

American Heritage School



Employee Handbook

2019–20 School Year

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american-heritage.org

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Employee Acknowledgement and Acceptance Form

This Employee Handbook is an important document to help you become acquainted with American Heritage School. It will serve as a guide, but may not be the final word in all cases. Individual circumstances may call for individual decisions.

Because circumstances and conditions may change throughout the year, the contents of this handbook may be changed at any time at the discretion of the Board of Trustees and the Administration. At its option, the School may add to or delete any of the policies in this handbook at any time without prior notice. Any alteration or modification of any policy will be done in writing, and will be communicated to employees. Any such action applies to existing as well as future employees with continued employment.

This handbook has been approved by the Board of Trustees. Please read the following statements and sign below to indicate your receipt and acknowledgement of this Employee Handbook.

* * * * *

I have received and read a copy of the American Heritage School Employee Handbook for the 2018–19 School Year. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School at any time. I understand that this handbook replaces all previous handbooks as of August 1, 2018.

I will also carefully review the American Heritage School Parent Handbook for the 2018–19 School Year, which is updated and circulated at the back-to-school parent meeting in August. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School at any time. I understand that the updated Parent Handbook replaces all previous Parent Handbooks as of August 1, 2018.

I further understand and accept the terms of my employment and compensation with American Heritage Schools as set forth in my written Employment Agreement, the Employee Handbook, the Parent Handbook, and the Honor Code, and agree to abide by the terms, conditions and policies contained therein. I understand that my employment with American Heritage School is “at will,” which means that my employment can be terminated with or without cause, with or without notice, at any time at either my option or that of the School, except as otherwise provided by law.

I am aware that during the course of my employment confidential information, such as academic or family concerns, could possibly be made available to me. I understand that this information is critical to the success and well-being of students and families, and may not be disclosed to or discussed outside the scope of my employment, or with non-school employees, except as may be required by law.

EMPLOYEE’S PRINTED NAME

POSITION HELD

EMPLOYEE’S SIGNATURE

DATE

A MESSAGE FROM THE BOARD OF TRUSTEES

Dear Faculty and Staff:

As a Board we are committed to serving and supporting the Administration and Faculty in their important stewardships at American Heritage School. The focus of this Employee Handbook is primarily on policies and procedures that are critical to providing the framework for the more important school mission of "educating hearts and minds."

We recognize that teachers are the "heart" of American Heritage School. FACE curriculum refers to teachers as the "living textbook." Indeed you are, not only in what you say, but more importantly by who you are. Your personal example of the principles you teach will speak more loudly than what you say! We salute each of you for your professional and personal preparation to be "the living textbook" at American Heritage.

"No greater responsibility can rest upon any man [or woman], than to be a teacher of God's children."
(President David O. McKay, CR, 4-1998, 30-31.)

Sincerely,

David Stirling
Chairman

A MESSAGE FROM THE ADMINISTRATION

Dear Faculty and Staff,

Thank you for choosing to be a part of the American Heritage School family! American Heritage School is 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 47 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 teachers can focus on teaching and children can focus on learning. 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.

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 each year, together.

May God mend our every flaw and our gold refine!

Sincerely,

Grant Beckwith
Principal

1. Mission Statement

American Heritage School assists parents worldwide in developing the hearts, minds, and bodies of students to realize their divine potential by:

1. Being useful in the hands of the Lord in building the kingdom of God on earth;
2. Increasing faith in and knowledge of the Plan of Salvation;
3. Developing a love, understanding, and appreciation for America and the Founding Fathers;
4. Developing the academic knowledge and skills necessary to be able to make self-education a life-long pursuit;
5. Learning to reason and discern between right and wrong, truth and error;
6. Developing character and self-government of mind and body; and
7. Conducting 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 in so far 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 students, parents, faculty, 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 "living 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 the 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 participate in visual and performing 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.

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, or 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 student's 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[®] is more than a method for education—it is a way of thinking. It requires time to master the Principle Approach[®] 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[®] 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[®] 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[®] 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[®] 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[®].
 - 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[®] 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"> 1. Internal is seen as causative and primary 2. God is the source and answer 3. Expansionary 4. Educational by definition is liberty oriented 5. Biblical/Scriptural 6. Reflective—internally oriented; individual action and expression inspires, consecrates, instructs 7. Conscience is causative, cause and effect is internal to external 8. Teaches exact knowledge of God in all subjects 9. Expression of ideas 10. Develops “critical faculties”: discernment, judgment, evaluative skills 11. Provides for character growth 12. Uses aids and visuals to verify, amplify, and clarify exact knowledge | <ol style="list-style-type: none"> 1. External only is understood 2. Man is the source and answer 3. Evolutionary 4. Political by definition and control oriented 5. Psychological/behavioral/Pavlovian 6. Non-reflective—environment oriented; group action, stimulus, response, motivate, indoctrinate 7. Environment is causative; student responsive to environmental stimulus 8. Depends upon external motivation 9. Impression through sensory avenues 10. Imposes “socially approved” opinions 11. Provides for changing behavior 12. Uses visuals to provoke and stimulate |
| 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 Principle 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 a 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. The Tutorial Approach: Unlocking Individual Potential

1. **Expect the Best.** Teachers who have a vision for each of their students and believe they can achieve will get the best from those students. When teachers expect more of a child, the child will come to expect more of himself.
2. **Study the Child's Needs.** Praise and pep talks only go so far. We must ask questions about what our students think, feel, like, and dislike. Listening—*real listening*—builds trust and provides keys to unlocking an individual's potential. Time set aside for individual student goal-setting is time wisely invested.
3. **Set High Standards.** In successful classrooms, teachers welcome a considerable amount of individuality, but they insist on certain core principles as well as high standards. Successful inspirers have a devotion to ideas and superior work. As James Russell Lowell put it, "Low aim, not failure, is criminal."
4. **Create an Environment Where Failure Is Not Fatal.** Failure plus persistence equals success. Teach students to turn failure into a battle in the war that will bring final triumph. The ability to fail gracefully leads to lasting success—history is full of examples—because the ultimate weapon is character!
5. **Use Role Models to Encourage Success.** Great persuaders are good storytellers because they know that people are more easily influenced by individualized experiences than by principles. The way to impart strong values is to hold up real people who embody those values, just as our Heavenly Father has done in the scriptures.
6. **Recognize and Applaud Achievement.** Catch your students doing something right! Your students want to be appreciated, and when you appreciate them, they will follow you a long way. As Samuel Johnson said, "The applause of a single human being is of great consequence."
7. **Place a Premium on Collaboration.** High *esprit de corps*, class spirit, and allegiance to one another reflects good leadership and encourages the best development of each child. Morale is the responsibility of the captain.
8. **Appreciate the Power of Inspiration.**

INSPIRE, *v.t.* *to breathe into; to infuse into the mind as to inspire with new life; to suggest ideas or monitions supernaturally; to communicate divine instruction to the mind.*

INSPIRATION, *n.* *the infusion of ideas into the mind by the Holy Spirit; the conveying into the minds of men ideas, notices, or monitions by extraordinary or supernatural influence; or the communication of the divine will to the understanding by suggestions of impressions on the mind, which leave no room to doubt the reality of their supernatural origin.*

Inspiration is the secret ingredient of masterful teaching, which lies at the very heart of learning! As an intrinsic force, inspiration enables internal changes in the mind, heart, or spirit of the individual. The Holy Spirit is the agent of Godly inspiration, literally "breathing in" His fresh message or information that enables spontaneous creativity, reflective thinking and reasoning, linking of ideas, and formulation of solutions.

Each of us can remember the teacher who made a subject come alive and inspired us to reach for more than we thought was possible. As teachers, we must never close the door of inspiration. It flows lavishly from the throne of God into our days and our lives by choice! Thus, in order to obtain the student's consent to learn in the classroom, we must create an environment through inspiration that will draw each student to that place. As a teacher, have you learned to respectfully enter the doorway of your students' spirits as they open up to you, stepping gently and elegantly into the ready places, sowing in season, quickly reaping the fruit, and leaving with a sensation of satisfied pleasure as you exit?

Inspiration must be valued and sought above all else in the classroom. Here are some steps for riding the crest of inspiration.

1. Set a standard for yourself to be an inspired teacher, setting loose a flood of inspiration in your classroom, regardless of whether the more mundane tasks are accomplished.
2. Cultivate an awareness and sense of wonder about everything—both internally and externally.
3. Spend time daily with Heavenly Father in reflective solitude—alone and quiet!
4. Love learning, and LOVE TO LEARN! Keep your classroom material fresh and updated.
5. Refresh your mind with scripture, poetry, or fine music daily; live in the classics by daily feeding your mind with excellent language, images, and ideals.
6. Develop an awareness and appreciation of new ideas, beauty, and creativity. Surround yourself with others who do the same.
7. Develop a dramatic flair necessary to transport inspiration to your students. Let go and relax! Enjoy yourself and your students!
8. Search out methods or habits that might smother the flow of inspiration, and root them out.
9. Embrace humanness. It's good to be human, and it's okay to make mistakes.
10. Replace the narrow and barren negative words with the all-reaching, all-seeing positive words. Join forces with TRUTH!
11. Get consent for rote drill work by having a story, poem, or song tucked up your sleeve with which to coax the consenting along.

From *The StoneBridge Standards* 2003.

5. Master Teacher Development Program

“ . . . the Lord requireth the heart and a willing mind.” (D&C 64:34)

“ . . . that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand.” (D&C 88:78)

Purposes. The primary purpose of the Master Teacher Development Program at American Heritage School is to instruct the teacher “more perfectly” in the theories, principles, and methodologies that make American Heritage School so truly unique. Other purposes of the Master Teacher Development Program include:

- Inspire the teacher to embrace the mission of American Heritage School and to be a living example of the values, principles, and skills set forth therein.
- Inspire the teacher to reach for excellence and to promote a spirit of continual improvement in the classroom.
- Develop the habit of spiritual and intellectual preparation for teaching.
- Facilitate the teacher with the skills and tools required to be an excellent teacher.
- Develop the habit of life-long learning.
- Develop a spirit of excitement and enthusiasm for the learning process.
- Obtain a working knowledge of the Principle Approach® and FACE methodology for application in the classroom.
- Acquire a base-level proficiency in all subjects taught at American Heritage School.
- Develop a general awareness of teaching excellence and best practices of classroom management.

Before You Begin. Before starting work on the Master Teacher Development Program, the teacher should carefully review these instructions, meet with an administrator, and sign the Teacher Acknowledgment (included in the Master Teacher Development Program Handbook). The primary purpose of meeting with an administrator and signing the Teacher Acknowledgment is to ensure that each teacher who wants to work on the program has had an opportunity to discuss with administration the guidelines and expectations before the teacher invests significant time and energy into the program.

Scope of the Program. The Master Teacher Development Program consists of four levels with 12 components in each level. Each component treats a core subject area that is either taught to students at American Heritage School or considered fundamental to being a teacher at American Heritage School.

The 12 components of the Program are:

- Religion
- Art of Teaching
- The Principle Approach®
- Language
- Literature
- History
- Geography
- Art
- Math
- Music
- Physical Education
- Science

Each level contains the same components, but the components differ in substance and complexity at each level. Level I components lay the foundation for subsequent levels, which build progressively on

the concepts and principles in Level I. See the Master Teacher Development Program Handbook for the full text of each component.

Incentives for Completion of the Program. Completion of the Master Teacher Development Program requires significant time and effort. The time and personal sacrifice required to complete the program will vary from teacher to teacher, depending on personal circumstances unique to the teacher. Following are some of the incentives for participating in and completing the program:

- Knowledge. Teachers will become educated “more perfectly” in the theories, principles, and methodologies that will empower both teachers and students with a greater love and excitement for Christ-centered learning and the Principle Approach®.
- Unity. Teachers will be unified in a spirit of collaboration, mutual sacrifice, learning, and progression.
- Compensation. Teachers will be compensated for completion of each level. Upon final sign-off by an administrator, a full-time teacher who completes Levels I and II will be paid a completion bonus of \$1,000 for each Level, payable immediately in the next occurring paycheck, as well as a permanent increase in salary of \$1,000 for each Level, to be effective in the full-time teacher’s next succeeding contract year. Compensation for completion of Levels III and IV are to be determined at a later date.

Part-time Teachers. Part-time teachers who want to participate in the Master Teacher Development Program will be required to complete approximately 40% of the total requirements in each component (with exception of a specialty teacher’s own subject, in which case the specialty teacher must complete the entire component at each level). Specialty teacher instructions are indicated at the bottom of each component directly after the bibliography. A part-time teacher who completes Levels I and II will be paid a completion bonus of \$400 for each Level, payable immediately in the next occurring paycheck, as well as a permanent increase in salary of \$400 for each Level, to be effective in the part-time teacher’s next succeeding contract year. Compensation for completion of Levels III and IV are to be determined at a later date.

Participation in the Program is Optional. Participation in the Master Teacher Development Program is optional. Nonetheless, it is strongly recommended that each teacher participate in the program at an appropriate level and pace given the teacher’s individual circumstances.

Effect on Teacher Evaluations. Participation in the Master Teacher Development Program will be considered as one of many factors that the Board and administration will weigh in the course of routine teacher evaluations. Because the time and personal sacrifice required to complete the program will vary from teacher to teacher depending on personal circumstances, the Board and administration will factor into each teacher’s evaluation, on a case-by-case basis, any unique circumstances that might make participation in the program relatively difficult.

Timing for Completion of the Program. Due to workload and School budget restraints, teachers are permitted to complete and pass off no more than one level per contract year. A teacher participating in the program should indicate on the Teacher Acknowledgment the anticipated starting and ending dates for work on a given level. Since the program is not mandatory, there is no required timeframe in which teachers must complete any given level; however, teachers are encouraged to complete one level at least every other year until the entire program has been completed.

Appropriate Times to Work on the Program. Teachers are encouraged to use their work product generated from the Master Teacher Development Program to supplement their lesson plans where appropriate. It is anticipated that the majority of time spent on the program will be spent during the summer or other times when classes are not in session. Teachers should not work on the Master Teacher Development Program during scheduled class time, teacher preparation time, or faculty inservice time unless it relates directly to the teacher’s specific classroom curriculum or lesson plan.

The Notebook. Teachers participating in the program should organize all work product into one or more self-contained Master Teacher Development Program Study Notebooks with tabs for each component.

The notebook(s) and all other basic materials and resources necessary to complete the program will be provided by the School. All work product in Master Teacher Development Program Notebooks will belong to the teacher; however, the School retains the right to make copies of all work product contained in the notebooks.

Resources. Included at the end of each component is a bibliography that lists the books, articles, and other source documents needed to complete the component. All resources referenced in the Master Teacher Development Program are available for checkout from the School library. Resources that are used on a frequent basis throughout the program are included in the "Resource Guides" section (appendices) of the program handbook.

Administrative Approval of Completed Components and Levels. Once each quarter (or more frequently if the teacher desires), teachers participating in the program should submit to an administrator completed to-date work product, which should be organized by component in a Master Teacher Development Program Study Notebook. Administration will initial and date each completed component. In the event that the administrator feels that submitted work product is unsatisfactory, the administrator and the teacher will discuss specific recommendations for the teacher to implement prior to approval of the given component.

AHS PROFESSIONAL DEVELOPMENT AND MERIT PAY OPPORTUNITIES AT A GLANCE

All employees of American Heritage School are invited to pursue professional development for compensation through the following five options:

| Master Teacher Development | Continuing Education | Performance Bonuses | Rosalie J. Slater Award |
|---|--|--|--|
| <p>Levels 1-4: MTD includes readings, word studies, essays, memorizations, and notebook assignments consistent with the School's adopted 4R methodology. MTD touches teachers' hearts and prepares them to teach using methodologies approved by American Heritage School. As teachers complete these assignments, submit them for review, and discuss them with others, they discover a refining influence in their teaching patterns and preparations.</p> <p><u>Compensation:</u> Upon successful completion of each level of MTD, the employee's salary for the next contract year is increased by \$1,000 (\$400 for part-time), and a one-time cash bonus of \$1,000 (\$400 for part-time and distance educators) is also paid.</p> <p><u>Pre-Approval:</u> Pre-approval by administration is required prior to commencing with each level of MTD.</p> | <p>Level 1: Master's Degree</p> <p><u>Compensation:</u> After successful completion of a Master's Degree in a field related to the employee's assignment, as determined by AHS administration, AHS increases the employee's base salary* for the next contract year by \$1,000 (\$400 for part-time).</p> <p>Level 2: Doctoral Degree</p> <p><u>Compensation:</u> After successful completion of a doctoral degree in a field related to the employee's assignment, as determined by AHS administration, AHS increases the employee's base salary for the next contract year by \$1,000 (\$400 for part-time).</p> | <p>Criteria: The criteria used by administration for faculty merit pay performance bonuses are as follows (in no particular order) (See AHS Employee Handbook, Section 10):</p> <p>10.10(a) Outstanding Evaluations. 10.10(b) Commitment to the School's strategic plan. 10.10(c) Commitment to the Master Teacher Development Program. 10.10(d) Commitment to improved use of technology. 10.10(e) Commitment to improved parent satisfaction. 10.10(f) Commitment to improved communication with parents. 10.10(g) "Team Player" commitment.</p> <p><u>Compensation:</u> Variable, depends on performance and available funds.</p> | <p>Criteria: The following criteria are taken primarily from elements that are part of our standard faculty observation and evaluation process. Faculty nominations will also be taken for this award:</p> <ol style="list-style-type: none"> 1. Exemplify the mission statement of American Heritage School? 2. Demonstrate a habit of spiritual and intellectual preparation for teaching? 3. Promote a spirit of continual improvement in the classroom? 4. Demonstrate excellence in the classroom, as evidenced by outstanding performance on quarterly observations and evaluations conducted by administration? 5. Demonstrate a command of the Principle Approach as set forth by the Foundation for American Christian Education? 6. Demonstrate professionalism in appearance and demeanor? 7. Demonstrate a spirit of teamwork and cooperation with other teachers? 8. Make a concerted effort to uplift and build all members of the American Heritage School team with whom they come in contact, including teachers, parents, and administration? 9. Effectively balance discipline with compassion, thereby engendering love and respect from students and parents? 10. Personify and practice principles of Christian-based education and learning espoused by Rosalie Slater? <p><u>Compensation:</u> Four cash awards of \$500 each, presented annually.</p> |

6. Statement of Religious Instruction & Public Expression

American Heritage School is not sponsored by, endorsed by, or legally affiliated with The Church of Jesus Christ of Latter-day Saints (“the Church of Jesus Christ” or “the Church”) or any other denomination. Respect for all religions is taught. However, the school has a religiously-oriented culture and curriculum that is deeply rooted in the faith and traditions of the Church of Jesus Christ. The school was founded and exists to provide education in an environment where Church values and principles are taught, and where faith in Jesus Christ and love for the Savior will be felt by each student and employee.

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 Church are an integral part of daily classroom activity. Also, the writings of Church leaders are frequently referenced and considered to be authoritative.

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

The school welcomes students of other faiths and does not require students or parents to subscribe to any religious creed. In addition to our emphasis on promoting Christian conduct consistent with the teachings of the Church, American Heritage School also emphasizes and promotes free and open inquiry. This means that we actively encourage students to explore diverse points of view and to engage in lively and respectful discourse with their teachers and peers about ideas, cultures, and values different from their own. The school teaches students to think critically, and to evaluate their own perspectives as they grow in their knowledge of the broader world. American Heritage School creates and sustains a culture in which students are free to express their own ideas and to hear and seek to understand the ideas of others.

Although the school does not require adherence to any religious creed, the school does require employees, students, and parents to acknowledge that the mission statement and Honor Code of American Heritage School are the basis for “all activities, teaching, governance and administration” at the school. Acknowledgment of the school’s mission statement and Honor Code is not intended to compromise any individual’s values or beliefs, but rather is viewed as acknowledgement by employees, students, and parents that they understand the purposes and values of the school, and that they are willing to honor and abide by those purposes and values.

If conduct or speech by an individual or individuals in the school community rises to the level of open, active, and sustained advocacy against the Honor Code, The Family: A Proclamation to the World, or the teachings of the Church of Jesus Christ of Latter-day Saints, those individuals may be invited to leave. See Section 51, *Non-Discrimination*, for the school diversity statement and non-discrimination policies, affording broad and equal opportunity on the basis of characteristics and conscience of individuals, but not on the basis of all forms of conduct.

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 and the Church of Jesus Christ of Latter-day Saints and the Church Education System (“CES”). Accordingly, American Heritage School employees do not commonly refer to each other as “Brother” or “Sister” as is the convention with many Church employees, CES Staff, and in 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 to Church 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. All are welcome to express their individual

views on religious matters while respecting the views of others. Every employee at American Heritage School acknowledges that he/she is expected to be a living example of the values, principles and skills taught at the school, on and off campus. Employees are expected and encouraged to freely and openly incorporate religious and moral instruction in their teaching and administration, while at the same time cautioned about teaching or assessment that is based upon private interpretation of religious doctrine not generally and regularly conveyed in Church standard works or in Church General Conferences. In this spirit, employees of the school are encouraged to be sensitive to the subtle but important difference between appropriate “teaching” of faith-oriented values, principles, and skills outlined in the school’s mission statement, and the inappropriate “preaching” of Church doctrine at school in ways that might require ecclesiastical authority described by the Church’s Fifth Article of Faith (“We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof”).

Public Expression Policy

American Heritage School aims to provide an education in an atmosphere that nurtures spiritual growth and a strong testimony of the divinity of Jesus Christ. This atmosphere is preserved through commitment to conduct that reflects the ideals, principles, and doctrine of The Church of Jesus Christ of Latter-day Saints (the “Church”).

The school’s campus is not a public forum. However, consistent with its intellectual climate, the school permits responsible public expression, events, and speakers. To prevent these activities from disrupting or opposing the purposes and uses of the school’s campus, all public expression events and speakers at those events must be organized and approved in accordance with applicable school policies.

School-Affiliated Expression. School-affiliated organizations that desire to engage in open public expression on campus, such as rallies, gatherings, or other coordinated group expression with or without pre-selected speakers for the purpose of petition signing, protest, demonstration, or other public expression must complete a Request for Public Expression form, obtain applicable administrative approval, and meet with an assistant principal or principal. School-affiliated organizations include the Student Government Association, faculty departments, student-chartered groups or clubs, student academic associations, and administrative units.

All school-affiliated individuals who wish to engage in open public expression on campus must work through a school-affiliated organization. School-affiliated individuals include faculty, staff, and students.

Organizations and Speakers Not Affiliated with the School. Individuals or organizations not affiliated with the school may not engage in open public expression on campus except as part of a school-approved open-public-expression event that is sponsored by the school or by a school-affiliated organization. If a non-school-affiliated individual or a representative of a non-school-affiliated organization participates in a sponsored open-public-expression event, he or she cannot use or promote the name of an individual or group without specific approval by a duly designated representative of administration. The general purposes and past activities of the non-school-affiliated individual or organization may not be antagonistic to or oppose or deride the principles, doctrine, and/or general leadership of the school or the Church.

Approval of Requests for Public Expression. The completed Request for Public Expression form will be reviewed by an assistant principal or the principal, and the submitting school-affiliated organization will be notified whether the event is approved, approved with conditions, or denied.

Administration will consider the following public expression standards when processing a Request for Public Expression:

CONTENT STANDARDS

The event or expression must not seriously and adversely affect the school's mission or the Church. Examples would include events or expression that:

- contradicts or opposes, rather than analyzes or discusses, fundamental Church doctrine or policy;
- deliberately attacks or derides school employees, administrators, the Church, or the Church's general leaders; or
- violates the school's Honor Code.

TIME, PLACE, AND MANNER STANDARDS

The event or expression must not prevent or disrupt the effective carrying out of school functions or activities, such as classes, lectures, meetings, ceremonies, performances, other public events, or the conduct of school business.

The event or expression must not obstruct the legitimate movement of any person or vehicle about campus, movement in any school building, or access to any school building.

The event or expression must not be violent, a threat to individual or public health or safety, or destructive of school or personal property.

The requested time and place must be available, adequate, and appropriate for the type of event planned.

The event must conform to the size of the location in which it is placed.

Structures must not be constructed or placed at the event.

Only one event may be held in a specific location at one time. Events scheduled for the same time must be located at least 100 yards apart.

Unless specifically approved by administration, event and expressions must not use sound amplification equipment.

Once approval is granted, the event must occur in the time, place, and manner approved and within the content standards of this policy. If a request is denied, administration will provide the reason(s) in writing to the applicant. Denied requests may be resubmitted in amended form.

ENFORCEMENT

The school may monitor and record all public expression for compliance with school policy. Violations of school policy may result in termination of the event, discipline of an individual and/or an organization including and up to expulsion, termination, and being banned from campus, and other appropriate action. Those who violate federal or state laws or local ordinances may be subject to arrest.

7. 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 twelfth grade. American Heritage School also operates a Home and Distance Education Program, which serves hundreds of students and families around the world, as well as 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 state and federal income tax as a recognized Utah nonprofit organization and a public charity described in Section 501(c)(3) of the Internal Revenue Code.

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," 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 Board of Trustees comprised of up to 15 members, and an administration comprised of a Principal, Assistant Principals, a Business Officer, a Director of Facilities & Security, a Director of Technology, a Director of Distance Education, an Admissions Director, a Director of Community Relations and Events, and other administrative support staff. Profiles of Board members and administration are found [here](#). 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. The Principal is an important advisor to, but not a voting member of, the Board of Trustees. See the *Parent Handbook* for profiles of the current 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. Each year, the Principal conducts personal interviews with all faculty members to ensure that they each have an opportunity to be heard from the highest levels of the organization, and to obtain feedback concerning how the school can improve. The Principal is regularly invited to attend board meetings and sits on numerous committees of the Board. In addition, previous teachers and administrators at American Heritage School commonly serve as Board members.

Beginning in 2014, a member of the faculty was nominated to serve as a non-voting, ex-officio member of the Board and invited to attend board meetings along with the Principal.

8. Teacher/Student Relations

In your dealings with students at the School, please keep the following in mind:

- Feel and show genuine love for every student. Use a positive approach. Respect students and let them know you expect respect and courtesy from them. Please use discretion with physical contact (such as hugs).
- It is not appropriate to belittle a child, to make light of a child's failures, or to put negative labels on a child such as "disobedient," "bad" or "naughty." There is a very important difference between calling an action disobedient and calling a child disobedient.
- Please do not refer to students as "kids." Appropriate references include "students," "children," "boys," "girls," "young men," "young women," and model names such as "scholars," "gentlemen," "ladies," etc.
- Help students to be aware of their personal responsibility to *choose* good self-government in and out of the classroom. Learning that they have a choice in life is critical. They can choose to be self-governed as a student, or they can choose to leave the classroom. Avoid sending the signal that you are forcing them to comply.
- It is generally not appropriate for teachers to discuss with students sensitive personal or home-life problems, especially those problems that are sensitive enough in nature that they are likely to embarrass those involved, or reflect negatively on the integrity or reputation of the school should information concerning the problem be mishandled by the teacher or student. Use caution when discussing negative behavior of students in public areas (including in discipline situations that may require a hallway conversation with the student). Project an attitude of love at all times.
- Please do not involve the class with your 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. We focus on patriotism more than politics, and self-government more than civil government. For more on this topic, please see the separate section of this handbook entitled "Political Versus Patriotic Activity."
- Keep in close touch with parents and advise them promptly of any problems.
- Please do not send students to the teachers' lounge to make copies or conduct other teacher preparation activities there. Teachers should ask the parent volunteers or administration if they are in need of support requiring access to the teachers' lounge.
- Always obtain parent and administrative approval before engaging in any kind of personal interaction with students outside of the ordinary scope of normal teacher-student relations. Examples include personal visits by a teacher to a student's home, driving a student to and from school, corresponding extensively with students on subjects not related to curriculum, spending time alone with students before or after school (including in a teacher's classroom) or any other kind of activity that could be viewed as potentially inappropriate fraternization with students. In the case of teachers who transport students to and from school, a written authorization and release, which can be obtained from the office, must be signed by the parents and submitted to administration.
- To the extent possible, teachers should avoid being alone with a student in a classroom for extended periods of time if circumstances do not require it, particularly when other adults are not present or in close proximity. In most cases when a teacher must be alone with a student in a room, the teacher should leave the door and window blinds (if any) open.

9. Honor Code

Updated July 2018. See online/print versions for [K-6](#) and [7-12](#).

Anchor Scripture: “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)

9.1 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.

*I Am a Child of God
I know Heavenly Father loves me, and I love Him.
I can pray to Heavenly Father anytime, anywhere.
I am trying to remember and follow Jesus Christ.*

For the Strength of Youth

(for students ages 12 and older) The following are summaries of standards required by the AHS Honor Code; copies of the full *For the Strength of Youth* pamphlet are available at the front office.

Agency and Accountability

- Heavenly Father has given me agency, which is the ability to choose right from wrong and to act for myself.
- I am responsible for the choices that I make.
- I am free to choose my course of action, but I am not free to choose the consequences.
- True freedom comes from using my agency to choose obedience; loss of freedom comes from choosing disobedience.

Dating

- I date only after I am sixteen.
- When I begin dating, I go with one or more additional couples, and I avoid frequent dates with the same person.
- I invite my parents to become acquainted with those I date.
- I date only those with high moral standards, and in whose company I can maintain my standards.

- I protect the honor and virtue of my date, and expect they will do the same for me.
- When dating, I only go to places where I can maintain my standards and remain close to the Spirit.

Dress and Appearance

- I dress modestly to show respect for God and myself.
- I avoid extremes in my clothing and appearance.
- If a young woman, I avoid short shorts, short skirts, shirts that do not cover the stomach, and clothing that does not cover the shoulders or is low-cut in the front or back. If a young man, I will avoid being extreme or inappropriately casual in clothing, hairstyle, and behavior.
- I will not disfigure myself with tattoos or body piercings (one pair of ear rings for young women is acceptable).
- I dress appropriately for all Church meetings and activities.

Education

- I understand that education is an important part of Heavenly Father's plan to help me become more like Him.
- I work diligently and make sacrifices, if necessary, for my education.
- I maintain enthusiasm for learning throughout my life, and choose to actively participate in learning opportunities available to me.
- My education includes spiritual learning. I study the scriptures and the words of prophets to help me find answers to the challenges of life and invite companionship of the Holy Ghost.

Entertainment and Media

- I select only media that uplifts me.
- I do not attend, view, or participate in anything that is vulgar, immoral, violent, or pornographic in any way.
- I will walk out of a movie, change my music, turn off a computer, television, or mobile device if what I see or hear drives away the Spirit.
- If I am involved in pornography, I will cease now, and seek help from my parents and bishop.
- I will avoid spending long periods of time using the Internet, mobile devices, playing video games, or watching television and other media – and I will be careful that my use of social media does not replace spending time with my family and friends.
- I will not communicate anything over the Internet or through texting that would be inappropriate to share in person.
- I will obey laws governing sharing music, movies, and other copyrighted items.

Family

- Strong families require effort, and I do my part to strengthen my family.
- I am cheerful, helpful, and considerate of my family members.
- I seek to be a peacemaker rather than to tease, fight, and quarrel.
- I honor my parents by showing love, respect, and obedience for them as they lead me in righteousness.
- I willingly help in my home, and participate in wholesome family activities and traditions, including family prayer, family scripture study, and family home evenings. If my family does not do these things, I will pray and study scriptures myself. My example may encourage family members to join me.
- I will strengthen my relationship with my brothers and sisters, support them in their interests, and help them with challenges they may be facing.
- If my family does not include a mother and father who love and care for each other, I will be patient, continue to live righteously, and look for worthy role models as I prepare to fulfill my divine role as a husband or wife, and as a parent.

Friends

- I choose friends who share my values so we can strengthen and encourage each other in living high standards.
- I go out of my way to help those who feel shy or lonely, have special needs, or do not feel included.

- I treat everyone with kindness and respect, and refrain from judging and criticizing those around me.

Gratitude

- I live with a spirit of thanksgiving, which turns my heart to the Lord and helps me recognize His influence and blessings in my life – even in my most difficult times.
- In my prayers, I pour out my heart to my Father in Heaven in thanks for the blessings that I have received.
- I express gratitude to the Lord by the way I live. In keeping his commandments and serving others, I show that I love Him and am grateful to Him.
- I express gratitude to others for the many ways they bless my life.

Honesty and Integrity

- I am honest at all times with myself, with others, and with God.
- I choose not to lie, steal, cheat, or deceive in any way.
- I have integrity by living my standards and beliefs even when no one is watching.

Language

- I use language to invite the Spirit, to uplift, to encourage, and to compliment others.
- I do not use profane, vulgar, or crude language or gestures.
- I do not tell jokes or stories about immoral actions.
- I never take the name of Deity in vain.
- I do not insult others or put them down, even in joking, and avoid gossip of any kind.
- I understand that my standards for language apply to all forms of communication, including texting and communicating on the internet.

Music and Dancing

- I listen to edifying and inspiring music that helps me draw closer to Heavenly Father.
- I do not listen to music that encourages immorality or glorifies violence through its lyrics, beat, or intensity.
- I do not listen to music that uses vulgar or offensive language, or promotes evil practices.
- I will learn and sing the hymns.
- When listening to music, I am courteous to those around me by keeping the volume at a reasonable level, removing earphones when others are talking to me or want me to be a part of their activities.
- When dancing, I avoid full body contact with my partner. I also do not use positions or moves that are suggestive of sexual or violent behavior.
- I plan and attend dances where dress, grooming, lighting, lyrics, music, and entertainment contribute to a wholesome atmosphere where the Spirit of the Lord may be present.

Physical and Emotional Health

- I treat my body as a temple, and as a gift from God.
- I eat nutritious food, exercise regularly, and get enough sleep.
- I avoid extremes in diet that could lead to eating disorders.
- I do not use drugs, alcohol, coffee, tea, or tobacco products.
- I avoid any drink, drug, chemical, or dangerous practice that is used to produce a “high” or other artificial effect that may harm my body or mind, including marijuana, hard drugs, prescription or over-the-counter medications that are abused, and household chemicals.

Repentance

- Through the Atonement, I can receive forgiveness and be cleansed from my sins when I repent.
- I understand that repentance is more than simply acknowledging wrongdoings. It is a change of mind and heart.
- I seek help and counsel from my parents and my bishop to do what is necessary to repent and receive forgiveness.

Sabbath Day Observance

- I understand that the Lord has commanded me to keep the Sabbath day holy.

- I will prepare during the week so that I can reserve Sunday for the many uplifting activities that are appropriate for the Sabbath day, and that show respect for the Lord and His holy day.
- I avoid shopping, recreation, athletic events, and seeking entertainment or making purchases on the Sabbath.
- Whenever possible, I avoid working on Sunday.

Service

- I serve others, and am willing to bear other people's burdens, and to comfort those who need comfort.
- Some of the most important service that I give is within my own home. I also serve in church assignments, school, and in the community.
- I seek the guidance of the Holy Ghost each day to know whom to serve and how to help meet their needs, including through simple, everyday acts of kindness.

Sexual Purity

- I will not have any sexual relations before marriage, and I will be completely faithful to my spouse after marriage.
- I do not allow media, peers, or others to persuade me that sexual intimacy before marriage is acceptable.
- I refrain from activities that could lead to sexual transgression, and I treat others with respect, not as objects used to satisfy lustful and selfish desires.
- Outside of marriage, 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 refrain from activities that arouse sexual feelings, and refrain from arousing those emotions in my own body.
- I do not participate in any type of pornography.
- I avoid situations that invite increased temptation, such as late-night or overnight activities away from home or activities where there is a lack of adult supervision.
- I understand that homosexual behavior is a serious sin. If I find myself struggling with same-gender attraction, or am being persuaded to participate in inappropriate behavior, I will seek counsel from my parents and bishop.
- I understand that victims of sexual abuse are not guilty of sin, and will seek help and counseling if I ever become a victim of rape, incest, or other sexual abuse.
- I make a personal commitment to be sexually pure, and by my words and actions, encourage others to do the same.

Work and Self Reliance

- I understand that work is honorable.
- I help my family by willingly participating in the work necessary to maintain a home.
- I handle my money wisely, live within my means, and follow the teachings of prophets by paying tithing, avoiding debt, and saving for the future.
- I set high goals for myself, and am willing to work hard to achieve them.
- I avoid idleness, including excessive amounts of time in activities that keep me from productive work, such as using the Internet, playing video games, and watching television.
- I do not waste time or money in gambling.

9.2 Expected Conduct at School, School-Sponsored Activities, and Away from School. With the two great commandments as our guide, it is expected that students and employees will uphold the following standards and expectations at all times, whether we are on campus or away from campus:

- Treat all students and adults with respect.
- In all communication, verbal and written, including through texting and social media, choose words that inspire and uplift. Words intended to hurt or offend should never be used and have no place in our school.
- 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 honor code commitments and to devote oneself to learning and keeping all school policies. “The Lord requireth the heart and a willing mind.” (D&C 64:34)
- Care lovingly for our building. Seek ways to leave our classrooms, hallways, and bathrooms cleaner than we found them. Bending a knee to pick up a scrap takes effort, but it is a sign of a grateful steward, especially if the scrap is not our own. “And he that is a faithful and wise steward shall inherit all things.” (D&C 78:22)
- Wear the school uniform properly and keep the AHS dress and grooming standards diligently and willingly. “Obedience to small things creates a spirit of obedience in all things, and thus invites the blessings of heaven.” (Elder Kim B. Clark)
- Use cell phones, personal electronic devices, and computers only at times and in settings that are respectful and approved. For students, cell phones should be off and out of sight during normal school operating hours from 8:10 a.m. to 3:10 p.m. unless otherwise approved by a teacher or administrator. Do not communicate anything via text or social media, on campus or off campus, that would be inappropriate, offensive, or hurtful. Do not hide the use of cell phones and personal devices from view of teachers, parents, and other responsible adults. Report any inappropriate, hurtful, or obscene messages, or content—whether yours or someone else’s, accessed intentionally or unintentionally, on-campus or off-campus, by personal or school devices—to a parent, teacher, administrator, or other trusted adult.
- While at school or during school sponsored activities, students should not engage in public displays of romantic physical affection, including hand-holding and cuddling.

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 certain uniform policy and dress code requirements that apply only 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.

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

A.H.S. = “Always Honor & Serve”

We keep the two great commandments (Matt. 22:36–39) as we “Always Honor and Serve.”

A = ALWAYS. *At all times, in all places, private and public. God is constant and unchanging. (Matt 28:20; Mosiah 18:3)*

H = HONOR. *We honor God by honoring all of his children, including in our thoughts, words, and actions (Exodus 20; John 5:23)*

S = SERVE. *We serve God by helping and lifting others around us. Service is love and honor exemplified. It is love and honor in action. (Mosiah 2:17; Matt 6:24)*

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.

9.3 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.

10. Teacher Evaluations

10.1. Goals. The goals of teacher evaluation and classroom observation at American Heritage School are as follows:

- Inspire the teacher to reach for excellence and to promote a spirit of continual improvement in the classroom.
- Facilitate teachers with the skills and tools required to be excellent teachers.
- Identify teachers' individual gifts and facilitate the magnification of those gifts in the classroom.
- Develop a general awareness of teaching excellence and best practices in classroom management.
- Identify and communicate best practices with all faculty members.
- Systematically communicate expectations and standards of performance for American Heritage School teachers.

10.2. Principles. Eternal principles of progression and accountability combined with Christ-like virtues of humility, diligence, consistency, and patience are keys to any effective evaluation program. Evaluation is not to be feared. If we are not humble enough to learn, we cannot effectively teach.

10.3. Evaluation Process. The teacher evaluation and classroom observation process has three distinct but related components: teacher evaluation by the administration, student progress interviews, and teacher observation of other teachers.

10.4. Teacher Evaluation by Administration; Frequency. Once per year for teachers in their third or subsequent year at the school, and three times per year for teachers in their first or second years at the school, an administrator will evaluate a teacher for one class period, followed by a feedback interview with the administrator. Additional evaluations may be requested at the discretion of administration. Teachers should also expect regular, informal classroom visits from administrators, including from the Director of Teacher Services.

10.5. Teacher Evaluation by Administration; Timing of Visits to Classrooms. In order to keep classroom distraction to a minimum and to observe entrance and exit dynamics of the class, when evaluating teachers, administrators should strive to enter classrooms a few minutes before class begins and stay a few minutes after class ends.

10.6. Evaluation Criteria. During the evaluation, the administrator looks for the following:

- What is the teacher trying to teach?
- Is the teacher reaching all students?
- Do the students understand the purpose of the lesson?
- Is there order in the classroom?
- Are the assignments clear?
- Is good reinforcement taking place?
- Is there good disciplinary technique?
- Are students engaged in the lesson, asking thoughtful questions, and actively learning (learning by doing)?
- Is the spirit of the room lively, respectful, secure, and challenging?
- Is American Heritage School-approved curriculum being used?
- Are the tools of the FACE methodology being used?
- Does the teacher introduce subject matter with a "Foundations" unit at the beginning of the year, and does the teacher consciously reinforce Principle Approach foundations throughout the scope and sequence?
- Does the teacher willingly and consistently coordinate with his/her team teacher in the other grade-level classroom(s)?
- Are updated course descriptions or syllabi posted online?
- Does the teacher fulfill all assigned administrative responsibilities willingly, consistently, and

- punctually?
- Does the teacher resolve parent, student, and peer relationship concerns in a professional, humble, and non-defensive manner?
- Does the teacher update his/her grade books on a weekly basis?
- Does the teacher produce and circulate progress reports on a weekly basis?
- Does the teacher communicate in writing with parents on a weekly basis (letter, e-mail, or Veracross posting) not only to inform, but more importantly to inspire parents and students?
- Does the teacher consistently encourage and assist students in upholding all aspects of the School's Honor Code, including the Uniform Policy?
- Does the teacher conduct routine "Stewardship Minutes," and diligently attend to classroom orderliness, cleanliness, and other facilities policies?
- Does the teacher conduct him/herself in all aspects of life as a Christian, including in interactions with students, parents, faculty, and administration?

Other evaluation criteria include:

- Organization and preparation of teaching notebooks and lesson plans;
- Feedback from parent and student surveys (as conducted by administration from time to time); and
- Performance-based bonus criteria outlined in Section 10.10 below.

See Appendix C for a copy of the written evaluation form.

10.7. Feedback Interview. As soon as practical after the class has ended, the administrator conducts a feedback interview with the teacher. The goal is to have an open and productive discussion about what was observed by the administrator during the in-class evaluation and to review associated curriculum. The interview should always begin with prayer. The goals and principles of the evaluation process (as stated above) should be reviewed together by the administrator and teacher. The teacher should provide a brief self-evaluation, followed by the administrator's evaluation. The teacher and administrator should review a student's notebook or work product related to the observed lesson or unit. All evaluations should include a goal-setting process that includes a review of goals set in previous evaluations. The administrator's evaluation should be written (or outlined) so that the teacher has a copy of the evaluation. The teacher's progress and goals with respect to the Master Teacher Development Program will also be discussed at this time. Copies of each written evaluation will be placed in the teacher's personnel file and provided to the teacher. Teachers should retain copies of their evaluations in their Evaluation Binder.

10.8. Student Progress Interview. An important part of the evaluation process is a conversation regarding the progress and needs of students in the teacher's class. Teachers should not wait for an evaluation interview to inform an administrator of significant concerns about students; however, a student progress conversation may be held in conjunction with the Teacher Evaluation if convenient for the teacher and administrator.

10.9. Teacher Observation of Other Teachers. Teachers are strongly encouraged to observe other teachers as much as possible and practical. Most teachers learn better by watching other teachers teach than they do by listening to teachers and trainers talk about teaching. As needed, an administrator or substitute teacher may take a teacher's class for one class period, during which the teacher will have the opportunity to either remain in the classroom and observe the administrator, or attend another classroom and observe another teacher. The decision as to whether a teacher observes the administrator or another teacher will be made as a matter of consultation between the teacher (including the teacher whose class is being observed) and administration. The lesson plan and other details concerning preparation for any class conducted by an administrator as part of the observation program will be a matter of coordination between the administrator and the teacher.

10.10. Performance-Based Bonus Evaluation Criteria. Each year, a limited amount of money is set aside in the school's budget for discretionary cash bonuses to be paid to teachers, administrators and staff who are instrumental in achieving goals that are aligned with the school's mission and annual strategic emphases announced by the Board and administration. All faculty and staff members will be considered based upon performance. Throughout the year during periodic evaluations, and at the end of each academic year, administration evaluates major goals that were accomplished and discusses teachers and staff who were instrumental in the accomplishment of those goals.

The criteria used by administration for faculty performance bonuses are as follows (in no particular order):

10.10(a) Outstanding Evaluations. Outstanding evaluations pursuant to the school's formal evaluation process will constitute one of the primary measurement tools for performance bonuses. For administrators and administrative staff, we look for outstanding evaluations pursuant to annual evaluations conducted by the principal and director-level supervisors.

10.10(b) Commitment to the School's strategic plan. Active participation in programs and goals set forth in the school's Strategic Plan.

10.10(c) Commitment to parent satisfaction. Parent satisfaction surveys of individual teachers will be taken into consideration when determining faculty performance bonuses. For various reasons, this is a somewhat complicated criterion upon which to base an evaluation of a teacher's performance, but it is an important criterion nonetheless. Administrators will also refer to informal feedback from parents throughout the year (parent e-mails, phone calls, and discussions concerning their level of satisfaction with teachers).

10.10(d) Commitment to communication with parents. Faculty-parent communication will be measured not only through assessing a teacher's effective use of communication tools, such as Veracross and other communication systems in place for teachers to use, but also through parent surveys (as suggested above in 10.10(c)). At a minimum, teachers in grades 6-12 are required to update grades in Veracross on a weekly basis and post by Thursday at 3:30 p.m. when administration will review them for academic probation and parent/administration intervention purposes.

10.10(e) "Team Player" commitment. Faculty members who are particularly committed to improving the faculty team will receive additional consideration for faculty performance bonuses. For example, a teacher who goes out of their way to assist other teachers, who makes regular suggestions to improve the School's programs and offerings, who regularly attends "team" functions such as prayer meeting and inservice, and who is consistently mindful of helping their teammates (as much or more so than helping themselves) will be a strong candidate on for a performance bonus. This is a difficult criterion to measure objectively; however, it is a critical criterion and will be a factor considered by administrators in making bonus determinations. We encourage faculty members to forward "thank-you" notes or e-mails having to do with team-player contributions to administrators to help administrators in the evaluation of this criterion.

10.10(f) Commitment to the Master Teacher Development Program. The Master Teacher Development Program carries its own compensation incentive; however, work on the program is a good indicator of employee investment in long term professional development, and thus also constitutes one of the measurement tools for a potential merit pay award from the professional development fund.

10.10(g) Commitment to improved use of technology. As part of our monthly faculty inservice, we offer optional training courses throughout the year on various computer and technology related applications for the classroom. At the very least, we will measure a teacher's commitment to improved use of technology based upon their participation in these optional training courses. Additionally, we can objectively determine which teachers are using technology to communicate with parents based upon the extent to which teachers have an active Veracross site for their classroom. The School's information systems director and technology manager are instrumental in providing feedback as to which faculty members are requesting and participating in individual technology training sessions.

10.10(h) Model Learner. One of the most important (and difficult) questions for each of us to ask is, “Am I modeling the kind of behavior that I desire my students to display?” Teachers who are committed first to being excellent students themselves, develop a deep spiritual well of personal example and commitment that speaks volumes to students. Examples of “Model Learner” questions and criteria include:

- *Attendance and Punctuality.* Do I desire for my students to be consistently in attendance and on-time for morning devotional? “Model Learner” question: “Am I consistently in attendance and on-time for faculty prayer meeting and inservice?”
- *Upholding Standards.* Do I desire for my students to uphold the standards and policies that have been set in my classroom, even the small ones, and to avoid rationalizing their personal circumstances as being the reason they should be the exception to the policy? “Model Learner” question: “Do I uphold the standards and policies that have been set for faculty members, even the small ones, and do I avoid rationalizing my personal circumstances as being the reason that I should be the exception to the policy?”
- *Personal Responsibility.* Do I desire for my students to focus most on what they personally can do to improve a situation, not so much on what other students and classes are or aren’t doing to improve a situation. “Model Learner” question: “Do I focus most on what I personally can do to improve a situation, not so much on what other colleagues are or aren’t doing to improve a situation?”
- *Tongues of Angels.* Do I desire for my students to use complimentary and uplifting words (“tongues of angels”) when speaking about other students? “Model Learner” question: “Do I use complimentary and uplifting words (“tongues of angels”) when speaking about colleagues?”
- *Focus and Staying on Task.* Do I desire for my students to stay on task and refrain from “other homework” while I am presenting? “Model Learner” question: “Do I stay on task in inservice, and avoid other work while inservice instructors are presenting?”

Teachers’ commitment to being Model Learners will be given significant consideration in determining faculty performance bonuses.

11. General Responsibilities

11.1. General Responsibilities of Teachers. The general responsibilities of teachers at American Heritage School include the following:

- a) Contribute to the overall improvement and development of American Heritage School by promoting a Christ-centered atmosphere and being a personal example of integrity, rigorous effort, intellectual vigor, and human sensitivity.
- b) Strive to implement the School's Mission Statement.
- c) Continue to grow professionally in scholarship and in teaching effectiveness. Never stop learning new things about your career and your curriculum! Completion of the Master Teacher Development Program is strongly recommended.
- d) Create a classroom atmosphere of trust, enthusiasm for learning, and respect for other people's needs and beliefs.
- e) Contribute to the operation of the total School program through professional support of American Heritage School's daily routine, rules, and regulations.
- f) Strive to support—both in letter and spirit—the policies of the School. If you do not agree with a School policy, or would like an exception, please speak with administration. Please do not openly contradict School policies in front of students, parents, and other faculty members. If you feel that a policy needs improvement, strive to express criticism of the policy the way James Madison advised, in a spirit of “loving criticism” and without personal animosity for those who are supportive of the policy with which you may presently disagree. Remember, we are all on the same team!
- g) Participate in earnest with the School's program for evaluation and self-evaluation. Take personal goals seriously and strive to meet them.
- h) Administration will be as sensitive as possible to even distribution of assignments to supervise recess, lunch, and other activities; however, a perfect distribution is extremely difficult to achieve. When called on, please be as flexible as possible with assignments to supervise students.
- i) *Parent Letters.* Homeroom teachers in grades K–6 should communicate with parents in a weekly letter, e-mail or website posting that outlines class studies, spelling words, any extra assignments, and teaching goals. Teachers in grades 7–12, including homeroom and specialty teachers, should communicate with parents in *at least* a monthly letter, e-mail or website posting (bi-weekly or even weekly parent communications are still encouraged if possible). These letters should be informative – but most importantly, they should be inspirational, upbeat, and positive. 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. When possible and practical, faculty and administrators are encouraged to avoid sending school-related e-mail to parents and students on the Sabbath.
- j) *Weekly Student Progress Reports.*
 - a. In all cases (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 Veracross, 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.
 - b. In grades 6–12, grades must be updated in Veracross each Thursday by 3:30 p.m. when administration will review grades for purposes of the weekly academic probation report and for purposes of intervention conversations with students and parents. Per UHSAA requirements, term-end grades for students in grades 9–12 must be finally posted not later than 5 days following the last day of each term.
- k) *Peer Review of Written Communication.* Although it is not practical to expect that all written communication be presented to an administrator before distribution to parents – it is an excellent practice to have another person review important letters, e-mails, or website postings for parents (particularly when sending to large audiences such as all the parents in your class).

- l) Conceive, plan, organize, and rehearse special student programs.
- m) Create, maintain, and improve on units and lesson plans on an on-going basis.
- n) Assist the administrators in any other duties that are assigned.

12. Prayer Meeting

12.1. Purposes; Required Attendance. The purposes of prayer meeting include: (1) invite the Spirit into our teaching and administration through song and prayer, (2) share important announcements and information pertinent to the day, and (3) unify and grow together as we celebrate daily successes and share daily concerns. All full-time teachers, as well as administrators and staff, are required to attend the daily prayer meeting. Exceptions, if any, will be clearly defined in the employment agreement of the employee requesting the exception (for example, a full-time employee whose scheduled responsibilities do not begin until later in the day, or an administrator who is asked to care for facilities, security, or front-office management during prayer meeting). As with other important employee meetings, please notify an administrator if you plan to be absent from prayer meeting. Part-time and specialty teachers are encouraged to attend, especially if they have first period responsibilities, and are expected to review the prayer meeting minutes each day to receive any schedule or program changes and announcements.

12.2. Meeting Time. Prayer meeting will begin each morning promptly at 7:40 a.m. and conclude promptly at 7:50 a.m. On occasion, employees will be asked to remain for additional time as directed by administration.

12.3. Agenda. Prayer meeting will begin with a song (usually a hymn) and a prayer. Following the prayer, announcements for the day will be given, and faculty needs will be addressed, followed by a brief devotional from an administrator or faculty member if time permits. Administrators will provide the devotional in the absence of faculty/staff volunteers. The meeting will conclude promptly at 7:50 a.m. On occasion, employees will be asked to remain for additional time as directed by administration.

