

American Heritage School



Parent Handbook

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A Message from the Board of Trustees

Dear Parents,

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

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

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

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

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

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

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

Sincerely,

Dan Burton
Chairman

A Message from the Administration

Dear Parents,

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

Since 1970, the vision of founders Dr. H. Verlan and Shirley Andersen and others has been tested, tried, and proven. We hope to carry on that same vision. As the school's administration, our desire is to maintain and continually improve the high quality of education that has been established here. We strongly endorse the mission statement and oversee its implementation.

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

American Heritage School is a place where the Spirit of the Lord is invited daily. Classroom teachers prepare and teach by the prayer of faith (D&C 42:14) so that they are better able to help children recognize and respond to the Holy Ghost as the teacher of all truth. An environment where the Spirit is welcome allows teachers to openly testify of the truths in the curriculum as such opportunities unfold.

We desire to awaken and hold the student's interest, to encourage active participation of all class members, and then to guide them to live their lives according to the great principles and truths they learn here.

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

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

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

Sincerely,

Grant Beckwith
Principal

A Message from the Parent Service Organization

Dear Parents,

Welcome! I look forward to a wonderful year working together with you while we partner with devoted teachers and administrators in educating the hearts and minds of our children at American Heritage School. Did you know that every parent at the school is a member of the Parent Service Organization? It's just one of various ways that we reinforce our unique school culture that not only encourages but also expects parental involvement in their children's educational experience. Parents at AHS are invited and expected to give at least 30 hours of volunteer service per family each year. Please know that your service and sacrifice are very much needed at our school and enrich virtually every aspect of our "family education" experience at AHS.

I look forward to serving with you this year!

Laura Hale
Parent Service Organization President
chase.and.laura@gmail.com

[Parent Service Organization Board](#)

Parent Service Organization Purpose: The Parent Service Organization plans and facilitates parent service opportunities at AHS that advance the mission of the school. We work with teachers and administrators to assist with special events and other opportunities that lift and serve AHS students, teachers, and families.

Parent Organization Sponsored Events (See Appendix A for Event Team Leaders)

Book Fair	Fall Festival	Parent Support Group
Christmas Decorating &	Field Day	Picture Day
Teddy Bear Project	Freedom Essay Contest	Room Parents
Constitution Day	Geography Bee	Science Fair (K-12)
Drama & Musical Costuming	Grandparents Day	Shakespeare Costuming
Elizabethan Poetry & Prose	High School Dances	Shakespeare Feast
Contest	High School Graduation	Spelling Bees
Faculty Appreciation Week	Lost and Found & Clothing	Teacher Café
Faculty Dinners	Lunchroom Coordinator	Uniform Swap

Watch for the volunteer sign-up sheets at the parent meetings to sign up to help with these events!

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

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 insofar as possible in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land.

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

2. Statement of Educational Philosophy

The most powerful kind of education invites the Holy Ghost to illuminate all learning with the light of Christ, “which giveth life to all things” (D&C 88:11–13). Teaching and learning “by study and also by faith” (D&C 88:118) is a revelatory process that requires the teacher and student to apply themselves diligently to researching, reasoning, relating, and recording of things “both in heaven and in the earth” (D&C 88:78–79). Faith is not an excuse or substitute for poor research or reasoning, but can sustain the teacher and learner with the “substance of things hoped for, the evidence of things not seen” (Hebrews 11:1, Ether 12:6). Once the teacher and student have done the hard and careful work of the “4–R” process, the power of the Holy Ghost will illuminate “the truth of all things” (Moroni 10:5).

Most contemporary schools of thought conclude that education is comprised of a basic relationship between teachers, students, and content. (See Figure 1 below.)

We believe that the family, and especially parents, are an essential relationship in the teaching and learning process, and that the influence of the Holy Ghost and the Light of Christ are at the very core of all transformational learning in life, illuminating and magnifying the other essential relationships as the student comes to a clearer understanding of truth. (See Figure 2 below.)

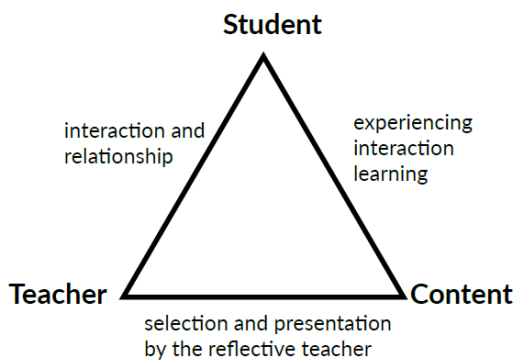


Figure 1. The didactic triangle model of education.

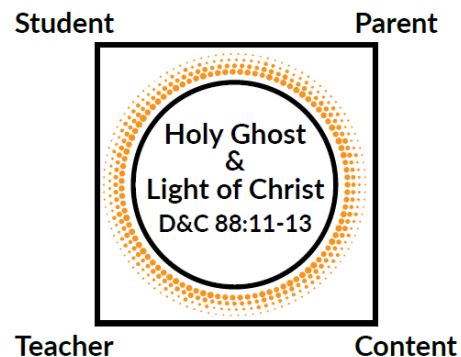


Figure 2. The AHS model of education. The square-encompassed circle is also reflected in the design of the school, elements of which were taken from the design of the Mt. Timpanogos temple

Parents are their children’s primary teachers and role models. Teachers at American Heritage School are tasked with supporting parents in their (the parents’) divinely appointed roles as the first and most important teachers in their children’s life. Teachers are valued by students and parents not only for their expertise in substantive areas of content, but also for their desire and ability to help students and families “realize their divine potential” (AHS Mission Statement). Teachers are viewed as the “living textbooks” (FACE) as they support parents in helping students learn some of the most important and lessons in life, “that ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you” (D&C 88:80).

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. 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 exemplary curriculum in the traditional subject areas such as reading, mathematics, science, and history, students participate in choral music, visual arts, athletics, team sports, student government, service associations, 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—have 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, consider. As modern educators we have the responsibility of redirecting the course of our nation, held in bondage to amusement and mediocrity, by challenging our children to muse and by teaching them how to reason from the Word of God. However, in the tradition of American independence, it is up to the individual—it must begin with each one of us for, “as a man thinketh, so is he” (Proverbs 23:7). Come, let us reason together, let us restore America to the place of honor that it once held—“that excellent school in which to learn Christ.”

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

It is foundational to the American Heritage School teacher to become actively engaged in a self-taught program in the Principle Approach®. But we, as a generation of learners, are products of progressive classroom methods which utilized pre-planned curriculum supplying nearly everything and requiring no individual mastery, scholarship, or permanent record of the labor of learning. We have been robbed of the opportunity to Biblically reason and trained to respond in a non-reflective way. Sadly, we are in bondage and dependent as Christians upon the philosophy and theology of socialism. Current progressive methods of instruction in the classroom presume no absolutes and teach as fact that all

things have happened “by chance.” As Christians we know that the Creator has designed and planned for everything in His universe, undergirded and held together by His immutable laws and principles as revealed in His Word. In order to be liberated and to model Christian scholarship, curriculum, and methodology in the classroom, we must assume the responsibility of our own re-education. Simply attaching a religion class to the students’ curriculum and memorizing Scripture verses will not forge the ennobled Christian character needed for leadership. Therefore, we must master the Christian philosophy through a re-education process that begins with the FACE syllabus, “The Providential Teaching of America’s History.” This in-depth study of the Pilgrim story is basic to the understanding of America’s Christian history of government, education, and character.

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

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

GEORGE MACDONALD
“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, Education, and Government

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. **God’s 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 Christian Principle of 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. **America’s Heritage 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 Our 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 Christian Principle of American Political Union,** or the **Principle of Unity with Union:** Internal agreement (unity) produces an external union. Before two or more individuals can act effectively together, they must first be united in spirit in their purposes and convictions. It is possible to have union without unity.

The Notebook Method: The Tool of the Principle Approach®

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

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

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

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

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

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

The Notebook:

1. It is a product of the individual's own hand.
2. It is a record of the student's labor and productivity.
3. It is a record for further study and reflection.
4. It aids the purpose of education as defined by Noah Webster, producing mastery of the subject.
5. It is an aid to the parent and the teacher in the child's progress. It shows exactly what is being taught, a constant progress report indicating graphically the character development of the child, his industry, diligence, and responsibility.

The following arts are exercised by the Notebook Method:

- a) Listening
- b) Writing
- c) Organizing
- d) Managing
- e) Consistency
- f) Criticism

The following skills are developed and exercised by the Notebook Method:

- a) Reading
- b) Spelling
- c) Research
- d) Observation
- e) Discipline

The Steps of the Notebook Method:

The Notebook Method incorporates and balances four steps of learning:

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

The Standard of the Notebook Method:

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

4. Statement of Religious Instruction

Religiously Oriented Culture, Curriculum and Honor Code. American Heritage School has a religiously oriented culture and curriculum that is deeply rooted in the faith and traditions of The Church of Jesus Christ of Latter-day Saints (“the Church of Jesus Christ” or “the Church”). Respect for all religions is taught. American Heritage School is an independent school not sponsored or endorsed by the Church of Jesus Christ or any other denomination. Nevertheless, the founders of the school organized and incorporated the school for the purpose of maintaining an educational environment where Church values and principles would be taught not just alongside academics, but integrated with academics, and where faith in Jesus Christ and love for the Savior would be felt by each child 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 and follows the principles and guidelines found in the For the Strength of Youth pamphlet and My Gospel Standards chart published by the Church. See Section 9 “Honor Code.”

Free and Open Inquiry is Emphasized and Promoted. 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 carefully and 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. (See also Section 6.1 “Public Expression” below.)

Students and Employees of All Backgrounds Acknowledge the School’s Religious Mission and Honor Code. 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 while enrolled at or employed by the school.

Expression or Events Should Not Openly Advocate Against the School’s Mission. If conduct, speech, or events organized by an individual or individuals in the school community rises to the level of open, active, and sustained advocacy against the school’s Honor Code or the teachings of the Church of Jesus Christ, including The Family: A Proclamation to the World, those individuals may be invited to leave. See also Section 6.2 “Public Expression” clarifying supported and unsupported forms of public expression (the event or expression must not “seriously and adversely affect the school’s mission or the Church”), and 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.

No Proselyting. 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.

Caution About Private Interpretations of Religious Doctrine; and Emphasis on Teaching versus Preaching. 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").

4.1 Public Expression

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, 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.

5. Organization and Governance Overview

General Overview of American Heritage School and Family Education Center

American Heritage Schools, Inc. (also referred to in this Handbook as American Heritage School, AHS, or the School) was incorporated July 17, 1970, and is operated as a nonprofit organization involved in elementary and secondary education. American Heritage School presently operates one school in American Fork, Utah, serving students from kindergarten through 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, four Assistant Principals, a Director of Finance, a Director of Facilities & Security, a Director of Technology, a Business Director of Distance Education and other administrative support staff. Profiles of Board members and administration are found in the Appendix to the *Parent Handbook*. In accordance with the AHS bylaws, members of the Board of Trustees—including the chairman—are elected annually by a majority vote of current Board members. New Board members are selected and presented by the Board's nominating committee and elected by majority vote of current Trustees. Various criteria and qualifications are considered when nominating and selecting Trustees, depending on the specific needs of the school (such as accounting/finance, legal, curriculum expertise, and so on); however, of primary importance in the selection process is the degree to which a Trustee has demonstrated, through affiliation with the school or otherwise, a vibrant testimony of the restored gospel of Jesus Christ and a commitment to the mission of the school.

Day-to-day operation of the school is overseen by the Principal, who is also the director of the Family Education Center, and a member of various committees created by the Board of Trustees. 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.

6. Honor Code

Updated July 2019. See full online/print version [HERE](#).

*“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)*

The two great commandments to love the Lord and love our neighbors are the two most important principles that we learn at American Heritage School. Students and employees are expected to live according to the standards and commitments set forth below and to keep these standards and commitments on campus and off campus “at all times...and in all places” (Mosiah 18:9). Those students and employees 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.

Parents, students, and employees, please review these standards together, then be prepared to sign and return a copy of the Honor Code Statement to your teacher or administrator by the end of the first week of school.

A.H.S. = “Always Honor & Serve”

We keep the two great commandments (Matt. 22:36–39) as we “**A**lways **H**onor and **S**erve.”

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)

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:

- *Kindness and Respect.* Treat every person with kindness and respect, including students of all ages, teachers, parents, administration, staff, custodians, and visitors and visiting teams to the school.
- *Uplifting Language.* Choose words that inspire and uplift. Words intended to hurt or offend should never be used and have no place in our school.
- *Honesty.* Be honest and truthful in all dealings.
- *Humility and Integrity.* Accept corrections respectfully from all who have stewardship for you. This includes (but is not limited to) your parents and every employee at the school, even if they aren't your teacher. Listen to the Spirit when you receive correction and have the courage and integrity to obey promptly and consistently, even if you disagree with an expectation, and even while you may be working to understand or even change that expectation through appropriate channels.
- *Positive Attitude.* 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)

- *Stewardship.* Care lovingly for our building. This includes eating only in designated areas (not in hallways or classrooms without permission) and treating doors, walls, and school equipment with care and respect. Seek ways to leave our classrooms, hallways, and bathrooms cleaner and better maintained 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)

- *School Uniform, Dress & Grooming.* Wear the school uniform properly and keep the AHS dress and grooming standards diligently and willingly. Students in grades 7–12 who wear their uniform, clothing, or hair-styles in ways that contradict (or press the boundaries of) the School’s dress and grooming standards should be prepared for conversations with teachers and administrators, and if the problem persists, for potential dismissal or non-readmission to the school. Uniform, dress, and grooming conversations in grades K–6 will typically be with parents, not students. “Obedience to small things creates a spirit of obedience in all things, and thus invites the blessings of heaven.” (Elder Kim B. Clark). Students should not write on themselves or others, or disfigure their bodies in any way. “Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? ... The temple of God is holy, which temple ye are.” (1 Cor. 3:16–17)

- *Cell Phones, Headphones, and Technology.* Use cell phones, headphones, personal electronic devices, and computers only at times and in settings that are respectful and approved. For students, cell phones and headphones should be off and out of sight during normal school operating hours everywhere on campus from 8:30 a.m. to 3:10 p.m. (including during transition times, at lunch, and at recess), and during school-sponsored travel, unless otherwise approved by a teacher or administrator. Teachers are encouraged to take student cell phones, headphones, and accessories that are used without permission and to deliver them to an administrator. Teachers may collect phones and personal electronic devices at the beginning of class from any students who have them on their person or close at hand. In such cases, students whose phones are off and not easily accessible, such as in backpacks, will not be required to surrender their phones. Students may ask for permission to contact parents or conduct other business via personal cell phone at any time during the school day; however, the approving employee or administrator must stay in proximity of the student using the cell phone or invite them to a location where the cell-phone use can be supervised. Students should never hide the use of cell phones and personal devices from view of teachers, parents, and other responsible adults, even if corresponding with parents. Do not communicate anything via text or social media, on campus or off campus, that would be inappropriate, offensive, or hurtful. 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.

- *Displays of Affection.* While at school or during school-sponsored activities, students should not engage in public or private displays of romantic physical affection, including kissing, cuddling, and hand-holding.

- *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.

- *Public Expression, Advocacy, and Free & Open Inquiry.* Students and employees are encouraged to seek for truth, engage in free-and-open inquiry, and examine their own and differing perspectives. In speech and conduct, students and employees should not engage in expression or events that seriously and adversely affect the school’s mission or the Church. Examples would include an event 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.

In addition to the above standards, students and employees are also expected to abide by *For the Strength of Youth* standards (for students and employees ages 12 and older) and the *My Gospel Standards* (for students ages 11 and under), as set forth below. Where AHS-specific standards are different than *For the Strength of Youth* standards, students and employees are expected to keep AHS-specific standards during all school-sponsored activities, and *For the Strength of Youth* standards at all other times and places.

For the Strength of Youth*

(for students and employees ages 12 and older. “For the Strength of Youth” is published by The Church of Jesus Christ of Latter-day Saints.* Copies of the pamphlet should be brought to school by each 7–12 and are also available in the library.)

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.
- I will not use a special occasion as an excuse to be immodest, which means avoiding clothing that is tight, sheer, or revealing in any other manner.
- 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 wear appropriately modest apparel when participating in sports.
- I will not disfigure myself with tattoos or body piercings (for young women, only one pair of earrings 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

- 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 will attend all my Church meetings.
- 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 any sexual behavior outside of marriage is a serious sin. I understand that for purposes of the AHS Honor Code, marriage is defined by [The Family Proclamation](#).*
- I understand that victims of sexual abuse are not guilty of sin, and I 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.

[End, For the Strength of Youth]

My Gospel Standards*

(for students ages 11 and under, “My Gospel Standards” are published by the Church of Jesus Christ of Latter-day Saints* and incorporated in the AHS Honor Code for students in grades K–6)

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.

