

# American Heritage School



## Parent Handbook

2010-2011 School Year

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## A Message From the Board of Trustees

Dear Parents,

We welcome you as patrons of American Heritage School, and we honor your role as parents. The education of children is, first and foremost, the responsibility of parents. It is the school's responsibility to serve you. We are only junior partners in helping you with your God-given stewardship to teach and nurture our Heavenly Father's children.

We hope that patrons choose American Heritage School because they accept the principles and values found in our mission statement. For the school to be effective, parents and the school should be of one heart. Thus, you are asked to read our mission statement before you enroll your child. The school must be in a position to reinforce the teachings of the home, and the home should reaffirm the teachings of the school.

Our mission statement is not merely a platitude engraved on a plaque and hung on a wall to be forgotten. Rather it is the driving passion—the purpose—behind all that we do. It represents the ideals for which we are striving.

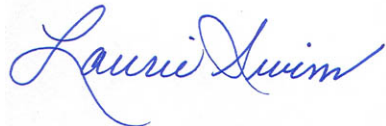
Education is primarily a spiritual matter. The curriculum of any school (public or private) is rooted in the spiritual values that guide the institution. How else could one determine what is important to teach and upon what principles the pedagogy is premised? We are dealing with the hearts and minds of living souls. We hope to teach far more than facts and skills. We desire to teach truth, to develop the capability to discern truth, and the knowledge to apply that truth in a constructive way in daily living.

American Heritage School is unique because it integrates the teachings of modern and ancient scriptures, especially the *Book of Mormon*, in all facets of the curriculum. We realize our inadequacy in this noble endeavor, but as Robert Browning expressed it, "Ah, but a man's reach should exceed his grasp, or what's a heaven for?" Each year we strive to better ourselves to become more effective in our work and more closely approach our ideals.

It is our hope that this *Parent Handbook* will help us work closely together in our common goal to bless the lives of your precious children.

The intellect can be taught facts, but it takes the influence of the Spirit to learn truth. We work to make the Spirit feel welcome here.

Sincerely,



Laurie Swim  
Chairman

## **A Message From the Administration**

Dear Parents,

Welcome to American Heritage School. We are committed to educating and inspiring children and families in their pursuit to acquire knowledge of fundamental academic disciplines as well as knowledge of eternal principles of the Restored Gospel.

During the past 40 years, the vision of founders Dr. H. Verlan and Shirley Andersen and others has been tested and tried. We hope to carry on that same vision. As the school's administration, our desire is to maintain and continually improve the high quality of education that has been established here. We strongly endorse the mission statement and oversee its implementation.

Our desire is to provide a safe environment where children may learn. We believe every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction.

American Heritage School is a place where the Spirit of the Lord is invited daily. Classroom teachers prepare and teach by the prayer of faith (D&C 42:14) so that they are better able to help children recognize and respond to the Holy Ghost as the teacher of all truth. An environment where the Spirit is welcome allows teachers to openly testify of the truths in the curriculum as such opportunities unfold. We desire to awaken and hold the student's interest and to encourage active participation of all class members, and then to guide them to live their lives according to the great principles and truths they learn here.

This school represents a partnership among parents, faculty, and administration where we are united in our commitment to the objectives outlined in the mission statement. American Heritage School has an active Parent Organization, which serves in the individual classroom and on various projects that benefit the school as a whole. We invite you to become active in this organization beyond the minimum commitment of 30 hours required by the admission process.

Finally, just a word about "policies and procedures": Good policy is based upon sound principles of Christian self-government. Good policy also takes time, energy and patience to refine. We know that many of these policies are not perfect. But we begin by putting policies on paper and testing their goodness through our good faith efforts to apply them. It is our hope and prayer that each of us will be patient enough to do just that: test these policies, imperfect as some of them may seem, through consistent and diligent application of their precepts and requirements. Then, let us know how it goes! Let's make them better year after year, together.

Thank you for choosing American Heritage School. May God mend our every flaw and our gold refine!

Sincerely,

Grant Beckwith, Principal  
Trudy Camp, Assistant Principal, Elementary School  
Blaine Hunsaker, Assistant Principal, High School  
Leland Anderson, Assistant Principal, Distance Education

## A Message From the Parent Organization

Dear Parents,

Welcome to American Heritage School! Whether you are new to the school this year or a returning patron, this school year is sure to be a new and exciting adventure for your family. With new teachers and new friends, each school year is an amazing time of growth and learning.

This year the theme for the Parent Organization is "You Are My Hands" chosen from the theme of President Uchtdorf's October 2009 Conference address along with the scripture Mosiah 2:17 "*when ye are in the service of your fellow beings ye are only in the service of your God.*" We can be an example of the Lord's Hands as we serve our children, teachers, and administrators.

We hope you will enjoy serving with old friends and meeting new people by serving in the Parent Organization this school year. The Parent Organization at American Heritage School is here to serve administrators, teachers, and students. By being active in this organization you will help increase and enrich each child's learning experience.

We look forward to a wonderful year, working together, helping to educate the hearts and minds of our children here at American Heritage School!

Sincerely,

Katie Holmstead  
Parent Organization President

### Parent Organization Sponsored Events

Bulletin Board	High School Dances	Room Mothers
Book Fair	High School Graduation	Safety & Welfare
Christmas Teddy Bears	In-Service Lunches	Science Fairs
Essay Contest	Library Volunteers	Shakespeare Play
Eye Screening	Lunchroom Duty	Snow Sculpture Day
Faculty Dinners	Patriotic Program	Spelling Bees
Fall Festival	Picture Day	Teacher Café
Field Day	Pizza Mondays	Uniform Swap
Geography Bee	Presidential Fitness	

See Appendix A for team leaders and more on the Parent Organization.

Watch for the volunteer sign-up sheets at the first parent meeting and at Meet The Teacher day to sign up to help with these special events!

**Your service is essential, and blesses the lives of all!**

## 1. Mission Statement

American Heritage School exists for the purpose of serving parents in assisting in developing the minds, the hearts, and the bodies of students in order that they may:

1. Be useful in the hands of the Lord in building the kingdom of God on earth;
2. Increase faith in and knowledge of the Plan of Salvation;
3. Develop a love, understanding and appreciation for America and the Founding Fathers;
4. Develop the basic academic knowledge and skills necessary to be able to make self-education a life-long pursuit;
5. Learn to reason and discern between right and wrong, truth and error;
6. Develop character and self-discipline of mind and body; and
7. Conduct themselves in all aspects of life as Christians.

All activities, teaching, governance, and administration are to be accomplished in light of the above objectives and insofar as possible in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land.

All teachers, staff, administrators, and Trustees shall strive to be living examples of the values, principles, and skills taught at the school.

## **2. Statement of Educational Philosophy**

American Heritage School represents a partnership among the parents, faculty, students, administration, and staff. These partners are united in their commitment to the common objectives outlined in the school's mission statement.

Education is based on the relationship between teacher and student. As role models, teachers at American Heritage School are valued by students and parents not only for their ability to instruct students in substantive areas of academic discipline, but also for their caring attitudes and nurturing spirits. Teachers are viewed as the "lively textbooks" from which students learn some of the most important lessons in life.

American Heritage School takes very seriously its responsibility to promote the spiritual and academic development of its students; however, it also recognizes that parents are primarily and ultimately responsible for their children in this regard. Thus, parents at American Heritage School expect and appreciate direct and regular communication from the faculty concerning individual needs of their children. Likewise, teachers and administrators at American Heritage School expect parents to be responsive to requests and recommendations given to parents with respect to particular needs of the individual students.

Academic excellence along with responsible citizenship and character development are points of particular emphasis at American Heritage School. Much of our teaching is based upon a methodology developed by the Foundation for American Christian Education (FACE), which implements a principle approach to education (see section 3). This principle-based approach provides perfect and natural opportunities for both academic and religious education in every subject and at every grade level.

In addition to rigorous curriculum in the traditional subject areas such as reading, mathematics, science, and history, students also participate in choral music, visual arts, athletics, and annual student productions that enrich the curriculum. Also, beautifully written and directed class devotionals are performed on a regular basis, providing for each child's poise and talents to be developed. Teachers at American Heritage School take a tutorial approach to education in order to meet each child at his/her threshold of learning.

Each of the three governing branches of the school—the Board of Trustees, the Administration, and the Parent Organization—has a separate stewardship that strengthens what the school offers to its students. The three organizations work together as a "council of three" to strengthen the solid tradition of excellence at American Heritage School.

### 3. The Principle Approach®

American Heritage School bases the majority of all instruction in every subject on an educational method called the Principle Approach®, which was developed by the Foundation for American Christian Education (FACE).

The following summary of the Principle Approach® has been taken with permission from a FACE model school faculty manual.

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Samuel Adams, Father of the American Revolution, admonished his peers with, “the importance of educating their little boys and girls by inculcating in their minds the fear and love of the piety; of instructing them in the art of self-government; and in leading them in the study and practice of the exalted virtues of the Christian system.”

In twenty-first-century America we live in a leisure-oriented society—an era of “amusement,” desiring and seeking the constant stimulation and tickling of our senses which leaves little time to think reflectively and enjoy a fellowship with our minds. The root of amusement is the French word “amuser” meaning to stand idle, detain, to loiter, or trifle—the opposite of “muse” which means to roll over and over, to ponder, examine, consider. As modern educators we have the responsibility of redirecting the course of our nation, held in bondage to amusement and mediocrity, by challenging our children to muse and by teaching them how to reason from the Word of God. However, in the tradition of American independence, it is up to the individual—it must begin with each one of us for, “as a man thinketh, so is he” (Proverbs 23:7). Come, let us reason together, let us restore America to the place of honor that it once held—“that excellent school in which to learn Christ.”

The Principle Approach® is the Biblical method of education derived from our heritage as American Christians. It has the power to produce independent thinkers, ennobled Christian character, self-government within individual learners, Christian scholarship, a spirit of enterprise, and a Christian view in all subjects of knowledge. The architects of the Principle Approach are Miss Rosalie J. Slater and Miss Verna M. Hall. In their extensive research into America's Christian history, they gleaned seven basic principles from Scripture which were ingrained in the character of our American forefathers. By using a Biblical method that furnishes the learner with the tools of research, reasoning, relating the knowledge to self, and recording it, they have laid a foundation for the contemporary Christian educator to develop inspiring and challenging curriculum for every subject that is foundationally both Christian and American. Through the mastery of these tools the learner becomes skilled in independent study and thought, thus liberating him from dependency upon pagan ideologies and philosophies. Just as in the colonial period, the key to liberty is independent Christian thinking. One must be solidly rooted in the principles of Scripture and possess the ability to reason and formulate conclusions that are born out of and energized by the knowledge of God's Word in combination with the inspiration of the Holy Spirit. Then the body of knowledge becomes the property of the individual. It is a product of his labor and he is able to exercise dominion over its applications in his environment. This is the essence of true Christian scholarship producing the model of Christ for every walk of life.

It is foundational to the American Heritage School teacher to become actively engaged in a self-taught program in the Principle Approach®. But we, as a generation of learners, are products of progressive classroom methods which utilized pre-planned curriculum supplying nearly everything and requiring no individual mastery, scholarship, or permanent record of the labor of learning. We have been

robbed of the opportunity to Biblically reason and trained to respond in a non-reflective way. Sadly, we are in bondage and dependent as Christians upon the philosophy and theology of socialism. Current progressive methods of instruction in the classroom presume no absolutes and teach as fact that all things have happened “by chance.” As Christians we know that the Creator has designed and planned for everything in His universe, undergirded and held together by His immutable laws and principles as revealed in His Word. In order to be liberated and to model Christian scholarship, curriculum, and methodology in the classroom, we must assume the responsibility of our own re-education. Simply attaching a religion class to the students' curriculum and memorizing Scripture verses will not forge the ennobled Christian character needed for leadership. Therefore, we must master the Christian philosophy through a re-education process that begins with the FACE syllabus, “The Providential Teaching of America's History.” This in-depth study of the Pilgrim story is basic to the understanding of America's Christian history of government, education, and character.

Our role as educators is to provide each learner with the educational tools and to encourage their mastery for a lifetime of learning producing the spirit of enterprise in each individual, not only in an exclusive number of “talented and gifted”; to inculcate the principles of Christian self-government; to unlock the treasure chest of the many bodies of knowledge; and to inspire the learner to achieve his fullest potential in Christ by assuming his God-ordained place on the Chain of Christianity.

The best thing you can do for your fellow,  
next to rousing his conscience is --  
not to give him things to think about,  
but to wake things up that are in him; or,  
make him think things for himself.

GEORGE MAC DONALD  
“Fantastic Imagination”

The Principle Approach<sup>®</sup> is more than a method for education—it is a way of thinking. It requires time to master the Principle Approach<sup>®</sup> because it is developed through the disciplined study of Scripture. God's principles must be internalized before they will find expression in the many external channels of the soul. Restoration must begin in our thinking. In Romans 12:2 we have a mandate: “Do not be conformed to this world, but be transformed by the renewing of your mind; that you may prove what the will of God is, that which is good and acceptable and perfect.”

### **The Principle Approach<sup>®</sup> Defined**

“PRINCIPLE” is defined as the source, the origin, the first cause, that from which a thing proceeds. Principles are SEEDS, the INTERNAL CAUSES for external conditions.

“APPROACH” is defined as the act of drawing near; in fortification the works erected to protect one against the enemy.

- I. The Principle Approach<sup>®</sup> is expansionary, not evolutionary.
  - A. It gives the whole from the beginning rather than building as in evolution. Kindergarten students are given all the seeds, rudiments, and tools for reading from the beginning. As the reasoning ability enlarges, the child's skills and abilities expand.
  - B. Against the backdrop of a whole and complete creation, separate elements unfold.

- II. The Principle Approach<sup>®</sup> is reflective learning as opposed to rote learning which produces no mastery. "Reflect" means to bend back, to throw the thoughts upon past operations of the mind or upon past events, to consider attentively.
- III. The Principle Approach<sup>®</sup> uses God's Word to illumine and bring form to each subject.
  - A. The light of God's Word appears in every subject. Every subject of knowledge can be taught by using the Principle Approach<sup>®</sup>.
  - B. God's Word is the standard for discerning truth from error.
  - C. The basic elements and principles of each subject are clearly identified and defined.
- IV. The Principle Approach<sup>®</sup> develops curriculum based upon the Christian idea of man and government not the pagan idea. (See chart below.)
  - A. Christian liberty provides a different foundation, development, and use of a subject than the bondage of the pagan view. There are only two origins for any subject:
  - B. Knowledge of the westward move of Christianity to America and the individual links on the Chain of Christianity provide an excitement within the teacher and learner to fulfill their places in God's plan for their lives.

**Christian and Pagan Views of Education Contrasted**

CHRISTIAN	PAGAN
<ol style="list-style-type: none"> <li>1. Internal is seen as causative and primary</li> <li>2. God is the source and answer</li> <li>3. Expansionary</li> <li>4. Educational by definition is liberty oriented</li> <li>5. Biblical /Scriptural</li> <li>6. Reflective—internally oriented; individual action and expression inspires, consecrates, instructs</li> <li>7. Conscience is causative, cause and effect is internal to external</li> <li>8. Teaches exact knowledge of God in all subjects</li> <li>9. Expression of ideas</li> <li>10. Develops “critical faculties”: discernment, judgment, evaluative skills</li> <li>11. Provides for character growth</li> <li>12. Uses aids and visuals to verify, amplify, and clarify exact knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. External only is understood</li> <li>2. Man is the source and answer</li> <li>3. Evolutionary</li> <li>4. Political by definition and control oriented</li> <li>5. Psychological/behavioral/Pavlovian</li> <li>6. Non-reflective—environment oriented; group action, stimulus, response, motivate, indoctrinate</li> <li>7. Environment is causative; student responsive to environmental stimulus</li> <li>8. Depends upon external motivation</li> <li>9. Impression through sensory avenues</li> <li>10. Imposes “socially approved” opinions</li> <li>11. Provides for changing behavior</li> <li>12. Uses visuals to provoke and stimulate</li> </ol>
THE FRUIT:	THE FRUIT:
<p>Liberty  Independence  Wholeness  Individuality  Productive purposefulness  Dominion  Discipline  Fulfillment/Happiness</p>	<p>Slavery  Dependence  Fragmentation  Uniformity  Socialism  Indiscriminate submission  Rebellion  Restlessness</p>

V. The Principle Approach® encourages development and use of character qualities found in the Pilgrims who are the model of American Christian character:

Faith and Steadfastness  
Brotherly Love and Christian Care  
Diligence and Industry  
Liberty of Conscience

- A. The exercise of these character qualities liberates the individual enabling him to express his fullest God-given potential.
- B. The American Christian character produces an enterprising spirit meaning productivity will be both a process and a product.
- C. Within the framework of the Christian philosophy of education and government, teachers who are liberated creatively in their own learning and scholarly research become the living, lively textbook necessary to bring a freshness and excitement for the subject presented, generating a love of learning in the individual students.
- D. The effect of long term Christian character in teachers will be the restoration of honor and dignity to the profession of teaching in our nation, thus inspiring future Christian teachers.

VI. Mastery of the seven principles of American Christian history (see “The Seven Principles of American Christian History” below) is defined and developed. These principles are seen in every subject and taught in every grade. Their mastery develops the reasoning-writing ability of both teacher and learner.

### **The Seven Principles of American Christian History**

As stated above, mastery of the seven principles of American Christian history, which are defined in and developed for use in curriculum by FACE founding members, Miss Rosalie J. Slater and Miss Verna M. Hall in their books: “Teaching and Learning America's Christian History, The Principle Approach” and “The Christian History of The Constitution” are fundamental to the Principal Approach® method and are seen in every subject and taught in every grade. Their mastery develops the reasoning-writing ability of both teacher and learner. The seven basic principles are:

- 1. The Principle of Individuality: Everything in God's universe reveals His Infinity and Diversity. Each person is a unique creation of God, designed to express the nature of Christ individually in society. This principle is the heart of Scripture.
- 2. The Principle of Christian Self-Government: God ruling internally from the heart of the individual. In order to have true liberty man must be governed internally by the Spirit of God rather than by external forces. Government is first individual, then corporate.
- 3. The Principle of Christian Character: The image of Christ engraved upon the individual bringing dominion and change to his external environment. The model of American Christian character is the Pilgrim character:
  - Faith and Steadfastness
  - Brotherly Love and Christian Character
  - Diligence and Industry
  - Liberty of Conscience

4. Conscience is the Most Sacred Property: God requires faithful stewardship of all His gifts especially the internal property of our conscience, thoughts, and convictions. This is a tool for Christian Self-Government as each child learns the revelation of consent. Each individual governs his life through the consent to do right or wrong.

5. The Christian Form of Government: The Law and the Gospel are the basis of our government in America. Proper government requires a balance of internal power and its external form as seen in the separation of powers and a dual form with checks and balances.

6. How the Seed of Local Self-Government is Planted or the Principle of Sowing and Reaping. This is liberty under the Law. By sowing God's principles, desirable fruit is produced and harvested.

7. The Principle of Unity with Union: Internal agreement (unity) produces an external union. Before two or more individuals can act effectively together, they must first be united in spirit in their purposes and convictions. It is possible to have union without unity.

### **The Notebook Method: The Tool of the Principle Approach®**

Reading maketh a man full  
Speaking—a ready man  
And writing an exact man.  
--Francis Bacon

The notebook is the fruit of the student's own scholarship and serves to cultivate habits of productivity, precision, and order, in exercising basic skills.

The Notebook Approach (or Notebook Method) is more than an efficient way of filing the student's work in three-ring binder. . . if that were all it embraced, teachers would not spend the immense labor and time that the Notebook Approach requires in teaching and learning. . . the Notebook Approach is a valuable tool of reasoning and academic discipline that produces Christian scholarship and a Biblical worldview in both the teacher and student.

In the search to identify the common elements in the educational backgrounds of men of great character in history, it was learned that several factors were consistent: training in Biblical reasoning, high academic discipline, emphasis on languages and mathematics, and the use of the notebook method of study. Mastery of learning requires that the learner make a written record of his study and the more detailed and exacting the record, the greater the mastery attained. The notebook is the tool of reasoning and academic discipline.

In direct contrast to workbooks, which require limited reflective thinking, mastery of subject, or record of labor, the Notebook Approach produces:

1. Reflective thinking.
2. Ability to speak, write, and reason with authority.
3. Mastery of subject.
4. A record of learning in the student's own handwriting.

### **The Notebook:**

1. It is a product of the individual's own hand.
2. It is a record of the student's labor and productivity.
3. It is a record for further study and reflection.
4. It aids the purpose of education as defined by Noah Webster, producing mastery of the subject.
5. It is an aid to the parent and the teacher in the child's progress. It shows exactly what is being taught, a constant progress report indicating graphically the character development of the child, his industry, diligence, and responsibility.
6. The following arts are exercised by the Notebook Method:
  - a) Listening
  - b) Writing
  - c) Organizing
  - d) Managing
  - e) Consistency
  - f) Criticism
7. The following skills are developed and exercised by the Notebook Method:
  - a) Reading
  - b) Spelling
  - c) Research
  - d) Observation
  - e) Discipline

**The Steps of the Notebook Method:**

The Notebook Method incorporates and balances four steps of learning:

STEP	DEFINITION	METHOD
RESEARCH	Diligent inquiry, laborious search in the scriptures for principles (Acts 17:11)	Vocabulary research, notes on the board, scripture search, map work, visual aids for notebook
REASON	The cause or ground of opinions, that which supports or justifies an opinion; internally digesting material (I Peter 3:15)	Answer questions and paraphrase facts
RELATE	Handling of information and its application to self, making the material relevant to the student and his world (Luke 24:27.32)	Use of Socratic method of teaching through guided discussions and answering "relate" questions
RECORD	A regular, authentic official copy of any writing for preservation (I John 5:10)	In writing it down it becomes a permanent part of the individual

**The Standard of the Notebook Method:**

The standard form for the notebook is specified by the individual teacher, based on the ability of the age group being taught. The standard is taught and reinforced daily. It should be printed and placed in front of the notebook and frequently referred to by the teacher. Beginning students in the primary and new students in the higher grades will have a graduated introduction to the Notebook Method to insure their success.

#### **4. Statement of Religious Instruction**

American Heritage School is not sponsored by, endorsed by, or affiliated with The Church of Jesus Christ of Latter-day Saints (the LDS Church) or any other denomination. Respect for all religions is taught. However, the founders of American Heritage School felt deeply about the importance of maintaining an environment where eternal, restored truths—as taught by the LDS Church—would be taught, and where faith in Jesus Christ and love for the Savior would be felt by each child.

We feel, as did the Apostle John when he wrote, “I have no greater joy than to hear that my children walk in truth” (3 John 1:4). This joy is felt in the children at American Heritage School who can learn and then walk in the way of truth. The reading of the Bible and other books accepted as scripture by the LDS Church are an integral part of daily classroom activity. Also, the writings of LDS Church leaders are frequently referenced and considered to be authoritative.

Our Honor Code incorporates the principles and guidelines found in For the Strength of Youth pamphlet and My Gospel Standard Chart published by the LDS Church.

The school welcomes students of other faiths and does not require students or parents to subscribe to any religious creed; however, the school does require students and parents to acknowledge that the mission statement of American Heritage School is the basis for “all activities, teaching, governance and administration”. Acknowledgment of the school’s mission statement is not intended to compromise any student’s or parent’s values or beliefs, but rather is viewed as acknowledgement by students and parents that they understand the purposes and philosophy of the school and that they are willing to honor and abide by the school’s rules and policies.

Daily devotionals, which consist of the Pledge of Allegiance, singing of sacred hymns, prayer, and scriptural instruction, can be expected not only in classes, but in administration, parent, and staff meetings as well. Although we hold regular devotionals that include prayer, singing of sacred hymns, and expressions of religious belief, we feel that it is important to maintain a clear distinction between American Heritage School, the Church of Jesus Christ of Latter-day Saints, and the LDS Church Education System (“CES”). Accordingly, American Heritage School faculty do not commonly refer to each other as “Brother and Sister” as is the convention with CES Staff and in LDS Church meeting houses. American Heritage School faculty also do not organize and conduct activities in the scope of their employment that are typically reserved for churches and temples, such as formal testimony meetings or class-sponsored activities requiring recommend-admission into LDS temples.