12.4. Meeting Minutes. Every effort will be made to e-mail a summary of prayer meeting to all teachers and staff to assure that everyone is aware of important announcements, and to distribute copies of devotional material if available. However, prayer meeting minutes are not a substitute for attending prayer meeting. In many circumstances, depending upon demands upon the secretary's time, prayer meeting minutes may not be circulated until late in the day, if at all.

13. Inservice

13.1. Purpose and History.

Purposes of Inservice. Inservice includes instruction, meetings, and activities intended to accomplish the purposes of (1) training and professional development, (2) communication and coordination, and (3) planning and preparation. The American Heritage School calendar calls for fewer school days than most public and private schools. In addition, very few schools, public or private, devote as large a percentage of a teacher's contract hours to inservice as does American Heritage School. The AHS Board of Trustees and Administration are deeply committed to a faculty that is prepared, intellectually and spiritually, for the demands and rigors of teaching. For a brief history of inservice at AHS, see FAQ #5 in Appendix S.

13.2. Attendance Expectations; Deducting Hours for Missed Inservice. All faculty members, including part-time and hourly teachers, are required to attend inservice training, and are expected to reserve those days, including the full week of Foundations Training in June, and the full week of Orientation in August, for inservice and faculty enrichment. Administrators and after-school program instructors are also expected to attend inservice when directed by administration, including June Foundations Training and August Orientation Week.

Hours that employees are expected to be on-campus are set forth in their Employment Agreements. On inservice days, so long as employees attend the required inservice and collaboration meetings, a liberal leave policy is in effect, and employees are free to leave at their convenience. The school trusts that if employees have preparation for teaching or programs to accomplish, they will complete that preparation on a timeline and schedule that fits their personal and professional calendars. Part-time and hourly teachers should plan to attend at least the general session and collaboration sessions, generally one to three hours on inservice days, and are paid the training rate set forth in their contract for these inservice hours.

When circumstances arise requiring employees to be absent during mandatory inservice meetings or trainings, employees should notify a principal, and deduct hours at the rate and according to the terms set forth in their employment agreement. Exceptions and other arrangements (such as making up a training by viewing a video recording) must be made with the assistant principal or principal. Time spent watching training video does not require deduction from personal leave but should be reported to an administrator by the next pay period.

13.3. Time and Dates of Inservice Training. For faculty members in grades K-6, inservice training is held approximately every other Friday. For faculty members in grades 7-12, inservice training is held at least once per month on a Friday. The official school calendar provides the exact dates of teacher inservice training for the entire year. Inservice days are non-school days for students. Detailed inservice agendas are circulated to faculty in advance of the training sessions. Part-time and hourly teachers should plan to attend at least the morning general session (generally one to three hours sometime from 9 a.m. to noon), as well as any required collaboration meetings.

13.3. Children. Children may not be left unattended in the building during faculty inservice training. Employees should make other arrangements for children to be taken care of during inservice hours.

14. Teaching and Classroom Management

14.1. Role of the Teacher. The role of the teacher at American Heritage School is to help develop the Christian character of the students. Though teachers cannot replace the role of the Holy Ghost or the parent, nor take away the student's responsibility for his/her own learning, teachers have an important influence on the student's character. A teacher should prepare and teach with the prayer of faith.

"And the Spirit shall be given unto you by the prayer of faith; and if ye receive not the Spirit ye shall not teach." (D&C 42:14)

14.2. Edify. A teacher practices the principle of edification so that students feel trusted and loved and desire to learn more. A teacher should instruct, explain, clarify, illustrate, and bear witness so students can more clearly understand principles.

14.3. Testify. Most importantly, a teacher can testify of Jesus Christ and the gospel principles in daily life. Thus, by the power of personal example, teachers strive to help students gain a love of learning and a hunger for truth and righteousness in the development of their character. Those who have been taught by a great teacher understand just how important a teacher's role can be in learning. Spencer W. Kimball said, "We all need to be touched and nurtured by the Spirit, and effective teaching is one of the most important ways this can happen." (Spencer W. Kimball, *The Teachings of Spencer W. Kimball*, edited by Edward L. Kimball [Salt Lake City: Bookcraft, 1982], 524.)

14.4. Seek Guidance from the Spirit. President David O. McKay said, "Teachers, begin the preparation of your lessons in prayer. Teach your lessons with a prayerful heart. Then pray that God will enrich your message in the souls of your children through the influence of his Holy Spirit." (President David O. McKay, "The Sunday School Looks Forward," *Improvement Era*, 1949, Vol. 52 [December 1949], No. 12.)

14.5. Prepare and Plan. Teaching with the Spirit requires preparation and planning on the part of the teacher. This is best accomplished by living the gospel, praying for the Spirit's guidance as you prepare lessons, taking part in the School's inservice training opportunities, and maintaining an appropriate surrounding that is conducive to learning.

14.6. Class Prayer. Perhaps the most important way to teach effectively is to invite the Spirit into the classroom by beginning each day with a class prayer.

14.7. Establish and Maintain a Learning Environment. Create an atmosphere for learning by carefully planning seating and the physical elements of your classroom. It is not always possible to have ideal teaching conditions, but it is important to make the best possible use of what we do have and to be wise stewards. An appropriate setting for learning must be maintained throughout the learning experience so that learning is not lost.

14.8. "Read the Students." Consider Boyd K. Packer's advice on "reading" the students: "The eyes of the alert teacher move constantly back and forth across the class, taking in each movement, recording each expression, responding quickly to disinterest or confusion. They read immediately a puzzled expression or sense at once when learning has taken place. Just as the conductor of a symphony orchestra controls a complicated and magnificent organization and yet himself is silent, so the master teacher directs the workings of the class by gesture, inflection, expression, and, most of all, the use of his eyes." (Boyd K. Packer, *Teach Ye Diligently* [Salt Lake City: Deseret Book Co., 1975], 164 - 165.)

14.9. Give and Receive Respect. The acronym “R.E.S.P.E.C.T.” may be helpful to teachers in remembering some of the essential elements of achieving an atmosphere of respect in the classroom:

RESPECT = Reinforce, Edify, Self-Assess, Prepare, Establish, Communicate, and Testify

R = Reinforce. Reinforce the standard. Repeat standards to students daily. Repetition is the mother of all learning.

E = Edify. Edify the student with a vision of their divinity.

S = Self-Assess. Give frequent opportunities for students to self-assess their behavior relative to the standards.

P = Prepare. Prepare students for successful behavior. Help them to have successful experiences with demonstrating respect.

E = Establish. Establish meaningful traditions of respect.

C = Communicate. Communicate positive examples of student respect to students, parents and faculty members.

T = Testify. Testify of Christ and his perfect example of respect.

15. Supervision of Students

15.1. General Guidelines. The general rule is “No unsupervised students.” Some exceptions apply, such as when students are in bathrooms or a teacher cannot accompany individual students to the office without leaving the remainder of the students unattended. However, the overarching intent is that a teacher or supervising adult be in the classroom or on the playground with students at all times during the school day when students are present unless excused by administration or specifically stated otherwise in this handbook. Thus, for example, on “indoor recess days” (inclement weather days) when a teacher would otherwise be on break while another teacher supervises the playground, it will be necessary for all teachers to be in the classroom with their students unless other supervisory arrangements are made (such as when administration assigns teachers on recess duty to supervise recess in the recreation hall). All teachers are expected to assist in maintaining appropriate student behavior between classes and in non-classroom areas such as restrooms and hallways.

15.2. One Student Remaining. To the extent possible, teachers should avoid being alone with a student in a classroom for extended periods of time if circumstances do not require it, particularly when other adults are not present or in close proximity (such as after school or during evening events). Exceptions include typical one-on-one arrangements such as tutoring, mentoring, and occasional one-on-one conversations with students in the normal course of the school day. In most cases when a teacher must be alone with a student in a room, the teacher should leave the door and window blinds (if any) open.

Generally, students should wait in the front vestibule at the main west entrance of the building until a parent picks them up, not in classrooms or other non-public areas of the school. Occasionally teachers feel motivated to wait at late hours with a single remaining student whose parent has not arrived (such as after extracurricular or evening events). Try to avoid this situation by encouraging students to arrange for alternatives if it appears a parent will be late in arriving. Alternatives might include a student’s obtaining parental permission by phone to go home with one of the remaining classmates and wait at the classmate’s house for the late pick-up. The teacher might also invite another adult to wait with the teacher until the last parent arrives. Never give a ride to a student without parental and administrative permission. If you are ever in a position that you feel uncomfortable with the options presented to you, do not hesitate to call an administrator for support.

15.3. Escort of Students. Teachers in grades K-6 should escort students to and from recess, art, physical education, music, science, lunch, and visits to the library, computer room, and auditorium. Teachers in grades 7-12 are not required to escort students between classes; however, they should, to the extent possible, greet students in the hallway during class exchanges to assist in maintaining appropriate behavior during class transition time.

15.4. Leaving Campus. AHS is a closed campus, meaning that students are not permitted to leave campus while school is in session without administrative and parent approval (see Section 27.27). This rule applies to all students, including those with personal vehicles and those who have reached the age of 18 and are therefore no longer legal minors. Teachers must receive approval from administration and notify the office before leaving campus with their students. As a courtesy, teachers should notify the office if they plan to leave campus during hours that the teacher is typically scheduled to be on campus.

15.5. Relief from Supervision. Core teachers are relieved of supervisory duty at various times during the school day. These times include physical education, music, science, and art classes unless assistance is requested by the specialty teacher. Teachers may also be relieved of supervisory duty during recess as long as another teacher has been assigned recess duty and is present on the playground when the students are dismissed for recess. If a teacher is completing his/her supervisory duty and notices that unsupervised students are remaining, the teacher must notify the office so that administration can provide supervisory coverage for the remaining students.

15.6. Unsupervised Students in Hallways and Classrooms. All teachers and administrators should act in concert to instruct and encourage students to move out of unsupervised hallways and classrooms to appropriate destinations where the students can be appropriately supervised. Teachers leaving their

classrooms during recess, lunch, or other breaks can assist by locking their classroom doors, thus ensuring that students will not return to and linger in unsupervised rooms.

16. Classroom Visitation and Observation

16.1. General Principles. Occasional visits to the classroom will be made by administration, visitors to the school, parents, new teachers, and others. Visits to classrooms for purposes of observation build familiarity with class strengths and needs and also send the signal to students that what they are doing in the classroom is interesting, important, and exciting enough that people want to come and observe!

16.2. General Procedure. When someone is visiting the classroom, continue the lesson as planned. Do not change the lesson to accommodate the visitor.

16.3. Specific Guidelines. When you know someone is coming to visit the classroom, tell children that there will be visitors in the room occasionally and that they are expected to greet them and return to their work. Pause to introduce the visitor and have the class greet the visitor, then give your attention to your students. Be natural, confident, and friendly.

16.4. What to Avoid. Generally, after visitors have been properly greeted, teachers and students should not:

- Change curricular plans to impress the visitor.
- Talk with the visitor personally while the class is working.
- Allow the visitor to inhibit the discipline and management of your class.

17. Communication with Parents

*In essentials—Unity
In non-essentials—Liberty
In all things—Charity*

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

17.1. General Principles. Effective communication with parents is a critical component of a student's success in the classroom. Following are some important general principles to keep in mind when communicating with parents:

- Real listening leads to real understanding. Real listening builds trust! Jesus asked hundreds of questions, then listened to the responses.
- The sooner a teacher wins the love, trust, and respect of parents, the easier it will be to win the love, trust, and respect of the students.
- Parents naturally assume that the way you treat them is the way you treat their children. In many cases, this is a good assumption.
- Parents are your clients, friends, mentors, and allies—treat them that way!

17.2. Expectations for Communicating with Parents. Basic expectations for communicating with parents include:

- Do express love, support, hope, and vision.
- Do communicate openly and candidly about areas of present concern or limitation; however, emphasize limitless, eternal hope for future success, excellence, and wholeness. Project that attitude!
- Do communicate consistently and often. Whatever method of communication you prefer (e-mail, letter in backpacks, or website posting), stick with it. You are training parents to rely on it.
- Do pick up the phone! A face-to-face conversation or a phone call with a parent is worth a thousand e-mails and form letters. Make time for personal conversations with parents! Block out a little time each week to call and speak with a few parents, if only to pay compliments to them and their student—it will be well worth it!
- Do write thank-you notes. Personally acknowledging assistance that parents have given you or students in your class will go a long way. Always take time to be appreciative.
- Do convey a “can-do” attitude. There’s nothing more frustrating to a parent than a teacher who throws up his/her hands and says, “There’s nothing more I can do.” In fact, there is always *something* you can do to be part of the solution. Parents love “can-do” teachers who are confident enough to suggest solutions, even if the suggestions are not the ultimate solutions. Consider using the following three powerful phrases: “I understand what you are feeling. I am genuinely sorry to hear this. The next thing I would like to try is...”
- Do be professional in your style and form of communication. Accuracy with dates, information, and grammar will go a long way toward earning respect from parents. Check for misspelled words. (For teachers, the spell-check feature is not a crutch, but a tool. Please use it!)
- Do not complain, blame, criticize, presume, or express negative feelings.
- Do not express personal insecurities or offer apologies in response to unreasonable expectations of parents. This may do more harm than good.
- Do not take it personally! Most people who speak offensively to teachers have far bigger problems at home or at work. Resist the urge to be defensive!
- Do not use determinative, diagnostic language when speaking with parents about potential, undiagnosed learning challenges (“Your child has a learning disorder.” “Your child probably has dyslexia.”) See section 17.15 below for more detail on how to appropriately

communicate concerns about learning challenges.

Expected Written Communication With Parents:

- a) *Parent Letters.* Homeroom teachers in grades K-6 should communicate with parents in a weekly letter, e-mail or website posting that outlines class studies, spelling words, any extra assignments, and teaching goals. Teachers of grades 7-12, including homeroom and specialty teachers, should communicate with parents in *at least* a monthly letter, e-mail or website posting (bi-weekly or even weekly parent communications are still encouraged if possible). These letters should be informative – but most importantly, they should be inspirational, upbeat, and positive. 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. Teachers are discouraged from sending course-related e-mail to parents and students on Sundays.
- b) *Weekly and Term-End Progress Reports.*
 - a. In all cases (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 Veracross, 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.
 - b. In grades 6–12, grades must be updated in Veracross each Thursday by 3:30 p.m. when administration will review grades for purposes of the weekly academic probation report and for purposes of intervention conversations with students and parents. Per UHSAA requirements, term-end grades for students in grades 9–12 must be finally posted not later than 5 days following the last day of each term.

17.3. Avenues of Communication with Parents. Some of the ways teachers can communicate with parents 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 written, e-mail or website(a) communication (teachers should do weekly); parent organization meetings; and individually scheduled parent-teacher or parent-administrator meetings upon request.

Parent Teacher Conferences

17.4. Parent-Teacher Conferences. Held three times per year in grades K-3 and twice a year in grades 4-12, Parent-Teacher Conferences are times set apart for parents and teachers to discuss student progress. Both parents are invited, but at least one is expected to attend. See the school calendar for dates and times of Parent-Teacher Conferences for the current academic year, and remember that advance planning for the conference is essential. The guidelines that follow are intended to help teachers conduct effective Parent-Teacher Conferences.

17.5. Parent Teacher Conferences: Prepare Your Heart. Prepare your heart for the conference by cultivating a successful attitude. Look at the conference as an opportunity to nurture a relationship of trust and respect with parents. You will not want to complain, blame, criticize, presume, or express negative feelings; you *will* want to express love, support, hope, and vision.

17.6. Parent Teacher Conferences: Prepare Your Mind. Prepare your mind for the conference by doing some homework on the student and the family. Be familiar with the student's grades, the student's discipline record, and previous communications with the parents. You will want to focus on goals and needs that have been communicated by the student or parents and be prepared to discuss a few new goals that you may have for them (or for yourself). You will want to be specific and offer helpful, practical suggestions, and you should be prepared to encourage them and to give them a vision for their child.

17.7. Parent Teacher Conferences: Prepare Materials. Have on hand specific data, notebooks, and assignments related to the student's progress to share with the parents.

17.8. Parent Teacher Conferences: Be Professional. A parent-teacher conference is both a personal and professional encounter. When you visit your doctor, for example, he does not tell you how tired he is, how hard his job is, how busy he is, how frustrating it is to diagnose and treat patients, and how cantankerous his patients are. He *does* give you the facts, provide necessary treatment, and predict the outcome. It is important to communicate openly and candidly about areas of present concern or limitation; however, you should emphasize your limitless, eternal hope for future success, excellence, and wholeness. Project that attitude!

17.9. Parent Teacher Conferences: Serious Concerns. A parent-teacher conference is generally not the best time for parents to be informed for the first time about serious academic or discipline concerns (although this may occasionally be unavoidable for reasons out of the teacher's control). The teacher should usually have communicated a serious concern to the parents as soon as it arose. Weekly missing assignments are to be sent out and/or discipline concerns are to be documented and communicated with the parents as close to the time of infraction as possible.

17.10. Parent Teacher Conferences: Show Confidence. Be humble, but remember—you are in charge. You are a qualified and competent teacher. Expressing personal insecurities or offering apologies in response to unreasonable expectations of parents can do more harm than good.

17.11. Parent Teacher Conferences: Create the Atmosphere. Create a calm, relaxed, and friendly atmosphere in the conference room through an informal placement of furniture. Generally, you should not separate yourself from the parent(s) behind a desk or table. Be certain your room reflects order and cleanliness. Ensure that student desks are clean and free of clutter inside and out. Putting excellent student work-product samples out in the hall for waiting parents to peruse promotes excitement and interest for the curriculum and the teacher. Whiteboards should contain an impressive demonstration of curricular content (either student or teacher work) and handwriting should be as neat as possible. Whiteboards should be free of “doodling.” Remember that parents are gleaned verbal, emotional, and visual cues about the experience that their children are having in your classroom.

17.12. Parent Teacher Conferences: Be Empathetic. Put yourself in the place of the parents. Envision their concerns, fears, and needs. It may make a difference in how you approach and solve a problem.

17.13. Parent Teacher Conferences: Conference Suggestions. The following may help the conference go more smoothly:

- Stay on schedule. A parent who has been waiting past their scheduled conference time is sometimes agitated before the conference has even begun. Of course, schedules can sometimes change for reasons that are outside of a teacher's control, such as teacher or parent emergencies. In the case of parents arriving late for an appointment and wanting to remain past their appointed time, inform the parents that you are happy to speak with them for the scheduled time that they have remaining; however, if someone is already waiting for the next time slot, consider rescheduling or calling them on the phone when a free slot comes available (most parents carry cell phones at parent-teacher conferences). Recognize that, especially for parents with multiple children and back-to-back appointment times, it takes discipline to stay on schedule with an evening full of appointments, many of which are in short, ten to fifteen minute increments.
- Provide parents with a folder for the student showing an example of the student's work in each subject. The sample work can show progress or verify your concerns. Constructively show the parents what is happening in your class.
- Begin and end on a positive note, keeping your comments accurate. Don't embellish to make the parents feel good about their student.
- Guide the conversation, keeping it on the student.
- When discussing concerns, approach them as *mutual* concerns—what can *we* do, how can

- we work together in the best interest of the student?
- Make plans for continuing progress by encouraging the parents' involvement.
- Never criticize other staff members, administration, other students, or discuss what you may perceive to be internal school problems.
- Summarize the evaluation by re-stating the important points.

17.14. Parent Teacher Conferences: Conference Follow-Up. After the conference:

- Record pertinent information gleaned from the parents that may be helpful for your personal use in the future.
- Record action items, goals, ideas, or suggestions made during the conference and follow through with them.
- Communicate with parents when you have followed through with an action item.

17.15. Communicating About Potential Undiagnosed Learning Disabilities or Learning Disorders.

American Heritage School does not conduct assessments to determine learning disabilities or learning disorders, nor does it hire individuals to conduct such assessments on the school's behalf. Regardless of an AHS employee's experience or credentials with learning disorders and learning disabilities, he/she is expected to use non-conclusive language when speaking about perceived learning disorders and learning disabilities that have not been otherwise professionally diagnosed. Significant legal and professional responsibilities are associated with diagnosing, labeling, and identifying learning disabilities and learning disorders.

- Examples of "conclusive" and "non-conclusive" statements:
 Conclusive:
 - "I think your son has dyslexia." (conclusive)
 - "I think your son *probably* has dyslexia." (moderately conclusive – could be perceived as conclusive)
 - "I think your son *might* have dyslexia." (tentatively conclusive – could be perceived as conclusive)
 Non-Conclusive
 - "I think there is a possibility your son could have dyslexia – but I am not concluding anything." (non-conclusive, but still incomplete about school policy and next steps)
 - "I think there is a possibility your son has dyslexia, but I am not concluding anything, and AHS teachers are asked not to make conclusive representations about learning disorders or disabilities. I would need to speak with an administrator before making a recommendation to you." (non-conclusive, complete, and clear about the teacher's opinion, the school's policy, and appropriate next steps).
- Teachers should speak with an administrator before making recommendations to parents about obtaining professional diagnoses for learning disorders or learning disabilities. In most cases, the administrator will make the recommendation with feedback from teachers, administrators, and other professional clinicians.
- Given that the terms "disorder" and "disability" can sometimes communicate the wrong message to students and parents, consider using the terms "learning differences" or "learning challenges," –even when there is a professional diagnosis of a known learning disorder or learning disability. By doing so, we do not discount or dismiss the professional diagnosis. Rather, we focus on the God-given individuality of the child, and his/her ability to learn in different ways to turn challenges into strengths.

18. 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).

18.1 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).

18.2 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.

18.3 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.

18.4 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 nots.”

18.5 Start Early. “As the twig is bent, so grows the tree.” The sooner students understand what the standard of behavior is, the fewer problems the teacher will have as time goes on. Take advantage of early opportunities to demonstrate the discipline policy in your classroom – this will serve as a clear and early illustration to students of acceptable and unacceptable behavior. Make sure to show forth an “increase of love” afterwards (D&C 121:43).

19. Non-Classroom Governance

19.1 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.

19.2 Playground Governance. The following guidelines apply to all faculty members with respect to playground governance:

- *19.2(a). At Least One Supervisor at All Times.* 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 many cases, two or more faculty members will be present, along with parent volunteers, as appropriate. A supervisor whose recess shift is concluding should notify the front office via radio if there appear to be students who are remaining unsupervised on the playground when the bell has rung and it is time for the supervisor to return to class (this sometimes occurs when the supervisor for the next lunch recess shift has not arrived yet). Once notified, Administration will find a supervisor or come supervise themselves until the assigned supervisor is located; however, it is the responsibility of the supervising teacher that is *leaving* the playground to notify Administration of any apparently unsupervised students.
- *19.2(b). Always Take a Radio.* Always take a two-way radio when supervising students on the School premises outside the building (recess duty, carpool duty, fire-drills, outdoor class exercises, etc.). If for any reason you do not have access to a radio when it is time to go out for recess duty (yours isn't working properly, teachers are sharing radios in the hall and you can't find one, etc.) immediately proceed to your recess duty and send word to the front office via another staff member or student for a temporary replacement radio. Always check to be certain the radio is on the school-wide channel, currently "17-1." If it is not, press the "Menu" button to select channel 17-1. Teachers should communicate via radio to the front office once they have reached their assigned recess supervisory duty post so that the front office and other faculty/staff are aware of who is on duty at assigned times.
- *19.2(c). Maintain a Visual Sightline with All Students.* Playground supervisors should maintain a visual sightline with all students on the playground OR coordinate with other playground supervisors to ensure that all students on the playground are within the sightline of at least one supervisor. In most cases, this means that a lone supervisor may permit students to be on the north field and the south playground simultaneously only as long as the supervisor strategically locates him/herself between the two play areas to maintain a line of sight with both play fields. Note that the western portion of the north playing field is out of sightline with the south playground. The supervisor is responsible to instruct students not to play on any portion of the School premises where students are out of sight from the supervisor.
- *19.2(d). If You Cannot Be on the Playground at Your Appointed Time.* Call the office for an administrator substitute if you cannot be on duty at your appointed time (e.g., you need to use the restroom, make a phone call, etc.). Administrators are happy to supervise students for even a few minutes if that is all that is required. The standard is no unsupervised children at any time.
- *19.2(e). Students Not Assigned to a Teacher's Shift.* All students are the responsibility of all faculty members. To demonstrate the extent of this policy, consider the following scenarios:

Scenario 1. Coming out to the south playground for morning recess with her class, a 3rd Grade teacher proceeds to a vantage point where she can determine what other students

and supervisors may be on the playground, including on the north playground. The 3rd Grade teacher notices what appear to be 7th or 8th grade students running out onto the north playing field. The 3rd Grade teacher should inquire into the radio: "This is [Name] trying to find out who is supervising the students on the north playing field." Alternatively, the 3rd Grade teacher should walk far enough toward the north playing field to determine whether another supervising faculty member has come out of the building with the students. In either case, if the 3rd Grade teacher cannot confirm that the students on the north playing field are being supervised, it is the responsibility of the 3rd Grade teacher to notify the office via radio that apparently unsupervised students are on the north playing field AND to maintain a line of sight with both groups of students until more assistance arrives.

Scenario 2. Coming out to lunch recess duty for assigned supervision of the north playing field, an 8th Grade teacher proceeds to a vantage point where he/she can determine what other students and supervisors may be on the playground, including on the south playground. Seeing what appear to be 3rd or 4th grade students on the south playground, but not seeing a supervisor, the 8th Grade teacher should inquire into the radio: "This is [Name] trying to find out who is supervising the students on the south playground." Alternatively, the 8th Grade teacher should walk far enough toward the south playground to determine whether another supervising faculty member is in fact on duty. In either case, if the 8th Grade teacher cannot confirm that the younger students on the south playground are being supervised, it is the responsibility of the 8th Grade teacher to notify the office via radio that apparently unsupervised students are on the south playground AND to maintain a line of sight with both groups of students until assistance arrives.

- *19.2(f). Unscheduled Recess.* The playground is not supervised outside regularly scheduled P.E. or recess times, including before and after school. Any teacher desiring to send a class to an unscheduled recess time must either (1) supervise the unscheduled recess personally, or (2) if the teacher believes that other faculty playground supervisors are "on shift" at the time that the unscheduled recess is desired, confirm directly with those faculty members that it would not be a problem for another class to be on the playground at that time (especially if the teacher desiring the unscheduled recess does not intend to be on the playground with the class). Please do not send a class for unscheduled recess (or grant extended recess) assuming that because another teacher is assigned for duty – the assigned teacher will in fact be on duty and will be able to supervise additional students.
- *19.2(g). Non-student Children.* Non-students are not permitted on the playground during formally supervised recess or P.E. time without approval of administration, regardless of whether a parent has given permission. Non-students are permitted to use the playground outside of supervised recess and P.E. times as long as (1) the parents are on the School premises, and (2) the non-students use of the playground is under the direction and supervision of their parents. In all cases that non-students are on the playground outside of formal supervised recess or P.E. times (e.g., before or after school, including during carpool time), parents assume the risk of injury or harm. If a non-student is using the playground facilities with students during a School-supervised times (e.g., recess, lunch, P.E.) the School is legally exposed to the presumption that the non-student is under the supervisory care of the School, which is a situation that the School must diligently avoid. Parents often "give permission" to their non-student children to "go play" with student siblings on the playground while the parent is serving inside the lunchroom or classrooms. In cases such as this, promptly and politely send the non-student back to the parent (or have the sibling do it if appropriate) explaining that it is against School policy for non-students to be on the playground during recess or P.E. time, even if supervised by a parent.
- *19.2(h). Parents and Other Non-faculty Adults.* For security purposes, non-faculty members on the playground should always be immediately and positively identified by the faculty supervisor on duty. Parents and other non-faculty adults are not permitted to act as

substitutes for faculty members on the playground or in the classroom unless prior approval is obtained from administration. Many parents enjoy spending time on the playground with their children and other students, which is acceptable as long as the faculty supervisor (1) has positively identified the parent, (2) has reported the parent's presence on the playground to the office (via radio is fine), and (3) takes extra caution to monitor the parent and ensure that the parent is acting in accordance with all School and playground standards.

- *19.2(i). The Dangerous "Last Minute" of Recess.* Statistically, the last minute of recess (which is usually the minute *following* the bell) is often the most dangerous time of recess for various reasons. Be vigilant, especially at this "last chance" concluding time of recess.
- *19.2(j). Keys and Doors.* For security purposes, all exterior doors of the building (with exception of the main entrance) are to remain locked at all times that they are not in active use. Thus, always take your keys when exiting the building for recess or for other outside activities. The problem of unsupervised students loitering in the hallways and classrooms is commonly a result of loosely monitored exterior doors during recess, and classrooms left unlocked and unsupervised during recess and other faculty breaks. Unsupervised students are not permitted in the building during their recess time and teachers should project an "everyone out" or "everyone in" approach to recess. Students in grades 7-12 are permitted to remain indoors for lunch recess but only in the 7-12 hallway extending around to the bathrooms on the north corridor (not into the Freedom Gallery or into the center court). Doors should never be propped open with wood-chips or other objects.
- *19.2(k). Shoes and Footwear.* Students may not remove their shoes during recess. Shoes that have been removed represent various hazards on the playing field. In addition to the increased risk of injury for shoeless feet and toes, unsuspected shoes left in the grass may cause students to trip or turn ankles while running. Shoes on the playground should be appropriate for the playground activity and should be tied or fitted tightly enough that the shoes cannot be kicked off in the normal course of play (which also presents a projectile hazard in addition to the other hazards listed above).
- *19.2(l). Neighbors and Adjacent Property.* Students are not allowed to leave the school premises without permission of the playground supervisor. Students should never climb fences or pass through perimeter gates to retrieve balls or other recess equipment without permission of the playground supervisor. Only playground supervisors should retrieve playground equipment from the street. In the event that balls or other recess equipment need to be retrieved from adjoining residential property, the playground supervisor should either leave the balls and equipment until the property owner returns them to the school or ask for permission from the property owner to retrieve the balls or equipment. Students should never be allowed to trespass (climbing fences or otherwise) in pursuit of stray playground equipment.

19.3. Recess Duty Schedule. Administration will provide a recess duty schedule. If a teacher plans to be absent at his/her assigned recess time, or if a teacher plans to exchange assignments with another teacher, he/she should notify administration in advance. If a teacher is being provided with a substitute, the substitute will assume the assignment as scheduled.

19.4. Recess Communication and Emergencies. Recess duty teachers will take a two-way radio with them to recess duty. If a potentially serious injury occurs or a problem arises, the teacher should stabilize the student where they are and call the office for assistance. See the Emergency Procedures section of this handbook for more details on responding to various medical emergencies.

19.5. 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 member. The supervising faculty member on the playground will ensure that students will 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, pushing or any other physically aggressive activity that could harm other students); games such as “Red-Rover” 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)
- 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 middle and high school students have permission to eat outside during their lunch recess. Garbage receptacles are placed outside for their convenience.

19.6. 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. Since most supervising faculty members will have little knowledge of most students’ discipline records, formal infractions given on the playground should be reported to administration with a brief description of the circumstances. Administration will handle matters further from that point. The supervisor should not send a misbehaving student back inside the school building unsupervised, rather the supervisor should speak with the student, separate the student from the other students (“time out”) in a location that is visible to the supervisor but that does not allow the student to continue playing with the other children. The supervisor may send a misbehaving student directly to the administration office if 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. For more on the formal discipline policy of the School, see Section 20 entitled “Discipline.”

19.7. Hallways, Lunchroom 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 shouting 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; there will be no shouting, loud “cat calling,” whistling, or other disruptions during performances.

19.8. Hallway and Lunchroom Discipline. All faculty members should feel responsible to encourage all students to adhere to school standards in hallways and in the lunchroom. When necessary, any faculty member may administer formal discipline (issue a formal infraction) in the hallway, lunchroom or other non-classroom area. Since most faculty members will have little knowledge of most students’ discipline records, formal infractions given on the playground, in hallways, and in the lunchroom should simply be reported to administration with the student’s name and a brief description of the circumstances. Administration will handle matters further from that point.

19.9. 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. AHS has asked that parents serving on school property 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 the principal's office if a faculty member cannot be located.

20. Discipline

20.1 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).

20.2 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.

20.3 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.

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

- Expect the best of each child and encourage each child to achieve his/her best.
- Positive affirmation is infinitely more powerful than focusing on negative behavior. Instead of focusing on the students when they are *not* keeping the standards, focus on students when they *are* keeping the standard – and do it far more frequently than the occasional attention that must be given to negative behavior. For example:
 - *Uniform.* “Sarah – Great job keeping your promise and keeping it tucked!”
 - *Uniform.* “Ben – thank you for tucking your shirt. How does it feel to keep a commitment?”
 - *Talking in class.* “John, thank you for raising your hand first. You’ve done such a wonderful job with that today!”
 - *Attention to teacher.* “It looks like Sam and Elizabeth are ready. You have made such a difference in the spirit of our class. Thank you!”
- Make sure that the student clearly understands the standard of behavior expected; allow for natural slowness.
- Be consistent in the standard of enforcement.
- Match the punishment to the infraction.
- Always discipline individually, not corporately.
- Always discipline in private.
- Always discipline in love, not anger.
- Permit the child to explain what happened and the principles involved. Be aware of the child’s feelings and listen to him/her.
- Use scripture to reinforce principles. If the circumstances are appropriate, pray with the child and let him see your forgiving spirit.
- 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.). Under no circumstances is corporal punishment used in disciplining children.
- Give the child as much control over the discipline process as the child is capable of exerting.
- Use your voice sparingly and softly. Stand by a student or move his desk near yours.
- Sometimes temporarily ignoring the student seeking attention through misbehavior is effective so long as he/she is not disturbing others in the class.

20.5 Discipline Policy: Things to Avoid.

- Do not isolate a child unless absolutely necessary.
- Do not take misbehavior personally.
- Do not use sarcasm.
- Do not focus on a child's limitations.
- Do not assign additional schoolwork as punishment. If additional work is assigned as a disciplinary technique, asking the student to complete a specific discipline-related worksheet or reading selection is generally better than requiring a student to do additional work from their current or required curriculum.
- Do not use corporal punishment. Avoid physical contact in disciplining children. Reasonable and necessary physical restraint or force may be used in a manner appropriate to the circumstances to protect the child or another person from physical injury, remove from a situation a child who is violent or disruptive, protect property from being damaged, or obtain possession of a dangerous object in the possession or under the control of a child. When reasonable physical contact with a student is needed in order to intervene in necessary or appropriate circumstances, limit the physical contact to the minimum that is necessary to prevent the harm, and notify an administrator if the intervention was significant.

20.6 Teachers 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 office for intervention.

20.7 Formal Discipline, Overview. 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 office. For all grades except K-2, American Heritage School uses a fairly straight-forward “three chances” system involving infractions, suspensions, and expulsion.

20.7(a). Formal Discipline in Grades K-2. In grades K-2, teachers will not use formal infractions, nor will suspension or expulsion typically be considered. Rather, teachers will address student behavior as the spirit directs, typically in a private setting with the student outside of the classroom, and consult closely with parents about the appropriate next steps. In cases of continuing classroom disruption, teachers may refer students to the office where an assistant principal or principal will counsel with the student, and also with parents on the phone.

20.7(b). Formal Discipline in Grades 3-12. The following formal disciplinary approach applies to students in grades 3-12.

First Infraction. The teacher will immediately remove the student from the classroom for a brief, private discussion regarding the behavior and the principles involved. Questions are better than a lecture. The goal is to promote self-identification and self-correction of the behavior and to demonstrate to the rest of the class that disrespect for the teacher, students, or standards will be dealt with swiftly, lovingly, and consistently. Ask the student (in private):

- “What happened?”
- “Do you understand the class constitution, Honor Code principles, and rules involved?”
- “Can we agree on what we should do if this happens again?”

If the teacher feels that a first formal infraction should be issued, the teacher should indicate to the student that the teacher will consider whether he/she will issue a first infraction, then the teacher should wait until at least the end of the school day to formally issue the infraction to the student. The teacher may (but is not required) to counsel with administration or parents in the meantime about the

appropriateness of a first formal infraction. Once the teacher has come to a conclusion, the decision should be communicated clearly to the student: "this is your first infraction." This communication should happen in person whenever possible, and may need to wait until the following school day if the student leave school before the teacher can have the conversation with the student. After issuing a first infraction, the following steps should be taken:

1. If the teacher has not already spoken with administration, the teacher should notify administration of a first infraction, preferably in a brief e-mail so that the administrator can record the circumstances in the student's discipline record. If the teacher has not already spoken with a parent, the teacher should also notify a parent of the infraction, and explain the circumstances.
2. Each time an administrator receives a notice of first infraction from a teacher, administration will be responsible for reviewing the student's collective discipline record to determine whether "cumulating" first infractions (i.e., elevating the student to a second infraction posture) is appropriate, even if the student has only one infraction in multiple classes. Factors that administration will consider in cumulating infractions include the proximity in time between the first infractions, the related nature of the infractions, the student's attitude with respect to the infractions, and other circumstances viewing the student's discipline record as a whole. In any event, whether a student receives a second infraction by the same teacher, or whether a student is in a second infraction posture "cumulatively" by multiple first infractions from various teachers, the student and an administrator must call home on a second infraction to discuss the circumstances with parents. This phone call should include an acknowledgment by the student and parents that a third infraction will likely result in suspension.
3. The teacher should not communicate infractions via e-mail to a broad working group of teachers. Since administration has the responsibility of tracking and cumulating infractions between classes, there is less need for teachers to be concerned about a student's discipline status in other classes. In general, we discourage any "canvass-style" e-mail communications by teachers to other teachers concerning individual student discipline, primarily because it has the potential to create an over-focus on student misbehavior.

Second Infraction (same or related behavior).

The teacher will remove the student from class again and ask if he/she remembers the agreed-upon consequence for the continued behavior. If the teacher feels that a second formal infraction may be necessary, the teacher should indicate to the student that the teacher will consider whether he/she will issue a second infraction, then wait until at least the end of the school day to formally issue the second infraction to the student. The teacher should counsel with administration or parents in the meantime about the appropriateness of a second formal infraction. Once the teacher has come to a conclusion, the decision should be communicated clearly to the student, in person if at all possible (which may require a conversation the next school day), after which the teacher or administrator informs the parents that:

- the student has received a second formal infraction for recurring disrespect, and
- 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.

This approach confirms that both student and parent(s) understand that a third instance of related behavior will result in dismissal from the classroom and likely a suspension as well. The teacher's e-mail to administration after a second formal infraction is to provide administration with a brief description of the facts and circumstances so that administration can record the incident in the student's discipline record and be prepared for a third infraction meeting with parents and teacher should another instance of the same behavior recur.

Third Infraction (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. The teacher and administrator, in consultation with parents, will consider whether to issue a third infraction. In most cases, suspension will be the result of a third infraction. Support for or opposition to suspension may be recommended by a teacher, but is ultimately the decision of administration. Suspension is carried out through either in-school suspension (in the library) or at home. The duration of

the suspension depends upon the circumstances and is typically for the remainder of the day on which the student was dismissed from class plus the following full day.

Upon return to the classroom after suspension, 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. Patterns of behavior that demonstrate lack of self-governance or repeated honor code violations or repeated uniform standard violations such as repeated reminders to tuck in a shirt, loud behavior in hallways, language that is not conducive to the spirit, or public displays of affection should be reported to an administrator.

20.8 Grounds and Procedure for Dismissal to the Office. Although teachers should generally send students to the office only in cases of infractions for severe or recurring disrespect, occasional referrals to the office in grades K-12 without formal infractions are appropriate to help communicate the importance of self-government to students. Teachers should always communicate directly with the front office or with an administrator about the circumstances surrounding a dismissal to the office. 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 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 office.

20.9 Suspension. Suspension from school typically occurs upon issuance of a third infraction; however, suspension may occur sooner. In most cases, suspensions result from one of two general circumstances:

- (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 elementary students, first-time behavior, etc.):

- Dishonesty, cheating, stealing
- Use of vulgar or offensive language (in grades 7-12, use of profanity results in automatic suspension, with no warnings)
- 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
- Truancy (includes leaving the school campus during the school day without permission from teachers or administration, and also intentionally missing scheduled classes without permission from teachers or administration, even if the student is still located physically on campus)
- 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 AHS Honor Code

Steps to returning to school 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

20.10 Expulsion. Expulsion is reserved for the most severe violations of the mission statement or school policies, or for a long-term pattern of unacceptable behavior. It is a measure of last resort and is discussed carefully and openly with parents and the student well in advance of the decision. In cases of expulsion for a pattern of behavior – teachers and administrators must be certain that the parents and student understood the possibility of expulsion, and were given a clear opportunity to correct the behavior. Expulsion may also result from a single instance of significant disrespect, depending on the circumstances and the severity of the behavior in question. Students who are expelled forfeit all benefits of enrollment at the school, including participation in extracurricular programs, activities (including dances), summer tours, and all other school-sponsored programs. Depending upon the circumstances of the expulsion, the student may also be asked not to attend as a spectator or guest school-sponsored programs that are open to the general public.

20.11 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 and family may be dismissed from American Heritage School, notwithstanding otherwise acceptable performance and behavior by the student.

21. Employee Dress and Grooming Standards

21.1. General Principles. The dress and grooming of employees should always be modest, neat, clean, and consistent with the dignity inherent in representing American Heritage School. Modesty and cleanliness are important values that reflect personal dignity and the integrity through which students, staff, and faculty represent the principles and standards of American Heritage School.

21.2. Employees as Role Models. AHS employees commit themselves to observe the dress and grooming standards provided by the Board of Trustees of the School as set forth in detail below. As role models for students, employees also commit themselves to the standards set forth by The Church of Jesus Christ of Latter-day Saints in its publications "For the Strength of Youth" and "The Family: A Proclamation to the World." In keeping with the principle set forth in *The Family Proclamation* that "gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose," all male employees at AHS are expected to abide by the employee dress and grooming standards for men, and all female employees are expected to abide by the dress and grooming standards set forth for women.

21.3. Men: Clothing. A clean and well-cared-for appearance should be maintained. Sleeveless, revealing, and/or form-fitting clothing is inappropriate. On regular school days, men should wear slacks with polo shirts or button-down dress shirts. Shoes should be worn in all public campus areas. Athletic pants, sweatpants, and appropriately modest shorts are permitted for P.E. teachers, coaches, and for employees participating in athletic events.

21.4. Men: Dress Days. On school dress days (special events and every Friday other than inservice Fridays), all dress code standards apply, *plus* men are required to wear either navy or khaki slacks, white button-down dress shirt, and a solid red or solid navy tie.

For the following special events, a navy suit and solid red tie will be required.

- First Day of School
- Faculty Picture Day
- All-School (all-faculty) Christmas Sing
- Patriotic Program
- Other special events for which uniformity is appropriate (administration discretion).

21.5. Men: Grooming. Hairstyles should be clean and neat, trimmed above the collar and trimmed to leave the ear uncovered. Styles should be conservative and colors should be natural. Facial hair, if worn, should be conservative in style, relatively short, and neatly trimmed. No soul patches or goatees, please. Sideburns should not extend below the earlobe or onto the cheek. Earrings and other body piercing are not acceptable. Hats should not typically be worn indoors (exceptions may be made with approval of administration for custodial, security, or other faculty/staff who may have functional needs requiring hats).

21.6. Women: Grooming. A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat; styles should be conservative and colors should be natural. More than one piercing per ear and all other body piercings are not acceptable.

21.7. Women: Fabrics. Denim should be conservative and solid in color; types of denim that are inappropriate include distressed, broken twill, blasting, dirty wash, destroyed, or double-dye. Sheer fabrics are inappropriate.

21.8. Women: Blouses and Tops. Blouses and tops are inappropriate if they are sleeveless, strapless, backless, form-fitting, or revealing (including sheer). Necklines should be high enough to cover undergarments and should be modest not only when in a standing posture, but also when bending over (for example, to pick an item up off the floor or to assist students). Sleeves may be either long or short. With exception of the approved uniform sweatshirt ordered through the school's uniform supplier, all T-shirts, sweatshirts, and hooded sweatshirts/sweaters are inappropriate. Midriff-cut sweaters are

inappropriate. Avoid oversized, bulky, or tight-fitting sweaters.

21.9. Women: Dresses, Skirts, Leggings, Tights. Dresses and skirts may not be form-fitting or have slits above the knee. Skirt length should extend to at least the upper-mid-calf. Nylon hosiery is not required. If women choose to wear leggings or tights, they should be conservative and solid-colored.

21.10. Women: Pants and Shorts. Pants are allowed only for the Kodaly instructors in the Music Department, and also in the Drama department, as necessary and appropriate for curriculum and activities (no denim please; dresses or skirts are required for devotionals and other performances not requiring pants). Athletic pants, sweatpants, capris, and appropriately modest shorts are permitted for P.E. teachers, coaches and for employees participating in athletic events.

21.11. Women: Footwear. Shoes should be worn in all public campus areas and at all times when students are present. Shoes should be practical but still dressy. Flip-flops are not allowed. Nice, dress sandals may be worn, but must have a strap around the heel and no strappings between the toes. Avoid bulky footwear unless it is required for winter wear. Avoid sporty footwear unless it is required for athletic or medical purposes.

21.12. Women: Dress Days. On school dress days (special events and every Friday other than inservice Fridays), all dress code standards apply. Additionally, women are required to wear navy or khaki skirts, white shirts/blouses, and a red or navy sweater, or red or navy blazer/suit jacket (red is defined as the red found in the Dennis uniform sweater). If worn, the blazer must be a dark, solid navy or solid red, long-sleeved blazer, or solid navy or solid red dress suit jacket (no patterns or pinstripes please). An approved American Heritage School jumper and white shirt/blouse is also allowed. The above items may be purchased from the supplier of each individual faculty member's choice to fit unique comfort and style preferences. Upon request by the employee, the School will reimburse 50% of the cost of the Dennis Uniform sweater. If women choose to wear nylons, leggings or tights on Fridays or dress days, they should wear solid colored nylons, leggings, or tights that are navy, nude, or tan.

For the below listed special events (which may or may not fall on a Dress Friday), a Dennis Uniform red sweater and a navy skirt will be required for women:

- First Day of School
- Faculty Picture Day
- All-School (all-faculty) Christmas Sing
- Patriotic Program
- Other special events for which uniformity is appropriate (administration discretion).

22. Computers, Internet and Privacy

22.1. Computers and Electronic Communication: Acceptable Use Policy. The following guidelines constitute the Acceptable Use Policy for computers and electronic communication at American Heritage School. All faculty and staff are expected to abide by the rules and policies outlined in this section and to consult administration prior to any activity that appears to be in violation. The School is entitled to remove from any computer programs that are found to be inappropriate, as defined below. Failure to abide by the policies outlined in this section may also result in termination.

22.2. Computers. Faculty and staff who have access to School computer facilities and to the School's computer network assume responsibility for their appropriate use. The School expects all faculty and staff to be careful, honest, responsible, and civil in the use of computers and networks. Be advised that in addition to being a violation of American Heritage School policies, certain computer misconduct is prohibited under Utah State Law and is, therefore, subject to criminal penalties. Such misconduct includes, among other things, knowingly gaining unauthorized access to a computer system or database and falsely obtaining electronic services or data without payment of required charges.

22.3. Internet Use. Those who use the Internet to communicate with others or to connect to computers at other institutions are expected to abide by the rules in place for those remote systems and networks as well as those of American Heritage School's systems. Personal laptops are prohibited for use in projecting internet content or video streams to students without prior permission from administration. Only computers that are centrally maintained and safeguarded by the school's safety and security protocols will be permitted for internet media projection, and only so long as the content is approved according to the school's Use of Media and Entertainment standards in Section 34. This change does not affect the ability of employees, parents, high school students, and other guests to use personal computers at the school for personal use, in compliance with the school's acceptable use standards, and in connection with the laptop initiatives for students.

22.4. Use of Computer Facilities. The use of American Heritage School computing resources is for purposes related to the mission statement of the School. Users are entitled to use the School's computing resources only for purposes related to their studies, their instruction, the discharge of their duties as employees, their official business with the School, and other School-sanctioned activities. Use of any American Heritage School-owned computer or network for private, commercial, non-School business purposes without authorization from administration is a violation of School policy.

22.5. User Responsibilities. Individual faculty and staff assume personal responsibility for the use of computers and the network at the School. Users may not disclose their passwords or otherwise make the School's computer or network facilities available to unauthorized individuals, including family or friends.

22.6. Secure Identification. The possession or collection of passwords, personal identification numbers (PINs), or other secure identification information belonging to other users is prohibited.

22.7. Copyright Violation. Users may not copy, publish, store, or transmit data that could constitute a violation of copyright. Users who are in any doubt as to the copyright status of data should contact the administration for help in determining the legal status of the data.

22.8. Unlicensed Software. Users are prohibited from downloading, installing, storing, or using unlicensed software on School computers.

22.9. Pornography and Other Inappropriate Material. The use of School resources to view any form of inappropriate, obscene, pornographic, bigoted, or abusive material is prohibited. If any such content is accidentally viewed, notify the administration immediately. Students should be instructed to report any such accidental viewing to a teacher, administration member, or other adult immediately. (See "Computer Monitoring" below). 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, lap-top, cell phone, school network, home network, etc.).

22.10. Efficient Use of Resources. Computers and networks are limited resources, and users are encouraged to use them efficiently. Personal e-mail and digital files, especially e-mail and files that include pictures, video and other resource-intensive content, are draining on the School's limited computing resources. As a general rule, if employees desire to access such e-mail and files from the School, they should use a commercially available web-based e-mail or storage application. If any faculty member has a need to store and retrieve such personal e-mail and electronic files on the School's system, please contact administration for assistance in determining the most appropriate and resource-efficient way to proceed.

22.11. Confidentiality of Personal Information. Personal information of students, parents, faculty, and staff must be treated with the utmost confidentiality. The compilation or redistribution of information from School lists and directories (printed or electronic) for the benefit of third parties is prohibited.

22.12. Confidentiality in E-mail. When sending e-mail to a large number of recipients (such as to all the parents in your class, all the parents in a grade, or all the parents in the school) and you are unsure about the confidentiality preferences of the recipients, always use the "blind carbon copy" distribution method, (i.e., put the addressees in the "bcc" field).

22.13. Computer Monitoring. The School adheres to standard network safety practices and maintains Internet content filters for all computers that access the Internet through the School's network. This software has the capacity to monitor and report the Internet usage history of all computers accessing the internet, including computers in the computer lab, classrooms, administrative offices, and personal computing devices. The use of such filters, however, does not guarantee that all subjective content will be filtered. The student is ultimately responsible for the content he/she attempts to access. Students and employees using the Internet are instructed to report any accidental or intentional viewing of inappropriate material to administration immediately. Students may not use personal wireless networks (such as WiFi hotspots created through personal mobile devices) without permission of administration.

22.14. Electronic Communication. The School neither sanctions nor censors individual expression of opinion on network e-mail. However, the same standards of behavior are expected in the use of electronic mail as in the use of telephones and written and oral communication. Therefore, electronic mail—just like telephone messages—must be neither obscene nor harassing. Similarly, messages must not misrepresent the identity of the sender and should not be broadcast indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. As a general rule, e-mail that is sent to large numbers of recipients should be directed only to those who have indicated a willingness to receive such e-mail.

22.15. 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), video production and technology classes, 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 or tablets to School as part of the School's technology initiative and may use the laptops or tablets 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 disciplinary measures, including but not limited to, the loss of personal computing privileges.

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

- first infraction = loss of laptop privileges for up to 5 school days (one week).

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

22.17. Social Networking. It is critical for adults, and especially teachers, to understand 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.

22.17(a). *Course and Professional Use of Social Networking.* In order to provide equal, age-appropriate access for students to course materials, faculty should 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 you find a networking tool that you think will be useful in your teaching or administration, please contact administration.

22.17(b). *Model Appropriate Behavior.* Exercise appropriate discretion when using social networks for personal communications (friends, colleagues, parents, former students 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 our students.

22.17(c). *Online Social Network Interaction With Students and Alumni:* As a general guideline, the school discourages employees from initiating or accepting social network friend requests and interacting on social network sites with persons under the age of 18, including students and former students. Various appropriate exceptions exist, such as where the social network is centrally administered by the school (AHS Facebook site, class/program Facebook pages, Student Government Instagram page, etc.), or where the social network is more professional than social (professional resume networks like LinkedIn), or where an employee has reason as a parent to be aware of their children's or students' personal, online behavior. Employees are discouraged from actively monitoring students' online social network activity and behavior, and should report concerns to administration. Be very careful with initiating or accepting requests from students or children of any age on personal or intimate media-focused networks and pages like Instagram, Snapchat, and Facebook. Although the school discourages personal social network activity with persons under the age of 18, use professional discretion even when initiating or accepting requests from alumni 18 and over. Regardless of age, ask yourself how the online relationship might be perceived by the other person, their family, and others in the community. If there is reasonable risk that the relationship could be perceived as unprofessional or emotionally intimate, opt for another kind of communication. Whenever possible, include others in the social network, such as parents and colleagues, who might help to reduce the risks inherent in private online relationships. If you have any questions whatsoever about whether an online relationship is a high risk one, counsel with others, listen to the Spirit, and consider other safer alternatives.

22.17(d). *Other Friends.* Remind all members of your network of your position as an educator whose profile may be accessed by current or former students, and to monitor their posts to your network accordingly. Conversely, be judicious in your postings to social network sites and act immediately to remove any material from your site that may be inappropriate.