Parents, students, and employees sign and return a copy of this Honor Code Statement by the end of the first week of school.

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.

Student Signature
Parent Signature

Student Name (Please Print)
Date

*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 any other denomination. Respect for all religions is taught. Nevertheless, the school’s mission establishes and encourages an environment that is oriented toward the Church of Jesus Christ, where principles are taught in the light of the restored gospel, and where faith in Jesus Christ is felt and demonstrated by each child and adult at the School.

7. Classroom Governance and Class Constitutions

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

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

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

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

I am learning self-government:

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

I need a "ruler" to tell me what to do:

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

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

7.5 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).

8. Non-Classroom Governance

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

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

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

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

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

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

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

- recreation and sporting events.)
- Students will not play in the recreation hall except during regularly scheduled P.E. or recess times or unless otherwise supervised by a faculty member.
 - Students will not play in the restrooms.
 - Concert etiquette is required for most school performances and programs; shouting, cat-calling, whistling, or other disruptions during performances are not permitted. Parents who attend school performances should emulate this standard as well.

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

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

9. Discipline

9.1 Purpose of Discipline. “Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.” (Noah Webster, 1828).

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

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

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

- 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.

9.5 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.

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

9.7 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 principal's office. For all grades except K-2, American Heritage School uses a fairly straight-forward "three warnings" system involving formal "infractions" (previously called "strikes"), suspensions, and expulsion.

9.7(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.

9.7(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 leaves 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 first 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 the student 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 circumstances and 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.

9.8 Grounds and Procedure for Referral to the Office. Although teachers should generally send students to the principal's 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 principal's office. In addition, a parent should generally have been contacted by the teacher to discuss the concern. Cases of severe disrespect (primarily behavior that constitutes grounds for automatic suspension, see below) will result in immediate referral of the student to the principal's office.

9.9 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

9.10 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.

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

10. Student Enrollment

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

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

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

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

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

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

10.7 Returning Student: Mandatory Seventh-Grade Entrance Interview. On an as needed basis, returning students who are being re-admitted for any grade 7-12, may be required to complete an entrance interview conducted by an administrator. The student and parents will be invited to attend the interview; one or more teachers may also be invited to attend. Students who may be invited to this interview include those about whom teachers or administrators have concerns regarding self-government, consistent adherence to the Honor Code, or who were on Academic Probation more than the number of times permitted within a school year (currently 18 times). The purposes of the interview include: (a) listening to the student and parents to understand any concerns from their perspective; (b) identify ways that the school can better serve the student; (c) reaffirm commitments and agree on a plan of action; and (d) ensure that if the student is readmitted, the school, the student, and the family are united in their expectations and approach to a successful new year. This interview will provide parents, students, teachers, and administration with an evaluation of the student's progress during the previous year and will provide an opportunity to reaffirm the commitments that were made by the student and parents when the student was first admitted to the school. Entrance Interviews are a simple and encouraging process that results in rededication to and refocusing on the spiritual and academic development of the student.

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

10.9 New Student: Academic Evaluation & Fees.

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

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

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

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

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

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

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

- Parent service hours and level of parent participation (note that the number of service hours above the required minimum 30 will be considered in cases when there are more parent requests for a teacher than seats available in that class);
- Parent completion of required parent training (Foundations Training), recorded attendance of required all-parent meetings, and completion of required parent reading (AHS Foundations Guide);
- Distribution of male and female students in the class;
- Distribution of students performing at, above, and below expected performance levels;
- Personalities and interpersonal compatibility with the teacher and other students;
- Parent and student preference;
- Teacher recommendations; and
- Self-government and behavior record of the student.

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

10.14 Nondiscrimination.

10.14(a) Diversity Statement. The curriculum, methodology, and structure of American Heritage School are grounded in the principles of divine identity and purpose (see Seven Principles of Liberty), which affirm that every person and creation on earth 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 person and community. 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 inside and outside of the school community. By participating in such a school community, our students are better learners and more responsible citizens.

(This statement was drafted by a committee commissioned by the Board of Trustees that was comprised and inclusive of board members, administrators, teachers, parents, and students. It was approved by the American Heritage School Board of Trustees, October 21, 2010.)

10.14(b) Non-discrimination Statement.

Admissions. Subject to the school's published religious mission and purpose, as well as in keeping with the school's desire to respect the dignity and diversity of individuals, American Heritage School does not unlawfully discriminate on the basis of race, color, religion, gender, disability, national or ethnic origin in admission of otherwise qualified students or in providing access to the rights, privileges, programs, or activities generally available to all students and their families, including educational policies, scholarship and other financial aid programs, or athletic, extra-curricular, and other school-administered programs and activities.

Employment. Subject to the school's published religious mission and purpose, as well as in keeping with the school's desire to respect the dignity and diversity of individuals, the school does not unlawfully discriminate in employment on the basis of race, color, religion, gender, disability, or national or ethnic origin. In keeping with applicable legal and accreditation standards governing religious schools, American Heritage School gives preference in hiring to candidates whose conduct is consistent with the standards* set forth by The Church of Jesus Christ of Latter-day Saints (the "Church of Jesus Christ").

All employees and students, including those who are not members of the Church of Jesus Christ, 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.

The school affirms the centrality of doctrines in The Family Proclamation, and other teachings of the Church of Jesus Christ, relating to human sexuality and gender, as well as the sanctity and significance of marriage as the union of a man and a woman. 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.

*Church Publications: *For the Strength of Youth*; Temple-recommend Standards: "Guidelines for Interviewing Youth" June 20, 2018, p. 3 ("Interview Questions for a Limited Use Recommend"), available at newsroom.churchofjesuschrist.org; President Howard W. Hunter, "Your Temple Recommend" New Era, April 1995.

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.

11. Tuition and Fees

11.1 Tuition and Application Fees. The following tuition and fees information pertains to the 2020–21 academic year:

See <https://american-heritage.org/tuition/> for current tuition rates.

11.2 Tuition Policies

Application and Enrollment Fees

- Application Fee – the non-refundable application fee assessed to new students includes the student assessment fee, and is due at the time the application is submitted via Veracross. These fees are as follows:
 - Kindergarten student: \$50
 - 1-12 Grade Student: \$75
 - International Student: \$110
- Enrollment Fee – the non-refundable enrollment fee assessed to returning students is due at the time re-enrollment is submitted via Veracross. These fees are as follows:
 - 1-12 Grade Student: \$30
 - International Student: \$75

Tuition Payment Options

Following are payment options available. Applicants must select an option (and provide any specified deliverables) in order for their application to be processed.

1. Pre-Payment – patron remits all tuition up front in a single, lump-sum payment. Patrons desiring this payment format should remit payment electronically or via check on or before June 10 (or within 30 days of enrollment in cases of late application). Electronic-transfer instructions are available upon request.
2. ACH – patron opts into the school's monthly automated withdrawal process (well over 95% of the school's patrons currently choose this over all other payment formats). Patrons who are newly opting in to the school's ACH program should complete the [Automatic Withdrawal Agreement](#) form. Returning patrons who previously were enrolled in the ACH process need not resubmit the [Automatic Withdrawal Agreement](#) form unless their banking information has changed.
3. Payroll Withholding – patron is an employee of the school and elects to make full payment of each month's tuition obligation via payroll withholding. Patrons desiring this payment format must notify the payroll clerk of their election.

Patrons enrolled in either ACH or Payroll Withholding in one year, who wish to continue the same payment format in a successive year, needn't resubmit any notice or forms (unless banking information has changed).

Payment Policies

- **Seating Fee** – Applicants admitted before the start of the school year will be assessed a non-refundable seating fee equal to one twelfth of the annual tuition rate. This fee serves as earnest money and reserves the student's grade-specific spot for the coming year. As tuition is paid in eleven installments over the period from June to April, the seating fee serves as the June installment. The seating fee is due on the first Monday of June. If the seating fee is not received when due, the admitted applicant's seat will be unreserved and will be made available to other admissible applicants on the school's wait-list.
- **Earnest-money Refund Request** – American Heritage School must make scheduling and staffing decisions for a given school year many months in advance of that school year's commencement. Labor-market activity for the teaching profession is at its peak during the months of February and

March as schools compete with one another to staff open positions for the coming fall. During the same season, most families prefer to clarify arrangements for the coming school year, including their own course selections from among reliable, finalized course offerings. While staffing and scheduling decisions are taking shape, some American Heritage families have situations that are either uncertain or which shift unexpectedly, causing them to eventually withdraw before or shortly after the start of the coming school year. American Heritage School must work with its families to distinguish varying degrees of earnestness when relying upon spring and summer enrollment data to make timely scheduling and staffing commitments for the coming fall. It is for this reason that the school employs an earnest-money policy embedded in the enrollment agreements signed by parents. The first 25% of tuition paid is treated as non-refundable earnest money to; Encourage families to delay completing enrollment or reenrollment if their circumstances are uncertain and prevent the school from having to return tuition that has already been spent on preparations driven by the prior enrollment signals tied to that tuition. The school does reserve the privilege to entertain exceptions to this policy. Exceptions may apply generally (e.g. the credit-forward exception imposed ahead of the 2020–21 year due to Covid-19 uncertainty) or they may apply specifically. When specific, exceptions may be granted for circumstances that are unusual and were unforeseeable at the time earnest money was remitted. All Earnest-money refund requests should be sent to the schools Finance Manager.

- **Payment Deadline** – Tuition must be paid in advance of services: either in its entirety at the beginning of the year or in equal monthly installments (for each month's services). Monthly installment payments are due on or before the 10th of each month.
- **Automatic Withdrawal Timing** – For those patrons electing to pay via ACH, the automatic drafts from checking accounts will be made on the 5th of each month. Where the 5th of the month is on a weekend or holiday, the draft will be made on the next business day following the weekend or holiday.
- **Prorated Payment Amounts** – All “monthly” rates communicated by the school to the public are calculated based upon the normal practice of patrons making 11 equal installment payments over the 11 months from June to April. Prorated tuition applies only to families that enroll after June and therefore have fewer than 11 months over which to spread installment payments (April 2021 always being the final month of any installment-payment plan). Prorated payment amounts also account for mid-year transfer situations where students are not in attendance (and are therefore not charged) for all of the school year.
- **Cash** – Cash is not accepted for payment of tuition.
- **Billing** – Monthly bills are not sent out by the School.
- **Refunds** – Tuition for a partial month will not be refunded. In the case of student withdrawal, prepaid tuition pertaining to months beyond the month of withdrawal will be refunded in full. Partial refunds pertaining to the month of withdrawal will not be made, regardless of what day in the month withdrawal occurs.
- **Phonogram Fees** – A one-time training in the phonogram methodology is required for parents of Kinder-2nd grade students (no need to repeat when subsequent children of previously trained parents enter Kinder-2nd grade). Parents participating in the training will be assessed a \$25 fee. Parents will be given a set of phonogram cards for home use as part of the training (additional phonogram-card set may be purchased for \$25).
- **Participation Fees** – Additional fees may be assessed for participation in middle and high school electives and after-school athletic and performing-arts programs.

Delinquent Account Policies

- **Remedial Action** – If an account becomes delinquent by two months, students will be unenrolled and replaced with wait-listed applicants unless immediate arrangements are made with the Finance Manager.
- **Insufficient Funds** – A \$30 fee will be charged for each occurrence where there are insufficient funds for automatic withdrawal drafts or where a check bounces.

- **Transcript Hold** – Report cards, transcripts for college applications, and other student records will be withheld until past-due accounts are paid in full.
- **Senior Week Hold** – In instances where a delinquent family has a student in the 12th grade, the student's ability to participate in senior week activities (including but not limited to senior trip and commencement ceremonies) will be suspended until the family's financial account is current and all books and supplies have been returned.

Re-enrollment – Past-due accounts must be paid in full before returning students will be admitted for a subsequent year.

12. Student Uniform Policy—Updated June 27, 2020

For the current AHS Uniform Policy, see the following link:

<https://american-heritage.org/wp-content/uploads/2020/08/2020-Uniform-Policy-Shopping-Guidev2.pdf>.

See also:

General School Website Page regarding school uniforms:

<https://american-heritage.org/uniforms/>

Appendix E to this Parent Handbook for Student Uniform FAQ's

Parent Service Organization Used Uniform Sales Google Doc:

https://docs.google.com/presentation/d/1iVJzAlgHb_cZsg8tX4TBvWQmLyql9xqbp-Bdgw2JVQ/present?token=AC4w5VhEDPr1miVseiNDqrP7DRDv49Gpug%3A1503787563204&includes_info_params=1&slide=id.p

13. School Hours and Attendance

13.1 General Hours. Classes are held Monday through Friday for all grades K–12 from 8:30 a.m. to 3:05 p.m. Lunch times vary by class but occur generally during the hour of 11:15 a.m. to 1:00 p.m.

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

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

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

8:00-8:10 a.m. Prayer Meeting (begin singing at 7:55 so that prayer happens at approx. 8:00 a.m.)

8:15 a.m. Teachers in Classroom (students allowed in classroom)

8:30 a.m. School Begins K-12 (see note below about devotional expectations)

9:00 a.m. Attendance submitted to front office for all first period classes K–12 (submit within 15 minutes of class start for all 9–12 subsequent periods)

11:30 a.m. AM Kindergarten Dismissed

12 noon PM Kindergarten Begins

3:10 p.m. School Dismissed K–12

Devotional. First period classes should all begin with a morning devotional consisting of at least a hymn, prayer, and pledge of allegiance. Subsequent period classes *may* (but are not required to) begin classes with devotional, prayer and/or hymn. Teachers in grades 9–12 should be sensitive that most students in those grades also have seminary at some point during the day, and that some students will arrive in first period having just completed early-morning seminary at AHS. Seminary typically conducts hymn and prayer but does not typically conduct the pledge of allegiance.

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

High school (9th-12th grade) attendance 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.

13.5. Attendance Procedures: Tardies, Absences, Check-Outs, and Attendance Reporting. 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 or school at pre-arranged times without either (a) being called out of class by the front office, or (b) having a check-out pass issued 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:

All students begin promptly 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 should not admit students to class late unless the student has 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. 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 Front Office at frontoffice@ahsmail.com, 801-642-0050. 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:

Students may not check themselves out of class or out of school, regardless of age or status as a driver, without pre-approval from a parent and the front office. Teachers should not allow a student to leave class without a call from the front office or a check-out pass issued by the front office. 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 should e-mail the Front Office, frontoffice@ahsmail.com, 801-642-0055, as soon as the parent is aware of the need/desire for check-out of their child. 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 verify the parent request and 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 either sign out at the front desk using the check-in/check-out log OR they must have a check-out pass issued by the front office that designates recurring days/times during the week when the student has permission to leave campus unaccompanied. 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 Front Office by e-mail with planned dates of absences, 801-

642-0055, frontoffice@ahsmaail.com.

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

13.6 (Reserved)

13.7 (Reserved)

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

13.8(a) Flu Precautions. Student or employees with a fever must stay home until fever free, without medication, for 24 hours. Each year, especially as we move into flu season, we remind the school community to please wash their hands frequently, with soap and water, for at least 20 seconds (hum the tune "Happy Birthday" twice while lathering before rinsing), and to use proper respiratory etiquette (cough away from people, into a sleeve arm or jacket, not into hands, etc.).

13.8(b) Precautions for Other Communicable Diseases. In addition to Influenza (Flu), other common communicable diseases include Pertussis (Whooping Cough), Varicella (Chicken Pox), Measles, and Meningitis. The vast majority of families in the school community are vaccinated against most of these diseases; however, given that some individuals in the school community are not vaccinated for some of these diseases, and have filed the appropriate exemption form with the County Health Department, it is important that families and individuals who contract the above listed diseases, or any other reportable disease, please notify the school office as soon as you receive a medical diagnosis confirming the disease so that we can notify those individuals in the school community who are not vaccinated.

13.8(c) Precautions for Lice. If your child is found to have head lice, it is important to notify the school immediately and treat your child before he/she returns to school. Please begin treatment as soon as possible. Exclude your child from attendance at school one day after their first treatment with a medicated head lice product (either over-the-counter or prescription).

13.8(d) Precautions for COVID-19.

American Heritage School follows the [COVID-19 School Manual](#) and our detailed [Returning Safely to Campus Plan](#) in responding to symptoms and cases.

PLEASE DO NOT COME TO SCHOOL (ADULTS OR CHILDREN) WITH ANY OF THESE SYMPTOMS:

- ☐ Fever: Persons who have symptoms of acute respiratory illness are recommended to notify the school and stay home until they are free of fever (100.4° F [38.0° C] or greater using an oral thermometer), free of signs of a fever, and free of any other symptoms for at least 24 hours, *without the use of fever-reducing or other symptom-altering medicines* (e.g. cough suppressants).
- ☐ Shortness of breath (even if not severe)
- ☐ Cough (if you normally have a cough because of allergies or asthma, is this cough different?)
- ☐ Chills
- ☐ Repeated shaking with chills
- ☐ Muscle pain
- ☐ Headache
- ☐ Sore throat
- ☐ New loss of taste or smell

If you have one or more of the above symptoms, which may be related to COVID-19, please stay home and take care of yourself.