Employees, parents, students, and volunteers are asked not to use the school premises or any off-site school-sponsored events for religious proselytizing purposes. However, all are welcome to express their individual views on religious matters while respecting the views of others.

## **5. Organization and Governance Overview**

### **General Overview of American Heritage School and Family Education Center**

American Heritage Schools, Inc. (also referred to in this Handbook as American Heritage School, AHS, or the school) was incorporated July 17, 1970, and is operated as a nonprofit organization involved in elementary and secondary education. American Heritage School presently operates one school in American Fork, Utah, serving students from kindergarten through eleventh grade. American Heritage School also operates the Family Education Center (FEC), a community outreach program created by the AHS Board of Trustees for the purpose of strengthening family relationships and developing sound Christian character in the home. The Family Education Center is not a legal entity separate from American Heritage School, but rather is an important but distinct component of the school's organization and overall mission. American Heritage School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and has received a determination letter in this regard.

American Heritage School has granted permission for the creation of other 'sister' schools bearing the American Heritage name (such as "American Heritage School of Las Vegas", "American Heritage School of Cache Valley", and "American Heritage School of South Jordan"). While these separate entities are not legally affiliated with American Heritage Schools, Inc., and are not administered or directed by our school, they have patterned their school, mission statement, and curriculum after that of American Heritage School.

### **Governance**

Currently, American Heritage School is directed by a ten-member Board of Trustees and an administration comprised of a Principal, three Assistant Principals, a Business Director, a Facilities & Security Director, and various other administrative support staff. Profiles of Board members and administration are found in the appendix to the Parent Handbook. In accordance with the AHS bylaws, members of the Board of Trustees—including the chairman—are elected annually by a majority vote of current Board members. New Board members are selected and presented by the Board's nominating committee and elected by majority vote of current Trustees. Various criteria and qualifications are considered when nominating and selecting Trustees, depending on the specific needs of the school (such as accounting/finance, legal, curriculum expertise, and so on); however, of primary importance in the selection process is the degree to which a Trustee has demonstrated, through affiliation with the school or otherwise, a vibrant testimony of the restored gospel of Jesus Christ and a commitment to the mission of the school.

Day-to-day operation of the school is overseen by the principal, who is also the Director of the Family Education Center and a member of various committees created by the Board of Trustees. As an ex-officio member of the Board, the principal is an important advisor to, but not a voting member of, the Board of Trustees.

See the appendix for profiles of the currently serving members of the Board of Trustees and Administration and for an organizational overview of the Board of Trustees, including committees and assignments.

### **Faculty/Staff Representation**

Although no members of the faculty and staff are voting members of the Board, they are nonetheless represented at the Board level in numerous ways. First and foremost, the principal is the faculty's primary advocate to the Board. The principal is regularly invited to attend board meetings and sits on numerous committees of the Board. Previous teachers and administrators at American Heritage School also commonly serve as Board members. Finally, every two years, the Chairman of the Board conducts

personal interviews with all faculty members to ensure that individual faculty members have an opportunity to be heard from the highest levels of the organization and to obtain feedback concerning how the school can improve.

## 6. Honor Code

“Master, which is the great commandment in the law? Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself.  
(Matthew 22:36-39)

**6.1 Principles.** The two great commandments (love the Lord and love thy neighbor) are the foundational principles underlying all other standards at the school. Students are expected to live according to the guidelines set forth in the *For the Strength of Youth* pamphlet (for ages 12 and older) and the *My Gospel Standards* chart (for ages 11 and younger), published by The Church of Jesus Christ of Latter-day Saints. As is stated in the school’s mission statement: “All teachers, staff, administrators, and trustees shall strive to be living examples of the values, principles, and skills taught at the school.”

My Gospel Standards  
(for students ages 11 and younger)

I will follow Heavenly Father’s plan for me.  
I will remember my baptismal covenant and listen to the Holy Ghost.  
I will choose the right. I know I can repent when I make a mistake.  
I will be honest with Heavenly Father, others, and myself.  
I will use the names of Heavenly Father and Jesus Christ reverently. I will not swear or use crude words.  
I will do those things on the Sabbath that will help me feel close to Heavenly Father and Jesus Christ.  
I will honor my parents and do my part to strengthen my family.  
I will keep my mind and body sacred and pure, and I will not partake of things that are harmful to me.  
I will dress modestly to show respect for Heavenly Father and myself.  
I will only read and watch things that are pleasing to Heavenly Father.  
I will only listen to music that is pleasing to Heavenly Father.  
I will seek good friends and treat others kindly.  
I will live now to be worthy to go to the temple and do my part to have an eternal family.

For the Strength of Youth  
(for students ages 12 and older; the following is a summary of standards; copies of the full pamphlet are available at the front office)

### Dating

- I am preparing now for temple marriage.
- I will date only after I am sixteen.
- When I begin dating, I will go in groups or double date.
- I date only those with high standards.
- I avoid temptation.

### Dress and Appearance

- I dress modestly to show respect for God and myself.
- I avoid extremes in my clothing and appearance.
- I dress appropriately for all Church meetings and activities.

### Friendshipping

- I choose good friends with whom you I share common high standards.
- I go out of my way to help those who feel shy or do not feel included.
- I treat everyone with kindness and dignity.

### Honesty

- I am honest with myself.
- I am honest with others.
- I am honest with Lord.

### Language

- I use language to build up and inspire others.
- I do not use profane, vulgar, or crude language.
- I never take the name of Deity in vain.
- I do not gossip.

### Media

- I use only good media that will uplift and inspire.
- I avoid pornography in all forms.
- I do not watch vulgar movies or videos.
- I leave or change any immoral or suggestive situation.

### Mental and Physical Health

- I keep my body, mind, and spirit healthy.
- I do not use drugs, alcohol, coffee, tea, or tobacco products.
- I treat my body as a temple of God where the Holy Spirit can dwell.

### Music and Dancing

- I listen to uplifting music that helps me draw closer to Heavenly Father.
- I do not listen to music that encourages immorality, uses offensive language, or drives the Spirit away.
- When dancing, I avoid full body contact or intimate positions with my dance partner.
- I plan and attend dances where the Spirit of the Lord may be present.

### Sexual Purity

- I reserve sexual intimacy for marriage.
- I refrain from activities that arouse the powerful emotions that must be expressed only in marriage, and I do not arouse these emotions in my own body.
- I do not participate in passionate kissing, lie on top of another person, or touch the private, sacred parts of another person's body, with or without clothing, nor do I allow anyone to do these things with me.
- I understand that homosexual activity is a serious sin, and that if I find myself struggling with same-gender attraction, I will seek counsel from my parents and bishop.
- I treat my date with respect, and expect respect in return.
- I will seek help and counseling if I ever become a victim of rape, incest, or other sexual abuse.

### Sunday Behavior

- I use the Sabbath to worship the Lord, strengthen family relationships, help others, and draw close to the Lord.
- I avoid seeking entertainment or spending money on the Sabbath.
- When possible, I avoid working on Sunday.

### Repentance

- If I have made mistakes, I know that I can be cleansed through proper repentance.

### Spiritual Help

- I am never alone. I rely on the Holy Ghost. Knowing what is right and wrong is always possible.

**6.2 Christian Behavior.** As indicated in the school's mission statement, students, faculty and staff are expected to conduct themselves in all aspects of life as Christians. Specifically, this includes, but is not limited to, the following basic expectations:

Use good manners and polite speech; repeated use of bad language will result in dismissal.  
Treat all students and adults with respect. Belittling another person is not allowed.  
Be honest and truthful in all dealings.  
Accept corrections respectfully.  
Display a positive, willing attitude. This includes making a good-faith effort to fulfill all stewardships and to comply with all school policies

In an effort to condense the various daily expectations for students and faculty at school, we teach the following acronym "AHS" - "Always Honor and Serve":

At American Heritage School, we live the two great commandments by

"Always Honoring and Serving"

A = ALWAYS. At all times, in all places, private and public. God is unchanging.

H = HONOR. Honor God by honoring all of his children, beginning with the words that proceed from our hearts.

1. Speak Kindly to Others. Choose words that inspire and uplift. Words intended to hurt or offend should never be spoken and have no place in our school. We are all God's children, and He is always listening.
2. Speak Quietly in Hallways. Keep hallway voices soft or to a whisper. Quiet dignity is a mark of Christian character.
3. Speak Orderly in Classrooms. Raise hands, speak only one at a time, and speak only when called upon by a teacher. "And to knowledge temperance; and to temperance patience; and to patience godliness." (2 Peter 1:6)

S = SERVE. Serve God by being faithful stewards of our building and our appearance. Service is love and honor exemplified. It is love and honor in action.

4. Care Lovingly for our Building. Seek ways to leave our classrooms and hallways cleaner than we found them. Clean up after ourselves, even crumbs, and even if the crumbs are not our own. "And he that is a faithful and wise steward shall inherit all things." (D&C 78:22)
5. Wear Properly our Uniform. Wear our uniform with dignity. Tuck our shirts and remove all non-uniform articles of clothing immediately upon entering the building. "Obedience to small things creates a spirit of obedience in all things, and thus invites the blessings of heaven."

**6.3 Conduct Away from School.** As indicated in the school's mission statement, faculty, staff and students are expected to conduct themselves *in all aspects of life* as Christians. Thus, the School's Honor Code is expected to be kept on and off-campus. With limited exceptions (such as uniform policy and dress code requirements that apply while at School), any personal activity or behavior away from School that contradicts the principles, policies and mission statement of the School may constitute grounds for dismissal from the School

**6.4 Honor Code Statement.** American Heritage School exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body are selected and retained from among individuals who voluntarily live the principles of the gospel of Jesus Christ. Observance of such is a specific condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. All who represent American Heritage School, including employees and students, will be asked to acknowledge through signing an "American Heritage School Honor Code

Statement" that they have read, understood, and commit to maintain the standards set forth in the American Heritage School Honor Code.

### **Honor Code Statement**

I understand that American Heritage School exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. I also understand that this atmosphere is preserved through my voluntary commitment to live in accordance with those ideals and principles "at all times and . . . in all places." (Mosiah 18:9) – and that this commitment is a specific condition of admission and employment at American Heritage School for all students, faculty and staff. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance.

As a representative of American Heritage School, I acknowledge and commit to maintain the standards set forth in the American Heritage School Honor Code.

## 7. Classroom Governance and Class Constitutions

*“The great mistake I have observed in people breeding their children is that the mind has not been made obedient to discipline and pliant to reason, when at first it was most tender, most easy to be bowed.”*  
(John Locke, *Thoughts on Education*, 1690).

**7.1 Philosophy of Classroom Governance.** In order to have true liberty, man must be governed internally by the Spirit of God rather than by external forces. Government is first individual, then extends to the home, the church, and the community. Children need to be taught that the external authority of parents and teachers will be less as they become more responsible for what they do. Each student can learn to be a good *steersman*—whether in learning work habits that enable him/her to be an effective student or in conducting him/herself in a Christian way in every activity. The manner in which students conduct themselves—and especially what they learn in the home and at school—determines whether they will need a “king” or “state” to tell them how to live, and whether they will learn to be directed from within as they come to rely wholly on God. (T&L pp.184-192).

**7.2 Goal of Classroom Governance.** An effective and consistently administered plan of classroom governance and discipline is a vital component of any well-run classroom. The goal of effective governance and discipline is not merely to exact obedience, but to develop within each child a sense of Christian self-government that ultimately results in the child’s desire to recognize and obey correct principles as an internal response to God, not an external response to rules.

**7.3 Results of Classroom Governance.** The following illustrates suggested results of a self-governance approach to education and discipline as contrasted with suggested results of a purely extrinsic rule-based approach to education and discipline.

I am learning self-government:

- I come in quickly when the bell rings, without being reminded.
- I get to work by myself without having to be told.
- I finish the work I have been given to do.
- I like to do a good job.
- I am learning to be self-governed in everything I do.

I need a “ruler” to tell me what to do:

- I am not sure what my teacher wants me to do.
- I have to ask my neighbor for help.
- I never get my work done.
- I talk a lot; I get out of my seat often.
- I can do what I want.

**7.4 Purpose of the Class Constitution.** Consistent with the philosophy and goal of classroom governance, each classroom at AHS establishes and adopts a class constitution that acts as the governing charter; the constitution is adopted by consent of each student. The constitution emphasizes individual responsibility and accomplishment rather than collective or group compliance. The positive and affirmative are emphasized over long lists of “thou-shalt-not’s.”

## 8. Non-Classroom Governance

**8.1 Governance Outside the Classroom.** Playgrounds, hallways, and other non-classroom areas can present a range of perceived ambiguities that arise from a lack of a single, consistent authority figure, and also from a different set of expectations depending upon the location, event, time of day, etc. Through consistent and continuing communication with students about governance and expectations for behavior in non-classroom areas of the school, a uniform and orderly standard of behavior is achieved throughout the school.

**8.2 Playground Governance.** At least one faculty member or administrator will supervise on the playground at all times that children are present during recess or school-sponsored activities. In most cases, two or more faculty members will be present, along with parent volunteers as appropriate. The playground will not be supervised outside regularly scheduled P.E. or recess times, including before or after school, and AHS will not assume responsibility for accidents on the playground (including those involving non-students) during non-supervised times of day. Playground areas are not supervised during morning and afternoon carpool.

**8.3 Playground Behavior.** All students will be expected to stay within the fenced perimeter of the playground or in a smaller area designated at the discretion of the supervising faculty or administration. Students may not:

- Leave the designated area without knowledge/permission of the supervisor
- Play in landscaped areas, including bark, shredding, and trees
- Climb on or otherwise inappropriately play with light poles, fences, dumpsters, and basketball standards
- Play with sticks, rocks, or sharp objects
- Wrestle or “rough-house” (which includes hitting, kicking, tackling, pushing or any other physically aggressive activity that could harm other students); games such as “Red-Rover” and tackle football that require intentional and dangerous physical contact are prohibited.
- Throw stones, dirt, or any other objects found on the playground (other than equipment and toys intended for throwing, such as balls and frisbees)
- Modify or use the play toys in ways or for purposes other than those for which they were intended.
- Be on the playground during morning or afternoon carpool time or any other time during the school day that is not designated as supervised playground time
- Be anywhere on the playground that is out of the sightline of the supervising faculty member.
- Bring food or drink to recess, especially packaged food (chip bags, sandwich bags, candy bags, etc.) that can be left as garbage on the playground. Note that high school students have permission to eat outside during their lunch recess. Garbage receptacles will be placed outside for their convenience.

**8.4 Playground Discipline.** Students who disobey the playground behavior policy will be dealt with according to established discipline policies, at the supervisor’s discretion and adapted by the supervisor to fit the non-classroom setting. The supervisor should not send a misbehaving student back inside the school building unsupervised. The supervisor should not send a misbehaving student directly to the principal’s office unless there has been a severe infraction of playground rules or the student has shown repeated disrespect for the supervisor, other students, or the playground rules.

**8.5 Policy for Hallways and Other Non-Classroom Areas.** Students in hallways and other non-classroom areas should demonstrate the same level of respect and dignity as in the classroom. Specifically:

Students will not run or shout in hallways or any other indoor areas, including the auditorium. (Running and loud voices are permitted in the recreation hall, as appropriate, during supervised recreation and sporting events.)

Students will not play in the recreation hall except during regularly scheduled P.E. or recess times or

unless otherwise supervised by a faculty member.

Students will not play in the restrooms.

Concert etiquette is required for most school performances and programs; shouting, cat-calling, whistling, or other disruptions during performances are not permitted. Parents who attend school performances should emulate this standard as well.

**8.6 The Role of Parents at School.** Parents who serve at the School fill an invaluable role both in the service that they render and also in the example that they set for their children in demonstrating their involvement with the children's education.

**8.7 Scope of Parent Authority on School Property.** Just as parents are the governors of their home, AHS faculty and administrators are the governors of AHS classrooms, hallways, playgrounds, and other areas. If a parent realizes that a student or group of students is clearly unsupervised, particularly on the playground, the parent should report this information to the office immediately. Parents serving on school property should not take it upon themselves to administer formal discipline to any student. If a parent believes that formal discipline of a student is necessary, the parent should alert the nearest faculty member (preferably the student's homeroom teacher) or administration if a faculty member cannot be located.

## 9. Discipline

**9.1 Purpose of Discipline.** “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.” (Noah Webster, 1828).

**9.2 Goal of Discipline.** The goal of discipline is to build Christian self-government within each student; to teach the student that happiness is found in honoring and respecting God, parents, and teachers; and to teach that undesirable consequences invariably result from dishonoring and disrespecting God, parents, and teachers.

**9.3 Principles of Discipline.** Effective discipline is not synonymous with authoritative control, and the “obey me or else” approach to discipline is antithetical to the concept of self-government. Ideally, discipline is not something that we do *to* the child; it is something we do *with* the child.

**9.4 Practical Techniques of Discipline.** The following are expected at AHS:

1. Expect the best of each child and encourage each child to achieve his/her best.
2. Positive affirmation is more powerful than negativism. “It looks like Sam and Elizabeth are ready.” “John, thank you for raising your hand. You’ve done such a wonderful job with that today.”
3. Make sure that the student clearly understands the standard of behavior expected; allow for natural slowness.
4. Be consistent in the standard of enforcement.
5. Match the punishment to the infraction.
6. Always discipline individually, not corporately.
7. Always discipline in private.
8. Always discipline in love, not anger.
9. Permit the child to explain what happened and the principles involved. Be aware of the child’s feelings and listen to him/her.
10. Use scripture to reinforce principles. If the circumstances are appropriate, pray with the child and let him see your forgiving spirit.
11. In the event that reproof and/or sharpness is necessary, always remember the Lord’s counsel: “...reproving betimes with sharpness, when moved upon by the Holy Ghost, and then showing forth afterwards an increase of love toward him whom thou has reproved.” (D&C 121:43)
12. Give the child as much control over the discipline process as the child is capable of exerting.
13. Use your voice sparingly and softly. Stand by a student or move his desk near yours.
14. Ignore the child seeking attention through misbehavior if he is not disturbing those around him.

**9.5 Discipline Policy: Things to Avoid.**

1. Do not assign additional schoolwork as punishment. (If additional work is assigned, asking the student to copy a phrase multiple times, or asking the student to complete a specific discipline-related assignment is generally better than requiring a student to do additional work from their current literature or math curriculum, etc.)
2. Do not isolate a child unless absolutely necessary.
3. Do not take misbehavior personally.
4. Do not use sarcasm.
5. Do not focus on a child’s limitations.

**9.6 Teachers and Parents as the Primary Source of Authority.** For a classroom to run smoothly and effectively, it is vital that the teacher establish his/her authority in the classroom. Teachers must not send students to the office for minor offenses, such as not finishing an assignment, talking out in class, and so on. When this happens the office becomes the authority, and the teacher may lose control and respect in the classroom. Thus, teachers should resist the temptation to send a student to the office as a quick fix to a behavior problem. Other avenues of correction and discipline, including private teacher-student conferences outside of the classroom and direct teacher-parent coordination, should always be attempted before appealing to the principal's office for intervention.

**9.7 Private Teacher-Student Resolution and Teacher-Parent Coordination.** Although specific methods of attempting to resolve concerns with student behavior may vary depending on the age and particular circumstances of the student, a teacher should generally attempt to resolve most behavior issues before referring a student to the principal's office.

American Heritage School uses a fairly straight-forward "three strikes" system (a "strike" is a formal warning; it entails no physical contact whatsoever and American Heritage School does not employ corporal punishment of any kind in its discipline process).

First Instance. The teacher will immediately remove the student from the classroom for a brief private discussion regarding the misbehavior and the principles involved. Questions are better than a lecture. The goal is to promote self-identification and self-correction of the misbehavior and to demonstrate to the rest of the class that disrespect towards the teacher, other students, or class rules will be dealt with swiftly and consistently:

- What happened?
- Do you understand the [class constitution/principles/rules] involved?
- Can we agree on what we should do if this happens again?
- Do you mind if we pray together before we return to the classroom?

If the teacher feels that a formal strike is appropriate, the teacher will clearly communicate to the student that "this is your first formal strike".

Second Instance (same behavior). The teacher will remove the student from class again and ask if he/she remembers the agreed-upon consequence for the behavior. The teacher will follow through with the agreed-upon consequence and inform the parents (preferably the same day by a phone call from the student to the parent with the teacher standing by) that the student has received a second formal strike for recurring disrespect, and that a third instance of the same behavior will result in dismissal from class (referral to the principal's or assistant principal's office), which will likely result in suspension. The teacher will also send an e-mail to administration notifying them of the second strike.

This approach confirms that both student and parent(s) understand that a third instance of related misbehavior will result in dismissal from the classroom and likely a suspension as well. Instances of misbehavior will be documented in the student's official school record beginning with the second instance of serious or disruptive misbehavior (first call home). The teacher's e-mail to administration after a second formal strike is to provide administration with a brief description of the facts and circumstances so that administration can record the incident in the student's file and be prepared for a third strike meeting with parents and the teacher should another instance of the same behavior recur.

Third Instance (same behavior). The teacher will invite the student to be dismissed from class and to report to the front office, where the student will meet with either an assistant principal or the principal. In most cases, the student will be sent home (suspended) for at least the remainder of the day, and in most cases, the following full day as well.

**9.8 Grounds for Referral to the Office.** Teachers should generally send students to the principal's office only in cases of severe or recurring disrespect for the teacher, other students, or the mission statement or stated policies of the school. Most instances of recurring disrespect or misbehavior should be addressed by the teacher in a private one-on-one setting, outside of the classroom, at least twice before sending a student to the principal's office. In addition, a parent should generally have been contacted by the teacher to discuss the concern. Cases of severe disrespect (primarily behavior that constitutes grounds for automatic suspension, see below) will result in immediate referral of the student to the principal's office

After determining that a student should be sent to the office, the teacher will communicate with the administration either through a note sent with the student to the office, or by phone or email with administration. The administrator will call the parents to inform them of the situation and circumstances related to their child's referral to the office.

Although the principal has broad discretion as to the appropriate consequences for students referred to the principal's office, the student and his/her parents should be prepared for the student to be sent home (suspended) for the remainder of the day for referrals to the principal's office. Upon return to the classroom the following day, and for the remainder of the year, a zero-tolerance policy will be in effect for the specific behavior that resulted in the student's suspension. After suspension, recurrence of the same misbehavior generally will result in either an extended suspension from school for a number of days to be determined by administration, or expulsion.

**9.9 Suspension.** Suspension from school may occur for numerous reasons, some of which are listed in detail below. In most cases, however, suspensions fall into two general categories:

- (1) Continued lack of respect for other students, teachers, or administration; or
- (2) A single event that is serious enough in nature to merit automatic suspension.

The following are viewed to be serious enough in nature to result in automatic suspension from school for a period of time to be determined by administration. Administration may make exceptions in limited circumstances (such as in the case of primary grade students, first-time behavior, etc.):

- Dishonesty, cheating, stealing
- Use of vulgar or offensive language
- Intentional infliction of physical injury on another person, actual or threatened; retaliation may also result in suspension
- Severe disruption of school activities or defiance of school authorities
- Intentional damage to school or private property
- Possession of a weapon or an imitation firearm
- Harassment, threats, or intimidation
- Leaving the school campus without permission
- Forgery
- Intentional access or distribution of pornographic or obscene material on or off the school premises, regardless of the medium (internet, paper, hand-held electronics, cell phone, etc.)
- Any other clear violation of the Honor Code

Steps to reinstatement after suspension:

- A meeting with parents, teacher, and administration.
- Confirmation that the student has experienced a "mighty change of heart" (Alma 5).
- Demonstration by the student and parent(s) of rededication to live and abide by the Honor Code, mission statement, and school policies

**9.10 Expulsion.** Expulsion is reserved for severe or continuing violations of the mission statement or school policies. Expulsion may result from any single instance of misbehavior or pattern of misbehavior

that constitutes grounds for suspension, depending on the circumstances and the severity of the misbehavior.