22.17(e). *Groups in Your Social Network.* Associate with social networking groups consistent with healthy, pro-social activities and the mission and reputation of the school.

22.17(f). *Privacy Settings and Content.* 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.

22.17(g). *Public Information.* Recognize that many former students have online connections with current

students, and that information shared between school adults and former students is likely to be seen by current students as well.

22.17(h). *Time On Social Sites*. Understand that you should not be on a social networking site for personal use during work hours. Please limit this activity to your off hours.

23. (Reserved)

24. School Uniform Policy—Updated June 2018

See: [http://american-heritage.org/Content/Docs/Welcome_Booklet/23a%20 Uniform Policy Grades K-12.pdf](http://american-heritage.org/Content/Docs/Welcome_Booklet/23a%20Uniform_Policy_Grades_K-12.pdf)

25. School Hours & Attendance

25.1. 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 hours of 11:15 a.m. to 1:00 p.m.

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

25.3. 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., Prayer Meeting

7:55 a.m. (7-12) and 8:15 a.m. (K-6), Teacher in Classroom (students allowed in classroom)

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

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

25.4. Student Attendance Policy. 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 policies are as follows:

- Attendance is recorded in each class period.
- To receive credit for a term, students must attend at least 75% of class sessions during the term. For example, students missing more than 10 days of 5-day/week classes, 8 days of 4-day/week classes, 6 days of 3-day/week classes, 4 days of 2-day/week classes typically will not receive course credit for that term, and a failing grade (no credit) will be recorded on the student's transcript. Absences for School sponsored events do not count toward total accrued absences. Exceptions for extenuating circumstances may be considered at the discretion of administration, after consultation with teachers and parents. Only the School may designate absences as "excused" for purposes of AHS attendance policies.
- 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.

25.5. General Attendance Reporting Procedure; Tardies, Absences, and Check-Outs. 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 must submit their attendance electronically via Veracross within 15 minutes after a period has begun. Teachers should notify the office immediately if they determine that a student may be truant, or if a pattern of tardiness or absenteeism arises. For safety reasons, students may not leave class at pre-arranged times without being called out of class by the front office. Teachers are instructed not to accept verbal or written authorization to check students out of class from anyone other than the front office, and all check-outs must go through the front office as detailed below.

Arrival:

High School and Jr High students begin promptly at 8:10 a.m.

Elementary students begin at 8:30 a.m. Elementary students will be allowed to go to their classroom at 8:15 a.m.; they can stay in the center court or in the recreation hall (if open and supervised) until then.

Late-Arrival:

Any students arriving after the arrival times listed above MUST check in at the attendance window before going to class. They will receive a tardy or admit slip and will give it to their teacher upon arriving in class. The teacher will not be able to admit students to class late unless they have this slip.

Excusing Tardies (Parent or Teacher):

A parent or teacher may excuse a student's tardy with a phone call, note or email to the Attendance Secretary, Brooke Brockbank, 801-642-0060 x333, bbrockbank@ahsmail.com. For high school and middle school students, only initial-arrival tardies may be excused by parents. After students have checked in to school, any tardies happening in subsequent class periods may only be excused by a teacher.

Excusing Absences (Parent Only):

A parent may excuse a student's absence with a phone call, note or e-mail to the Attendance Secretary, Brooke Brockbank, 801-642-0060 x333, bbrockbank@ahsmail.com. A parent should include the following information when excusing an absence:

- Student name
- Date of absence
- Reason for absence
- Specific class periods missed
- If using a handwritten note, please include parent signature, as well as the time and date the note was written
- Healthcare provider's signature (if applicable)

Definition of Excused Absence:

An "excused absence" is an absence that has been excused by School administration. In most cases, School administration defers to parents in excusing absences. A student may be excused from school for a reasonable period of time at the discretion of his/her parents for such reasons as illness, injury, family emergencies, or for other reasons that a parent deems appropriate. Prearranged absences may also be excused. These would include such activities as family trips or other family commitments.

Unexcused Absence and Truancy: Unexcused absences include any absences from class without permission from parents, teachers, or administration, regardless of whether the student is on or off campus when the absence is recorded. Unexcused absences may constitute truancy if the student is intentionally skipping school without permission from parents or administration, or is at school and aware of the location where he/she should be present, and is intentionally skipping that class/event. Truancy typically results in suspension.

Procedure for Checking a Non-Driving Student Out of Class/School:

- Non-driving students may be checked out only by a parent or legal guardian, Emergency Contact (listed in Veracross by the parents), or parent's adult designee; and only when the parent/legal guardian, Emergency Contact, or adult designee is physically present in the front office to request the check-out and sign the check-out log.
- Students may not check themselves out of School, even if they are 18 years old. The parent or legal guardian, Emergency Contact, or other designated adult is required to be physically present in the front office to check a student out.
- The front office will contact parents in any cases that there is a question about the identity or authorization of the adult who is presenting themselves to check out the student.
- In urgent cases that the parent/legal guardian, Emergency Contact, or adult designee cannot be physically present to check out a non-driving student, the parent should notify the front office and explain the circumstances requiring check-out contrary to the above safety precautions.
- Teachers are instructed not to accept verbal or written authorization to check students out of class from anyone other than the front office.

Procedure for Checking out a Driving Student:

If a parent wishes to check out their student, and the student will be driving himself/herself from campus, the following three steps must take place:

- (1) The parent must e-mail the Attendance Secretary, bbrockbank@ahsmail.com, as soon as you are aware of the need for check-out. The following information should be included in the e-mail:
 - Student name
 - Date/Time they need to be checked out
 - Reason
- (2) The parent must ALSO call the front office close to the time that the student needs to be checked out so that the front office can call the student out of class (801-642-0055). For safety reasons, students may not leave class at a pre-arranged times without being called out of class by the front office. Teachers are instructed not to accept verbal or written authorization to check students out of class from anyone other than the front office, and all check-outs must go through the front office.
- (3) Students who will be driving themselves from campus after being properly called out of class by the front office must sign out at the front desk using the check-in/check-out log. If they return to school, they must sign in at the front desk before returning to class using the same check-in/check-out log.

Checking Out Students During the Last 30 Minutes of the Day Discouraged:

Frequently parents will check their children out of school during the last 30 minutes to avoid carpool traffic or for other off-campus commitments that begin shortly after school. Given the classroom disruption that can occur when multiple students are checked out during the last 30 minutes of the day, and given the number of parents/visitors to the front office during the last 30 minutes of the day, we encourage parents to avoid this check-out time whenever possible.

Family Vacations and Extended Absence:

If a family is planning a vacation or other extended period of absence, a "Family Vacation and Extended Absence" form can be completed and turned into the front office prior to the vacation or absence. This will assist teachers and the front office to streamline the attendance, communication, and homework support process. Alternatively, parents may notify the attendance secretary by e-mail with planned dates of absences, Brooke Brockbank, 801-642-0060 x333, bbrockbank@ahsmail.com.

25.6. Early Arrival Procedures. Students are advised not to proceed to their classes earlier than 20 minutes in advance of the class starting time (e.g., grade K-6 students should not proceed to their classrooms before 8:10 a.m. and grade 7-12 students should not proceed to their first period classes before 7:50 a.m.). For security reasons, students should enter the school only through the main doors on the east or west side of the building, or through doors that are attended by an employee-greeter.

25.7. Late Arrivals and Tardy Slips. Because a quality education is reinforced by punctuality, all students are expected to be at school and in their classrooms on time. 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. Patterns of recurring tardiness are addressed in grades K-8 through self-government grades and classroom work that may be missed because of tardiness. In grades 9-12, where no self-government grades are given, consequences for tardiness are left to teacher discretion. Where there is a continuing tardiness problem, administration may become involved. Parents may excuse initial-arrival tardies by notifying the front office (see General Attendance and Reporting Policies above); however, only teachers and administrators may excuse subsequent tardies during the school day.

25.8. 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 (see General Attendance and Reporting Policies above).

25.9. 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.

25.10. Before and After School. All classes should have an early-bird assignment ready for early-arrival students to work on when they get to school. Students are not to be on the playground before or after school. Before school, early-arrival students may either attend open gym beginning at 8:00 a.m., or they may wait quietly in the hall until the appointed time for them to enter their classroom (not earlier than 8:15 in elementary). At the end of the day, all students should be excused for carpool promptly at the appropriate time. As a result of carpool dynamics, teachers should avoid detaining students after school for discipline or curriculum-related reasons, which should be handled with students before the end of the school day if at all possible. Teachers should also avoid being alone in their classroom with a single student when possible. For example, if a teacher has only one student left in his/her classroom at carpool time, that student should be sent to the office to wait for pick-up.

25.11. Schedule or Class Changes. Parents may request academic schedule or class changes on behalf of their student(s) during the first 5 school days of the year for year-long classes, and during the first 5 school days of each semester for semester-long classes. Students may not make these requests independently. Class change requests may be granted or denied depending on a variety of factors including seats available, teacher recommendations, and other factors. After the 5th school day of the year (or 5th day of the semester for semester-long classes), students are expected to finish the course and receive the grade earned. Exceptions to this policy are addressed by administration in consultation with parents and teachers.

25.12. Classroom and Recess Cleanup, “Stewardship Minute.” The last minute of each period and the last few minutes before school is dismissed should always be used for classroom cleanup. Teachers should avoid the temptation to use this time for curricular instruction at the expense of students missing the opportunity to become Christian stewards of their surroundings. In the spirit of strong traditions, it is important that teachers become accustomed to calling for a “stewardship minute” (at every grade level) during which every student attends to cleaning up litter and personal effects that can easily be picked up from the floors. Custodians will vacuum and wipe down counters weekly, and mop tile once weekly. Faculty and students should be attentive to keeping floors clear of books, school supplies, hair ornaments (especially hairpins), and other personal effects each day before leaving the classroom.

25.13. Snow Days. When inclement weather requires school closure or schedule modification, an all-school emergency notification will be sent via Veracross 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.

26. Homework and Grading Policy

26.1. Homework Philosophy. Well planned and meaningful homework (see “Criteria for Meaningful Homework” below) can help students not only to gain a better understanding of the material they are studying, but also form character through teaching responsibility, accountability, and time management. Meaningful homework may also inspire parents to be involved in the teaching and learning process, but if parent-focused, homework should generally “pull” (inspire) rather than “push” (require) parents to be involved. Poorly planned homework assignments can be counterproductive to the teaching and learning process and frustrate more important objectives of home and family. Though studies about homework quality and quantity come to some different conclusions, most agree that there is a tenuous and sometimes even inverse relationship between the *amount* of homework assigned and long-term mastery and motivation outcomes for students. And many studies have concluded that the strongest predictors of long-term academic success, social and emotional stability, and overall positive life outcomes is neither time spent on homework nor academic grades received, but rather the frequency and quality of “family style” learning that happens outside of the traditional classroom setting: team-based activities and projects, service-learning, family activities, family work, and family meals. Teachers at American Heritage are encouraged to trust that parents are their children’s primary and best teachers, and therefore to respect family time after school, and to customize homework in ways that accomplish the most essential objectives of the classroom given the differing circumstances of the students in the classroom. Education is primarily a family matter, and each child in a family is uniquely created for a divine purpose. Teachers should take great caution that they are supporting and not disrupting the important learning that takes place after school. On the parents’ part, support for teachers and 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.

26.2. Homework Expectations; Criteria for Meaningful Homework. The quantity and complexity of homework will vary by grade level and subject, assigned in frequency and amount as the teacher deems appropriate, but should be minimal (if assigned at all) on Monday evenings or spanning major academic breaks, such as fall break, Thanksgiving, Christmas, Easter, experiential learning weeks, etc.

When assigning homework, teachers are encouraged to ask themselves the threshold questions of “Is this assignment really necessary?” and “Could I accomplish the same objective in class?”

If the teacher determines that an assignment is necessary, then the following questions should be asked by the teacher to determine whether the assignment is *meaningful*.

Purposeful. Is this homework assignment essential and purposeful to the overall objectives of the unit? For example, if the objective of vocabulary exercises is to learn and retain the definitions of words, then rote memorizing at home may not be the best and most purposeful way to accomplish the objective. A more thoughtful approach might be to assign vocabulary as an application task after a sensory-rich lesson that incorporates the vocabulary, such as building and launching rockets and *then* adding words such as force, speed, acceleration, and momentum to the student notebook.

Efficient. Is this homework assignment respectful and sensitive to other demands on student and family time? Is it efficient in accomplishing the purpose of the homework? Some homework tasks are inefficient either because they show little to no evidence of learning, or because they take an inordinate amount of time to complete and yield little return on invested time (“busy work”). Are there more efficient ways to accomplish the same goal and demonstrate student learning?

Personalized. Does the student have *ownership* or *choice* in this assignment? Is the student *interested* in this assignment? Students love to do *their* work. It’s *our* work they don’t like to do! Try letting students choose what, when, and how. Typical assignments dictate what and how much: “twenty minutes each night” or “30 pages from your book.” Forcing students into those requirements may actually have the adverse effect of students actually reading less than they would if they were not “on the clock” or

“collapsing at the finish line.” Not to mention the difficulty of judging whether students actually completed assignments like these.

Doable. Does the student feel competent in completing the assignment? Does this assignment encourage or discourage the student? Homework that students can't do without help is often not good homework, and can lead to feeling of frustration not only on the part of the student but parents as well. The “one-size-fits all” approach to homework is rarely good homework, because it ignores differing ability levels of students. Struggling students may require fewer questions, less complex problems with fewer steps, less reading, and will be encouraged and motivated to learn more when allowed different ways to demonstrate *their level* of mastery. It's important to learn to fail gracefully, but if a student hasn't sufficiently experienced what it's like to feel successful, they may lose patience with their failures too quickly. When it comes to learning, motivation is the taproot, and so long as it is growing, it matters far less how much fruit we see on the tree this week, or this month, or even this year.

Inviting. What is the student's first impression of this homework? Does it have aesthetic or “curb” appeal? The way homework *looks* and *feels* is important, and, as gourmet cooks like to say: “presentation is everything.” Long, multi-page worksheets with unclear instructions or assignments that are invented in the last five minutes of class when the teacher feels he/she didn't cover enough ground in class can actually have counter-productive effects in overall motivation and mastery. The word “aesthetic” comes from the greek notion of “perceive with senses.” The opposite of aesthetic is “anesthetic,” which means to “put to sleep.” Better to give fewer, high-quality, and aesthetically appealing assignments than a string of anesthetic ones.

Meaningful homework should be purposeful, efficient, personalized, doable, and inviting. (Credit to Cathy Vaterott, *Education Leadership*, Vol. 68, No. 1, Sep. 2010 for these five aspects of meaningful homework).

26.3. Communication with Parents. 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.

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

26.3(b) Weekly Student Progress Reports. In all cases (all grade levels), if there are individual missing assignments or academic concerns, a weekly progress report should be made available to students and parents. Teachers may accomplish this through Veracross, e-mail, or in a written report. Regardless of the method chosen, teachers should ensure that students and parents have access to the report. In grades 6-12, grades must be updated in Veracross each Thursday afternoon by 3:30 p.m. when administration will review grades for purposes of the weekly academic probation report.

26.3(c) Regular Parent Letters. Teachers of grades K through four should communicate with parents in a weekly letter, e-mail, Veracross, or website posting that outlines class studies, spelling words, any extra assignments, and teaching goals. Teachers of grades five through twelve should communicate with parents in at least a monthly letter, e-mail, Veracross, or website posting (bi-weekly or even weekly parent communications are still encouraged if possible). These letters should be informative – but most importantly, they should be inspirational, upbeat, and positive. 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.

26.3(d) Peer Review of Written Communication. Although it is not practical to expect that all written communication be presented to an administrator before distribution to parents – it is an excellent practice to have another person (administrator or co-teacher) review important letters, e-mails or website postings for parents. Peer review is particularly helpful and important when sending to large audiences, such as to all parents in the class.

26.4. 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. In those cases of significant and persistent failure to complete homework assignments, a teacher, in coordination with parents, may resort to discipline as an intervention technique. 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.)

26.5. 30-Day Provisional Admission for New Students. All new students are “provisionally admitted” for a 30-day 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.

26.6. Students Who Fall Behind in Coursework. If a student is falling significantly behind in coursework, the teacher should alert an administrator and prepare for an interview involving the parent(s), administration, and teacher. See Sections 26.15 and 26.16 below regarding accommodation, academic probation, and intervention.

26.7. Goal of Grading. The primary goal of grading and report cards is to 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.

26.8. Principles of Grading. Important principles in relation to grades include the following:

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 student’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 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 = 1.7) are required to receive credit for classes taken and to receive an American Heritage School diploma. These minimum standards stem largely from the requirements of secondary and post-secondary institutions (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.

26.9. 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.

26.10. 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.

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

Grades K-3

- 3 = Consistently meets the standard
- 2 = Progressing toward achievement
- 1 = Limited progress toward achievement of the standard
- N = Not Assessed

Grades 4-12

- A = 100-94%
- A- = 93-90%
- 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%
- IN = Incomplete
- * = With Special Accommodations

26.12. 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.

26.13. Purpose of Self-Government Grades. In accordance with the School's Honor Code, student self-government is a fundamental expectation for admission to and continuing enrollment at American Heritage School. Students who govern themselves in accordance with the AHS Honor Code contribute to an optimal learning atmosphere. In grades K-8, a self-government rubric and grading scale is used. Students who demonstrate "needs improvement" or "unsatisfactory" behaviors receive instruction and discipline in accordance with Parent Handbook, Section 9: "Student Discipline." Students whose self-government demonstrates a pattern of "needs improvement" or "unsatisfactory" behaviors may be dismissed from the school (see Section 9.10) or not re-admitted by the school in future years. AHS students who desire to continue at the school should strive to demonstrate "outstanding" or "good" self-government by observing the Honor Code. The following self-government scale in connection with the AHS Honor Code (Section 6) outlines for students, parents, faculty, and administration general expectations regarding student behavior and self-government.

26.14. Self-Government Grade Scale (K-8 Only). The following self-government grade scale is used in grades K-8. High school self-government is measured and incorporated in academic grades

according to individualized self-government rubrics developed by high school teachers for their respective classes.

O = OUTSTANDING. Students in the “O” range:

- Are practically always on task. They almost never need to be reminded to do what is expected.
- Willingly participate in class discussions, and they have conversational etiquette, knowing when to listen and when to speak.
- Show responsibility, leadership, and self-government during group work.
- Use independent working time in class productively and show self-government. They use extra time after completing assignments in class by doing independent reading or other appropriate work for the class. They are ready to listen to the teacher’s instructions at the start of class, and they do not put work away early but continue working right up to the bell at the end of the period.
- Almost always attend class punctually and almost always submit work punctually for teacher review.
- Consistently take care of property, including school property, personal property, or property belonging to others.
- Consistently observe the Honor Code and Uniform Policy.

G = GOOD. Students in the “G” range:

- Generally remain on task and generally do what is expected in class, but they require occasional reminders to do what they should be doing.
- During class discussions they may not contribute, or if they do, they occasionally lack some conversational etiquette. They may speak out of turn on occasion.
- Participate in group work, but without showing the same initiative, engagement, or leadership of students in the “O” range.
- Sometimes are not “tuned-in” to listen to the teacher’s instructions at the beginning of class, and they sometimes stop working, and start packing up their things before the bell rings at the end of class. When they have finished an assignment during class, they sometimes have to be reminded to take out reading material or other appropriate classwork during the remaining time.
- Sometimes arrive late to class and sometimes submit work late.
- Usually take care of property, including school property, personal property, or property belonging to others.
- Sometimes need minor reminders to observe the Honor Code and Uniform Policy.

N = NEEDS IMPROVEMENT. Students in the “N” range:

- Are often off-task and have to frequently be reminded or even coaxed to stay on task. Their attention seems to frequently wander.
- May refuse to join in class discussions, or if called upon, they rarely show much thoughtful engagement with the discussion or activity, at least in a productive way. When entering a class discussion voluntarily, they have a disregard for conversational manners, and rather than waiting their turn to speak, they often just blurt out their thoughts inappropriately.
- Are often off-task during group work or are doing the bare minimum.
- Are rarely ready to work at the beginning of class, and rarely do they keep working until the bell at the end of class. During class, it is usually only the fact that the teacher is watching that keeps them on task. If the teacher looks away, is occupied with something, or steps out of the room, these students usually do not stay on task. It is not unusual for them to pretend to be doing what they are supposed to be doing when they are actually doing something else. These students are frequently teacher-governed.
- Frequently arrive late to class and frequently submit late work.
- Often misuses or is careless with property, including school property, personal property, or property belonging to others.
- Often need reminders to observe the Honor Code and Uniform Policy.

U = UNACCEPTABLE. Students in the “U” range:

- Willfully choose not to do what they are asked to do during class. They are typically off-task, and even when given a reminder, they do not fully comply.
- May intentionally disrupt or cause distractions during class. They have little regard for the teacher’s right to teach or the other students’ right to learn.

- If they enter a class discussion, their remarks are often meant to derail the discussion, rather than contribute to it. In other words, rather than expressing sincere disagreement to the teacher or another student, they are intentionally disrupting or destroying the lesson or discussion.
- Make no pretense of trying to cooperate with the teacher, but seem to willfully work against the teacher's efforts to create a productive and positive learning atmosphere.
- Very frequently arrive late or miss class altogether and many assignments are submitted late or not at all.
- Frequently misuses or is destructive of property, including school property, personal property, or property belonging to others.
- Very frequently needs to be reminded to use kind words, uplifting language, and observe the Honor Code and Uniform Policy.

In most cases (subject to discretion of instructors and administration), dismissal from class and referral to the office result in a "U" 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.

26.15. Accommodations in Grading. In 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.

26.16. Academic Probation and Intervention.

26.16(a). *Grades 4-12, General.* Families with students in grades 4-12 who fall below a C- (academic probation status, see below) on an end-of-term report card should be prepared for a discussion with teachers and administration about immediate intervention necessary to improve the student's performance. Families with students in grades 4-12 who fall below a 2.5 overall grade point average should be prepared for a discussion with teachers and administration about appropriate long-term intervention measures including (but not limited to) specialized tutoring, summer school, repeating a grade level, and/or discontinuation from American Heritage to find assistance and services that AHS may not provide.

26.16(b). *Grades 6-12.* In grades 6-12, academic grades are submitted by teachers each Thursday by 3:30 p.m. and reviewed by administration. When a student has received a grade lower than a C- at the time of review, the student will be placed on academic warning status published no later than Monday morning following the Thursday review. Academic warning status does not disqualify a student from participating in extracurricular activities, rather, it signals to the student and parents that if the grade in question is not raised to a C- or higher within four days' time (by the Thursday grade review of that week), the academic warning status will be changed to ineligible (academic probation), published the following Monday morning, and effective for one full week (Monday through Saturday). Term-end grades must be finally posted not later than five days following the last day of each term.

Example timeline:

- Thursday by 3:30 p.m.: Teachers post updated grades to Veracross.

- Thursday before midnight: The School Registrar circulates the preliminary academic probation report to teachers for positive confirmation that students listed on the report should in fact be placed on academic warning or probation. If a teacher *fails to confirm*, the listed students will be removed from the probation report, thereby defaulting in favor of the student the case of non-confirmation from a teacher.
- On Friday (and during the weekend if necessary): Students and teachers communicate to make necessary adjustments or corrections to grades. Teachers set and communicate their own internal deadlines for students within these parameters. For example, a teacher may require that all late work be submitted by Friday at noon in order for it to be considered in changing the upcoming Monday's probation report. A teacher may even choose to give students additional leeway to submit work early Monday morning. Whatever the teacher communicates to students, all changes to the probation report must be communicated by the teacher to the School Registrar before 9:00 a.m. sharp on Monday morning.
- Monday at 9:00 a.m.: The School Registrar circulates the final academic probation report to extracurricular program directors and coaches. Students on the report who did not appear on the report the previous week will be listed as "warning." Students on the report who appeared as "warning" on the previous week's report will be listed as "ineligible" (formal probation status). Students with "ineligible" status will not be eligible to participate in extra-curricular events for that week, Monday through Saturday, even if they take care of grade issues that week.

In the case of ineligible students on academic probation desiring to submit work and improve their grades in time to participate in extracurricular activities that may be scheduled during the week of their academic probation, teachers have discretion to accommodate student make-up work, and to record updated grades in time for students to participate; however, given that the School policy calls for a full one-week academic probation, students on academic probation should not expect teachers to make such special accommodations.

The following guidelines apply to an ineligible student in grades 7-12 on academic probation:

(1) *Extracurricular Athletics, Music, Drama, and Tech Crew.* An ineligible student on academic probation will not be eligible to perform in athletic events, drama productions, musical concerts, and tech crew support of drama or musical productions. The student may still attend and participate in athletic practices, drama and music rehearsals, and tech crew planning and preparation for productions. Students on academic probation may try out and audition for all extracurricular programs and events.

(2) *Other Extracurricular Activities.* An ineligible student on academic probation will not be eligible to participate in other extracurricular activities such as afterschool field trips, celebrations, student government socials, and other activities that may be deemed as privileges by administration, the time for which could be used for study.

(3) *Student Government Association.* A member of the student government association who remains ineligible on academic probation for a continuous period longer than 60 days will forfeit his/her position in the student government association.

In addition to all AHS academic eligibility requirements stated above, any AHS high school students participating in UHSAA athletics must also meet the following academic eligibility requirements:

UHSAA Academic Eligibility Requirements, Grades 9–12: To be eligible to participate in UHSAA sanctioned activities for an AHS team, an AHS high school student:

1. Must be a full-time student at AHS (defined by AHS as at least five on-campus credits), or otherwise comply with all Utah State Board of Education dual enrollment requirements;
2. Cannot fail more than one subject in the preceding grading period (for purposes of this rule, a failure in a multi-period subject shall be counted as the number of failures equal to the number of periods in the class); and, must have obtained a minimum grade point average (GPA) of 2.0, for the preceding grading period, based on a 4.0 scale or its equivalent.

- a. A student who has failed to meet the minimum requirements set forth shall be ineligible for participation in UHSAA activities throughout the next grading period, provided however, that deficiencies in the final grading period of the school year may be made up prior to the first term of the succeeding year by any method acceptable to the school district or the member private school. Deficiencies must be made up in the same subject area.
- b. The scholastic regulations apply to students who are entering high school for the first time. They also apply to any ninth grade student at a junior high or middle school who has established eligibility at a member high school.
- c. Eligibility under this rule is determined when grades are posted. Grades are "posted" when the school registrar enters all grades electronically and are available to students, parents and teachers. In no case may the posting date be more than five (5) school days following the last day of the grading period. Grade changes after the posting date cannot restore lost eligibility, except for a documented clerical error.

26.16(c). *Continuing Academic Probation Limit, Grades 7-12.* When the total number of non-passing grades on Monday reports reaches 18 for a student in a single academic year, consideration will be given by administration and teachers as to whether the student should remain enrolled at the School. Dismissal on academic probation terms typically occurs at a term break.

26.16(d). *Math Advancement, Grades 7-12.* Saxon Math guidelines indicate that test scores below 80% show that students are not prepared to move forward. Middle and high school students who at the end of the year have a cumulative C+ (79%) grade or lower in a math course will not be advanced to the next sequential math course without permission of the teacher, typically only granted in cases of math make-up work or math remediation coursework completed over the summer. See section 59.12 for more Math Department Guidelines.

26.16(e). *Repeating Terms, Improving Grades, and Credit Recovery, Grades 9-12.* For a variety of reasons, high school students may from time-to-time encounter the need to improve their course grades or make up credit that was not received as a result of one or more incomplete or failed terms. In such cases, the teacher may 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. These packets or make-up assignments must be completed and submitted on or before the first day of August immediately preceding the upcoming school year. If a teacher permits, at his/her discretion, for credit to be recovered in this manner through completing selected work not done during the term, the original grade will remain, and a "Pass" will also be added for graduation purposes; however, the student's GPA will remain unchanged, including the previous grade.

Alternatively, a student may, to improve a course grade (and cumulative GPA) previously received by the student: (i) repeat the course one or more times at AHS; or (ii) enroll in and complete a comparable course elsewhere.

If a student repeats a course at AHS, the AHS counselor, assistant principal, or registrar:

- (a) shall adjust, if necessary, the student's course grade and grade point average to reflect the student's highest grade and exclude a lower grade;
- (b) shall exclude from the student's permanent record the course grade that is not the highest grade; and
- (c) may not otherwise indicate on the student's current record that the student repeated the course.

If a student enrolls in a comparable course at another school or in another program not administered by AHS, the student shall, at the time of enrolling in the comparable course, inform an AHS counselor or assistant principal of the student's intent to enroll in the course for the purpose of improving a course grade.

(a) If a student then enrolls in a comparable course, the AHS counselor, assistant principal, or registrar:

(i) shall confirm, prior to the student's enrollment in the comparable course, that the comparable course fulfills the same credit requirements as the course that the student intends to replace with the comparable course grade;

(ii) shall update the student's current record and grade point average to reflect the highest grade between the AHS course and the comparable course and exclude the lower grade and corresponding course; and

(iii) may not otherwise indicate the course or comparable course for which the student did not receive the highest grade on the student's record.

26.17. High School Credit, Transcripts, and Diplomas. In high school (beginning in ninth grade) report cards and transcripts must meet basic reporting criteria of objectivity and comparability as defined by next-level institutions that are seeking information on our students. Beginning in ninth grade, an official transcript from American Heritage School includes 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, 29 credits will be required according to the "American Heritage High School Graduation Requirements" list (see Appendix Q for full listing of graduation requirements).

26.17(a) *Extra-Curricular Participation in Non-AHS-Sponsored Activities for AHS Credit.* AHS high school students may receive up to 1.0 high school credit at AHS for participation in non-AHS-sponsored extra-curricular activities provided each of the following conditions are met:

- *Eligibility.* Only high school students may receive high school credit at AHS. In order to be eligible for AHS high school credit from attendance of non-AHS-sponsored extra-curricular activities, students must verify that they are enrolled in an extracurricular program that meets all of the below qualifications:
 - a. The program provides academic, physical, artistic, or musical instruction to the student from a teacher, coach, or supervisor who is knowledgeable in the given subject.
 - b. The student receives a minimum of 30 hours for 0.5 credits and 60 hours for 1.0 credit of direct instruction and supervision from the teacher, coach, or supervisor.
 - c. The student either (a) receives an additional 30 hours for 0.5 credits and 60 hours for 1.0 credit of direct instruction and supervision from the teacher, coach or supervisor, or, (b) the student engages in 30 hours for 0.5 credits and 60 hours for 1.0 credit of independent study, independent practice, or personal enrichment under the indirect supervision of the teacher, coach, or supervisor.
 - d. In the opinion of American Heritage School, the activity meets or exceeds the school's expectations for academic, physical, artistic, or musical instruction for high school credit.
 - e. The student is present and involved with the extra-curricular activity for a minimum of 75% of the time required or expected for participants.
- *Discretion.* American Heritage School reserves the right to determine, in its sole discretion, whether a program meets the minimum requirements of the school for credit.
- *Limitation of Liability.* The student and the student's parent or guardian agree that American Heritage School shall have no liability to the student, and shall hold the school harmless for any harm, damages, or injury that the student receives while engaging in the extra-curricular activity.

- *American Heritage School Standards.* All AHS students participating in non-AHS-sponsored extra-curricular activities for credit are expected to conduct themselves in adherence to all AHS Honor Code, dress and grooming, and AHS academic probation standards while involved with those extra-curricular activities.

26.17(b) *Extra-Curricular Participation in AHS-sponsored Activities for AHS Credit.* AHS high school students may receive high school credit at AHS for participation in an AHS-sponsored extra-curricular activity provided administration determines, in its sole discretion, that the program meets the minimum requirements of the school for credit, and the student is present and involved with the extra-curricular activity for a minimum of 75% of the time required or expected for participants.

26.18. Schedule or Class Changes. Parents may request academic schedule or class changes on behalf of their student(s) during the first 10 school days of the year for year-long classes, and during the first 10 school days of each semester for semester-long classes. Students may not make these requests independently. Class change requests may be granted or denied depending on a variety of factors including seats available, teacher recommendations, and other factors. After the 10th school day of the year (or 10th day of the semester for semester-long classes), students are expected to finish the course and receive the grade earned. Exceptions to this policy are addressed by administration in consultation with parents and teachers.

27. Day-to-Day Operations

27.1. Email, Voicemail, Mailbox. The school provides voice mail, email, and individual mail boxes (in the teacher's work room) for teachers. Teachers should make it a routine to check their email, voicemail, mailbox, and the school calendar on a daily basis. Parents view consistent and prompt communication from teachers and administrators as one of the most valuable services that they are "buying." Set aside time each day for reviewing correspondence from parents and administrators.

27.2. Visitors On Campus. All visitors, including parents, must report to the front office to sign in and receive a visitor's badge before entering a classroom. Teachers will direct the students on how to greet guests coming to their class. A recommended approach is as follows: The Administrator says, "Mr. or Mrs. [Teacher], we would like to introduce Mr./Mrs. [Visitor] to your class." The teacher responds, "Students, please stand and greet our guest(s)." Students should then stand and greet the guest in unison "Good morning/afternoon Mr./Mrs. [Visitor]. Welcome to our class." Employees should report any suspicious person on or off campus to the office or an Administrator.

27.3. Telephones, Cell Phones, Wearable Communications Technology.

27.3(a) General Rule: No Student Cell Phone Use During School Operating Hours. Cell phones and other personal communication devices are not permitted to be used by students on American Heritage School campus during normal operating hours from 8:10 a.m. to 3:10 p.m. Students must obtain permission from a faculty or staff member to use a school landline phone or personal cell phone. Students should use the school landline telephones only for matters of an important nature. Whenever possible, personal student arrangements for after-school play and other activities should be made at home or outside of school hours.

27.3(b) Permitted Student Cell Phone Use; Parent Communication with Students During the School Day. 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 8:10 a.m. to 3:10 p.m., unless for an emergency, as directed by a faculty member, or unless otherwise approved by administration or faculty. Parents needing to communicate with students are welcome to contact the front office and request contact with their student. Students needing to communicate with parents during school hours are welcome to request permission from a faculty member to use a personal cell phone. Students may also use the guest phone in the front office, or obtain permission from a faculty or staff member to use a room phone. When a faculty or staff member gives permission for a student to use a personal cell phone; the faculty or staff member is advised to remain present during the call.

27.3(c) Curricular Uses of Cell Phones Permitted. Under the direction and express permission of teachers, students in grades 9–12 may use cell phones and personal electronic devices, including ear phones/buds, for curricular purposes only, and only when instructed by the teacher. Additionally, in grades 9–12, cell phones, ear phones/buds, and musical devices will be allowed in Study Hall and in some "studio" or "personal study" courses (such as art and math), only at the discretion of the teacher, and only for expressly curricular purposes. Students sign a Technology Agreement governing permissible use of computers and cell phones on campus.

27.3(d) Wearable Communications Technology Permitted K–12. Wearable communications technology such as watches with phone or internet capability are permitted K–12 so long as: (1) the item is otherwise approved in the AHS uniform (watches are an approved uniform accessory), and (2) the phone/internet capability of the device is used consistent with the school's cell phone and computer use policy (calls only with advance permission of faculty/staff, browsing only for curricular purposes, etc.).

27.3(e) Consequences for Unpermitted Cell Phone Use by Students. Teachers and staff who become aware of a student disregarding the school's cell phone policy may confiscate the student's device and submit it to administration, from whom the parent may retrieve the device at their convenience. Continued disregard for the school's cell phone and technology policies may result in loss of cell phone and technology privileges while at school.

27.4. 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 the last day of school will be donated to a local charity.

27.5. Lunch. Student lunches should not be kept in the refrigerator. All student lunches are to be eaten in the lunchroom (grades 1-6) or outside (permitted for grades 7-12). Students generally will have 15 minutes to eat their lunch and 15 minutes for break or recess during lunchtime. Teachers in grades 1-6 are expected to walk their students to the lunchroom. From time to time, teachers may be requested to sit with their class at the administration's request.

27.6. Lunchtime Behavior. Politeness and civility are expected during lunchtime. Behavior in the lunchroom should model behavior in the classroom, not behavior on the playground. Classroom and hallway standards such as walking and normal conversational voice levels (i.e. "indoor" not "outdoor" voices) are also expected during lunchtime.

27.7. Lunchtime Supervision and Discipline. At least one faculty member—and in many cases two including an administrator—will be assigned to supervise the lunchroom at all times when students are on scheduled lunch break. Lunchtime is a unique opportunity for faculty and staff to interact with students in an open and non-threatening environment, to build relationships of trust and friendship with students, and to learn students' names. In the event that discipline is required, supervising faculty members should not hesitate to give a formal infraction at lunchtime if warranted. Since most faculty members will not be familiar with most students' discipline records, a faculty member should simply report a formal infraction given during lunchtime to administration, who will handle the matter further.

27.8. Use of Microwave Ovens at Lunchtime. Students may use microwaves to warm lunches for no more than two to three minutes. Students are allowed to use the microwave for ready-made, ready-to-cook soups, pastas, and meals in sealed plastic containers. 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.

27.9. Lunchtime Recess.

All Students. All students are expected to clean up after themselves *and each other* before vacating an eating space. If food or drink needs to be cleaned up, employees on duty should not return to class or allow students to leave until students have been invited to clean up the classroom or outdoor area, *even if it is not evident that the students were personally responsible for the litter*. In the spirit of Stewardship Minute, this cleaning process during lunch recess (and other recesses/events as appropriate) should begin before the bell rings, if possible. Garbage bags/cans, brooms, and washcloths are available for students to use, inside and outside. Once the eating space, room, or outdoor area has been properly cleaned, students should be thanked (enthusiastically!) and excused back to class. If it is apparent that students will be late to class if they volunteer (or are volunteered) to clean an indoor or outdoor eating space before returning to class, please consider providing a note or late pass to the student. If an indoor or outdoor eating space has been completely vacated by students prior to be cleaned, it becomes the supervising faculty member's responsibility to clean it himself/herself, or invite students out of class to assist.

Grades 1-6 Lunch Locations (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. A supervising faculty member or parent should 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 to take food outside of the lunchroom.

Grades 7-12 Lunch Locations (middle and high school). Middle and high school students are permitted to eat in the lunchroom, in designated areas in the main and high school buildings, and in designated areas outside. They are not permitted to eat in hallways or classrooms (either building), on the track/field, tennis courts, baseball field, playtoy systems, swings, or in other areas that are commonly in active use by classes or K–6 recess.

27.10. Recess. All students want and need time during the day to engage in self-directed play, physical exercise, and activity. Beginning in 7th 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 19, Non-classroom Governance, for more information regarding playground policies.

27.11. 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 forbidden. Specific games that are not permitted include Red-Rover and Tackle Football (tackling is not permitted as a general rule). See Section 19, Non-classroom Governance, for more information regarding playground policies.

27.12. 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 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.

27.13. Toys, 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 cause 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.

27.14. 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 27.3 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 or tablets 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, or other school land-lines, with permission of faculty or staff.

27.15. Bicycles. Students may ride bicycles to and from school as well as to and from school-sponsored events and activities. Bicycles must be stored and locked on the outdoor bicycle rack, not inside of the vestibules or elsewhere inside the school building. The school is not responsible for bicycles that are lost, damaged, or stolen on school property or at school-sponsored events or activities.

27.16. 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.

27.17. 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.

27.17(a). *Locker Assignments.* Lockers with built-in combinations are provided to all students in grades 9-12, allocated one per student from 12th grade down to 9th grade with any shortage resulting in locker sharing by 9th grade students first, then 10th grade students, and so forth.

27.17(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.

27.17(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.

27.17(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.

27.17(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.

27.17(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.

27.18. Holidays and Celebrations. 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 will typically only hold school-wide class celebrations for Constitution Day, Christmas, Harvest, and Easter, with other holidays at the teacher’s discretion per guidelines below. 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 parent” involvement at the teacher’s request.

School-wide class celebrations include the following:

| | |
|----------------|--|
| September..... | Constitution Day |
| | <i>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.</i> |
| October..... | Columbus Day, Fall Harvest, and Halloween Activities |
| | <i>Columbus Day in-class educational themes and opportunities are encouraged. K-12 Harvest celebrations are held on or around October 31. Classrooms may be decorated in accordance with Fall Harvest and other Autumn-related themes. Although Halloween is not the focus, Halloween may be appropriately celebrated at AHS, especially in keeping with the Christian history of Halloween, All Hallows Eve, and All Saints Day. Popular Halloween decorations, costumes, and activities that glorify darkness, evil, and fear are discouraged. Dry ice brews are discouraged and require administrative approval (dry ice has properties that can be very dangerous in a school setting if not monitored closely by adults).</i> |
| November..... | Thanksgiving |
| | <i>K-12 class celebrations may be held. Stories and songs of the Pilgrims are encouraged. Emphasis should go to the First Thanksgiving and gratitude. A Pilgrim’s Feast is acceptable within class.</i> |
| December..... | Christmas |
| | <i>K-12 celebrations are held during the last school day before Christmas vacation. We encourage stories, songs, and discussions of religious traditions in keeping</i> |

with the birth and mission of Jesus Christ. Gift exchange is optional but not required; if done, it should include all students.

January..... Martin Luther King, Jr. Day

Martin Luther King, Jr. day may be celebrated by classes but is not typically celebrated with activities on a schoolwide basis. Teachers may highlight influential African-American leaders from various periods in American history, and/or leaders of color from world history.

February Presidents Day, Valentine's Day

Classes are encouraged to honor Presidents Washington and Lincoln during the week of their birthday.

K-6 celebrations for Valentine's Day are held the last hour of the day. A dance for students age 14 and up is held during or around Valentine's Day. In-class Valentine's Day celebrations in 7-12 are permitted; however, if held, should be limited to the core class (or one class) only, at the discretion of the core teacher, and should avoid any activities that promote public displays of romantic physical affection. Valentines Celebrations in grades 7-12, if held, should instead promote a principled and mature understanding of love, dating, marriage, and family. Teachers determine if Valentines are exchanged, which is also discouraged in grades 7-12, but if done, should be done in a way that validates all girls or all boys in a class, and not selected individuals. Valentines to Veterans are encouraged. Pink is permitted as a color in modest hair ornaments (K-12), ties (7-12), and permitted jewelry; however, no non-uniform articles of clothing or jewelry are allowed. Celebratory hair dye, skin painting, and skin stickers are not permitted.

March..... Dance Festival, K-12

Explanation of St. Patrick is optional. Pinching on St. Patrick's Day is not allowed. Green is permitted in modest hair ornaments (K-12), ties (7-12), and jewelry; however, no non-uniform articles of clothing or jewelry are allowed. Celebratory hair dye, skin painting, and skin stickers are not permitted.

April Easter

K-12 celebrations in keeping with the resurrection and life of the Savior are encouraged. Celebrating spring is appropriate.

"Silly Sock Day" on April 1 (or otherwise scheduled by administration); colorful socks, or tights (girls only), are encouraged; must be crew length or longer. Close-toed shoes required.

May K-7 attend Shakespeare Play by assigned Act. Shakespeare costumes permitted K-12 on the final day of Shakespeare Week.

These are the only holidays that receive school-wide 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 at the discretion of the teacher.

27.19 - 27.21 (Reserved)

27.22. Food, Drink, Treats, and Gum.

27.22(a) *Where permitted.* Various signs at entry points to the school request no food or drink in the building. Certain exceptions apply as described here. Student consumption of food, treats, and drink is not permitted in classrooms or hallways unless for a specially scheduled, administration-approved event (Harvest; Christmas, Easter; special class celebration, etc.). This includes birthday treats, which require administrative approval if they are to be consumed in the classroom. Food, treats, and drink may be consumed in rooms with tile or hard-surface flooring (lunchroom, celebration room, science room, and recreation hall) with administrative pre-approval and when properly scheduled. Afterschool students and guests should be politely and consistently invited to keep this same standard. Employees are welcome to personally consume food and drink in their classrooms/offices at their convenience and without approval; however, in the spirit of modeling school expectations in public areas, we ask employees to please avoid consuming food in hallways and public spaces. When refreshment tables are set up in hallways for special events, we ask that they are kept on the tiled surface only, and that food not be consumed over carpets. Students in grades 7–12 are permitted to eat outside during lunchtime, and any students desiring to consume treats or snacks at times other than lunch should be encouraged to do so outside or in the lunchroom (see “Student Snacking” below).

27.22(b) *Specific types of food/drink encouraged, discouraged, and prohibited.* Please regularly remind parent volunteers, especially room mothers responsible for celebrations, that when food, treats, and drink are brought for classroom celebrations, we always appreciate types that, when dropped or spilled, are easily vacuumed and do not require intensive carpet cleaning. We strongly encourage water instead of sodas and juices. Students are encouraged to drink plenty of water throughout the day, and most classrooms in the building are equipped with sinks with drinking fountains. Teachers may (but are not required) to permit students to have water bottles at their desks. Red-colored drinks and gum are prohibited at all times and in all areas of the school, for students and employees. Given the frequency of classroom and program celebrations in school settings, including birthdays on an almost daily basis, we encourage teachers and parents to be judicious about the frequency of sweets and sugary drinks in the classroom, and to please consider healthier alternatives whenever possible and appropriate.

27.22(c) *Student snacking.* Student snacking is generally discouraged outside of lunchtime; however, students who feel the need for nourishment on a more frequent basis during the school day, including those with medical conditions, may make arrangements with their teacher and will be permitted to snack in the lunchroom, outside (during recess or at other times), or in another approved space in the building. Students in any grade level who are snacking in hallways or vestibules inside the building should be politely invited to consume their food outside or in the lunchroom.

27.23. 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.

27.24. Carpool Procedures.

Initial Carpool Organization Meeting. At the beginning of each year (typically following the first mandatory parent meeting), the Parent Organization generally holds an open information/sign-up meeting for parents desiring to participate in carpool. The following procedures apply to dropping off and picking up students during the morning carpool time (8:00 to 8:45 a.m.) and the afternoon carpool time (2:45 to 3:30 p.m.):

27.24(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.

27.24(b). *Dismissal and Late-Arrival Carpool Vehicles.* Students are dismissed promptly at 3:05 p.m. in grades K-6 and 3:10 p.m. in 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.

27.24(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).

27.24(d). *Vehicle Tags.* Vehicles should always display an 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.

27.24(e). *Loading and Unloading Students.* Students should load and unload while the vehicle is parked next to the sidewalk or in a designated parking stall. Do not permit vehicles to 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.

27.24(f). *Substitute and Non-Parent Carpool Drivers.* Parents should notify the front office secretary if they plan to send a non-parent substitute driver to pick up children. If parents have children of other families in their carpool, they must also obtain prior permission from those families before sending a substitute driver. Administrators' primary responsibility during carpool time is to circle the premises making inquiries 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. Faculty members on carpool duty should notify an administrator immediately of any suspicious persons, and are welcome to approach and inquire of drivers during carpool.

27.24(g). *Speed, Parking and Backing.* Drivers are encouraged to drive slowly in carpool traffic lanes and to avoid parking in a way that makes it necessary for them or other drivers to back up.

27.24(h). *Carpool Supervisory Duty, Crosswalks, and Crosswalk Guards.* American Heritage School's premises is private property and thus is not regulated by the same crosswalk regulations that apply to public schools and public roads; however, American Heritage School abides by or exceeds public standards that promote the general welfare and safety of children and families on our premises, including the use of hand-held stop-signs at crosswalks and other high traffic areas. Faculty who are assigned to carpool duty are expected to be at their designated supervisory posts promptly at 3:00 p.m. (five minutes *prior* to the 3:05 bell), which will require early dismissal of their class on carpool duty days. If parents or students require attention after school during a teacher's assigned carpool duty time, please notify them of the carpool supervision assignment and reschedule with them, if at all possible. If a faculty member must attend to students or parents during a carpool duty assignment, they should notify the front office immediately so that a substitute supervisor may be found.

27.25. 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.

27.26. Student Vehicles. All student vehicles should be parked in the north parking lot. Student vehicles are not to be occupied by students while classes are in session from 8:10 a.m. to 3:10 p.m., including during lunch, recess, and during special events held during the school day. AHS is a closed campus, and, as such, students are to remain in the building or in designated outside areas (pavilion or playing fields) while school is in session. The parking lot and parked vehicles are not an appropriate gathering place for students during the school day. Students needing to access the parking lot or their personal vehicles while school is in session (including during passing time, recess, and lunch break) should obtain permission of faculty or staff. Students who are lingering in vehicles or in the parking lot during the school day should expect to be invited by faculty or security staff to rejoin their class, and may be subject to school discipline if appropriate permission was not obtained.

27.27. Closed Campus. AHS is a closed campus, meaning that students may not leave the premises unsupervised by an employee or parent while school is in session, 8:10 a.m. to 3:10 p.m., including during lunch, recess, breaks, and special events, without permission from administration and parents. This rule applies to all students, including those who have personal vehicles and who have reached the age of 18 and are therefore no longer legal minors. Students must always check out through the front office, even when they are leaving for pre-approved, recurring commitments (such as for private lessons or a class off campus). Occasionally, parents desire to provide standing permission for their child(ren) to leave campus during the day only for the purpose of obtaining or eating lunch. For various reasons, including safety, supervision, and tardiness-related concerns – requests for unsupervised student lunch leave are strongly discouraged, and will typically not be granted unless a parent is physically present to check the student out of school. Students who leave campus without administrative approval may be deemed truant, which typically results in automatic suspension.

28. (Reserved)

29. Library Policy

29.1. School Library Philosophy. The School library contains a growing collection of genres and titles including children's and classical literature, religious literature, biographies, fiction, non-fiction, resource books, and periodicals, among others. Every effort has been made to ensure that the materials in our library are of a wholesome nature consistent with our mission statement. American Heritage School has an inclusive policy toward genres but does exclude, on a case-by-case basis, individual books within those genres to the extent that they are determined by administration or faculty to be offensive to the spirit and mission of the School. For example, fantasy books, which might include pirates, dragons, fairies, sorcerers, etc., are included in the library as a genre; however, individual books within this genre may be excluded at the Library Committee's and/or administration's discretion. Books are not excluded based solely upon sensitive subject matter that they may address, and may be placed on shelves that are made available to upper grade levels or teachers/parents only. The test of whether a book is excluded from the library is *how* a book treats a subject. What are the overriding principles or messages that are conveyed in the book? For the most part, books that are appropriate for primary and middle-school grades are kept in the main floor library, and books that are more appropriate for high school students and adults are kept in the upstairs (second level) library.

29.2. 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. Students must return all materials before the last week of school. Failure to return library books by the end of the year may result in withholding of a student's final report card, transcript, and/or admission letter for the upcoming year.

29.3. Donations and Suggestions. The school continues to add new books to the library and welcomes family donations of appropriate books and/or suggestions for new purchases. It is appropriate to recommend to parents that a student celebrating his or her birthday consider ways to *give* to the School and classmates on his/her birthday, such as through the Birthday Book Donation Program (the family donates a book of the child's choosing to the Library). This helps teach the lesson that "to give is more blessed than to receive." If the family chooses to donate a book, please have them coordinate with the Librarian with respect to appropriate titles.

29.4 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.

29.5. Book Fair. American Heritage School does not endorse or approve books that are presented in connection with its bi-annual 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.

29.6. Use of Library and Computer/Printing Lab Facilities. 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.

30. Student Travel, Field Trips, and Service/Experiential Learning

30.1. Principles. American Heritage School encourages teachers to plan meaningful field-learning and service-learning experiences for students. “Tell me and I will remember for an hour. Show me and I will remember for a day. Let me do, and I will remember for a lifetime.” Although field learning is a powerful method of instruction, it also requires significant time, energy, and resources on the part of the entire school community, and can present substantial risk to participants depending upon distances and circumstances of the activity. The following guidelines and policies are intended to provide for memorable field learning experiences while at the same time balancing and moderating the time, resources, and risk that these experiences present.

30.2. Approval for Travel Activities; Guest Presenters. Travel activities not previously approved or scheduled in the curriculum must be approved by administration before arrangements are made and before the activity is communicated to students or parents. This includes not only longer distance field trips, but any activity that requires leaving the school premises, including walkable destinations. When determining whether to make travel arrangements, consider the possibility of having guests come to the campus instead of taking students off-campus. Special presentations and activities that involve bringing guest lecturers or presenters to campus can oftentimes be accomplished at a lower cost, in less time, and can benefit more students. Guest presenter approval forms can be obtained in the front office. Factors that administration will consider when approving travel activities include:

- *Is it mission-centered?* Does the travel activity significantly enhance the curriculum and learning experience for the students? If the travel activity is exclusively or substantially entertainment-related, it will typically not be approved.
- *Is it necessary?* Can a similar experience be accomplished on-campus by bringing people and resources to us instead of our taking students to them? Can a similar experience be easily or more appropriately accomplished by parents, families, or church groups?
- *Is it inclusive?* Does it include all students for whom it is intended; or are a significant number of students who desire to participate unable to attend for reasons of cost, timing, logistics, etc.
- *Does it support other classes and teachers?* Are there components to the travel activity that enhance or detract from other classes and teachers’ goals and curriculum? Travel activities that conflict with required inservice or faculty training dates will typically not be approved. Travel activities that are supported by multiple teachers and enhance multiple different class and curricular objectives are more likely to be approved.
- *Is it age-appropriate?* Does the travel plan fit the age and maturity of the students involved? Long-distance (out-of-state) travel will not be approved for students under the age of 14.
- *Is it safe?* Does the travel plan carefully control and account for physical, social, and moral risks associated with the activity?
- *Is it covered?* Does the travel activity fall within the insurance coverage provided by the school, and is the activity administered and supervised by school employees acting within the scope of their employment?

