



AMERICAN HERITAGE ACADEMY

FAITH • PATRIOTISM • LEADERSHIP

PARENT HANDBOOK

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A MESSAGE FROM THE HEADMASTER

Dear Parents,

American Heritage Academy strives to develop both the mind and heart of our scholars by giving them a classical liberal arts education. All learning is built upon a foundation of principles centered on our three main values: faith, patriotism, and leadership. This classical education includes the core subjects of history, literature, grammar, composition, math, geography, science, Latin and the fine arts in a safe and disciplined environment. Our teachers use the principle approach to learning where these subjects are researched, reasoned, related and recorded. Our scholars at American Heritage Academy learn HOW to think and not WHAT to think. This approach enables our scholars to reason and think critically about every subject fostering intelligence and integrity which enables them to be leaders of the highest caliber.

Our administration, teachers, and staff are role models of Christian character who are inspiring and live disciplined lives. They are highly educated and trained master teachers who have passion for the principle approach to education. They bring the Spirit into their classrooms providing an elevated learning environment where scholars are capable of achieving their highest potential. We believe that the development of the intellect and moral character are intimately related. Our scholars are instructed keeping their individuality and learning style in mind. Our desire is for each scholar to develop a love for learning and make it a life pursuit with an interest in higher education. Our goal at American Heritage Academy is not to pour knowledge into our scholars but rather ignite fires within.

We look forward to inspiring your scholar!

Warm Regards,
Laurel Beckstead

MISSION STATEMENT

American Heritage Academy exists for the purpose of providing a principle-based education that develops the mind and heart. Scholars will increase in faith, develop a love, understanding and appreciation for America and its Founding Fathers, make education a life-long pursuit and develop Christian character for a life of service and leadership.

STATEMENT OF EDUCATIONAL PHILOSOPHY

American Heritage Academy represents a partnership between the scholar, parents, teachers, administration, and staff. These partners are united in their commitment to the common objectives outlined in the school's mission statement.

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



given to parents with respect to individual needs of the scholars.

Academic excellence, along with responsible citizenship and character development, is of particular emphasis at American Heritage Academy. The bulk 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 The Principle Approach®). This principle-based approach provides natural opportunities for both academic and religious education in every subject and at every grade level.

Teachers at American Heritage Academy take a tutorial approach to education in order to meet each scholar at his/her threshold of learning. Teachers prepare lessons and set expectations according to individual scholar ability.

In addition to rigorous curriculum in the traditional subject areas such as mathematics, reading, science, and history, each class participates in fine arts, visual arts, field trips, and annual scholar productions that enrich the curriculum.

THE PRINCIPLE APPROACH

American Heritage Academy 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, these educators 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 Academy 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, under girded 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 scholars' 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 necessary educational tools
- Encourage their mastery for a lifetime of learning
- Produce the spirit of enterprise in each individual, not only in an exclusive number of “talented and gifted”;
- Inculcate the principles of Christian self-government
- Unlock the treasure chest of the many bodies of knowledge
- Inspire the learner to achieve his fullest potential in Christ by assuming his God-ordained place on the Chain of Christianity.

GEORGE MAC DONALD
“Fantastic Imagination”

*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.*

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 scholars 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 illuminate 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)

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 provides an excitement within the teacher and learner to fulfill their places in God's plan for their lives.

V. The Principle Approach® encourages development and use of the following qualities found in the Pilgrims who

CHRISTIAN AND SECULAR VIEWS OF EDUCATION CONTRASTED

Christian

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
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

The Fruit:

Liberty
Independence
Wholeness
Individuality
Productive purposefulness
Dominion
Discipline
Fulfillment/Happiness

Secular

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; scholar 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:

Slavery
Dependence
Fragmentation
Uniformity
Socialism
Indiscriminate submission
Rebellion
Restlessness

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 scholars.

D. The effect of long term Christian character in teachers will be the restoration of honor and dignity to the profession of teaching in our nation, thus inspiring future Christian teachers.

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

THE SEVEN PRINCIPLES OF AMERICAN CHRISTIAN HISTORY

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

1. The Principle of Individuality: Everything in God's universe reveals His Infinity and Diversity. Each person is a unique creation of God, designed to express the nature of Christ individually in society. This principle is the heart of Scripture.

2. The Principle of Christian Self-Government: God ruling internally from the heart of the individual. In order to have true liberty man must be governed internally by the Spirit of God rather than by external forces. Government is first individual, then corporate.

3. The Principle of Christian Character: The image of Christ engraved upon the individual bringing dominion and change to his external environment. The model of American Christian character is the Pilgrim character:

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

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

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

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

THE NOTEBOOK METHOD: THE TOOL OF THE PRINCIPLE APPROACH®

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

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

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

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

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

1. Reflective thinking.
2. Ability to speak, write, and reason with authority.

3. Mastery of subject.
4. A record of learning in the student's own handwriting.

The Notebook:

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



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 (1 Peter 3:15)	Answer questions and paraphrase facts
Relate	Handling of information and its application to self, making the material relevant to the scholar 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 (1 John 5:10)	In writing it down, information 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 scholars in the primary grades and new scholars in the higher grades will have a graduated introduction to the Notebook Method to insure their success.

STATEMENT OF RELIGIOUS INSTRUCTION

American Heritage Academy is not sponsored or endorsed by any religious denomination. The school welcomes scholars of all faiths and does not require scholars or parents to subscribe to any religious creed; however, the school does require scholars and parents to accept its mission statement. At American Heritage Academy respect for all religions is taught. American Heritage Academy feels deeply about the importance of maintaining an environment where the Spirit can be felt and faith and love for Jesus Christ developed.