**9.11 Family Interference.** Occasionally, it is not the student who is creating a problem; instead, a well-intended parent or grandparent may interfere with the daily function of the class. If such a situation occurs, steps will be taken to communicate the concern with the parent and come to a resolution. If a resolution cannot be reached with the parent, the student may be dismissed from American Heritage School, notwithstanding otherwise acceptable performance and behavior by the student.

## 10. Student Enrollment

**10.1 Application Forms.** To enroll a student at American Heritage School, parents must complete in full all appropriate application forms provided by the school each year. The School's website contains the full Application for Enrollment, which is available in January.

**10.2 Student Living with Both Parents.** If a prospective student lives with both parents, the signatures of both are required on the enrollment forms.

**10.3 Student Living with One Parent.** If a prospective student lives with only one parent, the custodial parent must submit the appropriate legal documents to the school clarifying custody. If the custodial parent does not have sole custody, the signature of the non-custodial parent is required on the Parental Consent Form.

**10.4 Student Living with Non-Parent.** If a prospective student is living with anyone other than a parent, the student cannot be enrolled until all appropriate legal forms have been completed and submitted. If the parents reside in the state of Utah, they must complete and submit Power of Attorney and Consent of Minor Child forms. If one or more parents live outside the state of Utah, out-of-state registration forms must be completed and submitted along with a copy of the court-appointed guardianship papers.

**10.5 Returning Student: Annual Application for Enrollment, Deadline and Fees.** Returning students are required to apply each year. The Application for Enrollment is available during the first week of January. The application and all attachments, including a \$30 non-refundable application fee, must be completed and returned to the school office by 5 p.m. on the last business day in January to maintain "returning student preference" status for the upcoming school year. Parents are encouraged to submit the Application for Enrollment as soon as possible.

**10.6 Returning Student: Admissions.** Admissions decisions are made beginning in April (early admission) and extending through the third week in May. Most admission letters are sent the third week in May. No student may be admitted for the upcoming year unless the student's account (including tuition and fees) is paid in full. If the account is not current by the second Monday in June (including the non-refundable June payment for the upcoming year), administration will contact the waiting list to fill the seat.

**10.7 Returning Student: Mandatory Seventh-Grade Entrance Interview.** All returning students entering the seventh grade will be required to complete a Seventh-Grade entrance interview conducted by the administration. The student and parents must both attend the interview; one or more teachers may also be invited to attend. This interview will provide parents, students, teachers, and administration with an evaluation of the student's progress in elementary school and an opportunity to reaffirm the commitments that were made by the student and parents when the student was first admitted to the school. Seventh-Grade Entrance Interviews are a simple and encouraging process that results in rededication to and refocusing on the spiritual and academic development of the student.

**10.8 New Student: Application for Enrollment Deadline.** AHS will accept Applications for Enrollment from prospective parents of first-time students beginning the third Tuesday in February, which is the first day of Open Enrollment.

**10.9 New Student: Academic Evaluation & Fees.**

*Standardized Test Scores Required.* All new applicants will either need to attach to their Application for Enrollment a copy of the student's most recent SAT or equivalent standardized test scores (Kindergarten applicants excepted). In the absence of standardized test scores, student applicants will need to be evaluated by American Heritage School for appropriate grade level and class placement.

*Full Academic Evaluation Required If No Standardized Test Scores are Available.* All applicants without standardized test scores from the most recent year must be evaluated at the School on the first Saturday of May from 9:00 to 11:00 a.m., or by special appointment if necessary. The evaluation fee is \$45 per student and includes a full battery of subject matter evaluation in math, reading, spelling, and writing and also includes a written summary of results.

*Kindergarten Readiness Assessment Required.* All Kindergarten applicants must be evaluated for basic Kindergarten readiness. Kindergarten Readiness Assessments will be conducted at the School on the first Saturday of May from 9:00 to 11:00 a.m., or by special appointment if necessary. The evaluation fee for Kindergarten Readiness Assessments is \$20 per student.

*Math Placement Assessments Required.* All new applicants to the School entering grades four and higher are required to have a Math Placement Assessment intended to determine math performance level and appropriate math placement at the School. Math Placement Assessments will occur the week prior to the first day of School (in August). All students should have mastered basic math facts prior to entering the fifth and subsequent grades (including multiplication tables through 12x12 and basic addition, subtraction and division facts). The evaluation fee for Math Placement Assessments is \$20 per student.

**10.10 New Student Probationary Period.** All new students are on a 30 day probationary period from the time that they begin in an American Heritage School classroom. In the case of exceptionally poor performance or behavior, administration will hold a meeting with parents within 30 days of the beginning of school (or within 30 days from the student's start date) to determine whether the student will be allowed to continue at the school, and if so, under what conditions.

**10.11 Seating Requests (Teacher Requests).** Requests by parents to seat their children in a particular class for the upcoming academic year will be considered as a factor in the seating assignment process. Admission and seating decisions are made by administration with input from teachers, parents, and students. Parents and students desiring to make a seating request should submit any such request in writing to administration not later than June 30 preceding the academic year for which the seating request applies (two months before school starts). Parents and students should not approach teachers or members of the Board of Trustees with seating requests.

**10.12 Factors Considered in Seating Assignments.** Factors taken into consideration by administration in making seating assignments include (in no particular order):

- Distribution of male and female students in the class
- Distribution of students performing at, above, and below chronological grade level
- Personalities and interpersonal compatibility with the teacher and other students
- Parent and student preference
- Teacher recommendations
- Parent service hours and level of parent participation
- Self-government and behavior record of the student

**10.13 Immunization Requirements.** The Application for Enrollment is not complete until AHS has received all immunization records. By law, students are not allowed to attend school until immunization forms show they are either in compliance with state law, or are in the process of becoming compliant with state law, or are exempt for specific reasons. Copies of the current Utah state immunization requirements are available in the office. Students may be asked not to attend school until their immunization records are complete.

**10.14 Nondiscrimination.** Students and employee applicants are admitted without regard to race, creed, color, religion, sex, age, national origin, physical and/or mental disability. Students who are not members of the Church of Jesus Christ of Latter-day Saints are welcome at American Heritage School as long as they and their parents are willing to abide by the honor code, mission statement, and policies of the

school as set forth in the Statement of Religious Instruction and Honor Code sections of this handbook.

As a private, nonprofit school, American Heritage School is a place of “public accommodation” as defined by The Americans With Disabilities Act (the “ADA”). Thus, under Title III of the ADA, American Heritage School also does not discriminate against student or employee applicants based upon physical and/or mental disability.

## 11. Tuition and Fees

**11.1 Tuition and Application Fees.** The following tuition and fees information pertains to the 2010-2011 academic year:

Kindergarten:	\$3,612.00 yearly	(\$301.00 monthly for 12 months)
1st - 8th grades:	\$4,380.00 yearly	(\$365.00 monthly for 12 months)*
9th-11th grades:	\$5,184.00 yearly	(\$432.00 monthly for 12 months)*

\* Participation fees may apply for extracurricular athletics and also to some curricular electives (grades 7-12 only).

Non-refundable Application Fee: A non-refundable application fee of \$30 per student is required to be paid with respect to returning and new student applications.

Non-refundable Academic Evaluation Fees: Non-refundable academic evaluation fees are required for all new students to the school as follows (see "Academic Evaluations" above for more details): \$45 per student for a Placement Assessment, applicable to all applicants entering grades 1-12; \$20 for a Kindergarten Readiness Assessment, applicable to all incoming Kindergarten students.

Non-refundable Seating Fee: Upon formal acceptance, a non-refundable seating fee equal to one-twelfth of tuition (\$301 for Kindergarten applicants, \$365 for 1st-8th Grade applicants, and \$432 for 9th-12th grade applicants) is required to be paid in order to guarantee the applicant's seat in the designated grade. The seating fee is fully applied to the student's tuition, and will satisfy the first month's tuition obligation (for those paying monthly).

**11.2 Statements of Account.** Statements (tuition/fee invoices) are sent only if an account is delinquent or if late fees have accrued.

**11.3 Monthly Payment Schedule.** Tuition payments are due the first of each month, beginning June 1 and ending May 1. The first month's (June) payment is nonrefundable and secures the student's seat in the classroom. If the June payment is not received by the second Monday in June, administration will contact the waiting list to fill the seat. All previous tuition and fees due and outstanding must be paid in full before returning students will be admitted for the next academic year.

**11.4 Accepted Forms of Payment.** Tuition may be paid with a personal check, cashier's check, money order, or electronic funds transfer (EFT). Tuition may also be paid with a credit card; all credit card payments are assessed a service charge of 3% of the base amount charged to the card. Cash will not be accepted for tuition or fees.

**11.5 On-Time Payment.** Monthly tuition must be paid by the 10<sup>th</sup> of each month. If mailed, payments postmarked by the 10<sup>th</sup> of the month will be considered on time, and no late fee will be assessed.

**11.6 Late Payment Fee.** Payments made after the 10<sup>th</sup> of the month will incur a \$10 late fee.

**11.7 Finance Charges.** Past-due balances accrue finance charges at the rate of 1% monthly or 12% annually.

**11.8 Non-Sufficient Funds.** A personal check or electronic funds transfer (EFT) that is returned to the school for non-sufficient funds (NSF) must be replaced with a cashier's check or money order. A \$20 charge (in addition to any bank-imposed charges) will be incurred for each returned transaction.

**11.9 Delinquent Accounts.** If an account becomes delinquent by two months, the student(s) may be dismissed unless immediate arrangements are made with the Director of Finance. Report cards and school records will not be released if an account is past due or if school property has not been returned. All previous tuition and fees due and outstanding must be paid in full before returning students will be admitted for the next academic year, and before need-based scholarship applications will be processed.

**11.10 Early Withdrawal.** Parents who voluntarily withdraw a student from American Heritage School are responsible for the full month's tuition.

**11.11 Tuition Refunds.** Tuition for a partial month will not be refunded. In the case of student withdrawal, tuition will be refunded based on the School's refund schedule. In such case, the tuition for the full month in which the student is withdrawn will be due regardless of what day in the month the student is actually withdrawn.

**11.12 Student Scholarships.** Generous donors have funded a scholarship endowment to provide limited funds to students in financial need. Details of this scholarship program are available on the school's website.

**11.13 Credit Card Payments.** A service charge of 3% will be applied to payments made by credit card. Please speak with the Director of Finance to arrange a credit card payment

## 12. School Uniform Policy—Updated July 2010

**12.1 Purposes and Advantages.** Uniforms allow students to be equal, without distinction in their clothing and appearance. In addition, dressing uniformly:

- reduces distraction and puts the focus on academics
- teaches discipline, obedience, and modesty
- establishes appropriate distinction between the genders
- provides a sense of belonging
- offers a measure of security, since intruders can be spotted quickly

Generally, the school uniforms are more durable than regular street clothes and cost less over time.

**12.2 Responsibility for Purchase of School-Approved Uniforms.** Parents are responsible for providing students with the appropriate uniform to wear and for supporting and enforcing the uniform policy.

**12.3 School-Approved Uniform Suppliers.** All items other than those marked with an asterisk must be purchased only from the following school-approved uniform supplier:

Dennis Uniform Company  
3560 South Main Street  
Salt Lake City, Utah 84115  
Phone: (801) 287-9200  
[www.dennisuniform.com](http://www.dennisuniform.com) (website)

**12.4 General Standards: Hats.** No hats or baseball caps may be worn during school or at recess with exception of a stocking hat for cold-weather purposes at recess.

**12.5 General Standards: Logos.** No professional team logos may be worn on clothes or jackets.

**12.6 General Standards: Non-uniform (personal) Coats and Jackets.** Personal coats or jackets are permitted to be worn outside the building before and after school and during recess. Only the uniform issue jackets, fleeces, and sweaters are permitted in the building (during class, in hallways between classes, and in all other common areas of the school, such as the lunchroom and auditoriums.) No leather coats, military khaki jackets, or trench coats may be worn.

**12.7 General Standards: Uniform Shirts, Ties, Undershirts, Jackets, Sweaters.** Shirts must be tucked at all times (boys and girls). Ties for 9-12 boys may be worn on M-Th but must be conservative in style and pattern, and may only contain colors found in the school uniform (black, navy, red, white, yellow and forest green). Undershirts must be plain white with no accent colors, logos, or print showing through the uniform shirt. Uniform jackets and sweaters may not be worn around the waist.

**12.8 General Standards: Skirt Length.** Only girls in grades 6<sup>th</sup> and higher may wear skirts. All skirts, shifts, jumpers, and skorts must reach the knee.

**12.9 General Standards: Footwear, Shoes, Boots, Socks.** Footwear should be conservative and modest in color, pattern, and style. Shoes should be black, grey, brown, navy, or white, which also applies to shoelaces and accent lines in shoes. No open-toed or open-heeled shoes, roller shoes, shoes with characters or lights, slipper-style shoes, or shoes with bold or distracting designs are permitted.

“Bold or distracting designs” include checkered, polka-dotted, or heavily striped patterns, which are not permitted. Subtle accent lines and logos, as long as they are the colors listed above (black, grey, brown, navy or white), are permissible. Accent lines, logos and laces of any color not listed above may not be worn. Boots may only be worn in the classroom November through March, and, if worn in the classroom, should be a conservative, solid, dark-colored boot. Exterior designer furs, tassels, and accessorized laces are not appropriate. Socks must be worn at all times (trifold socks only). Please note that socks purchased from vendors other than Dennis Uniform should have the look and height of a double or tripled rolled sock consistent with the American Heritage standard sold at Dennis.

**12.10 General Standards: Piercing, Body Marking, Makeup and Nailpolish.** No body piercing is allowed. Girls may have one piercing in each ear (see Section 12.12 regarding earrings for girls). Body marking is not permitted, including tattoos, washable tattoos, marking on skin with permanent or washable ink, etc. Makeup and nailpolish, if worn, must be discrete and conservative (no glitter; makeup colors should be subtle).

**12.11 General Standards: Hairstyles and Hair Ornaments.** Hairstyles should be neat and clean. Extreme or distracting styles or colors are not to be worn. Boys are expected to wear a “missionary” style haircut and to be clean-shaven. Long hairstyles for boys (hanging low on the back of the neck or shoulders, or covering the ears or eyes) are not acceptable. Girls may not wear large, distracting hair ornaments or scarves. Hair ornaments must be conservative and modest in color, pattern, size, style, and limited to colors that can be found in the MacBeth plaid (black, navy, red, white, yellow and forest green). MacBeth plaid headband and scrunchie may also be worn.

**12.12 General Standards: Jewelry.** Boys may not wear necklaces, earrings, or rings (other than CTR rings). Neither boys nor girls may wear bracelets or wristbands (watches are permitted). Earrings are limited to one earring in each ear. Earrings for 7-12 girls may be hoop or dangling earrings not longer or larger than one inch. Earrings for K-6 girls must be non-dangling studs. If worn, girls’ earrings, rings, and necklaces should be discrete, conservative, and limited to the colors found in the uniform or gold and silver.

**12.13 Dress Uniform.** A dress uniform is required every Friday, as well as for concerts, picture day, and other special days. See sections 12.16 (girls) and 12.18 (boys) for dress uniform details.

**12.14 Boy Scout Uniform.** Boys are encouraged to wear the Boy Scout uniform on their Scout days.

**12.15 Girl’s Standard Uniform Details.** Girls’ standard (Monday-Thursday) uniforms consist of the following options. See Section 12.16 with respect to Friday Dress Uniform for Girls.

*\* = Items marked with an asterisk do not need to be purchased from the school-approved uniform supplier*

*† = Items marked with a cross are P.E. attire*

*Items marked with grade level references (“9-12” or “7-12”) may be worn by students in those grade levels only. On Mondays through Thursdays, students may wear any approved article of clothing from any lower grade, including dress uniforms items. Thus, twelfth grade students have ALL uniform options available to them from grades K-12, middle school students have all uniform options available to them from grades K-8, and elementary school students have only the K-6 uniform options. All students K-12 must wear the designated dress uniform for their grade level on Fridays.*

Shifts	MacBeth plaid, center front box pleat
Jumpers	MacBeth plaid, split front, knife pleats
Skorts	MacBeth plaid
Shorts†	<u>P.E. Shorts (7-12) (optional)</u> Navy with school logo†

Skirts	<p><i>Only girls in grades 6 and higher may wear skirts (length - must come to the knee)</i></p> <p>MacBeth plaid, box pleats (6-12)</p> <p>MacBeth plaid, hip pleats (7-12)</p> <p>Navy gabardine box pleat (7-12)</p>
Capris	Khaki (9-12 only). May only be worn on designated field learning or event days.
Sweatpants†	<p><u>P.E. Sweatpants (7-12)</u></p> <p>Navy with school logo (for P.E. only)†</p>
Blouses	<p><u>White cotton/polyester blend:</u></p> <p>Plain white fabric</p> <p>Plain collar; Peter Pan collars preferred</p> <p>Short or full-length sleeve</p> <p>No cap sleeves or three-quarter length sleeves</p> <p>No zippers, snaps, or logos</p> <p>No embroidery or lace</p> <p>No ruffles</p> <p><u>Oxford:</u></p> <p>Plain white fabric</p> <p>Long or short sleeve</p> <p>Plain front, no logo</p>
Shirts	<p><u>Polo-style shirts:</u></p> <p>Red or white (K-12)</p> <p>Navy, green, yellow (9-12)</p> <p>Black (grade 12 only)</p> <p>Plain collar</p> <p>Short or full-length sleeve</p> <p>No cap sleeves or three-quarter length sleeves</p> <p>Plain front, no logo</p> <p>No zippers, no snaps</p> <p>No embroidery or lace</p> <p>No ruffles</p> <p>No ribbed or sweater fabric</p> <p><u>Oxford</u></p> <p>Light blue (9-12)</p> <p>Short or long sleeve</p> <p><u>P.E. T-Shirt (7-12)</u></p> <p>Heather gray, short sleeve with navy trim and school logo†</p>
Turtlenecks	<p>White or red</p> <p>Long sleeve</p>

Under-Shorts* †	Navy or black* Must be tight bike-type shorts that are concealed under shifts, jumpers, and skorts.
Socks	Trifold socks only White, black, navy, or red No footies or short (ankle) socks;
Tights	Cable or flat, White, black, navy, or red
Shoes*†	Black, grey, navy, brown, or white* Laces and accent colors, if any, must also be black, grey, navy, brown, or white. Conservative—no lights, cartoon characters, bold or distracting designs; No open toe or open heel Non-marking sole gym shoe for wear inside and outside†
Leggings	May be purchased from Land's End style #24468-1 classic navy or black; hem line must fall below the ankle bone (Land's End contact: 1-800-800-5800; landsend.com
Sweaters	<i>Following are the only items that may be worn in the classroom over the uniforms:</i> <u>Cardigan sweater:</u> Navy V-neck with buttons Acrylic or cotton <u>V-neck sweater:</u> Navy Long sleeves <u>Vest:</u> Navy V-neck <u>Polartec vest:</u> Navy Fleece <u>Polartec jacket:</u> Navy Fleece <u>Pullover jacket (7-12)</u> dark green, jersey knit, quarter zip <u>P.E. Sweatshirt (7-12)</u> Navy crew with school logo

	(optional for P.E. only)†
Hair Ornaments	MacBeth plaid headband MacBeth plaid scrunchie *Simple, solid true red, white, navy or black hair ornaments may also be worn*

\* = Items marked with an asterisk do not need to be purchased from the school-approved uniform supplier

† = Items marked with a cross are P.E. attire

Items marked with grade level references (“9-12” or “7-12”) may be worn by students in those grade levels only. On Mondays through Thursdays, students may wear any approved article of clothing from any lower grade, including dress uniforms items. Thus, twelfth grade students have ALL uniform options available to them from grades K-12, middle school students have all uniform options available to them from grades K-8, and elementary school students have only the K-6 uniform options. All students K-12 must wear the designated dress uniform for their grade level on Fridays.

**12.16 Girls’ Dress Uniform Details.** Dress uniforms are worn every Friday, as well as for concerts, on picture day, and for other special events. The dress uniform for girls consists of the following:

Elementary School (K-6): The elementary school dress uniform for girls consists of a MacBeth plaid shift; a white blouse with a Peter Pan collar; black or navy knee-high socks or tights; and black, dark brown, or navy shoes. If a hair ornament is worn, it should be a MacBeth plaid.

Middle School (7-8): The middle school dress uniform for girls consists of a navy gabardine box pleat skirt; white oxford blouse; red crossover tie w/cover snap; v-neck sweater vest; navy lycra opaque tights (tights only; and not a “see-through” nylon); and navy or black dress shoes. No regular (including skin-tone) nylons are permitted on dress Fridays. Knee-high socks are also not permitted on dress Fridays. On Mondays through Thursdays, nylons or tights (which may be purchased from Dennis or another vendor) may be worn. If a hair ornament is worn on Dress Fridays, it should be red, navy or black.

High School (9-12): The dress uniform for high school girls consists of a navy blazer, a white button shirt (long sleeve), cross-over snap albury tie, khaki twill or khaki tropical uniform skirt, navy or black dress shoes, and navy lycra opaque tights (tights only; and not a “see-through” nylon). No regular (including skin-tone) nylons are permitted on dress Fridays. Knee-high socks are also not permitted on dress Fridays. On Mondays through Thursdays, nylons or tights (which may be purchased from Dennis or another vendor) may be worn. If a hair ornament is worn on Dress Fridays, it should be red, navy or black.

**12.17 Boys’ Standard Uniform Details.** Boys’ standard (Monday-Thursday) uniforms consist of the following options. See Section 12.18 with respect to Friday Dress Uniform for Boys:

Pants	Navy twill (K-12) Khaki (9-12) Pants with holes, significant fading or wear should be patched or replaced. P.E. Sweatpants (7-12) Navy with school logo (for P.E. only)†
Shorts	Navy twill, knee-length (K-12) Khaki, knee-length (9-12) Shorts may be worn in

	<p>warm weather during the months of September, October, March, April, and May; <i>please use good judgment</i></p> <p><u>P.E. Shorts (7-12)</u> Navy with school logo (optional)†</p>
Shirts	<p><u>Polo shirts:</u> Red or white (K-12) Navy, Green, Yellow (9-12) Black (grade 12 only) Plain collar Short or full-length sleeve</p> <p><u>Oxford dress shirt:</u> White (K-12), Light blue (9-12) Short or long sleeve</p> <p><u>Turtleneck Shirts:</u> White or red Long sleeve</p> <p><u>P.E. T-shirt (7-12)</u> White, short sleeve with navy trim and school logo†</p>
Sweaters	<p><i>Following are the only items that may be worn in the classroom over the uniforms:</i></p> <p><u>Cardigan sweater:</u> Navy V-neck with buttons Acrylic or cotton</p> <p><u>V-neck sweater:</u> Navy Long sleeves</p> <p><u>Vest:</u> Navy V-neck</p> <p><u>Polartec vest:</u> Navy Fleece</p> <p><u>Polartec jacket:</u> Navy Fleece</p> <p><u>Pullover jacket (9-12) dark green, jersey knit, quarter zip</u></p> <p><u>P.E. Sweatshirt (7-12)</u> Navy crew with school logo (optional for P.E. only)†</p>
Socks	Trifold socks only

	No footies or short (ankle) socks; Black, navy, or white No logos that can be seen outside the shoes
Shoes*†	Black, grey, navy, brown, or white* Laces and accent colors, if any, must also be black, grey, navy, brown, or white. Conservative—no lights, cartoon characters, or bold or distracting designs; No open toes or open heels Non-marking sole gym shoe for wear inside and outside†

\* = Items marked with an asterisk do not need to be purchased from the school-approved uniform supplier

† = Items marked with a cross are P.E. attire

Items marked with grade level references (“9-12” or “7-12”) may be worn by students in those grade levels only. On Mondays through Thursdays, students may wear any approved article of clothing from any lower grade, including dress uniforms items. Thus, twelfth grade students have ALL uniform options available to them from grades K-12, middle school students have all uniform options available to them from grades K-8, and elementary school students have only the K-6 uniform options. All students K-12 must wear the designated dress uniform for their grade level on Fridays.