30.3. Field Trip Request and Carpool Assignment Forms. Field trips are to be approved through the administration via a “Field Trip Request” form (see appendix for sample) obtained from the office or from Veracross. Once a field trip has been approved, the organizing teachers are responsible to complete a “Field Trip Carpool Assignments” form (see appendix for sample) detailing which students will be traveling with assigned carpool drivers (including cell phone numbers of each driver). The “Field Trip Carpool Assignments” form must be submitted to the office prior to travel. In grades 9-12, administration will generally only approve two field trips for core classes and Principles of Leadership (a field learning course), and one for science classes. All other field trips should be saved for Experiential Learning Week, typically held during the second semester.

30.4. Field Trip Insurance, Participation Authorization & Release, Proof of License and Insurance. Although American Heritage School carries insurance for faculty members and parents who are

transporting students in connection with school-related activities, it is mandatory that every participant (parent of each student and each adult participant) sign a "Participant Authorization & Release" form (see appendix for sample), which is available in the front office and also accessible to teachers electronically. The faculty member organizing the travel should ensure that the "Participant Authorization & Release" forms are obtained from all participants. These should be kept with the faculty supervisor at all times and used for purposes of communicating to drivers/chaperones any special medical information about the students. 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. Students are not permitted to serve as driver-chaperones. Before departing, each driver must provide a copy of their driver's license and proof of current vehicle insurance to the front office. According to Utah DMV regulations, vehicles with 16 passengers or more (including the driver) require a Commercial Driver's License (CDL)—Class C.

30.5. Field Trip Safety and Uniform Standards.

30.5(a) *Uniforms.* The school uniform (either Dress Friday or regular Monday-Thursday uniform) should be worn on field trips unless permission is otherwise received from administration. When administration gives permission for an alternative, it will typically be for Spirit Apparel. "Free dress" will rarely be approved for school-sponsored activities, particularly those that involve students being present on campus for part of the day.

30.5(b) *Seatbelts and Booster Seats.* 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.

30.5(c) *In-vehicle Guidelines.* Chaperone drivers are strongly discouraged from showing in-vehicle movies or talking on cell phones in vehicles on school field trips. Before departing, each adult chaperone should review 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.

30.5(d) *First Aid Kit.* A first aid kit should be taken on every field trip. First aid kits can be checked out from the front office. The kit should stay with the group in locations where it may be difficult to access first aid (such as hiking), but may remain in a vehicle in cases where the field trip group remains relatively close to the vehicle or to other sources of first aid.

30.5(e) *Off-Campus Lodging and Overnight Stays.*

30.6 Field Trip Vehicular Accidents. In the case of a traffic accident, driver-chaperones should follow these procedures:

1. Remain calm and convey a sense of calm and comfort to the individual and other students.
2. Assess passengers for injuries.
3. Call 911 immediately.
4. Call the School (801-642-0055); do NOT call the parents or other driver/chaperones. The Office Manager will do this after asking for the health and safety status of each of the students.
5. Remain at the scene until authorities dismiss you.
6. Stay in contact with the school.

30.7 Minor Injury and Illness while away from School. One teacher chaperone takes a first aid kit (provided by the school) with them when traveling from the school. The kit is used in case of minor injuries and is returned to the school, with any injury reports.

30.8. Significant, but not life-threatening, injury while away from the School. The supervising teacher or chaperone follows these procedures:

1. Remain calm and convey a sense of calm and comfort to the individual and students.
2. Call the School (801-642-0055); do NOT call the parents or other chaperones. The Office Manager will do this after asking for the health and safety status of each of the students.
3. Call 911 if instructed to by the Office Manager or other school administrator.
4. Remain at the scene until authorities dismiss you.
5. Stay in contact with the school.

30.9. Life-threatening injury or illness while away from School:

1. Remain calm and convey a sense of calm and comfort to the individual and other students.
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 Office Manager will do this after asking for the health and safety status of each of the students.
5. Remain at the scene until authorities dismiss you.
6. Stay in contact with the school.

30.10. Notifying Families of Accidents While on Field Trips. The School contacts the parents and other driver-chaperones to inform them of the accident and communicate the health and safety status of the students. Generally, the School's overriding communication message is that measures are being taken to ensure the health and safety of the students.

30.11. Paying for Accidents Occurring on Field Trips. Costs of accidents are covered first by the driver's insurance, which must meet Utah state minimums (25/50/25). The school carries an insurance policy to cover additional costs.

30.12. Experiential Learning.

30.12(a) Experiential Learning: Principles and Overview. American Heritage School's Experiential Learning days serve as an intensive implementation of the 4R-ing methodology, with the purpose of bridging academic experiences and exploration of real world applications—all in harmony with American Heritage School's mission statement. Experiential Learning Week in high school and Experiential Learning Days in K–8 are devoted to a single, focused subject area offered by American Heritage School, typically in second semester. During Experiential Learning Week, regular classes in grades K–12 are suspended and replaced with project-based, real-world learning experiences in academic fields of interest to AHS students under the mentorship of qualified AHS instructors, guest presenters, and practitioners. The week consists of a focused, single-course format and allows the school to take advantage of community resources, to be responsive to student needs and interests, and to experience a variety of places and styles of learning. Experiential Learning Week courses include classes at school, service-learning, educational fieldtrips and guest presenters. Students and parents choose from a list of offerings provided by the School. High school students receive a letter grade and .25 credit hours which are required towards graduation for each year of Experiential Learning Week participation.

30.12(b) Experiential Learning: Program History and Development. The initial concept for Experiential Learning Week came from the FACE Demonstration School, Stonebridge Academy, which has a well-developed and highly successful experiential learning program in its high school; however, hundreds of schools around the nation (middle/secondary/post-secondary) use experiential learning programs to improve the quality of the educational experience for students and teachers. The AHS Teacher Development and Curriculum Committee proposed the Experiential Learning Week to the

Board of Trustees, which approved the program for the 2013-14 year. As with other pilot programs, the School conducted significant amount of homework to launch the program prudently and carefully. Input was gathered over the course of two years from teachers, parents, administrators, and students before launching. More input is welcome as we move forward and refine the program.

30.12(c) Experiential Learning: Work Product and Portfolios. In keeping with the “Record” component of the 4R methodology, Experiential Learning Week culminates in portfolios, notebooks and other 4R-ing “Record” deliverables. The portfolio or another method of completing the Record component, as is most appropriate for each Experiential Learning option, creates an opportunity for students to create a record of what they have learned and the ways in which that knowledge relates directly to them and can help them be useful in the hands of the Lord. Consequently, portfolios are a key component of the Experiential Learning Week program.

30.12(d) Experiential Learning: Student Eligibility, Credits, and Grading. AHS students in grades 9–12 are eligible to enroll in Experiential Learning Week courses. Students must be enrolled full time, on-campus to participate. Enrollment is a privilege that will be extended to students who meet basic academic requirements and demonstrate self-government in adherence to the Honor Code. Students are expected to work diligently during Experiential Learning Week. Students must understand that this is not a break from studies; rather it is a privilege and opportunity to learn more about an area of individual interest. High-school credit is awarded to students who participate in and earn passing grades in experiential learning week courses.

30.12(e) Experiential Learning: Participation Requirement; Elective Priority. All eligible students are expected to participate in Experiential Learning Week. Not all Experiential Learning electives will be available to every student every year. Some options may not “carry” based upon enrollment considerations. Some students may not qualify for some options based upon academic performance, self-government, or other pre-qualification requirements.

30.12(f) Experiential Learning: Cost. AHS tuition will not be affected by Experiential Learning Week. In its inaugural year, the eight Experiential Learning Week courses had associated fees ranging from \$15 to \$75. The board and faculty committees that developed the program felt it important to include a nominal participation fee (separate from tuition) to increase the commitment level of students to the program; however, in no case should the participation fee discourage a family or student from participating. Parents, teachers, or students should contact an administrator if they feel that financial assistance is needed for a student to participate.

30.12(g) Experiential Learning: Travel. Travel during Experiential Learning Week is limited to three of the five days during the week, and is restricted to the State of Utah. No international or out-of-state travel will be permitted for Experiential Learning Week activities. AHS instructors should address all of the relevant questions about travel set forth in the school’s general field learning travel policies (see above, Section 30.2).

30.12(h) Experiential Learning: Homework. Experiential Learning instructors should plan to accomplish the vast majority of their work with students during the day. Limited evening preparation might be necessary for the next day’s activities; however, it should not be more (and in most cases less) than what a typical school week’s 7-period day would require. As always, homework load is something we try to leave to teacher discretion and coordination as much as possible; however, with respect to Experiential Learning Week, we see many benefits to modifying the pace and keeping evenings as open as possible for students, teachers, staff, and parents to reflect and rest, particularly when travel is involved.

30.12(i) Experiential Learning: Optional Participation by Teachers. Participation in Experiential Learning Week is entirely optional for teachers. If a teacher chooses not to develop and lead an Experiential Learning course, they will still be employed during that week in the following alternative ways: (1) they may participate by supporting another course that is offered, or (2) they may continue teaching and tutoring (middle school, for example, does not participate in Experiential Learning Week, and therefore needs standard specialty classes to be covered per the typical daily schedule).

30.13 Transportation for Routine Extracurricular Events and Programs. Transportation for routine after-school programs such as athletics, choir, orchestra, dance, and other extracurricular programs presents unique questions about whether the transportation is *school-sponsored* (requiring adherence to the school's field trip, travel, and insurance policies above) or *non-school-sponsored* (personal carpooling not governed by the school's travel and insurance policies).

30.13(a) *Non-school-sponsored Carpooling Recommended.* For practical reasons, and also for liability and insurance reasons, the school strongly recommends that in most circumstances for routine athletic, choir, orchestra, dance, and other extracurricular events, transportation should be non-school-sponsored carpooling that is personally arranged and executed by families and participants—not by the coach, music director, dance teacher, or other AHS employees acting in their scope of authority as agents of the school.

30.13(b) *Employees are discouraged from driving students other than own children.* As a general matter, the school strongly discourages coaches, music directors, teachers, and other AHS employees from driving students other than their own children in connection with extracurricular events, particularly in circumstances where the transportation might be perceived as school-sponsored (such as for transportation directly from school to an off-site location). When an AHS employee chooses to transport students other than his/her own children without going through the school's field-trip authorization and liability waiver process, the employee is acting outside the scope of their employment, assumes the risk of personal liability, and must make it clear to parents that he/she is making a private carpooling arrangement with those selected parents/students, and NOT acting as an agent of the school.

30.13(c) *Confirming Versus Directing Carpool Arrangements.* An AHS employee is welcome to communicate with students and parents to confirm that private carpooling arrangements have been made and to ensure that students have rides. However, in the event of harm or accident to students, the more an AHS employee involved himself/herself in directing, assigning, and driving students—the more the employee and the school are exposed to claims that the transportation was school-sponsored.

30.13(d) *Students With Drivers' Licenses.* Students with drivers' licenses are not permitted to serve as driver-chaperones for school-sponsored travel; however, in the case of non-school-sponsored carpooling, they assume their own risk when driving to and from extracurricular events. The school neither encourages nor prohibits students from driving other students during non-school-sponsored carpooling; however, strongly recommends that students obtain parental approval to carpool with student-drivers.

(Annual Policy Review. This policy is reviewed by administration annually.)

31. Emergency Procedures

Medical Emergencies

31.1. Life-threatening Injury or Illness, or Death. Notify administration immediately to make emergency calls; if you are unable to reach the office immediately, call 911. Work as a team. Other procedures include:

- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding: Apply pressure over the wound or elevate the wounded limb to help stop or slow bleeding. Protect yourself from body fluids; use gloves if available.
- Check for vital signs.
- Initiate first aid if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been taken care of, remain to give emergency medical services personnel pertinent information about the incident.
- Administration will contact parents or relatives and draft a detailed incident report.

31.2. Non-life-threatening Injury or Illness. For all non-life-threatening illnesses and injuries, call administration or send the student to the front office. Other procedures include:

- Use your judgment as to whether the injured person should remain where they are. If there are possible broken bones or other injuries that would be further aggravated by a trip to the office, or if the pain is sufficiently acute that the person has a difficult time moving, instruct him/her to remain in place until an administrator arrives.
- Disperse onlookers and keep others from congregating in the area.
- An administrator will contact parents or relatives and draft a detailed incident report.

When a student becomes sick during the school day, the teacher or staff present should send the student to the front office where he/she will be assessed. Teachers should not contact parents directly about health concerns of students unless requested to do so by the Health Office. If the illness is minor, the students will lie and rest in the Health Office for a time until they are feeling better and able to return to class. If the illness is more serious, a parent will be contacted by the Health Office and asked to come pick up the sick student from the School. The student will lie on the Health Office bed until the parent arrives. If a parent is not available to come, an Emergency Contact will be notified, which the parent has authorized on the Application for Enrollment. In cases of severe illness, emergency health services will be called.

31.3. Bleeding. Apply pressure over the wound and elevate the wounded limb, if feasible, until help arrives.

31.4. Seizure. You cannot stop a seizure once it has started. Keep calm. Do not restrain the seizure victim's movements, and do not try to place anything between the teeth. Remove nearby objects that could injure the seizure victim. If possible, turn the victim on their side to prevent choking during seizure.

31.5. Asthma. Asthmatic children should be identified as having a special medical condition, and most will have access to an inhaler device. Reassure a child that is having an asthma attack, and help the child get comfortable in a sitting or reclining position. Give the child warm water to drink, and eliminate any known allergens. Notify administration, who will contact parents and arrange for medical care as soon as possible.

31.6. Heart Attack, Choking, or Lack of Breathing. These conditions require cardiopulmonary resuscitation (CPR) administered by someone who has had CPR training. The list of CPR-certified faculty members is attached as an appendix to this handbook.

Fire Emergencies

31.7. Activate the Fire Alarm. In the event of a fire, or if you can smell smoke or a gas odor, pull the fire alarm and follow the fire alarm procedures listed below. Once students have been safely evacuated, notify administration as soon as possible concerning the location of the fire or odor and any details you know. Administration will notify the fire department (call 911) immediately upon sounding of the fire alarm.

31.8. Fire Alarm Procedures. When the fire alarm sounds:

- 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.
- 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. (Gathering locations are designated in the Emergency Folder, and also in an Appendix to this Employee Handbook.)
- 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.
- 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.
- If all students are present, the teacher will hold up a green card; if any student is missing, the teacher will hold up the red card.
- When the return signal is given by administration, everyone will return quietly to class.

31.9. Fire Drills. Fire drills or other emergency drills will be conducted monthly throughout the year to train and condition all students and faculty to respond to the fire alarm in a systematic and orderly fashion, regardless of whether the alarm signals a fire drill or an actual emergency. Students must not be allowed to run or play while outside waiting for the “all clear” signal to return. Attention and order are crucial to effectively evacuate and account for all students.

Earthquake

31.10. Procedures During an Earthquake. During the actual earthquake:

- Stay put. If you are indoors, stay there. If you are outdoors, stay there.
- 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.
- Until the shaking stops, avoid windows, doorways with a door, bookcases, hanging fixtures, or outside walls.
- Do not be surprised if the electricity goes out or if fire alarms and sprinklers go on.

31.11. After an Earthquake. Once the ground stops moving:

- Try to keep students calm.
- Carefully evaluate the situation. Check for natural gas, water, and electrical line breaks or damage.
- Do not use the telephone, light switches, matches, candles, or other open flame unless you are absolutely certain there is no natural gas leaking.
- Evacuate the building and account for students according to standard fire evacuation procedures.

31.12. 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).

Lockdown

31.13. Lockdown Procedures. Lockdown procedures may be called for in certain instances. "Soft Lockdown" is used when a threat is outside the School building. "Hard Lockdown" is used when the threat—including an intruder—is inside the building.

31.14. Lockdown Drills. Teachers will be reminded of the lockdown procedure on an annual basis, and the lockdown procedure will be rehearsed as necessary and appropriate, in conjunction with local law enforcement.

31.15. Soft Lockdown. "Soft lockdown" is used when a threat is outside the School building. During a soft lockdown, an administrator announces "soft lockdown" and gives specific instructions if necessary. The administrator will be direct and will repeat the announcement several times. Code words will not be used. When a soft lockdown is announced, all faculty and students should come inside and remain inside with exterior doors locked until an "all clear" is given by administration.

31.16. Hard Lockdown. "Hard lockdown" is used when the threat—including an intruder—is inside the building. An administrator announces "hard lockdown." The administrator will be direct and will repeat the announcement several times. Code words will not be used. When a hard lockdown is announced:

- Immediately direct all students, staff, and visitors into the nearest classroom or secured space. People who are outside of the building **should not enter the building**, but should relocate to the primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors.
- Turn off lights.
- DO NOT respond to anyone at the door until "all clear" is announced.
- Keep all people in the room out of sight.
- An administrator will announce "all clear" when the danger has passed.

31.17. Threats Overriding Lockdown Procedures. Some threats may override lockdown procedures, such as a confirmed fire. In cases of multiple threats, use your best judgment.

31.18. Confronting Intruders. The primary responsibility for confronting intruders belongs to administration; however, circumstances may require that other faculty or staff members confront an intruder. If an unauthorized person enters schools property:

- Notify administration as soon as possible/practical.
- Politely greet the intruder and identify yourself. Consider asking another staff person to accompany you before approaching the intruder.
- Inform the intruder that all visitors must register at the front office. Ask the intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If an intruder's purpose is not legitimate, ask him/her to leave. Accompany the intruder to the exit.

31.19. Intruders Who Refuse to Leave. If an intruder refuses to leave:

- Warn the intruder of the consequences for staying on school property—the intruder is trespassing, and the police will be called.
- Notify administration or police as soon as possible/practical and give a full description of the intruder.

- Back away from the intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
- To the extent possible, be aware of an intruder's actions (where he/she is located in the school building, whether he/she is carrying a weapon or package, etc.). Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.
- Should the situation escalate, an administrator may decide at any time to initiate lockdown procedures.

Hostage Situation

31.20. Hostage Situation. If a hostage taker is unaware of your presence, do not intervene. Notify administration to call 911 immediately; provide administration details of the situation and ask for help. Seal off the area near the hostage scene, and keep detailed notes of events and actions. As soon as the police arrive, give control of the scene to the police and hostage negotiation team.

Bomb or Hazardous Substance Threat

31.21. Question the Caller. On receiving a message that a bomb or hazardous substance has been planted in the school, ask the following questions:

- Where is the bomb/hazard located?
- When will the bomb go off?
- What materials are in the bomb/hazard?
- What will cause it to explode/activate?
- Did you place the bomb/hazard?
- Why are you doing this?
- Who is calling?
- Where are you?

31.22. During the Call. Listen closely to the caller's voice, speech patterns, and for background noises. Try to determine whether the caller has knowledge of the building. If you can write while the caller is on the phone, record the exact wording of the threat and any responses to your questions.

31.23. After the Call. After the caller hangs up, immediately dial *57 to trace the call. Notify administration immediately; administration will determine whether a lockdown or evacuation is the appropriate course of action and will give instructions accordingly. Administration will call 911 and make a formal report to the fire department or fire marshal.

31.24. Lockdown or Partial Lockdown. If a lockdown or partial lockdown is ordered, use standard procedures outlined above for lockdowns.

31.25. Evacuation. If evacuation is ordered, follow these procedures:

- Administration will alert the staff and students and order an evacuation of the building. The administration should NOT mention the terms *bomb* or *bomb threat*.
- Standard fire drill procedures will be used to evacuate the building unless it would cause people to evacuate into the reported bomb location. If details of a reported bomb location are available, administration will give specific instructions concerning evacuation routes.
- Students will be directed to take their belongings with them.
- Students and staff must be evacuated to a safe distance away from the building.
- If weather is inclement or the building is damaged, administration will give instructions to relocate to the primary relocation center.
- Teachers should take roll of students following evacuation.
- No one should re-enter the building(s) until declared safe by fire or police personnel.

- Administration will give an “all clear” when danger has passed.

Suicide

31.26. Suicide Threat. Any person who refers to suicide should be taken seriously. Do not leave the person alone. Notify administration immediately, and stay with the person until administration, parents, or suicide intervention professionals arrive. Do not allow the person to leave school without parent, guardian, or other appropriate adult supervision.

31.27. Suicide Attempt. Notify administration or a suicide intervention professional immediately in event of a suicide attempt. Call 911 if the person needs medical attention, has a weapon, needs to be restrained, or a parent/guardian cannot be reached. Try to calm the suicidal person, and stay with the suicidal person until an administrator or suicide intervention professional arrives. Isolate the suicidal person or the area, if possible, and initiate first aid if necessary. Do not allow the person to leave school without parent, guardian, or other appropriate adult supervision. Administration will contact family members and complete a detailed incident report.

Weapons

31.28. Firearms and Weapons Policy. The school’s Safety Committee takes the position that safety and security is increased by limiting the availability of weapons and potential weapons on school grounds. Both state and federal law regulate the possession of firearms and other dangerous weapons at and near schools. As a private school, American Heritage is regulated by some, but not all, federal and state laws that regulate public schools, public agencies, and places of public accommodation. Firearms and weapons are not permitted, concealed or not concealed, with or without a concealed weapon permit, while upon properties owned or controlled by the School, without specific permission from the Principal. Law enforcement officers certified by the state of Utah, federal law enforcement officers, and School security officers on official duties, may carry a firearm on campus.

Responsibility to Report. Staff or students who are aware of a weapon brought to school should immediately notify administration, a teacher, or law enforcement. Give the following information:

- Name of the person suspected of bringing the weapon
- Location of the weapon
- Any threat the suspect has made
- Any other details that may prevent the suspect from hurting someone or himself/herself

31.29. Teacher & Staff Responsibility. Teachers and staff who suspect that a weapon is in the classroom should:

- STAY CALM
- Not call attention to the weapon
- Notify administration or a neighboring teacher as soon as possible
- Remain in the classroom; while a teacher should not leave the classroom, the teacher may at his/her discretion excuse the other students

31.30. Administration Procedures. An administration member who learns of a potential weapon at school should:

- Call law enforcement.
- Question the suspected student (make sure a second person, such as another administrator, teacher, or law enforcement officer is present for any questioning that takes place). Consider the best time and place to approach the person, taking into account the need for assistance from law enforcement, the type of weapon, the safety of other people in the area, the state of mind of the suspected person, and accessibility of the weapon.
- Separate the suspect from the weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Document all activities related to a weapons incident.

- If the suspect is a student, notify parents/guardians.

CPR Certification

31.31. Annual Training. AHS will arrange CPR training courses for faculty members on an annual basis. A list of CPR-certified staff is included in an appendix to this handbook.

Comfort Kits

31.32. 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 during which students will need to be detained at the school.

32. Building Security

32.1. General Information. The school is equipped with an alarm system, an electronic key-entry system, proximity card access at various entrances to the building, and a closed circuit television monitoring system for all major hallways and entrances to the building. The following procedures are critical to the security of the students, faculty, and facilities of the school.

32.2. Keys. Teachers will be provided keys based on need. Electronic keys allow entry from the exterior of the building. Other keys allow unlocking of one or more doors from the inside of the building. Employees should not lend their keys or make duplicate keys.

32.3. Building Hours; Locking and Unlocking Doors. All doors should remain locked during the school day with exception of the main west entrance (open from 7:00 a.m. to 6:00 p.m., and later if evening events are scheduled), the main east entrance (open during carpool times from approximately 7:00 to 8:30 a.m. and 2:50 to 3:30 p.m.), and the northeast entrance to the 7-12 hallway (open during carpool times and lunch period). When leaving the building, even for recess and other class-related activities, a teacher should never leave a door unlocked or propped open with woodchips or other physical objects to alleviate the need to enter the building through one of the electronic key-entry locations. This practice compromises the integrity of the entire electronic key-entry and monitoring system, especially after-hours when it is intended to work in concert with the alarm system.

32.4. Visitors. If a visitor does not have a visitor's badge, or is not with someone that a teacher recognizes, the teacher should introduce him/herself and ask for the visitor's name and purpose at the School. Building security is a team effort!

32.5. Campus Hours, Building Alarm System. During the school year, doors to the School are generally open Monday through Friday from 7:00 a.m. to 6:00 p.m. In the summer, the doors are open for summer office hours of 9 a.m. to 1 p.m. After 11 p.m. (year round), employees in the building should be aware that the security alarm will self-arm; thus, we strongly encourage employees and students to vacate the building prior to 11 p.m. (the alarm can be overridden for special events that may extend past 11 p.m. – but advance notice should be given to administration of any such events).

33. Biohazards and Exposure Control Plan

33.1. Purpose of Plan. The purpose of this Exposure Control Plan is to implement procedures that promote safe work practices; to minimize the incidence of illness and injury experienced by American Heritage School students and employees; and to reduce occupational exposure to bloodborne pathogens, such as Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and other pathogens that students and employees may encounter at the School. The plan is designed to protect employees from health hazards associated with bloodborne pathogens and provide appropriate treatment and counseling should an employee be exposed to bloodborne pathogens.

33.2. Availability of Plan. This Exposure Control Plan will be made available to all employees. Employees will be advised of the Plan and its availability during yearly training.

33.3. Employee Responsibility. Employees are responsible for complying with the requirements of this plan and will consult with administration when questions arise concerning bloodborne pathogens. Employees and students should not underestimate the risk of exposure to bloodborne pathogens.

33.4. Risk for Exposure: Tasks and Procedures. The following tasks and procedures can result in occupational exposure for those employees or students who may be in contact with blood or other potentially infectious materials:

- Handling of blood
- Caring for wounds or injuries
- Disposing of regulated waste
- Cleaning of contaminated surfaces

33.5. Risk for Exposure: Job Titles. Employees with the following job titles may experience occupational exposure to blood or other potentially infectious materials:

- Custodians
- Playground assistants
- School aides
- Teachers
- Secretaries
- Principals and assistant principals

33.6. Universal Precautions. All employees will practice Universal Precautions to prevent contact with blood and other potentially infectious materials (OPIM). *Universal Precautions* involves treating all human blood and the following body fluids as if they are known to be infectious for bloodborne pathogens:

- Saliva contaminated with blood
- Cerebrospinal fluid
- Synovial fluid
- Pleural fluid
- Pericardial fluid
- Peritoneal fluid
- Amniotic fluid
- Blood
- Semen
- Vaginal secretions

If it is difficult or impossible to differentiate between body fluid types, employees will assume all body fluids to be potentially infectious.

33.7. Work Practice Controls. Work Practice Controls eliminate or minimize employee exposure to bloodborne pathogens. All employees will observe the following work practice controls in addition to

other quality control measures governing their work duties:

- Protective gloves will be used when necessary in the correct manner. (General rule: "If it's wet and it's not yours, wear gloves!")
- Employees will wash their hands with antibacterial soap and water immediately after removing gloves or other personal protective equipment, or following contact with body areas with blood or OPIM.
- Antiseptic hand cleanser and clean towels or towelettes will be available for staff when handwashing facilities are not immediately available.
- Hands must be washed with soap and water as soon as feasible after the use of antiseptic hand cleanser or towelettes.
- Eating, drinking, applying cosmetics or lip balm, and handling contact lenses is prohibited in work areas where there is potential for exposure to bloodborne pathogens.
- Food and drink will not be kept in refrigerators, in freezers, on counter tops, or in other storage areas where blood or OPIM are present.
- Emergencies involving blood or OPIM will be handled so as to minimize splashing, spraying, spattering, and generation of droplets.
- The injured person will be allowed to care for his/her own wound as much as possible.
- Equipment will be decontaminated with a 1:10 dilution of chlorine bleach (such as Clorox or Purex) or other OSHA-approved disinfectant for 10 minutes.
- An appropriate biohazard warning label that identifies the contaminated parts will be attached to any contaminated equipment.

33.8. Engineering Controls. Engineering controls eliminate or minimize employees' exposure in the workplace by either removing or isolating the hazard. All employees will observe the following engineering controls:

- Insure that hand-washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes, not bar soap) are readily accessible to all employees who have the potential for exposure.
- Inspect equipment that may become contaminated by blood or OPIM after use in an emergency where it could be contaminated.

33.9. Personal Protective Equipment. Personal protective equipment will be worn by employees for protection against exposure to bloodborne pathogens. The personal protective equipment will be (1) provided at no cost to employees, (2) used if occupational exposure remains after instituting work practice and engineering controls (or if those controls are not feasible), and (3) located in work areas and other locations as close as possible to where the equipment might be used. To insure proper use and maintenance of personal protective equipment, all employees will observe the following:

- Disposable gloves will be worn when it can be reasonably anticipated that the employee may have hand contact with blood or OPIM. Disposable gloves are never washed and will not be reused. Hypoallergenic gloves or other similar alternatives will be available to employees allergic to regular gloves.
- Utility gloves will be available for all custodial and other staff. Utility gloves will be replaced when they show signs of cracking, peeling, tearing, puncturing, or deteriorating. Utility gloves may be decontaminated for reuse if their integrity is not compromised.
- Face protection will be worn when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eyes, nose, or mouth. As needed, the School will provide and employees will use face masks and glasses with solid side shield and respiratory equipment, such as one-way-valve face masks.
- Personal protective equipment will be available at all times for employees to use whenever potential exposure is anticipated. All personal protective equipment will be removed before an employee leaves the work area. Any garments penetrated by blood or other infectious materials will be removed immediately, or as soon as feasible, and put in a red laundry bag.

- An employee may choose, temporarily and briefly, and under rare and extraordinary circumstances, to decline the use of protective equipment. If in the employee's professional judgment the use of personal protective equipment would prevent the delivery of health care or public safety services or would pose an increased hazard to the safety of the worker or coworker, personal protective equipment may not be worn. In such a case, the employee will notify his/her supervisor as soon as possible after the occurrence so a documented investigation can be conducted.

33.10. Custodial Services. Maintaining the School in a clean and orderly condition is an important part of the Exposure Control Plan. The following housekeeping/custodial procedures will be implemented:

- Areas contaminated with blood or OPIM will be cleaned with the use of proper protective equipment and with a solution that is effective against Hepatitis B, HIV, and OPIM. Such areas will be decontaminated with an appropriate disinfectant immediately after a spill or leakage occurs.
- Broken glass that may be contaminated will never be picked up by hand, even if gloves are worn. Mechanical means—such as a brush and dustpan, forceps, or tongs—will be used to pick up broken glass. Whatever implements are used must be cleaned and decontaminated if the glass container held any infectious material (blood or OPIM).
- Regulated waste that may be generated in School facilities includes, but is not limited to, used gloves, soiled laundry, bandages, and gauze saturated with blood or OPIM. Regulated waste will be kept in closed containers that can hold all contents without leakage during handling, storage, and transport; and that are color-coded or labeled. Disposal of regulated waste will be in accordance with applicable state and local laws.

33.11. Contaminated Laundry. Contaminated laundry—which includes articles of clothing or linen contaminated with blood or OPIM—will be handled as little as possible. Employees will not take contaminated laundry home to clean. The following procedure will be used:

- Contaminated laundry will be bagged at the location of use, placed in color-coded or labeled bags, sorted, rinsed, and laundered off-site.
- Contaminated laundry that may leak through the container will be stored and transported in bags that prevent soak-through or leakage.
- Employees who handle contaminated laundry will wear protective gloves and handle the laundry as little as possible.
- Other protective equipment will be available when required.
- Contaminated laundry will be washed by an employee who has received bloodborne pathogen training, hepatitis B vaccine, and uses protective equipment as required by OSHA, or by a commercial laundry or independent contractor.

33.12. Biohazard Receptacle. A red biohazard receptacle is located in the restroom of the sickroom (Room 307) immediately adjacent to the front desk in the front office. All students and parents will be notified of the location of this receptacle. All biosharp objects should be placed in the biohazard receptacle after use; these include any contaminated object that can penetrate the skin—including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires. Biosharp objects should never be placed in an ordinary trash receptacle. Biohazard warning labels and signs provide the most obvious warning of possible exposure to bloodborne pathogens. Biohazard warning labels will be used to mark all regulated waste not placed in a red bag or coded in red or orange colors.

33.13. Post-Exposure Evaluation and Follow-Up. An exposure incident is defined as a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials resulting from the performance of an employee's duties. Employees involved in an incident where exposure to bloodborne pathogens may have occurred will receive medical consultation and treatment as expeditiously as possible at no charge to the employee.

33.14. Procedures for an Exposure Incident. When an exposure incident occurs, the following procedures will be followed.

- An exposed employee or student will wash the affected area with soap and water or other appropriate solution; flush exposed mucous membranes with water; and report the incident to administration immediately.
- Administration will inform the Health Department of the incident immediately. Administration will prepare a written report documenting the route(s) of exposure and the circumstances surrounding the incident.
- The source individual will be identified and documented when possible.
- Consent for HIV and HBV blood testing of the source individual will be obtained, if possible.
- The exposed employee may elect to have blood tests conducted during a 90-day period.
- The exposed employee will be tested at the time of the incident and three to six months later.
- Should the employee refuse baseline testing for HBV and HIV and later test positive while employed by the School, the employee may not be eligible for workers compensation or insurance benefits.

33.15. Information Provided to the Health Care Professional. A licensed physician or health care professional will perform a confidential evaluation and medical follow-up on the exposed employee at no charge to the employee. All of the following information will be provided to the health care professional:

- A description of the exposed employee's duties as they relate to the exposure incident
- Documentation of the route(s) of exposure and circumstances under which exposure occurred
- Results of the source's blood tests, if available
- All medical records relevant to the appropriate treatment of the employee, including vaccination status

33.16. Health Care Professional's Written Opinion. The School will obtain and provide to the employee a copy of the evaluating health care professional's written opinion within 15 days of the completion of the evaluation. The written opinion will be included in the employee's confidential employee file. The opinion will not include findings or diagnoses that will remain confidential.

33.17. Incident Reports. Incident reports of occupational exposure and appropriate medical information will be maintained by the School.

33.18. Training. Employees who have a potential for exposure to bloodborne pathogens will attend a training program covering this exposure control plan at least once a year.

34. Use of Media and Entertainment

34.1. 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. As President Boyd K. Packer said, “Audio and visual aids in a class can be a blessing or a curse, depending upon how they are used. They might be compared to spices and flavorings that go with a meal. They should be used sparingly to accent or make a lesson interesting....” (Boyd K. Packer, *Teach Ye Diligently* [Salt Lake City: Deseret Book Co., 1975], 265.)

34.2. Use of Media in the Classroom. Pictures, audio, and video can recreate important events in powerful ways. They can help students visualize and experience what is happening. They can dramatize principles being taught. Teachers should not show or use video without making it part of their overall lesson plan or without using it fully to enhance learning. The use of all audiovisual material can be made more inspiring if students are required to participate in the learning experience by looking for how the message of the story applies to their life. Often only part of the movie, video, or audio is necessary to make the point. Complete showings of full-length movies should generally be reserved for class celebrations – and even then the question should be asked whether the time is best spent watching the entire movie.

34.3. Media as Part of the Lesson. Media resources are some of the most misused and abused tools in education. Don't let the media overpower the message. Teachers need to ask themselves the following questions as they prepare to use these methods:

- Does it help the students learn what is important?
- Is it worth the time it takes?
- Is it in keeping with the Mission Statement of the School?

34.4. Pre-Approval of Movies and Video. With the exception of media found on lds.org for students in grades 9-12, the following guidelines apply to all motion picture media used in connection with American Heritage School classes and events (referred to in this section as “video” and including movies, television, home video, and any clips thereof).

34.4(a). *Why Pre-approval?* The selection and approval process for movies and video is a significantly participative and consensus-driven process that includes teachers, administration and parents. Importantly, the selection and approval process for movies and video is not based on a spirit of distrust of teachers or a desire to control or sensor classrooms. Motion picture is different, and in many ways more powerful, than books and other types of media tools that are used in the classroom. The visual, musical and audio experience of a movie is one that combines the senses in a manner that the experience is impressed upon the mind at a level that books, lectures, and discussion rarely achieve alone. Thus, motion picture is a teaching tool that can be a powerful force for good – and also the opposite – depending upon numerous factors such as content, context, and the viewer's unique personal background and circumstances. It is very difficult for teachers or administration alone to make consistently high-quality and appropriate (meaning appropriate for each individual student) selections of movies and videos without assistance from each other, and, most importantly, from parents.

34.4(b). *Pre-Approval by Administration or Faculty.* Administration pre-approves all video shown at school-related functions. Teachers should e-mail a link to the media they want to show to administration at least 48 hours in advance. If approved, it will be added to the AHS Approved Media List (shared media approval document). If in the course of preparing a lesson, a teacher comes across video that he/she believes would significantly improve the lesson, but the teacher does not feel that he/she has time to request and receive pre-approval from an administrator, the teacher may request feedback from another faculty member. If two faculty members feel the video is appropriate, the teacher may proceed to show the video in class, provided that he/she still informs administration that he/she plans to show the video, and provides the name of the other faculty member who reviewed the video. The administrator

will still review the video at his/her earliest convenience, in this case after the video is shown in class, for ongoing approval of the video to be listed on the AHS Approved Media list.

34(c). *Pre-Approval by Parents.* In addition to and *following* approval by administration, any video or clip with an MPAA rating of “PG” will also require approval from all parents of students in the class where the video will be shown. Any video or clip with an MPAA rating of “PG-13” or “R” will not be shown at the School, regardless of a teacher’s ability to obtain parental approval. We recognize that MPAA ratings are not a perfect measure of the merits or demerits of a movie; however, there are enough objective criteria in MPAA ratings that we have been well served by using them as a *starting point* and *initial filter* for evaluating content.

34(d). *Recommendations or Assignments to View Unapproved Movies and Video.* Teachers should not in the course of their teaching or lesson planning require, encourage or incentivize students or parents to view particular movies at home or in theatres that have not been pre-approved by administration.

34(e). *Managing Expectations of Students.* Teachers should be cautious about how they manage the expectations of students with respect to movies, especially PG-rated movies that require (and may not receive) parental approval. For example, informing the class that a movie will be shown “if it gets approval from administration and parents” can sometimes lead to sensitive or awkward conversations for teachers and the students, especially when teachers or students are subsequently asked by students to explain why the video or movie was not ultimately approved by administrators or parents. Also, keep in mind that students perceive movies and videos (particularly when shown in context of a celebration) as being a privilege. Thus, we strongly recommend – but do not require – that all classes in the same grade level coordinate the showing of the same (or similar) movies and videos. In the case that one class receives parental approval for a PG-rated movie and the other class does not receive parental approval, we strongly recommend – but do not require – that neither class show the movie, and that an acceptable alternative be identified, if possible.

34.5. Video Games and Computer Games. Video games and computer games are not permitted for students on school property during school hours. Educational software games may be used by students during the school day under the direction of faculty or administration who are supervising the computer where the video games are being used.

34.6. No School IT Support for Personal Computing Devices. Employees and students who bring personal computing devices to school should not expect school technical support from the school’s Information Technology department for those devices.

34.7. Internet Video. Internet video streams may be projected to students by teachers with prior permission from administration. Only computers that are centrally maintained and safeguarded by the school’s safety and security protocols will be permitted for internet or media streaming, and only so long as the content is approved according to this section (Use of Media and Entertainment standards). We strongly recommend downloading video content prior to showing it to a class. This step reduces the risk of unanticipated content projection (pop-ups, ads, commercials, etc.); and also ensures that there will be minimal disruption to the flow of the video. This policy does not affect the ability of employees, parents, high school students, and other guests to use personal computers or stream internet video at the school for personal use, in compliance with the school’s acceptable use standards, and in connection with the laptop initiatives for students.

34.8. 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, mobile phones with video capability, 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.

34.9. In-Vehicle Media and Entertainment. AHS is not legally responsible for students before they arrive at school or after they have left the school at the end of the day. Nevertheless, AHS strongly discourages the showing of in-vehicle movies or the playing of in-vehicle video games during carpooling, especially during 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.

34.10. Use of Commercially Produced Videos. The law recognizes classroom use of commercial video as having certain exceptions to regular copyright restrictions (such as "For Home Use Only"), but only if all of the following conditions are met:

1. The video is legally made.
2. It is used in face-to-face teaching.
3. It is used in a classroom or similar place devoted to instruction.
4. It is used by a non-profit educational organization.
5. It is used for teaching purposes and not for entertainment.

34.11. Accessing or Distributing Inappropriate Media. Any employee or student of the school that intentionally accesses or distributes pornographic or otherwise inappropriate media, including material that is obscene, bigoted, or abusive, on or off the school premises, may be temporarily dismissed, suspended, permanently terminated, or expelled from the School, irrespective of the medium or network used to access or distribute the material (e.g., paper, electronic, lap-top, cell phone, school network, home network, etc.).

35. Summer Tutoring

35.1. Purpose of Summer Tutoring. At the conclusion of each year, there may be concerns that an student may not have sufficiently demonstrated the minimum academic skills necessary for advancement to the next grade level. Summer tutoring may be recommended as an opportunity for the student to learn increased confidence in subject areas of need in order to be more successful in the upcoming grade level. In grades K–6, summer tutoring may be recommended based upon language skills (reading, writing, spelling) or math. In grades 7–12, summer tutoring or remediation is typically only recommended in math when the student is performing below the 80% proficiency level (cumulative average below 80% for four terms combined).

35.2. Summer Tutoring Recommendation Letter in Elementary School. Should a K–6 child be recommended by the classroom core teacher for extra tutoring over the summer, the teacher or administrator will send a letter to the parents as follows:

Dear Mr. and Mrs. _____

As the end of this school year draws to a close, _____'s core teacher has expressed a concern about his/her academic readiness for success in the coming school year in the subjects of reading, language skills, and/or math. Your child will be readmitted next school year, but in order to facilitate greater success, we strongly encourage you to take advantage of our summer tutoring program. Here is the model in a nutshell:

Basic Model Points:

- Your student was recommended for tutoring based on scores of 70% or below in all, or some, of the listed subjects. Students who struggle are usually most benefitted by a tutor in a one-on-one situation where needs can be more accurately assessed throughout the sessions.*
- As instruction is one-on-one, scheduling is more easily accomplished for both the family and the tutor.*
- For math tutoring only: a teacher will work with very small groups (2-3) on a regular basis to be able to assess and support learning progression in math. Sessions will be scheduled at the discretion of the tutor, keeping in mind the best possible times that are available.*
- Parent's responsibilities: Obtaining the proper help and setting up individual schedules with a tutor or outside institution, paying in a timely way for the service, ensuring attendance, and supporting any necessary practice outside the tutoring session.*

Procedure:

- Choose and contact a tutor from the school-approved tutors. The advantage to a school tutor would be their knowledge of the instructional procedures and requirements here at American Heritage.*
- Enroll your child (or continue enrollment) in an outside institution (i.e. Dyslexia Center, Sylvan, Brain Balance, or some other commercial tutor).*
- It is permissible to have an organized approach at home. Sometimes it is harder to be as consistent and give the kind of help needed, but it can be done. Please contact me for further help.*

PLEASE NOTE THE FOLLOWING: All students will be assessed in the fall to give the teacher for the new school year important information about where each student is in their progress.

From teacher records and testing information, _____ needs help in the following areas:

Math _____

Language_____

Reading_____

Spelling_____ (includes phonograms where applicable)

Specific information should be available from the core teacher. Tutors should get the information to help them begin assistance with what is needed.

Please contact me at extension ___ or with an email to ___ for specific information concerning your child's needs or speak with the core teacher that gave the recommendation. Our desire is to support you in preparing your child for success here at American Heritage School! Thank you!

Sincerely, AHS Administrator or Intervention Department

35.3. Final Recommendation for Summer Tutoring Made by an Administrator. The final determination as to whether a student will be recommended for Summer Tutoring is made by administration upon recommendation by the core-curriculum instructor, with counsel and feedback from parents and specialty subject instructors.

35.4. Cost of Summer Tutoring. As with other tutoring provided by the school or by private tutors, the cost of AHS Summer Tutoring or summer remediation programs is borne by the parents. Any tutoring programs provided by AHS are priced to cover only the basic expense of the instructor and materials.

35.5. Math Summer Camp in Grades 7–12. Middle and high school students who do not have a cumulative average of 80% or higher in a math course will be required to repeat the course, take a comparable course from another school/program ("comparable" as determined by AHS), or attend Math Summer Camp or a summer math course at AHS before they can progress to the next math level. The number of classes they must attend in AHS Math Summer Camp will be determined by the teacher of the failed math course and communicated to the parent before the end of the school year preceding the necessary summer remediation. Students may also enroll in a summer math session (full summer math course), when offered, to receive credit for an entire math course.

36. Building, Facility, and Equipment Use

36.1. Principles. 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 faculty, staff, administration, students, and parents should remember that the building, art work, and much of the furniture has been made possible because of donations made for this purpose. These items were not purchased out of the school's operating budget. The interior design and decoration is intended to create an uplifting, inspiring, and functional environment for all who use the school. The Design & Facilities Committee, comprised of selected board members, administrators, and faculty members, has been given the charge to select, purchase, and place artwork and other accessories in the building. The committee is also involved with the selection of colors, fabrics, and other interior design decisions.

36.2. Annual Inventory. Each teacher will perform an annual inventory with administration shortly after each school year. At that time, all curriculum and assigned room supplies will be accounted for. A copy of the annual inventory checklist is included in the appendix to this handbook.

36.2(a) Classroom Recess Equipment Inventory. In the spirit of local self-government, homeroom teachers and students are accountable for classroom recess equipment assigned to their room each year. The classroom teacher is expected to label each item he/she receives with the room number, so that if a ball or other classroom recess equipment item is misplaced, others in the school community may return it. Classroom recess equipment is purchased from a budget that is allocated to each homeroom teacher at the beginning of the year. Any lost or damaged classroom athletic equipment at the end of the year will be reported as part of the normal inventory process.

36.3. School-owned Costumes. All costumes owned by the School are inventoried and stored in a central location. Teachers and parents must obtain administrative approval and follow designated checkout procedures to use school-owned costumes for classroom events, as well as to hem, shorten, lengthen or otherwise alter school-owned costumes for classroom events. When returning costumes, please hang or place them neatly in their central location, and notify administration of any damage to costumes so that cleaning or repair can be done prior to next use.

36.4. 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 & Facilities Committee without permission of administration.

36.5. Fastening Items to Painted Walls and Doors. Signs, posters, banners, or student work may not be fastened to painted walls or doors in classrooms or hallways. Tape and putty adhesives damage or soil these surfaces, particularly painted and wood surfaces. Any artwork requiring nails, screws or other wall anchors/fasteners to be placed in walls for hanging (including on tackable surfaces) must be approved by the Design & Facilities Committee prior to hanging (see below regarding artwork and tackable surfaces).

36.6. Classroom Design, Artwork, Furnishing, and Equipping. The following policies for classroom design, artwork, furnishing, and equipping have been crafted in an effort to balance the following important principles (in no particular order): (1) a classroom should be a functional space that optimizes the teaching and learning process; (2) a teacher should have ways to express his/her individuality through discretionary design and decoration of the teaching space; (3) all classrooms, and the building as a whole, should have a spirit of "unity" that is promoted by certain common standards of building and classroom design and functionality; (4) the highest standards of safety, security and cleanliness should be maintained; and (5) the school should provide a standard level of consistent furnishings and equipment for all teachers to provide unified design and high functionality for each room, and also to reduce the pressure on teachers to provide personal furnishings and equipment from home.

36.6(a). *Windows*. Items may not be affixed to windows other than the exceptions noted below. For security purposes, the top pane of the double-paned windows next to classroom doors must be kept unobstructed with the exception of a single 8.5 x 11 copy of the teacher's weekly classroom schedule (if possible, using tackable surface next to the window is recommended for this purpose). Personal curtains may not be installed in windows.

Exceptions to the "no items affixed to windows" policy include the following:

- The bottom pane of the double-pane windows adjacent to doors may be decorated (or fully covered) at the discretion of the teacher.
- Items may be affixed to classroom windows (except for the upper pane adjacent to the classroom door) for the week of Constitution Day, the week of Harvest Parties, the full week preceding Christmas Break, the week of Valentine's Day, the week preceding Easter Break, and for the duration of Custodian and Teacher Appreciation Weeks.

36.6(b). *Windowsills, Window Frames, and Door Frames*. For both safety and design reasons, items may not be placed in or on classroom windowsills, window frames or door frames.

36.6(c). *Tackable Surfaces*. All tackable surfaces in classrooms (meaning carpeted surfaces and conventional tack board surfaces, NOT drywall or any other painted surface) may be decorated at the discretion of the teacher. Any item that requires a nail in order to be hung (even if hung over tackable surfaces) must have administrative or Design & Facilities Committee approval.

36.6(d). *Whiteboards*. Items affixed to whiteboard writing surfaces should be affixed with magnets, NOT adhesive tape or glue (tape and glue can leave residue that is very difficult to remove). Although putty adhesives are less problematic, we discourage their use on whiteboard surfaces if possible because of the occasional need to clean putty residue with solvents other than water, which can damage the whiteboard writing surface.

36.6(e) *Front of Classroom*. As a general guideline, please consider limiting the number of visual stimuli permanently and simultaneously placed at the front of the classroom.

36.6(f). *Artwork*. All classroom artwork (framed or unframed, personal or school property) should be mission appropriate and curriculum focused. All framed artwork in classrooms and all of the framed artwork in public areas of the school has either been donated or is personal property of teachers. There is not an allocation in the annual school operating budget for artwork. Any artwork requiring nails, screws or other wall anchors/fasteners to be fixed in walls (including in tackable surfaces) for hanging must be approved by the Design & Facilities Committee prior to hanging. Teachers may place artwork of their choosing on all tackable surfaces in their classroom. If a teacher has personal, framed artwork that they would like to have hung in their classroom, please forward a color copy (or digital image) to the Design & Facilities Committee for consideration and approval. The school will provide (purchase and frame) a minimum of one framed print for every classroom, generally to be hung at the center of the back wall beneath the clock. Teachers may also make suggestions to the Design & Facilities Committee of artwork that they would like for the Design & Facilities Committee to consider acquiring for classrooms or public areas.

36.6(g). *Furnishings and Appliances*. The school provides all furniture and appliances for classrooms, including teacher and student desks, chairs, tables, and teaching podiums. Personal furniture and appliances from home may not be placed in classrooms. Refrigerators, microwaves, and other food preparation appliances are supplied in various common areas of the school, and are not permitted in classrooms and teacher and administrative offices. If furniture or appliances are needed, please notify the Design & Facilities Committee and the school will consider providing the item for all teachers with a similar need. Rocking chairs and rugs for "reading corners" in the elementary school, as well as

teaching podiums in all classrooms, will be provided by the school. If they are not provided by the school, a teacher may obtain Design & Facilities Committee approval to bring one from home.

36.6(h). *Plants*. Small plants (artificial or live) may be placed on teacher desks and on top of cabinets and shelves. Artificial or live plants, including artificial trees, may not be placed on classroom floors. The Design & Facilities Committee has approved and placed various artificial trees and plants in a few key public spaces of the building, including the auditorium stage, the administration office, the board room, and the Freedom Gallery, among others. These artificial plants should not be moved without Design & Facilities Committee approval. When moving artificial trees and plants upon approval, please be sure that they are properly put back in position with as few branches touching walls as possible (artificial plants are often bent, creased, and damaged by improper placement too closely against walls and other objects).

36.6(i). *Animals*. County health department regulations prohibit live animals (including fish, snakes, and turtles) from being permanently housed in classrooms other than dedicated science rooms. Handling of certain reptiles and amphibians such as snakes and turtles can present public health risks, should be conducted under controlled circumstances, and may be prohibited altogether by regulation or administrative decision. Given allergies that many students and employees experience with close proximity to animals, employees and parents desiring to bring animals to school, including household pets such as dogs and cats, should request and receive administrative approval before doing so. Appropriate exceptions and accommodations will be made for service animals.

36.6(j). *Top of Cabinets and Shelves*. Items may be placed on top of cabinets and shelves so long as they are not higher than 18 inches from the ceiling (fire code). Items placed on top of cabinets that would pose a safety hazard in the event that they fall (porcelain or glass statues, sharp or heavy objects, etc.) should be relocated, or, if they remain overhead, strategically placed in locations such that if they fell, they would be least likely to injure occupants of the room.

36.6(k) *Decorative Table Cloths, Curtains, and Fabric Coverings*. Personal table cloths, curtains, and other personal fabric coverings are not permitted as permanent decorative fixtures in classrooms. Exceptions include temporary table cloths, fabric coverings and curtains that may have specific and limited application to a classroom event such as a table cloth or fabric covering for a particular lesson, celebration, theatrical presentation, etc.

36.6(l) *Waste baskets*. Waste baskets are provided by the school and should not be placed next to the entryway of the classroom.

36.6(m). *Ceilings*. Items may not be hung from the ceilings.

36.6(n). *Incense/Candle Burning; Air Fresheners, Diffusers*. Incense or candle burning is not permitted without permission of administration. Given the allergic, medical, and distracting sensitivities that some in the school community have to air quality and strong fragrances, air fresheners and diffusers are discouraged in classrooms and offices.