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 scholars of American Heritage Academy who can learn and then walk in the way of truth and have the liberty to read scripture and pray in the classroom.

The day begins with individual classes having a devotional time consisting of the Pledge of Allegiance, a song, a prayer, and scriptural instruction. Tuesday morning we hold a school-wide devotional. Parents are encouraged to attend this weekly devotional as classrooms take turns in performing recitations.



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

ORGANIZATION AND GOVERNANCE OVERVIEW

General Overview of American Heritage Academy

American Heritage Academy. (herein referred to as American Heritage Academy, AHA, or the school) has existed since January 10, 2003, and is operated as a nonprofit organization involved in elementary, secondary and high school education. American Heritage Academy presently operates one school in Las Vegas, Nevada, serving scholars from Pre K through twelfth grade. American Heritage Academy is operated as an exempt school under the provision of NFS 394.211 and as such is exempt from the provisions of the Private Elementary and Secondary Education Authorization Act. American Heritage Academy is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and has received a determination letter in this regard.

Governance

Currently, a Board of Trustees and a full-time administration direct American Heritage Academy. In accordance with the AHA bylaws, members of the Board of Trustees are elected annually by a majority vote of current Board members. New Board members are selected and presented to the Board 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 Jesus Christ and a commitment to the mission of the school.

The Administration oversees day-to-day operation of the school. The Administration is an important advisor to, but not a voting member of, the Board of Trustees.

Parent Representation

Parents are represented on the Board of Trustees in various and significant ways. First, as has been the case from inception of American Heritage Academy, many of the current and past members of the Board of Trustees are either parents or grandparents of scholars who have been, or are enrolled in the school (although this relationship is not a required qualification for Trustees).

Although American Heritage Academy does not have a history of, nor does it currently anticipate, providing for general elections in which parents elect voting members of the Board of Trustees, the school and its founders have made a clear statement that communication with and direct participation by parents in the educational process of their children is a vital component of the school's mission. Indeed, American Heritage Academy is a place like few others where parents, children, and the school literally come together to create a foundation where the sacred endeavor of educating hearts and minds is both quickened and enriched.

CODE OF CONDUCT

6.1 Principles/Guidelines for Conduct. All who are affiliated with American Heritage Academy are expected to know and adhere to the principles and guidelines set forth in this handbook.

6.2 Christian Behavior. As indicated in the school's mission statement, scholars are expected to conduct themselves in all aspects of life as Christians. Specifically, this includes, but is not limited to, the following requirements of all scholars:

- Use good manners and polite speech; repeated use of bad language will result in dismissal.
- Treat all scholars, faculty, and other adults with respect. Belittling or making fun of another scholar is not allowed.
- Be honest and truthful in all dealings.
- Accept corrections respectfully.
- Display a positive and willing attitude.
- Make a good-faith effort to complete all assignments given by teachers and to comply with all school policies.

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, and 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 scholar can learn to be a good steersman—whether in learning work habits that enable him/her to be an effective scholar or in conducting him/herself in a Christian way in every activity. The manner in which scholars 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 scholar a sense of Christian self-government that ultimately results in the scholar'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 AHA establishes and adopts a class constitution that acts as the governing charter; the constitution is adopted by consent of each scholar. The constitution emphasizes individual responsibility and accomplishment rather than collective or group compliance. The positive and affirmative are emphasized over long lists of “thou shalt nots.”

NON-CLASSROOM GOVERNANCE

8.1 Governance Issues Outside the Classroom. Playgrounds, hallways, and other non-classroom areas present a range of discipline and policy ambiguities that arise from the lack of: a single, consistent authority figure, such as the teacher in the classroom, the class constitution, an agreed-upon set of goals, expectations, and guidelines.

8.2 Playground Governance. At least one faculty member, administrator, or adult volunteer will supervise on the playground at all times that scholars are present during recess. The playground will not be supervised outside regularly scheduled P.E. or recess times, including after school, and AHA will not assume responsibility for accidents on the playground (including those involving non-scholars) during non-supervised times of day.

8.3 Policy for Playground Behavior. All scholars 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, volunteer, or administration. Scholars will not:

- Leave the designated area without knowledge/permission of the supervisor
- Wrestle or “rough-house” (which includes hitting, kicking, pushing or any other physically aggressive activity that could harm other scholars)
- Throw stones, dirt, or any other objects found on the playground (other than equipment and toys intended for throwing, such as balls and Frisbees)
- Be on the playground during after any supervised playground time

8.4 Playground Discipline. Scholars 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 scholar back inside the school building unsupervised. The supervisor should not send a misbehaving scholar directly to the Headmaster’s office unless there has been a severe infraction of playground rules or the scholar has shown repeated disrespect for the

supervisor, other scholars, or the playground rules.

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

- Scholars will not run or shout in hallways or any other indoor areas, including the auditorium. (Running and shouting are permitted in the gymnasium, as appropriate, during supervised recreation and sporting events.)
- Scholars will not play in the gymnasium except during regularly scheduled P.E. or recess times or unless otherwise supervised by a faculty member.
- Scholars will not play in the restrooms.
- Scholars in the hall during instruction time must carry a hall pass from their teacher.
- Concert etiquette is required for most school performances and programs; there will be no shouting, loud “cat calling,” whistling, or other disruptions during performances. Parents who attend school performances should emulate this standard as well.

8.6 The Role of Parents on School Property. 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. While we encourage an open invitation to parents and other guests, the safety of our scholars is of utmost importance. Parents and other visitors must sign-in at the front office and wear a “visitor” badge during their time at the school.