**12.18 Boy’s Dress Uniform Details.** Dress uniforms are worn every Friday, as well as for concerts, on picture day, and for other special events. The dress uniform for boys consists of the following:

Elementary School (K-6). The elementary school dress uniform for boys consists of the navy uniform pants; a white button shirt (short- or long-sleeve); a solid navy tie; dark socks; and black, dark brown, or navy shoes. A clip-on tie is recommended so that it may be removed during recess and P.E.

Middle School (7-8). The middle school dress uniform for boys consists of the navy uniform pants; a white button shirt (short- or long-sleeve); a solid navy tie; dark socks; and black, dark brown, or navy shoes. A clip-on tie is available that can be easily removed during recess and P.E.

High School (9-12). The dress uniform for high school boys consists of a navy blazer, khaki twill uniform pant, a white button shirt (long-sleeve), albury stripe tie, dark trifold socks, and black or navy shoes.

**12.19 Uniform Infractions.** Uniform infractions, including failure to bring P.E.-appropriate attire, will be addressed under the same formal discipline policy as applies to any other infraction of AHS policies. Students who fail to bring P.E.-appropriate attire, for example, will receive one warning, followed by a call home for the second infraction, followed by referral to the principal’s office and potential dismissal from school for the day for a third infraction. At the younger grade levels (K-3), much of the responsibility for appropriate uniform lies with the parents, and thus, although teachers should still use the formal discipline policy for infractions, they should recognize (as will administration) that the parents will need as much instruction as the students. Thus, as a general rule, three formal strikes for uniform infractions in grades K-3 will not result in a suspension.

## **12.20 P.E. Attire.**

Elementary School (K-6). Students in elementary school do not change clothing for P.E. Boys and girls must wear non-marking sole gym shoes that can be worn inside or outside. Shoes must be appropriate and comfortable for athletic activity and fit securely enough to stay on the student's feet while running. Girls must wear tight bike-type under shorts that are concealed beneath shifts, jumpers and skorts.

Middle and High School (7-12). Middle and high school boys and girls use designated P.E. changing rooms to change into the school approved P.E. uniform prior to P.E. Neither lockers nor showers are available in the P.E. changing room. Therefore, students should bring a duffle bag or back-pack to P.E. containing items necessary for P.E., including P.E. uniform, deodorant, and a change of underclothing if desired. Students should not bring other valuable items (such as books, laptops, cell phones, etc.) to P.E. class.

### Boys P.E. uniform (7-12)

- T-shirt, white, short sleeve with navy trim and school logo
- Sweatpants, navy with school logo
- Athletic shoes, well-fitting, non-marking sole
- Sweatshirt, navy trifold with school logo (optional)
- Shorts, navy with school logo (optional)

### Girls P.E. uniform (7-12)

- T-shirt, heather gray with navy trim and school logo
- Sweatpants, navy with school logo
- Athletic shoes, well-fitting, non-marking sole
- Sweatshirt, navy crew with school logo (optional)
- Shorts, navy with school logo (optional)

## 13. School Hours and Attendance

**13.1 General Hours.** Grades 1 through 6 are held Monday through Friday from 8:30 to 3:05 p.m. Grades 7 through 12 are held Monday through Friday from 8:10 a.m. to 3:10 p.m. Lunch times vary by class but occur generally during the hour of 11:15 a.m. to 1:00 p.m.

**13.2 Kindergarten Hours.** Morning kindergarten classes are held Monday through Friday from 8:30 to 11:30 p.m. Afternoon kindergarten classes are held from 12 noon to 3:05 p.m.

**13.3 Daily Schedule.** A typical daily schedule for a full-time teacher is as follows:

7:30 a.m., Teacher Arrival and Classroom Preparation

7:40-7:50 a.m., Faculty Prayer Meeting

7:55 a.m. (7-12) and 8:15 a.m. (K-6), Teachers in Classrooms (students allowed in classrooms)

8:10 a.m. (7-12) and 8:30 a.m. (K-6), School Begins; Devotional (Pledge, Song, and Opening Prayer)

9:00 a.m., Attendance folders submitted to front office (all grades)

11:30 a.m., AM Kindergarten Dismissed

12 noon, PM Kindergarten Begins

3:05 p.m (K-6) and 3:10 p.m. (7-12), School Dismissed

**13.4 Attendance, Punctuality, Absence, and Tardiness.** Because a quality education is reinforced by punctuality, all students are expected to be at school and in their classrooms on time. American Heritage School does not require that a student attend a minimum number of days to advance to the next grade level in grades K-8. Beginning in high school (9th Grade), the below-listed attendance policies apply. Consequences for tardiness are determined as a matter of discretion by individual teachers at different grade levels and tardiness may also be taken into consideration by teachers in homework and grading. Attendance may be taken into consideration by administration when making admission and seating considerations.

High school (9th-12th grade) attendance polices are as follows:

Any high school student with more than 6 unexcused absences in a term may be subject to loss of credit in that class for the term. Attendance is checked in each class period.

A student who is tardy to a class by more than 15 minutes will be marked as absent.

When absence is unavoidable, it is the responsibility of the parent/guardian to provide a written explanation for the absence. It is the role of the parent to designate an absence as excused or unexcused; however, parents should notify the school within 48 hours of the absence if it is to be considered excused – otherwise it will constitute an unexcused absence.

High school students who know they will be absent for tests on assigned days should plan to take the test before the absence if possible and, in any event, arrangements should be made with classroom teachers prior to the planned absence as to how homework and exams will be treated.

Students needing to make up unexcused absences in order to receive credit for a class will need to consult with their teacher and meet with administration to determine an acceptable plan for make-up credit.

General Attendance-Reporting Procedure. Regular attendance is important to a student's success in school and establishes good work habits and self-discipline. For emergency responding purposes, all teachers (grades K-6 and those teachers in grades 7-12 who have a first period 8:10 a.m. class) must submit their attendance folders and tardy slips to the receptionist each day before 9 a.m. Teachers in high school (grades 9-12) are required to take roll electronically for second and subsequent periods throughout the day and submit those electronic rolls at the end of the day not later than 4 p.m. Teachers should notify the office immediately if they determine that a student may be truant, or if a pattern of absenteeism arises.

Punctuality During Class Changes: Escorts. All classes must be sensitive of scheduled starting and ending times. Teachers in grades K-6 will escort their students to and from specialty classes in an effort to make class transitions more efficient. Where specialty classes have very limited time during the week, beginning and dismissing on time is very important so that curriculum can be covered. In most cases, core-classroom instructors in K-6 must arrive on time to escort students from specialty classes before the following specialty class can begin. Students in grades 7-12 do not have faculty escorts between classes; however, teachers will be greeting students outside of their classrooms (in the hallways) to the extent possible.

**13.5 Early Arrival Procedures.** Students are advised not to proceed to their classes earlier than 15 minutes in advance of the class starting time (e.g., grade K-6 students should not proceed to their classrooms before 8:15 a.m. and grade 7-12 students should not proceed to their classes before 7:55 a.m.). For security reasons, students should enter and exit the school only through the main doors on the east or west side of the building. All other exterior doors are for emergency use only.

**13.6 Late Arrivals and Tardy Slips.** Students arriving late to school must check in at the office, where they will receive an admission slip. Teachers will not admit a student arriving late to school without an admission slip after class has begun. Teachers will mark students tardy and note it on the roll that is submitted to the office by 9:00 a.m. High school students who are more than 20 minutes late to a class (in any period) will be counted as absent in that class for purposes of the high school attendance policy.

**13.7 Early Check-Outs.** For security reasons, any student leaving early must check out through the office; parents should not go to the student's classroom, but should wait until the student is called to the office from his/her classroom. Parents and students leaving school early should exit the building via the main doors on the east or the west.

**13.8 Illness During School.** A student who becomes ill during school should notify the teacher, who will send the student to the office; a student leaving school because of illness is required to be checked out from the office. A parent or authorized substitute is responsible for picking up the student immediately upon being contacted.

**13.9 End of Day Pick-up Times.** In the interest of student safety and teacher preparation time, students need to be picked up on time. Morning Kindergarten students must be picked up before 11:45 a.m. Afternoon kindergarten students and students in grades 1–12 must be picked up before 3:20 p.m.

**13.10 Late Pick-Up Fee.** A fee of \$7.50 will be charged for late pick-up of students. A late pick-up is any time after 12 noon for morning kindergarten students and 3:30 p.m. for afternoon kindergarten students and students in grades 1-12. Late fees may be paid immediately or with the next month's tuition.

**13.11 Substitute Ride Policy.** In the interest of student safety, parents must provide to Administration any instructions regarding release of a student to anyone other than a parent. A note giving written permission for the student to leave school with that individual must be submitted to the office and to the student's teacher. The note should include the name of the person who will be picking up the student, and the make/model and color of the car. Parents must also provide the school with phone numbers of those approved to pick up students. If a protective order has been issued, the office must be provided with a copy of the restraining/protective order and reasonable identification information, including a photo of the person(s) named in the order.

**13.12 Snow Days.** When inclement weather requires school closure or schedule modification, an all-school emergency notification will be sent via Edline notification before 6:30 a.m. School closures will also be announced on the Salt Lake City radio station KSL (1160 AM). Administration will notify teachers if tardies are to be excused on inclement weather days.

**13.13 Closed Campus.** American Heritage School is a closed campus for student purposes, meaning that students are not permitted to exit the campus at any time during normal school operating hours without parental consent and without properly checking out at the front office.

## 14. Homework and Grading Policy

**14.1 Homework Philosophy.** Each child's education should be a family matter. Consistent reinforcement in the home of lessons and principles learned at school is a vital component of each child's success in the classroom. Thus, parents are encouraged and expected to assist their children as necessary and appropriate to complete all homework assignments on a timely basis and to the best of the child's capability.

**14.2 Expected Homework.** The quantity and complexity of homework will vary by grade level and subject. Math and reading homework should be expected on a daily basis at every grade level. Homework in other subjects will be assigned in frequency and amount as the instructor deems appropriate, but should be minimal (if assigned at all) on Monday evenings.

**14.3 Communication from Teachers.** Teachers should clearly and regularly communicate with students and parents regarding homework assignments, progress reports, and expectations; however, it is primarily the student's and the parent's responsibility to seek information about homework assignments if those assignments are not clear.

14.3(a) Communication Tools. Teachers may (but are not required to) use an online parent communication tool called "Edline" that enables parents and students to view class calendar items, homework assignments, and grades for recently submitted assignments. Teachers who choose not to use Edline are expected to provide to students and parents in another written format the required weekly progress report containing a list of missing assignments and/or unacceptable work.

14.3(b) Weekly Student Progress Reports. In all grade levels, if there are individual missing assignments or academic concerns, a weekly progress report should be made available to students and parents. This can be done on Edline, e-mail or in a written report. Regardless of the method chosen, teachers should ensure that students and parents both have access to the report.

14.3(c) Regular Parent Letters. Teachers of grades K through four should communicate with parents in a weekly letter, e-mail, Edline, or website posting that outlines class studies, assignments, and teaching goals. Teachers of grades five through twelve should communicate with parents in at least a monthly letter, e-mail, Edline, or website posting (bi-weekly or even weekly parent communications are still encouraged if possible). Parents should be left with a renewed sense of interest in the curriculum (e.g., something they might want to discuss at the dinner table) – and gratitude for the experiences the students are having in the class.

**14.4 Failure to Complete Homework.** Failure to complete homework is typically addressed with grades, teacher-student conferences, parent-teacher conferences, and other non-disciplinary, motivational intervention measures. Teachers are discouraged from using discipline as technique in motivating students to complete homework. In some cases of significant and persistent failure to complete homework assignments, a teacher may consider disciplinary measures as an intervention technique; however, this approach should only be used in close coordination with parents. Persistent failure to complete homework will be considered in the readmission and seating process. Teachers have individual discretion as to homework discipline policies in their classrooms. As a matter of general school policy, however, one or more missed or incomplete homework assignments will disqualify a student for the highest self-government grade of "outstanding." (Teachers will use their discretion in allowing make-up or late work with respect to an "outstanding" self-government grade.)

**14.5 Goal of Grading.** The primary goal of grading and report cards is to provide basis upon which to help inspire a child to reach for excellence. Grading reports are essential for measuring the progress and

performance of each student—and grades must have meaning if they are to measure progress and achieve the goal of inspiring the child to reach for excellence. Because children learn the meaning of grades both at home and at school, the ways parents and teachers convey the meaning of grades should be consistent.

**14.6 Principles of Grading.** There are at least four important principles in relation to grades:

1. Grades are a measurement of past performance, not a measurement of potential.
2. Grades provide a point of reference for individual progress. Comparisons to another child's grades are therefore irrelevant and often have the negative effect of conveying a false sense of inferiority or superiority.
3. The focus of teachers, parents, and students should be on making progress, not on making a particular grade. Grades are a natural byproduct of the learning process, not the goal of it.
4. Grades are not to be feared.

In high school (grades 9-12), additional grading principles and standards apply. Minimum class and overall grade-point averages (C minus = 2.0) are required to receive credit for classes taken and to receive an American Heritage School diploma. These minimum standards stem largely from the institutional requirements of secondary and post-secondary education (e.g., minimum high school graduation requirements as defined by the Utah State Office of Education as well as various college and university admissions standards), which are important considerations for most students and families. While we encourage high school students and families to be aware of these minimum standards, we continue to emphasize that the focus of teachers, parents and students should be on making progress, not on making a particular grade.

**14.7 Purpose of Report Cards.** Report cards at AHS measure performance in two separate categories: (1) academic performance and (2) self-government, which includes effort and citizenship. Report cards are an important tool in achieving the goal of grading, which is to inspire a child to reach for excellence by measuring past performance and striving for progress.

**14.8 Academic Performance Grades.** Grades given for academic performance should be objective measurements of a student's progress in meeting the objectives of a course or curriculum through a variety of evaluative measures, such as text assignments (both oral and written), class participation, special assignments, research, activities of various kinds/types, special contributions, tests/quizzes, homework, notebooks, and student projects.

**14.9 Academic Performance Scales.** Different scales for presenting academic performance grades are used at different grade levels, as follows:

Grades K-3

EP = Excellent (100-90%)

CP = Consistent Progress (89-80%)

SP = Slow Progress (79-70%)

LP = Limited Progress (69-60%)

NP = Not Passing (59-0%)

\* = With Special Accommodation

Grades 4-12

A = 100-95%

A- = 94-90%

B+ = 89-87%

B = 86-84%

B- = 83-80%

C+ = 79-77%

C = 76-74%

C- = 73-70%

D+ = 69-67%

D = 66-64%

D- = 63-60%

F = 59-0%

\* = With Special Accommodation

**14.10 Specialty Courses and Participation Grades.** Specialty courses include art, music, P.E., science, and math; these courses are taught by specialty instructors dedicated to those subjects. For science and math, the standard academic scale is used for all grades (K-12). For art, music, and P.E., grades K-3 use a participation scale (IP = Involved and Participating, U = Unsatisfactory), and grades 4-12 use a standard academic scale.

**14.11 Purpose of Self-Government Grades.** Self-government grades—which indicate citizenship and effort—are intended to measure and inspire good self-government, work ethic, and non-academic contributions and achievements in the classroom. In high school (grades 9-12), self-government is not measured by a separate grade on report cards and transcripts; rather, it is included in the overall grade that a student receives in each course (e.g., effort, homework completion, and contributions to class will be included in the academic grade as determined by the teacher and communicated to the students in the course rubric).

**14.12. Self-Government Grade Scale (Grades K-8 only).** The grading scale for self-government in grades K-8 is as follows:

O = Outstanding

Demonstrates exceptional effort and work ethic; *and*

Makes significant or frequent contributions to the class; *and*

Completes and submits all in-class and homework assignments on time, unless otherwise excused by the instructor; *and*

Does not require more than one warning from faculty or administration to improve specifically identified misbehavior.

G = Good

Demonstrates good effort and work ethic; *and*

Makes occasional contributions to the class; *and*

Completes and submits most in-class and homework assignments on time; *and*

Generally does not require more than two (but occasionally more) warnings from faculty or administration to improve specifically identified misbehavior.

MS = Minimum Standard

Demonstrates a minimal level of effort and work ethic; *and*

Makes very few contributions to the class; *and*

Submits most in-class and homework assignments, but not in a complete or timely way; *and*

Requires multiple warnings from faculty or administration to improve specifically identified misbehavior.

BM = Below Minimum Standard

Demonstrates an unacceptable level of effort and work ethic; *or*

Does not contribute to the class; *or*

Consistently neglects to submit in-class or homework assignments.

In most cases, subject to limited exceptions at the discretion of the instructor and administration, dismissal from class and referral to the office will result in a BM self-government grade for the term.

Instructors may also supplement “O” and “G” self-government grades with “+” or “-” to indicate upper or lower boundaries of a particular self-government grade.

#### **14.13 Accommodations in Grading.**

*Grades K-8.* In the spirit of meeting each child at his/her threshold of learning, special accommodations may occasionally be made to help a student “succeed” on an assignment or even on an exam where the student might not otherwise have been able to achieve the same result under standardized conditions. For example, more time might be given on an exam to a student who can provide correct responses but not under the allotted time constraints given to the rest of the class. In such cases, the report card provided to the parent will simply have an asterisk placed next to the letter or number grade, indicating to the parent that the grade was given “with special accommodation.”

*Grades 9-12.* Accommodations in grading are limited (if used at all) in grades 9-12. High school students are held to a more objective standard of performance than in grades K-8 due in large part to requirements of next level institutions for comparable and objective performance data. Grading accommodations, if used by teachers, must be approved by administration in advance.

#### **14.14 Academic Probation & Intervention.**

Families with students in any grade who fall below a 2.0 overall grade point average should be prepared for a discussion with teachers and administration about various intervention techniques such as specialized tutoring, summer school, and/or repeating a grade level (among others).

*Grades 7-12.* In grades 7-12, a student will be placed on a thirty-day “academic warning” immediately upon their grade falling below a C- in any single course. A student on “academic warning” may participate fully in all curricular and extracurricular activities. A student will be placed on “academic probation” for either (1) remaining on “academic warning” for longer than 30 days, or (2) receiving a single F or two or more grades below a C- on any end-of-term report card. Students who are on “academic probation” may not participate in any extracurricular activities sponsored by the school for a minimum of 30 days; however, they will continue to participate in curricular electives. A student will be removed from academic probation at the end of the 30-day probation period so long as no grade is currently below a C- average for the current term. At the conclusion of the year (or at the conclusion of the course if it is shorter than a full year), any student that receives an overall (average of all terms) grade in a course that is less than a C- will not be given credit for the course and must repeat the failed terms or selected make-up assignments (at the discretion of the instructor) to receive credit.

Repeating Terms & Making Up Credit, Grades 9-12. For a variety of reasons, high school students may from time-to-time encounter the need to make-up credit that was not received as a result of one or more incomplete or failed terms. In such cases, the teacher will provide a packet of materials and assignments for the incomplete or failed term that must be completed by the student to receive the make-up credit. Please note that the grade for the make-up term will be an additional grade on the transcript along with the original grade earned in the course. The make-up grade must be at least a C- to receive make-up credit; however, the cumulative GPA includes the average of both the original and the make-up grade (i.e., the average of the original grade and the make-up grade does not need to exceed a C- average in order to receive make-up credit for graduation purposes).

**14.15. High School Transcripts and Diplomas.** Our primary responsibility as a school (and as parents) is to do the best job we can of developing Christian character and educating students so that they are well equipped to fulfill their divine missions and their personal dreams. In high school (beginning in ninth grade), an additional responsibility that we have as a school is to create reports for institutions that are interested in our students (colleges, transfer high schools, employers, etc.). These reports and transcripts must meet basic reporting criteria of objectivity and comparability as defined by those institutions that are seeking information on our students.

Beginning in ninth grade, an official transcript from American Heritage School will include all coursework and curricular electives that a student has taken during their ninth grade and subsequent years. The official transcript will be provided to other schools in the event that the student transfers to another school during or following their ninth grade year at American Heritage School. In order to graduate from American Heritage High School, 27 credits will be required according to the "American Heritage High School Graduation Requirements" list (see Appendix D for full listing of graduation requirements).

## 15. Day-to-Day Operations

**15.1 Telephones, Cell Phones.** Students must obtain permission from an administrator or secretary to use a school phone. Students should use the school telephones only for matters of an urgent nature. Arrangements for after-school play and other personal activities should be made at home. Cell phones and other personal communication devices are not permitted to be used by students on American Heritage School campus during normal operating hours (including during carpool times one-half hour before and after school begins and ends). If a student brings a cell phone or other hand-held communication device to school, the device must remain in the off position at all times on the school premises from the hours of 7:40 a.m. to 3:40 p.m. (one half-hour before and one half-hour after school) unless for an emergency, as directed by a faculty member, or otherwise approved by administration or faculty, including during carpool. Students needing to communicate with parents during the hours of 7:40 a.m. to 3:40 p.m. (one half-hour before and one half-hour after school) are welcome to use the guest phone in the front office.

**15.2 Lost and Found.** Most lost-and-found items are stored at a publicly accessible location in the lunchroom. Lost-and-found items, particularly high value items, should be turned in to the office. The school assumes no responsibility for lost items. Items not claimed before Christmas break and by the last day of school will be donated to a local charity.

**15.3 Lunch; Lunchtime Behavior.** Student lunches should not be kept in the refrigerator. All student lunches are to be eaten in the lunchroom. Students generally will have 15 minutes to eat their lunch and 15 minutes for break or recess during the lunch hour. Teachers in grades 1-6 are expected to walk their students to the lunchroom. From time to time, teachers may also sit with their class (but are not expected to do this on a regular basis). Politeness and civility are expected during lunchtime. Classroom and hallway standards such as walking and normal conversational voice levels (i.e. “indoor” not “outdoor” voices) are also expected during lunchtime.

All students are expected to clean up after themselves and should clean their eating space to ensure that no food or garbage has been left on the table, seat, or floor prior to leaving the lunchroom.

If food or drink needs to be cleaned from the table or floor, students should be asked to do it themselves (brooms and washcloths are available for student use) before they are allowed to go to recess. Once the eating space has been cleaned, students may be excused for recess.

**15.4 Lunchtime Supervision.** At least one faculty member—and in many cases two faculty members—plus parents (if any) will be assigned to supervise the lunchroom at all times when students are on scheduled lunch break.

**15.5 Use of Microwave Ovens at Lunchtime.** Students may bring lunches requiring no more than two to three minutes’ warming in the microwave. Ready-made, ready-to-cook soups, pastas, and meals in sealed plastic containers are allowed. Dry-packed soups (such as Cup-o-Noodle) and pastas requiring the addition of water prior to microwaving are not allowed; students who bring these items for lunch often spill food into sink and drinking fountain drains as they try to obtain water for their food items, which has caused various maintenance problems.

15.6 Lunchtime Recess.

*Grades 1-6 (elementary school).* Students in grades 1-6 are expected to eat in the lunchroom after which they will be excused for the remainder of the period for lunch recess. Any students in grades 1-6 who finish eating early will not be excused to recess early unless a playground supervisor is on duty. They should raise their hand when they have finished eating; a supervising faculty member or parent will inspect the eating space to ensure that no food or garbage has been left on the table, seat, or floor. Students in grades 1-6 are not permitted take food outside of the lunchroom.

*Grades 7-8 (middle school).* Students in grades 7-8 are expected to eat in the lunchroom; however, they are not expected to raise their hands before leaving the table (though still expected to clean up after themselves) and there are no expectations about how much time they spend in the lunchroom versus at lunch recess. Students in grades 7-8 are not permitted take food outside of the lunchroom.

*Grades 9-12 (high school).* High School students are permitted to eat in the lunchroom or outside the building (not on the playtoy systems, swings, or in other areas that are commonly in active use by younger students). Garbage receptacles are placed outside for their use in cleaning up after themselves.