36.6(o). *Suggestions or Requests for the Design & Facilities Committee*. Suggestions and requests for the Design & Facilities Committee should be submitted to administration, who will discuss the suggestions with the Design & Facilities Committee and/or the full Board as necessary and appropriate.

36.7. Extracurricular Use of Facilities (School-Sponsored). School facilities and equipment may only be used for school-sponsored and approved activities.

36.7(a). *General*. Faculty members and administrators involved in school-sponsored extracurricular and afterschool use of the building and facilities have a personal 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. It also includes other "good steward" responsibilities such as locking doors when leaving for the evening and generally monitoring the facilities during extra-curricular time to ensure that no unauthorized persons are using the

building or facility. If an administrator is not present, faculty members should not hesitate to call administration members at home with questions or concerns pertaining to extracurricular use of the building and facilities.

36.7(b). *School-sponsored Private Tutoring and School-Sponsored Private Instruction.* Private tutoring and private instruction may be provided on campus on the following conditions:

- *Administrative Approval.* Private tutoring or private instruction on campus requires administrative approval. Once approval is obtained, the private instruction will be classified as “school-sponsored” for programmatic, insurance, and legal purposes.
- *Current Faculty, Student, or Applicant Status; Curricular/Programmatic Connection Required.* Only faculty members will be permitted to provide private tutoring or private instruction services on the school premises, and only for subjects and purposes related to those faculty members’ own curriculum, programs, and subjects taught. Only students officially enrolled in a school program, or who have applied and been recommended by administration for on-campus tutoring in anticipation of admission, will be eligible for on-campus tutoring or private instruction in that program area. In the case of student applicants receiving tutoring in anticipation of admission, the applicant must defer to currently enrolled students when questions of tutor or scheduling priority arise, and must also abide by the school’s dress and grooming standards with exception of wearing the school uniform (modest and conservative clothing and grooming School will be expected). All exceptions, including arrangements for students to tutor other students, must be approved by administration.
- *Child Protection.* Private tutors and private instructors should always ensure that the environment in which the tutoring or instruction takes place is as visible and audible as possible without interfering with the objectives of the tutoring or instruction. Whenever possible, doors should be left open during private tutoring or instruction sessions, and a second adult should be in the room, in plain view of, or in close proximity with, the private tutoring or instruction. It is the faculty member’s responsibility to ensure that an administrator is aware of the times, locations, students (by name), and circumstances surrounding any private tutoring or instruction that happens on campus. Tutoring and private instruction should conclude by 6 p.m. whenever possible. After 6 p.m., a private tutor or instructor must have a second adult in the room where the private tutoring or instruction is taking place, or a second adult must be in plain view of, or in close proximity with, the private tutoring or instruction. All private tutoring and private instruction must conclude at 9:00 p.m.
- *Family and Guests of Students.* As a general rule, family and guests of students receiving private tutoring or instruction should be limited to those that are absolutely necessary to the objectives of the private tutoring or instruction. When family or guests are present, they must remain in the room where the private tutoring or instruction is taking place. Children and youth must be attended by an adult at all times. The faculty member must ensure that family and guests of students uphold all AHS building and facilities policies, including those pertaining to food, gum, and drink, etc.
- *Volunteer Versus Paid Tutoring and Instruction.* All private tutoring and private instruction, whether volunteer or paid, must be approved by administration. In the case of paid tutoring and instruction, all payment must be payable to American Heritage School (not directly to the faculty tutor or instructor), and the faculty member will in turn be paid by the School at the rate privately negotiated with the family receiving the tutoring. The payment amounts and rates are a matter of private negotiation between the faculty member and the family paying for the private tutoring or instruction; however, before finalizing payment terms with the family, the proposed private tutoring or instruction must be approved by administration, including the acceptable building use fee to be charged by the School.

- *Building Use Fee.* A building use fee will be charged or withheld in connection with payment arrangements for school-sponsored tutoring and private instruction. A Building Use Fee will typically not be charged for approved volunteer tutoring and instruction. In the case of volunteer private tutoring or private instruction, administration will make a determination as to whether the proposed volunteer tutoring or instruction is a high enough priority to justify the use of school facilities and resources.

36.8. Third-Party Use of Facilities (Non-School-Sponsored). No third-party or non-school sponsored use of the building, facilities, or equipment will be allowed without administrative approval. This policy applies to requests by employees to use the building, facilities and equipment for non-school sponsored events (such as family, ward, scouting, community, or personal business functions).

36.9. 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 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. Please regularly remind parent volunteers, especially room mothers responsible for celebrations, 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 more 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 punch and gum are prohibited at all times and in all areas of the school.

36.10. Use of School Equipment. All items that are purchased with school or donated funds become the property of the School and may not be taken for personal use, loaned, or sold without prior written approval of administration. If a teacher has items that were purchased with school funds that are no longer needed, the teacher should consult with an administrator regarding where the items should be stored.

36.11. Use of School Materials, Curriculum, and Teacher Notebooks. School materials and books that will be used away from school property, other than teacher's manuals and teachers' notebooks, must be checked out with the school receptionist or librarian. Teachers' notebooks and all work product included therein are the property of American Heritage School. Typically, upon leaving the School, and in connection with the classroom inventory process, the teacher may keep the original version of his/her personally produced teaching notebooks once the School has had an opportunity to copy them (at the School's expense). Exceptions may apply at administration discretion. Parents may check out math and other text books for the summer according to the library check-out procedure or as coordinated by the instructors.

36.12. Teacher Use of Equipment. Teachers may use the following equipment according to the guidelines listed:

- **Binding:** Teachers who supply their own paper and spines may use the binder.
- **Copy Machine:** Teachers must follow set guidelines. Personal copy use, which should be kept to a minimum, is \$.05 per copy, to be kept track of personally and paid to the front office. Teachers should not make larger numbers of personal copies.
- **Fax Machine:** Teachers may obtain assistance from the school secretary to use the fax machine located in the front office. There is a charge for personal use of these services. The charge for all incoming faxes is \$.50 per page, regardless of where the fax originated. The charge for outgoing faxes is \$.25 per page, regardless of the destination (local or long-distance).
- **Laminating:** There is no charge for laminating classroom, school-purchased items. The charge for laminating a teacher's personal items to be used in the classroom (but where the

teacher maintains possession of such items) is \$.45 per foot. This fee is to be paid to the front office.

- **Die Cut:** Teachers must follow set guidelines and must bring their own paper for personal use. Teachers should keep personal usage to a minimum. Students are not allowed to use the die cuts.

36.13. Photocopying. Although there are no pre-set limits on photocopying for classroom needs, teachers should make every effort to conserve resources when copying. Each teacher is assigned a unique number to use when using the photocopier. This number allows administration to track the number of copies made by individual teachers. Administration will notify a teacher if there is reason to believe that copying has been excessive.

36.14. Ordering Equipment and Supplies. Various teaching and student supplies are made available to teachers at the beginning of each school year. If there is a need for more of a specific item, teachers should let the office know as soon as possible. All requests for purchases of school equipment and supplies may be made through an official requisition form found in the office or faculty room. The form is to be filled out and turned into the front office. For budgeting purposes, all supplies that are used throughout the year should be tracked on a "Supply Consumable Form" that is available on the school's computer network on each teacher's desktop under their Inventory file.

36.15. Building Access, Keys. Faculty members will receive keys based on need. Under no circumstances should a teacher lend his/her keys or make duplicate keys. Doors to the school are generally open during the school year Monday through Friday from 7:00 a.m. to 6:00 p.m. and during the summer hours from 9:00 a.m. to 1:00 p.m.

36.16. Faculty Room. The faculty room is for faculty members and adult volunteers only. For various reasons, including privacy and safety concerns, children (from toddlers to teenagers) are not permitted in the faculty room and faculty work area for any reason, including for helping teachers or volunteers with their work. This applies at all times during the year, including holidays, weekends, and summers.

36.17. Reserving Rooms and Facilities. A teacher desiring to reserve the celebration room, auditorium, lecture hall, lunchroom, or any other common area of the school should place their reservation on the shared Building Schedule or contact the Facilities Director to check for availability and reserve time and event set-up needs on the Building Schedule. Reservations may be made up to one year in advance. Overlapping requests will be resolved by the Facilities Director in consultation with Administration and the requesting teachers. In resolving overlapping requests, priority is given according to various factors, including the number of people involved in the events, the suitability of other locations in the building, and the event plans. All else equal, priority will be granted on a first-come-first-served basis; however, teachers should understand that reservations may be relocated at the discretion of the Facilities Director and Administration. All reservations are available for viewing by teachers and administrators on a Microsoft Outlook "Building Schedule" calendar.

36.18. Cleaning. Participation by all members of the school community in the cleaning, maintenance, and care of the campus imparts a spirit of gratitude and an ethic of hard work. It also writes the principle of self-government upon the hearts of those who enjoy the blessings of our beautiful building.

36.18(a). *Stewardship Minute.* The last minute of each period, and the last few minutes before school is dismissed, should always be used for classroom cleanup. Teachers should avoid the temptation to use this time for curricular instruction at the expense of students missing the opportunity to become Christian stewards of their surroundings. In the spirit of strong traditions, it is important that teachers become accustomed to calling for a "stewardship minute" (at every grade level) during which every student attends to cleaning up litter and personal effects that can easily be picked up from the floors.

36.18(b). *Custodial Responsibilities.* Custodians will vacuum classrooms twice weekly, wipe down counters weekly, and mop tile once weekly. Faculty and students should be attentive to keeping floors

clear of books, school supplies, hair ornaments (especially hairpins), and other personal effects each day before leaving the classroom.

36.18(c). It is very important for students to have a clean, uncluttered place in which to work. Teachers should maintain order and pleasant surroundings. Student desks should be disinfected regularly (daily is recommended, and at least weekly). Students are instructed not to have individual staplers at school; teachers should be careful to pick up staples when they work on bulletin boards and other areas. Teachers should turn off all lights in the room, hall, or rest rooms and lock all doors when leaving for the day. If students empty garbage into the dumpster outside, teachers should send students in pairs and encourage students to pick up any papers that may fall around the dumpster. Cubbies should be kept clean and neat.

36.19. Facilities and Maintenance Requests. Facilities and maintenance requests are welcome and should be e-mailed to the Facilities Director, with a copy to the other full-time custodians (copying the other custodians will ensure coverage, and increase the chances for a prompt fulfillment of the request). Facilities staff will respond as quickly as they can. Please be sensitive to the workload and oftentimes simultaneous maintenance requests that are presented to facilities staff.

36.20. Parking. Employees may park in any designated parking stall; however, For reasons stated below, we encourage all employees to park in the north or west parking lots during the school day. There are no reserved parking spaces for employees of the school. Please do not park in the carpool lanes or adjacent to sidewalks, even during the summer (unless it is for temporary loading/unloading access). Employees who park on the east side of the building assume the risk that their vehicles could be damaged by playground balls, equipment, or activities. Employees should also be aware that the parking stalls on the east side of the building, particularly adjacent to the basketball hoops, accumulate ice that is difficult to remove, even with significant icemelt and scraping, particularly when vehicles are parked on the ice. For these reasons, we encourage all employees to park in the north or west parking lots during the day. If an employee chooses to park in the stalls on the east side of the building, they understand and accept that, during school hours, the east side of the school is prioritized as a playground first, and an overflow parking area second (this priority changes during carpool times, when it becomes a traffic lane and parking area for parents). According to agreements with the City of American Fork, student drivers are restricted to the north-west access and are required to park in the north parking lot.

36.21. Personal Property. American Heritage School is not responsible for damages to or loss of personal property used or stored on campus or in parked cars at the School.

36.22. Use of Building and Facilities During Non-school Hours; Children of Employees; Recreation Hall Access. The following guidelines apply to use of the school premises before and after school on regular school days. Nothing in this section shall be construed to allow organized use of the school's facilities or grounds for personal, family, or third-party use without approval of administration.

36.22(a). *Supervision.* As a general matter, children (employee children or otherwise) should be supervised by an adult at all times that they are on the School premises. Thus, during non-school hours, children of employees who are on campus with their employee-parent should be present with and supervised by their employee-parent at all times, unless (1) the employee-parent has specifically arranged with another employee or adult to supervise their children on campus, (2) administration has granted permission for an alternative arrangement, or (3) the location or activity falls within the criteria set forth below for certain unsupervised activities and locations.

36.22(b). *Certain Unsupervised Activities and Locations Permitted.* The following specific locations and activities are permitted for unsupervised children during non-school hours so long as there is no interference with other extracurricular school functions.

- Outside playgrounds and swings, so long as play is safe and guidelines pertaining to children on the playground are obeyed; and
- Recreation Hall, with permission of athletic director or administration, so long as it is otherwise

unoccupied for school functions, and so long as students and children use their own personal equipment (school equipment is off limits during non-school hours), stay off the stage, and avoid any play or equipment use that could potentially damage the facility, including kickball, soccer, or other games that are potentially damaging to walls, doors, light fixtures, clocks, backboards, etc.

36.22(c). *Inappropriate Activities and Locations for Unsupervised Students and Children.* The following locations and activities are inappropriate for unattended students and children (employee children or otherwise):

- Recreation hall stage and curtains;
- Recreation hall basketball court during lunch, or at any time that it is occupied for school functions. Students must play outside during lunch recess unless authorized to use the recreational hall basketball court by the athletic director or administration;
- Library, unless permission granted by a librarian;
- Computer lab;
- North auditorium;
- Lecture hall;
- Teachers' lounge;
- Administrative offices, including behind the front office desk;
- Any classroom other than the parent-employee's classroom or office;
- Employee-only events, including inservice, faculty enrichment events, and employee luncheons;
- Assisting with photocopying and other teacher preparation activities in copy rooms, teacher's lounge, or administrative offices without permission of administration; and
- Running or playing in hallways and other common areas of the School.

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

36.24. Signs, Posters, and Advertising. Signs and posting of signs and advertising must be approved by an administrator—usually the Administrator in Charge (“AIC”) of the event or program—before printing and posting. Administrators will stamp each poster indicating approval. In order to be approved, signs and posters for events advertised to the general public or school community must include the school's logo. Information for an event to be listed on the outside electronic reader board must be approved by an administrator, usually the AIC of the event, before listing it.

36.24(a) *Placement of Signs, Posters, and Advertising.*

1. On school premises, outside the building:
 - a. *Electronic Reader Board*—The use of the Reader Board is for events that are marketed towards the general public in addition to the school community at large. The Reader Board is to be used on a very limited basis for events such as: The Veterans Day Tribute, the Patriotic Program, and Graduation. Only two announcements will be listed with a two frame maximum for information per listing. A blank line on the Reader Board will separate each event. Typically, posting on the Reader Board should happen no more than one month prior to an event.
 - b. *Sandwich Boards*—Signs may be placed on sandwich boards (on either or both sides) in the front, back and north sides of the school two weeks prior to an event. One sandwich board per event is permitted in each of these areas of the school. Please see “Timing” below.
 - c. *Vinyl Street Banners in Community*—in very limited circumstances, and with approval of the AIC, up to two vinyl street banners may be placed in community locations that have been pre-approved by the AIC.
2. At school entrance—One sign may be placed in the inside front hallway of the school, on either the library or front office side. These signs are to be backed with foam board or poster board and placed on easels.

3. In hallways—There are specified spaces (bulletin boards on either end of hall) in the Middle and High School hallway designed for signs and advertising. One sign per event may be placed at these locations, but nowhere else in that hallway. No signs should be on easels in classroom hallways.

4. In classrooms—Teachers are permitted to use their classroom whiteboards or carpeted wall to display approved posters/signs at the teacher's discretion with administrative approval.

5. Other spaces—One sign per event on an easel may be placed by the Choir room or by the entrance to the North Auditorium, if desired. A sign is allowed on the school entrance vestibule bulletin board. An easeled sign is also allowed in the front vestibule of the High School hallway. Signs are not to be placed in other vestibules or other spaces/walls/windows in the school.

36.24(b) *Timing of Placement of Signs, Posters, and Advertisements.* For most events, signs may be placed inside the school for up to one month prior to the event and on sandwich boards two weeks prior to the event. For events that are full- OR multi-day AND require significant expense for families, signs may be placed inside the school for up to two months before the event. The Reader Board will list events up to one month prior to an event. The Reader Board will remain on up to 24 hours a day Monday through Saturday and will be turned off on Sundays.

37. Fundraising

37.1. 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.

37.2. 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.

37.3. 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, elementary school students will not be asked to sell items or make other solicitations from neighbors, family, or friends as an ongoing fundraising effort. In some circumstances, such as for travel opportunities presented to extracurricular school groups, solicitations or other fundraising activities by students may be permitted by administration.

37.4. 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.

38. Political Versus Patriotic Activity

38.1. 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), or 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.

38.2. 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 actively involve students with their political views and practices. 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.

38.3. 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 American flag, patriotic artwork, singing of patriotic music, presentation of patriotic programs, and other expressions of respect supported by the curriculum. True patriotism comes from a humble appreciation for our heritage, and the obligation that rests on each generation to live in a manner that freedom under the Constitution might be preserved.

38.4. 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 of all subjects are expected to understand and teach American and world history, focusing particularly on the blessings of liberty under government systems of Judeo-Christian morality and laws, and also focusing on the consequences of abandoning the moral principles upon which America and other Judeo-Christian nations were founded. Respect for all religions is taught. Teachers emphasize to students that the most important government is Christian self-government. Although necessary attention is given to successful and unsuccessful institutions of civil government throughout history, teachers are cautioned that an over-emphasis on civil governments and political platforms can distract from our primary focus on Christian self-government, and even lead to an unhealthy cynicism toward civil governments in general.

38.5. Good Citizenship. American Heritage School wants to be a contributing part of the community and seeks to cooperate with and support civic authorities, and to comply with all applicable laws of the land (AHS Mission Statement and 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, employee, or student, whether in public or in private, may be a cause for discipline, termination, or dismissal.

39. Child Abuse and Neglect

39.1. General Philosophy. Child abuse and neglect are not normally single events, but usually involve repeated events affecting the same child that grow more severe the longer the problem continues. 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.

School administrators and teachers have an important role to play 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. This reporting policy should help administrators and teachers in understanding and fulfilling their legal responsibilities concerning child abuse.

39.2. Required Reporting of Suspected Child Abuse or Neglect

1. Utah law requires that whenever any person, including any school employee, 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 which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Family Services. All American Heritage Schools personnel shall comply with this legal requirement as outlined below.
2. It is not the responsibility of principals or other school 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 Family Services. Investigation by American Heritage School's teachers and administration prior to submitting a report will not go beyond that necessary to support a reasonable belief that a reportable problem exists. Staff will refrain from interviewing the child or having contact with the suspected abuser.
3. School 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.
4. 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.)
5. Principals, school district employees, Division of Family Services, and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.
6. American Heritage Schools will distribute annually to all employees copies of the School's procedures for reporting suspected child abuse or neglect and the School's Child Abuse-Neglect Reporting Form.
7. To determine whether there is reason to believe that abuse or neglect has occurred, School administration may (but is not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.
8. Interviews with the child or suspected abuser will not be conducted by administrators or School employees. Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency. Interviews conducted by anyone other than the investigating agency could jeopardize proper handling of a child abuse/neglect case.
9. Administration and other school employees will not contact the parents, relatives, friends, neighbors, or others for the purpose of determining the cause of the injury and/or apparent neglect.
10. If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report will 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 police officer or Division of Family Services worker to whom the report is made. The notified person's name will be entered on the written report.

(a) One copy of the written report will be sent to the agency receiving the oral report (law enforcement officials or The Division of Family Services).

(b) One copy will be put in a Child Abuse-Neglect file maintained by the Board of Trustees of the School.

(c) One copy will be placed in a separate file to be maintained by the principal of the School, 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.

CONFIDENTIAL

Do Not Discuss With Faculty/Staff Other Than Faculty/Staff Making the Report

CHILD ABUSE-NEGLECT REPORTING FORM
ORAL REPORT MADE TO PRINCIPAL OR DESIGNEE:

_____ Date: _____ Time:

Child's Name, Age, Birthday, Gender:

Child's Address:

Names and addresses of parents or other person responsible for the child's care:

Father/Mother:

Guardian or Caretaker:

Address Telephone of Father/Mother/Guardian/Caretaker:

Circumstances leading to the suspicion that the child is a victim of abuse or neglect:

Time and date of observation(s):

Additional Information:

This Written Report was completed by principal or designee.

Principal/Designee

Date

CONFIDENTIAL

TO BE FILLED OUT BY THE PRINCIPAL OR DESIGNEE:

Oral Report Made To [Name]: _____

Written Report Made To [Name]: _____

Division Family Services
Law Enforcement Agency

Date Time

PRINCIPAL'S SIGNATURE
American Heritage Schools, Inc.
American Fork, UT 84003

Date

DISTRIBUTE COPIES TO:

1. Agency receiving the oral report
2. Board of Trustees of American Heritage School
3. Principal's Child Abuse-Neglect File
(Not to be placed in child's personal file.)

CONFIDENTIAL
SCHOOL LIABILITY RELEASE FORM*

American Heritage Schools, Inc.
American Fork, UT
801-642-0055

Interviewer Name: _____ Date: _____

Agency Represented: _____ Phone: _____

Student:

Grade:

As the interviewer, requesting permission to interview the above named student, I do agree to the following:

1. I am accepting responsibility for the above named student during the course of this interview; thereby, releasing American Heritage School and School Administrative Personnel, Faculty and Staff from liability resulting from the occurrence of this interview.

2. I agree to accept full responsibility to contact the parent/guardian of this student, relating to this interview.

Interviewer Signature: _____ Date: _____
Time: _____

Witness Signature: _____ Date: _____

Comments:

Identification Verified:
Organization Card
Driver's License

* Send a copy of this release form and Identification Verification of Interviewer to the Board of Trustees and keep a copy for the Principal's Child Abuse-Neglect File (not to be placed in the child's personal file).

40. Employment Policies

40.1. Hiring. American Heritage School selects employees on the basis of such factors as character and ability to perform the required duties.

40.2. Non-discrimination. AHS does not discriminate against otherwise qualified individuals in matters of hiring, training, promotion, transfer, wages, suspension, discharge, school benefits, or working conditions because of race, color, religion, national origin, age, gender, or other legally protected status (see Non-Discrimination, Section 51).

40.3. At-Will Employment. American Heritage School is an “At-Will” employer, meaning that an employee may terminate his/her relationship with the school at any time, for any reason (or no reason) and that the School may terminate the employment of an employee at any time, for any reason (or no reason), subject to applicable law.

40.4. Corrective Action. American Heritage School encourages employees to develop and perform to their fullest potential at all times. When an employee’s performance or conduct does not meet established standards, we do not look to “punish” but rather to quickly, effectively, and eagerly support the employee in correcting the behavior or improving his/her performance. The School has developed an evaluation process and general procedures for addressing most behavior or performance issues. While we address most common performance issues in the manner described in the standard written evaluation process (consisting of at least three formal evaluations for each faculty member throughout the course of the academic year), misconduct or other serious behavioral issues, especially circumstances involving risk to students or other employees, will ordinarily be addressed promptly and firmly outside of the evaluation process described in the Employee Handbook. Depending upon the severity or frequency of the violation, corrective action may involve a verbal warning, a written warning, suspension, or termination. The school expressly reserves the right to determine the severity of the problem and the preferred method of proceeding in each individual case based on the facts and circumstances involved.

40.5. Termination, Grievances, and Appeal. Administration is responsible for decisions relating to terminating faculty members in accordance with the stated policies and guidelines of the School. Upon termination, employees are required to return to the school all school property, keys, and materials and abide by the terms of the confidentiality provisions agreed to in this Employee Handbook. Prior to an employee’s termination date, the Director of Finance will be in contact with the employee to conduct an exit meeting, during which all matters regarding final paychecks, continuation of benefits options, and similar issues will be discussed. Any employee who believes that he/she has been terminated contrary to School policy, or who believes that non-renewal of his/her contract was contrary to School policy, has a right to appeal the termination or non-renewal decision to the Board of Trustees of the School by sending a written appeal letter to the Chairman of the Board of Trustees, with a copy to the Principal, as soon as possible but not later than 14 days after notification of termination or non-renewal.

40.5(a). Whistleblower Policy. The school’s Honor Code requires trustees, administrators, faculty, staff, and all employees at the school to observe the highest standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the school, they must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility. It is the responsibility of all trustees and employees to comply with the Honor Code and to report violations or suspected violations in accordance with this Whistleblower Policy.

No Retaliation. No trustee or employee who in good faith reports a violation of the Honor Code shall suffer harassment, retaliation or adverse employment consequence. Anyone who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable individuals to raise serious concerns within the school organization prior to seeking resolution outside the school.

Reporting Violations. The school has an open door policy and invites individuals to share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an individual's supervisor is in the best position to address an area of concern (department chair, director, assistant principal, principal). However, if the individual is not comfortable speaking with his or her supervisor or is not satisfied with the supervisor's response, the individual is encouraged to speak with anyone in administration with whom the individual is comfortable speaking. Supervisors and managers are required to report suspected violations of the Honor Code to the principal, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when they are not satisfied or uncomfortable with following the school's open door policy, individuals should contact principal directly. If the matter concerns the principal directly, the individual may contact the Chairman of the Board of Trustees.

Compliance Officer. The principal is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Honor Code and, at his/her discretion, shall advise the Chairman of the Board of Trustees, the Legal Committee, and/or the Audit Committee. The principal has direct access to the Legal Committee and Audit Committee of the Board of Trustees and is required to report to the Legal Committee at least annually on compliance activity.

Accounting and Auditing Matters. The Audit Committee of the Board of Trustees shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The principal shall immediately notify the Audit Committee and Legal Committee of any such complaint and work with these two committees until the matter is resolved.

Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Honor Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Honor Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations. The principal will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

40.6. Employment Classifications; Overtime Hours. All employees will be designated as either full-time or part-time, and their positions will be designated as either exempt or non-exempt. Employees regularly scheduled to work 30 or more hours per week will be considered full-time employees. All other employees will be considered part-time. Based on the federal Fair Labor Standards Act (FLSA) and corresponding state regulations, all positions will be designated either "exempt" or "non-exempt." Non-exempt positions are eligible for overtime pay and employees in these positions must record their hours worked on a daily basis, using the timesheet (or similar record-keeping process) provided by the school. Exempt positions are not eligible for overtime pay. Exempt positions are paid on a salaried basis, and the amount of pay generally does not vary based on the number of hours worked during the week. Please see the Director of Finance if you have any questions regarding the classification of your position. Non-exempt positions are eligible for overtime pay at a rate of 1.5 times regular pay for all hours worked in excess of 40 in one week. The school's work week (for purposes of calculating overtime) runs from 12:00 a.m. on Sunday to 11:59 p.m. on Saturday. The school will not count holiday hours as hours-worked for purposes of calculating overtime. The school will not count other paid time-off hours (such as sick, vacation, or personal days) as time-worked for overtime purposes. Overtime must be approved in advance by the Principal, Assistant Principal, or Director of Finance.

40.7. Employee and Volunteer Background Investigations. Employee and volunteer background investigations, including but not limited to a review of state criminal records, state sex offender registries, and state department of motor vehicle records, may be conducted on all employees and volunteers at any time during their course of application to, employment, or volunteer association with American Heritage School. Negative information contained in these reports may be used as a basis for denying or terminating employment, or asking a volunteer not to associate on a volunteer basis with the school, and will be shared with the employee or volunteer if used as a basis for any such decision.

Prior to or in connection with an offer of employment, all prospective employees of American Heritage School are required to submit Live Scan Electronic Fingerprints to the Utah Bureau of Criminal Investigation (BCI), at the employee's expense. Continuing employees and volunteers of American Heritage School are required to submit Live Scan Electronic Fingerprints to BCI at the school's expense, upon request.

All prospective or current employees will first obtain a "Request for Live Scan Electronic Background Check" form provided by the school's Director Security or administration. The employee should take the signed form to a Live Scan Electronic Fingerprint Submission Site, where the signed form and a picture I.D. will be required at the time fingerprints are taken. Once complete, submit a copy of the form with the fingerprint technician's signature to the school's Director of Security or administration.

40.8. Other Employment Policies. Other employment policies pertaining to employees of American Heritage School are contained in a written agreement with the employee, this Employee Handbook, the Employee Benefits Summary (see Appendix R), and the Parent Handbook.

40.9. Independent Contractors and Vendors. If an independent contractor or vendor is providing routine and recurring services, the school will request both a current certificate of insurance and certificate holder status by the underwriter. If a vendor is providing a non-recurring service, the school will request only a current certificate of insurance. Some vendors (such as an invited guest presenter at a conference) may not be required to produce a certificate of insurance, at the discretion of administration. Independent contractors and vendors will be required to show a certificate of insurance if the following conditions apply:

- all craftsman servicing property; and
- any student-interfacing or faculty-interfacing vendor whose services foreseeably pose risk of harm (e.g. carnival-ride owner/operator, confidence-course owner/operator, etc.).

41. Scope and Authority

41.1. Individual Responsibilities of Teachers. The individual responsibilities of the AHS teaching staff will be assigned by the administrator. These responsibilities are given as far in advance of the opening of the school year as possible, although changing circumstances may make special assignments necessary at any time.

41.2. Records and Reports. Under the direction of administration, records and reports must be completed to satisfy the legal and practical needs of the school.

41.3. Curriculum, Methodology, and Other Matters. Matters concerning curriculum content, methodology, examinations, grades and grading, teaching load, and student discipline will be determined by the administration in consultation with Board level committees and the Board of Trustees, as necessary and appropriate.

41.4. Teacher Evaluations. Teacher evaluations will be held once each year with an administrator for teachers in their third or subsequent years at the school, and three times per year for teachers in their first or second years at the school, and at other times when necessary or requested by administration. See Section 10 above entitled "Teacher Evaluations."

42. Employment Agreement

42.1. Period of Agreement. Generally, full time teachers are hired under an employment agreement that begins August 1 and concludes July 31 of the following year. However, as needed, teachers may be hired for a time period that is shorter than twelve months. Such situations will be handled on a case-by-case basis.

42.2. Training and Preparation. All teachers, new and returning, must participate in all school-sponsored training opportunities and complete all the needed preparations for teaching during the summer months immediately prior to the teaching year.

42.3. Payment, Timing, and Accrued Personal Leave. Teachers who begin teaching in August and successfully complete the school year will be paid through the term of their employment agreement (August 1 through July 31) even if they are not returning the following year. Teachers who do not complete the full term of their employment agreement, or who are terminated for cause before the end of the school year, will be paid for work done to the point of termination, and any tuition benefit that has been provided will cease immediately. Administrators and administrative staff will be only paid through and including their last day of work. Un-used, accrued personal leave is not paid in cash upon discontinuation of employment for any employee at the school.

42.4. Status Change Mid-Year. Teachers who change status during the year—for example, those who switch from full-time to part-time or vice versa—will terminate their current employment agreement and a new agreement will be entered. This new agreement will cover the remainder of the school year and may or may not include being paid during the summer months.

42.5. Additional Compensation. Any compensation outside of these guidelines is at the discretion of the administrator and subject to approval of the school's Finance Committee.

42.6 Benefits Summary. Employee benefits are summarized in the "American Heritage School Employee Benefits Summary" (see Appendix R) that is circulated annually to all employees. Copies can be obtained from the School's Finance Director.

42.7. Other. Other details pertaining to employment agreements are contained in the employee's specific employment agreement and this Employee Handbook.

43. Faculty Hours

43.1. Regular Faculty Hours. The regular hours for full-time teachers are 7:30 a.m. to 3:30 p.m., Monday through Friday, plus such hours as necessary to participate in required AHS functions such as inservice meetings, special events, parent /teacher conferences, and so on.

43.2. Kindergarten Faculty Hours. The regular hours for AM Kindergarten teachers are 7:30 a.m. to 11:50 a.m., Monday through Friday. The regular hours for PM Kindergarten teachers are 11:00 a.m. to 3:30 p.m. Monday through Friday.

43.3. Specialty Faculty Hours. Specialty teachers' hours vary and are determined on a case-by-case basis.

43.4. Teacher Supervision of Students. Teachers are to supervise their classes and students beginning 15 minutes prior to the first class of the day through and including dismissal of students at the end of the day (including carpool supervision if assigned). The AM Kindergarten teachers will supervise the arrival of students at 8:15 a.m. and dismissal of students from 11:30 to 11:45 a.m. The PM Kindergarten teacher will supervise the arrival of students at 11:45 a.m. and dismissal of students from 3:05 p.m. to 3:20 p.m. Carpool supervision assignments will be distributed to faculty members by administration.

43.5. Prayer Meeting. Attendance at the 7:40 a.m. prayer meeting is required of all full-time and morning teachers and administrators. See Section 12 entitled "Prayer Meeting" for more information about the purpose and details of prayer meeting.

43.6. Additional Requirements. In addition to the above, teachers will also be expected to attend as many as three weeks of summer training and extended hours for Parent-Teacher Conferences twice a year. Teachers are expected to be on duty at the school during the entire Parent-Teacher Conference period.

44. Personal Leave and Holidays

44.1. General Principles and Guidelines. American Heritage School maintains and promotes an atmosphere of professionalism that is marked by trust for teachers and employees who take personal initiative to fulfill and magnify their assignments, and faithfully participate in required collaboration and training. The school feels strongly that providing flexibility to employees to have as much liberty as possible in structuring their own balance of professional and personal commitments is very important for the health, well-being, and motivation of all who work here. If administration or colleagues feel that a given employee is taking advantage of this flexibility to the detriment of students, colleagues, or culture of the school—a conversation will take place concerning specific expectations. Otherwise, the school prefers to hire employees who willingly keep their professional commitments, are highly motivated to magnify their assignments, and are worthy of the trust that comes with flexible personal leave policies.

44.2. Absence, Holiday, and Personal Leave Policy. With the exception of scheduled trainings, department collaborations, and faculty retreats/luncheons, full-time teachers are not expected to be on campus on holidays or other non-school days. Prior to 2018, full-time teachers were allotted 5 days of paid leave to be used for absences incurred on days when full-time teachers would otherwise have been expected to be on campus. Starting in 2018, all limits on personal leave, and all requirements to log leave hours, were eliminated for full-time teachers. Full-time teachers are fully trusted—and encouraged—to manage their schedules consistent with their personal needs; to adequately prepare substitute teachers when necessary; and to meet the expectations and needs of students, parents, and coworkers. A teacher who needs to be absent should notify an administrator as soon as possible so substitutes can be arranged.

44.3. (Reserved)

44.4 Arranging for Substitute Teachers. If a teacher is ill or otherwise plans not to be at school, the teacher should notify the Assistant Principal as well as the front office secretary (or another member of administration in absence of any of these) at their earliest convenience. Typically, this takes the form of an e-mail to an assistant principal with a copy to the Office Manager. Administration members may be called at home during early or late hours for purpose of requesting a substitute. Home and cell phone contact numbers are located on the Veracross faculty directory on the Teacher Portal. Teachers should not arrange for their own substitute unless otherwise directed by administration.

44.5. Family Medical Leave. Under the federal Family Medical Leave Act (FMLA) of 1993, eligible employees of American Heritage School may take up to 12 weeks of unpaid leave (1) for a serious personal health condition, (2) to care for a family member with a serious health condition, or (3) after the birth or adoption of a child. Employees can take leave in one block of time, intermittently, or on a reduced work schedule. In addition, unpaid leave for family members of military personnel will be granted to attend to an injured service member's care (for up to 26 weeks) or to address family issues in advance of or subsequent to a deployment on active duty (for up to 12 weeks). Employees with questions about eligibility should speak with the School's Director of Finance.

44.5(a). Maternity Leave. Female employees who give birth to a child may take up to 10 business days of paid leave (no deductions), as a part of the 12 week leave policy. The remaining 10 weeks will be unpaid. This is in addition to personal leave otherwise granted to the employee.

44.5(b). Paternity Leave. Male employees whose spouse gives birth to a child may take up to 5 business days of paid leave (no deductions), as a part of the 12 week leave policy. This is in addition to personal leave otherwise granted to the employee. The remaining 11 weeks will be unpaid. This is in addition to personal leave otherwise granted to the employee.

44.6. Bereavement Leave. We strive to bring comfort to employees who suffer the loss of a loved one during their time of need. For this reason, the School provides time off with pay to full-time and part-time employees to attend to personal and family arrangements surrounding the death of an immediate family member. Up to three paid days will be granted to full-time employees (pro-rated for part-time

employees) for bereavement related to the death of parents, siblings, children, or a spouse. Upon request, up to one full paid day will be granted to attend a funeral service for other family members. If more time is needed, personal leave may be used, or other arrangements may be made with the approval of the Principal or Assistant Principal.

45. Snow Days

45.1. Teacher Notification. There may be occasions when classes will not be held because of severe weather conditions. On these days, an administrator will notify all members of the school community, including faculty, staff, and parents, via the Veracross emergency notification system, to inform them of the closure. Veracross emergency notification sends a message via e-mail, phone, and text, depending upon the options that have been selected by the Veracross user.

45.2. Parent Notification. Parents have been told that, if possible, they will receive a notification via the Veracross emergency notification system before 6:30 a.m. on days when school has been cancelled for excessive snow or inclement weather. Teachers and administration will work together to notify parents as well. Teachers will be given an assigned Emergency Call list, which they should keep at home for the purpose of making calls announcing school closure when directed by the administration.

45.3. Pay for Snow Days. If school is cancelled because of severe weather conditions, teachers will be paid for that day.

46. Payroll

46.1. Paydays. AHS teachers are paid on the 5th and 20th of each month. If a regularly scheduled payday falls on a Saturday or Sunday, paychecks will be distributed on the Friday prior to payday. If a regularly scheduled payday falls on a holiday, paychecks will be distributed on the day immediately preceding the holiday.

46.2. Method of Payment. Normally, paychecks are funded electronically via direct-deposit into an employee's bank account. Alternative arrangements, such as paychecks, should be discussed with the Finance Office.

46.3. Direct Deposit. To arrange to have paychecks direct-deposited, teachers should contact the Finance Director for the appropriate paperwork.

47. Tuition Credit

47.1. Credit Qualification. Tuition Credits can be used for dependent children or grandchildren. The term “dependent children” means those children, blood or stepchildren, being claimed as a dependent within the Internal Revenue Service regulations, living in the home currently and for the previous two years.

47.2. Credit Amount. One full tuition Credit is available for full-time faculty and administrators less the first month’s tuition fee. The Credit is prorated for faculty who work less than full-time (e.g., one-half of a tuition Credit is available for a half-day faculty member less the first month’s tuition fee. Three-quarters of a tuition Credit for a three-quarters time faculty member less the first month’s tuition fee, etc.). In the event that a faculty member has multiple children or grandchildren at the School in grades of varying tuition rates, the Credit applies toward the child or grandchild in the highest tuition bracket.

47.3. Credit Period. The Credit is awarded for an eleven-month benefit. Since employee tuition scholarship may be for any grade level, the economic benefit to teachers will vary, depending on the grade level of the student for which the Credit is being applied.

47.4. Exceptions. If a teacher is hired during the school year, the employee tuition scholarship will begin with the first full month of employment. If a teacher’s employment is terminated before completion of the employment agreement, the tuition benefit will cease immediately.

48. Classroom, Field Trip, and Special Event Allowances

48.1. Annual Allowances. The annual allowance amounts for classroom set-up, field trip, and other special events are set forth below. As teachers make decisions about how and when to use allowances that have been made for classrooms and field trips, we encourage a spirit of common purpose and mission.

48.2. General Philosophy. Although allowances have been set with the expectation that they will be used, please be sensitive to the fact that a “use-it-or-lose-it” mentality is not consistent with principles of good stewardship and economy. For example, if a class can conduct a quality field trip and achieve its objectives for less than the per-student allowance, the savings will bless other areas of the school.

48.3. Reimbursement. Reimbursement will be made to the teacher upon proper submission of receipt(s) and reimbursement authorization form(s) to the School’s Finance Director. Teachers are responsible for spending within their allocated instructor and program budgets. If purchases are made from personal funds for items that are reimbursable from the Instructor Set-Up Allowance, the teacher is responsible to inform the appropriate Assistant Principal of the amount remaining in the teacher’s Instructor Set-Up Allowance, and the teacher will only be reimbursed up to their budgeted allowance amount (unless prior approval to exceed their classroom Set-Up Allowance has been obtained).

48.4. Full-time Instructor Classroom Set-Up Allowance. The full-time instructor classroom set-up allowance is \$100 per teacher per year. This allowance may be used at the teacher’s discretion for classroom items not otherwise provided by the school.

48.5. Homeroom Celebration Allowance. The homeroom classroom celebration allowance is \$5 per student per year. This allowance may be used at the teacher’s discretion for in-class celebration events to cover food or other items not otherwise provided by the school and/or parents. This allowance is intended specifically for in-class celebrations; other uses of this allowance should be cleared with administration.

48.6. Homeroom Field Trip Allowance. In grades K-12, the homeroom field trip allowance is \$10 per student. This allowance may be used at the teacher’s discretion for field trips. We realize that some field trips will cost less than \$5 per student and some will cost more, so we encourage a spirit of economy and good stewardship from all classes as they plan their field trips. Field trip authorization slips must be submitted for ALL field trips. If one or more teachers desire to apply their allowance toward the cost of bringing a presenter to the School, please consult with administration first (the school has a separate budget for special events that could potentially cover some or all of the cost of in-school presentations).

48.7. Part-time Instructor Classroom Set-Up Allowance. The part-time instructor classroom set-up allowance is \$50 per specialty instructor. This allowance may be used at the teacher’s discretion for classroom items not otherwise provided by the school.

48.8. Science Field Trips. In grades K-6, science teachers coordinate field trip budgets with the K-6 homeroom teachers and administration. In grades 7-12, science teachers have an allowance of \$5 per student per year.

48.9. Specialty Class Events. Occasionally, outside presenters will be brought to the School in connection with the curriculum of a specialty class. These events will be covered by the special events budget of the school.

48.10. Specialty Class Field Trips. Because specialty classes include all students in the school, no field trip allowance is provided for individual specialty classes. Specialty teachers who believe the School should consider a particular event should make proposals to administration on a case-by-case basis. In

grades K-8, specialty teachers who wish to have a field trip should coordinate field trips with homeroom teachers.

48.11. Parent Service Organization Allowances. The Parent Service Organization budget is comprised of income earned from the Fall Festival and sometimes a portion of the proceeds from the annual Benefit Auction. Since the parent organization is not an independent entity separate from the School, income from the Fall Festival or Benefit Auction belongs to the School. The Parent Service Organization, however, is often given the opportunity for deciding how to spend a portion of the income from the Fall Festival or Benefit Auction. Questions concerning spending priorities of the Parent Service Organization should be directed to the Parent Service Organization President. Please note that most of the activities overseen by the Parent Service Organization are not *funded* by the Parent Service Organization's budget, but rather are funded from the School's operating budget.

49. Worker's Compensation

49.1. Reporting of Hazards. AHS attempts to provide an environment free from health and safety hazards. Each employee is responsible for reporting any health and/or safety hazards to administration.

49.2. Worker's Compensation Insurance. The school provides Worker's Compensation Insurance to cover employees in the event of a work-related injury.

49.3. Reporting Procedure. If an injury occurs, the injured employee must immediately contact administration and then Worker's Compensation to file an appropriate claim.

49.4. Inability to Work. If any employee is unable to perform his/her job as a result of a work-related injury, he/she must keep administration advised of this by a statement from his/her physician showing estimated time off. He/she must also provide administration with a release from his/her physician when he/she is able to return to work.

50. Unlawful Harassment (Including Sexual Harassment)

50.1. 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.

50.2. 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.

50.3. 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.

50.4. 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.

50.5. 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.

51. Non-discrimination

51.1 Diversity Statement. The curriculum, methodology, and structure of American Heritage School are grounded in God's principle of individuality, which affirms that each individual and creation is revelational of God's glory, diversity, and individuality. In principle and practice, the school seeks to affirm the identity and uniqueness of each individual and recognizes that each has been created and organized for a specific and distinct purpose. With the recognition that all are equal and independent, no person is permitted to harm any other person in his God-given life, liberty, or property. This principle provides the foundation for unity with diversity, based in a common commitment, faith and knowledge of Christ's love and law.

American Heritage School's instruction and environment teaches appreciation and respect for the individuality of each entity. Instruction also centers on the recognition that each has a well-defined existence fitted by God for a special purpose. Each individual is acknowledged to be responsible and accountable for his or her own actions and choices. This recognition provides a means through which unity is enriched, bringing to the whole a diversity of voices that seek to serve God and one another, and to work together to strengthen each individual and the school as a whole. This is reflected in a school community that fosters kindness, respect, sensitivity and appreciation for all individuals. By participating in such a school community, our students are better learners and more responsible citizens.

(This statement was drafted by a committee of board members and administrators with input from teachers, parents, and former parents. It was approved by the American Heritage School Board of Trustees, October 21, 2010.)

51.2 Non-discrimination Statement. American Heritage School does not discriminate against any employee, student, employee applicant, or student applicant because of race, creed, color, religion, sex, age, national origin, physical and/or mental disability. American Heritage School adheres to this non-discrimination policy with respect to all of its policies and programs, including educational programs, employment and admission programs, scholarship and financial aid programs, and athletic and other school-administered programs.

In keeping with the school's religious orientation and purpose, as well as with the school's desire to respect the dignity and diversity of individuals, the school affords equal opportunity in employment and admission on the basis of sexual orientation, but not on the basis of conduct. All members of the school community are required to comply with the American Heritage School Honor Code, which requires chastity outside of marriage, and fidelity in marriage, as further defined in The Family, A Proclamation to the World ("The Family Proclamation"), issued by the Church of Jesus Christ of Latter-day Saints. The school affirms the centrality of doctrines in The Family Proclamation relating to human sexuality and gender, as well as the sanctity and significance of marriage as the union of a man and a woman. The school, as is permitted by accreditation standards and regulations, prefers faithful members of the Church of Jesus Christ of Latter-day Saints in employment. American Heritage School also affirms that all people are equally beloved children of God and deserve to be treated with love and respect, and we recognize the critical importance of a safe campus environment for all students and employees.

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 will:

1. Remove barriers to make its goods and services available to and usable by people with disabilities, to the extent that it is readily achievable to do so and to the extent that needed changes can be accomplished without much difficulty or expense.
2. Provide auxiliary aids and services so that students with sensory or cognitive disabilities have access to effective means of communication, unless doing so would fundamentally alter the operation or result in undue burdens.

3. Modify any policies, practices or procedures that may be discriminatory or have a discriminatory effect, unless doing so would fundamentally alter the nature of the goods, services, facilities, or accommodations.

4. Ensure that there are no unnecessary eligibility criteria that tend to screen out or segregate individuals with disabilities or limit their full and equal enjoyment of the School.

52. Custodial Policies & Procedures

The following sections of the Employee Handbook contain selected instructions that are specific to custodians and custodial policies at the School. As members of the School's faculty and staff, custodians are expected to abide by these and all other policies in the Employee Handbook. The Employee Handbook often makes reference to "teachers," "faculty" and "employees." Unless a custodian-specific policy (or unless common sense) dictates otherwise, custodians are included in the definition of these terms. In principle, we view all members of the School's faculty and staff, including custodians, as teachers of the children and families who come here.

Thus, custodians must be familiar with all the policies in the Employee Handbook, but especially the following:

- Philosophical Guidelines (Sections 1-9)
- Supervision of Students (Section 15)
- Classroom Governance (Section 18)
- Non-classroom Governance (Section 19)
- Discipline (Section 20)
- Computers, Internet and Privacy (Section 22)
- Day-to-Day operations (Section 27)
- Emergency Procedures (Section 31)
- Building Security (Section 32)
- Biohazards (Section 33)
- Use of Media and Entertainment (Section 34)
- Building, Facility, and Equipment Use (Section 36)
- Child Abuse and Neglect Policy (Section 39)
- Employment Policies (Section 40)
- Scope and Authority (Section 41)
- Employment Agreement (Section 42)
- Personal Leave and Holidays (Section 44)
- Snow Days (Section 45)
- Payroll (Section 46)
- Tuition Credit (Section 47)
- Worker's Compensation (Section 49)
- Unlawful Harassment (Including Sexual Harassment) (Section 50)
- Non-Discrimination (Section 51)

53. Custodial Dress and Grooming Standards

53.1. General Principles. The dress and grooming of both men and women should always be modest, neat and clean, and consistent with the dignity adherent to representing American Heritage School. Modesty and cleanliness are important values that reflect personal dignity and the integrity through which students, staff, and faculty represent the principles and standards of American Heritage School.

53.2. Faculty as Role Models. Members of the School's faculty, including custodians, commit themselves to observe the dress and grooming standards provided by the Board of Trustees of the School. As role models for students, faculty and staff also commit themselves to the dress and grooming standards set forth by The Church of Jesus Christ of Latter-day Saints in its publication, "For the Strength of Youth."

53.3. Men's Clothing (Custodial). A clean and well-cared-for appearance should be maintained. Sleeveless, revealing, and/or form-fitting clothing is inappropriate. When performing custodial services, men should wear slacks or denim, with polo shirts or button-down shirts. Denim should be conservative and solid in color; types of denim that are inappropriate include distressed, broken twill, blasting, dirty wash, destroyed, or double-dye. Sheer fabrics are inappropriate. Shoes should be worn in all public campus areas.

53.4. Men's Grooming (Custodial). Hairstyles should be clean and neat, trimmed above the collar and trimmed to leave the ear uncovered. Styles should be conservative and colors should be natural. Facial hair, if worn, should be conservative in style, relatively short, and neatly trimmed. No soul patches or goatees, please. Sideburns worn without a beard should not extend below the earlobe or onto the cheek. Moustaches worn without a beard should not extend beyond the corners of the mouth. Earrings and other body piercing are not acceptable. Hats should not typically be worn indoors (exceptions may be made with approval of administration for custodial, security, or other faculty/staff who may have functional needs requiring hats)

53.5. Women's General Grooming (Custodial). A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat; extremes in styles and colors should be avoided. More than one piercing per ear and all other body piercings are not acceptable.

53.6. Women's Clothing (Custodial). A clean and well-cared-for appearance should be maintained. Sleeveless, revealing, and/or form-fitting clothing is inappropriate. When performing custodial services, women should wear slacks or denim, with polo shirts or button-down shirts. Denim should be conservative and solid in color; types of denim that are inappropriate include distressed, broken twill, blasting, dirty wash, destroyed, or double-dye. Sheer fabrics are inappropriate. Shoes should be worn in all public campus areas.

See Section 21 for Faculty (Teacher & Administration) Dress and Grooming Standards
See Section 24 for the Student Uniform Policy

54. Custodial Employment, Training, and Evaluation Policies

54.1. Custodian Evaluations. From time to time, custodial staff will be evaluated to assess their performance and work-product. The Facilities Director or administration will conduct the evaluation using the form provided in Appendix L.

54.2. Custodial Employment Agreement. Custodial staff are generally hired under an employment agreement that begins the second week of August and concludes the Saturday after school ends in May. Exceptions are handled on a cases-by-case basis (e.g., the Head Custodian and a few other custodial staff may have employment agreements that begin and end at other times). Other terms and conditions of employment are stated in the custodian's written employment agreement and this Employee Handbook.

54.3. Training and Preparation. All custodians, new and returning, must participate in all school-sponsored custodial training. Because this training is critical not only to the proper cleaning and maintenance of the building, but also to the safety and protection of custodians and other occupants of the building, custodians may not delegate their responsibilities to volunteers without permission from the Facilities Director.

54.4. Volunteers. American Heritage School encourages a spirit of volunteerism and sacrifice in virtually all aspects of the school's operations, including in helping to clean and maintain the building and grounds. Volunteers are solicited by the Facilities Director and administrators at various times throughout the year. In addition to volunteers, custodians are hired and trained in very specific tasks that are ongoing, technical, or hazardous in their nature. Occasionally, custodians desire to solicit volunteers (usually family members) to assist in their contracted responsibilities. In these cases, the following principles and procedures apply:

1. Custodians employed by the school are personally responsible for the work that they are hired to perform. They are paid based upon an hourly rate and an estimated hourly requirement for specific tasks to be accomplished. In addition, if custodians have a child at the school, they receive a partial tuition credit for completing those tasks.
2. Custodians desiring assistance from volunteers to complete contracted duties ("Trained Volunteers") must submit a written request to the Facilities Director to delegate contracted custodial responsibilities to one or more Trained Volunteers. Include in the written request the names and ages of the volunteers, as well as the specific custodial responsibilities that the volunteers will be discharging.
3. Upon approval by the Facilities Director, the volunteers will be required to attend training that will qualify them to serve as Trained Volunteers.
4. With approval of the Facilities Director, a custodian may be paid for the completion of assigned custodial tasks at the same estimated hourly rate and estimated time for those tasks, even if he is assisted by Trained Volunteers (for example, a custodian may be given permission by the Facilities Director to record three hours for a shift, even if the assigned work was completed in 1.5 hours with the help of a Trained Volunteer). From time to time, the Facilities Director may, at his discretion, obtain volunteers or Trained Volunteers to complete tasks ordinarily assigned to custodians in order to re-assign custodians to other responsibilities during their contracted shift.
5. Custodians are personally responsible for the satisfactory completion of the work assigned. Custodians are expected to personally supervise and evaluate the work performed by Trained Volunteers who are assisting them. The Facilities Director will notify custodians if work is not performed to expected quality levels, will hold the custodian personally responsible for improvement, and may discontinue approval of Trained Volunteers if Facility Director feels that quality and performance standards are being compromised as a result of the Trained Volunteer's assistance.