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

DISCIPLINE

9.1 Purpose of Discipline. Discipline is necessary when scholars choose to conduct themselves in a manner contrary to their class constitution or contrary to the mission statement and stated policies of the school.

9.2 Goal of Discipline. The goal of discipline is to build Christian self-government within each scholar; to teach the scholar 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 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 should resist the temptation to send a scholar to the office as a quick fix to a behavior problem. Other avenues of correction and discipline, including

private teacher-scholar conferences outside of the classroom and direct teacher- parent coordination, should always be attempted before appealing to the headmaster's office for intervention.

9.5 Private Teacher-Scholar Resolution and Teacher-Parent Coordination. Although specific methods of attempting to resolve misbehavior may vary depending on the age and particular circumstances of the scholar, a teacher should generally attempt to resolve most serious or disruptive misbehavior issues before referring a scholar to the headmaster's office.

WARNING The teacher will give a warning to the scholar that he/she is not acting in a disciplined manner. The teacher uses his or her own method on how this is done. A teacher may give a verbal warning, write name on a board, or give a physical cue. The teacher has autonomy on how they give a warning in the classroom. The next step will lead to the first instance where the misbehaving scholar is removed from the classroom.

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

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

SECOND INSTANCE (same misbehavior) The teacher will remove the misbehaving scholar from class again and ask if he/she remembers the agreed-upon consequence for the misbehavior. The teacher will follow through with the agreed-upon consequence and inform the parents (preferably the same day by a phone call from the scholar to the parent with the teacher standing by) that the scholar has been disciplined for misbehavior that has recurred and that a third instance of the same misbehavior will result in dismissal from class (referral to the headmaster's office). This approach confirms that both scholar and parent(s) understand that a third instance of related misbehavior will result in dismissal from class.

THIRD INSTANCE (same misbehavior) The teacher will invite the misbehaving scholar to be dismissed from class and to report to the headmaster's office.

The teacher will begin documenting instances of misbehavior in the scholar's official school record beginning with the second instance of serious or disruptive misbehavior (first call home).

9.6 Dismissal (Referral to the Headmaster). Teachers should send scholars to the headmaster's office only in cases of severe or recurring disrespect for the teacher, other scholars, the mission statement or stated policies of the school. Most instances of recurring disrespect or misbehavior should be addressed by the teacher in a private one-on-one setting, outside of the classroom, at least twice before sending a scholar to the headmaster's office. In addition, the teacher, in advance of any such referral to the headmaster's office, should generally have contacted a parent. Cases of severe disrespect, which are characterized primarily by misbehavior that constitutes grounds for automatic suspension, will result in immediate referral of the scholar to the headmaster's office.

After determining that a scholar should be sent to the office, the teacher will communicate with the headmaster

either through a note sent with the scholar to the office, or by phone or email. The headmaster will call the parents to inform them of the situation and circumstances related to their scholar's referral to the office.

Although the headmaster has broad discretion as to the appropriate consequences for scholars referred to the headmaster's office, the scholar and his/her parents should be prepared for the scholar to be sent home for the remainder of the day for first-time referrals to the headmaster's office. Upon return to the classroom the following day, and for the remainder of the year, a zero-tolerance policy will be in effect for the specific behavior that resulted in the scholar's dismissal. A single recurrence of the same misbehavior will result in suspension from school for a number of days to be determined by the headmaster. Upon return to school an apology to the headmaster, teacher and to those offended will be made by the scholar.

9.7 Suspension. Suspension from school may occur for numerous reasons, some of which are listed in detail below. In most cases, however, suspension is related to two fundamental problems:

- Continued lack of respect for other scholars, teachers, or administration
- Failure to abide by the mission statement and school policies

The following will result in automatic suspension from school for a period of time to be determined by the headmaster. Exceptions may be made in limited circumstances:

- Dishonesty, cheating, stealing
- Use of vulgar or offensive language
- Intentional infliction of physical injury on another person, actual or threatened; retaliation may also result in suspension
- Severe disruption of school activities or defiance of school authorities
- Intentional damage to school or private property
- Possession of a weapon or an imitation firearm
- Harassment, threats, or intimidation
- Leaving the school campus without permission
- Forgery

Steps to reinstatement after suspension:

- A meeting with parents, teacher, and Headmaster
- Confirmation that the scholar has experienced a change of heart
- Demonstration by the scholar and parent(s) of rededication to live and abide by the mission statement and school policies
- Apology to those the scholar has offended (class, teacher, staff etc.)

9.8 Expulsion. Expulsion is reserved for severe violations of the mission statement or school policies; however, expulsion may result from any single instance of misbehavior or pattern of misbehavior that constitutes grounds for suspension, depending on the circumstances and the severity of the misbehavior.

9.9 Family Interference. Occasionally, it is not the scholar 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 resolve the problem. If a resolution cannot be reached, the scholar will be dismissed from American Heritage Academy.

SCHOLAR ENROLLMENT

10.1 Application Forms and Fees. To enroll a scholar at American Heritage Academy (AHA), parents must complete in full all application forms provided by the school and submit them with a \$125 non-refundable registration and testing fee.

10.2 Scholar Living with Both Parents. If a prospective scholar lives with both parents, the signatures of both are required on the application forms.

10.3 Scholar Living with One Parent. If a prospective scholar 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 Scholar Living with Non-Parent. If a prospective scholar is living with anyone other than a parent, the scholar cannot be enrolled until all appropriate legal forms have been completed and submitted.