PLEASE DO NOT ENTER THE SCHOOL IF YOU ARE WELL BUT CURRENTLY HAVE OR IN THE LAST TWO WEEKS HAVE HAD A SICK FAMILY MEMBER AT HOME WITH COVID-19.

- Persons who are well but who have a sick family member at home with COVID-19 should quarantine at home for 14 days and communicate with the school via technology, not in person.
- Persons confirmed to have COVID-19 should isolate and inform all contacts of their possible exposure to COVID-19 but maintain confidentiality.

PLEASE NOTIFY THE SCHOOL IF:

- ☐ You have been diagnosed with COVID-19
- ☐ You have had contact with someone diagnosed with COVID-19
- ☐ Live in or visit a place where COVID-19 is spreading rapidly.

WHAT YOU CAN DO GENERALLY:

The most effective way to stay healthy and minimize the spread of infectious disease (in any season) is to follow basic best-practices, which we expect from all in the AHS community:

1. Avoid close contact with people suffering from acute respiratory infections. If you or someone in your household develops an acute respiratory infection, please notify the school so that we can discuss appropriate responses, including potentially staying home and/or self-isolation.
2. Wash hands frequently and [properly](#), especially after direct contact with ill people or their environment;
3. Practice [cough etiquette](#): maintain distance, cough into your elbow or jacket/coat vest, not hands; otherwise cover coughs and sneezes with disposable tissues or clothing; and
4. For COVID-19 safety purposes, wear a face covering in public settings ([required by public health order](#) in Utah schools and also outside when social distancing is not feasible). SEE DETAILED NOTE BELOW REGARDING FACE COVERINGS.

If you have symptoms, stay home until you recover. As has been our policy for many years, if students or adults have a fever, they should remain home until they are fever-free for 24 hours without fever reducing medications (longer if quarantining is recommended per the Utah COVID-19 School Manual).

If you tested positive for COVID-19, you must [isolate](#) (remain home, preferably in a separate room, and do not return to school) until fever free without medicine for 24 hours AND you no longer have symptoms, AND it has been at least 10 days since you first got sick (symptoms appeared) or tested positive. Everyone who lives in your home should [quarantine](#) (including all family members who have been exposed but aren't sick yet) as well as everyone who has had "close contact" with you (defined as six-feet or closer for 15 minutes or more), who should also quarantine and not go to school for 14 days.

FACE COVERINGS

In keeping with the Utah Department of Health's most recent, August 14 face covering [order](#), which applies to all public and private schools, we currently require face masks for all K-12 students, employees, and guests. Face shields are no longer permitted except in limited circumstances where seeing the mouth is "essential for communication." The same exemptions as existed in the July 17 order also apply in the August 14 [order](#); you can read more details about specific AHS face-covering requirements and protocols [HERE](#).

We continue to closely monitor the safety plans that the Governor's Office, the Utah State Board of Education (USB), and other private schools are implementing for campus safety. Our safety protocols are detailed in our [Returning Safely to Campus Plan](#) and are consistent with best practices locally and nationally.

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

13.10–11 (Reserved).

13.12 Snow Days. When inclement weather requires school closure or schedule modification, an all-school emergency notification will be sent via the School's Website 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.

14. Homework, Grading, and Academic Credit Policy

14.1. 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; however, if homework is parent-focused, it 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.

14.2. 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).

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

14.3(a) *Communication Tools.* Teachers may (but are not required to) use an online parent communication tool called 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 class expectations and required weekly progress report showing class performance and any missing assignments.

14.3(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. 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.

- 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.

14.3(c) *Regular 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.

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

14.5 Goal of Grading. The primary goal of grading 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.

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

1. Grades are a measurement of past performance, not a measurement of potential.
2. Grades provide a point of reference for individual progress. Comparisons to another child's grades are therefore irrelevant and often have the negative effect of conveying a false sense of inferiority or superiority.
3. The focus of teachers, parents, and students should be on making progress, not on making a particular grade. Grades are a 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 institutional requirements of secondary and post-secondary education (e.g., minimum high school graduation requirements as defined by the Utah State Office of Education as well as various college and university admissions standards), which are important considerations for most students and families. While we encourage high school students and families to be aware of these minimum standards, we continue to emphasize that the focus of teachers, parents and students should be on making progress, not on making a particular grade.

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

14.8 Academic Performance Grades. Grades given for academic performance should be objective

measurements of a student's progress in meeting the objectives of a course or curriculum through a variety of evaluative measures, such as text assignments (both oral and written), class participation, special assignments, research, activities of various kinds/types, special contributions, tests/quizzes, homework, notebooks, and student projects.

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

Grades K-3

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

Grades 4-12

A = 100-93%
A- = 92-90%
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

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

14.11 Purpose of Self-Government Grades. 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.

14.12. Self-Government Grade Scale (Grades 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.

14.13 Accommodations. 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. Accommodations are used infrequently in grades 9-12 but may be put in place after conferencing with the teacher and an administrator. High school students are held to a more objective standard of performance than in grades K-8 due in large part to requirements of next level institutions for comparable and objective performance data. Grading accommodations, if used by teachers, must be approved by administration in advance.

14.14 Academic Probation & Intervention.

14.14(a). *Grades 4–12, General.* Families with students in grades 4–12 who receive a grade 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 intervention necessary to improve the student's performance in that course. 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.

14.14(b). *Grades 7–12.* In grades 7–12, students' grades will be monitored on a weekly basis, including a report that will be circulated to coaches and other faculty over extracurricular activities if a student is on academic probation. Parents may always access student grades that are posted at least weekly to Veracross. In addition, three times during the term (at mid-term, at two weeks before term-end, and again at one week before the end of the term), we will also notify parents via email if their student is on academic warning. Coaches and afterschool program directors are encouraged, but not required, to develop their own academic probation policies for students participating in their programs. Term-end grades will be posted not later than five days following the last day of each term.

In addition to all AHS academic eligibility requirements stated above, any AHS middle or high school

students participating in athletics must also meet the following academic eligibility requirements used by UHSAA for their athletes in grades 9-12 but applied by AHS to all athletes' grades 7-12.

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.

14.14(c). *Continuing Academic Probation Limit, Grades 7–12.* If a student demonstrates a pattern of doing insufficient work to pass classes, AHS will consider dismissal of that student. Dismissal will typically occur at a term break. AHS will also consider grades as part of the re-admission process for a student each summer for the following school year. Students that did not pass classes during the preceding school year may not be readmitted for the following school year or, in some cases, may be asked to meet with an Assistant Principal as part of the readmission process.

14.14(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 26 for more Math Department Guidelines and specifically Section 26.12 regarding remedial placement.

14.14(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.

14.15 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 D for full listing of graduation requirements).

14.15(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.

14.15(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.

14.16. 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.

15. Day-to-Day Operations

15.1. Telephones, Cell Phones, Wearable Communications Technology.

15.1(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 8:30 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.

15.1(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 8:30 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, including by cell phone. 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.

15.1(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.

15.1(d) *Wearable Communications Technology Permitted K–12.* Wearable communications technology such as watches with phone or internet capability are permitted 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; internet use only for curriculum-related purposes, etc.).

15.1(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 technology privileges while at school.

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

15.3 Lunch; Lunchtime Behavior. Student lunches should not be kept in the refrigerator. Student lunches in grades 1-6 are to be eaten in the lunchroom (7-12 may eat outside if they wish). Students generally will have 15 minutes to eat their lunch and 15 minutes for break or recess during the lunch hour. Teachers in grades 1-6 are expected to walk their students to the lunchroom. From time to time, teachers may also sit with their class (but are not expected to do this on a regular basis). Politeness and civility

are expected during lunchtime. Classroom and hallway standards such as walking and normal conversational voice levels (“indoor” not “outdoor” voices) are also expected during lunchtime.

All students are expected to clean up after themselves and should clean their eating space to ensure that no food or garbage has been left on the table, seat, or floor prior to leaving the lunchroom. If food or drink needs to be cleaned from the table or floor, students should be asked to do it themselves (brooms and washcloths are available for student use) before they are allowed to go to recess. Once the eating space has been cleaned, students may be excused for recess.

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

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

15.6 Lunchtime Recess.

Grades 1-6 (elementary school). Students in grades 1-6 are expected to eat in the lunchroom after which they will be excused for the remainder of the period for lunch recess. Any students in grades 1-6 who finish eating early will not be excused to recess early unless a playground supervisor is on duty. 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 (middle and high school). Middle and high school students are permitted to eat in the lunchroom or outside the building (not on the playtoy systems, swings, or in other areas that are commonly in active use by younger students), and, when designated as available, on the arena bleachers or benches.

Cleaning Up After Lunch/Recess. 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 (see Section 21.11 “Cleaning and 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, teachers may provide 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.

15.7 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 8, Non-classroom Governance, for more information regarding playground policies.

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

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

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

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

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

15.12 Library Late Fees. Late fees may be assessed for overdue library books. More commonly, particularly in elementary school, students are not permitted to check-out additional books during their scheduled library time until their previously checked-out books have been returned or paid for. All outstanding library books must returned or purchased by the end-of-school-year due date set by the library (typically in May) to avoid withholding of report cards, transcripts, and standardized test score reports.

15.12(a) Book Fair. American Heritage School does not endorse or approve books that are presented in connection with its biannual Book Fair. Administration and faculty communicate with the third-party vendor (for example BYU Bookstore) concerning broad genres of books to display; however, the decision about individual titles to present during the fair is initially made by the third-party vendor. Books that appear unwholesome or inconsistent with the mission statement of American Heritage School are removed from the fair on a case-by-case basis.

15.13 Toys and Personal Recess Equipment. Toys are not to be brought from home unless requested by a teacher for a specific activity. Toys to be used in a teacher-directed sharing experience should be kept in the student’s backpack before and after the activity. Students are permitted to bring personal recess equipment from home to use during recess, so long as the equipment is not deemed by teachers or administration to be dangerous or inappropriate. “Dangerous” includes any equipment that is prone to causing serious injury such as bats, baseballs, golf balls, lacrosse sticks, lacrosse balls, field-hockey balls, and other dangerously hard, heavy or sharp recess equipment. “Inappropriate” includes any equipment that would be easily damaged, has little or no group play value, has little or no physical activity value (e.g., board games, dolls, action figures), or has aspects or characteristics that interfere with 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. During school hours, students may not play games or transact personal business or hobbies that involve advertising, buying, trading or selling with permanent transfer of

ownership. All personal recess equipment must be kept in the student's backpack before and after the activity (meaning that personal recess equipment typically should not be larger than can fit in an average backpack). Please help students to understand that the school is not responsible for any personal items that are lost, damaged, or stolen on school property. As always, a teacher does have the authority to ask a child to leave a personal item at home if there are concerns of any kind. With approval of administration, personal recess equipment items that are inappropriate for general recess use may be brought by invitation of the teacher if brought in connection with a specific teacher-organized and teacher-supervised activity.

15.14 Personal Items and Electronic Devices. Unless special permission has been granted by administration, a student should not bring to school any personal items that are valuable or that could cause distraction or harm to others—including, but not limited to, cell phones, digital cameras, music players, game consoles, pagers, games, toys, guns, fireworks, pocket knives and other similar items. See section 15 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 obtain permission to make a cell phone call, use the guest phone in the front office, or a teacher's classroom land-line.

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

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

In the spirit of "more blessed to give than to receive," students celebrating a birthday may also consider ways that they can give to the School and classmates on their birthday, such as through the Birthday Book Donation Program (the family donates a book of the child's choosing to the library). If the family chooses to donate a book, please have them coordinate with the Librarian with respect to appropriate titles.

15.17 (Reserved)

15.18 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 Sections 15.19 ("Food, Drink, Treats, and Gum") and 21.11 ("Cleaning and Stewardship Minute") below. The following activities are not intended to replace weekly art classes. We encourage "room mother" involvement at the teacher's request.

School-wide class celebrations include the following:

September.....Constitution Day

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

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

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).

November.....Thanksgiving

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.

December.....Christmas

K-12 celebrations are held during the last school day before Christmas vacation. We encourage stories, songs, and discussions of religious traditions in keeping 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.

FebruaryPresidents 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.

MarchDance 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.

AprilEaster

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.

15.19 Food, Drink, Treats, and Gum.

15.19(a) *General Principles.* Food and drink are important to every school environment not only for sustenance throughout sometimes long days for students and employees, but also as an eternal and deeply significant tool of teaching, learning, and celebration. Celebration is an important part of our school culture and principle-approach methodology, as is maintaining a clean culture spiritually and physically. Careful policies about consumption of food and drink at school not only help to maintain a physical environment that is clean and orderly, but also serve as another proving ground for character development. In addition to these principles, the school’s unique stewardship-minded facilities culture (including, significantly, our food and drink policies) were classified by our facilities management auditors as a rare “clean culture” – and save the school what is estimated to be approximately \$20 million in fixed-asset replacement costs over a 50-year period.

15.19(b) *General Food & Drink Rule.* Various signs at entry points to the school request “no food or drink” in the building, a rule for which there are various necessary and appropriate exceptions. Obviously, we all require food and drink throughout the day at school. Students may consume food, treats, and drink (other than water) in designated areas, including the lunchroom, multipurpose room, arena bleachers/benches, celebration room, and, when approved, tile- or hard-surfaced floor rooms and gyms. Students generally may not consume food/drink in any other areas of the school, including carpeted classrooms, hallways, and vestibules. Afterschool students and guests, including in extracurricular programs, should be consistently and politely invited to keep these same standards. Water is permitted in all locations in the building at all times, though we recommend spill-proof bottles when possible (disposable plastic bottles are very noisy and can be distracting in class and events). 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, in the lunchroom, or in the arena on benches or bleachers (see “Student Snacking” below).

Various exceptions to the general “no food and drink” rule have been approved by the school’s Facilities

Committee, as follows:

- *Hard-surface-floored Rooms.* Food, treats, and drink may be consumed in classrooms with tile or hard-surface flooring (lunchroom, celebration room, science room, and recreation hall). Food, treats, and drink should not be consumed in hallways, bathrooms, or locker-rooms. Please notify administration of the food plan and schedule these rooms with the facilities team.
- *Carpeted Rooms.* Food and drink may be consumed in carpeted classrooms only for infrequent, specially scheduled, administration-approved events (Harvest; Christmas, Easter; special events and class celebrations, etc.).
- *Birthday Treats and Distribution of Treats in Class.* Birthday treats require administrative approval if they are to be consumed in the classroom or other areas where food is typically not permitted (such as in carpeted classrooms). If done, we generally encourage birthday treat distribution and consumption in areas other than classrooms. Whenever distributing treats in a carpeted classroom, please invite students to wait until they are outside or in another food-approved area of the building (lunchroom, arena bleachers/benches, etc.) to consume the treats.
- *Teachers/Staff Eating in Their Own Classrooms/Offices and in Hallways.* Employees are welcome to personally consume food and drink in their classrooms/offices/workspaces at their convenience and without approval; however, in the spirit of modeling school expectations, employees should not invite students to eat and snack with them in classrooms on a regular basis. If it is a teacher-student meeting that includes food, please obtain administrative approval or take the meeting to a place already pre-approved for food/drink. For similar “modeling” reasons, we also ask employees to please avoid consuming food and drink in hallways and public spaces.
- *Refreshment Tables Placed in Hallways or Public Areas.* When refreshment tables are set up in hallways for special events, with permission from administration, we ask that they are kept on the tiled surface whenever possible, and that food not be consumed over carpets if possible.

15.19(c) *Specific types of food/drink encouraged, discouraged, and prohibited.* Any food or snack that is consumed in a classroom by students must be pre-approved by administration.

- *Drinks.* Only water is permitted in carpeted classrooms. Drinks other than water will only be approved for consumption outside or in special event (hard-surface floor) rooms and areas. Red-colored drinks may not be consumed at any time in any buildings on campus without special administrative exception (red dye is extremely difficult if not impossible to clean once spilled). 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 and with drinking fountains. Teachers may (but are not required) to permit students to have water bottles at their desks.
- *Food and snacks; No Gum.* Administrative approval of food and snacks for consumption in carpeted classrooms is required, and will be restricted to food and snacks that will not stain the carpet when dropped. Wet, viscous, and glazed foods will generally be prohibited for student-related functions and celebrations: no sauces, frostings (including frosted cakes/donuts/cookies), salsas, oils, dressings, soups, etc. Foods such as fruits and vegetables, dry goods, breads, muffins, cheese/cracker plates, popcorn, dried fruit, etc. will all be approved readily and enthusiastically by administration upon request for in-class celebrations. Please regularly remind parent volunteers, especially room mothers responsible for celebrations, of these guidelines. Given the frequency of classroom and program celebrations in school settings, including numerous birthdays on a daily basis, we encourage teachers and parents to be judicious about the frequency of sweets and sugary drinks used for celebration, and to please consider healthier alternatives whenever possible and

appropriate. Gum is prohibited in all places, including in buildings and outdoor venues on campus.