*All Students.* All students are expected to clean up after themselves and should clean their eating space to ensure that no food or garbage has been left on the table, seat, or floor prior to leaving the lunchroom.

If food or drink needs to be cleaned from the table or floor, students should be asked to do it themselves (brooms and washcloths are available for student use) before they are allowed to go to recess. Once the eating space has been cleaned, students may be excused for recess.

**15.7 Recess.** All students want and need time during the day to engage in self-directed play, physical exercise and activity. Beginning in 7<sup>th</sup> Grade, lunch recess is the only recess that students will have during the day (P.E. and extracurricular athletics are the primary source of physical activity). During recess, all students are to remain in the designated recess area. As in the classroom, the supervising teacher or administrator is the primary authority during recess. Parents assisting during recess should consult faculty members if they believe that formal discipline is required. See section 8, Non-classroom Governance, for more information regarding playground policies.

**15.8 Games During Recess.** When playing games during recess, students are encouraged to include anyone interested in participating. Games that are dangerous, abusive or demean an individual are not permitted. For safety reasons, "Red-rover", tackle-football, and other tackling games are not permitted.

**15.9 Use of AHS Playground Equipment.** Students are not permitted to use playground equipment or playground systems outside of supervised recess or P.E. times, or during carpool times. Students playing on the playground systems at any time outside of supervised P.E. or recess time, and outside of carpool time, must have express permission from a parent who is physically on campus and who assumes the risk of injury if not present on the playground with their child. See Section 15.13 below regarding "Toys and Personal Recess Equipment."

**15.10 School Library.** The school library contains resource books, biographies, fiction books, non-fiction books, and periodicals. The school continues to add new books to the library and welcomes family donations of appropriate books and/or suggestions for new purchases. Every effort has been made to ensure that the materials in our library are of a wholesome nature consistent with our mission statement. Students and parents should notify the librarian or an administrator if they find any questionable material in the library.

**15.11 Library Check-Out Policy.** Library materials not reserved for use by a class may be checked out for one week. Some reference materials are available for overnight check-out only. All books must be returned before the last week of school.

**15.11(a). Summer Check-out Policy.** Parents may check out books (including text books such as math books) for the summer according the standard library check-out procedure. Please refer to the School librarian or administration for details and summer library hours.

**15.12 Library Late Fees.** There is a late charge of 5 cents per day for any book returned after the due date.

**15.12(a) Book Fair.** American Heritage School does not endorse or approve books that are

presented in connection with its biannual Book Fair. Administration and faculty communicate with the third-party vendor (for example BYU Bookstore) concerning broad genres of books to display; however, the decision about individual titles to present during the fair is initially made by the third-party vendor. Books that appear unwholesome or inconsistent with the mission statement of American Heritage School are removed from the fair on a case-by-case basis.

**15.13 Toys and Personal Recess Equipment.** Toys are not to be brought from home unless requested by a teacher for a specific activity. Toys to be used in a teacher-directed sharing experience should be kept in the student's backpack before and after the activity. Students are permitted to bring personal recess equipment from home to use during recess, so long as the equipment is not deemed by teachers or administration to be dangerous or inappropriate. "Dangerous" includes any equipment that is prone to causing serious injury such as bats, baseballs, golf balls, lacrosse sticks, lacrosse balls, field-hockey balls, and other dangerously hard, heavy or sharp recess equipment. "Inappropriate" includes any equipment that would be easily damaged, has little or no group play value, has little or no physical activity value (e.g., board games, dolls, action figures), or has aspects or characteristics that are offensive to the spirit and mission of the School. Appropriate personal recess equipment includes such items as basketballs, soccer balls, footballs, jump-ropes, jax sets, etc. Conventional gambling face cards are not permitted at the School. All personal recess equipment must be kept in the student's backpack before and after the activity (meaning that personal recess equipment typically should not be larger than can fit in an average backpack). Please help students to understand that the school is not responsible for any personal items that are lost, damaged, or stolen on school property. As always, a teacher does have the authority to ask a child to leave a personal item at home if there are concerns of any kind. With approval of administration, personal recess equipment items that are inappropriate for general recess use may be brought by invitation of the teacher if brought in connection with a specific teacher-organized and teacher-supervised activity.

**15.14 Personal Items and Electronic Devices.** Unless special permission has been granted by administration, a student should not bring to school any personal items that are valuable or that could cause distraction or harm to others—including, but not limited to, cell phones, digital cameras, music players, game consoles, pagers, games, toys, guns, fireworks, pocket knives and other similar items. See section 15.1 above regarding permissible uses of cell phones on campus. Digital cameras may only be used at school with express permission of teachers for a curriculum-related purpose. The school is not responsible for personal items that are lost, damaged, or stolen on school property or at school-sponsored events or activities. If a student brings a personal electronic device to school (approved laptops for high school students excluded), the device must remain in the off position at all times on the school premises unless for an emergency, as directed by a faculty member, or otherwise approved by administration or faculty, including during carpool. Students needing to communicate with parents are welcome to use the guest phone in the front office.

**15.15 Bicycles.** Students may ride bicycles to and from school as well as to and from school-sponsored events and activities. A bicycle lock is recommended. The school is not responsible for bicycles that are lost, damaged, or stolen on school property or at school-sponsored events or activities. Bicycles are stored on a bike rack on the East side of the school adjacent to the lunchroom exit (bicycles will not be stored in the building).

**15.16 Birthday Observance.** A student may bring a treat to school for his/her birthday. Parents should coordinate with the teacher the best time for treats to be delivered and should check with the teacher in advance to understand any special dietary considerations (diabetes, allergies, etc.). Invitations to birthday parties may be handed out at school on one of the following conditions: (1) the entire class is invited, or (2) a girl invites all the girls in the class for an all-girl birthday party, or (3) a boy invites all the boys in the class for an all-boy birthday party.

In the spirit of "more blessed to give than to receive", students celebrating a birthday may also consider ways that they can give to the School and classmates on their birthday, such as through the Birthday Book Donation Program (the family donates a book of the child's choosing to the Library). If the family

chooses to donate a book, please have them coordinate with the Librarian with respect to appropriate titles.

**15.17 Field Trip Standards.** The school uniform will be worn on field trips unless permission is received by administration otherwise. During transport, each student will be required to wear a seat belt and have a permission slip. Utah law requires that any child under the age of 8 (unless 57 inches tall) must also have a booster seat; students without booster seats will not be permitted to travel on field trips. Note that the law makes the driver of the vehicle responsible for booster seats, and the driver would receive a ticket for an infraction even if a consenting parent is a passenger in the vehicle and authorizes his/her child (under the age of 8 or less than 57 inches tall) to ride without a booster seat. Students traveling away from school for school-related functions are subject to the same rules, regulations, and appropriate behavior as when on the school's campus. Teachers should submit to the office the appropriate written field trip request forms for approval as well as chaperone names and information well in advance of the field trip day. Parent drivers are required to present their drivers' license and proof of insurance to the front office prior to the field trip. Parents are strongly discouraged from showing in-vehicle movies or talking on cell phones while serving as driver chaperones for school field trips. Each adult chaperone departs from the school, having first reviewed with the Office Manager a packet containing school contact information, school field trip and accident/injury/illness policies, and the other chaperones' cell phone information. The Office Manager also retains copies of this information in an easily accessible fieldtrip file.

Field Trip Vehicular Accidents. Drivers/chaperones should follow these procedures:

1. Remain calm and convey a sense of calm and comfort to the students and others involved.
2. Assess passengers for injuries.
3. Call 911 immediately.
4. Call the School (801-642-0055); do not call the parents or other chaperones. The School's Office Manager and administration has contact numbers for parents and field trip chaperones, and will make appropriate notifications. Focus on the children, others involved in the accident, and any law enforcement personnel on site.
5. Remain at the scene until authorities dismiss you.
6. Stay in contact with the school.

**15.18. Holiday and Activity Plan.** School-wide class celebrations are held in grades K-6 and 7-12 according to the following schedule and activities. Unless a class celebration is specifically related to curriculum (and specifically designed by the teacher to supplement class curriculum), grades 7-12 only hold school-wide class celebrations for Constitution Day, Christmas, and Easter. Food and drink is permitted in classrooms during school-wide class celebrations but only according to the building and facilities guidelines set forth in Section 27.22 and in Section 36 below. The following activities are not intended to replace weekly art classes. Teachers and parents must follow these guidelines. We encourage "room mother" involvement at the teacher's request.

School-wide class celebrations include the following:

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September.....Constitution Day

*K-12 school assemblies are held in honor of Constitution Day. K-12 classes observe Constitution Day in their classrooms in manner that is respectful and honors the principles, people and the history of the Constitution.*

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October .....Columbus Day and Fall Harvest Day Activities

*K-6 harvest celebrations are held during the last hour of the school day. No 7-12 celebrations. Please limit decorations and refreshments. Dry ice brews are discouraged. Halloween will not be celebrated at school and traditional*

*Halloween decorations and costumes are not permitted (e.g., no vampires, monsters, ghosts, goblins, etc.). Classrooms may be decorated in accordance with "Fall Harvest" and other Autumn-related themes.*

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November.....Thanksgiving

*K-6 class celebrations are held during the last hour of the school day. No 7-12 celebrations. Stories and songs of the Pilgrims are encouraged. Limit decorations to one art class. Emphasis should go to the First Thanksgiving and gratitude. A Pilgrim's Feast is acceptable within class.*

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December.....Christmas

*K-12 celebrations are held during the last hour of the school day in keeping with the birth and mission of Jesus Christ. We encourage stories, songs, and discussions of Christmas traditions. Gift exchange is optional but not required; if done, it should include all students.*

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January .....Dance Festival

*Dance Festival for all grades K-12. Martin Luther King, Jr. day is not celebrated with activities.*

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February .....Valentine's Day, Patriotic Program, Presidents Day

*K-6 celebrations for Valentine's Day are held the last hour of the day. No 7-12 celebrations for Valentine's Day. Limit decorations to one art class. Teachers determine if Valentines are exchanged, but no use of boxes, please; use of folders or sacks is encouraged. Valentines to Veterans are encouraged. Pink is permitted as a color in modest hair ornaments (K-12), ties (9-12), and permitted jewelry; however, no non-uniform articles of clothing or jewelry are allowed.*

*Honor Presidents Washington and Lincoln during the week of their birthday.*

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March .....No holiday activity

*A brief explanation of St. Patrick is optional. Pinching on St. Patrick's Day is not allowed. Green is permitted as a color in modest hair ornaments (K-12), ties (9-12), and jewelry; however, no non-uniform articles of clothing or jewelry are allowed.*

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April .....Easter

*K-12 celebrations in keeping with the resurrection and life of the Savior. Celebrating spring is appropriate. We ask that teachers limit eggs, baskets, and candy.*

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May.....K-12 attend Shakespeare Play by assigned act. Shakespeare costumes permitted K-12 for the duration of Shakespeare Week.

These are the only holidays that receive schoolwide in-class celebration (either K-6 or K-12, as indicated above). Other holidays may be celebrated in homes according to family customs, or in selected classrooms if celebration would support the individual class curriculum.

**15.19 Food, Drink, and Gum.** Food and drink for students in classrooms are not permitted unless it is for a scheduled school-wide celebration or otherwise on the school calendar (Harvest; Christmas, Easter; etc.), or unless administrative approval has otherwise been obtained. This includes birthday treats, which are must be eaten outside or in rooms with hard-surface floors (lunchroom, celebration room, recreation

hall, et.) or otherwise require administrative approval if they are to be eaten in the classroom. Food and drink consumed in the lunchroom or outside do not require administrative approval but may require scheduling if in the lunchroom outside of a regular lunch time. Parent volunteers, especially room mothers responsible for celebrations, are reminded that when food and drink are brought for classroom celebrations, we always appreciate food/drink that, when dropped or spilled, is easily vacuumed and does not require intensive carpet cleaning. Teachers are welcome to personally consume food and drink in their classrooms at their convenience and without approval, with the exception of red-colored drinks, which are not permitted anywhere in the school at any time. Students may not eat food (including candy and snacks) in hallways or on the playground without approval of a teacher or administrator. As a general matter, student snacking is not allowed during the school day except in limited circumstances for students with medical reasons or otherwise at the discretion of administration. Red-colored drinks and gum are prohibited at all times and in all areas of the school.

**15.20 Carpool; Voluntary; Not School Sponsored.** Carpool is a voluntary program organized by the Parent Organization for the convenience of parents desiring to reduce their time spent transporting their children to and from the School. American Heritage School assists parents who choose to carpool by taking certain precautions to help keep children safe during carpool time; however, American Heritage School is not responsible for transporting students to or from School and parents should view themselves as primarily responsible for the safe and timely drop-off, pick-up, and transportation of their children to and from School.

#### **15.21 Carpool Procedures.**

*Initial Carpool Organization Meeting.* At the beginning of each year immediately following the first all-parent meeting in late August, the Parent Organization holds open information/sign-up meetings for parents in common geographic areas desiring to participate in carpool.

The following procedures apply to dropping off and picking up students during both the morning carpool time (8:00 to 8:45 a.m.) and the afternoon carpool time (2:45 to 3:30 p.m.):

15.21(a) As a general recommendation (though not required) families that live North of the School (including Alpine, Highland and Lehi) should enter on the North driveway and drop-off/pick up their children on the East or North sides of the school. Families that live South of the School (including American Fork, Pleasant Grove, Lindon, Orem, Provo, etc.) should enter on the Southwest driveway and pick up their children on the West or South sides of the School. Traffic flow is always clockwise around the school building.

15.21(b) *Dismissal and Late-Arrival Carpool Vehicles.* All students are dismissed promptly at 3:05 p.m. (grades K-6) and 3:10 (grades 7-12) and are expected to proceed directly to their carpool vehicles. All remaining students who have not been picked up by 3:20 p.m. will be required to wait for their carpool at the front doors (main west entrance) of the building.

15.21(c) *Parking and Unattended Vehicles.* Please only park along the curbs adjacent to sidewalks or in a designated parking stall. Do not park on curbs across from sidewalks on the opposite side of carpool lanes – which is dangerous for students and disruptive of traffic flow. Vehicles should not park around the center (flagpole) island or within 10 feet of crosswalk lanes while waiting for students. For efficient traffic flow and safety purposes, vehicles should never be left unattended during carpool unless they are parked in a designated parking space. Under NO circumstances should unattended vehicles be left with the engine running (with or without children in the vehicle); in such cases, carpool supervisors are instructed to notify the front office for a PA announcement to be made, wait near the vehicle until the operator returns, and explain the dangers of vehicles left unsupervised with their engine running (particularly with children in the vehicle).

15.21(d) *Vehicle Tags.* Always display your American Heritage School vehicle tag, particularly when picking up students (this is one of various internal controls that helps us to distinguish patrons from non-patrons of the school). Vehicle tags are property of the School and must be returned once a family no longer has a student at the School.

15.21(e) *Loading and Unloading Students.* Please do not stop in the middle of carpool traffic lanes to load or unload students. This encourages students to leave sidewalks and enter the carpool traffic lane (from between parked cars) as soon as they see their vehicle, which is dangerous. Stopping to load/unload students in the traffic lane is also disruptive of carpool traffic flow.

15.21(f) *Substitute and Non-Parent Carpool Drivers.* Please notify the front office secretary if you plan to send a non-parent substitute driver to pick up children. If you have children of other families in your carpool, you must also obtain prior permission from those families before sending a substitute driver. As often as possible, our practice is to inquire of drivers whom we do not recognize (even if it's "just grandma") and also to have children positively identify any drivers whom we do not recognize before permitting the children to leave in the vehicle.

15.21(g) *Speed, Parking and Backing.* Please drive slowly in carpool traffic lanes and avoid parking in a way that makes it necessary for you or other drivers to back up.

**15.22 Student Drivers.** According to agreements with the City of American Fork related to the safety of elementary school students at the school, student drivers (any students at the school who have a driver's license or are in training to obtain their license) are restricted to the northwest access and are required to park in the north parking lot, regardless of whether they have elementary school students in the car with them.

## 16. Emergency Preparedness

American Heritage School devotes considerable time, energy and resources to ensuring that the facilities are prepared and that the faculty is trained to appropriately respond in various types of emergency situations that could arise.

**16.1 Purpose of Fire and Earthquake Drills.** Fire and earthquake drills will be conducted on a regular basis throughout the year to train and condition all students and faculty to respond to the fire alarm or an earthquake in a systematic and orderly fashion.

**16.2 Fire Alarm Procedures.** When the fire alarm sounds:

1. Students in classrooms will line up quickly and quietly in a single-file line just inside the classroom exit. If there is more than one exit from the classroom, students will use the exit determined by the classroom teacher.
2. The teacher will appoint a responsible student (or another adult if available) to lead the students in a single-file line out of the classroom, directly out the nearest building exit, and to the location predetermined as the gathering location for the class. (The gathering locations are designated in the Emergency Folder.)
3. As the last person to leave the classroom, the teacher will: inspect the room to make sure no children are still in the room, take the Emergency Folder from its location near the door, turn out the lights, and close the door.
4. The students will gather silently with their classmates at the designated location while the teacher takes attendance based on the class roster included in the Emergency Folder.
5. If all students are present, the teacher will hold up a green flag for administration to see; if any student is missing, the teacher will hold up the red flag.
6. When the return or "all clear" signal is given by administration, everyone will return quietly to class.

**16.3 Earthquake Procedures.**

During an actual earthquake, students are instructed to:

1. Stay put. If you are indoors, stay there. If you are outdoors, stay there.
2. Duck and cover. Get under a desk, table, or bench, or stand alongside an inside wall, in an archway, in a doorway that does not have a door, or in a corner. Students who cannot get under their desks because of the desk's construction should kneel beside their desks and hold onto the legs of the chair.
3. Until the shaking stops, avoid windows, doorways with a door, bookcases, hanging fixtures, or outside walls.
4. Do not be surprised if the electricity goes out or if fire alarms and sprinklers go on.

After an Earthquake. Once the ground stops moving, students are instructed as follows:

1. Stay calm.
2. Carefully evaluate the situation. Check for natural gas, water, and electrical line breaks or damage.
3. Do not use the telephone, light switches, matches, candles, or other open flames unless you are sure there is no natural gas leaking.
4. Evacuate the building according to standard fire evacuation procedures.

Earthquake Drills. Periodically, administration will announce an earthquake drill over the school's PA system as follows: "This is an earthquake drill." No other instructions will be given. Teachers and students should immediately initiate earthquake response procedures (duck and cover for a sufficient period of time to simulate an earthquake, and then proceed with standard fire drill evacuation procedures).

**16.3 Lock-Down Procedures.** Faculty members are trained in lockdown procedures for threats that may occur inside the building ("lockdown with intruder") as well as for any threat that may occur outside the building ("partial lockdown"). While teachers will be trained in the lock-down procedures on an annual basis, lockdowns will not be rehearsed with students during the year.

**16.4 Other Emergency Procedures.** In addition to fire and earthquake procedures, faculty members are trained to appropriately respond to other emergencies such as:

- Life-threatening medical emergencies
- Non-life-threatening medical emergencies
- Suicide threats/attempts
- Bomb threats
- Intruders
- Hostage situations
- Weapons

**16.5 CPR Certification.** A current list of CPR-certified faculty members is also available from any faculty member and at the office. AHS will arrange training courses for CPR certification for faculty members on an annual basis.

**16.6 Comfort Kits.** Comfort kits are basic emergency preparedness kits that each student is required to bring on the first day of class. These kits are kept in the classroom to be distributed to students in case of an emergency in which students will need to be detained at the school for an extended period of time. The following contents should be put in a one-gallon Zip-lock bag that is labeled with the student's name and his/her teacher's name:

In a one-gallon size zip-lock bag:

- \_\_\_\_\_ Non-toxic chemical Emergency Light stick
- \_\_\_\_\_ 2 granola bars
- \_\_\_\_\_ 2 fruit bars
- \_\_\_\_\_ 2 individual size packages of crackers
- \_\_\_\_\_ 3 fruit roll ups
- \_\_\_\_\_ 2 rolls of Lifesavers or hard candies
- \_\_\_\_\_ 1 large plastic bag
- \_\_\_\_\_ A letter or picture from home with identification including name, address, telephone number, emergency telephone numbers, and birth date.

**16.7 First Aid & Medications.** In most cases, first aid is administered by the School's Security Director or Health Aid. Under the direction of the School's Security Director, the Health Office (located in the front office) is staffed by a Health Aid who is responsible for storing, securing, administering, and keeping an inventory of all medications used by the Health Office. Parents must provide the appropriate written or oral authorizations to the Health Office for any student to receive medication at school.

For students to carry and self-administer any medication (including asthma inhalers), the following conditions must be met:

- (a) the student's parent or guardian must sign a statement:
  - (i) authorizing the student to self-administer medication; and

(ii) acknowledging that the student is responsible for, and capable of, self-administering the medication; and

(b) the student's health care provider must provide a written statement that states:

(i) it is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and

(ii) the name of the medication prescribed or authorized for the student's use.

## 17. Use of Media, Entertainment, and Computers

**17.1 Principles Governing Media and Entertainment on School Property.** Media and entertainment used on school property—including movies, music, the Internet, and other forms of mass media and entertainment—must adhere to the standards espoused in the *For the Strength of Youth* pamphlet distributed by the Church of Jesus Christ of Latter-day Saints.

**17.2 Pre-Approval of Movies.** The administration will pre-approve any movies shown at school-related functions. As a general matter, any movie (or clip from a movie) rated “PG” by the MPAA will require approval from administration as well as from all parents of students in the class where the movie or clip will be shown. Any movie (or clip from a movie) rated “PG-13” or “R” by the MPAA will not be shown at the School, regardless of a teacher’s ability to obtain parental approval.

**17.3 Video Games.** Video games are not permitted on school property.

**17.4 Educational Software.** Educational software may be used only under the direction of faculty or administration who are supervising the computer where the software is used.

**17.5 Personal Video, Camera and Music Devices.** Personal video, camera, music, and multi-media devices are not permitted on school property without administrative approval.

**17.6 Principles Governing Media and Entertainment at Off-Campus School-Related Functions.** All principles and policies concerning media and entertainment apply for school-related functions, even if they are held off campus, unless otherwise directed by faculty or administration. Thus, for example, video games, portable video players, and personal music players are not permitted during off-campus school-related activities, such as field trips, unless approved by administration. Also, movies or videos shown to students as part of a field-trip or field-learning exercise require pre-approval according to the same guidelines set forth above for use of videos and movies in the classroom

**17.7 In-Vehicle Media and Entertainment.** AHS is not legally responsible for students before they arrive at school or after they have left the school. Nevertheless, AHS strongly discourages the showing of in-vehicle movies or the playing of in-vehicle video games during carpooling (including to and from field trips), and cautions parents to be sensitive to the media and entertainment standards that may have been set by the families of other carpool participants.

**17.8 Student Use of Computers.** Students at American Heritage School use computers and the Internet for limited purposes related to the curriculum. Examples include typing skills classes, graphic design class (in connection with yearbook), and occasional use of computers by students for specialized math or reading assistance. Students will not use computers or the Internet at the School without a supervising adult present in the room. High school students (grades 9-12) are permitted to bring personal laptops to School as part of the School’s technology initiative and may use the laptops under supervised circumstances. Any use of a computer for non-curriculum related purposes (including internet browsing, e-mail or other instant messaging, video games, and browsing or editing photos) whether accessed via computer lab terminals, personal laptops, or handheld consoles, is not permitted on the School premises and will result in the loss of personal computing privileges.

**17.9 Computer Monitoring and Filters.** The School maintains Internet content filters for all computers in the School that access the Internet through the School’s network. The School also employs computer and network monitoring software to periodically monitor and print reports concerning the Internet usage and history of all School computers, including computers in the computer lab, classrooms, and administrative offices.

