All Kinder Attend A.M., 8:30-11:30 a.m.
Feb 19	Patriotic Program Dress Rehearsal, 8:40 a.m.
Feb 22	All Kinder Attend A.M., 8:30-11:30 a.m.
Feb 22	Patriotic Program Matinee, 10:00 a.m.
Feb 22	Patriotic Program, 6:30 p.m.
Feb 26-28	Book Fair Tu. 12-3 p.m. W&Th 8-8 p.m.
Feb 27-28	Parent Teacher Conferences, 4-8 p.m.
Feb 29	Teacher In-Service-No School

Note: There is no Family Lecture Series in February; please attend the Patriotic Program!

Spelling Bee Congratulations!!



Congratulations to our 2008 Senior Bee Champions, Erica Brown (first place), Andrew Sessions (second place) and Jacob Frazier (third place).

Also congratulations to our 2008 AHS Classroom Spelling Bee Champions for the 4th – 8th Grades:

4th Grade – Mrs. Tolman, Mrs. White

1st Place: Mckenna Brown, Elena Hadlock
2nd Place: Stephanie McGuire, Sarah Jensen
3rd Place: Linnea Miner, Natasha Huhem

5th – Mr. Cornell, Mrs. Proud

1st Place: Merrick Carr, Max Higbee
2nd Place: Samantha Frazier, Brennah Oaks
3rd Place: Palmer Edholm, Corinne Gilson

6th Grade – Mrs. Connors, Mrs. Geslison

1st Place: Emily Hawkins, Andrew Sessions
2nd Place: Ian Boggess, Olivia Webb
3rd Place: Allan Hastings, Misha Duncan

7th Grade – Mr. Latimer, Mrs. Scanland

1st Place: Brittani Bills, Jacob Frazier
2nd Place: Joshua Jensen, Lauren Edholm
3rd Place: Nathan Mullen, Quinn Sutton

8th Grade - Mrs. Brinkerhoff, Mr. Haymond

1st Place: Erika Brown, Christian Hartman
2nd Place: Steven Duncan, Allyson Lefebvre
3rd Place: Meagan Hilmo, Chelsea Heaton

The State Spelling Bee will be held on Saturday, March 15, 2008 at the Scera Theater, 745 South State, Orem. Registration is from 7:30 – 8:30 a.m. and the Bee begins promptly at 8:30 a.m.

Pre-Order Your Yearbooks!

It is time to pre-order the AHS yearbook!! Price is only \$15. Please return the attached form (or pick one up at the front office) with a check payable to American Heritage School no later than April 10th, 2008. Thank you to Mrs. Jewell and the 8th Grade Design Team for putting our yearbook together.

Recess Guidance and Air Quality Standards

Recently, all schools in Utah received guidance from the State of Utah pertaining to air quality standards and recess procedures. American Heritage School has chosen to participate with other schools in Utah in complying with this guidance.

In recent years we have seen inversions, fires and other factors affect our outdoor air quality. There is concern about the effects of poor air quality on children's health and their ability to breathe easily. Because of this, we have adopted the following guidelines (as recommended by the State of Utah):

What will the School do?

1. We will check the Particulate Matter (PM2.5) levels. This information will guide our outdoor physical activities.
2. When the PM2.5 level falls between 35.5 and 55.4, we will let "sensitive" students stay indoors.
3. When the PM2.5 level falls between 55.5 and 90, we will let "sensitive" students and students experiencing respiratory symptoms, such as with a cold or allergies, stay indoors.
4. When the PM2.5 level rises above 90, outdoor recess will be cancelled for all children and alternative play/exercise opportunities will be offered indoors.

What should parents do?

- Parents, with advice from your health care provider, need to contact the school secretary or nurse if your child is "sensitive" to poor air quality.
- Sensitive children may include those with significant or poorly controlled asthma, cystic fibrosis, chronic lung disease, congenital heart disease, compromised immune systems, or other respiratory problems.

For your information:

- ✓ The daily PM2.5 level is located at www.airquality.utah.gov.
- ✓ Additional information on air quality guidance for schools is located at www.health.utah.gov/asthma.

We are committed to providing a safe and healthy school environment for your child! Please contact the school if you have questions about this issue.

Welcome to Our New Administrators!

Welcome to our two newest administrators, Rich Weyland, Director of Finance, and Bob Wheeler, Director of Facilities.

Rich Weyland, our new Director of Finance, comes to American Heritage School with a wealth of experience in finance, business management, information systems, and budgeting and has significant experience in financial operations of non-profit organizations. Rich and his wife, Heidi, are the parents of seven children, one of whom attends American Heritage School (Tanner, 9th Grade). Welcome Rich!

Bob Wheeler, our new Director of Facilities, comes to American Heritage School with a diverse background not only in facilities management but also significant experience in security, law enforcement, risk management, institutional emergency preparedness, and first responding. Bob and his wife Shari (yes, our very own Shari Wheeler!) will be a dynamic duo in assisting to oversee the smooth, orderly and safe operation of our office and facilities! Welcome Bob!