15.19(d) *Permitted places/times for student snacking during the day.* Student snacking is generally discouraged outside of lunchtime; however, students with medical conditions and others who simply feel the need for nourishment on a more frequent basis during the school day may make arrangements with their teacher and will be permitted to snack in the lunchroom, outside, or in another approved space in the building. Students in any grade level who are snacking in hallways, bathrooms, lockerrooms, or vestibules inside the building should be politely invited to consume their food outside, in the lunchroom, or on arena benches/bleachers.

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

15.21 Carpool Procedures.

The following procedures apply to dropping off and picking up students during both the morning carpool time (8:00 to 8:45 a.m.) and the afternoon carpool time (2:45 to 3:30 p.m.). The two buildings on campus are designated as the “main building” (south building) and the “high school building” (north building):

15.21(a) Traffic flow is always clockwise around the main school building with exception of vehicles desiring to exit onto North County boulevard from the main west parking lots. Otherwise, any traffic desiring to pick-up or drop-off around the main building should travel clockwise around the building during carpool times.

15.21(b) *Dismissal and Late-Arrival Carpool Vehicles.* All students are dismissed promptly at 3:10 p.m. and are expected to proceed directly to their carpool vehicles. Elementary students who have not been picked up by 3:30 p.m. may be invited to wait for their carpool at the front doors (main west entrance) of the main building.

15.21(c) *Parking, Stopping, and Unattended Vehicles.* During carpool, please only park or stop along unmarked curbs adjacent to sidewalks, or otherwise in a designated parking stall. Do not park or stop next to red curbs at any time (carpool or otherwise). Vehicles should not stop or 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 made, wait near the vehicle until the operator returns, and explain the dangers of vehicles left unsupervised with their engine running (particularly with children in the vehicle).

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

15.21(e) *Loading and Unloading Students.* Please do not stop in carpool traffic lanes to load or unload students, even if you think it will be “really quick.” This behavior encourages students to leave sidewalks and enter the carpool traffic lane, oftentimes 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. Please help us train students to wait until your vehicle is properly stopped next to an unmarked curb or designated parking stall.

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

15.21(g) *Speed*. Please drive very slowly in carpool traffic lanes.

15.22 (Reserved)

15.23 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 8:30 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.

15.24 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, 8:30 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, for which they may receive a check-out pass). 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.

16. Emergency Preparedness and Response

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

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

16.2 Fire Alarm Procedures. When the fire alarm sounds:

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

16.3 Earthquake Procedures.

During an actual earthquake, students are instructed to:

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

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

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

Earthquake Drills. Periodically, administration will announce an earthquake drill over the school's PA system as follows: "This is an earthquake drill." No other instructions will be given. Teachers and

students should immediately initiate earthquake response procedures (duck and cover for a sufficient period of time to simulate an earthquake, and then proceed with standard fire drill evacuation procedures).

16.3 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.

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

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

16.4(a) 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

16.4(b) 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

16.4(c) 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.

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

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

In a one-gallon size zip-lock bag:

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

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

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

- (a) the student's parent or guardian must sign a statement:
 - (i) authorizing the student to self-administer medication; and
 - (ii) acknowledging that the student is responsible for, and capable of, self-administering the medication; and
- (b) the student's health care provider must provide a written statement that states:
 - (i) it is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and
 - (ii) the name of the medication prescribed or authorized for the student's use.

16.8 Emergency Action Plan

This Emergency Action Plan provides emergency response instructions for all activities held at the school, including extracurricular activities and events held after hours.

Emergency Personnel:

Call 911 in case of any injury requiring advanced emergency medical response. If you question whether advanced medical response is required, contact any of the following AHS Emergency Personnel, and they will assist you in determining whether 911 should be called:

AHS Employees (including Afterschool Program Directors):

1. Yahosh Bonner, Athletic Director, 801-503-2845 (cell), ybonner@ahsmail.com
2. Rob Swenson, Fine Arts Department Chair, 801-372-9465 (cell), rsvenson@ahsmail.com
3. Brian Smith, Director of Conditioning, 801-864-3493 (cell), bsmith@ahsmail.com
4. Blaine Hunsaker, Assistant Principal, 801-358-2284 (cell), bhunsaker@ahsmail.com
5. Bob Wheeler, Director of Security, 801-372-2995 (cell), bwheeler@ahsmail.com
6. Grant Beckwith, Principal, 801-885-8530 (cell), gbeckwith@ahsmail.com

Non-AHS employees with advanced emergency response training (AHS Safety Committee members):

1. Dan Todd, Advanced EMT, AHS Safety Committee, AHS Parent (lives across the street on 700 North; can respond in minutes if home), 801-362-8565 (cell), dantodd7@gmail.com
2. Dr. Sean Curzon MD, AHS Safety Committee, 801-592-2314 (cell), seancurzon@gmail.com

Emergency Communication

Call 911 in case of any injury or incident requiring advanced emergency medical or law enforcement response. If you question whether advanced medical or law enforcement response is required, contact any of the AHS Emergency Personnel listed on page 1, and they will assist you in determining whether 911 should be called.

The Principal is the sole point of public communications contact in emergency and crisis situations. Once 911 has been called, all emergency and crisis response communication with the public, including parents, should be handled by the Principal, who is the incident commander for school emergency communication purposes. If the principal is not available, emergency communication with the public will be handled by an Assistant Principal or the Business Officer of the school. The Principal and the Director of Security will be the sole points of communications contact with advanced emergency responders.

Communication with parents concerning non-life-threatening injury or illness (most injuries and incidents in the normal course of school activities) may be handled by the front office in the case of the injuries during the school day, or by the teacher, coach, or program director in the case of injuries connected to an extracurricular activity or event.

Incident Reports. All injuries or reportable safety/security incidents involving a student or employee of the school during a school-sponsored event, whether on or off campus, must be reported to the Director of Security and the appropriate Assistant Principal. The Director of Security will provide a written incident report to the Principal and Business Officer of all major injuries and incidents.

Emergency Equipment & Locations

- **AED** - located in the kitchen of the school's main building (acquiring an AED for the high school building as well, location TBD).
- **First Aid Kit** – located in the kitchen of the school's main building next to the AED (acquiring a First Aid Kit for the high school building as well, location TBD).
- **Ice Bags/Ice Machine** – located in the health office of the school's main building. The ice machine is located in the lunchroom. Ice bags and ice will also be located in the Sports Medicine office.
- **Wheelchair** – located in the Health Office (front office) bathroom.
- **Personal Protective Equipment** (non-latex surgical gloves, protective eyewear) – located in the Health Office and in the Facilities Office.
- **Fire Extinguishers** (see attached map)

Roles and Checklist for First Responders: Medical and Non-Medical Emergencies

See Employee Handbook Section 31 for first responder instructions pertaining to:

- Life-threatening injury, illness, or death (31.1)

- Non-life-threatening injury or illness (31.2)
- Bleeding
- Seizure
- Asthma
- Heart attack, choking, or lack of breathing (31.6)
- Fire Emergencies (31.7–9)
- Earthquake (31.10–12)
- Lockdown (31.13–19)
- Hostage (31.20)
- Bomb Threat (31.21–25)
- Suicide (31.26–27)
- Weapons/Firearms (31.28–30)
- CPR Certification (31.31)
- Comfort Kits (31.32)
- Concussion (see attached)

Venue Directions for Emergency Responders (see maps attached)

For EMT, fire, and law enforcement response purposes, please provide the following instructions to the 911 dispatcher. Consider sending an employee to 700 north or North County Boulevard to direct the emergency responders to the most appropriate access/parking:

- The school is located on the corner of North County Boulevard and 700 North in American Fork. The address is 736 N. 1100 East (North County Blvd), American Fork Utah, 84003.
- For emergencies in the main (south) building: drive in from either of the 700 north access points, either to the front (west) side of the school or to the back (east) side of the building. The back (east) side of the main building is gated during the school day for recess purposes and may need to be opened by an employee.
- For emergencies in the high school (north) building: drive in from either of the North County Boulevard access points.
- Emergencies at the track/field stadium or baseball field: drive in from the through the gates at the south-east corner of the high school building and proceed along the sidewalk/driveway to the baseball field or stadium. Please do not instruct emergency vehicles to drive on the track or onto the artificial turf field. Emergency vehicles may park adjacent to the main fenced entrance to the track/field right in front of the concessions building (marked "Patriots").

Frequency of Instruction and Drills

Training on these emergency response instructions and EAP drills will be held for all employees at least annually.

17. Use of Media, Entertainment, and Computers

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

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

17.2(a) Pre-Approval of Internet Video. Internet video streams may be projected to students 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 media projection, and only so long as the content is approved according to this section (Use of Media and Entertainment standards). 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.

17.3 Video 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 software games are being used.

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

17.5 Personal Video, Camera, Music and Multi-media Devices. Personal video, camera, music, and multi-media devices are not permitted to be used by students during school hours without administrative approval. Exceptions include laptops and tablet computers used by high school students in accordance with the school’s technology initiative (see section 17.8 below).

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

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

17.8 Student Use of Computers. Students at American Heritage School use computers and the Internet for limited purposes related to the curriculum. Examples include typing skills classes, graphic design class (in connection with yearbook), 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.

17.9 Computer Monitoring and Filters. 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) that bypass the school's network safety features without permission of administration.

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

17.21 Loss of Student Computer Privileges. Student infractions of acceptable computer use policies (either with respect to personal or school-provided computers) will be dealt with in the following manner:

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

17.22 School Printers. Students are generally 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 for printing, an extension, or another acceptable submission solution.

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

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

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

by students and may be used as a model by students.

17.23(c). Online Social Network Interaction Between Employees and Students/Alumni: 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. Although the school discourages personal social network activity with persons under the age of 18, the school trains employees to use professional discretion even when initiating or accepting requests from alumni 18 and over. Regardless of age, employees are cautioned to ask themselves 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, employees are trained to opt for another kind of communication. Whenever possible, we include others in the social network, such as parents and colleagues, who might help to reduce the risks inherent in private online relationships. When a teacher, parent, or student has any questions whatsoever about whether an online relationship is appropriate, teachers are trained to counsel with others, listen to the Spirit, and consider other safer alternatives.

Two-Deep Digital Communication Rule. Regardless of age, employees are trained to ask themselves how digital communication or online relationship with students or alumni might be perceived by the student or alumni, their family, and/or others in the community. If there is reasonable risk that the relationship could be perceived as unprofessional or emotionally intimate, employees must opt for another kind of communication. Whenever possible, employees are trained to include others in the digital communication or social network message, such as parents and colleagues, who might help to reduce the risks inherent in private online and digital communication and relationships. Some educational organizations, such as the Church Seminary & Institute Program, prohibit teachers from communicating at all via digital means directly with individual students (seminary teachers, for example, may not communicate directly with individual students via text and e-mail, but rather must conduct that communication through parents only). When school employees feel the need to communicate with an individual student via any digital tool or social media network, the school expects that the employee will use the two-deep digital supervision rule whenever possible. This means that whenever texting, e-mailing, or direct-messaging through social media with a student, employees should always include a parent and/or another employee in that communication, or at the very least, obtain permission from the parents for one-on-one communication. Employees who use Zoom or other video-conferencing platforms to interact with students should follow similar safety protocols as are expected in person with students: include more than one adult or student when possible, conduct necessary one-on-one visits with full knowledge of parents and in open and visible places (screen facing a public area or visible to a window or open door), etc. Employees are trained that if they have any questions whatsoever about whether an online relationship is a high risk one, they should counsel with others, listen to the Spirit, and consider other safer alternatives.

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

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

17.23(f). Privacy Settings and Content. All members of the American Heritage School community

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

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

18. Summer Tutoring

18.1. Purpose of Summer Tutoring. At the conclusion of each year, there may be concerns that an a 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).

18.2. 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

18.3. 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.

18.4. 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.

18.5. 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.

19. Parent Communication with the School

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

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

19.1 Avenues for Parent Communication with the School. Effective communication between parents, faculty, and administration is a vital component of a student's success in the classroom. Some of the many communication avenues include:

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

19.2 Parent-Teacher Conferences. Held three times in K-3 and twice per year in grades 4-12, Parent-Teacher Conferences are times set apart for parents and teachers to discuss student progress. The school calendar lists dates and times of Parent-Teacher Conferences for the current academic year. Sign-up sheets will be available the week in advance for parents to choose meeting times with individual teachers. Both parents are invited, but at least one is expected to attend. Meeting times with core (homeroom) teachers range from 10 to 15 minutes per meeting and are arranged in advance via sign-up sheet. Meeting times with specialty class teachers (science, art, music, P.E.) are approximately 5 minutes each and are conducted on a "walk in" and "open table" format the evening of parent teacher conferences. Special concerns requiring more time than is available during parent-teacher (i.e., more than 5-10 minutes) should be discussed outside of parent teacher conference per appointment with the teacher.

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

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

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

19.6 Communication from Teachers. Teachers should clearly and regularly communicate with students

and parents regarding homework assignments, progress reports, and expectations; however, it is primarily the student's and the parent's responsibility to seek information about homework assignments if those assignments are not clear.

19.6(a) *Communication Tools*. Teachers may (but are not required to) use an online parent communication tool called 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 class expectations and required weekly progress report showing class performance and any missing assignments.

19.6(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. 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.

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- 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.

19.6(c) *Regular 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.

20. Parent & Student Service

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

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

20.3 Recording Service Hours. All service hours should be recorded online as they are rendered. Service hours can be appropriately recorded for virtually any assistance rendered while on campus or while off campus in conjunction with school-related activities. The online service-hour log is located on the Parent Organization Veracross page at the following address:
<https://portals.veracross.com/ahs/parent/profile/policies>

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

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

Awards Ceremony	Faculty Appreciation Week	Parent Support Group
Athletic Booster	Faculty Dinners	Picture Day
Auction & Gala	Fall Festival	Room Parents
Book Fair	Field Day	Science Fairs
Christmas Decorating/Teddy Bear Project	Freedom Essay Contest	Shakespeare Costumes
Constitution Day	Geography Bee	Shakespeare Feast
Drama/Musical productions	Grandparent Day	Snow Sculpture Day
Drama/ Musical costumes	High School Dances	Spelling Bees
Elizabethan Poetry/Prose Contest	High School Graduation	Teacher Café
Eye Screening	Library Volunteers	Uniform Swap
	Lost & Found	
	Lunchroom Duty	

Parents desiring to help with these or other activities are welcome to contact the Parent Organization or Administration for further details. See Appendix A of this handbook for more information concerning the Parent Organization, including contact information. Parent assistance in classrooms is particularly welcome by the teachers and is an effective way for parent to strengthen both their understanding of their own children's unique needs, and also of generally effective childhood and adolescent learning methodologies and processes. We encourage you to check with your teachers for specific needs.

21. Building, Facility, and Equipment Use

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

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

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

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

21.5 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.

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

21.7 Third-Party Non-School-Sponsored Use of Facilities. No third-party use of the building, facilities, or equipment is permitted.

21.8 Food, Drink, Treats, and Gum.

21.8(a) General Principles. Food and drink are important to every school environment not only for sustenance throughout sometimes long days for students and employees, but also as an eternal and deeply significant tool of teaching, learning, and celebration. Celebration is an important part of our school culture and principle-approach methodology, as is maintaining a clean culture spiritually and physically. Careful policies about consumption of food and drink at school not only help to maintain a physical environment that is clean and orderly, but also serve as another proving ground for character development. In addition to these principles, the school's unique stewardship-minded facilities culture

(including, significantly, our food and drink policies) were classified by our facilities management auditors as a rare “clean culture” – and save the school what is estimated to be approximately \$20 million in fixed-asset replacement costs over a 50-year period.

21.8(b) *General Food & Drink Rule.* Various signs at entry points to the school request “no food or drink” in the building, a rule for which there are various necessary and appropriate exceptions. Obviously, we all require food and drink throughout the day at school. Students may consume food, treats, and drink (other than water) in designated areas, including the lunchroom, multipurpose room, arena bleachers/benches, celebration room, and, when approved, tile- or hard-surfaced floor rooms and gyms. Students generally may not consume food/drink in any other areas of the school, including carpeted classrooms, hallways, and vestibules. Afterschool students and guests, including in extracurricular programs, should be consistently and politely invited to keep these same standards. Water is permitted in all locations in the building at all times, though we recommend spill-proof bottles when possible (disposable plastic bottles are very noisy and can be distracting in class and events). 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, in the lunchroom, or in the arena on benches or bleachers (see “Student Snacking” below).