10.5 Scholar Registration. Application packets will be distributed to current scholars two weeks before open registration for new scholars begins. These packets must be completed and returned to the AHA office to reserve a spot for your scholar(s) for the coming school year. Seats in each class are reserved on a first come first accepted basis. We are growing in numbers and space in the classroom is limited. Registration packets and enrollment fees must be paid to insure your scholar's spot in the classroom.

10.6 Mandatory Entrance Interview. All families are required to complete an entrance interview conducted by the headmaster. The parents must both attend the interview. This interview will provide parents, scholars, and headmaster a time to evaluate and set academic goals for the coming school year.

10.7 Acceptance or Refusal Letter. Each family who has completed the application process, including the entrance interview, will then be sent an acceptance or refusal letter from the academy. Supply and book fees must be paid at time of acceptance.

10.8 Scholars entering AHA as a first time scholar will be required to take a Riggs camp if entering the 1st thru 4th grades at the parents' expense. There are no exceptions to this requirement.

10.9 Factors Considered in Seating Assignments. Factors taken into consideration by the headmaster and teacher in making seating assignments include (in no particular order):

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

10.10 Nondiscrimination. Scholars are accepted without regard to race, religion, gender, or national origin.

10.11 Immunization Record. All families must provide the school a current immunization record at the time of enrollment for each of their scholars. Parents wishing to provide a religious/conscientious objection waiver for required immunizations must obtain the waiver from the state health department. A medical waiver can only be obtained from a licensed physician.

TUITION AND FEES

11.1 Tuition. Please refer to the application packet for a breakdown of the tuition schedule. A 5% discount will be applied to a second child. A 10% discount will be applied to a third child.

11.2 Statements of Account. Statements are sent out on a monthly basis.

11.3 Tuition Payment Schedule. Tuition payments are due on the first of each month beginning on June 1st for 12-month payment schedules and ending on May 1st. For those registering in the summer months, the nine-month payment schedule begins on September 1st and ends on May 1st.

11.4 Accepted Forms of Payment. Tuition may be paid with a personal check, cashier's check, money order, electronic funds transfer (EFT), ACH, or cash. If you elect to pay with a credit card, there will be a processing fee of 3%.

11.5 On-Time Payment. Tuition is due on the 1st of each month.

11.6 Late Payment Fee. Payments received after the 5th of the month will incur a \$30 late fee. Payments received after the 10th of the month will incur an additional \$20 late fee for a total of \$50.

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

11.8 Non-Sufficient Funds. A personal check or electronic funds transfer (EFT) that is returned to the school for non-sufficient funds (NSF) must be replaced with a cashier's check or money order. A \$20 charge (in addition to any bank-imposed charges) will be incurred for each returned transaction. If an account has a NSF more than twice during the school year, only cash, ACH, a cashier's check, or a money order will be accepted for the remainder of the year.

11.9 Delinquent Accounts. If an account becomes delinquent by two months, the scholar(s) may be dismissed unless immediate arrangements are made with the office manager. Report cards and school records will not be released if an account is past due or if school property has not been returned.

11.10 Tuition Refunds. American Heritage Academy is unable to provide refunds for tuition of withdrawn scholars no matter the reason for withdrawal as stated in the parent/guardian agreement and/or the tuition and fee contract.

SCHOOL UNIFORM POLICY

12.1 Purposes and Advantages. Uniforms allow scholars to focus on academics and reduce distraction in their clothing and appearance. In addition, dressing uniformly:

- Teaches discipline, obedience, and modesty
- Establishes appropriate distinction between the genders
- Provides a sense of belonging
- Generally, the school uniforms are more durable than regular street clothes and cost less over time.

12.2 Full Uniform. Scholars are to wear their uniform through the entire school day. This includes after school activities, classes or practices. Scholars are not to change into street clothes before or during the carpool pick-up process.

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

12.4 School-Approved Uniform Suppliers. Uniforms must be purchased from our official uniform suppliers.

12.5 General Standards: Hairstyles. Hairstyles should be neat and clean. Extreme or distracting styles or colors are not to be worn. Girls hair should be pulled back from the face showing both eyes and that does not interfere with the standard activities of the scholar. Boys are expected to be clean-shaven with collar length hair, not in the eyes.

12.6 Hair Ornaments: Simple, true red, blue, white, or black hair ornaments may be worn. Plaid hair ornaments may be worn but must exactly match the plaid uniform skirt. It is recommended that plaid hair ornaments be purchased from our official uniform supplier.

12.7 General Standards: Hats. No hats or baseball caps may be worn.

12.8 General Standards: Jewelry. Girls may wear earrings, provided there is only one earring in each ear and that the earrings are small and discrete. Boys are not permitted to wear earrings.

12.9 General Standards: Shirts, Cardigans. Shirts must be tucked in for all scholars. Long sleeved shirts are not to be worn under short sleeve shirts. Cardigans may not be worn around the waist.

12.10 General Standards: Skirt Length. All jumpers and skirts must touch the knee.

12.11 General Standards: Shoes. Open-toed or open-heeled shoes or shoes with heels, wedges, wheels, characters, lights, noisemakers, fur, or other embellishments may not be worn. Shoes that rest above the ankle are not permitted.

12.12 General Standards: Socks. Socks must be worn. Boys will wear black or navy socks. Girls are allowed to wear white and navy socks or tights. Upper Grammar girls may also wear skin colored nylons.

12.13 Casual Uniform. In the event it is necessary to go on a field trip or service project where more casual attire is

necessary, the scholar will wear the casual uniform.

12.14 Uniform Details. As your scholar moves through AHA different uniforms are used to distinguish kindergarten prep, lower grammar, upper grammar and high school.