Positions Available

High School Science Teacher (FT/PT/hourly): Minimum two-years' experience, preferably in formal middle or high school setting, bachelors degree or higher preferred. A successful applicant will have teaching experience in Earth Science and Biology. Chemistry experience helpful. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive salary based upon experience. Additional compensation available for physics and advanced math teaching skills. Health and retirement benefits available (FT only). Position for 2008-2009 school year. Applications are being accepted through April 15, 2008.

First Grade Teacher (FT): Minimum two-years' experience, preferably in formal elementary school setting. Bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and

love of the Restored Gospel. Competitive salary based upon experience. Health and retirement benefits available. Position for 2008-2009 school year. Applications are being accepted through April 15, 2008.

Librarian (FT): Minimum two-years' full-time experience in either library science, computers, information systems, or other applicable library/technology skills. Yearbook skills (computer graphics, design, layout) helpful. Bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive salary based upon experience. Health and retirement benefits available. Position for 2008-2009 school year. Applications are being accepted through April 15, 2008.

Non-discrimination Notice: American Heritage School does not discriminate against any employee, student, employee applicant or student applicant because of race, creed, color, religion, sex, age, national origin, physical and/or mental disability.

Forgotten Lunch Program

We have had many students participate in our forgotten lunch program so far this year and in order for us to continue we will need those that use the program to remember it will only work if items are replenished on an as-used basis. Please call the front office for more details.

Children's First Utah Scholarships

Children's First Utah is accepting scholarship applications for the coming school year. The mission of Children First Utah is to increase educational opportunities for children in low-income families by offering tuition assistance to private schools. Eligibility is based upon income. Scholarships will be awarded March through August. To learn more about this opportunity and how to apply, visit the Children's First Utah website at www.childrenfirstutah.org. If you have any additional questions, please contact Jolene at 801-363-0946.

2008/2009 Daily Schedule

As discussed at the January 9 all-parent meeting and also in the parent information packages, please be aware that the following schedule changes will take effect with the 2008/2009 academic year:

- All grades 7 and higher will attend classes on a 5-day per week basis. This is a change to the current schedule of approximately every other Friday as a non-school day for teacher inservice. Inservice training for teachers in grades 7-10 will be conducted on various "early out" days during the calendar year.
- All grades 7 and higher will begin classes at 8:10 a.m. and conclude the day at 3:10 p.m. This is a change to the current 8:30 a.m. to 3:05 p.m. schedule and will accommodate the schedules beginning in 7th grade as outlined in the "High School Update Letter, January 9, 2008". The start-time for early morning seminary is a CES decision and will be announced as soon as we confirm a minimum number of early morning seminary students and CES assigns a teacher.

The daily schedule for grades K-6 will remain unchanged (begin classes at 8:30 a.m. and conclude the day at 3:05 p.m.) As is currently the practice in most classrooms, beginning at 8:15 a.m., teachers in grades K-6 will provide supplemental enrichment activities ("early bird specials") for students who arrive early and are awaiting the 8:30 bell. As always, if families have special circumstances pertaining to arrival or dismissal, we will be as flexible as possible to accommodate those schedules.

AHS Honor Roll Second Term

Allen, Lindsey
 Allred, Kyle
 Anderson, Macie
 Bigelow, Robbie
 Bills, Brittani
 Bingham, Dennis
 Bleyl, Aria
 Boggess, Ian
 Bowen, Catherine
 Bowen, Elizabeth
 Bowen, Sarah
 Breaux, Rachael
 Brooks, Kimball
 Brown, Alison
 Brown, Camille
 Brown, Erika
 Brown, Matthew
 Caldwell, Bridger
 Carr, Merrick
 Clawson, Asher
 Coleman, Angela
 Colledge, Isabelle
 Covey, Britain
 Covey, Madalyn
 Duncan, Misha
 Duncan, Steven
 Edholm, Palmer
 Folkman, Rebekah
 Frazier, Jacob
 Frazier, Samantha
 Gilson, Corinne
 Hartman, Christian
 Hastings, Morgan
 Hawkins, Emily
 Haymond, Samuel
 Heaton, Chelsea
 Hendricks, Justin

Heras, Erik
 Higbee, Maxwell
 Hill, Austin
 Hill, McKenzie
 Hilmo, Meagan
 Hilton, Scott
 Holmstead, Christopher
 Houghton, Audrey
 Houghton, Turner
 Johnson, Chloe
 Johnson, Kaela
 Johnson, Walker
 Jones, Kalen
 Kenney, Karissa
 Kleinman, Jacob
 Klingler, Alex
 Klingler, Nichole
 Lefebvre, Lexie
 Leininger, Sara
 Lofgreen, Dallen
 Lofgreen, Kaytlyn
 Lytle, Luke
 McAlister, Sarah
 Monson, Lacey
 Monson, Rosie
 Morales Llan, Sasha
 Morales Llan, Shirley
 Morris, Michael
 Morris, Michelle
 Mullen, Nathan
 Nazer, Katie
 Nielson, Christopher
 Nunes, Kaiden
 Oaks, Brennah
 Pack, Cera
 Padua, Nathalia
 Raubenheimer, Carlynn