Various exceptions to the general “no food and drink” rule have been approved by the school’s Facilities Committee, as follows:

- *Hard-surface-floored Rooms.* Food, treats, and drink may be consumed in classrooms with tile or hard-surface flooring (lunchroom, celebration room, science room, and recreation hall). Food, treats, and drink should not be consumed in hallways, bathrooms, or locker-rooms. Please notify administration of the food plan and schedule these rooms with the facilities team.
- *Carpeted Rooms.* Food and drink may be consumed in carpeted classrooms only for infrequent, specially scheduled, administration-approved events (Harvest; Christmas, Easter; special events and class celebrations, etc.).
- *Birthday Treats and Distribution of Treats in Class.* Birthday treats require administrative approval if they are to be consumed in the classroom or other areas where food is typically not permitted (such as in carpeted classrooms). If done, we generally encourage birthday treat distribution and consumption in areas other than classrooms. Whenever distributing treats in a carpeted classroom, please invite students to wait until they are outside or in another food-approved area of the building (lunchroom, arena bleachers/benches, etc.) to consume the treats.
- *Teachers/Staff Eating in Their Own Classrooms/Offices and in Hallways.* Employees are welcome to personally consume food and drink in their classrooms/offices/workspaces at their convenience and without approval; however, in the spirit of modeling school expectations, employees should not invite students to eat and snack with them in classrooms on a regular basis. If it is a teacher-student meeting that includes food, please obtain administrative approval or take the meeting to a place already pre-approved for food/drink. For similar “modeling” reasons, we also ask employees to please avoid consuming food and drink in hallways and public spaces.
- *Refreshment Tables Placed in Hallways or Public Areas.* When refreshment tables are set up in hallways for special events, we ask that they are kept on the tiled surface whenever possible, and that food not be consumed over carpets if possible.

21.8(c) *Specific types of food/drink encouraged, discouraged, and prohibited.* Any food or snack that is consumed in a classroom by students must be pre-approved by administration.

- *Drinks.* Only water is permitted in carpeted classrooms. Drinks other than water will only be approved for consumption outside or in special event (hard-surface floor) rooms and areas.

Red-colored drinks may not be consumed at any time in any buildings on campus without special administrative exception (red dye is extremely difficult if not impossible to clean once spilled). 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 and with drinking fountains. Teachers may (but are not required) to permit students to have water bottles at their desks.

- *Food and snacks; No Gum.* Administrative approval of food and snacks for consumption in carpeted classrooms is required, and will be restricted to food and snacks that will not stain the carpet when dropped. Wet, viscous, and glazed foods will generally be prohibited for student-related functions and celebrations: no sauces, frostings (including frosted cakes/donuts/cookies), salsas, oils, dressings, soups, etc. Foods such as fruits and vegetables, dry goods, breads, muffins, cheese/cracker plates, popcorn, dried fruit, etc. will all be approved readily and enthusiastically by administration upon request for in-class celebrations. Please regularly remind parent volunteers, especially room mothers responsible for celebrations, of these guidelines. Given the frequency of classroom and program celebrations in school settings, including numerous birthdays on a daily basis, we encourage teachers and parents to be judicious about the frequency of sweets and sugary drinks used for celebration, and to please consider healthier alternatives whenever possible and appropriate. Gum is prohibited in all places, including in buildings and outdoor venues on campus.

21.8(d) *Permitted places/times for student snacking during the day.* Student snacking is generally discouraged outside of lunchtime; however, students with medical conditions and others who simply feel the need for nourishment on a more frequent basis during the school day may make arrangements with their teacher and will be permitted to snack in the lunchroom, outside, or in another approved space in the building. Students in any grade level who are snacking in hallways, bathrooms, lockerrooms, or vestibules inside the building should be politely invited to consume their food outside, in the lunchroom, or on arena benches/bleachers.

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

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

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

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

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

21.10(d). *Administrative Access to Lockers.* Administration will retain master keys and combinations which will permit them to enter all lockers. Students should expect occasional inspections of lockers by

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

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

21.10(f). Locker Combinations, Confidentiality, Presumption of Ownership. All lockers have built-in combination locks. Locker numbers and combinations are issued to students at the beginning of the school year. Lockers should be kept locked at all times. Items such as pencils, pens or other objects should not be inserted into the latch to compromise the locking mechanism. 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.

21.10(g) Locker Rooms

Students and faculty should be grateful stewards of locker rooms. Please leave the locker rooms cleaner and more orderly than you found them. The following guidelines will help with the safe and proper use of locker rooms for faculty, students, and guests.

Faculty should always use the designated faculty locker rooms for men and women that are separate from girls and boys locker rooms. The school has private family restrooms and changing rooms available for any individual (employee, student, or guest) who would prefer not to use a locker room. When a visiting team is provided a locker room, the visiting team may include in the locker room any student or individual who is admissible according the visiting team's guidelines, policies, and procedures. AHS Administration, including AHS Facilities, AHS Athletic Department, and AHS PE Department Staff, have full and regular access to student and faculty locker rooms, and will make scheduled and random visits to locker rooms in the normal course of the day, including during afterschool activities.

Each student will be issued a locker and padlock for the year and is responsible for locking up all personal belongings each time they leave the locker room (no leaving clothes on benches during practice, when leaving to shower, etc.). Any personal items left unattended outside of a locker, even while playing or showering, may be placed in the lost-and-found bin in each locker room in by P.E./facilities staff. The P.E. Department will not be responsible for lost or stolen items.

Locker rooms are for changing and showering/bathroom purposes only. Students are instructed not to loiter, run, or play in locker rooms. Locker room rules and signage for student locker rooms reads as follows:

AHS LOCKER ROOM RULES (SIGNAGE)

Please show your gratitude by helping to leave this locker room cleaner and more orderly than you found it.

- No food, snacks, gum, or drinks (other than water) in the locker rooms.
- No glass or metal containers in locker rooms.
- Lock all valuables in lockers. Any personal items left unattended outside of your locker may be placed in the lost-and-found located in each locker room. The school is not responsible for lost or stolen items.
- No loitering, running, or horseplay.
- Use of phones, cameras, or other mobile media devices is absolutely prohibited in locker rooms.
- Please report any disrespectful behavior.

Work hard, be gracious, and have fun!

No food, snacks, gum, or drinks (other than water) are permitted in the student locker rooms. If a student feels the need to eat or snack, they should eat outside of the building or in the bleacher or bench-seating areas of the arena (not on the track or gym floor, and not in hallways, please). Gum is not permitted on our campus, anywhere at any time, including in locker rooms. Please do not bring glass or metal containers into locker rooms. Broken glass cuts feet. Metal (including bulky metal water bottles) cracks tile.

Use of phones and mobile media devices, including cameras and headphones, are absolutely prohibited by students in locker rooms. Student and faculty are advised to be respectful of others while in the locker room, and to please report any behavior that isn't respectful. Pranks, horseplay, and other disrespectful or inappropriate behavior will result in an immediate conversation and potential suspension of use of the locker room.

Hygiene matters. Students are advised to take clothes home frequently (at least every few days) for laundering. If a student or faculty member is bleeding, please notify P.E./facilities staff as soon as possible for necessary first-aid treatment/supplies, then clean up all traces of your own blood. If you see blood that has not been cleaned up in the locker room or elsewhere (anywhere except in the garbage can), please contact P.E./facilities staff and they will clean it up with special protective equipment (Universal Precautions).

LOCKERS/PADLOCKS IN LOCKER ROOMS

- Each student will be assigned one locker only. Faculty members should speak with the athletic department if they would like to have an assigned locker in the faculty locker room.
- Only AHS padlocks are allowed in the student locker rooms; unauthorized locks left in student locker rooms overnight may be cut from lockers without notice (we will attempt to identify and notify the owner first).
- Students are instructed not to place padlocks on a locker not assigned to them. If this happens, their padlock will be removed (we have keys for every padlock) and the student may lose the privilege of using a padlock in the future.

AUTHORITY TO INSPECT; EXPECTATION OF PRIVACY

- We will inspect locker rooms at various scheduled and unscheduled times throughout the day, and we retain the right to open and inspect individual lockers of both students and faculty (we have master keys) at any time to ensure that individual lockers are being used and maintained in accordance with school policies.
- If students desire more privacy for changing, they are advised to use a privacy shower/changing room. Privacy showers in student locker rooms (there are six total inside the bathroom area of each student locker room) may be used by only one person at a time, are lockable, and include a small changing area and bench inside the locked privacy door.

Instructions for Padlocks

1. Turn right (clockwise) three times to reset the lock. Stop at the first number.
 2. Turn left (counterclockwise) one full turn, passing the first number, and stopping at the second number.
 3. Turn right again (clockwise) and stop at third number.
 4. Pull shackle.
- Lock should open!

21.11. 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.

21.11(a). *Classroom and Recess Cleanup, "Stewardship Minute."* The last minute of each period, the last few minutes before school is dismissed, and the last few minutes of each after-school practice, program, or event, 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 learn important habits of consistent stewardship and cleanliness. 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 or outside grounds (if at recess, lunch, etc.). In all grades, K–12, part of the daily last-period Stewardship Minute will include picking up and removing all personal items from the floor/ground so that the Facilities Team does not spend so much time picking up personal belongings before they can do their job of vacuuming. In grades 7–12, Stewardship Minute will also include middle and high school students emptying the garbage cans in their classrooms, replacing liners (stocked in the bottom of each can), and delivering the garbage to one of the large rolling 50-gallon garbage canisters placed in the hallway before the closing bell by the facilities team (if no 50-gallon bin is in the hallway, students should simply take garbages to the kitchen or directly out to the dumpster). If elementary students are sent to empty garbages, they should be sent in pairs and encouraged to pick up loose garbage that may fall around the bin when throwing the garbage/bags into the bin. In grades 9–12, high school students will vacuum their own floors on a daily basis (*at least* during stewardship minute, but at other times throughout the day, at their or the teacher's discretion, as necessary and appropriate). Vacuum cleaners will be purchased and placed in close proximity to every classroom on the campus to further facilitate the important principle that *we are all custodians of our building and grounds.*

21.11(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.

21.11(c). It is important for teachers and students to have a clean, uncluttered place in which to work. Teachers and students should try to maintain order and pleasant surroundings. Student desks should be disinfected regularly. Students are instructed not to have individual staplers at school; and all who use staplers should take care to pick up staples when they work on bulletin boards and other areas. All employees are encouraged to turn off lights when leaving for the day. When students help to 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.

21.12 Building Access. 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. After 6:00 p.m., unless the building is open for an evening event, or unless students have a supervised and school-sponsored purpose for remaining in the building, the doors will be locked and remaining students will be asked to vacate the building.

21.13 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.

21.14 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.

22. Fundraising

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

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

22.3 Prohibited Forms of Fundraising. The school will not engage in games of chance—such as bingo, raffles, and lotteries—as a means of raising funds or for any other purpose. Generally, elementary school students will not be asked to sell items or make other solicitations from neighbors, family, or friends as an ongoing development 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.

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

22.5 Parent Organization Fundraising. The Parent Organization may occasionally hold special events to raise money for Parent Organization goals. Such activities should adhere to the general policy regarding fundraising.

23. Political Versus Patriotic Activity

23.1 Prohibitions on Political Activity. American Heritage School is classified as a 501(c)(3) organization under IRS regulations, and is thus barred from endorsing candidates for public office, lobbying for legislation (other than legislation affecting the school and its functions), 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.

23.2 Staff Political Participation. AHS staff members are encouraged to be active, contributing citizens and are free to support the measures and candidates that best reflect their principles and values as long as their political activity is not conducted on campus and does not adversely impact the reputation of the school. Teachers should not 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.

23.3 Principles of Patriotism. While AHS is strictly non-political, it encourages patriotism. The school's mission statement clearly indicates that one of the school's goals is to develop students who "have a love, understanding, and appreciation for America and the Founding Fathers." This patriotism is expressed outwardly through the display of the 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.

23.4 Patriotic Influences in the Curriculum. The AHS curriculum is richly imbued with patriotism. Students learn about the providential hand that has guided America from its earliest days through the study of writings and speeches of the American 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.

23.5 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.

24. Child Abuse and Neglect Policy

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

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

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

24.4 Required Reporting. Utah law requires that whenever any person, including any school employee, 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 (Phone: 1-855-323-3237; <https://dcfs.utah.gov/>). All American Heritage Schools personnel shall comply with this legal requirement as outlined below.

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

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

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

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

24.8 Interviews. Interviews with the child or suspected abuser will not be conducted by AHS administrators, faculty, or staff; interviews conducted by anyone other than the investigating agency could jeopardize proper handling of a child abuse/neglect case. Notes of voluntary or spontaneous statements by the child will be made and given to the investigating agency. School administration should request permission from the investigating officer or agency for a School representative to (1) be present in the room when the investigating office or agency interviews the child, and (2) to contact parents to inform parents that the interview is taking place.

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

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

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

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

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

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

25. Unlawful Harassment

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

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

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

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

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

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

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

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

have known that unlawful harassment behaviors were taking place and did not take prompt action.

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

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

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

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

26. Math Department Guidelines

26.1. General Principles. Mathematics is a subject that 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, some 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.

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

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

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

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

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

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

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

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

- Kindergarten, begin addition
- First grade, continue addition and begin subtraction
- Second grade, mastery of addition, continue subtraction and begin multiplication
- Third grade, mastery of addition and subtraction, continue multiplication through 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

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

26.11. Advanced Placement. We have seen various unfortunate outcomes 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 a 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 of the previous year; 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 (required to graduate) and for many students advanced and AP math courses such as calculus and statistics.

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.

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

26.12(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.

26.13. 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.)

26.14. (Reserved)

26.15. 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.

26.16. (Reserved)

26.17. 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.

26.18. 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).

26.19. 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.

27. Home and Distance Education

27.1 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.

27.2 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.

27.3. Statement of Religious Instruction.

See Section 4 (Statement of Religious Instruction)

27.4 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:

- **27.4(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.
- **27.4(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.

27.5. 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.

27.6. Home and Distance Education Tuition.

27.6(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.

27.6(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.

27.6(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.

27.6(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.

27.6(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.

27.6(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.

27.7. Graduation Requirements. In order to receive a diploma from American Heritage School, home and distance education students must complete the following: (1) Submit to the office of Home and Distance Education a written statement that they would like to prepare to graduate from American Heritage School, and the intended graduation date. Students then submit any transcripts from any high schools you have attended. The Office of Home and Distance Education will begin consulting with student to help them progress toward a diploma. (2) Earn 28 credits according to the high school graduation requirements listed in Appendix Q. (3) A minimum of 7 credits must be taken from American Heritage School or its Home and Distance Education Program, and at least 6 of those must be earned during the 12 months preceding graduation.

27.8. 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.

27.8(a). *Extra-Curricular Participation for Credit.* Student 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 for 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, 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 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.
- *Discretion.* American Heritage School reserves the right to determine, in its sole discretion, whether a program meets the minimum requirements 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 of American Heritage School are expected to conduct themselves in all aspects of life as Christians. They will:
 - a. Use good manners and polite speech. Repeated use of bad language will result in dismissal.
 - b. Treat all students with respect. Belittling or making fun of another student is not allowed.
 - c. Be honest and truthful in all dealings.
 - d. Accept corrections respectfully
 - e. Display a good and positive attitude.
 - f. Maintain a minimum 2.0 (C-) academic grade point average.
 - g. 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.

27.8(b). *Minimum Requirements for Home and Distance Education Students to Participate in On-Campus Extracurricular Activities.* Students enrolled in, and activity 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 must complete at least three HDE courses on an academic calendar similar to on-campus students, and will be held to the same academic probation standards as on-campus students.

27.9. 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..

27.9. (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.

27.9. (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.

27.10. 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.

27.11. 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 27.5 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.

27.12. 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.

27.13. 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.

27.14. 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.

27.15. Intellectual Property Rights

- **27.15 (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.
- **27.15. (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.
- **27.15. (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.

27.16. 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.

27.17 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.

27.18. 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.

27.19. 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.

27.20. 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.

- *27.20 (a). Video Conferencing Tools.* During 2019–20, 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.
- *27.20 (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.
- *27.20 (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.
- *27.20 (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.

- **27.20 (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.

27.21. 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.

27.22. 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.

27.23. 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.

27.24. 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.

27.25 Teacher Evaluations. Section 10 of the American Heritage School Employee Handbook “Teacher Evaluations” applies to Home and Distance Education Teachers.

28. Lyceum Orchestras

28.1. 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.

28.2. 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 2009-2018, the Lyceum Philharmonic is one of the nation's premier youth orchestras and regularly performs with nationally recognized guest artists.