**17.20 Intentional Access or Distribution of Offensive or Inappropriate Media.** The use of School resources to intentionally access or distribute any form of inappropriate, obscene, pornographic, bigoted, or abusive material is prohibited. Any employee or student of the school that intentionally accesses or distributes such material on or off the school premises, may be temporarily dismissed or suspended or permanently terminated or expelled from the School, irrespective of the medium or network used to access or distribute the material (e.g., paper, electronic, laptop, cell phone, school network, home network, etc.). Students using the Internet are instructed to report any accidental viewing of inappropriate, obscene, or pornographic material to a faculty member or administration immediately.

**17.21 Loss of Student Laptop Privileges.** Students infractions of acceptable computer use policies will be dealt with in the following manner:

- first infraction = loss of laptop privileges for 5 school days (one week).
- second infraction = loss of laptop privileges for 20 school days (one month).
- third infraction = loss of laptop privileges for the remainder of the school year.

**17.22. School Printers.** Students are not permitted to use school printers to print homework assignments. If for any reason a student is unable to print their assignment at home, the student may work with the teacher who gave the assignment to arrange an extension or other acceptable solution.

**17.23. Social Networking.** School faculty and staff, especially teachers and administrators, understand and are trained that they occupy a position of uneven power dynamics in relationships with children and students. The express or implied authority that adults and teachers have over students (current and former) shapes those relationships and leads to a heightened responsibility on the part of adults and teachers to act with the utmost caution, responsibility, and maturity, when it comes to communication with students.

17.23(a). Use of Social Networking. Faculty, staff, and students are not permitted to use online social networking tools for personal use during the school day. In order to provide equal, age-appropriate access for students to course materials, faculty are expected to limit class activities to school-sanctioned online tools. New social-networking tools and features are being continually introduced which may or may not be appropriate for course use. If a teacher identifies a networking tool that he/she thinks will be useful in their teaching, they are required to obtain permission from administration.

17.23(b). Model Appropriate Behavior. Faculty and staff are expected to exercise appropriate discretion when using social networks for personal communications (friends, colleagues, parents, former students age 21 or older, etc.) with the knowledge that adult behavior on social networks will likely be experienced by students and may be used as a model by students.

17.23(c). "Friending" Students/Alumni: Faculty and staff may not initiate or accept social network friend requests with current or former students, including their family members, who are under the age of 21.

17.23(d). Other Friends. Faculty and staff are expected to remind all members of their social networks of their position as an educator whose profile may be accessed by current or former students, and to monitor posts to their networks accordingly. Conversely, faculty and staff are expected to be judicious in their postings to all friend sites and to act immediately to remove any material from their own sites that may be inappropriate.

17.23(e). Groups in Social Networks. If faculty and staff participate in social networks, they are expected to associate with social networking groups consistent with healthy, pro-social activities and the mission and reputation of the school.

17.23(f). Privacy Settings and Content. All members of the American Heritage School community (including parents and students) who participate in online social networks should exercise care with privacy settings and profile content. Content should be placed thoughtfully and periodically reviewed. In addition, learn how to use privacy settings to limit access to profiles and searchability to content. Review these settings frequently. Even with the highest of privacy precautions, always assume that content you post on social networking sites will be publicly viewed by a wide-range audience including students, parents, and the general public. Apply the following standard: "How would I feel if my content were posted on the front page of the newspaper" – and remove or change any content that would make you uncomfortable after applying this standard.

17.23(g). Public Information. Recognize that many former students have online connections with current students, and that information shared between adults and former students is likely to be seen by current students as well.

## 18. Summer School (“*Summer Summit*”)

**18.1. Purpose of Summer School.** Summer school (referred to as “*Summer Summit*”) is actually an AHS sponsored summer home-study support program held for the benefit of those students who, upon completion of a full academic year at AHS, have not sufficiently demonstrated the minimum academic skills necessary for advancement to the next grade level. *Summer Summit* should be a positive and encouraging experience for the child that gives the child added tutoring and increased confidence in subject areas of particular need. *Summer Summit* is not held as a punitive mechanism for below-average academic performance or unsatisfactory behavior.

**18.2. Recommendation for *Summer Summit*.** The final determination as to whether a student will be invited to attend *Summer Summit* is made by administration upon recommendation by the core-curriculum instructor, with counsel and feedback from parents and specialty subject instructors.

**18.3. Mid-Year Notification.** In an effort to give potentially affected parents and students as much advance notice as possible, core-curriculum instructors—in consultation with administration—will notify parents before January 15 if there is a potential need for *Summer Summit* remedial assistance. These mid-year notices are strictly preliminary, giving affected parents and students a full semester to focus on areas of particular need and to demonstrate cooperation with the instructor on a plan of improvement.

**18.4. Final Determination.** Final determination about which students will be invited to attend *Summer Summit* will be made no later than two weeks before the end of the academic year.

**18.5. *Summer Summit* Schedule.** *Summer Summit* is conducted on a bi-weekly “check-up” schedule that fits the family’s summer schedule. Students and parents can turn in assignments, participate in tailored academic assessments, and receive additional support from their *Summer Summit* instructor at the check-up meetings.

**18.6. Cost of *Summer Summit*.** The cost of *Summer Summit* is intended to cover only the expense of the instructor and materials and will be borne by the parents.

**18.7. Concluding Assessment.** Students will be assessed throughout and at the conclusion of *Summer Summit* and parents will receive a report from the teacher with assessment results and specific recommendations regarding outstanding areas of weakness (if any) for which parents should continue to conduct in-home remediation before the start of the upcoming academic year.

**18.8. Tutoring Alternative.** Parents have the option of obtaining private tutoring assistance as an alternative to *Summer Summit* at AHS. If any such alternative arrangements are made, AHS must receive for its review on or before July 15 an assessment from a recognized institution or center for remedial education (such as Sylvan Learning Center).

## 19. Parent Communication with the School

*In essentials—Unity*

*In non-essentials—Liberty*

*In all things—Charity*

—*Philipp Melancthon, academic consultant to Martin Luther, 1500s*

**19.1 Resources/Opportunities for Parent Communication with the School.** Effective communication between parents, faculty, and administration is a vital component of a student's success in the classroom. Some of the many communication resources and opportunities include:

- Parent Orientation and Meet-Your-Teacher, held once a year at the beginning of the school year
- Parent-Teacher Conferences, held twice each year
- Regular e-mail or Web site communication from teachers regarding general topics being covered in class (parents should expect at least a semi-monthly update)
- Parent organization meetings
- School service functions and special events
- Individually scheduled parent-teacher or parent-administrator meetings upon request

**19.2 Parent-Teacher Conferences.** Held twice a year, Parent-Teacher Conferences are times set apart for parents and teachers to discuss student progress. The school calendar lists dates and times of Parent-Teacher Conferences for the current academic year. Sign-up sheets will be available the week in advance for parents to choose meeting times with individual teachers. Both parents are invited, but at least one is expected to attend. Meeting times with core (homeroom) teachers range from 10 to 15 minutes per meeting and are arranged in advance via sign-up sheet. Meeting times with specialty class teachers (science, art, music, P.E.) are approximately 5 minutes each and are conducted on a “walk in” and “open table” format the evening of parent teacher conferences. Special concerns requiring more time than is available during parent-teacher (i.e., more than 5-10 minutes) should be discussed outside of parent teacher conference per appointment with the teacher.

**19.3 Parent-Teacher Meetings.** Parents who would like to meet with a teacher at a time other than the regularly scheduled Parent-Teacher Conference time may leave a message on the teacher's voice mail at 642-0055 or may contact the teacher via email. (Faculty email addresses are listed in Appendix C.)

**19.4 Parent Communication with the Administration.** Administration is responsible for all day-to-day decision making that affects parents, students, and faculty—including discipline matters, admission and seating decisions, personnel decisions (hiring/firing), evaluation of faculty, scheduling and programs, coordination with the parent organization and individual parents, and so forth. The administration welcomes parent questions and feedback; to arrange an appointment, call the office at 642-0055. The administration will pass parent questions or concerns to the Board of Trustees as necessary and appropriate.

**19.5 Parent Communication with the Board of Trustees.** The Board is responsible for long-term strategic planning and for hiring the Head of School. Board members do not become involved in day-to-day decision making, including discipline matters, admissions, personnel decisions, evaluation of faculty, and scheduling and programs. Parents and students are encouraged to resolve their questions with administration. Parents who want to communicate directly with the Board should submit the communication in writing to the chairman of the Board of Trustees.

**19.6 Communication from Teachers.** Teachers should clearly and regularly communicate with students and parents regarding homework assignments, progress reports, and expectations; however, it is primarily the student's and the parent's responsibility to seek information about homework assignments if those assignments are not clear.

19.6(a) Communication Tools. Teachers may (but are not required to) use an online parent communication tool called "Edline" that enables parents and students to view class calendar items, homework assignments, and grades for recently submitted assignments. Teachers who choose not to use Edline are expected to provide to students and parents in another written format the required weekly progress report containing a list of missing assignments and/or unacceptable work.

19.6(b) Weekly Student Progress Reports. In all grade levels, if there are individual missing assignments or academic concerns, a weekly progress report should be made available to students and parents. This can be done on Edline, e-mail or in a written report. Regardless of the method chosen, teachers should ensure that students and parents both have access to the report.

19.7(c) Regular Parent Letters. Teachers of grades K through four should communicate with parents in a weekly letter, e-mail, Edline, or website posting that outlines class studies, assignments, and teaching goals. Teachers of grades five through twelve should communicate with parents in at least a monthly letter, e-mail, Edline, or website posting (bi-weekly or even weekly parent communications are still encouraged if possible). Parents should be left with a renewed sense of interest in the curriculum (e.g., something they might want to discuss at the dinner table) – and gratitude for the experiences the students are having in the class.

## 20. Parent Service to the School

**20.1 Service Hours Requirement.** As part of the terms and conditions of enrollment, students and their parents are asked to provide service to the school. Currently, parents are required to provide a minimum of 30 hours of service per academic year. The school depends on parent participation for everything from lunchroom assistance to special event costumes and set design. Parents who have not completed their service hour requirement by April will be contacted by administration to discuss plans for fulfilling the minimum service hour commitment, which is a condition for re-admission to the school each new school year, and which is a significant factor in granting parent requests for specific teachers.

**20.2 Purpose for Service Hours.** Service to the school is required for the following reasons: (1) Parents serving at the school demonstrate to children that education is a joint effort between parents, children, and the school; (2) Personal service to the school engenders a sense of ownership on the part of those rendering the service, resulting in better treatment of and respect for the school facilities; (3) Service reduces the need to hire additional help, which subsequently reduces the cost for all patrons; and (4) Personal service to the school helps develop character traits such as stewardship, gratitude, and responsibility.

**20.3 Recording Service Hours.** All service hours should be recorded at the front office as they are rendered. Service hours can be appropriately recorded for virtually any assistance rendered while on campus or while off campus in conjunction with school-related activities.

**20.4 How Service Hour Records are Used.** Service hour records are used by administration to help determine whether to readmit a family returning to the school, whether to grant scholarships, and whether to grant seating requests (request for a teacher) in the case of limited available seats in a class where multiple requests for a teacher have been made.

**20.5 Volunteer Opportunities.** Opportunities for service include, but are not limited to, participation in the following:

Bulletin Board	Graduation	Safety & Welfare
Book Fair	High School Dances	Science Fair
Christmas Teddy Bears	In-Service Lunches	Shakespeare Feast
Essay Contest	Library Volunteers	Shakespeare Play
Eye Screening	Lunchroom Duty	Snow Sculpture Day
Faculty Dinners	Patriotic Program	Spelling Bee
Fall Festival	Picture Day	Teacher Café
Field Day	Pizza Mondays	Uniform Swap
Geography Bee	Room Mothers	

Parents desiring to help with these or other activities are welcome to contact the Parent Organization or Administration for further details. See Appendix A of this handbook for more information concerning the Parent Organization, including contact information.

Parent assistance in classrooms is particularly welcome by the teachers and is an effective way for parent to strengthen both their understanding of their own children's unique needs, and also of generally effective childhood and adolescent learning methodologies and processes. We encourage you to check with your students teachers for specific classroom needs.

## 21. Building, Facility, and Equipment Use

**21.1 Principles Governing Building and Equipment Use.** With the blessing of a beautiful, high-quality facility also comes the stewardship for its care and preservation. We must raise our standards and the standards of those whom we invite into the building to that of the building itself. It is not only good stewardship, but also a sign of respect and appreciation we hope to engender among all who come here. All parents, faculty, and administration should remember that the building, art work, and much of the non-classroom furniture has been made possible because of donations made for this purpose. All improvements to the building and facilities, including artwork, continue to be funded by donations and not tuition receipts.

**21.2 Principles Regarding the School Environment.** The Design Committee, comprised of certain members of the Board of Trustees as well as others, has been given the charge to select, purchase, and place artwork and other accessories in the building. The committee was also involved with the selection of colors, fabrics, and other interior design decisions. All design and decoration has been done to create an uplifting and inspiring environment for all who use the school.

**21.3 Moving Furniture/Accessories.** Furniture, plants, art, or other decorative accessories belonging to the school should not be moved from the locations chosen by the Design Committee without permission of the administration.

**21.4 Fastening Items to Walls/Doors.** Signs, posters, banners, or student work may not be fastened to any doors or painted walls in classrooms or hallways. Carpeted and tackable surfaces have been placed on walls for these purposes.

**21.5 Submitting Suggestions.** Suggestions as to how we can make the school more functional are welcome and should be submitted to administration.

**21.6 Extracurricular Use of Facilities (School-Sponsored).** Students, coaches, parents, and faculty members involved in school-sponsored extracurricular use of the building and facilities have a responsibility for the proper care and upkeep of the building, fields, and facilities used by all persons participating in the activity. This includes notifying administration of any maintenance needs or damaged facilities or equipment. For those with keys to the building, it also includes other "good steward" responsibilities such as locking doors when leaving for the evening and generally monitoring the facilities during extra-curricular times to ensure that no unauthorized persons are using the building or facility. If an administrator is not present, coaches, parents and faculty members should not hesitate to call administration members at home with questions or concerns pertaining to extracurricular use of the building and facilities.

**21.7 Third-Party Non-School-Sponsored Use of Facilities.** No third-party use of the building, facilities, or equipment will be allowed.

**21.8 Food, Drink, and Gum.** Food and drink for students in classrooms are not permitted unless it is for a scheduled school-wide celebration or otherwise on the school calendar (Harvest; Christmas, Easter; etc.), or unless administrative approval has otherwise been obtained. This includes birthday treats, which are must be eaten outside or in rooms with hard-surface floors (lunchroom, celebration room, recreation hall, et.) or otherwise require administrative approval if they are to be eaten in the classroom. Food and drink consumed in the lunchroom or outside do not require administrative approval but may require scheduling if in the lunchroom outside of a regular lunch time. Parent volunteers, especially room mothers responsible for celebrations, are reminded that when food and drink are brought for classroom celebrations, we always appreciate food/drink that, when dropped or spilled, is easily vacuumed and does not require intensive carpet cleaning. Teachers are welcome to personally consume food and drink in their classrooms at their convenience and without approval, with the exception of red-colored drinks,

which are not permitted anywhere in the school at any time. Students may not eat food (including candy and snacks) in hallways or on the playground without approval of a teacher or administrator. As a general matter, student snacking is not allowed during the school day except in limited circumstances for students with medical reasons or otherwise at the discretion of administration. Red-colored drinks and gum are prohibited at all times and in all areas of the school.

**21.9 Candles and Open Flames.** Candles and other open flames are not permitted inside the school.

**21.10 Lockers.** With the blessing of lockers, it is our hope that students will demonstrate Christian stewardship through appropriate use and care of all lockers in a way that contributes to a spirit of order and unity at the school.

21.10(a). Locker Assignments. Lockers with built-in combinations are provided to all students in grades 7-12 (allocated one per student from 12th grade down to 7th grade with any shortage resulting in locker sharing by middle school students).

21.10(b). Lockers Property of the School; Personal Items in Lockers. All lockers will at all times remain the property of the School. Lockers are loaned to the students for their convenience. Students may not place an item or items in these lockers if the possession of the particular item or items would be a crime under the laws of Utah or would in any way contradict the mission or policies of American Heritage School. The school or its personnel are not responsible for any lost or stolen items from school lockers. Students are strongly advised not to leave money or other valuable items in lockers.

21.10(c). Personal Items Left Adjacent to Lockers. Backpacks, equipment, and other personal effects may not be left in the hallway adjacent to student lockers or in any other public areas of the building. Personal items left in public areas will be collected by faculty or staff and placed in lost-and-found or in the front office. If a personal item does not fit in a student locker, it must be stored in a classroom or in another non-public area of the school with permission of faculty or administration.

21.10(d). Administrative Access to Lockers. Administration will retain master keys and combinations which will permit them to enter all lockers. Students should expect occasional inspections of lockers by school administration. Any locker will be subject to inspection by administration if a student assigned to the locker is reasonably suspected of having anything in his/her locker that would constitute an infraction of school policies. In such a case, the search should be conducted by the principal or an assistant principal with at least one other administrator or teacher present. The student whose locker is to be searched shall be notified of the search prior to the time that it is performed and shall be given an opportunity to be present at the time of the search. However, where school authorities have a reasonable suspicion that the locker contains materials which pose a threat to the health, welfare, or safety of students in the school, student lockers may be searched without prior notification.

21.10(e). Items Affixed to Lockers. No items of any kind may be affixed to the outside of lockers. Students should only use magnets to affix items to the inside of their lockers. Students may not use any form of adhesive (including but not limited to tape, glue, putties, "plastic-tack", gum, etc.) on the inside or outside of lockers. Writing on lockers (regardless of what is used, including pencil) or otherwise damaging lockers will result in consequences to be determined by administration, including the potential loss of locker privileges and payment for any damages. Any locker malfunction should be reported to the proper administrator or the office immediately.

21.10(f). Locker Combinations, Confidentiality, Presumption of Ownership. All lockers have built-in combination locks. Locker numbers and combinations are issued to students at the beginning of the school year. Lockers should be kept locked at all times. Students are cautioned against telling their combination to each other. Anything found in a locker is presumed to belong to the student to whom the locker is assigned.

## 22. Fundraising

**22.1 Purpose of Fundraising.** It is the responsibility of the Board of Trustees and administration to operate the school on a fiscally sound basis. It is intended that student tuition cover all normal, direct operating expenses of the school, and that parents cover the cost of a student's personal school supplies, uniforms, and lunches. However, AHS would not exist without donations above and beyond tuition; for example, the school's facilities, certain electronic and playground equipment, and books for the library have all been acquired with the help of donors.

**22.2 Fundraising Principles.** Fundraising through special events, solicitations, or other means should be in harmony with the values and standards of the school and in compliance with legal restrictions.

**22.3 Prohibited Forms of Fundraising.** The school will not engage in games of chance—such as bingo, raffles, and lotteries—as a means of raising funds or for any other purpose. Generally, students will not be asked to sell items or make other solicitations from neighbors, family, or friends as an ongoing development effort. In limited circumstances, such as occasional travel opportunities presented to extracurricular school groups, solicitations or other fundraising activities by students may be permitted by administration.

**22.4 Contributions.** It is hoped that those who have benefited from the school will, as they are able, make contributions to the school so that others might be likewise benefited in the future. All members of the school community, including current parents, alumni, and friends of the school, will be invited (but not required or pressured) to donate as they are able.

**22.5 Parent Organization Fundraising.** The Parent Organization may occasionally hold special events to raise money for its own purposes; such activities should adhere to the general policy regarding fundraising.

## 23. Political Versus Patriotic Activity

**23.1 Prohibitions on Political Activity.** American Heritage School is classified as a 501(c)(3) organization under IRS regulations, and is thus barred from endorsing candidates for public office, lobbying for legislation (other than legislation affecting the school and its functions), and engaging in other partisan political activity. The school and its facilities (including school e-mail, website resources, and letterhead) may not be used for these purposes. Faculty and staff members should not display campaign buttons, distribute political literature, or otherwise campaign for political candidates while on campus.

**23.2 Staff Political Participation.** AHS staff members are encouraged to be active, contributing citizens and are free to support the measures and candidates that best reflect their principles and values as long as their political activity is not conducted on campus and does not adversely impact the reputation of the school. Teachers should not involve students with their political views. This does not mean that political views may not be expressed in the classroom (which is an impractical and arguably impossible request to make of any teacher or student) – but rather that extensive involvement of students in partisan agendas, activities, or debates should be avoided.

**23.3 Principles of Patriotism.** While AHS is strictly non-political, it encourages patriotism. The school's mission statement clearly indicates that one of the school's goals is to develop students who "have a love, understanding, and appreciation for America and the Founding Fathers." This patriotism is expressed outwardly through the display of the flag and patriotic artwork, singing of patriotic music, presentation of patriotic programs, and so on, supported by the curriculum. True patriotism comes from a humble appreciation for our history and the obligation that rests on each generation to so live that freedom under the Constitution might be preserved.

**23.4 Patriotic Influences in the Curriculum.** The AHS curriculum is richly imbued with patriotism; students learn about the providential hand that has guided America from its earliest days through the study of writings and speeches of the Founding Fathers' generation. Teachers will teach the nation's history, focusing particularly on the blessings of freedom under law while discussing the consequences of abandoning the principles upon which the nation was founded.

**23.5 Good Citizenship.** American Heritage School wants to be a contributing part of the community and seeks to cooperate with civic authorities and comply with all applicable laws (Article of Faith 12). Good citizenship necessarily includes moral conduct in public and private (2 Nephi 1:7). Unlawful or immoral behavior by a trustee or staff member, whether in public or in private, may be a cause for discipline or termination.

## 24. Child Abuse and Neglect Policy

**24.1 Definition.** Child abuse and neglect are defined by Utah Law in context of “reportable conditions” that require certain actions by any person who has a “reasonable belief” that child abuse or neglect has occurred (this is explained more in section 24.4 below). Child abuse and neglect are not normally single events, but usually involve repeated events that affect the same child and that grow more severe over time. The damage, both physical and psychological, is cumulative. The longer the offender's behavior continues unchecked, the greater the chance of serious and permanent disability to the child.

**24.2 Role of Administrators and Faculty.** School administrators and teachers play an important role in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

**24.3 Responsibility of Parents.** All parents should read and understand the reporting policy so that they are familiar with the legal and procedural requirements that apply to faculty members and staff of AHS.

**24.4 Required Reporting.** Utah law requires that whenever any person—including any school employee (regardless of whether a school is public, charter, or private)—has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances that would reasonably result in sexual abuse, physical abuse, or neglect, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services. All AHS personnel will comply with this legal requirement as further outlined in the procedures below.

**24.5 Procedure for Reporting.** When child abuse or neglect is suspected, the following procedures will be followed:

- a. The principal will meet immediately with the person who suspects child abuse or neglect. The purpose of the meeting is to discuss why the person believes that a child has been subjected to child abuse or neglect—not to make a determination regarding child abuse or neglect—and to discuss appropriate legal requirements and AHS policies.
- b. If there is any question as to reasonability of belief regarding child abuse or neglect, the principal and faculty member will immediately verbally notify either the Division of Child and Family Services or a law enforcement officer in accordance with applicable law.
- c. The principal will make and file a written report with the appropriate Division of Child and Family Services or law enforcement office within 48 hours of any oral report.

**24.6 Investigation of Abuse/Neglect.** It is not the responsibility of faculty, administration, or other AHS employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection. Investigations are the responsibility of the Division of Child and Family Services. Investigation by AHS teachers and administration prior to submitting a report will not go beyond that necessary to support a reasonable belief that a reportable problem exists.

**24.7 Gathering of Information.** To determine whether there is reason to believe that abuse or neglect has occurred, AHS administration may (but is not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists. Administration, faculty, and other school employees will not contact the parents, relatives, friends, neighbors, or others for the purpose of determining the cause of an injury and/or apparent neglect.

**24.8 Interviews.** Interviews with the child or suspected abuser will not be conducted by AHS administrators, faculty, or staff; interviews conducted by anyone other than the investigating agency could jeopardize proper handling of a child abuse/neglect case. Notes of voluntary or spontaneous statements by the child will be made and given to the investigating agency.