KINDERGARTEN PREP		
GIRLS Navy skort White or navy socks or tights	BOTH Red polo with logo Solid black shoe	BOYS Navy pant Black or navy socks

KINDERGARTEN THRU 4TH GRADE		
GIRLS Plaid jumper White or Navy socks or tights Navy biker shorts Navy cross tie with AHA tie tack	BOTH White button-down short sleeved oxford shirt Red cardigan with logo Solid black shoe Athletic shoe for P.E.	BOYS Navy pant Black or navy socks Navy clip-on tie with AHA tie tack
Casual Uniform		
GIRLS White or navy socks	BOTH Red polo with logo Navy pant Solid black shoe	BOYS Black or navy socks

5TH GRADE THRU 8TH GRADE

<p>GIRLS</p> <p>Plaid skirt</p> <p>White or Navy socks or tights or flesh-colored nylons</p> <p>Navy biker shorts</p> <p>Navy cross tie with AHA tie tack</p>	<p>BOTH</p> <p>White button-down short sleeved oxford shirt</p> <p>Red cardigan with logo</p> <p>Solid black shoe</p> <p>Athletic shoe for P.E.</p>	<p>BOYS</p> <p>Khaki pant</p> <p>Black or navy socks</p> <p>Navy tie with AHA tie tack</p>
Casual Uniform		
<p>GIRLS</p> <p>White or navy socks</p>	<p>BOTH</p> <p>Red polo with logo</p> <p>Khaki pant</p> <p>Solid black shoe</p>	<p>BOYS</p> <p>Black or navy socks</p>

HIGH SCHOOL

<p>GIRLS</p> <p>Khaki skirt</p> <p>College striped tie with AHA tie tack</p> <p>Skin colored nylons</p>	<p>BOTH</p> <p>Light blue button-down short sleeved oxford shirt</p> <p>Navy blazer with logo</p> <p>Solid black shoe</p> <p>Athletic shoe for P.E.</p>	<p>BOYS</p> <p>Khaki pant</p> <p>College striped tie with AHA tie tack</p> <p>Black or brown belt</p>
Casual Uniform		
<p>GIRLS</p> <p>White or navy socks or tights</p>	<p>BOTH</p> <p>Red polo with logo</p> <p>Khaki pant</p> <p>Solid black shoe</p>	<p>BOYS</p> <p>Black or navy socks</p>

12.15 Uniform Infractions.

- First Instance: Scholars not meeting the above standards will be receive a uniform infraction form. Uniform infraction forms must be signed by a parent/guardian and returned to school the next school day.
- Second Instance: Uniform infractions will result in the scholar calling home and the parent bringing appropriate apparel to school. Scholars who are out of uniform will not be permitted to attend class until they are appropriately outfitted.
- Third Instance: Scholar will call parent/guardian to bring appropriate apparel to school. Parent/ Guardian and scholar will have to meet with administration to review uniform policy as outlined in the AHA Handbook before the scholar returns to class. Repeated infractions may result in dismissal.

12.16 Final Determination. Final Determination of suitable appearance and dress will remain the headmaster's discretion.

SCHOOL HOURS AND ATTENDANCE

13.1 General Hours. Grades K through HS are held Tuesday through Friday from 8:15 a.m. to 3:00 p.m. We have a Monday Option from 8:15 a.m. to 3:00 p.m. We have a Before School Option from 7:00 a.m. to 8:00 a.m. and an After School Option from 3:00 p.m. to 6:00 p.m.

13.2 Attendance. Regular attendance is important to a scholar's success in school and establishes good work habits and self-discipline. Upon return to school, the scholar must bring an excusal note to the teacher written by the parents/guardians of the scholar. Without an excusal note, the absence will be counted as an unexcused absence.

13.3 Absence Policy. 18 absences in a school year put at risk the scholar's educational goals and the scholar may be required to repeat the grade the following year. If a scholar has 5 absences in a quarter or 9 in a semester a letter will be sent home reminding the family of the absence policy.

13.4 Prearranged Absences. Extended absences are strongly discouraged, but if they cannot be avoided please keep the following guidelines in mind. Missed tests will be made up at the teacher's discretion. Teachers must have at least one week of notice to compile the scholar's assignments. The individual teacher, on a case-by-case basis, will handle deadlines for make-up work. High school and upper grammar scholars are responsible to make arrangements regarding assignments, projects, etc. outside of the set class time. Parents of lower grammar scholars will bear complete responsibility to work with any teachers regarding make-up work.

13.5 Punctuality. Because a quality education is reinforced by punctuality, all scholars are expected to be at school and in their classrooms on time.

13.6 Tardies. Three unexcused tardies result in an unexcused absence. Tardies are accumulated by lower grammar students typically when they are late for the school day. Upper grammar scholars may receive tardies when they do not arrive to each class on time. It is important that the upper grammar scholars use their self government in getting to each class on time. Five tardies equal one unexcused absence.

13.7 Tardies resulting in Unexcused Absences. Unexcused absences are typically the result of not arriving to each class on time. After five unexcused absences parents will be required to meet with the administration. This means that a student cannot earn a high self-government score as they are not using this skill in arriving to class on time.

13.8 Arrival Time and Procedure. Scholars may not arrive at the school before 8:00 a.m.; parents are strongly encouraged to plan travel time accordingly. For security reasons, scholars should enter and exit the school only through the main doors on the North side of the building. All other exterior doors are for emergency use only.

13.9 Late Arrivals. After 8:15 a.m., the scholar and parent or responsible adult must check in at the office, where the scholar receives an admission slip. Teachers will not admit a scholar without an admission slip after class has begun. Scholars checking in without a parent will receive an unexcused tardy.