28.3. 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.

28.4. 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.

28.5. 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.

28.6. 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.

28.7. Rehearsal Schedule. All ensembles rehearse during the school year at American Heritage School at times and dates posted on the School's orchestra website.

28.8. 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 2019-20 annual tuition must be paid in full not later than April 15, 2019, 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.

28.9. 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 2019-20 Season, or from the month of enrollment through to the end of the season. Payments will be debited through April 2019 for all participants.

28.10. 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.

28.11. 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.

28.12. 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.

28.13. 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.

28.14. 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.

28.15. 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.

28.16. 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.

29. American Heritage Youth Chorus

29.1. Overview. The American Heritage Youth Chorus is a choral organization for children and youth ages 8-18 that is oriented toward the faith and values of The Church of Jesus Christ of Latter-day Saints ("the Church"). 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 Church values and beliefs, it is not sponsored by or legally affiliated with the Church.

29.2. 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.

29.3. 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.

29.4. Auditions. Auditions for the 2017–18 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).

29.5. Tuition, Fees and Scholarships. See the school's website for tuition, fee, and scholarship information.

29.6. Registration. New and returning members should wait until after their audition/individual vocal assessment to register

29.7. Expectations and Standards.

29.7(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.

29.7(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.

29.7(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.

29.7(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.

29.7(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.

29.8. 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.

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 the School’s Website. 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 and Student Travel Safety Guidelines

30.5(a) *Uniforms.* The school uniform should be worn on field trips unless permission is otherwise received from administration.

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) *Overnight Accommodations.* For any field trip or school-sponsored educational travel that requires overnight stays, the following guidelines should be followed:

- The chaperone ratio should be at least one adult chaperone for every seven students on trips that include overnight stays.
- Chaperones must follow two-deep supervisory guidelines at all times (at least two adult chaperones present at all times).
- Chaperones must sleep in a separate room from students. If a chaperone is a parent of a student, the parent-chaperone and child-student may stay in the same room together; however, other students will not be permitted to stay in that room without express written permission from the parents per an official assumption of risk and release of liability form generated by the school and signed by the parents.

- Sleeping arrangements for boys and girls should be as separate as reasonable and practical. At a minimum, boys and girls should be in separate rooms (such as in separate rooms at hotels) and on separate *levels* of the hotel if possible. If private residences are used in place of hotels, it is preferable that boys and girls stay in separate private residences; however, if it is necessary or reasonable for boys and girls to stay at the same residence, such as a large family home, then sleeping arrangements should be as separate as possible (just as in hotels, separated at least by rooms, and also by level if possible, with boys upstairs and girls downstairs, etc.).
- Where possible and practical, each student should have their own bed, bedding, and blankets. If sharing a bed is necessary or recommended by the school's department directors or organizers, each student should have at least their own sleeping bag and pillow.
- Students should always be afforded reasonable privacy for dressing. Hotel rooms typically have private, lockable bathrooms. Other overnight accommodations should always include a secure space where students can change privately if desired.

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 Week.

30.12(a) Experiential Learning: Principles and Overview. American Heritage School's Experiential Learning Week serves 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 is a one-week course of study devoted to a single subject offered by American Heritage School typically in second semester. During Experiential Learning Week, regular classes in grades 9–12 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, 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 2015–16 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 \$50. 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 Wasatch Front. 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), or (3) they may use the time for classroom preparation or other school/special event support needs.

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. “The AHS Way” Principles and Practices for Extracurricular Programs

31.1. Introduction. Extracurricular programs are expensive and present special risks—so why pursue them? Look at our mission statement for a moment. Why are afterschool athletics, dance, drama, and music so important to our mission? What benefits are uniquely provided by these extracurricular tools as we seek to build Christian character among our students?

There is something special about the power of extracurricular, group-based, and team-based activities to accomplish our mission objectives; something that is very difficult to do in a traditional classroom setting. That something can be summed up in the life skills and experiences that these extracurricular activities simulate in unique and authentic ways: conflict, risk, danger, discomfort, opposition, reliance on others, rising or falling together as a team, magnifying each other's strengths and compensating for each other's weaknesses, mastering temper, and more. Classroom subjects provide knowledge and skills. Extracurricular activities often put that knowledge and those skill to the test in the crucible of simulated affliction, on the “battlefield” so to speak.

31.2. General Principles and Practices. We do not subscribe to the culture of doing whatever it takes to be the “best in the world.” Excellence is important, of course, but must not be pursued at the expense of that which is most important: faith, family, and service beyond self. You might say that we subscribe to a culture of doing whatever we can to be the “best *for* the world.” Following are some principles and practices that will help ensure we do not become misaligned in our pursuits.

31.3. Priorities. Winning is important and does provide crucial life skills and preparations—the same can be said of losing. Our students will compete—in this life—against other people: for limited jobs, limited customers, limited resources, and limited opportunities. The experiences they have through extracurricular activities (competing for the lead role, the first chair, the blue ribbon, the loose ball, the audience's ticket money, etc.) should prepare them to win elsewhere in life when they merit victory and to be resilient, gracious, patient, and ever improving when they lose. While competition against other people remains an important reality of this life, it is a temporary reality; winning is therefore a secondary priority at best.

What, then, is the highest priority of extracurricular activity? We must look beyond the temporary to the eternal to identify that priority. While direct competition with our fellow mortal travelers may be unique to this earthly experience, measuring ourselves against standards persists beyond the bounds of this life and continues with us throughout eternity. The gap between where we are, individually, and where we ought to be is something with which we will always be competing, striving to gradually narrow that gap and realize our divine potential. The student who makes great improvement but loses to a more-experienced opponent may incorrectly discount the greater victory if their focus is exclusive to competition against an opponent. Similarly, the student who makes no improvement but is victorious against a less-experienced opponent may overstate the significance of their victory, being blinded to a great opportunity for growth.

By orienting students primarily toward competing against standards, we provide for them an important sense of accomplishment and self-worth that grows with work and is 100% within their control. Their vision of their potential will be enhanced (they will begin to see themselves as Christ does). While preparation for (and performance against) an opponent remains important (for temporal training), exclusive focus on opponents can set our students up for a self-esteem orientation to life, feeling accomplishment only when comparison to others is favorable, resulting in a sense of self-worth that is both diminished and volatile.

Everything described to this point in this section pertains to the priorities we establish once we set foot on the stage or the field. But what about prioritizing extracurricular activities relative to other pursuits in life? Again, it is helpful to compare things that are eternal with those that are temporary.

Administrators, instructors, parents, and students affiliated with AHS extracurricular activities should lead and participate in these programs in a manner that establishes faith and family above all else, never allowing time allocations to suggest the program priority is otherwise.

31.4. Comportment. We watch our behavior closely, and we feel a great sense of duty in this regard. Our obligation is great because we represent more than just ourselves. We represent a mission and a community that adheres to that mission. When people see us, they see American Heritage School.

- **We unashamedly signal our devotion to God and neighbors** through private and public routines, such as prayer and devotional. While we don't flaunt it, we don't hide it either, even when some members of the team or guests on our campus may not subscribe to our faith (such as international students or visiting teams).
- **Our language is refined and careful**, not mean, sarcastic, or vulgar. When communicating via electronic means, we use proper grammar and punctuation (we are a *school*, after all).
- **Our appearance is dignified and unified**, not sloppy and casual. When it's showtime, we are in best dress or team dress, and neat and clean in our grooming.
- **We don't do something in our programs solely because its "popular"** or because "that's what everyone else is doing" – no matter how much students or instructors may want something for those reasons. **We do things because they are principled and mission-aligned:** for safety, unity, service, family, or character-building purposes, etc.
- **We always ask the family-impact questions.** How will this additional event impact families? We don't hold events (including practices or rehearsals) on Sundays, and, although we may participate in an occasional Monday-evening event determined by a league or association, we don't schedule Monday-evening events that are within our control. We also avoid long distance travel if there's a way to reap the same (or relatively similar) benefits closer to home. When scheduling practices and rehearsals, we honor faith and family as the top life priorities by attempting whenever possible to begin no earlier than 6:30 a.m. and end no later than 6:30 p.m.
- **We accommodate and support balance in life.** We know that extracurricular commitment is important, but we also try to be as flexible as we can with requests from students to be involved in important Church, family, and school activities such as Mutual, family travel, major school events, and other priorities in their lives.
- **We do our best, and we strive to excel, but...** at the end of the day, when we have left the competition field or the performance stage, we want people to remember us for our kindness, our respect, and our grace, especially when we were under pressure, and even more so when we were under fire!

31.5. Instructors. One of the great blessings and responsibilities of working with young children is that they tend to believe every word we say. As children become teenagers, their unconditional trust for adults becomes tempered by their experiences, increasing knowledge, a growing sense of agency, and a compelling (almost encoded) yearning to be accepted by peers. Most teachers can learn the principles and practices of maintaining high trust with teenagers. There is one variety of teacher, however, that has special access to that trust. Consider the unique category of teacher responsible for some kind of physical, experiential, or group/team-oriented development of the student. Athletic coaches, dance instructors, drama coaches, and music directors – all hold keys to the hearts of young adults who are becoming aware of the magnificence of the human body and the power of using those bodies in concert. You (instructors) become the captains and heroes of that physical awakening—at an absolutely pivotal time—able to communicate and motivate in ways that other adults (parents and teachers included) frequently cannot.

With you serving as the heroes of students, they don't just believe your words, they model themselves after you. They repeat your words. They repeat your behavior. They notice the details of your dress and grooming. They are exalted when you praise and correct them in love and respect. They are crushed when you insult them or dismiss them, sometimes even with a sarcastic remark that seemed funny in the moment, but which they replayed a thousand times wondering how much was implied by it.

And they don't just want to win or put on a great show—they want to please *you*. They hope to gain from you a sense of dignity, confidence, hope, and encouragement. Yours is the opportunity to change lives that, like irons in furnace of the blacksmith, are hot and moldable. Will your expectations, critiques, and encouragement pattern for your students the kind of loving, patient, and accountable relationship that needs to increase between them and their Heavenly Father?

Are there additional responsibilities we have of being instructors specifically at American Heritage School? How do you feel about the occasional assertion that “AHS is held to higher standard (or at least scrutinized more carefully) because we are a faith-based school?” Is that fair?

Shouldn't the standard be the same *no matter where we are, and no matter what discipline*? The following are not best-practices “just because we are at American Heritage.” They are best-practices because they build the character of young men and young women.

Do:

1. Communicate early and clearly your goal to build your students' Christian character, and seek their input on how they believe that goal might best be accomplished together as a group. If you have the courage to ask and the patience to listen, you might be surprised by their responses.
2. Establish routines and traditions that demonstrate to students the importance of their commitments as Christians *in and out of the performance venue*. Consider initiatives that help them to “Always Honor and Serve” in their family, Church, school, and community commitments.
3. Build personal relationships with every member of the group in a way that makes them each feel like they are “one of your favorites.”
4. Remember the 7-1 rule of great instructors: “Seven positive reinforcements for every constructive criticism.”
5. Wear the Patriot brand and wear it often and proudly, especially in front of your students (including rehearsals and practices when you can). Remember: you are their hero. You represent their brand. Your students will aspire to stand for that for which you stand.
6. Be an example of our Honor Code, including respectful dress and grooming in public areas. Students' level of respect for what they represent and who they represent is evident in many ways, large and small, including the way they dress before and after a performance.
7. Support the school's teachers, administrators, and policies – including academic probation requirements.
8. Acknowledge (even applaud) excellent behavior from opponents. This shows magnanimity and the ability to rise above the moment and celebrate excellence wherever it is demonstrated.

Don't:

1. Don't focus exclusively or excessively on those students whom you believe to be the “stars.”
2. Don't marginalize those students who don't seem like “stars.” We are not just building programs, championships, or accolades; we are building men and women. And we are not building just some of them. *We are building all of them.* “Be one, and if ye are not one, ye are not mine.” Consider the parable in D&C 38:26 of the father who respects only some of his sons: “*For what man among you having twelve sons, and is no respecter of them, and they serve him obediently, and he saith unto the one: Be thou clothed in robes and sit thou here; and to the other: Be thou clothed in rags and sit thou there—and looketh upon his sons and saith I am just?*” This doesn't mean that every student must have equal time or prominence, or that every student must have a key role, but *somehow*, especially in practice, every player must feel dignified, valued, and “highly favored” by their instructor.
3. Don't blow up. Don't let your passion or stress cross into the realm of anger, frustration, or aggression (physical or emotional) – not with referees, not with opposing coaches, not with parents, and certainly not with students.
4. Don't use profane, crass, or “street” language. We teach students that a single instance of profanity or blatant disrespect for others is grounds for suspension. A pattern is grounds for expulsion. Shall we hold ourselves to the same or a different standard?

5. Don't use sarcasm if there is even a glint of authentic feeling beneath the joke. Sarcasm is a dangerous tool, and often communicates what is in the depths of our hearts.

31.6. Academic Probation. We want students to view themselves as life-long learners. As servants of parents, we are obligated to facilitate the development of knowledge and skills across a wide variety of areas, including those areas not "fun" for the student. While there is hard work and delayed gratification required in extracurricular pursuits, these activities are typically chosen by the student and are more desirable in the immediate term than certain curricular courses required for graduation. For this and other reasons, we will help students by using extracurricular participation as a privilege to be enjoyed after having met minimum performance standards in the curricular realm.

Never let your desire to get a student "in the game" or "in the performance" overcome your support for the student's teachers, administrators, and school policies – including especially academic probation requirements. Sometimes, of course, there are ways to meet both principles of justice and mercy, and we should always do our best to satisfy both when we can. John Wooden once said, "Our priorities as coaches and players should be: God, Family, School, and then Basketball, in that order."

Of course, extracurricular education is, in a very real sense, inseparable from "school" (it's all education). So, it's not entirely accurate to say that "school" comes before "basketball" or that "school" comes before "music." For the gifted extracurricular participant, their classroom is the stage or the competition field. But we must be in the game or the performance for the right reason (education), which makes "school" and character building the priority, not the game in and of itself. A win just isn't worth our integrity, our relationships, or our long-term goals of strengthening the moral character of our young men and young women.

31.7. Facilities. "My managers were always considered part of our team. They were not the team's servants. Rather, they worked of the team, and the team had to work for them. One of my demand rules had to do with the way we left our dressing room, either at Pauley Pavilion (our home facility) or on the road. Many building custodians across the country would tell you that UCLA left the shower and dressing room the cleanest of any team. We picked up all the tape, never threw soap on the shower floor for someone else to slip on, made sure all the showers were turned off and all towels were accounted for. The towels were always deposited in a receptacle, if there was one, or stacked neatly near the door. It seems to me that this is everyone's responsibility on the team—not just the manager's. Furthermore, I believe it is a form of discipline that should be a way of life, not to please some building custodian, but as an expression of courtesy and politeness that each of us owes to his fellow-man. These little things establish a spirit of togetherness and consideration and help unite the team into a solid unit." (John Wooden autobiography, *They Call Me Coach*, p. 104)

Establish routines of grateful and committed stewardship, at home and away, including:

- Require players to return to the competition field/stage to help put away team chairs, stands, and even bleachers;
- Don't eat in performance spaces without permission, and always leave those spaces cleaner than we found them;
- Ask facilities managers what the students and parents can do to help maintain the facility after each game/performance; *and then make it part of the team's routine, habit, and culture.*
- Take every opportunity with parents (coach/parent meetings, one-on-one calls, etc.) to encourage grateful stewardship for the facility and to invite them to help with cleaning up bleachers/performance venues after events. *Most parents will applaud this kind of character development in their children and by their children's coaches. What parent doesn't want their child to learn to do this at home!?*

31.8. Multi-activity Participants. American Heritage School offers a wide range of after-school programs to enrich student learning and growth in a variety of areas including athletics, fine arts, clubs,

and other specialties. How do we respond to a student whose interests extend beyond a single extracurricular activity?

- Accommodations will be made by directors, coaches, and administrators to allow students to participate in more than one activity during the same season if that is important to them. This means that reasonable efforts will be made to avoid scheduling conflicts with rehearsals/practices and competitions/performances, particularly where the greatest numbers of students are likely to be impacted.
- Coaches and directors at AHS make a *conscientious* and *visible* effort to promote the well-being of individual students and not focus exclusively on winning championships, awards, or other accolades. This means that coaches/directors will *support* students who desire to participate in multiple after-school activities rather than discouraging participation in another activity because it might mean spending less time on the activity that the coach or director personally oversees.
- Although reasonable efforts will be made to avoid conflicts between after-school activities, where conflicts still occur, coaches/directors will have flexible policies in place that allow for "give and take" between conflicting activities and do not penalize participants for having to make occasional compromises.