**24.9 Procedure for Oral and Written Reports.** If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the school employee to the principal or designee reporting the suspected abuse/neglect with a written report to follow within 48 hours. When making the oral report, the principal or designee reporting the suspected abuse/neglect should record the name of the law enforcement officer or Division of Child and Family Services worker to whom the report is made. The notified person's name shall be entered on the written report.

1. One copy of the written report will be sent to the agency that received the oral report (law enforcement officials or the Division of Child and Family Services).
2. One copy will be put in a Child Abuse-Neglect file maintained by the AHS Board of Trustees.
3. One copy will be placed in a separate file to be maintained by the principal for all reported cases of suspected child abuse or neglect. The Child Abuse-Neglect Reporting Form will not be placed in the child's personal file.

**24.10 Cooperation with Local Agencies.** AHS officials will cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

**24.11 Immunity from Liability.** Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions. (Section 62A-4-510, Utah Code Annotated, 1953.)

**24.12 Anonymity.** The Division of Child and Family Services, law enforcement personnel, and all AHS faculty, administration, staff, and board members are required to preserve the anonymity of those making the initial report and any others involved in any subsequent investigation.

**24.13 Distribution of Policy.** Once each year, AHS will distribute to all school employees the Child Abuse-Neglect Reporting Form and copies of the school's procedures for reporting suspected child abuse or neglect.

## 25. Unlawful Harassment

**25.1. General.** American Heritage School is committed to the maintenance of a learning and work environment which is free of any form of unlawful harassment, including sexual harassment and harassment based on race, sex, color, ethnicity, religion, national origin, disability, age, military status, or any other basis protected by federal, state, or local law or ordinance or regulation. American Heritage School will not tolerate any form of unlawful harassment in the School, including acts by or toward non-employees. Disciplinary action will be taken against any employees or students who engage in unlawful harassment. This policy applies to all phases of employment (whether on- or off-campus, and whether it occurs during or after regular business hours), including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

**25.2. Unlawful Harassment Defined.** Unlawful harassment is defined as unwanted conduct or communication, including of a sexual nature, that adversely affects a person's educational or work opportunities, relationships, or environment.

**25.3. Prohibited Behavior.** American Heritage School prohibits (and it is illegal under state and federal law) for any student or employee to:

- a. Make unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature;
- b. Make submission to or rejection of sexual advances the basis for opportunities affecting employees or students; or
- c. Create an intimidating, hostile or offensive school environment through unwanted conduct or communication, either of a sexual nature, or based on upon race, gender, color, ethnicity, religion, national origin, disability, age, military status, or any other basis protected by federal, state, or local law or ordinance or regulation.

Unlawful harassment may include (but is not limited to):

- d. Sex role stereotyping which is demeaning and involves unequal treatment of any individual on the basis of that person's gender.
- e. Gender abuse, which can be either visual or verbal, such as the display of demeaning posters, cartoons, nudity or offensive sexual jokes about gender.
- f. Visual or verbal expressions about an individual which are sexual in nature.
- g. Criminal touching or actions not involving touching but which are offensive to the extent that they visually or emotionally shock the conscience of a reasonable person.
- h. Quid pro quo cases where sexual favors are asked in exchange for educational benefits received.
- i. Any unwelcome sexual behavior initiated by an employee, a student a volunteer or a non-employee.

**25.4. Filing an Unlawful Harassment Complaint: Faculty Complaint.** Any faculty member may file an unlawful harassment complaint in response to conduct which is unwelcome and creates a hostile or abusive learning environment for a faculty member or student. An unlawful harassment complaint is filed by submitting a written description of the facts and circumstances to any administrator at the School. When considering whether to file a complaint, be aware of the following:

- a. Unlawful harassment complaints may be filed regardless of whether or not the behavior occurred on or off duty if it created a hostile learning environment for a student, employee or volunteer.
- b. Malicious or frivolous complaints of unlawful harassment are prohibited and could result in a defamation claim against the person filing the malicious or frivolous ("bad faith") complaint.
- c. An employee or student may be held liable in an unlawful harassment case if he/she knew or should have known that unlawful harassment behaviors were taking place and did not take prompt action.

d. Protection against reprisal is afforded for anyone who makes a complaint, testifies, assists, or participates in any manner in an investigative proceeding or hearing. Acts of reprisal toward complainants, witnesses, or others involved in an investigation are subject to disciplinary action by the School and could constitute civil or criminal violations. Prohibited reprisal actions include but are not limited to: open hostility, elusion/ostracism, creation of or continued existence of a hostile learning environment for the student or employee, gender-based negative remarks about anyone involved, special attention to or assignment of anyone involved to demeaning tasks in the school setting, tokenism or patronizing behavior, discriminatory treatment, subtle harassment, or unreasonable time restrictions on students in preparing complaints or compiling evidence or unlawful harassment activities/behaviors.

**25.5. Filing an Unlawful Harassment Complaint: Student Complaint.** Students who have been unlawfully harassed are afforded avenues for filing complaints that are free from bias, collusion, intimidation, or reprisal. Students who feel they have been sexually harassed by an adult or by another student should report it immediately to a responsible adult such as a parent, a teacher, or the school principal, who can help them to file a written complaint. The student should be instructed not to discuss the alleged harassment with other children or students. Upon receiving a written complaint (or in connection with assisting a student to file a written complaint), the principal will conduct an investigation as follows:

1. If the accusation is made against another student, the accused student's parents shall be contacted immediately to make them aware of the allegations being made against their child. The parents of any student making such allegations shall also be contacted to make them aware of the allegations. Two administrators (or one administrator and a teacher) should always be present for discussions and calls regarding allegations of sexual harassment.

2. If the administrators and parents have a sufficient factual support for a reasonable belief that the sexual harassment has taken place, the alleged offender will be instructed that the behavior must stop immediately. Disciplinary action will be followed according to the severity of the offense and in accordance with state and federal law.

## 26. Math Department Guidelines

**26.1. General Principles.** Mathematics is a subject that requires more sequential consistency from year to year than most subjects. In overall emphasis, math is second only to reading (language arts) in terms of subject matter emphasis at American Heritage School. For example, Math is the only subject other than reading for which the School has adopted a specific school-wide homework policy, namely, that homework in math should be assigned on a daily basis. A comprehensive K-12 mathematics program is consistently applied from year to year that is intended to provide not only a firm math foundation in preparation for college, but more importantly an appreciation for and competency with mathematics that will bless students for the rest of their lives.

**26.2. Math Curriculum.** Currently, Saxon Math is the approved curriculum for all grades, with supplementary curriculum and teaching tools as approved by administration.

**26.3. Math Instructors.** Mathematics is taught by the core-classroom instructors in grades K through 6 and by math specialists in grades 7 through 12.

**26.4. Short Division.** Because students tend to make a large number of mistakes with this method, short division should not be taught. Long division is preferred because it inherently causes students to “check” their computational steps. If Saxon includes lessons or problem sets on short division, either skip those lessons/problems or instruct students to use long division instead.

**26.5. Neatness.** Require neatness! If it's unreadable, it's wrong.

**26.6. Showing Work.** Students in fourth and subsequent grades are required to write the problem and show their work. In grades K through 3 students use worksheets. In all grades, the first weeks of school are critical for establishing these procedures. Remember, the correct process is as important as the correct answer! Habits are formed early and become difficult to change as time goes on. Particularly in math as the subject matter becomes increasingly complicated, good habits facilitate success.

**26.7. Grading and Correcting.** Teachers should grade individual assignments, quizzes, and exams frequently enough to be comfortable with the strengths and weaknesses of each student. Although parent- and student-graded reduces the workload of the teacher, concerns (such as cheating and tracking missed concepts) can be avoided if the teacher does a sufficient amount of the grading. Students should never grade other students' exams. When student or parent assistance is used for grading math assignments, teachers should review the work regularly.

**26.8. General Parent Involvement.** Parents should be informed of and involved with student math fact mastery. Parents should know the standard for each grade, as specified below, and should be committed to helping their child achieve that standard. Parents should purchase a set of flash cards for daily home drills.

**26.9. Math Facts.** We recommend strongly that by the fifth grade, all students know their math facts thoroughly and completely. Ideally, math facts should be mastered according to the following schedule:

- Kindergarten, begin addition
- First grade, continue addition and begin subtraction
- Second grade, mastery of addition, continue subtraction and begin multiplication
- Third grade, mastery of addition and subtraction, continue multiplication through  $10 \times 10$ , begin division
- Fourth grade, mastery of addition, subtraction, multiplication through  $12 \times 12$ , continue division
- Fifth grade, review and mastery of all math facts; regular written drills, with home practice assigned based on individual scores

**26.10. Placement Tests.** Administration will work with core-classroom instructors and math specialists to administer math placement tests at the end of each year; these are separate from the standardized Iowa Test of Basic Skills and will help determine seating and appropriate math level placement of students for the upcoming year.

**26.11. Advanced Placement.** We have seen many problems with students who are prematurely advanced beyond their grade-level book; the most serious of these is a loss of confidence and excitement for mathematics when the student struggles or fails in the higher-level book. As a result, the general School policy is that students are not moved beyond their grade-level math book. Parents who believe an exception should be made must present a convincing reason. Ultimately, the decision will largely rest with the parents. In considering advanced placement:

- The student must have maintained solid, consistent A's in both independently done daily homework and tests for the grade-level book at American Heritage School. Work done at home or at another school will not generally be sufficient.
- The student must maintain a score of 90% or higher on both tests and daily work from the higher-level book.
- When possible, advanced placement students will physically attend a classroom where the appropriate level of mathematics is being taught. The teacher will administer tests and grade assignments as for the other students in the class. The parent should understand that the main responsibility for teaching an advanced-placement student rests on the parent.

**26.12. Remedial Placement.** Students submitting work and tests with scores consistently below 70% should generally be moved to the next lower book. Saxon indicates that test scores below 80% show that students are not prepared to move forward.

**26.13. Grades K through 3: Structure.** Students should be given plenty of time for counting, learning math facts, understanding the lesson, and completing the guided class practice. Time for the “math meeting” may need to be adjusted to accommodate this. Teachers should work with students on problems they missed on their homework as often as possible. We believe it is important to work individually with students. (NOTE: Math meeting concepts can be covered adequately even if not done every day. Teachers can assess to determine which concepts need more time, and can spend math meeting time on those concepts for a few days. Since most of the math meeting concepts are readily understood by older students, those who miss concepts from the math meeting will learn these concepts later.)

**26.14. Grades 1 through 6: Flash Card Drills.** Wrap-ups and triangles seem to be less effective than flash cards for learning math facts. Frequent math fact drills with flash cards should be done as a class. For each “family” of facts, first use flash cards with the answers on them so that the students can repeatedly see, hear, and say the correct patterns and answers, then switch to cards without the answers. Weekly timed written assessments can be administered to assess and record individual progress.

**26.15.** (Reserved)

**26.16. Grades 4 through 12: Grading Homework.** Homework should be graded—for example, “22 out of 25 correct” —and homework grades should be part of the overall math grade.

**28.17. Cheating.** Cheating and dishonesty are very serious infractions, and students are held to a higher, less lenient standard than “three strikes, you’re out.” Cheating on math (and other) assignments should be dealt with by the teacher according to the specific facts and circumstances and as the Spirit directs, but a general recommended approach is as follows:

- Be careful not to draw premature conclusions. If a teacher suspects cheating, the teacher

should carefully review the student's work and/or observe the student to avoid error in judgment.

- Teachers will notify an administrator and then speak with the student privately. If the student (1) admits cheating, (2) is apologetic, and (3) is willing to comply with whatever consequences the teacher recommends, further action with parents and administration may be unnecessary. As always, a teacher has the discretion to initiate the formal discipline process (give a formal strike, etc.).
- If any of the above three conditions are not met, especially if the student resists consequences or tries to redirect responsibility, the teacher should speak with administration immediately. In most cases, administration will recommend that the teacher communicate directly with the parents to determine the proper course of action.
- Be aware that according to American Heritage School's formal discipline policy, dishonesty and cheating are offenses that may result in automatic suspension (three formal strikes are not required if, upon consideration, the teacher and administration deem suspension to be the appropriate action). Consideration will be given in primary grades for natural tendencies in younger children to view neighboring students' work – but instruction on this point will begin early.

**26.18. Proper Care of Books.** Math books at American Heritage School are retained for class use from year to year and, as such, they are not personal property of the students. Thus, proper care of the books is essential. Any misuse of math books beyond normal wear-and-tear will be cause for disciplinary action, reimbursement to the school, or both. Writing and drawing on the original book covers is not permitted.

## Appendix A—Parent Organization

### General Overview

All parents and guardians of enrolled students automatically become members of the Parent Organization. There are no required dues. The Parent Organization sponsors various activities, including some fundraising activities, that may involve some cost or at which items are sold; however, the primary purpose of the Parent Organization is to serve, support, and assist the school community by (1) Providing a conduit for communication and feedback among parents, administration, and trustees; (2) Coordinating service to the school; and (3) Organizing special events that assist parents to come together to share ideas and talents so that children may benefit and homes may be strengthened. Participation in Parent Organization sponsored activities is encouraged, but is completely voluntary. Much of the volunteer service hours contributed by parents will be organized through the Parent Organization.

### Parent Organization Budget and Spending

The Parent Organization has a budget that consists of proceeds earned from organization-sponsored events during the academic year. The Parent Organization budget is used as a source of operating funding for some organization-sponsored events; however, various events coordinated by the Parent Organization are also funded by the operating budget of the school. Questions concerning spending priorities with respect to Parent Organization money should be directed to the president of the Parent Organization.

### Structure of the Parent Organization, 2010-2011

#### Executive Board

President:	Katie Holmstead	796-7791	369-7580 cell	katie@holmstead.com
Vice President:	Christina Davies	785-1020	472-7727 cell	tdavies5@yahoo.com
Secretary:	Brooke Sheets	701-0637	358-7009 cell	sheets.brooke@gmail.com

#### Team Leaders

Bulletin Board	Mekette Ford	492-0577	bnelsonford@aol.com
Book Fair	Linda Bowen	427-5722	zillnergirl@yahoo.com
Christmas Bears	Brooke Sheets	701-0637	sheets.brooke@gmail.com
Essay Contest	Rachel Nunes	802-6114	<a href="mailto:rachel@rachelannnunes.com">rachel@rachelannnunes.com</a>
Eye Screening	Stacey Jensen	253-1871	<a href="mailto:sjensen.turner-tele@hotmail.com">sjensen.turner-tele@hotmail.com</a>
Faculty Dinners	Ellen James	358-3412	<a href="mailto:ellencjames@gmail.com">ellencjames@gmail.com</a>
	Heidi Johnson	785-8850	sleepingheidi@yahoo.com
Fall Festival	Susan Neal	763-7748	eyeqdesign@mindspring.com
F.F.-Silent Auction	Jill Murdock	376-6786	jillmurdock2@gmail.com
Field Day	Julie and Sam Bushman	756-7432	<a href="mailto:jb1@xmission.com">jb1@xmission.com</a>
Geography Bee	Leslie Harrison	796-0341	<a href="mailto:leslielharrison@comcast.net">leslielharrison@comcast.net</a>
High School Dances	Kori Crampton	785-3079	koriandjc@yahoo.com
H.S. Graduation	Susan Hendricksen	423-2334	highschool_hen@yahoo.com
In-Service Lunches	Jenny Monson	785-3697	louloujen@gmail.com
	Sarah Crawford	701-0188	sarah_tod@yahoo.com
Library Volunteers	Kristina Law	770-0555	kristina.law@gmail.com
Lunchroom Duty	Michelle Burnham	796-0449	mwbrun4fun@hotmail.com
Patriotic Program-staging	Janine Miner	785-6332	janinem@cmautah.com
-costuming	Julia Frazier	756-9183	frazfamily@msn.com
Picture Day	Stacey Jensen	253-1871	<a href="mailto:sjensen.turner-tele@hotmail.com">sjensen.turner-tele@hotmail.com</a>

Pizza Mondays	Michelle Jorgensen	492-0821	<a href="mailto:totalcaredental@qwestoffice.net">totalcaredental@qwestoffice.net</a>
Presidential Fitness	Jennifer Gurney	701-0185	sweetpeagurney@gmail.com
Room Mothers	Stephanie Bigelow	369-1404	randsbigelow@msn.com
Safety & Welfare	Michelle Jorgensen	492-0821	<a href="mailto:totalcaredental@qwestoffice.net">totalcaredental@qwestoffice.net</a>
Science Fairs (K-12)	Kellie Nielson	492-8187	bknielson@digis.net
Shakesp. Play-staging -costuming	Clarissa Jenson	404-9670	clarindasue@yahoo.com
Snow Day	Laurel Hill	446-4409	laurel@networkprovidersinc.com
Spelling Bees	Tera Duncan	216-4331	dr.tera.d@gmail.com
Teacher Café	Julie and Sam Bushman	756-7432	<a href="mailto:jb1@xmission.com">jb1@xmission.com</a>
Uniform Swap	Kellie Nielson	492-8187	bknielson@digis.net

## Appendix B—Board of Trustees and Administration

### Board of Trustee Profiles



**Laurie Swim, Chairman.** Laurie and Gaylord Swim became involved in American Heritage School as parents. Gaylord served as chairman of the Board for ten years until his death in February 2005, when Laurie was elected to succeed him. Laurie was born and reared in Provo, Utah, and received an associate of arts degree from Brigham Young University. She is the vice president of the GFC Foundation. She served on the Young Women General Board and is currently a Relief Society President. Laurie is the mother of five children and grandmother of ten.

Mrs. Swim has been a board member since 2005. In addition to serving as the Chairman of the Board, her other board committee assignments include: Administration Liaison, Finance Committee, and Chair of the Design & Facilities Committee.



**Dr. Michael Ballam.** Dr. Michael Ballam is the general director of the Utah Festival Opera, a professor of music at Utah State University, and an accomplished operatic singer, pianist and oboist. A native of Logan, Utah, he has performed in the major concert halls in America, Europe, Asia and the Soviet Union, with command performances at the Vatican and the White House. At the age of 24 he became the youngest recipient of a Doctor of Music with Distinction in the history of Indiana University. Dr. Ballam is frequently asked to hold lectures nationwide on the creative arts, more specifically music, and their interaction with the functions of the mind, their use in enhancing education, and as sources of therapy and motivation. A life-long member of the Church of Jesus Christ of Latter-day Saints, the Church created a position of “musical missionary-at-large” specifically for him. Dr. Ballam, his wife Laurie, and their son Ben, live in Logan, Utah.

Dr. Ballam has been a board member since 2010. His board committee assignments include: Development Committee and Family Education Center Committee.



**Dr. Paul Edwards.** Dr. Paul Edwards currently serves on the leadership team for Deseret Digital Media and on the editorial management team for The Deseret News. Dr. Edwards previously served as the executive vice president and provost at Southern Virginia University, as a distinguished affiliated scholar at the Mercatus Center at George Mason University, as president of the Mercatus Center, as vice president of academic affairs at the Institute for Humane Studies, as a member of the political science department at Brigham Young University, as a visiting professor of law at the American University of Armenia, and as a law clerk for Judge Cecil Poole on the Ninth Circuit Court of Appeals in San Francisco. Dr. Edwards earned his Ph.D. in jurisprudence and social policy at the University of California, Berkeley. His law degree is also from Berkeley. He graduated with honors with bachelor's in history from Brigham Young University, and he also earned a certificate in French language from the Sorbonne. Paul and his wife, Margo, are the parents of five children and currently reside in Highland, Utah.

Dr. Edwards has been a board member since 2010. His board committee assignments include: Curriculum Committee, Finance Committee, and Legal Committee.



**Dr. Jenet I. Erickson.** Dr. Jenet I. Erickson is an assistant professor in the School of Family Life at Brigham Young University. She completed a Ph.D. in Family Social Science at the University of Minnesota after obtaining a bachelor's degree in nursing and a master's degree Linguistics-TESOL from Brigham Young University. She attended American Heritage School throughout elementary school and was nurtured in a love for America and an education grounded in the scriptures and the restored Gospel. She completed training at the Foundation for American Christian Education (FACE) in 1999 and has participated as an instructor in F.A.C.E. trainings at American Heritage School since that time. Mrs. Erickson and her husband Michael have one child and live in Salt Lake City. She is a granddaughter of H. Verlan and Shirley Andersen, and a daughter of James and LaDawn Jacob from Orem, Utah.

Dr. Erickson has been a board member since 2007. Her board committee assignments include: Curriculum Committee (Chair) and Family Education Center Committee.



**Cynthia Gambill.** At the age of nineteen, Cynthia moved with her family to the United States from Buenos Aires, Argentina, in connection with her father's new calling as a general authority for the Church. After completing an MBA from Brigham Young University, she spent 15 years in corporate America, after which she met her husband, Tyler Gambill. Tyler and Cynthia lived and worked in California for many years, where they owned a national chain of over 1700 hair salons. When children began to arrive, they moved to Utah, where they opened the Remedez HairSpa, which has seen tremendous growth since its opening in 2002. Cynthia is extensively involved in the community, serving on numerous non-profit and for-profit boards of directors. In 2007, she was awarded the "Business Woman of the Year" by the Utah County Business Community. The Gambills and their four sons, live in Cedar Hills, Utah, and have attended American Heritage School for seven years.

Mrs. Gambill has been a board member since 2010. Her board committee assignments include: Alumni Relations Committee (Chair), and Development Committee.

*(Photo unavailable)*

**Danny Mason.** Danny Mason is a multiple business owner and entrepreneur. As the CEO of Goodboro and former partner and COO of The Kentlands Company, he was responsible for master planned communities in Georgia, Silver Spring, Maryland. Danny has significant experience as a consultant and board member for various business and nonprofit organizations. In April of 2007, Danny served as the outside consultant for the American Heritage School Board of Trustees in the development of the School's 20-year Strategic Plan. Danny and his wife LaDawn have four children enrolled at AHS (seven total children) and have been with AHS since 2007. Danny and LaDawn met while they were both in the MBA program at the BYU Marriott School of Management. Danny can be easily identified by his ever-present smile and his delightful English accent! The Mason family lives in Alpine, Utah.

Mr. Mason has been a board member since 2008. His board committee assignments include: Distance Education Committee (Chair), Finance Committee, Development Committee, and Family Education Center Committee.



**Curtis N. Miner (Chairman Elect).** Curtis N. Miner was born in Inglewood, California and raised in Utah Valley. He attended both Utah Valley State College and Brigham Young University before transferring to the University of Utah's School of Architecture. There he received Bachelor of Science and Master of Architecture degrees. Following additional architectural training, he founded Curtis Miner Architecture, an Orem, Utah based firm that specializes in commercial architecture. As one of its first projects, Curtis Miner Architecture designed the American Fork campus of the American Heritage School. Curtis continues to enjoy his association with administrators, teachers, and board members he met during the school's design process. He currently serves on the planning commission for Pleasant Grove City where he resides with his wife, Janine, and their four children.

Mr. Miner has been a board member since 2007. His board committee assignments include: Chairman-Elect, Design & Facilities Committee, Development Committee, and Scholarship Committee.



**Dan B. Roberts.** Dan Roberts attended Brigham Young University and is a Financial Consultant and President of the Financial Resource Group, a financial and estate planning company specializing in working with entrepreneurs who are in the process of selling or harvesting a company. In his spare time he loves attending his children's Soccer and Lacrosse games, ballroom dance performances, camping and serving as Bishop of his home ward in Alpine. Dan is married to Julie Roberts and they are the parents of six children and two grandchildren. Dan and Julie currently have four children attending American Heritage School and have had children in attendance since 1999. Dan was born and raised in Pleasant Grove, Utah just three blocks from the old chapel where American Heritage School was founded. He was first introduced to American Heritage School 36 years ago (1974) when he fell in love with the words and music of "Children of Liberty" the school's theme song written and composed by David Skousen, Dan's Priest's Quorum advisor at that time. Dan and Julie strongly believe in the mission and opportunities offered by American Heritage School.

Mr. Roberts has been a board member since 2006. His AHS board committee assignments include: Chairman of the Development Committee, Audit Committee, and Chairman of the Legal Committee.