13.10 Early Checkouts. For security reasons, any scholar leaving early must check out through the front office; parents should not go to the scholar's classroom, but should wait until the scholar is called to the office from his/her classroom. Parents and scholars leaving school early must exit the building via the main doors.

13.11 Illness During School. A scholar who becomes ill during school should notify the teacher, who will send the scholar to the office; a scholar 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 scholar immediately upon being contacted.

13.12 End of Day Pick-up Times. In the interest of scholar safety and teacher preparation time, scholars need to be picked up on time. Carpool pick-up will begin at 3:00 pm. Our school-use permit requires that we ensure smooth traffic flow on the main streets surrounding our building. Drivers are encouraged not to arrive early for pick-up. If the carpool line is extending outside of the designated parking lot, we ask parents to wait to get in line. If scholars are not picked up by 3:15 pm, they will be enrolled in our after school program and parents charged accordingly.

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

13.14 Scholar Transportation. Families are encouraged to participate in AHA's carpool system. Parents are responsible for the safe and timely arrival and pick-up of their scholar(s). Scholars should remain under adult supervision at all times to and from school. Special transportation arrangements must be discussed with the headmaster and will be approved on a case-by-case basis.

HOMWORK AND GRADING POLICY

14.1 Homework Philosophy. Each scholar's education should be a family matter. Consistent reinforcement in the home of lessons and principles learned at school is a vital component of each scholar'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 each scholar's capability.

14.2 Expected Homework. The quantity and complexity of homework will vary by grade level and subject. Math, Riggs (spelling) and reading homework should be expected on a daily basis at every grade level. Homework in other subjects will be assigned in frequency and amount, as the teacher deems appropriate.

14.3 Monday Assignments. American Heritage Academy does not provide formal instruction on Monday with the understanding that scholars and parents will work together to ensure that the learning process remains strong. Extra assignments may be assigned for Mondays. Scholars and parents should budget time for working on projects, reports and other big assignments on this day. Whenever possible, parents should schedule lessons and appointments on Monday so as not to interrupt the four formal class days.

14.4 Communication from Teachers. Teachers should clearly and weekly communicate with scholars and parents regarding homework assignments and expectations; however, it is primarily the scholar's and the parent's responsibility to seek information about homework assignments if those assignments are not clear.

14.5 Failure to Complete Homework. Upper Grammar scholars will not be permitted to enter class without their completed assignments. Scholars who have not completed their homework will be asked to call parents/guardians and complete the assignment before entering their class. Scholars who miss part of class to complete their homework are responsible for the information covered during their absence.

Procedure for Incomplete Assignment Referrals

- Scholar will be sent to the office.
- Scholar will sign in and call a parent to inform them of missing assignments.
- Scholar will remain in the office until the assignment is completed and a letter of responsibility has been written.
- Administrator or other authority will initial the completed work and dismiss scholar to class.

Consequences for Incomplete Assignment Referrals

- Five missing homework assignments will result in a full day, in-house suspension.
- Two in-house suspensions will result in a full-day suspension.
- Frequent suspensions are grounds for further disciplinary action including expulsion.
- One or more missed or incomplete homework assignments will disqualify a scholar for the highest self-government grade of "outstanding."
- Frequent Incomplete Assignment Referrals will be considered during the re-registration process.

14.6 Failure to Complete Homework. Lower Grammar scholars are given homework packets to be turned in each Tuesday upon arrival to school. Math may be the exception to the packet and be expected to be turned in each school day.

Procedure for not Returning a Homework Packet

When packets are not returned a notice will be sent home with the scholar, and is expected to be signed and returned the next day with the past due homework packet. If packets are not returned the following consequences will follow:

Consequences for Incomplete Assignment Referrals

- Five missing homework packets will result in a full day, in-house suspension.

- Two in-house suspensions will result in a full-day suspension.
- Frequent suspensions are grounds for further disciplinary action including expulsion.
- One or more missed or incomplete homework packets will disqualify a scholar for the highest self-government grade of “outstanding.”
- Frequent Incomplete Assignment Referrals will be considered during the re-registration process.

14.7 Goal of Grading. The goal of grading and report cards is to help inspire a scholar to reach for excellence. Report cards are essential for measuring the progress and performance of each scholar—and grades must have meaning if they are to measure progress and achieve the goal of inspiring the scholar to reach for excellence. Because scholars learn the meaning of grades both at home and at school, the way parents and teachers convey the meaning of grades should be consistent.

14.8 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 scholar’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 scholars should be on making progress, not on making a particular grade. Grades are a natural byproduct of the learning process, not the goal of it.
4. Grades are not to be feared.

14.9 Purpose of Report Cards. Report cards at AHA 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 the scholar to reach for excellence by measuring past performance and striving for progress.

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

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

Kindergarten thru 3rd Grade

- 5 - Displays skill the majority of the time.
- 4 - Displays skill often; room to improve, but doing very well.
- 3 - Displays skill about half the time; keep working.
- 2 - Sometimes displays skill; needs improvement.
- 1 - Never displays skill; much improvement needed.
- N/A - Skill is not expected to be mastered at this time.

4th Grade thru High School

A = 100-95%	B- = 83-80%	D+ = 69-67%
A- = 94-90%	C+ = 79-77%	D = 66-64%
B+ = 89-87%	C = 76-74%	D- = 63-60%
B = 86-84%	C- = 73-70%	F = 59-0%

*with accommodation

14.12 Purpose of Self-Government Grades. Self-government grades, which indicate citizenship and effort are intended to measure and inspire good self-government, work ethic, and non-academic contributions and achievements in the classroom.