31.9. Fundraising. It has become common for youth groups, including those who gather together for extracurricular activities, to seek enhancements to their programs and experience that go beyond what is possible through participation fees. Fundraising efforts often serve to fill the financial gap. Fundraising efforts can and often do become distracting, and the following points are intended to counter that tendency:

- Each group may pursue no more than one fundraiser per year.
- Fundraisers should be directed and managed by the student participants. Fundraisers can easily turn into activities where instructors and other adults do all the heavy lifting, while the students enjoy the benefits. We want our student participants to feel gratitude, ownership, and accomplishment through the fundraising effort—we do not want entitlement. Instructors and other adults should therefore provide little (if any) involvement in the fundraising activity.
- Fundraising should be based upon the rendering of a good or service that is generally demanded by the community (i.e. not something they would otherwise not purchase) and offered in a manner that is free from emotional manipulation.
- If we can't conduct the fundraiser in a manner that avoids entitlement, introduces a sense of emotional manipulation, or relies upon a product or service that is not otherwise demanded, then we should forego the fundraiser.
- Many, after reading the above guidelines, may conclude that it is just simpler to have each student earn money through part-time employment. That is a wonderful way to go!

31.10. Full-Participation. Extracurricular activities are simply marvelous! The principles conveyed in the AHS Way should not be seen as attempts to restrict. Rather, we want to unleash the great potential of extracurricular activities to accomplish as much good as possible (the principles herein are meant to channel our efforts to maximize the good). Because of how highly we view extracurricular activities, we want to make them available to all AHS students.

This is where the full-participation policy comes into play. It is important to understand both what this policy is as well as what it isn't:

- What it is – Assuming enough participants come forward, we will accommodate the student interest by forming a group to provide space for the participation.
- What it isn't – We are not guaranteeing that every participant will be able to participate in the manner they prefer. We are not promising the lead role, the first chair, the dancing partner, athletic position, the league of preference, or the preferred schedule.

We are saying that we will provide space for participation that is commensurate with the student's financial commitment, time commitment, and skill level.

- Financial Commitment – Some experiences that cover more area (more practices, more performances, more travel, more instructional expertise, etc.) are more expensive than are others. Our array of extracurricular offerings is thus devised of a diverse array of experiences at varying price points.
- Time Commitment – Some levels of participation presume a greater commitment of time or commitment to an inconvenient timetable. The array of offerings is also diverse in terms of scheduling constraints.
- Skill Level – Some groups are meant for experienced participants, others for beginners, and yet others for those who are somewhere in between. Assignment to groups is not based upon student or parent assessment of the student's skill level. While there are "no cuts," there are still auditions and tryouts so that instructors can assess students' skill levels and assign them to an ensemble, team, or role accordingly.

31.11. Modesty. The American Heritage honor code incorporates by reference the standards taught in the For the Strength of Youth pamphlet. Instructors and students should be familiar with, refer often to, and make dress and grooming decisions consistent with the Dress and Appearance standard (FSOY, page 6).

Every extracurricular endeavor requires adornment in a uniform or outfit suited to the activity. The two principles outlined below are applicable not just to performances in front of audiences but to the more-routine rehearsals and practices as well.

- Drawing attention to self. On rare occasion, as in the case of a solo act, attention to an individual is done by design. That kind of attention is often facilitated through lighting, positioning, or costuming and is subject to the direction of the instructor. More often, students are to blend into a cohesive unit. Alterations to uniforms or costumes, extreme hair styles, non-uniform articles or accessories, or other attempts to "stand out" in the crowd undermine the effort to present as a cohesive unit, draw attention to the individual, and distract the audience from the key themes, messages, and purposes of the performance. Students should learn to feel a sense of honor in contributing toward something greater than self, and modest participation in extracurricular activities (when the opportunity for attention-grabbing is heightened) is a powerful place to practice.
- Function v. fashion. There will be many apparel options that are fashionable and typical for a given activity, but which fall outside the AHS dress and grooming standards. Some, in arguing for such apparel, may point to performers at higher levels (who model the apparel in question) and claim that the apparel must be designed for optimal function. Persons making such an argument should consider all participants (rather than certain participants or even most participants) at the higher level to fully test the function argument. For example, while collegiate female volleyball players wear very short, form-fitting leg coverings, their male counterparts seem to be able to perform the same functions adequately with a much longer, looser leg covering that would better conform to AHS dress and grooming standards.

31.12. Celebrate v. Celebrity. Extracurricular activities typically culminate with performances where attention is given to excellence. Excellence should be celebrated for what it represents and with caution to avoid the formation of celebrity status. When a student adopts a sense of celebrity status, at least the following two problems can follow:

1. Exclusivity – When students practice or perform with an extracurricular group, we want them to feel like they are part of that group. When they arrive to practice and perform with a curricular group, we want them to feel like they are part of that group. Students should maximize their social potential in all settings, not artificially narrowing their relationships in one setting because of outcomes attained in another. For this reason, students are not allowed to wear extracurricular apparel that would distinguish them from the curricular group during the curricular day. Instructors, in an effort to promote unity among their extracurricular group, should not utilize measures that undermine unity of curricular or other groups.

2. Stated Progression – When we celebrate a student's accomplishments, we should focus primarily on their progress relative to a standard. They should be pleased with that progress while maintaining in mind that they have not yet arrived; there is still a lifetime and even an eternity of progress (and joy) still ahead. When we instead promote celebrity, we give a student the false sense that they have arrived, and when the excitement fades with time, that student may struggle to determine where to focus next. We are not just producing great singers, violinists, dancers, or short stops—we are molding children of God whose divine potential overshadows any temporary acclaim the world can provide and whose mission and purpose extends well beyond the stage and the field.

Athletics Principles & Practices

"Your mortal body is the instrument of your mind and the foundation of your character." Patriarchal Blessing of Pres. Boyd K. Packer

31.13 Coaches. Our self-government is tested in certain ways on the athletic field or court that are unique from other categories of extracurricular activity. As such, coaches, in addition to following the Dos and Don'ts listed in the [Instructors](#) section above, should observe the following:

Do:

1. Try to win, but make sure you win at things that matter most. Everyone loves associating with a winning team and a winning spirit. But even more than winning, try to win the deeper and more significant "championships" of honor, hard work, and grace (i.e. the standards that will remain relevant even after this life). Grace is not weakness. It is the ultimate strength, and is demonstrated as much (if not more) in being *humble winners* as in being *patient losers*.
2. Stand up for your students and be passionate advocates for them, but never (ever) let your passion cross into the realm of anger, frustration, or aggression (physical or emotional) – not with referees, not with opposing coaches, and not with players.
3. Protect your players. There is a right and wrong way to do this. You might think physical or verbal confrontation with a player or coach from another team is protecting your player, but usually (almost always) it's just trying to protect your own ego. And it's very unimpressive to most who are watching. Remember that how you treat others (including "enemies") will always be viewed by your players as how you might treat them. This is one of the hardest injunctions in all of world religion: "Love your enemies." Don't just tolerate them. Don't just play them and get out of the gym. Love them. Honor them. Serve them. Christ forgave and loved those who went out of their way to treat him unkindly, unfairly, and abusively. Does our conduct toward the opposing team, the opposing coach, and the opposing fans evidence our discipleship of Christ (or draw it into question)?
4. Confront parents and fans about unacceptable behavior, or at least communicate it to administration. Your players will learn volumes watching you gracefully invite parents and fans to model the same sportsmanship and Christian character that you expect from your team.
5. And when you make a mistake, or give an offense, or fail to be the example of Christian character that we expect, do apologize for your behavior. Apologize in front of the entire team. It will teach them one of the most important character traits of all: repentance.

Don't:

1. Don't convey signals that winning games is our only (or our primary) goal. Our message as coaches can (and should) certainly include winning, but our focus must remain first and foremost about character: effort, humility, obedience, sportsmanship, dignity, grit, etc.
2. Don't encourage cheering for someone else's loss, missed basket, etc. In fact, actively discourage it, and applaud the excellence in the opponent.

31.14. Fans. Instilling a culture of energetic but also respectful support from fans and audiences is one of the most complicated culture-management responsibilities we have. It is a shared responsibility, and

requires focus from ALL stakeholders in a program: administrators, coaches, conductors, guests, and students.

The best way to encourage (and change) expected behavior is through positive reinforcement. Take every opportunity we have when speaking with parents, students, and fans to thank them for specific instances of mission-aligned support and good sportsmanship. When necessary, make it known that we do not tolerate offensive or overly aggressive behavior from fans. No matter how mission-aligned our culture is in our departments or teams, it is very difficult to separate ourselves from the reputation that our fans and supporters build when they attend our games and concerts. A few early and consistent instances of private or even public confrontation of fans by a coach or an administrator to invite better behavior will send strong signals throughout the fan base for the remainder of the year.

But our fans should not just focus on the “thou shalt nots” of improper fan culture. They should rather be habitual in various “thou shalts” that go beyond tolerance and civility to achieve the higher virtue of love for an honored guest. AHS fans should take note of what one football fan said about the Notre Dame football stadium home crowd: “I speak for all Notre Dame fans when I say that we would rather kill our opponents with kindness than make them feel unwelcome.”

31.15. Referees. Our athletes will graduate from these experiences and enter a world that has no shortage of polarization and contempt. Among our educational tools, there is perhaps no better proving ground for learning how to conduct ourselves as Christians than the encounters our students will have with referees. Coaches must set the tone for respect of referees, and they must hold athletes accountable to the same standard. Coaches should teach (and model for) their athletes the following:

- Always treat referees with the highest and sincerest respect.
- Referees are human. They have unconscious biases. They make mistakes.
- Bystanders (coaches, athletes, and fans) assume a physically different space than the referee. Therefore, what the bystander sees from their vantage point is different from what the referee sees from his vantage point (and it is more likely that the untrained bystander got it wrong than the trained referee triangulating with their fellow officiators).

There is no game, no performance, and no trophy so important that we can afford to let our students and families seeing us publicly disrespecting or shaming another human being to get a trophy. One of the most subtle and tempting lies that the great adversary tries to get us to believe in life is that we can somehow get what we want by making someone feel badly. Please do not try that approach with referees. Poor treatment of other people will almost never accomplish what you hope, and if it does get a result that you like in the short term, it will almost always come back to haunt you later.

There is a proper time and manner in which to question a referee's decision. That time and manner is almost never during the active course of play, and it is absolutely never in a manner that is intended to belittle or embarrass the referee. Coaches who attempt to make a referee feel badly about a call, or who intend to insult, belittle, or embarrass a referee, are poor models for student athletes, and will rarely be retained as coaches at AHS.

Dance Principles & Practices

31.16. Dance Choreography. The American Heritage School Honor Code incorporates by reference the standards taught in the *For the Strength of Youth* pamphlet. Instructors and students should be familiar with, refer often to, and make choreography decisions consistent with the Music and Dancing standards (FSOY, page 22).

Dance instructors should model for students choices that are consistent with these standards. As students become more experienced and are responsible for their own choreography, they should be

familiar enough with both the standards and a careful approach to choreography that they make appropriate decisions on their own. Dance instructors should intervene and assist early in these moments when additional guidance is warranted.

31.17. Dance Music Selection. The American Heritage honor code incorporates by reference the standards taught in the For the Strength of Youth pamphlet. Instructors and students should be familiar with, refer often to, and make music selections consistent with the Music and Dancing standard (FSOY, page 22).

Instructors should extend their deliberations beyond simply distinguishing between music that is inappropriate and music that is appropriate. Appropriate music comes in multiple degrees of goodness. Given that there is limited time with which to influence students and audiences, instructors should, subject to the interests of variety and balance, select the most edifying music possible. The students will have so much repetition with the song choices that their memories and behaviors will be influenced by the tunes and words for years to come—as much as we can, let’s stock their memory bank with the very best, most edifying influences.

Drama Principles & Practices

31.18. Drama Plots & Themes. The American Heritage honor code incorporates by reference the standards taught in the For the Strength of Youth pamphlet. Instructors and students should be familiar with, refer often to, and select material or improvise scenarios whose plots and themes are consistent with the Entertainment and Media standard (FSOY, page 11).

Instructors should extend their deliberations beyond simply distinguishing between plots and themes that are inappropriate and those that are appropriate. Appropriate plots and themes come in multiple degrees of goodness. Given that there is limited time with which to influence students and audiences, instructors should, subject to the interests of variety and balance, select the most edifying plots and themes possible. The students will have so much repetition with the plot and theme choices that their memories and behaviors will be influenced by the songs, scenes, dances, lines, and emotions for years to come—as much as we can, let’s stock their memory bank with the very best, most edifying influences.

31.19. Drama Choreography. The American Heritage honor code incorporates by reference the standards taught in the For the Strength of Youth pamphlet. Instructors and students should be familiar with, refer often to, and make choreography decisions consistent with the Music and Dancing standard (FSOY, page 22).

Dance instructors should model for students choices that are consistent with these standards. As students become more experienced and are responsible for their own choreography, they should be familiar enough with both the standards and a careful approach to choreography that they make appropriate decisions on their own. Dance instructors should intervene and assist early in these moments when additional guidance is warranted.

Music Principles & Practices

“The final aim and reason of all music is nothing other than the glorification of God and the refreshment of the spirit.” Johann Sebastian Bach

31.20. Afterschool Music Program Selections. The American Heritage honor code incorporates by reference the standards taught in the For the Strength of Youth pamphlet. Instructors and students should be familiar with, refer often to, and make music selections consistent with the Music and Dancing standard (FSOY, page 22).

Instructors should extend their deliberations beyond simply distinguishing between music that is inappropriate and music that is appropriate. Appropriate music comes in multiple degrees of goodness. Given that there is limited time with which to influence students and audiences, instructors should, subject to the interests of variety and balance, select the most edifying music possible. The students will have so much repetition with the song choices that their memories and behaviors will be influenced by the tunes and words for years to come—as much as we can, let's stock their memory bank with the very best, most edifying influences.

Appendices

Appendix A—Parent Organization

Appendix B—Board of Trustees and Administration Profiles

Appendix C—Faculty & Staff Contact Information

Appendix D—High School Graduation Requirements

Appendix E—Uniform “FAQ’s” (Frequently Asked Questions)

Appendix A—Parent Organization

General Overview

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

Parent Organization Budget and Spending

The Parent Organization has a budget that is allocated to it by the school from a portion of the proceeds generated at the annual benefit auction and gala. The Parent Organization budget is used for Parent Organization priorities and as a source of operating funding for some organization-sponsored events; however, the most events coordinated by the Parent Organization are funded by the operating budget of the school. Examples of past Parent Organization priorities have included playground expansion, audio enhancement in classrooms, and emergency preparedness supplies, for a few examples. Questions concerning spending priorities with respect to Parent Organization budget should be directed to the president of the Parent Organization.

Structure of the Parent Organization

Parent Organization Presidency 2020–21

See: <https://sites.google.com/site/ahsparentserviceorganizationp/home>

Appendix B—Board of Trustees and Administration

David Andersen and his wife Tricia are the parents of five wonderful (and rambunctious) children, three of whom attend American Heritage. In 2016, they moved from David's native land (Mesa, Arizona) to American Fork to be close to American Heritage, BYU, and the mountains. David is the litigation chair for the BYU Office of the General Counsel, where he manages litigation matters for BYU, BYU–Hawaii, BYU–Idaho, and Ensign College. After serving a mission in Maceió Brazil and receiving a bachelor's degree in business from BYU's Marriott School, David graduated from BYU's J. Reuben Clark Law School, where he served as Executive Editor of the BYU Law Review and as a fellow for the International Center for Law and Religion. After law school, David served as a law clerk to the Hon. J.L. Edmondson, then chief judge of the U.S. Circuit Court of Appeals for the Eleventh Circuit, in Atlanta, Georgia. Thereafter, he practiced law at Jennings Strouss & Salmon in Phoenix, Arizona and later became a partner at Bacal Andersen & Garrison Law Group. David is passionate about family, religious freedom, intellectual property, education law, and BYU athletics. Tricia teaches school in the home and has served the AHS ultimate frisbee coach. The Andersens are grateful for the opportunity to be part of an exceptional school community that is and always will be part of their heritage.



Mr. Andersen was elected to the AHS Board in 2020 and serves as the Chairman of the Legal Committee.

Shannon Brown and her husband, Brad, are the parents of six children, have been at the school for eight years, are the parents of one child currently at the school, grade 8, and two who graduated from AHS. In addition to her service at AHS, which includes President of the AHS Parent Service Organization for the 2017-18 year, Shannon is also involved with various community organizations, including as both a choir member and volunteer administrator for Utah Valley's Millennial Choirs & Orchestras. With her appointment to the AHS Board, Shannon concluded her service as AHS Parent Service Organization President, but remained an active supporter of the AHS PSO.



Mrs. Brown has been a Board Member since 2018 and serves as the Chairman of the Development Committee.