55. Custodial Personal Leave and Holidays

55.1. Custodial Personal Leave. Hourly custodial staff are not granted personal leave time. All custodians who require absence due to illness, personal emergencies or vacation should notify an administrator as soon as possible so substitutes can be arranged. If at all possible, a custodian requiring a substitute should attempt to trade days with another AHS custodian to fill the required assignment. The Facilities Director (or another member of administration in the Facilities Director's absence) should be notified any time an alternative arrangement has been made. For those custodians who receive a tuition benefit, in order to be eligible to receive the tuition benefit during any given month, any hours missed by a custodian must be made up during the same pay period. Exceptions must be cleared with administration.

55.2. Custodial School Breaks and Holidays. During School breaks and holidays that fall during the school year, such as Fall Break, Thanksgiving, Christmas, Easter Break, etc., custodians will be given special assignments that take the place of their routine duties. These special assignments are generally outlined in each custodian's employment agreement; however, occasionally additional assignments will be given. Custodians are expected to fulfill any such special assignments during the break or holiday, prior to school resuming.

55.3 Arranging for Substitute Custodians. All custodians who require a substitute should notify the Facilities Director or another administrator as soon as possible so the substitute can be arranged. If at all possible, a custodian requiring a substitute should attempt to trade days with another AHS custodian to fill the required assignment. The Facilities Director (or another member of administration in the Facilities Director's absence) should be notified any time an alternative arrangement has been made. For those custodians who receive a tuition benefit, in order to be eligible to receive the tuition benefit during any given month, any hours missed by a custodian must be made up during the same pay period. Exceptions must be cleared with the Facilities Director.

56. Home and Distance Education

56.1 Program Goals and Objectives. Through its home and distance education program, American Heritage School aims to make its courses available to interested families worldwide to provide these families with an effective American Heritage School option for home schooling, summer study, credit advancement, credit recovery, and adult learning any time, any place, and any pace. American Heritage School also aims to make available additional electives and enrichment curriculum for on-campus learners. These various aims uphold our statement of core-strategic vision: to become, by 2027, an effective resource for families worldwide in assisting children and families in maximizing their divine potential.

56.2 Statement of Educational Philosophy. American Heritage School represents a partnership among students, parents, faculty, 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 the 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.

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.

56.3. 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 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 Standards* 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. 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” at the school. 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 values of the school, and that they are willing to honor and abide by those principles and values.

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. All are welcome to express their individual views on religious matters while respecting the views of others.

56.4 Program Organization. American Heritage School’s distance education program mirrors American Heritage School’s on-campus scope, sequence, philosophy, and methodologies. The delivery formats vary with student age-level. Students enroll in courses “a-la-carte” and pay the course’s tuition at the time of purchase rather than enrolling in a bundle of courses for a set monthly tuition rate. General course formats, which vary by grade level, are described below; course descriptions of specific courses are attached:

- *56.4(a). Grades K-8 Leveled Homeschool Curriculum.* American Heritage School provides curriculum and consumable student materials, along with online audio and visual resources to help children and parents engage in educational activities together. The home is the classroom and parents serve as the primary teachers. Although American Heritage School is an accredited institution, homeschool curriculum does not include credit and transcripts, which are not necessary for educational advancement in grades K-8.
- *56.4(b). Grades 7-12.* American Heritage School strives to make available three formats of distance education for students in grades 7-12: Online, Consulted, and Live distance education courses. These are described below:
 - *Online.* In Online courses, students complete assignments, quizzes, and exams on a semester calendar which includes weekly due dates and end of semester deadlines. Students receive feedback on teacher-graded and computer-graded assignments. A printed version of the curriculum is available for a nominal fee. A proctored final exam may be required. This course format results in credit for an accredited transcript that can be transferred to other schools or submitted to institutions of higher education.
 - *Consulted.* In Consulted courses, teachers and students meet together online during weekly, 20-minute, one-on-one mentoring sessions to review scholar assignments and discuss questions or topics of interest to the scholar. Scholars enjoy access to recorded classes and receive feedback on assignments. Students complete assignments, quizzes, and exams on a semester calendar which includes weekly due dates and end of semester deadlines. A printed version of the curriculum is available for a nominal fee. This course format results in credit for an accredited transcript that can be transferred or submitted to institutions of higher education.

- *Live.* In Live courses, teachers and scholars meet for “class” online or on-campus at pre-scheduled times to engage in cohort discussions based on researching, reasoning, relating, and recording. Teachers and scholars may also meet together weekly during 20-minute, one-on-one mentoring sessions to review scholar assignments and discuss questions or topics of interest to the scholar. Scholars also enjoy access to recorded classes and receive personal feedback on assignments. A printed version of the curriculum is available for a nominal fee. This course format results in credit for an accredited and transcript that can be transferred or submitted to institutions of higher education.

56.5. Code of Student Conduct. Per the School’s mission statement (see below), all Home and Distance Education students and teachers are expected to conduct themselves in all aspects of life as Christians. They will:

- Use good manners and polite speech. Repeated use of bad language will result in dismissal.
- Treat all students with respect. Belittling or making fun of another student is not allowed.
- Be honest and truthful in all dealings.
- Accept corrections respectfully.
- Display a good and positive attitude.
- Maintain a minimum of 1.7 (C-) academic grade point average beginning in the Fifth grade.
- All students must adhere to the teachings set forth in “My Gospel Standards” and “For the Strength of Youth” published by the Church of Jesus Christ of Latter-day Saints. See AHS Mission Statement below:

**Mission Statement
American Heritage Schools, Inc.**

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 it is possible, in harmony with revealed principles of the Restored Gospel of Jesus Christ and laws of the land.

56.6. Home and Distance Education Tuition.

56.6(a). Tuition Schedule: Distance education tuition depends on course subject and grade level. Official distance education tuition rates are posted in the School’s online course catalog. No oral or written representations by any person, including representatives of the School, shall supersede or take precedence over the official tuition rates posted in the online course catalog.

56.6(b). Prepayment of Tuition. Prepayment of tuition is required to enroll in distance courses. Tuition may be paid by credit card, debit card, or automated bank account withdrawal.

56.6(c). Tuition is Non-Refundable. In the event that a student stops attending, is removed by parents, or suspended by administration for inappropriate behavior, the tuition fee is non-refundable regardless of how many (or few) days the student actually attended classes or

accessed the online resources. In exceptional cases, refunds may be granted at the discretion of AHS administration.

56.6(d). Long-Distance Phone Charges. Any long-distance phone calls made by the enrollee to participate in AHS home and distance education courses are made at the sole expense of the enrollee. Tuition does not cover long-distance phone charges. Enrollees must become aware of circumstances when long-distance charges may or may not apply.

56.6(e). Hardware and Software. Tuition does NOT Include Hardware or Microsoft Office® Software: All necessary hardware or Microsoft Office® software is not included in the cost of tuition and must be purchased separately.

56.6(f). Books, Packets, and Kits. Tuition does NOT Include Books, Packets, or Kits: Texts listed in the course texts section of the course description are required or highly recommended texts. However, the cost of them is not covered by tuition and is an additional expense to be paid by enrollees.

56.7. (Reserved)

56.8. Course Credits. Credit is granted in grades 9-12 in accordance with the Carnegie Unit of credit standard that 120 hours of course work is equivalent to 1.0 credit.

56.8(a). Extra-Curricular Participation for Credit. Students may receive up to 1.0 high school credit for participation in an extra-curricular activity provided each of the following is met:

- *Tuition.* Prepayment of tuition and/or administrative fees associated with this application is required. American Heritage School will not review and/or process applications that do not include the required tuition and/or fee payment.
- *Eligibility.* In order to be eligible for high school credit from attendance of extra-curricular activities, students must verify that they are enrolled in a program that meets all of the below qualifications:
 - a. The program provides academic, physical, artistic, or musical instruction to the student from a teacher, coach, or supervisor who is knowledgeable in the given subject.
 - b. The student receives a minimum of 30 hours for 0.5 credits and 60 hours for 1.0 credit of direct instruction and supervision from the teacher, coach, or supervisor.
 - c. The student either (a) receives an additional 30 hours for 0.5 credits and 60 hours for 1.0 credit of direct instruction and supervision from the teacher, coach or supervisor, or, (b) the student engages in 30 hours for 0.5 credits and 60 hours for 1.0 credit of independent study, independent practice, or personal enrichment under the indirect supervision of the teacher, coach, or supervisor.
 - d. In the opinion of American Heritage School, the activity meets or exceeds the school's expectations for academic, physical, artistic, or musical instruction for high school credit.
 - e. The student is present and involved with the extra-curricular activity for a minimum of 75% of the time required or expected for participants.
- *Discretion.* American Heritage School reserves the right to determine, in its sole discretion, whether a program meets the minimum requirements of the school for credit.
- *Limitation of Liability.* The Student and the Student's Parent or Guardian agree that American Heritage School shall have no liability to the Student, and shall hold the School

harmless for any harm, damages, or injury that the Student receives while engaging in the extra-curricular activity.

- *American Heritage School Standards.* All students participating in extra-curricular activities for credit are expected to conduct themselves in adherence to all AHS Honor Code, dress and grooming, and AHS academic probation standards.

56.8(b). *Minimum Requirements for Home and Distance Education Students to Participate in On-Campus Extracurricular Activities.* [NOTE: This policy is being phased out beginning immediately for any HDE students newly applying to AHS on-campus extracurricular activities; and will be effective for all students beginning with the 2018–19 school year, when only students enrolled at the AHS campus will be eligible to participate in on-campus extracurricular programs]. Students enrolled in, and actively working toward completion of, a minimum of three credits of Home and Distance Education courses may participate in American Heritage School on-campus extra-curricular activities. HDE students participating in on-campus extracurricular activities (other than afterschool orchestra and choir) must complete at least three HDE courses on an academic calendar similar to on-campus students, and will be held to the same AHS Honor Code, dress and grooming, and academic probation standards as on-campus students.

56.9. Course Length; Semester Calendar. Live, Consulted, and Independent study courses are conducted on a semester schedule with beginning and end-dates that reflect American Heritage School's Calendar of Days..

56.9. (a). *Course Extensions.* Course extensions are available by administrative approval only, by calling AHS's Office of Distance Education. AHS administrators will consult with course instructors before granting extensions.

56.9. (b). *Summer Consultations.* Teachers of "Live" and "Consulted" courses are not required to conduct consultations with students during the months of June, July, and August. However, courses that are sold as "summer term" courses require summer consultations.

56.10. Transcripts. All students who take courses from American Heritage School's Home and Distance Education Program may request a transcript for themselves or to be sent to another educational institution. One transcript per student will be provided free of charge. Additional copies will cost 2 dollars each, payable by check or credit card to American Heritage School.

56.11. Commencement. American Heritage Home and Distance Education students may participate in AHS commencement ceremonies. To participate in AHS commencement, a student must complete the graduation requirement list in section 56.5 before commencement, must be a student in good standing, and must contact the Office of Home and Distance Education by February 15 immediately preceding to ensure eligibility and make arrangements.

56.12. Technology Requirements. Enrolled students are typically expected to work from locations other than the School's American Fork, Utah campus and to provide their own computer, internet access, and Microsoft Office Software 2003 (version or later), and long-distance phone account (optional), all of which are purchased and maintained at the sole cost of students or their families.

56.13. Third-Party Websites and Hold Harmless Agreement. American Heritage School recognizes that Internet resources are integral to the learning environment. AHS distance education courses are Internet-based and are securely maintained. However, in some courses, assignments may direct students to Internet sites for limited educational purposes. American Heritage School does not control the content or security of third-party sites. By enrolling in Home and Distance Education courses, parents agree to hold American Heritage School harmless for any security breach or exposure to content that may occur when their child is accessing the Internet for any assignment or School related activity.

56.14. 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 or within the School's online learning management system, 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.

56.15. Intellectual Property Rights

- *56.15 (a). Copyrights.* Teachers shall observe all copyright laws insofar as possible. The School shall hold all intellectual property rights associated with any original work produced by Teacher and published in the School's learning management system in relation to the stated course during the term of this contract. Teacher may keep, make, or order (at no cost to Teacher) for her personal records, a single copy of any curricula created personally.
- *56.15. (b). All Rights Reserved.* Course enrollment subscriptions are for one (1) student only and are not assignable. American Heritage School's copyrighted online or print curricula materials are licensed for student use only by the student originally named in the course application and are not assignable. Furthermore, materials are not licensed to share, distribute, redistribute, or re-sell. This is true of all course materials, whether an official copyright notice is included or not. All rights are reserved by American Heritage School. Copyright permission requests may be made by emailing a detailed request of specific curricular portion(s) requested and the intended use(s) to American Heritage School's Principal or Assistant Principal of Distance Education.
- *56.15. (c). Publishing Release.* During the year publishing opportunities for students often arise. By enrolling in American Heritage School Home & Distance Education, families agree that they or their child/ren's name(s) and/or project(s) and/or photograph(s) may be published by American Heritage School through the media at its discretion, including by television, newspaper, the Internet, or other means, unless that permission is first revoked and delivered to American Heritage School's Copyright Office in writing.

56.16. Right of Revocation of Access. Subscriptions to American Heritage School's online curriculum are revocable at the discretion of American Heritage School. Decisions to revoke subscriptions are typically made on the basis of student or parent behavior that is repeatedly unaligned with the mission of the school.

56.17 Teacher Hiring. Teacher candidates interested in applying to teach or develop a Home and Distance Education Course should complete the following steps:

1. **Application Submission.** Submit an application, indicating grade level(s) and subject(s) of expertise and interest. Also, submit a cover letter, resume (or curriculum vitae), and three professional references.
2. **Recommended Readings.** American Heritage School provides library access to selected readings for self-directed study (e.g. *The Noah Plan Self-Directed Study in the Principle Approach*; See also *Family School Foundations: A Parent Guidebook*, <http://latterdaylearning.org/wp-content/uploads/2012/08/0-Family-School-Foundations-A-Parent-Guidebook.pdf>). Candidates should take time to study the recommended readings, which describe the school's philosophy of education and its approved methods.
3. **Curriculum Sample Submissions.** After completing the recommended readings, candidates submit the following documentation to the school in an electronic submission:
 - Curriculum samples. Submitted curriculum samples should clearly reflect AHS's fundamental teaching philosophies and approved methodology (e.g. 4R-ing, Notebook

Method, use of timelines, use of character charts). Samples should also align with the subject and grade-level the candidate wishes to teach.

4. **Personal Interview.** Candidates who submit excellent curriculum sample materials may be invited to participate in a personal interview with one or more of the following: the Assistant Principal of Distance Education, faculty members, and others as appropriate. Candidates are encouraged to ask questions during the interview. During the interview, candidates also respond to administrative questions and receive information about the position's compensation and when the School plans to announce a hiring decision.
5. **Teaching Demonstration.** A successful interview may lead to a teaching demonstration. Candidates receive a teaching demonstration assignment. Instructions are communicated directly by phone or email. Teaching demonstrations typically occur on AHS campus, with current students and topics relevant to the current curriculum. Two or more administrators observe teaching demonstrations, looking for high levels of student engagement and application of the school's 4R method (see recommended readings for more information about the 4R methodology).
6. **Hiring Decision.** AHS administration makes a hiring decision only after a thorough process of interviewing candidates, checking references, and viewing teaching demonstrations. All candidates who are invited to give a teaching demonstration receive personal notice of the School's final hiring decision. If candidates have not heard from AHS within a month's time of their teaching demonstration, they should not hesitate to contact AHS and inquire about the status of their application.

56.18. Course Development. Upon hire, American Heritage School invites teachers to participate in a curriculum development program that provides useful templates and guidelines to aid in curriculum development. Although American Heritage School already has outlined scope and sequence documents for some courses, the School is also open to courses not currently offered. Teachers are invited to prepare proposals for new courses.

56.19. Live Broadcasting, Screen-sharing, and Video Conferencing. Teachers use an approved screen-sharing and video conferencing platform for "Live" course sessions. All sessions should be recorded in a current video format and posted to the course learning management system within 12 hours of the Live session. If you have any questions about how to do this, please contact the school's technical support team.

56.20. Teacher Consultations with Students. Teachers and students should set a routine consultation appointment and strive to fill each appointment. Tuition paying student are entitled to 15 consultations per semester—or approximately one per week. If a student misses an established appointment, the consultation cannot be made up. However, students may request to reschedule up to two (2) appointments per semester for any reason by contacting the teacher at least 24 hours in advance and requesting a new appointment. Teachers should strive to accommodate these requests.

- *56.20 (a). Video Conferencing Tools.* During 2018–19, American Heritage School Home and Distance Education will designate a consulting tool for distance education instructors of grades K–12. This software will be provided free to teachers and students and includes video- and screen-sharing capacities.
- *56.20 (b). Reducing Risk.* Whenever possible, AHS distance education teachers should hold consultations in high traffic areas within earshot of others. This may mean leaving doors open or asking parents and/or students to station students in high-traffic places within their homes to allow maximum awareness of others.
- *56.20 (c). Schedule of Consultations.* Teachers should share a schedule of consultations with the Assistant Principal of Distance Education. These schedules must be kept current, and

should be updated for the Assistant Principal of Home and Distance Education whenever a change is made. Shared documents or AHS-approved scheduling tools may be used for this purpose.

- *56.20 (d). Unscheduled Administrative Visits.* At any time, the Principal or Assistant Principal of Distance Education or other AHS administrators may join conferences or phone calls to experience consultations in conference-call fashion; these visits should always be received and should be welcomed by the teacher.
- *56.20 (e). Relevant Policies.* Teachers who consult with student should avoid situations that could put themselves or the School at risk. All teachers should read the (1) Child Abuse and Neglect Policy (policy 39), (2) Unlawful Harassment policy (policy 50), and (3) the Social Networking policy (policy 22.17) in this Employee Handbook.

56.21. Calendars, Deadlines and Grading. Live, Consulted, and Online courses should include weekly assignment deadlines, final exams or projects, grading, and semester deadlines as follows:

- **Semester Calendar.** The calendar of days for home and distance education matches the official AHS on-campus calendar posted on the school's website, with the exception that HDE courses are organized into semesters, rather than terms—and home and distance education courses may begin up to a week later than on-campus classes.
- **First Week of Each Semester.** Teachers should contact all enrollees during the first week of class to establish routine consultation times with each "Consulted" student. Classes during the first week should include (but are not limited to) a review of course syllabi or disclosure documents. It is recommended that teachers begin academic instruction after Labor Day.
- **Grading and Correspondence.** Teachers should grade submitted work within 48 hours, whenever possible. Teachers should ensure that written feedback includes substantive praise and instruction. Teachers are expected to respond to all student and parent email within two business days whenever possible. Teachers are expected to use video feedback tools at least 10 times per student per course.
- **Final Exams and End of Semester Deadlines.** Unless otherwise approved by the Assistant Principal of Distance Education, teachers should implement deadlines for all assignments and plan to administer a final exam on a specific date. Semester deadlines may not exceed the last day of the semester.
- **Reporting Final Grades.** To facilitate production of report cards and transcripts, final course grades should be recorded and reported in the learning management system within one week of the semester end.

56.22. In-service. On-campus and HDE-specific in-service materials are circulated to Home and Distance Education teachers in electronic format via AHS's network email. HDE Teachers are encouraged to attend in-service when possible, and to review all materials sent by the school. Teachers are also encouraged to maintain active, frequent communication with AHS administration regarding their Christian stewardship over scholars, parents, curriculum, technology, etc.

56.23. Standards of Excellence; Code of Conduct. As a representative of the School, Teacher is expected to maintain a standard of excellence in dress, speech, conduct, and presentation that conforms to the standards set forth in the American Heritage School Code of Conduct.

56.24. Teaching Location and Equipment. Teacher is expected to work primarily from locations other than the School's American Fork, Utah campus and to provide his or her own computer, internet access, Microsoft Office Software 2003 (version or later), and long-distance phone account (which is optional if the School's online meeting account is used with a multimedia headset), all of which are purchased and maintained at the sole cost of Teacher. Teacher's equipment and internet access must be of sufficient quality to ensure a good quality experience for the students.

56.25 Teacher Evaluations. Section 10 of the American Heritage School Employee Handbook "Teacher Evaluations" applies to Home and Distance Education Teachers.

57. Lyceum Orchestras

57.1. Overview. The American Heritage Lyceum Orchestra program, comprised of five ensembles, is designed to serve talented student musicians ages 5-18, and is open to all American Heritage students as well as youth from the community. An audition is required for entrance into all ensembles. Returning ensemble members need not audition, unless they are auditioning to move to the next ensemble.

57.2. Lyceum Philharmonic Orchestra. The Lyceum Philharmonic orchestra is the most advanced of the five ensembles offered in the American Heritage Lyceum Orchestra program. An advanced full symphony orchestra, the Lyceum Philharmonic is led by the director of the American Heritage Lyceum Orchestra program. Instrumentation includes strings, winds, brass and percussion. Music is at a college/professional difficulty level. Students perform the masterworks of the repertory as well as sacred and patriotic music. Named "Best Youth Performing Ensemble" by Best of State Utah in 2009-2015, the Lyceum Philharmonic is one of the nation's premier youth orchestras and regularly performs with nationally recognized guest artists.

57.3. Symphonic Strings. Symphonic Strings is the most advanced preparatory ensemble in the American Heritage Lyceum Orchestra program, preparing students for entrance into the Lyceum Philharmonic. Symphonic Strings students have the opportunity to collaborate with choirs and learn the masterworks of the string literature. Students should be studying with a private teacher and playing at a high school level.

57.4. Lyceum Chamber Ensemble. The Lyceum Chamber Ensemble orchestra gives young musicians an opportunity to excel musically alongside students of like ability. Students in this ensemble should read music well, be studying with a private teacher, and be capable of vibrato and shifting.

57.5. Lyceum Crescendo Strings. The Lyceum Crescendo Strings gives young musicians an opportunity to excel musically alongside students of like ability. Students in this ensemble should read music, be studying with a private teacher, and be able to play in 1st-3rd positions.

57.6. Lyceum Prelude Strings. The Lyceum Prelude String ensemble is an introductory level orchestra for talented beginners. Students should be studying with a private teacher, read simple music, and have at least one year of playing experience. Students under the age of 8 or with limited music reading experience are strongly encouraged to have a parent attend rehearsals and practice with them.

57.7. Rehearsal Schedule. All ensembles rehearse during the school year at American Heritage School at times and dates posted on the School's orchestra website.

57.8. Tuition and Fee Agreement. Tuition is due the first of each month and past due after the tenth day of the month. Automatic withdrawal or pay in full by check will be the standard payment practice; exceptions to this should be cleared with Administration. Cash will not be accepted. No monthly billing is sent out unless the account is past due. A late fee of \$10 will be added to your account if tuition is not paid by the tenth of each month, unless other arrangements are made. The 2018–19 annual tuition must be paid in full not later than April 15, 2018, regardless of the payment option chosen above. Students with past-due accounts will not be permitted to participate in the ensemble. A \$20 fee will be charged for all non-sufficient withdrawals or checks. Tuition will not be refunded. If a student withdraws prior to the end of the orchestra season, the student/family is still liable for the remainder of the tuition due.

57.9. Expectations and Standards.

- *Attendance.* Students are expected to attend all rehearsals, sectionals, and performances during the season. However, illness or other extenuating circumstances may necessitate missing up to

two rehearsals per concert cycle. An email notification must be given for each absence. Emails should be sent in advance, except in cases of emergency. Please send emails to the appropriate ensemble manager Phil@ahsmail.com, Symphonic@ahsmail.com, LCE@ahsmail.com, Crescendo@ahsmail.com, Prelude@ahsmail.com. Students missing more than two rehearsals in any given concert cycle will not be permitted to participate in the concert unless those absences are the result of participating in mandatory school obligations. When missing a rehearsal due to an organized school activity such as band, orchestra, choir, debate, or student government, please have your teacher/conductor/advisor email regarding the absence. If the email notification is received in advance of the absence, that absence will not be counted toward the two allowed absences. Please understand that it is not the *reason* for the absence that creates a problem for the orchestra, but the *absence itself*.

- *Preparation.* All music should be prepared in a timely manner and should be included in the student's daily practice regimen. It is expected that each student will employ the help of their private teacher to help learn the demanding music we perform.
- *Volunteering.* Each family is required to complete a minimum of one volunteer assignment per student who participates. Opportunities to volunteer include bringing concert refreshments, acting as an usher, stage setup, publicity, and many other details pertaining to the success of events. Volunteer assignments are coordinated through the Parent Volunteer Coordinator.
- *Annual Commitment.* Students enrolled in any of the ensembles are committed to play in and pay for the ensemble for the entire 2018–19 Season, or from the month of enrollment through to the end of the season. Payments will be debited through April 2018 for all participants.

57.10. Sponsoring Organization. American Heritage School sponsors the Lyceum Orchestra Program. All students enrolled in Lyceum Orchestras are considered American Heritage School students. Orchestra performances therefore serve the mission of the school including performance of religious music, fundraising, and development. No student will be discriminated against based on religion, race, or disability. Participants and families enrolled in the Lyceum Orchestra Program understand that this is a mutually beneficial relationship for all orchestra families regardless of other school affiliations, and that tuition alone pays for only a portion of the total cost of orchestra events, staff, music, facility, etc.

57.11. Concert Dress. Each student is required to own concert dress for the ensemble. Concert dress for all girls is a modest, black dress, sleeves at least to the elbow, skirt or slits below the knees or floor length, (black blouse and black skirt is acceptable). Concert dress for Philharmonic men is a black tuxedo, black bowtie and cummerbund. LCE/INT/JR boy's concert dress is white shirt, black slacks, black shoes/socks.

57.12. Rehearsal Dress. Dress modestly at all times. "Immodest" clothing includes short shorts and skirts, tight clothing, shirts that do not cover the stomach, and other revealing attire. Young women should wear clothing that covers the shoulder and avoid clothing that is low-cut in the front or the back or revealing in any other manner. Young men should also maintain modesty in their appearance. Students should avoid extremes in clothing, appearance, and hairstyle. Always be neat and clean and avoid being sloppy or inappropriately casual in dress, grooming, and manners.

57.13. Instruments, Equipment and Sheet Music. Students will be provided with folders containing copies of their music. They are expected to have their music, instrument, pencil and all other necessary equipment with them at each rehearsal. Each folder is the sole responsibility of the student to whom it is checked out. Any lost, damaged or unreturned music will be charged to the student's account.

57.14. Standards of Conduct. Students and parents are expected to be respectful of all orchestra members and directors at all times. This means coming to rehearsals prepared, on time, and being willing to help other students to be better musicians. All parents and members of AHS Youth Orchestras will be expected to conduct themselves on and off the School premises in accordance with the following standards:

- Use good manners and polite speech. Use of profanity or other vulgar or offensive language will result in dismissal.
- Treat all students and adults with respect.
- Be honest and truthful in all dealings.
- Accept corrections respectfully.
- Display a good and positive attitude.

57.15. Use of School Facilities. Participation by all members of the school community in the cleaning, maintenance, and care of the campus imparts a spirit of gratitude and an ethic of hard work. It also writes the principle of self-government upon the hearts of those who enjoy the blessings of our beautiful building.

Food and Drink. Food and drink are not permitted outside of the lunchroom, including in hallways, unless specifically approved by administration for consumption of food and drink. Students, parents, and guests are asked to please eat in the lunchroom or outside.

Cleaning and “Stewardship Minute.” The last few minutes of each rehearsal should always be used for cleanup. Orchestra staff should avoid the temptation to use this time for instruction or rehearsal at the expense of students missing the opportunity to become Christian stewards of their surroundings. In the spirit of strong traditions, it is important that instructors become accustomed to calling for a “stewardship minute” (at every ensemble level) during which the instructor and each student attends to cleaning up litter, replacing chairs and stands, and picking up garbage that can easily be picked up from the floors. Each room has a regular cleaning schedule; however, custodians do not vacuum every room every day. Rather, all members of the school community, including employees, students, volunteers, and guests, are encouraged to help keep the building clean. Vacuums are accessible for use by volunteers, and are expected to be used by students and teachers on a regular basis, particularly after special events or celebrations that result in crumbs or other debris on the carpets.

57.16. Designated Areas and Unsupervised Children. Parents are welcome to attend rehearsal with children. Any children who are not enrolled in the School or Orchestra must be supervised by an adult at all times. All students in afterschool music programs and their guests must remain in designated rehearsal and performance areas at all times. Students should not be in any unsupervised areas of the building including the second and third floors, the library, elevators, classrooms, etc. Children (except nursing babies) and students, even if supervised by a parent or adult, are not permitted in the Faculty Lounge at any time, including in the summer and after-hours.

58. American Heritage Youth Chorus.

58.1. Overview. The American Heritage Youth Chorus is an LDS-oriented choral organization for children and youth ages 8-18. Its purpose is to build musical excellence and enduring faith in the lives of young people through uplifting and sacred music. The American Heritage Youth Chorus is comprised of three choirs that accommodate youth of varying ages and skill levels, ages 8-18: the American Heritage Concert Choir, for more advanced choir students, and the American Heritage Children's Choir. Although the choir is sponsored by American Heritage School, enrollment is open to all students, regardless of school affiliation. Although the mission of American Heritage Youth Chorus is focused on LDS values and beliefs, it is not sponsored by or legally affiliated with the Church of Jesus Christ of Latter-day Saints.

58.2. Concert Choir. The Concert Choir is for children and youth ages 9-18. Entrance is by audition only and rehearsals are held each Monday from 3:30-5:00 p.m. The Concert Choir has quarterly performances, including a mandatory tour in the Spring. The estimated cost for the Concert Choir Tour is announced prior to the beginning of the Choir season, and is typically between \$200 and \$400 depending upon the tour plan and destination. Fundraising opportunities may be provided by the American Heritage Youth Chorus program; however, the full cost of the tour is the responsibility of each choir member regardless of fundraising opportunities provided by the program.

Children ages 9-12 who wish to audition for the Concert Choir must have participated for at least one year in the Children's Choir.

58.3. Children's Choir. The Children's Choir is for children and youth in grades 4-6. The Children's Choir is open enrollment, although new members will still typically be heard in an audition prior to admission. Rehearsals are held on Mondays from 3:30-4:30 p.m. The Children's Choir has a lighter performance schedule than the Concert Choir and does not tour.

58.4. Auditions. Auditions for the 2018–19 season will take place during late August at the American Heritage School. Returning members need not re-audition but must complete an individual vocal assessment (held during audition times).

58.5. Tuition, Fees and Scholarships. See the school's website for tuition, fee, and scholarship information.

58.6. Registration. New and returning members should wait until after their audition/individual vocal assessment to register

58.7. Expectations and Standards.

58.7(a) Attendance. Members of the AH Youth Chorus are expected to attend all required rehearsals and performances. Permission to miss, arrive late, or leave early from a rehearsal should be obtained from the director. Students are allowed to miss a maximum of two rehearsals per semester (September-December or January-May). Coming late or leaving early will count as half of a rehearsal. Concert Choir only: If students need to miss more than two rehearsals per semester, they must attend a help session to clear their absence. Help sessions are generally held twice a month. This flexible but firm attendance policy is designed to help student be able to participate in the choir, even if they are involved in other extra-curricular activities. Check the online calendar for scheduled help session dates and times. The following are NOT considered valid reasons for excessive absence from rehearsals: sports practice (even if the season has not started yet -- please plan ahead), play practice, school projects or homework. Please plan accordingly in order to honor your commitment to the choir. Choir members who drop out before the end of May will be responsible to pay the full amount of tuition for the year.

58.7(b). *Preparation.* Members of both the Concert Choir and the Children's Choir will be required to complete weekly at-home practice assignments. On average, students should plan on practicing their music about 10 minutes per day. All choir members will be given an at-home practice CD to aid them in their practice. Students who habitually fail to complete at-home practice assignments will be placed on probation and will not be allowed to perform with the group until they have "passed off" their music to the director in a private session (additional \$10 fee may apply). This opportunity may be granted or denied at the director's discretion.

58.7(c). *Rehearsal Dress.* Students are not required to wear the School uniforms as outlined in the American Heritage School Uniform Policy; however, students will be expected to dress modestly at all times. "Immodest" clothing includes short shorts and skirts, tight clothing, shirts that do not cover the stomach, and other revealing attire. Young women should wear clothing that covers the shoulder and avoid clothing that is low-cut in the front or the back or revealing in any other manner. Young men should also maintain modesty in their appearance. All should avoid extremes in clothing, appearance, and hairstyle. Always be neat and clean and avoid being sloppy or inappropriately casual in dress, grooming, and manners. Directors may ask choir members to make changes to their dress and appearance in order to participate in rehearsals.

58.7(d). *Standards of Conduct.* Students and parents are expected to be respectful of all choir members and directors at all times. This means coming to rehearsals prepared, on time, and being willing to help other students to be better musicians. All parents and members of the American Heritage Youth Chorus will be expected to conduct themselves on and off the School premises in accordance with the following standards:

- Use good manners and polite speech.
- Use of profanity or other vulgar or offensive language will result in dismissal.
- Treat all students and adults with respect.
- Be honest and truthful in all dealings.
- Accept corrections respectfully.
- Display a good and positive attitude.

58.7(e). *Use of School Facilities.* Participation by all members of the school community in the cleaning, maintenance, and care of the campus imparts a spirit of gratitude and an ethic of hard work. It also writes the principle of self-government upon the hearts of those who enjoy the blessings of our beautiful building.

Food and Drink. Food and drink are not permitted outside of the lunchroom, including in hallways, unless specifically approved by administration for consumption of food and drink. Students, parents, and guests are asked to please eat in the lunchroom or outside.

Cleaning and "Stewardship Minute." The last few minutes of each rehearsal should always be used for cleanup. Choir staff should avoid the temptation to use this time for instruction or rehearsal at the expense of students missing the opportunity to become Christian stewards of their surroundings. In the spirit of strong traditions, it is important that instructors become accustomed to calling for a "stewardship minute" (at every ensemble level) during which the instructor and each student attends to cleaning up litter, replacing chairs and stands, and picking up garbage that can easily be picked up from the floors. Each room has a regular cleaning schedule; however, custodians do not vacuum every room every day. Rather, all members of the school community, including employees, students, volunteers, and guests, are encouraged to help keep the building clean. Vacuums are accessible for use by volunteers, and are expected to be used by students and teachers on a regular basis, particularly after special events or celebrations that result in crumbs or other debris on the carpets.

Designated Areas and Unsupervised Children. Parents are welcome to attend rehearsal with children. Any children who are not enrolled in the School or the Youth Chorus program must be supervised by an adult at all times. All students in afterschool music programs and their guests must remain in designated rehearsal and performance areas at all times. Students should not be in any unsupervised areas of the building including the second and third floors, the library, elevators, classrooms, etc. Children (except

nursing babies) and students, even if supervised by a parent or adult, are not permitted in the Faculty Lounge at any time, including in the summer and after-hours.

58.8. Sponsoring Organization. American Heritage School sponsors the American Heritage Youth Chorus program. All students enrolled in the Youth Chorus are considered American Heritage School students. Performances therefore serve the mission of the school including performance of religious music, fundraising, and development. No student will be discriminated against based on religion, race, or disability. Students and families understand that this is a mutually beneficial relationship for all choir families, regardless of other school affiliations, and that tuition alone pays for only a portion of the total cost of choir events, staff, music, facility, etc.

59. Math Department Guidelines

59.1. General Principles. Mathematics is a subject that is foundational to success in numerous other disciplines, competencies, and areas in life. It is also a very challenging subject for many students, sometimes the most challenging in their educational experience, and requires genuine patience, focus, consistency, and perseverance to master. Because of the increasing complexity of math principles, and particularly the shift from consumer to theoretical math that happens in upper elementary and middle school, many students struggle with feelings of inadequacy, and sometimes resignation, when they are confronted with math concepts that are difficult. For this reason, AHS strives to create an atmosphere in our math classes where students feel safe to ask questions, try different approaches, and enjoy the journey of struggling with hard concepts. Math also requires more sequential consistency from year to year than most subjects. In overall emphasis at AHS, math is viewed to be one of the most important disciplines taught at the school. For example, Math drives much of the facilities scheduling to ensure that students can take math courses in small groups that meet them at their threshold of learning, and is the only subject other than reading/language arts for which the school has adopted a specific school-wide homework policy, namely, that homework in math should be assigned on a regular and consistent 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, no matter what discipline or path they choose to pursue.

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

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

59.4. 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.

59.5. Neatness. Require neatness! If it’s unreadable, it’s wrong.

59.6. Showing Work. Students in fourth and subsequent grades are required to write the problem and show their work. In grades K-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.

59.7. 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.

59.8. 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.

59.9. 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 10x10, begin division
- Fourth grade, mastery of addition, subtraction, multiplication through 12x12, continue division
- Fifth grade, review and mastery of all math facts; regular written drills, with home practice assigned based on individual scores

59.10. Placement Tests. Administration will work with core-classroom instructors and math specialists to administer math placement assessments at the end of each year; these placement assessments are separate from standardized exams (also given throughout the year) and will help determine seating and appropriate math-level placement of students for the upcoming year.

59.11. Advanced Math Placement. We have seen many unfortunate 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. Sometimes the student will succeed in the short term when they are advanced to higher-level book, in part because the beginning of all Saxon books are largely review; however, the long-term effects of premature advancement begin to be manifest as students confront new concepts and have not sufficiently mastered pre-requisite concepts upon which the new concepts are built. Students at AHS who successfully complete one level each year will progress steadily through college-level math while at AHS -- including at least Algebra 2 and for many students advanced and AP math courses such as calculus and statistics -- by the time they finish high school.

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 for their child, and desire to advance their child during the school year beyond the recommended level by the AHS math department, are required to receive a recommendation from the current and previous math teacher, and approval by administration. Final approval by administration will typically occur only after a meeting with the parent, math teachers, and administrator.

Ultimately, the decision by administration will give significant weight to parents' feelings; however, in considering advanced math placement, parents should be aware that in the school's experience, successful advancement placement requires the following, which are viewed as conditions for advancement by the AHS math department:

- The student must have maintained consistent A's in independent daily homework and tests for the grade-level book at American Heritage School. Work done at home or at another school has generally not been 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.
- Students must demonstrate consistent self-government during math instruction.
- A student should not miss more than five homework assignments in a three-week period.

59.12. Remedial Placement and Math Level Recovery. 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. Middle and high school students who at the end of the year have a cumulative C+ (79%) grade or lower in a math course will not be advanced to the next sequential math course without permission of the teacher, typically only granted in cases where the average of test scores for the year were 80% or higher, or in the case of math make-up work or math remediation coursework completed over the summer.

59.12(a). Math Summer Camp. Students who do not have a cumulative average of 80% or higher in math for the previous year will be required to repeat the course, take a comparable course from another school/program (“comparable” as determined by AHS), or attend Math Summer Camp at AHS before they can progress to the next math level. The number of classes they must attend in AHS Math Summer Camp will be determined by the teacher of the failed math course and communicated to the parent before the end of the school year preceding the necessary summer remediation. Students may also enroll in a summer math session (full summer math course), when offered, to receive credit for an entire math course.

59.13. Grades K-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.)

59.14. (Reserved)

59.15. Grades 1-6: 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.

59.16. (Reserved)

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

59.18. Cheating. Cheating and dishonesty are very serious infractions, and students are held to a higher, less lenient standard than “three infractions, 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 you suspect cheating, carefully review the student’s work and/or observe the student to avoid error in judgment.
- 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 you recommend, 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 infraction).
- If any of the above three conditions are not met, especially if the student resists consequences or tries to redirect responsibility, speak with administration immediately. In most cases, administration will recommend that you 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 infractions are not required if, upon consideration, the teacher and administration deem suspension to be the appropriate action).

59.19. 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.

Appendices

- Appendix A—2018–19 Calendar of Events
- Appendix B—2018–19 Calendar of Days
- Appendix C—Teacher Evaluation Form
- Appendix D—Bell Schedules
- Appendix E—Approved Curriculum and Resources Guide
- Appendix F—Scope and Sequence of Curriculum
- Appendix G—Classroom Inventory Checklist
- Appendix H—CPR-Certified School Personnel
- Appendix I—Division of Administrative Responsibilities
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- Appendix L—Custodian Evaluation Form
- Appendix M—Field Trip Request Form
- Appendix N—Field Trip Carpool Assignments Form
- Appendix O—Field Trip Participant Authorization & Release Form
- Appendix P—Emergency Evacuation Routes and Gathering Locations
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- Appendix X—Best Practices for AHS Home and Distance Education Courses

Appendix A

2018–19 Calendar of Events

<http://american-heritage.org/Calendars>

<https://american-heritage.org/wp-content/uploads/2018/08/2018-19-MASTER-Calendar-of-Events.pdf>

Appendix B

2018–19 Calendar of Days

<http://american-heritage.org/Calendars>

<https://american-heritage.org/wp-content/uploads/2018/05/Calendar-of-Days-2018-19-v8.pdf>

Appendix C

American Heritage School Evaluation of Instruction

| | | |
|-----------------|----------------------|-----------------|
| Date: | Grade: | Subject: |
| Teacher: | Evaluated by: | |

Pre-Evaluation Conference notes:

What is the teacher trying to teach?

Is the teacher reaching all students?

Do the students understand the purpose of the lesson?

Is there order in the classroom?

Are the assignments clear?

Is good reinforcement taking place?

Is there good disciplinary technique?

Are students engaged in the lesson, asking thoughtful questions, and actively learning (learning by doing)?

Is the spirit of the room lively, respectful, secure, and challenging?

Is American Heritage School-approved curriculum being used?

Are the tools of the FACE methodology being used?

Does the teacher introduce subject matter with a "Foundations" unit at the beginning of the year, and does the teacher consciously reinforce Principle Approach foundations throughout the scope and sequence?

Does the teacher willingly and consistently coordinate with his/her team teacher in the other grade-level classroom(s)?

Are updated course descriptions or syllabi posted online?

Does the teacher fulfill all assigned administrative responsibilities willingly, consistently, and punctually?

Does the teacher resolve parent, student, and peer relationship concerns in a professional, humble, and non-defensive manner?

Does the teacher update his/her grade books on a weekly basis?

Does the teacher produce and circulate progress reports on a weekly basis?

Does the teacher communicate in writing with parents on a weekly basis (letter, e-mail, or Veracross posting) not only to inform, but more importantly to inspire parents and students?

Does the teacher consistently encourage and assist students in upholding all aspects of the School's Honor Code, including the Uniform Policy?

Does the teacher conduct routine "Stewardship Minutes," and diligently attend to classroom orderliness, cleanliness, and other facilities policies?

Does the teacher conduct him/herself in all aspects of life as a Christian, including in interactions with students, parents, faculty, and administration?

Appearance and demeanor of the teacher

(Professional dress and manner; voice level and modulation; respect given and received; patience and firmness maintained; teacher enthusiasm and well-prepared measures taken for a successful lesson; etc.)

Examination of student work, notebook, project work, and graded papers.

(Check grading style, comments, and thoroughness; adherence to notebook standard; and quality of student work for grade level; etc.)

Teacher's Goals:

Master Teacher Development Progress:

HDE Course Development Progress:

Commendations:

Recommendations:

Post-Evaluation Conference notes:

Evaluator

Teacher

Date:

Appendix D

Bell Schedules

https://drive.google.com/file/d/1J_rHTO04a7GXDgEaoW8V2UDaz-0vkytM/view



American Heritage School Bell Schedule for Grades K-12, 2018-2019

Grades K-6: 8:30-3:10 p.m.
Grades 7-12: 8:10-3:10 p.m.
AM Kindergarten: 8:30-11:30 a.m.
PM Kindergarten: 12:00-3:10 p.m.

Monday and Friday:

8:10-9:06 – Period 1
9:11-10:02 – Period 2
10:07-10:58 – Period 3
11:03-11:54 – Period 4
11:54-12:27 – Lunch
12:27-1:18 – Period 5
1:23-2:14 – Period 6
2:19-3:10 – Period 7

Tuesday, Wednesday, Thursday:

8:10-9:27 – Period 1
9:32-10:44 – Period 2
10:49-12:01 – Period 3
12:01-12:41 – LUNCH
12:41-1:53 – Period 4
1:58-3:10 – Period 5

Morning Assembly Monday, Friday:

8:10-9:05 – Assembly
9:08-9:53 – Period 1
9:56-10:41 – Period 2
10:44-11:29 – Period 3
11:32-12:17 – Period 4
12:17-12:49 – LUNCH
12:49-1:34 – Period 5
1:37-2:22 – Period 6
2:25- 3:10 – Period 7

Morning Assembly Tuesday-Thursday:

8:10-9:05 – Assembly
9:10-10:13 – Period 1
10:18-11:21 – Period 2
11:26-12:29 – Period 3
12:29-12:59 – LUNCH
12:59-2:02 – Period 4
2:07-3:10 – Period 5

Afternoon Assembly Monday, Friday:

8:10-8:55 – Period 1
8:58-9:43 – Period 2
9:46-10:31 – Period 3
10:34-11:18 – Period 4
11:21-12:06 – Period 5
12:06-12:39 – LUNCH
12:39-1:24 – Period 6
1:27-2:12 – Period 7
2:15-3:10 – Assembly

Afternoon Assembly Tuesday-Thursday:

8:10-9:13 – Period 1
9:18-10:21 – Period 2
10:26-11:29 – Period 3
11:34-12:37 – Period 4
12:37-1:07 – LUNCH
1:07-2:10 – Period 5
2:15-3:10 – Assembly

Appendix E

American Heritage School Approved Curriculum Resources

Devotional Resources

Kinder – Book of Mormon
First – Book of Mormon
Second – Old Testament
Third – New Testament
Fourth – Book of Mormon
Fifth – Doctrine and Covenants
Sixth Old Testament
Seventh – Book of Mormon, Selected Readings
Eighth – Book of Mormon, Selected Readings
Ninth–Twelfth – Church publications, Scriptures

Reading Resources

| | |
|--------------------|--|
| Kindergarten Riggs | Spalding Reading and Writing Curriculum, Phonetic Approach, A Beka Beginning Readers, Pathway Readers, Reading A-Z, leveled readers to level F, High frequency readers, Nursery Rhymes |
| First Grade | Spalding Reading and Writing Curriculum, Riggs Phonetic Approach, Book of Mormon, A Beka Leveled Readers, Pathway Readers |
| Second Grade | Spalding Reading and Writing Curriculum, Riggs Phonetic Approach, Book of Mormon, A Beka Leveled Readers, Pathway Readers |
| Third Grade | Spalding Reading and Writing Curriculum, Riggs Phonetic Approach, Book of Mormon, A Beka Leveled Readers, Pathway Readers |
| Fourth Grade | Book of Mormon, Pathway Readers, Selected Literature |
| Fifth Grade | Book of Mormon, A Beka Readers, Selected Literature, Pathway Readers |
| Sixth Grade | Book of Mormon, Selected Literature |
| Seventh | McCall Crabbs, Timed Readings |
| Eighth | McCall Crabbs |
| Ninth-Twelfth | Not Applicable |

Math Resources

Considerations given for student level accommodated through assessing and scheduling.

| | |
|--------------|---|
| Kindergarten | Saxon Mathematics 1 |
| First Grade | Saxon Mathematics 1 & 2 |
| Second Grade | Saxon Mathematics 2 & 3 |
| Third Grade | Saxon Mathematics 3 & 4 |
| Fourth Grade | Saxon Mathematics 54 |
| Fifth Grade | Saxon Mathematics 65 |
| Sixth Grade | Saxon Mathematics 76 & 87 |
| Seventh | Saxon Mathematics 87 & Algebra $\frac{1}{2}$ |
| Eighth | Saxon Mathematics Algebra $\frac{1}{2}$ & Algebra 1 & 2 |
| Ninth | Saxon Mathematics Algebra 1 and 2 |
| Tenth | Saxon Mathematics Algebra 2 and Advanced Math |
| Eleventh | Saxon Mathematics Advanced Mathematics and Calculus |
| Twelfth | Saxon Mathematics Advanced Mathematics and Calculus |

Language Resources

| | |
|--------------|---|
| Kindergarten | FACE Curriculum, Riggs Institute Phonics Program |
| First Grade | FACE Curriculum, Riggs Institute Phonics Program, ESP Jumbo English Yearbook, Carson Dellosa, Basic Skills for Punctuation and Capitalization |

| | |
|--------------|---|
| Second Grade | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, English From the Roots Up |
| Third Grade | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, English From the Roots Up |
| Fourth Grade | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, English From the Roots Up |
| Fifth Grade | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, English From the Roots Up |
| Sixth Grade | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, English From the Roots Up |
| Seventh | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, Rod & Staff Curriculum-Building Securely, From the Roots Up,* |
| Eighth | A Beka, FACE Curriculum, Riggs Institute Phonics Program, How to Teach Spelling, Rod & Staff Curriculum-Preparing for Usefulness, From the Roots Up,* |
| Ninth | EZ Grammar,* The Elements of Style, From the Roots Up,* Rod and Staff: Communicating Effectively,* |
| Tenth | The Elements of Style, From the Roots Up,* Rod and Staff: Communicating Effectively,* ACT Study Guide |
| Eleventh | ACT Study Guide and Practice Tests |
| Twelfth | ACT Study Guide and Practice Tests |

Literature Resources

| | |
|--------------|---|
| Kindergarten | FACE Curriculum: Bible as Literature, Children's Poets, Lullabies, Winnie the Pooh, Aesop's Fables, D'Aulaire's Lincoln, Little House in the Big Woods, Tales of Shakespeare, Notebook Approach begun with the study of Bambi |
| First Grade | FACE Curriculum: Bible as Literature, Pinocchio, Children's Poetry, Abigail Adams, Charlotte's Web, Shakespeare Play |
| Second Grade | FACE Curriculum: Bible as Literature, Children's Poetry, Pocahontas, D'Aulaire's Benjamin Franklin, Benjamin West and His Cat Grimalkin, Heidi, Shakespeare Play |
| Third Grade | FACE Curriculum: Bible as Literature, Jonah, Children's Poetry, Hans Brinker, Biography of Johann S. Bach, The Lion, The Witch and the Wardrobe, Shakespeare Play |
| Fourth Grade | FACE Curriculum: Bible as Literature, Children's Poetry, Treasure Island, Carry on Mr. Bowditch, Paul Revere's Ride, The Secret Garden, Shakespeare Play |
| Fifth Grade | FACE Curriculum: Bible as Literature, Ruth, Children's Poetry, Little Women, Abraham Lincoln by Gordy, Shakespeare Play |
| Sixth Grade | FACE Curriculum: Bible as Literature, Paul the Apostle, Men of Iron, A Door in the Wall, A Christmas Carol, Introduce Romantic Literature, Bronze Bow, Shakespeare Play |
| Seventh | FACE Curriculum: Bible as Literature, Psalm 23, A Shepherd Looks at Psalm 23, Longfellow's Poems, Shakespeare's Sonnets, Exiled, The First Vision as Literature, Shakespeare Play, Emily Dickinson poetry, A Christmas Carol, Johnny Tremain |
| Eighth | FACE Curriculum: Bible as Literature, David Copperfield, Review of Pagan epics, The Hiding Place, Iliad and the Odyssey, Miles Standish, Ben Hur, Shakespeare's Merchant of Venice, Comedy of Errors, Midsummer Night's Dream, Much Ado About Nothing, Twelfth Night, Little Britches, The Water is Wide, In His Steps |
| Ninth | Beowulf, The Canterbury Tales, A Connecticut Yankee in King Arthur's Court, Henry V, The Pilgrim's Progress, The Lord of the Rings, The Lion, The Witch and the Wardrobe, Romeo and Juliet, Jesus the Christ, The Great Apostasy, Lincoln's Inaugural and Gettysburg Address, Narrative of the Life of Frederick Douglass, Short History of Time, A Man for All Seasons, poetry by Robert Browning, William Blake, Thomas Hardy and Robert Frost. |
| Tenth | The Tempest, A Tale of Two Cities, Sense and Sensibility, Silas Marner, |

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| Eleventh | Screwtape Letters, Animal Farm, In His Steps, Pride and Prejudice, The Chosen, Les Miserables, Fire in the Bones, Cry, the Beloved Country To Kill a Mockingbird, Hamlet, Uncle Tom's Cabin, The Adventures of Huck Finn, The Scarlet Letter, The Story of Liberty, The Narrative on the Life of Frederick Douglass, Up From Slavery, The Biography of Ezra Taft Benson, Red Scarf Girl, Man's Search for Meaning |
| Twelfth | The Mayor of Casterbridge, Our Town, Anna Karenina, King Lear, Lord of the Flies, We Were Not Alone, The Bridge at Andau, Jane Eyre, Taming of the Shrew |

History Resources

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| Kindergarten | FACE Curriculum: Focus Principle: The Principle of Individuality. The Timeline of Providential History, Key Link: Creation Link, Pilgrims and Indians, Columbus, Symbols of Liberty |
| First Grade | FACE Curriculum: Focus Principle: Conscience is Our Most Sacred Property. The Chain of Christianity, Key Link: Columbus-1492, Review of all 19 Christian Links |
| Second Grade | FACE Curriculum: Focus Principle: Christian Principle of Self-Government. The Timeline of Providential History, Reviewing all 19 Christian Links, Focus Link: The Bible in English - 1384 |
| Third Grade | FACE Curriculum: Focus Principle: America's Heritage of Christian Character. The Timeline of Providential History, Reviewing all 19 Christian Links, Focus Link: The American Christian Founding, Pilgrims – 1620 |
| Fourth Grade | FACE Curriculum: Focus Principle: How the Seed of Local Self-Government is Planted. The Timeline of Providential History, Focus Link, American Christian Republic, Constitution – 1787 Utah History (2nd semester) |
| Fifth Grade | FACE Curriculum: Focus Principle: The Christian Form of Our Government. The Timeline of Providential History, Focus Links: The Dispensation of the Fullness of Times, Joseph Smith – 1820 and Enlightenment and Secularization of America 1800's, 1900's |
| Sixth Grade | FACE Curriculum: The Timeline of Providential History, Survey of Ancient, Middle, and Medieval History and Geography: Pre-Mortal Life through The Bible in English - 1384 |
| Seventh | FACE Curriculum: Review the Seven Principles as they relate to The Timeline of Providential History, Survey of Modern History: Reformation (A.D. 1500s) to Present, Quest of a Hemisphere as Resource, The Founding Fathers: Uncommon Heroes, A Beka: History of the World, |
| Eighth | FACE Curriculum: Review the Seven Principles as they relate to Government. The Timeline of Providential History, Rudiments of History, Constitution, Survey of Modern History: Reformation (A.D. 1500s) to Present, The 5000 Year Leap, A Beka: America, Land I Love, The Proper Role of Government, |
| Ninth | A Beka: World History and Cultures in Christian Perspective |
| Tenth | A Beka: World History and Cultures in Christian Perspective, Modern World History (AHS-HDE course) |
| Eleventh | American History (AHS-HDE course), AP Princeton Review |
| Twelfth | The Making of America, The Book of Mormon and the Constitution, AP Princeton Review |

Geography Resources

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| Kindergarten | FACE Curriculum: Biblical Foundation of the Earth, Introduce Map Skills, Geographic Terms, Lithosphere, Hydrosphere, Atmosphere, Political: Individuality of Continent's people. ABeka Social Studies K |
| First Grade | FACE Curriculum: Map Standard, Geographic Terms—Land Masses, Physical and Political, Study Australia (continent of antiquity); Africa (continent of animal life); South America (continent of vegetation); Antarctica (continent of hidden |

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| | resource) |
| Second Grade | FACE Curriculum: Map Standard, Geographic Terms; Physical and Political Terms, Study Asia (continent of origin); Europe (continent of development); North America (continent of fulfillment) Introduce the Chain of Christianity as it moves west by studying: Jamestown colony---Virginia; John Smith---Cartographer. Nystrom Map Champ, Primary Social Study Skills |
| Third Grade | FACE Curriculum: Map Standard, Geographic Terms, Physical and Political Study, Review the Continents of Development with maps of: Asia, China, India, Japan, and Europe. Introduce the Chain of Christianity as it moves west by completing maps of England (history); The Netherlands (Literature) and Germany (Literature). |
| Fourth Grade | FACE Curriculum: Map Standard, Geographic Terms, Physical and Political Study, Political geography: Man; Religions; Nations; Governments Industries, Colonial America (History) Utah Geography (2nd Semester) |
| Fifth Grade | FACE Curriculum: Map Standard, Geographic Terms, United States, Physical and Political, Master States and Capitals. |
| Sixth Grade | FACE Curriculum: Map Standard, Geographic Terms, World Geography I: Asia; Africa; The Middle East, Europe. Ancient Greece, Great Roman Empire, Expansion of Islam, A.D. 622-900, Byzantine Empire, A.D. 1000, Charlemagne's Empire, Political map of Europe, 1559 |
| Seventh | FACE Curriculum: Map Standard, Geographic Terms, World Geography II: Europe; North America; Central America; South America, The Golden age of Spain and Portugal, Political map of Europe, mid 1800's. Hammond Historical World Atlas, Rand McNally Notebook World Atlas |
| Eighth | FACE Curriculum: Map Standard, Geographic Terms, Political World Map, 1800, The Biblical World at the time of the Patriarchs, Asia: Continent of Origins, Physical map of Europe: Continent of Development, Physical map of North America; The complete expression of Christian civilization, The Republic of Israel, Ancient Greece, Spread of Christianity (Roman Empire, A.D. 117) Chain of Christianity (World map with Covenants, pg. 59), America's Parent Colonies, 1600s, Plymouth Plantation, Chain of Christianity, 2002, Hammond Historical World Atlas, Rand McNally Notebook World Atlas |
| Ninth–Twelfth | Hammond Historical World Atlas, Rand McNally Notebook World Atlas |

Science Resources

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| Kindergarten | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| First Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Second Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Third Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Fourth Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Fifth Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Sixth Grade | The Noah Plan, Delta Science Curriculum, A Beka Curriculum. |
| Seventh | The Noah Plan, Delta Science Curriculum, A Beka Science: Order and Reality. |
| Eighth | The Noah Plan, Delta Science Curriculum, A Beka Science: Matter and Motion in God's Universe, |
| Ninth | Biology by Miller and Levine |
| Tenth | Chemistry published by Prentice Hall, Eleventh Saxon Physics textbook, |
| Physics | by Giancolli |
| Twelfth | AP Biology by Campbell and Reece published by Pearson, AP Princeton |
| Review | Trivedi Flashdrive: A.P. Chemistry in a Flash |

Art Resources

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| Kindergarten | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, |
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| First Grade | Discover Art The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Second Grade | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Third Grade | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Fourth Grade | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Fifth Grade | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Sixth Grade | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Seventh | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |
| Eighth | The Noah Plan, LDS Artists, Start With Art, The Stonebridge Art Guide, Discover Art |

Music Resources

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|--------------|--|
| Kindergarten | The Noah Plan, Kodaly Music Theory |
| First Grade | The Noah Plan, Kodaly Music Theory |
| Second Grade | The Noah Plan, Kodaly Music Theory |
| Third Grade | The Noah Plan, Kodaly Music Theory |
| Fourth Grade | The Noah Plan, Kodaly Music Theory |
| Fifth Grade | The Noah Plan, Kodaly Music Theory |
| Sixth Grade | The Noah Plan, Kodaly Music Theory |
| Grades 7-12 | Noah Music Plan, Kodaly Method, One Minute Theory for the Choral Classroom, Book 1 AP Music Theory – Tonal Harmony, 6 th edition. Progressive Sight Singing, 2 nd edition. |

Physical Education Resources

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|--------------|--|
| Kindergarten | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| First Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Second Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Third Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Fourth Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Fifth Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Sixth Grade | Noah Plan, Presidential Fitness, ABeka Health Curriculum |
| Grades 7-12 | Noah Plan, Presidential Fitness, ABeka Health Curriculum |

Ballroom Resources

Grades 8-12: Jr. High Ballroom Syllabus

French Resources

Grades 7-12: Bienvenue and A bord textbooks, French Book of Mormon, French Hymnal, Liahona, A Beka French 1 and 2

Spanish Resources

Grades 7-12: Descubre and Vistas, Spanish Book of Mormon, Spanish Hymnal, Liahona, A Beka Spanish 1 and 2, The Ultimate Spanish Review and Practice

Financial Literacy Resources

Grades 9-12: 8 Pillars of Financial Greatness

Journalism Resources

No textbooks used.