**Travis Sessions.** Travis Sessions has held key management positions at Microsoft, The Dow Chemical Company, and Parker Hannifin Corporation. Mr. Sessions has a MBA from the University of Michigan Business School and a bachelor of Chemical Engineering from Brigham Young University. Travis Sessions joined the American Heritage Board of Directors in 2008 and currently serves as Chairman of the Finance Committee and as a member of the Audit and Legal Committees. He and his wife Julie currently have four of their six children enrolled in American Heritage School and are strong supporters of the school's mission statement and philosophy.

Mr. Sessions has been a board member since 2008. His AHS board committee assignments include: Audit Committee (Chair), Investment Committee, Nominating Committee, and Finance Committee.



**Robert A. Sorensen.** Robert Sorensen received his bachelor's degree in finance from Brigham Young University in 1984. Following graduation, Bob was employed as the corporate controller for King Services, Inc., a \$20 million manufacturing company in California. In 1987, Bob joined System Connection, Inc., as part owner and chief financial officer. Over the past 15 years Bob has participated in acquisitions and divestitures in the normal course of business at SCI. From 1997 until the present, Bob has been the president of System Connection, Inc. Additionally, he is a partner in several real estate holding companies in the United States. Bob has been involved with Chasqui Humanitarian over the past four years, currently serving on the Advisory Board, for which he traveled to Bolivia in 2002 and led a group of humanitarians in 2004. He has been active in the Boy Scouts of America for more than 20 years; he recently received Wood Badge training, Scouting's premier training course. Bob and his wife, Robbi Ann, have been married 23 years and have five children, all of whom have attended American Heritage School.

Mr. Sorensen has been a board member since 2002. His AHS board committee assignments include: Audit Committee (Chair), Investment Committee, Nominating Committee, and Finance Committee.

## Administration Profiles



**Grant Beckwith, Principal and Family Education Center Director.** Grant Beckwith joined American Heritage School in 2005. Prior to joining American Heritage School's administration, Mr. Beckwith was a practicing attorney for the Washington D.C. office of Nixon Peabody LLP. A member of the Utah Bar, the Virginia Bar, the District of Columbia Bar, and the American Bar Association, Mr. Beckwith is a graduate of the BYU Law School and also holds bachelors and masters degrees in accountancy and information systems from the Marriott School of Management. Mr. Beckwith has lived and worked in Moscow Russia, New York, New York, and Washington D.C., and grew up in various parts of the United States including Utah, California, Texas, Florida and Wisconsin. He and his wife Candice are thrilled to be raising their four children in Utah and particularly to have an opportunity to be involved with American Heritage School.



**Trudy Camp, Assistant Principal, Elementary School.** Trudy Camp has been employed at American Heritage School for over twenty-one years. Her love of teaching children correct principles, of America's Christian Heritage, and love of the Lord were a few of the reasons she chose American Heritage School as a partner in educating her own children. She has taught second grade, first grade, and has substitute taught in all grade levels in American Heritage School classrooms. She also has significant experience teaching homeschool for many years. From 1989 to 1996, while her three children were attending the school, she taught during the day and provided custodial services in the evenings. In 1996, she joined the administration with a dual role as business director and assistant principal and enjoyed assisting in the design and construction of the American Fork campus. Trudy is currently an Assistant Principal and treasures her association with the families of American Heritage School students, parents, teachers, and administrators.



**Blaine Hunsaker, Assistant Principal, High School.** When Blaine Hunsaker was first introduced to American Heritage School he was impressed with the principles taught at the school that develop the Christian character of each child. Mr. Hunsaker is a graduate of Brigham Young University with a bachelor's degree in secondary music education and a minor in history. He was delighted to accept a position as a music teacher when first coming to the school in 2002. Later, he would also teach science, and in the summer of 2005 he joined the administrative team. In the summer of 2006 he completed a rigorous certification in the Kodaly methodology of music teaching at BYU. He has performed as a singer in such places as New York, Hawaii, El Salvador and Italy. Though he is grateful for these gifts, his true desire is to work with and bless the lives of children. He and his wife Adrienne are the parents of five sons and consider American Heritage School to be a wonderful blessing to their family.



**Leland Anderson, Assistant Principal, Distance Education.** Leland Anderson joined American Heritage School in July of 2008 after finishing a master's degree in school leadership at Harvard University. He also holds a bachelor's degree with University Honors from Brigham Young University in English Teaching and a minor in Management. His prior leadership and teaching experiences in Massachusetts and Utah proved rewarding. He and his wife Gina are the parents of three daughters and two sons. Mr. Anderson gladly states, "After considering many schools in several states, American Heritage was the right choice for me."



**Rich Weyland, Director of Finance.** Rich Weyland, our 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 nonprofit organizations. Rich and his wife, Heidi, are the parents of seven children, one of whom attends American Heritage School (Tanner, 11th Grade).



**Bob Wheeler, Director of Facilities and Security.** Bob Wheeler joined American Heritage School in 2008. Bob has 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 (our Front Office Manager) are a dynamic duo in assisting to oversee the smooth, orderly and safe operation of the school's office and physical facilities!

(Picture Not Available)

**Mike Bohn, Asst. Development Director, Asst. Family Education Center Director, Family Science Instructor, Student Government Mentor.** Mike Bohn relocated his family to Utah in 2010 joining the Administration and Faculty of American Heritage School. He is passionate about Christ-centered living, loving, and education as a firm foundation. Originally from California, he has also lived in Texas, Hawaii, Missouri, Arkansas, and Arizona. He served in the China, Hong Kong Mission. Mr. Bohn earned his BS in Psychology from BYU and Masters in Family, Human Development from USU. He is the author of two relationship books and a weekly newspaper relationship column, teaches relationship classes, and is a motivational speaker. He was a Seminary/Institute Religious Educator for many years and professor/administrator for several colleges – most recently at SVU. He and his wife, Amy, have been married for more than 10 years, have two boys, and are expecting their third child this year.



**Marilyn Patch, Administrative Assistant - Finance.** Marilyn Patch joined the American Heritage staff in the fall of 2005. She loves working at the school and says that the school has been a place of healing and learning for her. Ms. Patch grew up on a Dairy Farm in Pleasant Grove and learned what hard work was all about at a very young age. Hard work has helped her accomplish many of her life long goals. She attended Brigham Young University where she studied accounting. She was a co-owner and accountant for a steel construction company for 27 years. Ms. Patch is the mother of seven children (4 sons and 3 daughters) and fifteen grandchildren who are the joy of her life. Marilyn loves to travel and learn about new places. When she has a spare minute she plays competitive tennis and loves the many friends she has made.



**Shari Wheeler, Office Manager.** Shari Wheeler joined American Heritage School in 2003, teaching 5th and 6th grade for three years. Her love for children and the gospel of Jesus Christ made American Heritage a perfect fit in her life. Shari has always maintained a strong testimony of the restored gospel and has held many leadership callings in her Ward and Stake. She and her husband, Bob, have four children and five grandchildren. Shari loves the out-of-doors, family, and friends.



**Lisa Mulvey, Assistant Office Manager.** Lisa Mulvey has been a teacher, parent, volunteer and administrative staff-member at American Heritage School since 2000. She and her husband, Kevin, have three children, the youngest of whom currently attends American Heritage.

(Picture Not Available)

**Stephen Driggs, Technology Manager.** Mr. Driggs, our new Technology Manager, comes to American Heritage School with extensive experience in Information Technology including expertise in A/V productions, advanced networking and server administration, computer repair and maintenance, web design and programming, and – most importantly, the rare ability to speak to normal people about all of these things! As a former stage manager and script writer, Stephen is also very passionate about theatrical, musical and visual productions that can convey the Restored Gospel and the mission of American Heritage School more powerfully to the hearts and minds of all who come to the school. Mr. Driggs and his wife Celestina are the proud parents of a baby girl, Zoey (4 months) and reside in Lehi.



**Tammy Morse, Asst. Information Technology Manager.** Tammy Morse joined American Heritage School in 2002. As the head librarian and computer lab instructor, her passion for the School - and particularly for assisting teachers and students in achieving their goals through better use of technology - became apparent. In 2006, Mrs. Morse was invited to serve as American Heritage School's Information Technology Director, which oversees all aspects of instructional and administrative technology at the school. Mrs. Morse and her husband, Lucky, are the parents of 5 children, one of whom attended the school for five years.



**Vachelle Johnson, Administrative Assistant.** Vachelle joined American Heritage School in April 2010. She grew up in California, but has lived in Utah for most of her life. She came to AHS with thirty years experience in management, event planning/marketing, and administration. Vachelle has given thousands of hours in volunteer service to the United Way, Boy Scouts of America, schools and various hospitals. She attended Utah Valley State College (now Utah Valley University) and has taken continuing education courses at Brigham Young University. She is the mother of one daughter — her miracle! Vachelle's favorite place to travel is the British Isles where her mother was born and raised. She loves music and is an alumna of the Mormon Youth Chorus. She has taught art, guitar, and has served in many different capacities in the Church. She served a full-time Spanish speaking mission in Texas. Vachelle, her husband, Webb, daughter and parents all live together in Orem.

(Picture Not Available)

**Ed Duquette, Daytime Custodian.** Ed joined American Heritage School in August of 2010. He grew up in Fairfield, Connecticut. He and his wife, Gwendolyn, moved to Utah in 2005, when Ed took physical facilities position with the Lehi Center, in Lehi, Utah, and then Mountainville Academy, in Alpine, Utah, where he has been a facilities manager for nearly four years. The DuQuettes have one daughter, Jessica, who is currently serving in the Sacramento, California mission.

**American Heritage School  
Board Committee Assignments & Descriptions  
2010-2011**

**Board Members and Committee Assignments**

Board Members

Committee Assignments

<b>Laurie Swim, Chairman:</b>	Design & Facilities (chair), Administration Liaison, Finance
<b>Dr. Michael Ballam:</b>	Development, Family Education Center
<b>Dr. Paul Edwards:</b>	Curriculum, Finance, Legal
<b>Dr. Jenet Erickson:</b>	Curriculum (chair), Family Education Center
<b>Cynthia Gambill:</b>	Alumni Relations (chair), Development
<b>Danny Mason:</b>	Distance Education (chair), Development, Finance
<b>Bonnie McMillan:</b>	Alumni Relations (chair), Development
<b>Curtis Miner:</b>	Scholarship (chair), Design & Facilities, Development
<b>Dan Roberts:</b>	Legal (chair), Development,
<b>Travis Sessions:</b>	Finance (chair), Audit, Development, Legal
<b>Bob Sorensen:</b>	Audit (chair), Finance
<b>Nathan Welch:</b>	Audit, Finance, Development, Family Education Center

Full Board Description

- Members: At least 5, no more than 12 (Bylaws 3.02)
- Meets: Currently 4 times per year, additionally as needed
- Duties:
  - ✓ Provide long-term vision and direction for the School
  - ✓ Hire and evaluate the School Head
  - ✓ Develop relationships and resources to maintain and promote the mission of the School
  - ✓ Develop and oversee implementation of the Strategic Plan
  - ✓ Provide counsel and support to the School Head

**Committees & Descriptions**

Alumni Relations Committee

Alumni Relations Committee Description

Cynthia Gambill, chair  
Grant Beckwith\*  
Trudy Camp\*  
Michael Bohn\*

- Members: At least one Trustee; others as needed
- Reports to and appointed by: Board of Trustees
- Meets: as needed
- Duties:
  - ✓ Maintain relationship and contact with alumni through organizing alumni events and overseeing alumni correspondence
  - ✓ Work with administration and parents to develop and maintain alumni tracking and interaction tools (database, website, etc.)

### Audit Committee

Bob Sorensen, chair  
Nathan Welch  
Travis Sessions

### Audit Committee Description

- Members: At least 2 Trustees
- Reports to and appointed by: Board of Trustees
- Meets: Once per year following external audit, additionally as needed
- Duties:
  - ✓ Recommend audit firm to Board of Trustees
  - ✓ Outline scope of audit
  - ✓ Review audit report with auditors
  - ✓ Report on audit to the Board of Trustees
  - ✓ Make recommendations to the Board of Trustees and Administration based on audit findings

### Finance Committee

Travis Sessions, chair  
Dr. Paul Edwards  
Danny Mason  
Bob Sorensen  
Laurie Swim  
Nathan Welch

### Finance Committee Description

- Members: At least 2 Trustees
- Reports to and appointed by: Board of Trustees
- Meets: Two to four times per year in connection with budget approval (winter) and performance evaluations (spring), additionally as needed
- Duties:
  - ✓ Evaluate the School Head, and execute the annual Employment Agreement with the School Head
  - ✓ Propose and approve benefits and compensation for the School Head
  - ✓ Review annual budget proposed by School Head and make budget recommendations to the Board of Trustees
  - ✓ Review and approve proposals from the School Head regarding compensation and benefits for Administration and Faculty
  - ✓ Develop and oversee professional development incentives and programs
  - ✓ Recommend investments, including investment advisors, managers, and investment strategies to the Board of Trustees

### Curriculum Committee

Dr. Jenet Erickson, chair  
Dr. Paul Edwards  
Leland Anderson\*  
Grant Beckwith\*  
Trudy Camp\*  
Lynette Carver\*  
Blaine Hunsaker\*  
Mary Kay Ware\*  
Cindy Tolman\*  
Laurie Updike\*

### Curriculum Committee Description

- Members: At least 2 Trustees and one Administrator; others as desired
- Reports to and appointed by: Board of Trustees
- Meets: Two to three times per year
- Duties:
  - ✓ Develop and evaluate overall K-12 scope and sequence of curriculum
  - ✓ Evaluate major curricular programs
  - ✓ Approve major texts used in classrooms
  - ✓ Provide training to teachers and administration as needed
  - ✓ Make recommendations to the Board of Trustees

### Design & Facilities Committee

Laurie Swim, chair  
Curtis Miner  
Blaine Hunsaker\*  
Toni Handy\*  
Bob Wheeler\*

### Design & Facilities Committee Description

- Members: 2 or more members (Trustees optional)
- Reports to and appointed by: Board of Trustees
- Meets: as needed
- Duties:
  - ✓ Select and place art work
  - ✓ Identify areas of need and communicate with administration and appropriate board committees (Development, Library, FEC, etc.)
  - ✓ Recommend design and facilities policies for Board approval

### Development Committee

Grant Beckwith, chair\*  
Dr. Michael Ballam  
Mike Bohn\*  
Leland Anderson\*  
Brian Ford\*  
Will Frazier\*  
Cynthia Gambill  
Blaine Hunsaker\*  
Danny Mason  
Curtis Miner  
Dan Roberts  
Travis Sessions  
Martha Sutton\*  
Quinn Sutton\*  
Nathan Welch

### Development Committee Description

- Members: At least 2 Trustees, one administrator, others as needed
- Reports to and appointed by: Board of Trustees
- Meets: Regularly as needed
- Duties:
  - ✓ Develop and direct fundraising and "friend-raising" opportunities
  - ✓ Involve the school community, including Trustees, faculty/staff and parents, in peer-to-peer networking
  - ✓ Coordinate with administration to leverage school and FEC activities for fundraising and networking purposes
  - ✓ Organize and execute fundraising events
  - ✓ Produce promotional literature and direct general advertising campaigns
  - ✓ Inform Trustees of development opportunities

### Family Education Center Committee

Grant Beckwith\*, chair & director  
Dr. Michael Ballam  
Michael Bohn, associate director  
Dr. Jenet Erickson  
Ruel Haymond\*, assistant director  
Larry Hilton\*  
Nathan Welch

### Family Education Center Committee Description

- Members: At least one Trustee, others as needed
- Reports to and appointed by: Board of Trustees
- Meets: as needed
- Duties:
  - ✓ Adult education, particularly parent training to strengthen families and facilitate education in the home.
  - ✓ Develop and execute the Center's mission and strategic goals
  - ✓ Provide counsel and support to the Center's director
  - ✓ Approve the Center's programs and policies

### Legal Committee

Dan Roberts, chair  
Grant Beckwith\*  
David Handy\*  
Travis Sessions

### Legal Committee Description

- Members: At least two Trustees, school principal, and others as needed
- Reports to and appointed by: Board of Trustees
- Meets: as needed
- Duties:
  - ✓ Work with administration to review and respond to legal issues.
  - ✓ Review current policies for legal compliance

### Scholarship Committee

Curtis Miner, chair  
Grant Beckwith\*  
Trudy Camp\*  
Blaine Hunsaker\*

### Scholarship Committee Description

- Members: At least one Trustee, school director, and others as needed
- Reports to and appointed by: Board of Trustees
- Meets: Once or twice in the Spring during the admission process.
- Duties:
  - ✓ Establish policies and procedures for screening and approving scholarship applications
  - ✓ Make scholarship awards based on established criteria
  - ✓ Report to the Board of Trustees regarding scholarship awards
  - ✓ Make financial aid recommendations to the Board of Trustees

\* = non-trustee committee member

## Appendix C—Faculty & Staff Contact Information

School Phone: 801-642-0055 (extensions listed below)

E-mail addresses: [first letter of first name plus last name]@ahsmail.com (such as:  
gbeckwith@ahsmail.com)

Last Name	First Name	Position	D.O.B.	EXT.	SPOUSE
Abrams	Jackie	Elem 5.1	24-Aug	204	Anthony
Adams	Vivian	D.E. Church History	1-Mar	n/a	D. Carlos
Anderson	Charmaine	D.E. 9 / Educational and Computer Technology	7-May	n/a	Russell
Andersen	Doug	D.E. 9-12	31-May	n/a	Debbie
Anderson	Leland	Admin	10-Jan	307	Gina
Beckwith	Grant	Admin	26-Apr	302	Candice
Bills	Melanie	Staff	22-Aug	308	
Bingham	Deanna	Elem 2.1	20-Apr	110	Lee
Boden	Heidi	Elem-Art/D.E. K Art	13-Feb	117	James
Bohn	Mike	Admin	3-Dec	305	Amy
Bouche	Julie	D.E. 10 Grade English	28-Jan	n/a	Ryan
Brinkerhoff	Melissa	Mid/High	11-Jun	513	Kendall
Brown	Kayson	Staff	19-Oct	455	Daniele
Budge	Crystal	Physics	25-Dec	513	
Bybee	Lant	Soccer	6-Apr		
Camp	Trudy	Admin	25-Nov	303	
Carver	Lynette	Elem 2.2	18-Mar	108	Craig
Cornell	Jared	Elem 5.2	23-Aug	208	Bre'
Culver	Christine	Elem/Mid/High	21-Oct	340	
Dahle	John	Bldg Mainten.	27-Jun	313	Jamie
DeSoto	Penny	Elem 3.1	6-Oct	114	
Driggs	Steven	IT Manager	1-Oct		Chel
Duncan	Bill	D.E. U.S. Constitution	8-Jul	n/a	Catherine
Gentile	Nick	High School	9-Mar	403	Christina
Gorrell	Denise	Elem 2.3	30-May	107	Jerry
Griffith	Andy	Mid 8.2	22-Jul	408	Karen
Griffiths	Nicole	Mid/High	14-Jan	410	Jay
Gull	Regan	Mid/High	26-Jul		
Hancock	Cheri	Elem/Mid	13-Apr	456	Robin
Hancock	David	Journalism, DE Ninth Grade English	19-Dec	n/a	Elizabeth
Haymond	Ruel J	High 11.1	27-Apr	401	Tresa
Hobbs	Deborah	Elem 0.4	31-Dec	205/113	
Hunsaker	Blaine	Admin	22-Dec	304	Adrienne
Jespersen	Tina	Elem/Mid	9-Mar	330	Hank
Jewell	Kathy	Elem	12-Apr	118	
Johnson	Vachelle	Admin	2-Oct	306	Milo
Knight	Charlene	Elem 4.1	17-Sep	201	Jay
Larsen	Shirley Ann	Staff	7-May	105	
Leatham	Jeremy	D.E. Twelfth Grade	19-Mar	n/a	April
Logan	Karen	HS Science	5-Nov	342	Wayne
McIntyre	Angela	Elem 3.2	6-Nov	112	Don
McNamara	Julie	Elem 1.1	18-May	102	Jeff

Meade	Jeff	Math/Upper	11-May	402	Wendy
Meade	Wendy	Mid 7.2	6-Jun	411	Jeff
Miller	Steve	Elem/Mid	21-Aug	342	Dianne
Morrill	Nancy	Elem 3.3	17-Sep	115	Greg
Morse	Tammy	Admin	25-Apr	508	Lucky
Mullen	Melonie	Ballroom			
Mulvey	Lisa	Staff	11-Mar	300	Kevin
Moultrie	Bryce	Bldg Mainten.	5-Oct	313	
Orcutt	Monica	MS-High/ D.E. Spanish	2-May	n/a	
Otteson	Deborah	Elem	10-Jul	323	
Patch	Chrisann	Elem	29-Mar	330	
Patch	Marilyn	Admin	9-Jul	349	
Patten	Donna	Music	28-Sep	456	Dennis
Perry	Johanne	Mid/High	16-Aug	513	Steve
Peterson	Janet	Music High	22-Jun	456	Dale
Randall	Jereamie	Elem 6.1	17-Nov	209	Shelly
Reber	Stephanie	Aide	22-May	308	
Richardson	Karen	Elem 6.2	1-Mar	210	
Robertson	Miriam	D.E. Eleventh Grade	13-Mar	n/a	Raymond
Scholl	Laura	High 9.1	11-Jan	406	
Sivert	Esther	Elem 1.2	26-Sep	106	Dale
Soderstrom	Paula	Elem 1.3	17-Jun	101	Carl
Strong	Linda	Elem 0.1/D.E. Kinder	24-Jun	109	Mark
Swenson	Rob	Music High	23-Nov	456	Kristy
Taylor	Bryce	Elem 4.2	16-Apr	202	Beth
Taylor	Dave	Staff	1-Jan	313	Mandy
Thurston	Nicole	Music Elem	15-Mar	323	Paul
Tolman	Cynthia	Elem/Mid/High	5-Oct	404	David
Tolman	Dave	Staff	2-Apr	313	Cynthia
Updike	Lauri	Mid 7.1	6-Jul	412	
Weyland	Rich	Admin	2-Mar	312	Heidi
Wheeler	Bob	Admin	20-Jan	314	Shari
Wheeler	Shari	Staff	10-Apr	301	Bob
White	Kara	Staff	15-Jan	307	Lynn
Willey	Denise	Orchestra	10-Sep	455	
Willis	Nancy	Elem 0.2	1-Jul	113	Larry
Wright	Patrick	D.E. 9-12 Financial Lit	16-Nov	n/a	Lauren
Yamada	Laura	Mid 8.1	12-Jul	407	

## Appendix D—American Heritage High School Graduation Requirements

### High School Graduation Requirements

Graduation Requirements	Credits	Information
English	4.0	One class each semester
Mathematics	3.0	Minimum of 6 semesters of math in high school (Algebra 1 and higher)
Science	3.0	1.0 Earth Science (9 <sup>th</sup> Grade) 1.0 Biological Science (10 <sup>th</sup> Grade) 1.0 Chemistry or Physics (11 <sup>th</sup> or 12 <sup>th</sup> Grade)
History/Geography	4.0	2.0 World History (9 <sup>th</sup> and 10 <sup>th</sup> Grade) 1.0 American History (11 <sup>th</sup> Grade) 1.0 American Government and Economics (12 <sup>th</sup> Grade)
Fine Arts	2.0	Select from the following choices: Choir, Orchestra, Drama/Debate, Art and Dance
Foreign Language	2.0	Choose from Spanish or French
Educational/Computer Technology	.50	(9 <sup>th</sup> Grade)
Principles of Leadership	.50	(10 <sup>th</sup> Grade)
Physical Education	2.0	.50 Fitness for Life 1.5 Select from Ballroom Dance or After School Athletics
Financial Literacy	.50	(11 <sup>th</sup> or 12 <sup>th</sup> Grade)
Electives	5.5	Ten (10) semester classes of student's choice (not including Seminary)
Total Credits Required	27.0	1.0 credit=one year .50 credits= one semester

(Updated April 2010)



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