Dan Burton was born and raised in Salt Lake City. He attended BYU where he met and then married his sweetheart, Sarah, and graduated with a BS in Economics, magna cum laude, and a minor in English Literature. He holds an MBA with high distinction from Harvard University, where he was elected a George F. Baker Scholar. Mr. Burton serves as CEO of Health Catalyst, a leading provider of data and analytics technology and services to healthcare organizations. He became involved with Health Catalyst when it was a three-person startup. Mr. Burton is also the co-founder of HB Ventures, the first outside equity holder in Health Catalyst. Prior to Health Catalyst and HB Ventures, Mr. Burton led the Corporate Strategy Group at Micron Technology. He also spent eight years with Hewlett-Packard in strategy and marketing management roles. Dan and Sarah have four children, three of whom have graduated from AHS, with one still attending.



Mr. Burton has been an AHS board member since April of 2013. He serves as Chairman of the Board and also as a member of the Legal, Finance, and Development Committees.

Dr. Jenet I. Erickson is an Affiliated Scholar at the Wheatley Institution and former assistant professor in the School of Family Life at BYU. Her research specializing in maternal and child wellbeing has been featured in the New York Times, Wall Street Journal, U.S. News and World



Report, Slate Magazine, and the Today Show. She has authored more than 20 scientific articles and book chapters and presented at national and international conferences. In 2004, she was selected as a Social Science Research Fellow for the Heritage Foundation where she completed research analyses on non-maternal care for policy makers. Erickson received B.S. and M.A. degrees from Brigham Young University, and a PhD in Family Social Science from the University of Minnesota. She is currently a columnist on family issues for the Deseret News National Edition. She attended American Heritage School throughout elementary school and was nurtured in a love for America and an education grounded in the scriptures and the restored Gospel. She completed training at the Foundation for American Christian Education (FACE) in 1999 and has participated as an instructor in FACE trainings at American Heritage School since that time. Mrs. Erickson and her husband Michael live in American Fork with their

two children. She is a granddaughter of H. Verlan and Shirley Andersen, and a daughter of James and LaDawn Jacob from Orem, Utah.

Mrs. Erickson served one term from 2007–2011 and was elected for a second term in 2019. She serves as Chairman of the Curriculum Committee as well as Chairman of the Commitment to Care Committee.

Brett Gerlach grew up in Minnetonka, Minnesota. He attended BYU, served a mission in Helsinki, Finland, and returned to BYU to study Computer Science, where he met and married Vicki Richards. A summer internship with Microsoft led to fulltime work there, first developing software for printing in Windows, and later developing software to help manage large networks of computers. Brett eventually finished his bachelor's degree at the University of Washington and went on to complete a Master's in Business Administration at the Wharton School, where he was awarded the Benjamin Franklin Award and graduated as a Palmer Scholar for outstanding scholarship. Ten years ago, while completing his MBA, Brett left Microsoft to start Brevium, a software company that helps medical practices identify patients that need care and contact them. In 2006, Brett moved the company and his family to Utah. He currently serves as President and CEO of Brevium. The Gerlachs have ten children, two graduates of American Heritage and three others now attending. The Gerlachs have fallen in love with the school, and earnestly hope that its influence can grow to bless many more families.



Mr. Gerlach has been an AHS Board member since April of 2014. He serves as Chairman of the Finance Committee and a member of the Development Committee.



Shelaine Maxfield is a wife and mother and President of The Yunique Foundation; a nonprofit charity that she and her husband, Derek, started to assist adult Survivors of childhood sexual abuse in their healing journey. She enjoys spending time with her family and friends, traveling, learning languages, and meeting new people. Shelaine would love to travel around the world with specific priority of visiting all of the Latter-day Saint Temples built. She has a tremendous love for learning about other cultures and people and hopes to live her life in a way that is blessing others.

Mrs. Maxfield has been an AHS Board member since 2016 serving on the Safety Committee.

Janine Miner grew up in Idaho, Mexico, Canada, and various locations throughout the United States. After serving a full-time mission in Guatemala, Janine graduated from Brigham Young University in 1995 with a Bachelor of Science degree in Nursing. She enjoyed teaching large group meetings at the Provo Missionary Training Center and working as an operating room nurse before helping her husband, Curtis, found their commercial architecture firm where she currently works as office manager. Church service is important to Janine, and she has served in various ward and stake leadership positions. Her responsibilities have included leadership of stake YW camp and a stake youth trek. Janine was introduced to American Heritage School in 1998 when Curtis was asked to be the architect of the American Fork campus. The Miners were instantly drawn to the spirit and mission of the school and have been involved with it ever since. Their children started attending AHS in 2005 and all four have been actively involved in the extracurricular programs including orchestra, choir, drama, tech crew, ballroom dance, athletics, art, and student government. Janine served as vice-president of the AHS Parent Organization from 2009-2011.



Mrs. Miner has been an AHS Board member since 2015. Her board committee assignments include: Scholarship Committee (Chair) and Teacher Development & Curriculum Committee.



Scott Pulsipher is the President of Western Governors University, the nation's premier nonprofit competency-based university, since April 2016, leading all academic, operational, and organizational functions. He cultivates a student-first environment by using technology and data to improve learning outcomes, graduation rates, employment, and overall student-wellbeing. Prior to joining WGU, Scott led several technology-based, customer-focused businesses, including Amazon, Sterling Commerce (now part of IBM), and two successful startups that traverse retail, supply chain, banking, payments, and manufacturing sectors. He serves on multiple higher education and technology boards, including: Education Co-Chair for Committee for Economic Development, advisory board member at the Presidents Forum, board member at the American Council on Education, and member of the American Workforce Policy Advisory Board.

Scott holds an MBA from Harvard University and a bachelor's degree in Management from Brigham Young University.

Mr. Pulsipher was elected to the AHS Board in 2020 and serves on the Finance Committee.

Dr. Matthew Sperry was born and raised in Sandy, Utah in a wonderful family with outstanding parents. He was the fourth of five children. From his earliest recollections, he wanted to become a medical doctor; amazingly, he was fortunate enough to reach that goal. He attended University of Utah and majored in English with a minor in Chemistry. It was at the University of Utah where he met his wonderful wife, Christine Curtis Sperry. Shortly after getting married, they moved to Milwaukee, Wisconsin where he attended the Medical College of Wisconsin and then moved to Phoenix, Arizona where he completed his Internal Medicine training at St. Joseph's Hospital and the Barrow's Neurological Institution. They were off to the Windy City where he completed his specialty training in Pulmonary and Critical Care Medicine at RUSH Presbyterian University Hospitals. Throughout their journey they were blessed with three sons, Joshua (20), Luke (14), and Matthew Jr. (12). Their children have been attending American Heritage School for the last ten years, and their oldest graduated two years ago as a proud Patriot. They moved to Utah Valley over ten years ago and have loved living here. Dr. Sperry is a Pulmonary and Critical Care Specialist working for the Intermountain Physician Group at Utah Valley Hospital.



Dr. Sperry was elected to the AHS Board in April 2020 and serves as the Chairman of the Health & Safety Committee.



David Stirling is the President of DoTERRA and has extensive experience and education in business management. With BS and Master's Degrees in business management, David also has a background in technology, having overseen IT development and engineering efforts for a billion-dollar consumer products company prior to joining DoTERRA. David and his wife, Laurea, are the parents of nine children, three of whom have graduated from AHS. The Stirlings have served at the school on the Development Committee and in classrooms and programs widely, with Laurea as a teacher in 7th Grade. David's strength is in his ability to see what can be, while inspiring the same vision in others. David has a deep respect for the mission of American Heritage School, and says that "it has been an enlightening experience to be exposed to more of the vision, sacrifice, and mission of our forefathers, especially when combined with that of the Restoration."

Mr. Stirling has been an AHS Board member since April 2014 and served as the Chairman of the Board from 2016–2019. His board committee assignments include Finance Committee and Development Committee.

Kadee Stratton has always had a passion for teaching, working with and nurturing children. Professionally, she has worked as a teacher and assistant director in a Texas private preschool and as a professional aide serving children with special needs in the Massachusetts public schools. As a member of The Church of Jesus Christ of Latter-day Saints she has had the privilege of serving as a primary teacher and in primary presidencies for over 15 years helping children understand they are unconditionally loved and cherished by Heavenly Parents and their Savior, Jesus Christ. Kadee is the wife of Ryan Stratton and full-time mother of their 6 children. The Strattons have been blessed to be part of American Heritage School since 2008. The oldest children, identical twin girls, graduated from AHS in 2020. Her other children will continue attending AHS this fall in grades 3, 6, 8 and 11. Kadee lives in Alpine, Utah with her family, 2 dogs, a cat and 4 birds. She loves discovering delicious new foods, preferably in a restaurant, but occasionally by cooking. She also enjoys reading, traveling, and spending time with friends and family.



Mrs. Stratton was elected to the AHS Board in 2020. Her board committee assignments include Teacher Development & Curriculum Committee and Development Committee.



Laurie Swim and her husband, Gaylord, became involved in American Heritage School as parents. Gaylord served as chairman of the Board for ten years until his death in February 2005, when Laurie was elected to succeed him. Laurie was born and reared in Provo, Utah, and received an associate of arts degree from Brigham Young University. She is board chairman of the GFC Foundation and has served on the Young Women General Board (Church of Jesus Christ of Latter-day Saints), Southern Virginia University, Mentors International, and Freedoms Foundation at Valley Forge. Laurie is the mother of five children and grandmother of nineteen.

Mrs. Swim has been an AHS Board member since 2005, served as Chairman of the Board from 2005–2011, and currently serves as the Chairman of the Facilities & Design Committee as well as a member of the Finance Committee.

Dr. Ralph van der Beek is an Associate Music Professor of Piano at Weber State University. Ralph and his wife, Rebecca, are the parents of nine children, five of whom currently attend AHS from elementary to high school. In addition to various leadership and service commitments in the Church and community, Ralph also is a member of the Mormon Tabernacle Choir. The van der Beeks have been enrolled at AHS since 2005 and have played important roles on various committees including most recently on the Performing Arts Subcommittee of the Development Committee. Mr. van der Beek has been an AHS Board member since April 2018 serving on the Development Committee (Performing Arts Subcommittee).



Administration Profiles

See <https://american-heritage.org/administrators/>

Department Chairs. In keeping with the principles of distributed leadership and local self-government, the following teachers have accepted Department Chair invitations for the 2020–21 school year:

- Rachel Beus (K-3)
- Kerry Nielsen (4-6)
- Brigham Dye (7-12 English)
- David Hancock (7-12 History)
- Rob Swenson (Fine Arts)
- Ryan Anderson (Science)
- Melanie McConkie (Reading/Library)
- Jay Clark (Computer Technology Department)
- Rachelle Packer (Intervention Dept.)
- Brian Smith (Athletic & Wellness Dept.)
- Camille Heiner (Math)
- Mattie June Smith (Language Dept.)

New Teacher Training Committee Chair: Brigham Dye

Appendix C—Faculty Directory & Contact Information

Please see:

Teachers: <https://american-heritage.org/teachers/>

Administrators: <https://american-heritage.org/administrators/>

Appendix D—American Heritage High School Graduation Requirements

See: https://american-heritage.org/wp-content/uploads/2019/11/AHS-High-School-Graduation-Planning-Guide_11-15-19.pdf

Appendix E—Student Uniform FAQ's (Frequently Asked Questions)

Thank you for the many suggestions that you have shared with us as we have refined the AHS uniform policy through the years. We have incorporated much of this feedback into the policy, but differences of opinion on particulars will always exist. We appreciate your spirit of unity in upholding the uniform policy. Our uniform is an important teaching tool. Most importantly, it helps us to teach our children to make and keep commitments with exactness—a skill that will serve them well as they prepare to make more significant commitments in the future.

Why a detailed uniform policy rather than just a general dress code?

- A uniform serves as a better foundation for teaching the importance of making and keeping commitments with exactness, even when the commitment may appear to be small.
- Uniforms reduce socio-economic stigmas. When children come dressed in a uniform, their individuality is expressed more through their countenances and personality than dress.
- Uniforms are more effective at reducing fashion distractions that can inhibit learning.
- A uniform allows teachers to focus more on teaching and less on upholding and debating a dress code with students.
- A uniform creates a stronger identity with the School.
- A uniform is helpful for security purposes to quickly and easily distinguish between AHS students and visitors.

How can my child express his/her individuality if most of what he/she wears is prescribed in the uniform policy?

Fashion is one form of expressing ourselves, but individuality (who we are) goes much deeper than fashion. We feel that when we eliminate differences in apparel during school hours, it is easier to focus on the more significant aspects of our individuality: our Christ-like character and behavior, our God-given talents, our countenances, our divine nature, and our personality.

Why do we have an exclusive provider contract with Dennis Uniform?

As a result of our exclusive provider contract, Dennis Uniform contracts with fabric mills for the materials needed and provides certain guarantees to have AHS uniform items in stock. Dennis must have a multi-year commitment for their mills and manufacturers to provide these guarantees.

Doesn't an exclusive provider contract with Dennis Uniform create a monopoly, when competition can help drive prices down?

Competitors' prices and quality are still factors in our exclusive provider contract with Dennis. Price is an important factor, but not the only factor in our choice of uniform supplier. Each year, the Uniform Committee compares Dennis extensively with competition before continuing the exclusive provider contract with Dennis. Through this process, Dennis competes with other companies on price, quality, and customer service. So far, we have found that Dennis continues to provide the best balance of quality, variety of product, size options, online purchasing, and customer service. For example, they offer longer skirt options for our School than are available through other providers. We continue to actively research and compare options for future consideration.

Why are girls required to wear dresses and not allowed to wear pants or shorts?

- Dresses establish appropriate gender distinction and elevate the level of dignity and respect by and for our girls and young women.
- The uniform standards for boys and girls set the tone for an atmosphere of diligent learning and study. Various accommodations and options are available in the uniform policy for activities that

require clothing other than dresses (field trips, P.E., etc.); however, the general uniform standard for boys and girls is “classroom” focused and not “playground” focused.

- The requirement for girls to wear dresses predates the School’s uniform policy and has been in place from the founding of the School in 1970. It continues to be a part of the School’s history and identity. Maintaining this dress standard not only displays respect for girls and young women, but also shows respect and gratitude for those who have made immense sacrifices of their time and resources through the years to establish and perpetuate the culture and spirit of American Heritage School.

Why are there not more options in the uniform?

Historically, the School uniform has gone through periods of more and fewer options than are currently permitted. As the Uniform Committee reviewed this history with parents, teachers, and administrators at AHS, it became apparent that a policy with relatively fewer options best supports the underlying purposes and goals of the uniform policy and the mission of the School. Fewer options are easier for teachers to uphold and support in the classroom, and oftentimes less expensive for parents.

Who do I talk to about suggestions or concerns I have about the uniform policy?

Although you are welcome to speak with a School administrator or a Uniform Committee member, we strongly recommend that concerns or suggestions be submitted in writing to the Uniform Committee Chair, bhunsaker@ahsmail.com, who will circulate it to the full Uniform Committee. An e-mail or letter is far more likely to make a difference for the following reasons:

- It can be circulated to the full Uniform Committee for careful review, instead of heard by a single individual who may or may not act upon the suggestion or concern.
- It can be saved and referenced in future Uniform Committee discussions.
- Written feedback requires careful and thoughtful articulation, and therefore separates it from the less carefully considered and passing suggestions that we sometimes receive about the School uniform policy.

Who is on the Uniform Committee, how was it established, and what is the process for getting on the Uniform Committee?

The Uniform Committee is comprised of experienced parents, teachers, and administrators who represent students, parents, and teachers from across the K-12 grade level spectrum. Although students are not represented as voting members of the Uniform Committee, they are included indirectly in the decision making process through in-class and personal feedback opportunities, as well as through the AHS Student Government process, which includes a mechanism for making proposals to administration.

Currently the Uniform Committee is comprised of the following individuals: Blaine Hunsaker (Chair), Debbie Hobbs, Katie Holmstead (board member), Liz Jacob, Jill Murdock (Parent Organization President), Chrisann Patch, Rob Swenson, and Lauri Updike.

Members are invited to serve on the Uniform Committee by the Head of School, the Uniform Committee Chair, and the Parent Organization President. Invitations are based upon experience, understanding of and commitment to the principles underlying the AHS uniform policy, ability to effectively listen to and communicate with others, and ability to approach uniform questions objectively and even-handedly. The Uniform Committee bylaws provide for changing no more than 25% of the Committee membership in a given year.

Because there are typically so many recommendations concerning uniforms, the Uniform Committee requires a significant time commitment from its members (monthly and sometimes weekly meetings of two or more hours each). Parents who have made written proposals to the Uniform Committee are

oftentimes given opportunities to make brief presentations at the Uniform Committee meetings to allow parents the chance for an in-person hearing with the Uniform Committee, particularly when the written recommendation from the parent was thoughtful, principle-based, and persuasive.

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