Drama Resources

No textbooks used.

Yearbook Resources

No textbooks used.

Video Production Resources

No textbooks used.

Debate Resources

Grades 9-12: Robert's Rules of Order, The Official Freedom Bowl Competition Manual,

Speech Resources

Grade 7: A Beka: Speech For Today

Family Science Resources

Grades 9-12: **Fatherless America: Confronting Our Most Urgent Social Problem*, David Blankenhorn, 1995. *Is Your Marriage STARVED? How To Feed Your Relationship Now*, Mike Bohn, 2008. *LDS Marriage and Family Relations*, BYU, 1998 (Copied Selections). *Marriage and the Public Good: Ten Principles*, Witherspoon Institute, 2008. *The Family, A Proclamation To The World*, LDS First Presidency, Sep. 1995. **The Five Love Languages*, Gary Chapman, 1999. *Selections from various Ensign Publications*, LDS Church. **Selections from various Scriptures: Holy Bible, Book of Mormon, Doctrine and Covenants, Pearl of Great Price. A Lasting Promise-A Christian Guide to Fighting for Your Marriage*, Scott Stanley, Daniel Trathen, Savanna McCain, and Milt Bryan, 1995. *Christ-Centered Living and Loving*, Robert F. Bohn, 2001. *Eternal Marriage Student Manual*, CES Religion 234 and 235, 2001. *Fighting for Your Marriage*, Howard Markman, Scott Stanley, and Susan Blumberg, 1994. *For The Strength of Youth*, LDS Church. *Handbook of Marriage and the Family, 2nd Edition*, Marvin Sussman, Suzanne Steinmetz, and Gary Peterson, 1999. *Helping and Healing Our Families*, School of Family Life, BYU, 2005. *How To Raise a Brighter Child-The Case for Early Learning*, Joan Beck, 1967. *Life Without Father*, David Popenoe, 1996. *Love & Economics-It Takes a Family To Raise A Village*, Jennifer Roback Morse, 2008. *On Becoming Baby Wise*, Gary Ezzo, and Robert Bucknam, *Pornography, the Great Lie: A Guide for Latter-day Saint Families* (DVD), 2005. *Preserving Sacred Ground: A Responsible Citizen's Approach to Same-Sex Politics*, Sutherland Institute, 2009. *Sensation And Perception, 5th Edition*, E. Bruce Goldstein, 1999. *Starved Stuff*, Matt Townsend, 2010. *Strengthening Our Families- An In-Depth Look at the Proclamation on the Family*, BYU, 2000. *Strengthening Your Marriage and Family*, Douglas Brinley, 1994. *The Living Christ: The Testimony of The Apostles*, LDS Church. *The Marriage Dare*, Mike Bohn, 2008. *The Seven Principles for Making Marriage Work*, John Gottman, 1999. *Unprotected*, Miriam Grossman, 2007. *Why Marriages Succeed or Fail...And How You Can Make Yours Last*, John Gottman, 1994. *You Just Don't Understand-Women and Men in Conversation*, Deborah Tannen, 1990.

Tech Crew Resources

No textbooks used.

Business Fundamentals Resources

No textbooks used.

Computer Technology Resources

No textbooks used.

Constitutional Studies Resources

Grades 9-12: Robert's Rules of Order

Principles of Leadership Resources

Jesus: The Perfect Leader, Spencer W. Kimball, Ensign, Aug. 1979, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, by Stephen R. Covey, Simon & Schuster, 1990. *Celebrate What's Right with the World* (DVD and materials), Dewitt Jones, StarThrower Distribution. *Portrait of N. Eldon Tanner* (DVD), BYU Marriott School of Management. *J. Reuben Clark: Statesman and Disciple* (DVD), BYU J. Reuben Clark Law School. *Ezra Taft Benson, A Biography*, by Sheri L. Dew, Deseret Book Company. *J. Reuben Clark: The Public Years*, by Frank Fox, Brigham Young University Press, 1984. *Pornography, the Great Lie: A Guide for Latter-day Saint Families* (DVD), Communities for Decency and Deseret Book Distributors, 2005. *Getting to Yes: Negotiating Agreement Without Giving In*, by Robert Fisher and William Ury.

Appendix F

Scope and Sequence

Elementary Core Progression

| Kindergarten Core | | | |
|---|--|---|---|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> Definition of geography, creation and creator Biblical foundation for creation and purposes of each continent Earth in its universal setting, the solar system and the motion of the earth Earth and its shape, world map and globe Earth as the dwelling place for man Water, land masses, and atmosphere Directions, poles, and the equator The map standard Four oceans and major rivers Continents, mountains, deserts, and plains Individuality of the people, animals and plants of each continent. | <ul style="list-style-type: none"> God's principle of individuality The Christian principle of self-government America's heritage of Christian character Conscience is the most sacred of all property The nineteen links on the Christian history timeline | <ul style="list-style-type: none"> The Bible as literature Poetry Fairy Tales <i>Winnie the Pooh</i> <i>Peter Rabbit</i> <i>Bambi</i> <i>Little House in the Big Woods</i> | <ul style="list-style-type: none"> Penmanship Phonemic Awareness Phonograms Beginning spelling Reading Composing oral and written sentences Choral and oral reading Individual reading Reading their own writing |



| 1st Grade Core | | | |
|--|--|---|---|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> Creation of the universe, earth and all creation Continents Oceans and rivers Mountains, deserts, and plains People's culture Cardinal directions | <ul style="list-style-type: none"> The study of Adam and Eve, Noah, Enoch, Abraham, Moses, Abigail and John Adams, and other Patriots. The Pilgrims and Foundation of US Government. Christopher Columbus | <ul style="list-style-type: none"> Language as a gift from God. The standard of quality of language. Poetry <i>Charlotte's Web</i> <i>Biography of Abigail Adams</i> <i>Pinocchio</i> | <ul style="list-style-type: none"> Phonemic spelling Rules of composition Rules of reading |



| 2nd Grade Core | | | |
|---|---|---|--|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> The solar system Motion and shape of the earth Climate and weather Directions and poles Geographic circles Oceans, seas, rivers and lakes Seven continents Mountains, deserts, plains and islands The State of Virginia | <ul style="list-style-type: none"> Old Testament Stories The Bible into English Jamestown/Pocahontas Lewis and Clark Expedition North American Indians Thomas Jefferson | <ul style="list-style-type: none"> 23rd Psalm Poetry <i>Heidi</i> <i>Pocahontas</i> <i>Benjamin West and His Cat Gramalkin</i> Benjamin Franklin Shakespeare | <ul style="list-style-type: none"> Parts of speech and simple sentence diagramming Rules of spelling, plurals and syllabication Riggs English phonograms Selected Latin and Greek roots Printing and introduction to cursive handwriting Reading comprehension |



| 3rd Grade Core | | | |
|--|---|--|--|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> The solar system The earth and its land/water/atmosphere divisions The continents and their people Animals and plants Climate and weather Reading and understanding physical and political maps | <ul style="list-style-type: none"> Providential View of History Christian idea of man and government America's Christian history America Christian founding The American Christian Founding (Pilgrims--1620) | <ul style="list-style-type: none"> Various genre types through identifying the qualities of literature The Bible as literature Poetry Literary structure (setting, plot, theme, style, and characterization) | <ul style="list-style-type: none"> Palmer cursive instruction Vocabulary Development Fluency in reading and comprehension Syntax, grammar, and composition |



| 4th Grade Core | | | |
|---|---|--|---|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> Creation of the earth, its universal setting, and the solar system Motions of the earth Shape and size of the earth Climate circles The lithosphere, hydrosphere, and atmosphere. Utah political geography | <ul style="list-style-type: none"> Utah History Traders in Utah Coming of the Mormons Utah pioneer life Utah Indians Colonization of Utah Political History of Utah Industrial Development Utah Life Today | <ul style="list-style-type: none"> The Seven Loves of Literature Proverbs <i>A Child's Story of the Prophet Brigham Young</i> <i>Treasure Island</i> Poetry of Noyes, Longfellow, and Wordsworth <i>Secret Garden</i> Shakespeare | <ul style="list-style-type: none"> The eight parts of speech Composition skills Sentence diagramming Phonograms Vocabulary development Dictionary and research skills Writing book reports Writing research reports |



| 5th Grade Core | | | |
|---|---|---|--|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> Earth and creation Earth in the solar system Hemispheres, meridians, tropics, and continents The lithosphere, hydrosphere, and atmosphere. Maps and world map work North America and the United States | <ul style="list-style-type: none"> Discovery, settlement, and history of the American Nation (1492-1865) Columbus and other explorers English settlement of America French and Indian War Revolution War of Independence Westward settlement American Civil War | <ul style="list-style-type: none"> Seven Loves of Literature Poetry of Robert Frost Ruth from the Bible <i>Little Women</i> by Luisa May Alcott <i>Abraham Lincoln</i> by Wilber Gordy Shakespeare's <i>Macbeth</i> Reasoning about how characters show good or bad traits | <ul style="list-style-type: none"> Spelling and penmanship Vocabulary development Mastering phonograms Sentence diagramming Composition Editing and revision |



| 6th Grade Core | | | |
|--|--|--|--|
| Geography | History | Literature | ELA |
| <ul style="list-style-type: none"> Mesopotamia (Egypt, Assyria, Babylon, Israel, and Persia) Greece Rome England | <ul style="list-style-type: none"> From Creation to the Middle Ages Dispensations of Adam, Enoch, Noah, Abraham, Moses, Christ and the Apostles The Apostasy The Middle Ages Civilizations include Mesopotamia (Egypt, Assyria, Babylon, Israel, and Persia), Greece, Rome, and England | <ul style="list-style-type: none"> Seven Loves of Literature How to choose good reading material <i>The Bronze Bow</i> <i>Children's Homer</i> Epistles of Paul <i>Men of Iron</i> | <ul style="list-style-type: none"> Composition (biography, autobiography, persuasive, cause-effect, poetry and newsletter) Spelling Vocabulary development Grammar |

Secondary Core Progression

7th Grade Core

| History | Literature | Language Arts |
|---|---|---|
| <ul style="list-style-type: none"> • Scriptural giants from the 1200s through the 1600s • The Reformers • The Explorers • The Reformation • Colonization of North America • America's Infancy and Manhood • The Enlightenment/Age of Revolution and Empire • Explosion of Invention and Industry • Decline and Fall of British Empire • The Restoration of the Gospel and the Fullness of Times | <ul style="list-style-type: none"> • Literature as influenced by Christianity's Western Movement • Genres studied include: novel, biography, autobiography, short story, poetry, sermon, speech, letter, essay, scripture, and drama. • <i>A Shepherd Looks at Psalm 23</i> • <i>Exiled: The Story of John Lothrop</i> • Shakespeare's <i>Macbeth</i> • <i>A Christmas Carol</i> • <i>Johnny Tremain</i> | <ul style="list-style-type: none"> • History of the English language • Penmanship • Spelling • Prosody • Vocabulary development • Diagramming sentences • A Beka Grammar • Sentence analysis • Writing essays, short stories, poetry, letters, and dialogue writing. |

8th Grade Core

| History | Literature | Language Arts |
|--|--|---|
| <ul style="list-style-type: none"> • US History from the founding to the present • Major forms of government • Pre-Civil War and Reconstruction • Age of Industry, politics, and Culture • Spanish American War-Progressive Era • WWI and the Roaring 20s • The Great Depression • World War II • The Cold War, Korean War, and the Vietnam War • The War on Terror and Information Age • Hope for the Future | <ul style="list-style-type: none"> • Seven Loves of Literature • <i>David Copperfield</i> • Shakespeare • Biography and autobiography (<i>The Hiding Place</i>) • Short stories, speeches, and poetry • Strategies for becoming an informed reader • Writing essays, poetry, and short stories • <i>In His Steps</i> • <i>The Water Is Wide</i> • <i>Little Britches</i> | <ul style="list-style-type: none"> • Capitalization, punctuation, sentence structure, and paragraphs • Recognizing parts of speech • Improving writing style • Spelling • Vocabulary development • Oral Presentations • Writing a personal narrative, persuasive essay, a research paper, and a book report. • A Beka Grammar |

9th Grade Core

| History | Literature | Composition (Written Portfolio I) |
|---|--|---|
| <ul style="list-style-type: none"> • World History-Creation through the Reformation (1600 AD) • Biblical history • Ancient world empires, middle empires • Christ's church through the Dark Ages • Medieval culture • Rise of modern Nations • The Reformation | <ul style="list-style-type: none"> • English literature to 1600 • <i>Beowulf</i> • <i>The Lord of The Rings Trilogy</i> • <i>Selected essays by T.S. Elliot</i> • <i>The Canterbury Tales</i> • <i>Henry V</i> • <i>The Lion, The Witch and the Wardrobe</i> • <i>Romeo and Juliet</i> | <ul style="list-style-type: none"> • Vocabulary development • Essay (Narrative, Journal Entry, Memo, Blog, Letter, Editorial, Speech, Compare/Contrast, Transition, Email, Blog, Speech Proposal, Academic Report,) • Oral presentations • Business Writing (Cover letter, Resume) • Creative Writing (Poems, Newspaper Article/Sketch, Story) • Other (Recipe, Instructions, List, Contract, Statute/Law) |

10th Grade Core

| History | Literature | Composition (Written Portfolio II) |
|--|--|---|
| <ul style="list-style-type: none"> • World History from 1600 to Present • The Glorious Revolution • The American Revolution • The French Revolution • The Industrial Revolution • New Imperialism • World War I • World War II • The Cold War • Globalization • The historian's craft | <ul style="list-style-type: none"> • English Literature from 1600 to Present • <i>The Tempest</i> • <i>Fire in the Bones</i> • <i>Pride and Prejudice</i> • <i>Les Miserables</i> • <i>Scrapbook Letters</i> • <i>Cry, the Beloved Country</i> • <i>The Chosen</i> • <i>Red Scarf Girl</i> • <i>Man's Search for Meaning</i> | <ul style="list-style-type: none"> • Vocabulary development • Writing essays (comparison/contrast, cause/effect, argumentative/persuasive, literary analysis, college admission, timed essay, descriptive essay, essay contest, rhetorical analysis, narrative) • Oral presentations • Business Writing (Cover letter, Resume, Follow-up Letter, Electronic Correspondence) • Creative Writing (Poems, Newspaper Article) • Letter Writing (Letter to the Editor, a Business/Company, of Appreciation, of Recommendation) |

11th Grade Core

| History | Literature | Composition (Junior Thesis) |
|---|--|---|
| <ul style="list-style-type: none"> • American History • Founding of the Nation • The Young Republic • The National Government • The Global Government • Geography of United Kingdom and the United States | <ul style="list-style-type: none"> • American Literature • <i>The Scarlet Letter</i> • <i>The Story of Liberty</i> • <i>The Narrative on the Life of Frederick Douglass</i> • <i>Up from Slavery</i> • <i>Uncle Tom's Cabin</i> • <i>The Adventures of Huckleberry Finn</i> • <i>The Biography of Ezra Taft Benson</i> • <i>The Tempest</i> | <ul style="list-style-type: none"> • Writing essays (comparison/contrast, cause/effect, argumentative/persuasive, literary analysis, college admission, timed essay, descriptive essay, essay contest, rhetorical analysis, narrative) • Research paper • Writing poetry • Historian's Craft: (in depth research techniques: objectivity, detection, using sources) • Arguments: (Claims, Reasons and Evidence, Acknowledgements and Responses, Warrants) • Editing: (Planning, Drafting, Conferencing, Revising) |

12th Grade Core

| History | Literature | Composition (Senior Thesis) |
|---|---|---|
| <ul style="list-style-type: none"> • American Government and Economics • Adam Smith's <i>Wealth of Nations</i> • Economic worldviews such as Secular Humanism, Marxism/Leninism, and Biblical Christianity • Philosophies of government • The United States Constitution | <ul style="list-style-type: none"> • <i>The Mayor of Casterbridge</i> • <i>Anna Karenina</i> • <i>Our Town</i> • <i>King Lear</i> • <i>Bridge at Andau</i> • <i>Jane Eyre</i> • <i>Taming of the Shrew</i> | <ul style="list-style-type: none"> • Research (techniques, objectivity, decisions, sources) • Editing: (Planning, Drafting, Conferencing, Revising) • Oral Presentation • Senior Thesis Defense |

Elementary Science Progression

| Kindergarten | | | | | | | | |
|--|--|---|---|---|---|---|---|--|
| Science Foundations | Zoology | Astronomy | Physics | Oceanography | Geology | Anatomy | Meteorology | Botany |
| <ul style="list-style-type: none"> • Definitions • Scientific Method | <ul style="list-style-type: none"> • Vertebrates and invertebrates • Arthropods with emphasis on insects • Noah | <ul style="list-style-type: none"> • The sun and moon • Planets | <ul style="list-style-type: none"> • Magnets • Simple machines • Scientific method to • Forms of matter | <ul style="list-style-type: none"> • Individuality of the ocean displayed in animals • Individuality of plants • Chemistry and movement of the • Being good stewards over the ocean | <ul style="list-style-type: none"> • Layers of the earth • Types of rock • Fossils | <ul style="list-style-type: none"> • The skeletal system • Digestive and nervous system • Muscular, circulatory, and respiratory system • Being good stewards of our bodies | <ul style="list-style-type: none"> • Types of weather • Seasons | <ul style="list-style-type: none"> • What do plants need? • Plant parts: roots • Plant parts: stem • Plant parts: leaves • Plant parts: flowers • Plant parts: seeds |



| 1st Grade | | | | | | |
|---|---|--|--|--|---|--|
| Science Foundations | Zoology | Physics | Oceanography | Geology | Anatomy | Meteorology |
| <ul style="list-style-type: none"> • Definitions | <ul style="list-style-type: none"> • Vertebrates, invertebrates, and families in each class • Habitats and divine design • Forests • Desert • Jungle | <ul style="list-style-type: none"> • Simple Machines • Levers • Inclined planes and wedges • Gears • Pulleys • Compound Machines • Inventions | <ul style="list-style-type: none"> • Individuality of the ocean in plants, animals, and • Life and contributions | <ul style="list-style-type: none"> • Minerals and crystals • Types of rocks • Earth's layers and earthquakes • Erosion and its causes; | <ul style="list-style-type: none"> • The five senses • Seeing • Hearing • Tasting • Smell • Touch | <ul style="list-style-type: none"> • Atmosphere • Layers in the atmosphere • Weather • The water cycle • Clouds |



| 2nd Grade | | | |
|---|---|---|---|
| Science Foundations | Astronomy | Geology | Botany |
| <ul style="list-style-type: none"> • Definitions • Creation illustrates branches of science | <ul style="list-style-type: none"> • Copernicus and Galileo • The Milky Way Galaxy and our solar system • Stars • Isaac Newton and Johannes Kepler • Movement of the planets • Individuality of the earth and moon • The Moon: gravity and tides, phases, and lunar • Seasons created by earth's movement | <ul style="list-style-type: none"> • Continents • Layers of the earth and earthquakes • Volcanoes and geysers • Matter and its states • Earth's building blocks: atoms, molecules, and • Earth's natural resources • Crystals • Types of rocks • Gemology • Erosion | <ul style="list-style-type: none"> • Seasons of a plant • The water cycle and • Plant life cycle • Carl von Linn • Variations in leaves • Robert Hook and plant • Seeds and roots • Monocotyledons and • Annuals • Perennials • George Washington Carver and his contributions |



| 3rd Grade | | | | |
|--|---|--|---|---|
| Science Foundations | Zoology | Cytology | Anatomy | Ornithology |
| <ul style="list-style-type: none"> • Definitions • Scientific method | <ul style="list-style-type: none"> • Carolus Linnaeus's contributions • Insects: body parts and life cycle • Helpful and harmful behavior of insects • Warm and cold blooded animals • Amphibians • Reptiles • Fish • Mammals | <ul style="list-style-type: none"> • Scientific method and Sir Francis Bacon • Microscope and cells • Cell theory • Characteristics of cells • Plant and animal cell comparisons • Cells as tiny machines • Cell reproduction | <ul style="list-style-type: none"> • Systems, organs, and tissues • Skeletal System • Muscular System • Circulatory System • Nervous System • Digestive System • Waste Removal | <ul style="list-style-type: none"> • The importance of birds • Feathers • Flight • Beaks • Feet • Eggs and nests • Egg on the inside |



| 4th Grade | | | | |
|---|---|--|---|---|
| Science Foundations | Physics | Chemistry | Oceanography | Meteorology |
| <ul style="list-style-type: none"> • Definitions | <ul style="list-style-type: none"> • Galileo and Newton • Force and motion • Electrical energy • Light • Sound | <ul style="list-style-type: none"> • Foundations and Scientific Method • Atomic structure • Properties and states of matter • Molecules • Chemical changes and reactions • Mixtures and separation of mixtures | <ul style="list-style-type: none"> • Matthew Fontaine Maury • Ocean water • Ocean floor • Individuality of plant life in the ocean • Individuality of animal life in the ocean • Resources from the ocean • Ocean Conservation | <ul style="list-style-type: none"> • Weather and climate • Characteristics of the atmosphere • Types of clouds • Storms |

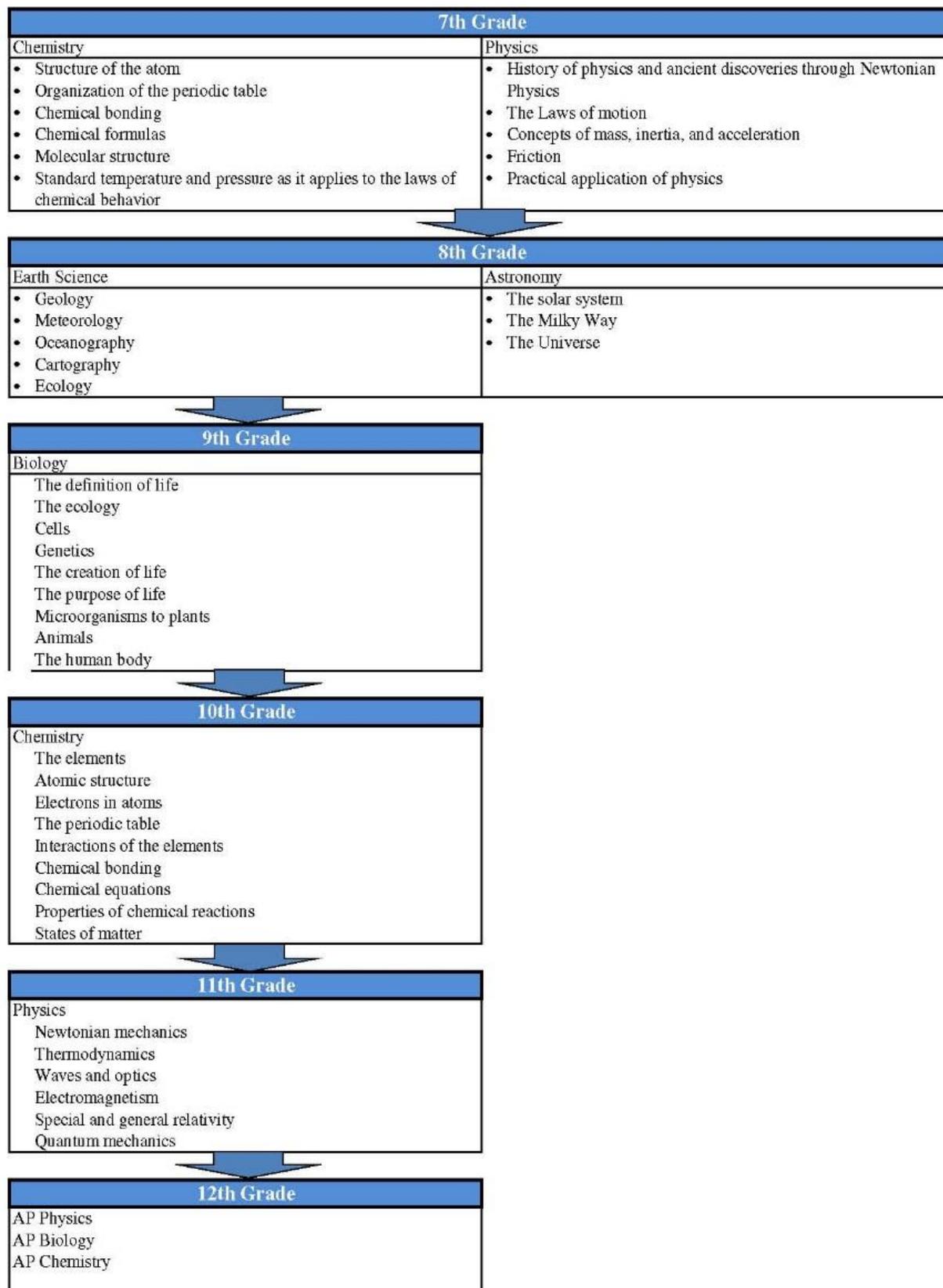


| 5th Grade | | |
|--|--|--|
| Science Foundations | Earth Science | Biology |
| <ul style="list-style-type: none"> • Basics of Science • History of Science • Scientific Method | <ul style="list-style-type: none"> • Earth's structure and composition • The sea • The skies • Weather | <ul style="list-style-type: none"> • Simple life forms • Life cycle • Reptiles, birds, fish, and amphibians • Penguins • Humming birds • Wolves • Bears |



| 6th Grade | | |
|--|---|--|
| Science Foundations | Earth Science and Astronomy | Biology |
| <ul style="list-style-type: none"> • Basics of Science • History of Science • Scientific Method | <ul style="list-style-type: none"> • Earth processes, including plate tectonics, earthquakes, volcanoes, erosion, geological • The universe outside of our solar system • Theories on the origin of the universe • Space exploration and travel | <ul style="list-style-type: none"> • Individual animals and plants • Plant structure • Photosynthesis, air, and water cycles • Scientific classification system for plants and animals • Insects, arachnids, mollusks, and crustaceans • Microscopic organisms |

Secondary Science Progression



K–12 Art Progression

| Kindergarten | |
|--|--|
| Art <ul style="list-style-type: none"> The character of God and His Creations through visual arts God's Elements of Art and the definition of art Visual record of the Gospel through study of master artists: Fra Angelico, Michelangelo, Rembrandt, Gilbert Stuart, Edgar Degas, and Beatrix Potter Each child's God-given talent to produce visual art for the glory of God Stewardship of time, talent, and tools Observation and problem solving skills Various art media with an emphasis in fine arts Creating art work with their own hands | Music <ul style="list-style-type: none"> Provide positive musical experiences through singing, rhyme, and movement Folk songs Nursery rhymes Simple instruments Listening examples from great composers: Guido, Hildegard, Vivaldi, JS Bach, and Beethoven Creating their own verses to songs |



| 1st Grade | |
|---|---|
| Art <ul style="list-style-type: none"> The character of God and His Creations through visual arts God's Elements of Art and the definition of art Visual record of the Gospel through study of master artists: Fra Angelico, Michelangelo, Leonardo da Vinci, Thomas Gainsborough, Georges Seurat, and Wassily Kandinsky Each child's God-given talent to produce visual art for the glory of God Stewardship of time, talent, and tools Observation and problem solving skills Various art media with an emphasis in fine arts Creating art work with their own hands | Music <ul style="list-style-type: none"> American and Spanish Folk songs Nursery rhymes Simple instruments Listening examples from great composers Making conscious skills learned previously such as: beat, meter, and rhythm Basic music notation Beginning solfege |



| 2nd Grade | |
|--|--|
| Art <ul style="list-style-type: none"> The character of God and His Creations through visual arts God's Elements of Art and the definition of art Visual record of the Gospel through study of master artists: Giotto, Raphael, Albrecht Durer, Benjamin West, August Renoir, and Joan Miro Each child's God-given talent to produce visual art for the glory of God Stewardship of time, talent, and tools Observation and problem solving skills Various art media with an emphasis in fine arts Creating art work with their own hands | Music <ul style="list-style-type: none"> Review and build on skills learned from prior year Folk songs from America and other countries Listening examples from great composers Basic music notation Beginning solfege |



| 3rd Grade | |
|---|---|
| Art <ul style="list-style-type: none"> The character of God and His Creations through visual arts God's Elements of Art and the definition of art Visual record of the Gospel through study of master artists: Jan van Eyck, Pieter Bruegel, Vermeer, Rembrandt, J.J. Audobon, Vincent van Gogh, and Piet Mondrian Each child's God-given talent to produce visual art for the glory of God Stewardship of time, talent, and tools Observation and problem solving skills Various art media with an emphasis in fine arts Creating art work with their own hands | Music <ul style="list-style-type: none"> Review and build on skills learned from prior year Folk songs from America and other countries Listening examples from great composers Music notation Solfege Reading music Conducting music |



4th Grade

| Art | Music |
|--|--|
| <ul style="list-style-type: none"> • The character of God and His Creations through visual arts • God's Elements of Art and the definition of art • Visual record of the Gospel through study of master artists: Leonardo da Vinci, L. Cranach, Frederic E. Church, Frederic Remington, Winslow Homer, N.C. Wyeth, Picasso, and Liz Lemon Swindle. • Each child's God-given talent to produce visual art for the glory of God • Stewardship of time, talent, and tools • Observation and problem solving skills • Various art media with an emphasis in fine arts • Creating art work with their own hands | <ul style="list-style-type: none"> • Review and build on skills learned from prior year • Expand vocal range • Develop a musical ear • Sight-singing • Solfege/hand signs • Rhythm • Instruments • Musical theory • Composer listening through a basic singing curriculum • Writing melodic and rhythmic dictation • Choral singing |



5th through 8th Grade

| Art | Music |
|---|--|
| <ul style="list-style-type: none"> • Elements of design and how to observe the "Beauty of this World" • Introduction to various mediums and styles of creating art images • Drawing and painting | <ul style="list-style-type: none"> • Review and build on skills learned from prior year • Expand vocal range • Develop a musical ear • Sight-singing • Solfege/hand signs • Rhythm • Instruments • Musical theory • Composer listening through a basic singing curriculum • Writing melodic and rhythmic dictation • Choral singing |



9th through 12th Grade

| Art | Music |
|---|---|
| <ul style="list-style-type: none"> • Elements of design and how to observe the "Beauty of this World" • Introduction to various mediums and styles of creating art images • Drawing and painting | <ul style="list-style-type: none"> • Vocal techniques • Music literacy • Ensemble skills |

Appendix G

Classroom Inventory Checklist

Appendix H

CPR-AED Certified and First-Aid Trained AHS Employees

As of August 2018

| Faculty Member | CPR/AED | Expiration | First-Aid | Expiration |
|-------------------|---------|------------|-----------|------------|
| Acuna, Liz | Yes | Aug-20 | Yes | Aug-20 |
| Adams, Charne | Yes | Aug-20 | Yes | Aug-20 |
| Adams, Rohan | Yes | Aug-18 | | |
| Andersen, Tricia | Yes | Aug-19 | | |
| Andrus, Diane | Yes | Aug-18 | | |
| Beckwith, Grant | Yes | Aug-20 | Yes | Aug-20 |
| Bigelow, Jill | Yes | Jun-19 | | |
| Birk, Kathy | Yes | Aug-19 | | |
| Bonner, Yahosh | Yes | Aug-20 | | |
| Brockbank, Brooke | | | Yes | Aug-20 |
| Crossley, Ty | Yes | Jun-19 | | |
| Figueiredo, Lacey | Yes | Aug-19 | | |
| Gallup, Suzanne | Yes | Jul-19 | | |
| Glines, Rachelle | Yes | Aug-20 | Yes | Aug-20 |
| Goodrich, Candace | Yes | Jul-19 | | |
| Hale, Chase | Yes | Aug-18 | | |
| Hayward, Cathy | Yes | Jun-19 | | |
| Hilmo, Tess | Yes | Aug-19 | | |
| Hunsaker, Blaine | Yes | Aug-20 | Yes | Aug-20 |
| Lee, Karen | Yes | Jul-19 | | |
| Logan, Karen | Yes | Aug-19 | | |
| McConkie, Melanie | Yes | Jul-19 | | |
| Milne, Heather | | | Yes | Aug-20 |
| Newman, Jolyn | Yes | Aug-19 | | |
| Otteson, Deborah | Yes | Jun-19 | | |
| Pew, Amanda | Yes | Jun-19 | | |
| Pierce, McKay | Yes | Aug-19 | | |
| Randall, Elissa | Yes | Jul-19 | | |
| Randall, Jereamie | Yes | Aug-18 | | |
| Reed, Sariah | Yes | Jul-19 | | |
| Rice, Carol | | | Yes | Aug-20 |
| Smith, Brian | Yes | Aug-20 | | |
| Updike, Laurie | Yes | 18-Aug | | |
| Wheeler, Bob | Yes | Jan-19 | Yes | Jan-19 |
| Whitehead, Gordon | Yes | Aug-20 | | |
| Wilson, Tavin | Yes | Aug-20 | | |

Appendix I

Administrative Division of Responsibilities

Appendix J

Parent Organization

AHS Parent Organization Page Website:
<https://american-heritage.org/parent-organization/>

Parent Service Organization Board 2018–19

<https://docs.google.com/document/d/1kgDf-KmoZN493TIJsWNim7JQqkz0kXQUjPHynATJy3Y/edit>

President

Laura Hale
(chase.and.laura@gmail.com)
Christmas decorating
Teddy Bear Project
Grandparents Day
Constitution Day

Secretary

Tricia Burton
(triciaburton@comcast.net)
Online Uniform Swap
Uniform Swap
Communication

Board Members

| | |
|---|---|
| <p>Tami Price (tamiprice@gmail.com) Fall Festival (Dedication Celebration) Spelling Bees Geography Bee</p> | <p>Dallas Harris (dallasharris7773@msn.com) Book Fairs Picture Days Elizabethan Contest/Shakespeare Week High school dances & Socials</p> |
| <p>Loni Cobb (cobb.loni@gmail.com) Experiential Learning Weeks Field Day At-Home Service Projects Science Fair</p> | <p>Krista MacArthur (macarthurs@mac.com) Faculty Dinners Teacher Appreciation Week Teacher Cafe'</p> |
| <p>Kathy Bay (kathy.bay@gmail.com) Room Parent Organization</p> | |

Appendix K

Faculty Directory & Contact Information

See Veraross Teacher Portal Quick Link

<https://axiom.veracross.com/ahs/#/results/194132>

Appendix L

Custodian Request Form

Appendix M

Field Trip Request Form

FIELD TRIP REQUEST

| | |
|--------------------------|-----------------|
| TEACHER | GRADE |
| DESTINATION | DATE OF EVENT |
| DEPARTURE TIME | RETURN TIME |
| COST PER STUDENT / ADULT | REQUIRED ATTIRE |

This Field Trip is requested to correspond with: (please list curriculum topic)

I have arranged for the following parents to provide transportation, for my class, to and from this event:

| (Parent's Name) | (Type of Vehicle) | (# seat belts) |
|-----------------|-------------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| | |
|--|----------------------------------|
| _____ (Please make check payable to:) | _____ (Total Amount) |
| _____ (Teachers Signature) | _____ (Date Submitted) |
| _____ (Administrative Signature) | _____ (Date of Authorization) |

This form **MUST** be completed and submitted for authorization two weeks prior to event date.

Appendix N

Field Trip Carpool Assignments Form

Field Trip Description _____ Grade(s) _____ Date _____

Driver: _____ Cell # _____

Students:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Teacher's Cell # _____ School Phone Number: (801) 642-0055

Driver: _____ Cell # _____

Students:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Teacher's Cell # _____ School Phone Number: (801) 642-0055

Driver: _____ Cell # _____

Students:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Teacher's Cell # _____ School Phone Number: (801) 642-0055

Driver: _____ Cell # _____

Students:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Teacher's Cell # _____ School Phone Number: (801) 642-0055

Appendix O

Field Trip Participant Authorization & Release Form

American Heritage School Field Trip Participant Authorization and Release

Field Trip/Activity Description: _____

Student's Name _____ Parent/Guardian's Name _____

Other Participant Name (participating as a chaperone or other adult) _____

Home Phone _____ Business Phone _____ Cell Phone _____

Does the participant have any of the following:

Special Diet _____ Allergies _____ Medication _____ Chronic/Recurring Illness _____

Physical conditions that limit activity _____ Surgery or serious illness in last year _____

If yes, please explain

I grant permission for my child to participate in the activity listed above and authorize the responsible supervising adults to administer emergency treatment to the above-named participant(s) for any accident or illness and to act in my stead in approving necessary medical care. This authorization shall cover this activity and travel to and from this activity.

In addition, I hereby release American Heritage School, its agents and employees, including chaperones, from liability for claims arising out of my child's (or, if applicable, my) participation in this activity. The School, its agents and employees, and chaperones commit to exert due care and reasonable caution on behalf of the safety of all participants.

Parent (or Adult Participant) Signature _____ Date _____

**American Heritage School
Authorization, Medical Release & Liability Waiver
School Activity Held at a Personal Residence**

Description of Activity including DATES, TIMES, LOCATIONS, and ACTIVITY PLAN for the Activity/Travel (attach detailed itinerary if available):

CAUTION: PLEASE READ THIS FORM CAREFULLY and be aware that in utilizing the personal property, structures, swimming pool, hot tub, splash pad, swings, play equipment, fixtures, furnishings, and other personal and real property located at: _____ (hereinafter collectively referred to in this agreement as the "Activity"), YOU WILL BE EXPRESSLY ASSUMING THE RISK AND LEGAL LIABILITY AND WAIVING AND RELEASING ALL CLAIMS FOR INJURES, DAMAGES OR LOSS, OF ALL VARIETIES, WHICH YOU, YOUR FAMILY MEMBERS, YOUR GUEST OR INVITEES MIGHT SUSTAIN AS A RESULT OF ACCESSING AND/OR UTILIZING THE POOL AND ACTIVITY AMENITIES.

Participant (print name): _____ Date of Birth: _____
Is participant under the age of 18? _____
If under 18, participant's parent/guardian: _____
Parent/Guardian Home Phone: _____ Cell Phone: _____ Other: _____
Address _____ City _____ Zip _____

EMERGENCY INFORMATION

In an emergency if the parent/guardian listed above cannot be reached, contact:

Name: _____ Relationship to participant: _____
Home Phone: _____ Cell Phone: _____ Other : _____
Address _____ City _____ Zip _____

MEDICAL INFORMATION

Does the participant have any of the following:
Special Diet _____ Allergies _____ Medication _____ Chronic/Recurring Illness _____
Physical conditions that limit activity _____ Surgery or serious illness in last year _____

If yes, please explain

WARNING! THERE ARE OBVIOUS KNOWN DANGERS INHERENT IN SWIMMING AND WATER- RELATED ACTIVITIES INCLUDING, BUT NOT LIMITED TO: SLIPPING, FALLING,

NEAR DROWNING, HEALTH HAZARDS, DISEASE, AND SEVERE INJURY AND IN SOME CASES, DEATH.

THIS AUTHORIZATION, MEDICAL RELEASE FOR EMERGENCY MEDICAL TREATMENT, AND WAIVER OF LIABILITY MUST BE COMPLETED BEFORE PARTICIPANT CAN PARTICIPATE IN THE ACTIVITY. TREATMENT FOR INJURY WILL BE BASED ON INFORMATION PROVIDED HEREIN.

I the undersigned parent/guardian of the above listed minor participant (or undersigned participant if participant is 18 years of age or older):

- acknowledge and fully understand that each participant will be engaging in activities that involve risk of serious injury, including permanent disability or death, and economic losses which might result not only from their own actions, inactions or negligence, but action, inaction or negligence of others, and that there may be other unknown risks not reasonably foreseeable at this time;
- assume all the foregoing risk and accept personal responsibility for the damages following such injury, permanent disability or death, and acknowledge that the Releasees (defined below) do not carry accident or medical insurance on Activity participants;
- release, discharge, covenant to indemnify and not to sue American Heritage Schools, Inc., its affiliated organizations, sponsors, managers, employees and associated personnel, officers, directors, and agents, including owners, occupants, and family members associated with the property address listed above (all of whom are defined herein as "Releasees"), from and with respect to any and all liability to each of the undersigned, or his/her heirs or next of kin, for any claim by or on behalf of the participant as a result of the participant's participation in the Activity and/or being transported to or from the Activity, which participation, after careful consideration I hereby authorize, and which transportation I hereby authorize; and
- assert that the participant is physically capable of participating in the Activity and authorize the Releasees to coordinate, arrange and/or administer emergency medical treatment to the participant for any accident or illness and to act in my stead in approving necessary medical care, and I further agree to be financially responsible for the cost of any such assistance or treatment.

This authorization, release, and waiver shall cover the Activity, travel to and from the Activity, all activities set forth on the attached itinerary, and all activities not listed on the itinerary that are reasonably associated with the itinerary.

Parent/Guardian Signature _____ Date _____

Participant's Signature _____ Date _____
(Participant's signature is required if participant is 18 years of age or older)

Appendix P

Emergency Evacuation Routes & Gathering Locations

Appendix Q

High School Graduation Requirements



AMERICAN HERITAGE SCHOOL High School Graduation Requirements

| REQUIRED AREAS | CREDITS | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|----------------------------------|---------|--|-------------------------------|---|--|
| ENGLISH | 4 | English 9° | English 10° | English 11° or AP Language and Composition° | English 12° |
| HISTORY/ SOCIAL STUDIES | 4 | Ancient World History 9 and Geography° | Modern World History 10° | American History° | American Gov't & Econ° or AP Government° |
| WRITTEN PORTFOLIO/ SENIOR THESIS | 4 | Written Portfolio 9 | Written Portfolio 10 | Written Portfolio 11 or AP English Literature | Senior Thesis or STEM Senior Thesis |
| MATH | 3 | Algebra Half° | Algebra 1° | Algebra 2° | Pre-Calc° or Intro to Stats° |
| | | Algebra 1° | Algebra 2° | Pre-Calculus A° Pre-Calculus AB° | Pre-Calculus B° AP Calculus AB° |
| | | Algebra 2° | Pre-Calculus° | AP Calculus AB° | AP Calculus BC° or AP Statistics° |
| | | | | Intro to Stats° | AP Statistics° |
| SCIENCE | 3 | Biology° | Chemistry° | Physics° | AP Biology°, AP Chemistry° or AP Physics° or science electives |
| | | | | Introduction to Engineering | |
| | | | | Medical Anatomy & Physiology | |
| | | | | Science Electives | |
| WORLD LANGUAGE | 2 | Spanish 1°/ French 1°/ ASL 1° | Spanish 2°/ French 2°/ ASL 2° | Spanish 3°/ French 3°/ ASL 3° | |
| FINE ARTS | 1.5 | 1.5 Credits to be completed during grades 9-12 (Art, Ballroom, Choir, Drama, Theater, Debate, Creative Writing, Music, Journalism) | | | |
| PHYSICAL EDUCATION | 1.5 | 1.5 Credits to be completed during grades 9-12 (PE, Health, Ballroom, Yoga, Athletic Conditioning, Sports Teams) | | | |
| PRINCIPLES OF LEADERSHIP | 0.5 | Principles of Leadership | | | |
| COMPUTER TECHNOLOGY | 0.5 | Computer Technology or Intro to Computer Science | | | |
| FINANCIAL LITERACY | 0.5 | | | Financial Literacy | |
| EXPERIENTIAL LEARNING | 1 | Experiential Learning 9 | Experiential Learning 10 | Experiential Learning 11 | Experiential Learning 12 |
| ELECTIVES | 3.5 | Student choice based on interest, abilities, talents and may include additional courses offered in Fine Arts, Foreign Language, Physical Education, World Language, Extracurricular Credit, etc. | | | |
| GRADUATION REQUIREMENTS | 29 | *Recommended, not required classes for graduation °Regents' Scholarship Approved (For more info, please visit https://stepuputah.com/regentssscholarship/) | | | |

Appendix R

Employee Benefits Summary

(Updated May 31, 2018)

American Heritage School offers the following basic benefits to all full-time employees. Detailed descriptions of these benefits and policies are attached.