Ricco, Michael
 Riley, Charissa
 Risenmay, Malika
 Roberts, Ashley
 Roberts, Brittney
 Roberts, Emily
 Roberts, Sophie
 Rose, Daniel
 Ruder-Sanchez,
 Sebastian
 Sessions, Andrew
 Shelton, Jessica
 Smart, Stephanie
 Smith, Conner
 Smith, Deanna
 Stoddard, Hannah
 Sutton, Olivia
 Sutton, Quinn
 Thorpe, Mason
 Thurston, Isaac
 Tolman, Aja
 Tolman, Hannah
 Van Bloem, Eliza
 Van Der Watt, Daisha
 Wall, Hayden
 Webb, Olivia
 Welch, Ford
 Welch, Holly
 Westbrook, Maddy
 Weyland, Tanner
 White, McKaylla
 Young, Sidney

Patriotic Program "The Spirit of America Speaks"

Dress Rehearsals Tuesday, Feb. 19th and Thursday Feb. 21st at 8:40 a.m.

Performances: Friday, February 22nd, 10:00 a.m. and 6:30 p.m.

Costume Directions!

These directions apply to our dress rehearsals on Tuesday and Thursday (Feb 19th and 21st) as well as to both performances on Friday, February 22nd

Parents, you are welcome to attend our dress rehearsals on Tuesday, February 19th at 8:40 a.m. or Thursday, February 21st at 8:40 a.m. ***On Friday, February 22nd, please have your student at the school at 6:00 p.m. sharp (except 5th Grade, who should arrive at 5:00 p.m.)! The Prelude music starts at 6:15 p.m.**

Kindergarten: Girls & Boys: Dress uniforms. **ALL** Kindergarteners attend AM kindergarten time on Tuesday, February 19th, for the dress rehearsal at 8:30-11:30 A.M. and Friday, February 22nd for the matinee performance at 10:00 a.m. On Friday, February 22nd kindergarteners meet in their classroom at 6:00 p.m. sharp to put on their Israeli costume over their uniforms. PM Kindergarten students are not required to attend the Thursday, February 21st dress rehearsal.

First and Second Grades:

Girls: Dress Uniform, dark tights and shoes

Boys: dress uniform with dark socks and dark shoes.

Third and Fourth Grade: Savior and Israelite scene: Sandals if possible, shirts with no collar underneath the Israelite costume. Hair for Israelite girls—princess style—front hair pulled up in a ponytail. No bangs if possible.

Fifth Grade: Please arrive at the school no later than 5:00 p.m. on Friday, February 22nd. Please send your children to school for both performances with foundation, light blush, mascara and eyeliner, light lipstick.

Barons: Black dress shoes, dark knee socks, shirt with no collar underneath the costume.

Columbus scene:

Girls: No collar under costume, white tights, dress shoes.

Boys: No collar on shirt, dark leggings or knee socks, black dress shoes.

Founding Fathers:

Boys: Black dress shoes, long white socks, or tights, white, long sleeved dress shirt

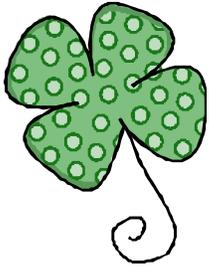
Girls: white knee socks or tights, black dress shoes. Hair for colonial girls: buns or ringlets, no bangs, curls around the face but not in the eyes, part down the middle

Sixth, Seventh & Eighth Grades:

Girls: Dress Uniform, dark tights and dark shoes.

Boys: Dress uniform with dark socks, dark shoes.

Thank you for your support,
Mr. Hunsaker & Mrs. Kauffman



Pizza Monday Sign-ups for March

This is our pizza-ordering sheet.

Your students' pizza orders will be for the entire month. This means that if they want 2 pieces of pepperoni that is what they will get for all the weeks in the month. If your student wants a change, they may change next month. **The cost is \$1 per slice of pizza ordered.**



March 10 th , 17 th , 24 th , 31 st					
Name of Student (First & Last Name)	Teacher	Pepperoni	Cheese	Ham	Total Pieces
Total # slices ordered p/week					
X 4 weeks =					
Total month price (\$1 per slice)					\$

Pizza Monday Sign-ups for April



This is our pizza-ordering sheet.

Your students' pizza orders will be for the entire month. This means that if they want 2 pieces of pepperoni that is what they will get for all the weeks in the month. If your student wants a change, they may change next month. **The cost is \$1 per slice of pizza ordered.**



April 7 th , 21 st , 28 th					
Name of Student (First & Last Name)	Teacher	Pepperoni	Cheese	Ham	Total Slices
Total # slices ordered p/week					
X 3 weeks =					
Total month price (\$1 per slice)					\$

**** Please return your order form for the months of March and April with a check (NO CASH) no later than Friday, February 22, 2008. This is a firm deadline. All checks are made out to American Heritage School. Thank you.**