14.13. Self-Government Grade Scale. The grade scale for self-government is as follows:

O = Outstanding

- Demonstrates exceptional effort and work ethic; and
- Makes significant or frequent contributions to the class; and
- Completes and submits all in-class and homework assignments on time, unless otherwise excused by the instructor; and
- Does not require more than one warning from faculty or administration to improve specifically identified misbehavior.

G = Good

- Demonstrates good effort and work ethic; and
- Makes occasional contributions to the class; and
- Completes and submits most in-class and homework assignments on time; and
- Generally does not require more than two (but occasionally more) warnings from faculty or administration to improve specifically identified misbehavior.

MS = Minimum Standard

- Demonstrates a minimal level of effort and work ethic; and
- Makes very few contributions to the class; and
- Submits most in-class and homework assignments, but not in a complete or timely way; and
- Requires multiple warnings from faculty or administration to improve specifically identified misbehavior.

BMS = Below Minimum Standard

- Demonstrates an unacceptable level of effort and work ethic; or
- Does not contribute to the class; or
- Consistently neglects to submit in-class or homework assignments.

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

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

14.14 Incomplete. In some individual cases, such as late enrollment or serious scholar illness, teachers may give a

scholar an incomplete for the quarter. This grade will indicate a justifiable excuse for not completing the required class expectations, and will NOT be recorded on the scholar's transcript. The semester grade will be the grade earned during the completed quarter and will NOT be affected by the incomplete.

14.15 Accommodations in Grading. In the spirit of meeting each scholar at his/her threshold of learning, special accommodations may occasionally be made to help a scholar "succeed" on an assignment or even on an exam where the scholar 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 scholar 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 accommodation." In most cases, the scholar will therefore see a grade that is encouraging (or at least not discouraging), but the parent will understand that accommodations were made to achieve the grade.

14.16 Academic Honesty. American Heritage Academy seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own (cheating or plagiarizing) will be treated with utmost gravity. This will result in a zero on the assignment and possible suspension. Teachers understand that scholars need coaching and careful guidance in such matters.

14.17 Honor Roll. After each report card is issued, AHA releases the list of scholars who have qualified for the honor roll. Scholars, 4th grade through 12th grade, who receive an A or B in all their classes qualify for the A/B Honor Roll. Scholars who receive straight A's qualify for the "A" Honor Roll. "A" Honor Roll scholars will be invited to a luncheon with the headmaster at the end of each quarter.

DAY-TO-DAY OPERATIONS

15.1 Telephones and Office Equipment. Scholars must obtain permission from the staff member at the front office to use a school phone. Scholars should use the school telephones only for matters of an urgent nature; arrangements for after-school activities should be made elsewhere. Scholars are not allowed to have assignments faxed to the office or sent over the office email. Scholars are not allowed to print assignments on the office printer.

15.2 Lost and Found. There is a lost-and-found receptacle in the office; all items should be turned in to the office. The school assumes no responsibility for lost items. Any items not claimed before the end of each semester will be donated to a local charity.

15.3 Building Maintenance. Scholars are expected to ensure that their area is free of litter and trash, and are asked to report major spills and messes to the front office. Major cleaning is done weekly and after school by those hired to do so. Scholars are expected to clean up after themselves, especially in the lunch room each day.

15.4 Lunchtime Behavior. Politeness and civility are expected during lunchtime which is reserved for quiet conversations and social interaction.

15.5 Lunchtime Supervision. At least one faculty member, in many cases two faculty members, will be assigned to supervise the lunchroom at all times when scholars are in lunchroom.

15.6 Food and Gum. Food is permitted in the lunchroom and, on occasion, in the classroom for special events. Gum

is prohibited at all times and in all areas of the school. No snacking will be allowed during the school day except in limited circumstances for scholars with medical reasons or otherwise at the discretion of administration. Scholars need to bring their own sack lunches.

15.7 Recess. All scholars want and need time during the day to engage in self-directed activity, and recess is provided for a breath of fresh air, a moment of solitude, a private conversation, or a game of foursquare, basketball, or kickball. All scholars are to remain in the designated recess area; as in the classroom, the supervising teacher or administrator is the authority during recess. See section 8, Non-classroom Governance, for more information regarding playground policies.

15.8 Games During Recess. When playing games during recess, scholars are encouraged to include anyone interested in participating. Games that are abusive or demean an individual are forbidden.

15.9 Use of P.E. Equipment. Scholars are only allowed to use P.E. equipment during supervised P.E. time.

15.10 Messages to Scholars. Only messages of an emergency nature are delivered to scholars during the school day. All other messages are delivered after the school day ends.

15.11 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. Scholars and parents should notify the librarian or an administrator if they find any questionable material in the library. Scholars can check out books from our library on a weekly basis.

15.12 Toys. Toys including such things as action figures, dolls, and stuffed animals, among others 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 scholar's backpack before and after the activity.

15.13 Personal Items. Unless the teacher has granted special permission, a scholar 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, music listening devices, electronic game systems, guns, fireworks, and knives. The school is not responsible for items that are lost, damaged, or stolen on school property or at school-sponsored events or activities. Scholars who have cell phones must keep them in their backpacks while on campus. Scholars who have them out during instruction time will have them confiscated and a parent will be notified to pick them up at the front desk at the end of the day.

15.14 Birthday Observance. A scholar 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 for special needs scholars in the class may have. Invitations to birthday parties may be handed out at school only if the entire class is invited. Interruptions to class should be minimal and teachers determine the amount of time class can be interrupted.