1. Health Insurance (open enrollment during the month of October for coverage beginning January 1). Following are a few, high-level details of the school's health plan, and interested persons should request from the Finance Office a copy of the most recent plan booklet to get additional details.
 - a. Metal Levels – employees can vary their deductibles by choosing between a Gold, Silver, and Bronze plan.
 - b. HSA Accounts – the school typically shops for plans that allow for HSA accounts. See the HSA FAQs section further below for details about how HSA accounts work.
 - c. HSA Contributions – the school facilitates automatic payroll contributions by employees and by the employer.
 - d. Plan Types – employees can choose individual coverage, couple coverage, individual + children coverage, or family coverage.
 - e. Premiums -- premiums for a given plan type are held constant across the three metal levels. To offset the difference in cost, the employer varies the extent of its own employer contribution to the employee's HSA account (i.e. the employer makes larger contributions to bronze plans than to gold plans).
2. Life Insurance (open enrollment during the month of March for coverage beginning April 1)
3. Long-term Disability Insurance (open enrollment during the month of November for coverage beginning January 1)
4. Retirement Savings Plan

Additionally, the School offers the following benefits to full- and part-time employees on a discretionary and merit basis:

5. *Master Teacher Development Bonuses and Salary Increases.* All full- and part-time employees can receive additional bonus and salary compensation for completion of the School's Master Teacher Development Program. Details of the Master Teacher Development Program are included in the program handbook.
6. *Professional Development and Continuing Education Grants.* The school has annual professional development budget intended to cover ongoing training and development of teachers' skills and credentials. Continuing Education Grants for specific programs of study can be supplemented by the School's operating account and are intended to assist those teachers or administrators who desire to take their qualifications or credentials to the next level. Application to administration (a letter of request) is required.
7. *Employee Tuition Remission.* All full- and part-time employees are eligible to receive a tuition credit for one child or grandchild in their family. The amount of the credit varies from a full-tuition credit for full-time employees to a partial-tuition credit (depending upon the number hours worked) for part-time employees. Regardless of the amount of the tuition credit, all employees receiving the credit must pay the full non-refundable seating fee (first month's tuition), and the stated remission rate is applied to the remaining 11 months of the tuition billing cycle. Credit amounts are awarded as follows:

| Employee works at least | AND no more than | Credit rate |
|-------------------------|------------------|-------------|
| 1 | 10 | 25% |
| 11 | 20 | 50% |
| 21 | 30 | 75% |
| 31 | 40 | 100% |

8. *Faculty Enrichment Events.* During the summer of 2006, all faculty members were included in an all-expense-paid 8-day trip to Washington D.C. and Virginia for the purpose of faculty unity, curriculum enhancement, and general inspiration of our faculty “family.” In 2008 the School conducted a tour of Southern Utah including the Shakespeare Festival, Cedar Breaks, Church History sites, and Tuachan. Because major faculty enrichment events like these are donor-sponsored, the School cannot promise that such events will continue; however, the School conducts an annual Faculty Enrichment Event of some kind each year.
9. *Rosalie J. Slater Teacher in Excellence Awards.* Thanks to private donations, each year, four teachers are selected to receive a \$500 merit-based “Teaching in Excellence” cash award in honor of the late Rosalie J. Slater. Criteria for selection and award are detailed further below.
10. *Other Discretionary Cash Bonuses.* Historically, parents and other community donors have contributed toward the following three bonus pools: Christmas bonus, academic year-end thank-you bonus, and merit-based bonus following performance reviews.
11. *Family Medical Leave.* Under the federal Family Medical Leave Act (FMLA) of 1993, eligible employees of American Heritage School may take up to 12 weeks of unpaid leave (1) for a serious personal health condition, (2) to care for a family member with a serious health condition, or (3) after the birth or adoption of a child. Employees can take leave in one block of time, intermittently, or on a reduced work schedule. In addition, unpaid leave for family members of military personnel will be granted to attend to an injured service member’s care (for up to 26 weeks) or to address family issues in advance of or subsequent to a deployment on active duty (for up to 12 weeks). Employees with questions about eligibility should speak with the School’s Director of Human Resources.
12. *Bereavement Leave.* We strive to bring comfort to employees who suffer the loss of a loved one during their time of need. For this reason, the School provides time off with pay to full-time and part-time employees to attend to personal and family arrangements surrounding the death of an immediate family member. Up to three paid days will be granted to full-time employees (pro-rated for part-time employees) for bereavement related to the death of parents, siblings, children, or a spouse. Upon request, up to one full paid day will be granted to attend a funeral service for other family members. If more time is needed, personal leave may be used, or other arrangements may be made with the approval of the Principal.

The remainder of this appendix provides further details and answers to frequently-asked questions regarding certain benefit categories as specified by section headings.

HEALTH INSURANCE

American Heritage School offers a health insurance plan for all full-time employees of the School. In accordance with the IRS guidelines pertaining to the Affordable Care Act, “full-time” employment status is defined as employment that spans at least 130 hours within a calendar month (which equates to 30 hours per week). Full-time employees are eligible to enroll in the plan on the first day of the calendar month following the 30th day after the date of hire (e.g. John’s hire date is May 23, so plan participation begins on July 1). Due to the volatile nature of costs in the health-insurance market, the school always considers several competing plan options before each annual open-enrollment period. Employees should therefore anticipate changes in plan costs and possibly changes in plan benefit structures each year. For details of the plan currently in place, please request a copy of the plan booklet from the Finance Office.

When shopping for health plans, the school has historically favored (and ultimately committed to) plans that qualify for health savings accounts (HSAs). Following are some FAQs relative to HSAs.

What is a Health Savings Account (HSA)?

The HSA is essentially a bank account owned by the plan participant. Health Equity is the custodian used for the HSA accounts. Money can be direct deposited (before being taxed) or electronically transferred into the HSA, and funds can be withdrawn via a debit card or electronic transfer. To remain untaxed, withdrawn funds must be used for qualified medical expenses. Visit www.hsacenter.com for more information.

How do I deposit funds into the HSA?

Deposits into the account include employee contributions (in the form of pre-tax payroll withholdings) and employer contributions that are also made each payroll cycle. Total contributions (employee + employer) for 2018 are capped at \$6,900 for family and two-party plans and \$3,450 for individual plans. Plan participants should determine how much (if any) they wish to contribute to their HSA and communicate that to the Finance Office. The Finance Office will then ensure proper amounts are withheld and remitted to the participant's HSA account.

Can participants opt out of the HSA?

Yes. After notifying the Finance Office, a participant opting out of the health savings account will still receive the benefit of the employer HSA contribution. In such cases, the employer will apply the contribution amount toward the health insurance premiums, effectively reducing the amount of premium remaining for the employee to pay. The Finance Office does not recommend this option (see next section below).

Should I use the HSA account?

Many personal financial planners suggest prioritizing HSA contributions even above funding a retirement account. An HSA can prove to be a very prudent addition to one's personal financial plan. Following is an illustration meant to demonstrate the benefits of utilizing an HSA.

John breaks a leg during an off-road, downhill unicycle race. Total medical fees amount to \$1,000. This is John's first medical event of the year, so his deductible is not yet met and all of his expenses will be covered out-of-pocket rather than by insurance.

- Scenario 1 – John has an HSA account funded by employer and employee payroll contributions, and the balance is sufficient to cover the \$1,000 bill. Because HSA contributions are made before payroll taxes are calculated, John will pay for his medical expenses with \$1,000 of earnings.
- Scenario 2 – John does not have an HSA account, or he hasn't been contributing enough money to his account to cover this current expense. To pay the doctor's office, John writes a check from his personal checking account for \$1,000. John's personal checking account is funded by his bi-monthly paychecks, which consist of post-tax money. Because John is in a 15% tax bracket, his medical event will be covered by \$1,150 of earnings (i.e. he earned \$1,150, then \$150 was taxed, then \$1,000 was deposited into his checking account, then John will write a check for \$1,000 to the doctor's office).

In the above illustration, John could save \$150 by experiencing scenario 1 rather than scenario 2. The bottom line is this: one way or another, everyone will eventually pay for their medical events. With proper planning and utilization of the health savings account, plan participants can spend less than they otherwise would for their medical expenses.

One other motivation for utilizing a health savings account is its long-term functionality. Unlike flexible spending accounts (FSAs), which follow a use-it-or-lose-it approach at the end of each calendar year, balances in health savings accounts can grow over time and carryover at the end of each year. Participants wanting to make HSA contributions part of their retirement planning can plan to contribute at a high rate during relatively young and healthy years so that large balances are available to draw on during relatively old and unhealthy years. Once an HSA's balance exceeds \$2,000, account holders can begin considering a broad array of non-cash investment instruments (balances of less than \$2,000 must remain in cash). HSA gains due to simple interest (earned on cash) and appreciation (earned on investments) are shielded from taxation.

How do I withdraw funds (i.e. pay for medical expenses) from the HSA?

Withdrawals from the HSA account fall into two categories: those that pay for services that also count toward the deductible on your insurance policy, and those that do not. When expenses count toward the insurance deductible, no payment (beyond office-visit copayments) is required at the time of the procedure. Rather, your service provider will bill the insurance company, after which you will pay the insurance company electronically from your online HSA portal. When expenses don't count toward the insurance deductible (e.g. dental, orthodontics, vision), you can pay your service provider at the time of your appointment by presenting the debit card that draws on your HSA account.

How do I know if an expense can be paid from my HSA account?

In IRS publication 502, one can find specific lists of procedures or products that clearly fall within and without the IRS's definition of "medical expense." Plan participants are encouraged to familiarize themselves with these lists,

which cover a majority of the common procedures or products consumers encounter. As a matter of principle, the IRS has stated that medical expenses “must be primarily to alleviate or prevent a physical or mental defect or illness. They do not include expenses that are merely beneficial to general health, such as vitamins or a vacation.”

Questions and Assistance

Questions about payroll withholdings should be directed to the Finance Office, while questions about plan mechanics should be posed to the Director of Human Resources. Questions pertaining to medications, medical procedures, finding providers, or claim coverage should be directed to Select Health’s member services hotline at 800-538-5038. Questions may also be directed to our broker, Clayton Gerstner, at clayton@magellaninc.net.

RETIREMENT SAVINGS PLAN

The American Heritage School Retirement Savings Plan is optional for all full-time employees. The plan is intended to assist the School’s employees with retirement savings by (1) providing a relatively simple method for employees to contribute a portion of their regular paycheck to pre-tax investment accounts of their choice and (2) encouraging retirement savings via matching contributions made by the School up to a certain dollar amount each year.

Basic Details of the Plan:

- The plan type is 403(b), specifically designed for non-profit employees.
- Contributions and investment interest/appreciation are not taxed until withdrawn, at which time they are taxed as ordinary income.
- American Heritage School will match the first \$2,750 per year invested by a full-time employee participating in the plan. Matching contributions are fully vested when made.
- Fees are dependent upon financial instruments selected and can be detailed in a private meeting with the school’s advisor.
- The maximum contribution per year is \$18,500 (\$24,500 if age 50 or older at the end of the calendar year).
- Contributions must be remitted via regular payroll withholdings each pay period.
- Investment options include an array of mutual funds with varying risk/return profiles (low, moderate, high).
- The School’s professional financial advisor (Jordan Whittenburg of Whittenburg Wealth Management) is available to meet with employees to conduct a one-on-one financial needs/goals analysis that will assist employees in making appropriate selections of investment options within the plan, including how much investment is recommended to achieve specific financial goals.

Does participation in this plan constitute a good and safe investment?

All retirement plan investments have some degree of risk, and every employee is encouraged to read relevant investment brochures and prospectuses before making investment decisions; however, assuming a 25% pre-tax savings, a \$100 investment in a pre-tax investment account (such as American Heritage School’s Retirement Savings Plan detailed above) can be made for what otherwise would have been \$75 of after-tax take-home pay – and it will grow tax-free in a professionally managed investment fund at a rate of return typically higher than what a cash savings account would yield.

Please note that neither American Heritage School, nor the financial advisors servicing the School’s retirement accounts, can unconditionally guarantee that this plan (or any other plan) is a “good investment”; however, time-tested principles of sound financial management suggest that tax-deferred investment is a “good investment” – especially if done consistently over the long term.

How do I enroll in the plan?

Speak with the School’s Director of Human Resources to obtain more information on specifics of the plan. You should also review the investment literature and prospectuses provided by the fund managers (American Funds). Once you are ready to open an account, determine how much you would like to invest each pay-period, and the Director of Human Resources with the appropriate paperwork.

LIFE INSURANCE

American Heritage School provides a basic life insurance policy for all full-time employees of the School who make timely application during the opt-in periods. Employees may also elect additional coverage beyond basic levels. Full-time employees (those working at least 30 hours per week) are eligible to enroll in the plan on the first day of the calendar month following the 30th day after the date of hire (e.g. John's hire date is May 23, so plan participation begins on July 1).

Basic Coverage

Employees do not need to make any specific elections, nor are they charged, to participate in basic coverage. Once in place, basic coverage provides the following benefits to the employee or their designated beneficiaries.

| Covered Individual | Coverage Amount |
|-----------------------------|------------------------|
| Employee Life | \$50,000 |
| Employee Spouse Life | \$5,000 |
| Employee Child Life | \$5,000 |

Additional Coverage

Beyond the basic coverage provided by the employer at no cost to the employee, a full-time employee may elect for additional coverage. Considerations for additional coverage need to be divided between three scenarios: a new hire opting for additional coverage, a continuing employee increasing their level of additional coverage, and a continuing employee electing additional coverage for the first time.

- New Hire – New Hires have the option to purchase additional coverage in \$10,000 increments with total coverage capped at the lesser of 700% of annual salary or \$500,000. Up to \$100,000 can be purchased without proof of good health. Beyond \$100,000 a proof of good health questionnaire will be required, and possibly a physical exam.
- Continuing Employee increasing level of additional coverage – Employees have the option to purchase additional coverage each year (providing they have not previously been denied). Employees who currently have additional coverage on themselves may increase it in \$10,000 increments up to \$40,000 without proof of good health (capped, of course, at the lesser of 700% annual salary or \$500,000). Employees who wish to increase by more than \$40,000 may do so with a proof of good health form, and possibly a physical exam.
- Continuing employee electing additional coverage for the first time – Employees who waived optional coverage [at the time of hire], but wish to purchase it subsequently, will be required to complete a short proof of good health questionnaire, and possibly take a physical exam.

Child optional term life coverage can be added or increased in \$5,000 increments and will not be subject to proof of good health. Spouse coverage can be added or increased and will require a proof of good health form. An employee may purchase coverage on his or her spouse up to 50% of what the employee has purchased on him/herself.

Employees interested in additional coverage should reach out to our broker, Deanna Rowen, for pricing, forms, applications, or other questions. Employees often have dependents or others who rely upon them for support; as such, all employees are encouraged to retain additional life-insurance coverage, either through this employer-provided program or on the individual market.

LONG-TERM DISABILITY INSURANCE

American Heritage School provides a long-term disability insurance policy for all full-time employees of the School who make timely application during the opt-in periods. Full-time employees (those working at least 30 hours per week) are eligible to enroll in the plan on the first day of the calendar month following the 30th day after the date of hire (e.g. John's hire date is May 23, so plan participation begins on July 1).

Should I elect to enroll in this new benefit?

If your family relies upon your income to meet life's necessities, yes, you should seriously consider LTD insurance just as you should seriously consider life insurance.

Why is LTD insurance crucial?

To answer this question, I will paint an extreme scenario. Imagine you experience an accident that incapacitates you to the extent that you will never again be able to work in any gainful manner. Your family has lost your income, and, because your accident did not lead to your death, your family has no life-insurance proceeds to replace your lost income. If you have LTD insurance, your lost income stream can be partially replaced with insurance payouts, and your family's loss of your income stream is lessened.

How big are the benefits of the school's LTD plan?

For full-time employees electing to participate, the LTD plan will pay out monthly the lesser of 60% of the employee's monthly wage or \$5,000. These payments continue until the employee can return to work. In cases where incapacitation is indefinite, the monthly insurance payments continue until the employee reaches age 65 (the age at which the employee can qualify for social-security benefits).

How much will it cost me to participate in the school's LTD plan?

You're going to have to do a little math here, but I'll make it simple for you. After taking into account the employer subsidy, the remaining premium shouldered by the employee equals 13 cents per \$100 of potential payout. Let me walk you through an example calculation. Suppose I make \$10,000 per year. My total potential payout would be 60% of my salary, or \$6,000 per year. My premium calculates out to $\$6,000 / \$100 \times \$0.13 = \7.80 per year. This translates into \$0.66 per month or \$0.33 per paycheck.

Can I enroll in the school's LTD plan AND keep my current LTD plan?

Yes. You can also enroll in the school's plan and then subsequently shop for an additional plan on the individual market. Several insurers write LTD policies. Just Google "long term disability insurance." The school's underwriter has no provision barring you from taking out another policy (though other underwriters of LTD policies may not allow you to take out multiple policies).

Can I enroll a spouse or other dependent in the school's LTD plan?

No. This plan is specifically underwritten for employees, but as per the answer to the above question, you can seek out coverage for your spouse and/or dependents by considering policies on the private market.

What if I don't plan to draw social security at age 65. Do benefits still stop at age 65?

Yes. It is true that you can delay drawing social security benefits to a point in time later than the point you qualify to draw. However, to keep things simple, the underwriter of the LTD policy has simply decided to have benefits pay out until age 65, regardless of whether you are actively drawing social security benefits or delaying that draw.

What is the difference between this policy and the one I have through AFLAC?

AFLAC offers short-term disability ("STD") but not long-term disability ("LTD"). The difference between STD and LTD is the window of coverage. Many STD plans pay benefits from the time of an accident until up to 90 days following the accident, while many LTD plans pay benefits starting 90 days after the accident until you can return to work. Some people choose to have both an STD and an LTD policy, that way they are covered for 100% of the time they are out of work. Some people choose to self-insure with personal savings rather than purchase an STD policy, while most people do not have sufficient savings to self-insure over the long-term time window.

Why is the LTD premium SOOOOOOOO cheap?

There are a couple of reasons why LTD insurance is significantly cheaper than other forms of insurance that you're used to paying (like health insurance). I'll suggest two factors that make LTD insurance exponentially cheaper than health insurance:

1. Probability -- Health insurance premiums are priced relatively higher than LTD premiums because the health insurer knows that we will visit the doctor a couple of times per year as a matter of habit and possibly once per year due to accident/unforeseen need. It is significantly less likely that you will ever make a claim against an LTD insurer. Even if you are injured in a minor sense, losing 40% of your income stream (since LTD only pays 60% of your monthly wage) is an incentive to not leave the work force temporarily, so usually only significant and rare injuries ever result in a claim.
2. Magnitude – While there is almost no upper-limit to the potential payout a health insurer will shoulder, the LTD insurer does enjoy a relatively low upper limit. For example, if you get hit by a bus and can't go to work because you are stuck in a hospital for nine months, you will make claims against both your health insurance and your LTD insurance. The health insurer is stuck with astronomical bills that are in the thousands of dollars per day until you check out of the hospital. The LTD insurer, on the other hand, will pay you exactly 60% of your monthly wage until you go back to work.

ROSALIE J. SLATER **TEACHING IN EXCELLENCE AWARDS**

The Rosalie J. Slater Teaching in Excellence Awards are made possible through a donor whose desire was to recognize and promote exemplary teaching in American Heritage School classrooms and to pay tribute to the late Ms. Rosalie J. Slater – a truly dedicated and extraordinary teacher.

We recognize that ALL our teachers at American Heritage School are exemplary! We also feel that the benefits of merit-based recognition and bonuses can be significant if administered and received in the appropriate manner and spirit. Below are details concerning the selection and award process for the Teaching in Excellence Awards.

Number and Amount of Awards: Four awards in the amount \$500 each.

Eligible Recipients: Recipients may be teachers from any grade level, including specialty classes.

Criteria: The following criteria were developed by administration and the Board of Trustees. They are taken primarily from elements that are part of our standard faculty observation and evaluation process:

1. Does the teacher exemplify the mission statement of American Heritage School?
2. Does the teacher demonstrate a habit of spiritual and intellectual preparation for teaching?
3. Does the teacher promote a spirit of continual improvement in the classroom?
4. Does the teacher demonstrate excellence in the classroom, as evidenced by outstanding performance on quarterly observations and evaluations conducted by administration?
5. Does the teacher demonstrate a command of the Principle Approach as set forth by the Foundation for American Christian Education?
6. Does the teacher demonstrate professionalism in appearance and demeanor?
7. Does the teacher demonstrate a spirit of teamwork and cooperation with other teachers?
8. Does the teacher make a concerted effort to uplift and build all members of the American Heritage School team with whom they come in contact, including teachers, parents, and administration?
9. Does the teacher effectively balance discipline with compassion, thereby engendering love and respect from students and parents?
10. Does the teacher personify and practice principles of Christian-based education and learning espoused by Rosalie Slater? (See attached brief history of Ms. Slater.)

Selection Process: Administration recommends four recipients to the Board of Trustees based upon the criteria listed above. In making its recommendations, administration considers both (1) formal written feedback from the recurring observation and evaluation process in place at the School, and (2) informal feedback from parents, students, teachers, board members and other staff that is received by

administration over the course of the academic year, and (3) nominations from faculty and staff.

Timing and Presentation of the Awards: The Principal announces the award recipients at a time to be determined by administration at the end of the year.

PROFESSIONAL DEVELOPMENT & CONTINUING EDUCATION GRANTS

The school has an annual professional development budget intended to cover ongoing training and development of teachers' skills and credentials. As resources are available, Continuing Education Grants for specific programs of study can be supplemented by the School's operating account and are intended to assist those teachers or administrators who desire to take their qualifications or credentials to the next level. Application to administration (a letter of request) is required. Continuing Education Grants will take the form of either (a) a bonus to be paid upon completion of a pre-determined course of study, degree, or certification program (in addition to or in lieu of the school's Master Teacher Development Program), or (b) a prepayment of some portion of continuing education program costs. In the case of those teachers/administrators who do not have bachelor's degrees, we will consider waiving the Master Teacher Development Program recommendation of completing one level every other year so long as the teacher/administrator is actively pursuing a continuing education program. Faculty members desiring a Continuing Education Grant should submit a letter of request to an administrator on or before the following application deadlines: October 31, February 28, and May 30. Faculty applicants should include the following information in their letter of request: (i) name of degree, credential, or certification sought, (ii) total cost and cost per credit or hour, (iii) estimated completion date, including number of credit hours or units necessary to complete the degree or certification, (iv) explanation of how the faculty member feels the degree, certification or knowledge will benefit the faculty member's performance in his/her role at American Heritage School, and (v) how long the faculty member plans to remain at the School (this is not a fixed-year contract – simply a non-binding intent to remain employed at American Heritage School).

PERFORMANCE-BASED BONUSES

Each year, a limited amount of donated funds are raised for discretionary cash bonuses to be paid to teachers, administrators, and staff who are instrumental in achieving predetermined goals aligned with the school's Strategic Plan. All faculty and staff members will be considered based upon performance. Throughout the year during periodic evaluations, and at the end of each academic year, administration evaluates major goals that were accomplished per the Strategic Plan and discusses teachers and staff who were instrumental in the accomplishment of those goals.

The criteria used by administration for faculty performance bonuses are as follows (in no particular order):

- Outstanding Evaluations. Outstanding evaluations pursuant to the school's formal evaluation process will constitute one of the primary measurement tools for performance bonuses. For administrators and administrative staff, we look for outstanding evaluations pursuant to annual evaluations conducted by the Principal and director-level supervisors.
- Commitment to the School's strategic plan. Active participation in programs and goals set forth in the school's Strategic Plan.
- Commitment to parent satisfaction. Parent satisfaction surveys of individual teachers will be taken into consideration when determining faculty performance bonuses. For various reasons, this is a somewhat complicated criterion upon which to base an evaluation of a teacher's performance, but it is an important criterion nonetheless. Administrators will also refer to informal feedback from parents throughout the year (parent e-mails, phone calls, and discussions concerning their level of satisfaction with teachers).
- Commitment to communication with parents. Faculty-parent communication will be measured not only through assessing a teacher's effective use of communication tools, such as Veracross and other communication systems in place for teachers to use, but also through parent surveys (as suggested above in 10.10(c)). At a minimum, teachers in grades 4-12 are required to update

grades in Veracross on a weekly basis.

- "Team Player" commitment. Faculty members who are particularly committed to improving the faculty team will receive additional consideration for faculty performance bonuses. For example, a teacher who goes out of their way to assist other teachers, who makes regular suggestions to improve the School's programs and offerings, who regularly attends "team" functions such as prayer meeting and inservice, and who is consistently mindful of helping their teammates (as much or more so than helping themselves) will be a strong candidate on for a performance bonus. This is a difficult criterion to measure objectively; however, it is a critical criterion and will be a factor considered by administrators in making bonus determinations. We encourage faculty members to forward "thank-you" notes or e-mails having to do with team-player contributions to administrators to help administrators in the evaluation of this criterion.
- Commitment to the Master Teacher Development Program. The Master Teacher Development Program carries its own compensation incentive; however, work on the program is a good indicator of employee investment in long term professional development, and thus also constitutes one of the measurement tools for a potential merit pay award from the professional development fund.
- Commitment to improved use of technology. As part of our monthly faculty inservice, we offer optional training courses throughout the year on various computer and technology related applications for the classroom. At the very least, we will measure a teacher's commitment to improved use of technology based upon their participation in these optional training courses. Additionally, we can objectively determine which teachers are using technology to communicate with parents based upon the Veracross activity. The School's information systems director and technology manager are instrumental in providing feedback as to which faculty members are requesting and participating in individual technology training sessions.

One of the most important (and difficult) questions for each of us to ask is, "Am I modeling the kind of behavior that I desire my students to display?" Teachers who are committed first to being excellent students themselves develop a deep spiritual well of personal example and commitment that speaks volumes to students. Examples of "Model Learner" questions and criteria include:

- Attendance and Punctuality. Do I desire for my students to be consistently in attendance and on-time for morning devotional? "Model Learner" question: "Am I consistently in attendance and on-time for faculty prayer meeting and inservice?"
- Focus and Staying on Task. Do I desire for my students to stay on task and refrain from "other homework" while I am presenting? "Model Learner" question: "Do I stay on task in inservice, and avoid other work while inservice instructors are presenting?"
- Tongues of Angels. Do I desire for my students to use complimentary and uplifting words ("tongues of angels") when speaking about other students? "Model Learner" question: "Do I use complimentary and uplifting words ("tongues of angels") when speaking about colleagues?"
- Personal Responsibility. Do I desire for my students to focus most on what they personally can do to improve a situation, not so much on what other students and classes are or aren't doing to improve a situation? "Model Learner" question: "Do I focus most on what I personally can do to improve a situation, not so much on what other colleagues are or aren't doing to improve a situation?"
- Upholding Standards. Do I desire for my students to uphold the standards and policies that have been set in my classroom, even the small ones, and to avoid rationalizing their personal circumstances as being the reason they should be the exception to the policy? "Model Learner" question: "Do I uphold the standards and policies that have been set for faculty members, even the small ones, and do I avoid rationalizing my personal circumstances as being the reason that I should be the exception to the policy?"

Teachers' commitment to being Model Learners will be given significant consideration in determining faculty performance bonuses.

Appendix S

Employee FAQ's (Frequently Asked Questions)

- 1. Compensation & Employment Agreements. What are the School's guiding principles in determining compensation and benefits? Is there a pay scale? Does it change according to grade level, experience, credentials, job description?**

Negotiated and Performance-Based Compensation. According to the National Association of Independent Schools (NAIS), nearly all independent schools tend to use some variation of two disparate models: First is the "negotiated" model that most independent schools employ, in which beginning salaries are negotiated, compensation arrangements are confidential, and raises are decided by administration and announced to individual teachers. This is the model used by American Heritage School. The strengths of this model are described well by "free market" principles, and are supported by its widespread use in business and corporate settings. One weakness of this model in the school setting, according to NAIS, is the distrust that can sometimes arise based upon the assumption by some employees that "someone, somewhere, is getting more than I am because he or she is a 'favorite' of administration, or negotiates better." Another potential weakness is the long-term outcome of the model: that distortions and inequities can sometimes emerge that might confirm assumptions or suspicions of unprincipled or non-merit based favoritism.

Scale-Based Compensation. Second is the "salary scale" model borrowed from the public schools. This is popular with some independent schools because it is a predictable and seemingly equitable system that rewards years of experience and advanced degrees. The inherent weakness of this model, of course, is that neither years of experience nor advanced degrees necessarily equate with the best teaching. NAIS warns of another potentially serious weakness of this model, especially in its advanced stages, which is that faculty members often begin to make demands in a quasi-union-like atmosphere that pits administration/board against faculty, often creating the very "us versus them" adversarial attitudes and union mentality that has been a major downfall of public schools.

The American Heritage School Compensation Model. American Heritage School uses a primarily "negotiated performance-based" model with some very limited components of the "scale-based" model. In the initial negotiation of starting salaries with teachers, consideration is given to experience and advanced degrees in compensation decisions (this is typical of both performance-based and scale-based models), but we do not have a "lock-step" salary-table approach, and therefore do not start all new employees at the same salary depending upon where they fit on a matrix.

According to NAIS, although "merit pay" or "pay for performance" philosophies are very popular with board members and administrators of independent schools, these approaches can sometimes be unpopular with faculty, who often feel that any evaluation system is inadequate to ascertain individual performance. Patrick Bassett, President of NAIS, states that:

A fact of life in the culture of independent schools is that teachers frequently believe that administrators are not qualified or prepared to judge the quality of teaching, especially given the cursory classroom observations made. Beyond that, teachers are smart enough to know that most merit pay approaches are "zero sum" propositions: i.e., the idea is to take a limited pie (salary budget) and divide it in a way that, invariably, some teachers will get more, and others will get less. Too much focus on this reality by faculty members can produce divisiveness, just the opposite of the climate needed for schools to succeed. (Bassett, "Re-Thinking Faculty Compensation," Spring 2000)

The American Heritage School Finance Committee has long considered a "blended" approach that might

incorporate some of the advantages of both systems. Based upon our own discussions, and also meetings with other PNAIS school heads and administrators, we know that “blending” the two philosophies is not as simple as it may sound. But we continue to discuss ways to improve our compensation system. Other guiding principles used by the AHS Finance Committee, and by administration, in determining the annual personnel budget, and individual teacher compensation, include the following (in no particular order):

- The principle of “sacrifice” as it applies to employees coming to working at AHS for less than they might be able to make elsewhere – and which is very common in non-profit organizations in general – is no excuse to keep salaries and benefits artificially low, and we should work tirelessly to increase salaries and benefits in any way that we prudently can. If employees do not feel that they can meet their personal financial goals at AHS, or that they cannot stay to retirement at AHS, they are likely to go elsewhere. Continued and concerted focus on improving wages and benefits is an extremely important focus of the School’s board and administration.
- Compensation/benefit parity for teachers at all grade levels. Regardless of the grade level that a teacher is hired to teach, and all else equal (performance, experience, qualifications, and credentials), opportunities for higher pay are equal.
- Compensation/benefit parity for employees of different family statuses. Regardless of marital or family status, opportunities for higher compensation/benefits are equal. With exception of the tuition credit for a “child or grandchild in an employee’s immediate family” - which is not currently available to employees without children or grandchildren, compensation and benefit decisions are not based upon need, number of children, or employment status of spouses. We do not pay more or less to employees based upon the perceived income, or lack thereof, of spouses or family members. The child/grandchild tuition credit is sometimes perceived by employees as a discriminatory benefit, because it is not available to all employees; however, it is not discriminatory under state or federal employment law, and the AHS Finance Committee has regularly discussed (and will continue to regularly discuss) the propriety of this benefit notwithstanding its legality.
- Nondiscrimination in federally protected classes. “American Heritage School does not discriminate against any employee, student, employee applicant or student applicant because of race, creed, color, religion, sex, age, national origin, physical and/or mental disability.”

2. Job Security & Tenure. How can I be sure that I will be retained long term? When will I know if I need to begin looking for another job?

American Heritage School, like most employers in the State of Utah, is an “at-will” employer. Thus, no employee (not even the Principal) can be assured long-term employment. Ways to increase job security include diligent fulfillment of all job responsibilities and expectations, implementation of recommendations provided on written evaluations, and consistently excellent and professional working relationships with colleagues. Strong language in evaluations about recurring concerns or recommendations that have not been adequately addressed over time are one indication (though not entirely indicative) of job insecurity. Announcements about contract renewals (and non-renewals) are generally made in late May, just prior to the end of the school year. Employment contracts typically extend through at least the end of June, in part to allow for continued pay and benefits for at least a month in the case of contract non-renewal.

3. Profitability of Programs. Do the Distance Education Program and the High School Program support themselves? If not, isn’t the elementary school “subsidizing” these programs?

As of 2012 when this FAQ was first written, neither the Distance Education program, nor the 9th-12th grades, supported themselves on a stand-alone basis. Given their extraordinary growth rates over the

last two years, and their value to donors, both have added substantially to the school's overall profitability. Distance Education in particular is projected to generate significant revenue for the other programs and grade levels at the school regardless of donor funding, depending upon how rapidly we can develop and enroll the courses. Having said that, teachers in different grade levels and in different programs should be careful about taking an "us versus them" or "zero sum" view of the school's finances. Our school's mission has less to do with "profitability" and more to do with "impact." Thus, there are many reasons why we include programs and personnel at the school (take the library, or the orchestra, or the Patriotic Program, or the reading intervention program, as examples) that might not currently be profitable on a stand-alone basis – or that might *never* be profitable on a stand-alone basis – but are extremely impactful in furthering the school's mission. These programs tend to increase the profitability of the school as a whole through increased family satisfaction, increased enrollment K-12, increased retention, and increased donations. Furthermore, major donors to the school (who, incidentally, are really the ones "subsidizing" our classrooms at *all* grade levels) have made it clear that they prefer we do our best to create a first-class high school program *without* raising tuition so precipitously as to make our high school inaccessible to the many families who desire to enroll multiple children of elementary, middle, and high school ages at the school.

4. Administration/Faculty Balance. Do we have too many administrators? Couldn't we get by with fewer administrative staff?

According to various NAIS and NWAIS statistics, the average faculty-to-administration personnel expense ratio in independent schools is approximately 64%-36%, meaning that out of the total personnel expense budgets of independent schools, 64% goes to teachers, and 36% goes to administration and non-teaching support staff. American Heritage School's ratio is 72%-28% (72% to teachers, and 28% to administration and non-teaching support staff). When comparing independent schools with public schools in this regard, be careful to note that there are no district or state administrative offices for independent schools (administration teams in independent schools do all the work of the local, district, and state offices). Also, in terms of enrollment growth and relative increase in workload for administration, American Heritage School has nearly quadrupled in enrollment size compared to 2005 levels. We now have approximately 900 on campus students, 300 afterschool music students, and over 5,000 distance education students. Teaching staff has increased proportionally to the enrollment increase; however, the number of administrators and non-teaching staff, on the other hand, has not grown proportionally over the same period of time. So, AHS has a *very* lean administrative team relative to its size and scope of programs. In 2013, the visiting accreditation team was concerned that the this extraordinarily lean administration model was not sustainable for a school of AHS's size and growth rates. In short, the answer is that we could continue to "get by" with less administrative support, but it would (and will) have a significant impact on the ability of teachers to get the support they need, teachers to focus on teaching, quality of programs, and the overall effective operation of the school.

5. Inservice. What is the purpose and history of inservice at American Heritage? Who makes the decisions about inservice, including how many days and how inservice time is used?

Inservice includes instruction, meetings, and activities intended to accomplish the purposes of (1) training and professional development, (2) communication and coordination, and (3) planning and preparation. The American Heritage School calendar calls for fewer school days than most public and private schools. In addition, very few schools, public or private, devote as large a percentage of a teacher's contract hours to inservice as does American Heritage School. The AHS Board of Trustees and Administration are deeply committed to a faculty that is prepared, intellectually and spiritually, for the demands and rigors of teaching.

From approximately 1980 to 2004, inservice at AHS was held for one full week in June, plus one full week in August. In addition, during the school year, teachers were expected to meet once per month after school for up to three hours for ongoing inservice training, including on some Saturdays. Teachers would bring dinner, and inservice presenters included LuJean Livingston, Lauri Updike, Karen Arnesen, Nanette Wiggins, LaDawn Jacob, Jill Bigelow, and other AHS teachers. In the spirit of compensating teachers for other required evenings at school, such as for parent teacher conferences, the Board

allowed a full week off during Thanksgiving and Easter.

As early as 2002, in response to teacher feedback, the Board approved using half of a school day, once per month (typically on a Friday), instead of after-school hours, for the purpose of FACE training, curriculum training (Riggs, Saxon, etc.), classroom management training, policy training, and collaboration. After a few years of half-day inservice, parents and teachers expressed concern about various difficulties associated with half-day school attendance. Concerns included complicated work, family, and carpool schedules, and the “vacation” day atmosphere of half-days (absences for family vacation travel also increased on half-days). Administration was hesitant to return to evening inservice training, and, after conducting surveys of the school community, proposed to the Board a move to full inservice days. The Board was receptive to the proposal, but also concerned that providing twice the training time (full inservice days) would not necessarily accomplish the desired objectives of better trained faculty, and better communication and collaboration. Some board members asserted that full inservice days would effectively result in fewer school days for students, and more personal leave days for employees. The Board ultimately approved moving to a full-day inservice schedule. Administration committed to use inservice days fully for training, teacher collaboration, and teacher preparation – with the primary purpose being FACE training, curriculum training (Riggs, Saxon, etc.), classroom management training, policy training, and collaboration. Initially, training and collaboration agendas were produced for the full inservice day. Over time, the majority of inservice days were left unstructured for teachers to collaborate and work on preparing for teaching.

In 2010, administration proposed to the Board more inservice days during the school year (currently up to 13 days, depending upon teaching position), and fewer required training hours during those days (currently down to one-to-two hours of training, and one-to-two hours of collaboration). In addition, administration proposed annual Faculty Enrichment events to be held in place of training during both of the June and August inservice weeks, and also a full day to be taken out of both weeks for the purpose of training newly hired teachers. These changes effectively reduced the five-day training schedules in June and August, and shifted more time to teacher preparation during these weeks. In 2012, a liberal leave policy (no deduction of pay or personal leave required) was introduced on inservice days following Parent-Teacher conferences. In 2013, the school extended the liberal leave policy to *all* inservice days once required meetings and collaboration were concluded. The school also started paying part-time and hourly teachers at the training rate for their time attending inservice.

The Board makes the final decision about the School calendar, including the number of inservice days, with proposals and feedback from Administration and the Teacher Development & Curriculum Committee. The Teacher Development & Curriculum Committee, which includes teachers, administration, and board members, is responsible for the planning of inservice programs and days.

6. *Work Schedules.* What are the School’s guiding principles in determining work schedules? Is there a standard for preparation time that is applied to all teachers? Does it change according grade level, subject, or job description?

We attempt to allocate work schedules as fairly and as equitably as possible given the very different and unique circumstances under which almost every teacher at the school operates. Having said this, there are some general standards applied to certain classes of teachers as we determine work schedules. The standards change based upon grade level, subject, job description, and, in some cases, unique contract terms with teachers necessary to accommodate outside circumstances.

7. *(Reserved)*

8. *6-Traits Program and Riggs.* How do we reconcile the differences between 6-Traits and Riggs approaches?

In those cases where recommended methodologies contain different or conflicting approaches, and the

Curriculum Committee or administration has not provided specific guidance on how to reconcile the differences in those approaches, we ask that teachers use their best judgment, and collaborate as grade level teams (including with preceding and upcoming grade level teams, if possible) to agree upon common approaches notwithstanding the differences in methodologies.

9. *Professional Development.* What is really expected when it comes to Master Teacher Development? Does it affect my job if I don't do it?

Although we have given positive evaluative credit (and compensation) to employees who complete Master Teacher Development work, we do not hold it *against* an employee who elects not to participate.

10. *Faculty Input in Administrative Decision-Making.* How does the faculty participate in administrative decision-making? How can teachers have more input?

We welcome faculty input on all issues pertaining to the school and have a continual desire to include more faculty input in administrative decision making. In 2013, the school added faculty Department Chairs to increase the amount of faculty input in administrative decision-making. Faculty members are also included on many Board and Administrative committees at the school, including Teacher Development & Curriculum Committee, Design & Facilities Committee, Uniform Committee, Library Committee, and the Family Education Center Committee. Faculty members can have input through speaking with administrators, completing the written surveys available to the school community, submitting suggestions to the "Suggestion Box," -- and, probably most effective, through making careful written proposals, which are very helpful in our administration meetings.

11. *Upholding the Uniform.* How do we approach differences in the way teachers uphold the uniform? If some teachers prefer to use infractions more than others, doesn't this send a confusing signal to students and parents?

The uniform standard states that "students wearing the proper uniform will be admitted to class." The uniform standard is an important part of the school's Honor Code. Although teachers and administrators may use personal judgment in giving formal infractions (including for continuing uniform related problems), admitting a student to class who is not in the proper uniform is not a matter of personal teacher judgment, and should only be done in consultation with administration. Historically, new teachers, specialty class teachers, male teachers, and substitute teachers seem to have the most difficulty in upholding the uniform standard. There are no excuses. Our aim is to train teachers and administrators such that there are not differences in the way that the uniform standards are upheld. When it comes to upholding principles and policies, inconsistency is confusing and detrimental to students. Our goal is to be as consistent and unified in our implementation of principles and policies as possible, while at the same time having patience for the natural and continual learning and training process that comes with any organization of good people trying to be better in the best way that they know how.

Appendix T

AHS Annual Year-End Inventory Checklist 2018–19

Appendix U

Master Teacher Development Program Completion Checklist

Master Teacher Development Program Completion Checklist

Teacher Name: _____ Administrator: _____

| | Date completed | Initials |
|--|----------------|----------|
| Religion | | |
| Read "Jesus Christ - Our Savior and Redeemer" (Ensign 1990) | | |
| Read "How Do I develop Christ-like Attributes?" | | |
| Word Study - Religion +2 | | |
| Essay on Christ's attribute | | |
| Devotional notebook | | |
| Class scripture memorizations | | |
| 2 new scripture memorizations | | |
| | | |
| Art of Teaching | | |
| Read "Teaching No Greater Call" | | |
| Complete Lessons 1, 2 & 3 | | |
| | | |
| The Principle Approach | | |
| Read "American Heritage Parent Handbook" | | |
| Read "Introduction to the Seven Principles" OR Watch video | | |
| Word Study - Principle | | |
| Word Study - Individuality | | |
| Word Study - Government | | |
| Word Study - Heritage | | |
| Word Study - Character | | |
| Word Study - Conscience | | |
| Word Study - Property | | |
| Word Study - Seed | | |
| Word Study - Unity | | |
| Essay on application to classroom | | |
| | | |
| Language | | |
| List Principles of Language | | |
| List of Purposes of Language | | |
| Read "Introduction to Foundations of English" | | |
| Read "The Study of Language in God's Providence" | | |
| Word Study - Language | | |
| Read "English Language Instruction" | | |
| Write 2 page essay on classroom application | | |
| Read "Working Definitions of 5 Components of Teaching English" | | |
| Learn Definitions of 5 components of Language | | |
| Prepare Notebook on 5 components of Language | | |
| Memorize 72 phonograms | | |
| Learn Sentence Patterns | | |
| Learn reasoning of sentence analysis | | |
| choose 6 sentences and reason them | | |
| | | |

Master Teacher Development Program Completion Checklist

| | Date completed | Initials |
|--|----------------|----------|
| Literature | | |
| Word study Literature +2 | | |
| Read pgs iii-v Literature Curriculum guide | | |
| Word study on Rosalie Slater character | | |
| Read Forward in Literature Guide | | |
| Essay on "classic as a whole" | | |
| Read classic | | |
| Create notebook on read classic | | |
| | | |
| History | | |
| Memorize "My Country tis of Thee" | | |
| Memorize 1 Nephi 13:12-13 | | |
| Read "The Great Prologue" | | |
| Present 4 Family Home Evening Lessons | | |
| Create Timeline | | |
| Essay on Timeline Link (3 pages) | | |
| | | |
| Geography | | |
| Memorize "Continents and Seas" | | |
| Memorize Alma 30:44 | | |
| Read "America's Providential History" ch2 | | |
| Essay on Guyot's purposes for continents | | |
| Essay on scriptural evidence for America | | |
| 3-5 paragraphs on "the continent of origin" | | |
| Read "Defining Geography" | | |
| Write your own definition of Geography | | |
| | | |
| Art | | |
| Memorize Michelangelo quote | | |
| Memorize Psalms 19:1 | | |
| Memorize James 1:17 | | |
| Word study on Art +2 | | |
| Read "Millet Tilled the Soil" | | |
| Essay on application of Lessons from Millet | | |
| Read "Filling the World with Goodness.." | | |
| Essay on "God's purpose for the Artist" | | |
| | | |
| Mathematics | | |
| Memorize Galileo quote | | |
| Memorize Herbert Western Turnbull quote | | |
| Memorize D&C 88:42 | | |
| Word Study on Mathematics +2 | | |
| Read Mathematics Curriculum Guide p3-10 & 61-63 | | |
| Essay on "how to teach mathematics from Christian. . " | | |

Master Teacher Development Program Completion Checklist

| | Date completed | Initials |
|--|----------------|----------|
| Music | | |
| Memorize Beethoven quote | | |
| Memorize Bach quote | | |
| Memorize D&C 25:12 | | |
| Word study - Music +2 | | |
| Read Zoltan Kodaly biography | | |
| Essay on Kodaly and why we employ his concepts at AHS | | |
| Read Basic Music Conducting | | |
| Assignments in Music conducting | | |
| Teach students how to conduct music | | |
| | | |
| Physical Education | | |
| Memorize Aristotle quote | | |
| Memorize 1 Corinthians 6:19-20 | | |
| Word study - Physical Education +2 | | |
| Read D&C 89 | | |
| Essay on Word of Wisdom | | |
| Principle of good health application | | |
| | | |
| Science | | |
| Memorize Albert Einstein quote | | |
| Memorize Hebrews 1:10 | | |
| Memorize John 1: 1-4 | | |
| Word study - Science +2 | | |
| Read "Proclamation and Philosophies of the World" | | |
| Answer questions on "Proclamation and Philosophies of world" | | |
| Read "The Creation" by Elder Nelson | | |
| Essay on "The Creation" | | |

Appendix V

AHS Home and Distance Education Course Development Guidelines

1. **Approach the project prayerfully.** Invite the influence of the Holy Ghost, and continually implement approved AHS methods and best practices.
2. **Involve peer- and administrative-review as you develop a syllabus—before beginning unit and lesson development.** Begin by developing with a syllabus. Keep your objectives focused on AHS's mission, philosophy, and methods. Describes desired results, objectives, course texts, and major assignments. Provide grading policies, consulting expectations, and instructor contact information. To receive syllabus approval, you must submit a peer-reviewed syllabus. Peer reviewers must include an AHS administrator and an AHS Curriculum Committee member. In counsel with them, please ensure:
 - a. Course objectives align with AHS's mission, philosophy, and methodologies.
 - b. Texts mirror counterpart on-campus courses (unless an exception is granted by a principal).
 - c. Assignments, tasks, celebrations, and other teaching resources developed are in harmony with the aims of the AHS mission statement, the philosophy of the school, and the approved methodologies.
 - d. Coursework is approximately 120 hours of student 4R work per 1.0 credit (typically 60, 2-hour lessons).
 - e. Coursework is approximately 60 hours of student 4R work per 0.5 credit (typically 30, 2-hour lessons).
3. **Use a course development checklist to guide you and help you keep pace.** After your syllabus is approved, use a checklist and AHS-provided templates as development guides. The purpose of templates is to aid you in developing lessons in harmony with AHS's mission statement and the approved methodologies of the school. Templates suggest some ways to use the 4R's and make connections to the FACE Seven Principles. Templates often incorporate approved styles and formats that will save hours of formatting for you and editors. Templates are flexible guides; you may deviate from them as recommended by your supervising AHS administrator or as appropriate. Use the course development checklist to measure your progress. Tracking your progress may help you complete the course development process more thoroughly, consistently, and quickly.
4. **Seek peer and administrative review frequently.** Consult frequently with administrators and other teachers. Collegial and administrative collaboration is strongly encouraged. Your confidence will increase through these kinds of collaboration. Online collaboration sessions are acceptable and allow you to collaborate from your home or other off-campus locations. Implement the feedback you receive. Submit and re-submit lesson materials to your assigned administrator or project manager as frequently as you can to invite further feedback.
5. **Work on curriculum development consistently to meet deadlines—**Limit distractions and work in blocks of time. Submit curriculum regularly to (1) develop an excellent course and (2) avoid workload surprises for all involved. Work to have all materials developed, formatted, and peer-reviewed by July 1 prior to the launch year.

Appendix W

HDE Course Development Checklist

AHS HDE course development process includes frequent review by AHS administration for the purpose of providing support and aligning expectations according to the traits described below (adapted from the "Traits of Effective Writing") using a 6-point scale:

- 6 = Goes beyond expectations. An exemplary development.
- 5 = A good development. Any weaknesses are minor.
- 4 = An adequate development. Has some serious weaknesses, but not enough to be below the basic standard.
- 3 = Problems are severe enough that the course is not acceptable as is. Needs revision.
- 2 = Author has misunderstood or ignored the basic requirements.
- 1 = Minimal or no attempt at completing the course as directed.

Compensation for HDE course development is established in HDE employment agreements and is granted upon completion of course development, which is defined as achieving at least 34 of 42 points possible below (no score under "4" is acceptable in any category).

___ 1. Ideas and Content:

- The course aligns all activities to the mission statement and objectives approved by AHS's Curriculum Committee.
- Each lesson is guided by objectives defining the desired results for what children will know, feel, or do; the objectives follow the format "Students will be able to" Or "I [the student] can..."
- Each lesson helps students relate the subject matter to words of prophets.
- Each lesson helps students make a connection to FACE Seven Principles.
- Leading questions are incorporated throughout the course.
- Each lesson explicitly highlights and is guided by the 4R's.
- The notebook method is reflected in the course.
- Weekly essay or short writing assignments are reflected in the course.
- The tutorial approach is reflected in the course.
- Word studies and word study assignments are included in the course.
- Connections to timeline links are reflected in the course.
- Semester pre-tests are included in the course.
- A final exam (for each semester) is included in each high school course.
- A teacher and course evaluation are included in the course.

___ 2. Organization:

- The course has a title page.
- The course has a table of contents.
- The course has a welcome letter from the instructor.
- The course has a syllabus.
- The course has a "Foundations" unit that lays God's Word (Christ) at the foundation or center of the course and introduces the Principle Approach expectations (what it is and why it is used).
- Each lesson follows an approved pattern or template. For example:
 - Introduction (Research)
 - Readings (Research)
 - Reading Questions (Reason, Relate, and Record)
 - Comprehension check quiz and key (Reason and Record).
 - Essay Instructions, with samples and grading rubric.
- The course units have logical divisions and sequence.

- The course is organized in a printable format.
- The course is organized in a learning management system (LMS) with an approved template.
- The course satisfies all length requirements.

___ **3. Voice:**

- It is evident the course author sincerely cares about the course topic and audience.
- The course “voice” is appropriate to the intended audience, purpose, and age-level.

___ **4. Word Choice:**

- The course author uses good words which are appropriate to the purpose.
- Nouns and verbs are specific.
- Modifiers often appeal to the senses.
- Words are selected to fit meaning, not just to impress.
- Vague words and overused expressions are avoided.
- Much of the writing seems fresh and original. The student gets the impression that nobody has said it exactly like this before.

___ **5. Smooth, Well-crafted Sentences:**

- Each sentence is well-constructed.
- The writing flows smoothly and clearly from one sentence to the next.
- The sentences should not seem choppy and disconnected, nor should they ramble (or run on) without a sense of direction, order, or closure.
- Sentences vary in length and don't all begin in the same way.

___ **6. Conventions:**

- Sources are cited consistently using citation formats relevant to the subject.
- The course has been edited carefully for clarity, brevity, usage, and mechanics.
- Clarity means that the meaning is clear.
- Brevity means that it is not wordy or repetitive.
- Usage refers to acceptable language, word choice, and grammar.
- Mechanics means appropriate punctuation, spelling, capitalization, and citation of outside sources.

___ **7. Presentation / Publication:**

- Course files are typed.
- Font, margins, and spacing make the course files neat and readable.
- Style guide is applied.
- Any graphics used aid the reader.
- Approved course objectives are entered in the LMS.
- Course files (documents, presentations, and activities – including editable originals) are uploaded to the LMS and arranged in the proper sequence.

Appendix X

Best Practices for AHS Home and Distance Education Courses

1. **Make “Live” class sessions engaging.** Begin class sessions with prayer to invite the Spirit. Activate students’ background knowledge about the course topics. Provide context that will help the students understand. Use a variety of methods of presentation and discussion. Make the class time participative, interactive, and multi-sensory. Faithfully use the 4R’s. Continually check for understanding. Review assignments. Make abundant connections among academic concepts and gospel principles.
2. **Reliably hold consultations with “Consulted” students and their parents every week.** Establish one-on-one consultation times with students during the first week of class. Diligently invite your students to consultations. Tell them you expect them to attend 90% of the time or more. Be flexible enough to reschedule up to two consultations when given proper notice. Tell them you expect them to notify you in advance if they cannot attend (preferably 24 hours or more in advance). Use consultations to check for understanding, co-edit student writing assignments, or deepen connections between course content and the restored gospel. Make specific invitations during each consultation. Ask: “What will you have ready to review during our next consultation?” or “Will you submit _____ [assignment] to me this Friday so I can review it before our next consultation?” or “When do you plan to work on this assignment?” Specific questions and invitations like these take little effort, are easy to adopt as a habit. Teachers who reliably hold 20-minute consultations develop more satisfying relationships and receive higher student and parent satisfaction ratings than those who are inconsistent. Positive course and instructor feedback can result in teaching and leadership opportunities and increased financial compensation.
3. **Inspire students through correct principles to govern themselves.** Find and share scriptures and prophetic quotes about self-government, goal-setting, and personal growth. Share stories from your own experience or other stories of self-government and diligence, such as Heber J. Grant learning to pitch a baseball, sing, or write with beautiful penmanship. Invite students to become and remain self-governed.
4. **Encourage parent involvement.** Frequently communicate with parents to a parent at the end of your consultation, such as:

Hello, Mrs. Smith. This is Mr./Mrs. _____. I want to provide you with a summary of what your child and I discussed and decided. We discussed Crime and Punishment, Part 1, Chapters 1-4, and Michael is planning to submit his literary analysis on King Lear to me by next Friday. Detailed instructions are posted in the learning management system, and your son and I have discussed them together today. He appears to understand the assignment. You might ask him about it. Also, both of you should feel free to contact me at any time by email if you have questions.

5. **Evaluate student work and provide feedback within 24 hours of work submission.** Post grades and provide written comments to all students within 24 hours of student work submission. Provide prompt feedback and opportunities for revision as appropriate. Consider the acronym “PQP” (Praise, Question, Polish). Give students one (or more) specific comment of praise. Ask a question to encourage the student express their understanding. Provide students with one most important suggestion for polishing their work. Teachers who reliably provide specific oral or written feedback and post grades within 24 hours receive higher student and parent satisfaction ratings, which can result in increased teaching opportunities and financial compensation.

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