15.15 Field Trips. The school uniform will be worn on field trips unless other instructions are given. During transport, each scholar will be required to wear a seat belt and have a permission slip. Scholars 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. As in the classroom, the teacher(s) will judge what behavior is acceptable, and parents are asked to be willing to follow through on teacher directions. Parent drivers are asked to follow the field trip itinerary given to them by the teacher. The teacher should approve any changes in the itinerary.

15.16 Path to the Patriots (8th Grade Trip). The trip is for those scholars who have shown self government and excellence through the year. A scholar will not attend the trip and forfeit all monies if he/ she is suspended or does not show self government and responsibility through the school year. A family commitment is made at the beginning of the 8th Grade school year and is expected to be upheld. The cost of the trip is split into three payments and is paid for by the scholar and the family. Faculty members attend the trip as chaperones and room with the scholars. The trip follows the patriots from the beginning "where the shot was heard 'round the world" to where the British surrender in Yorktown. This trip is approximately twelve days long and scholars are expected to behave as they would in school. The AHA uniform policy is enforced on the trip and scholars unwilling to be self governing will be sent home at the parents'/ guardians' expense.

15.17 School Handbook. A copy of the current handbook is available in the AHA office for review. It will also be updated yearly and on our website for review and download. Information in the handbook is subject to change according to necessity and the discretion of the administration. An addendum is periodically updated and kept in the AHA office with the handbook, and is available for review at any time.

EMERGENCY PREPAREDNESS

16.1 Purpose of Fire Drills. Fire drills will be conducted on a regular basis throughout the year to train and condition all scholars and faculty to respond to the fire alarm in a systematic and orderly fashion, regardless of whether the alarm signals a fire drill or an actual emergency.

16.2 Fire Drill Procedure. When the fire alarm sounds:

1. Scholars 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, scholars will use the exit determined by the classroom teacher.
2. The teacher will appoint a responsible scholar or another adult if available to lead the scholars 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.
3. The teacher will carry the emergency clip board. This clip board holds a class roster with emergency contact information.
4. The last person out of the room will: inspect the room to make sure no persons are still in the room, turn out the lights, and close the door.
5. The scholars will gather silently with their classmates at the designated location while the teacher takes attendance based on the class roster included.
6. If all scholars are present, the teacher will hold up a green flag for administration to see; if any scholar is missing, the teacher will hold up the red flag.

7. When the return signal is given, everyone will return quietly to class.

16.3 Shelter-In-Place Procedure. All teachers will immediately lock their classroom doors upon announcement over the school-wide PA system of the code phrase, “Will all teachers please proceed to lock down procedures, thank you.” While teachers will be reminded of the lock-down procedure on an annual basis, the procedure will not be rehearsed during the year.

16.4 Bomb Threat Procedures. All teachers will evacuate the building in the same manner as for a fire drill upon the announcement over the school-wide PA system of the code phrase, “This is a fire drill, extended.” While teachers will be reminded of the bomb threat procedure on an annual basis, the procedure will not be rehearsed during the year.

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

USE OF MEDIA AND ENTERTAINMENT

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 be approved by administration.

17.2 Pre-Approval of Movies. The administration will pre-approve any movies shown at school-related functions.

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

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

17.5 Personal Property. Personal video and music devices are not permitted on school property.

17.6 Principles Governing Media and Entertainment at 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.

SUMMER SCHOOL

18.1 Purpose of Summer School. Summer school is held for the benefit of those scholars who, upon completion of a full academic year at AHA, have not sufficiently demonstrated the minimum academic skills necessary for advancement to the next grade level. These scholars will be invited to attend summer school and upon successful completion of the class will be able to move to the next grade level. Those who elect to not attend summer school will then have consented to having their scholar repeat that grade the following year. Summer school should be a positive and encouraging experience for the scholar giving added tutoring and increased confidence in subject areas of particular need. Summer school is not held as a punitive mechanism for below-average academic performance or unsatisfactory behavior.

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

18.3 Final Determination. Final determination about which scholars will be invited to attend summer school will be made no later than two weeks before the end of the academic year.

18.4 Cost of Summer School. The cost of summer school is intended to cover only the expense of the instructor and materials. Such cost will be borne by the parents. The monies for summer school will be paid by the last day of the proceeding school year, with the understanding that if the commitment is not made at this time the scholar will repeat the grade.

18.5 Concluding Assessment. Scholars will be assessed at the conclusion of summer school. Parents will receive a letter no later than mid-July with assessment results and specific recommendations regarding outstanding areas of weakness (if any) for which parents should conduct in-home remediation before the start of the upcoming academic year.

18.6 Tutoring Alternative. Parents have the option of obtaining private tutoring assistance as an alternative to summer school at AHA. If any such alternative arrangements are made, AHA must receive for its review on or before July 31 an assessment from a recognized institution or center for remedial education (such as Sylvan Learning Center).

18.7 New Scholar Riggs Camp. Scholars enrolling in AHA grades 1-4 for the first time, are required to attend the summer Riggs classes. These classes ensure that scholars will understand our unique curriculum and be comfortable in their new classes. The cost of these classes is intended to cover only the expense of the instructor and materials. Such cost will be borne by the parents.

18.8 Summer Camps. AHA will sponsor summer camps in various subjects such as fine arts, math, reading, study skills, etc. Course options will be determined by scholar interest and staff availability. Cost will vary and will be borne by the parents.

PARENT COMMUNICATION WITH THE SCHOOL

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

- Opening Night
- Parent-Teacher Conferences, held three times a year
- Regular email and newsletter communication from teachers regarding general topics being covered in class and homework assignments; parents should expect a weekly newsletter
- School service functions and special events
- Individually scheduled parent-teacher or parent-administrator meetings upon request

19.2 Parent-Teacher Conferences. Held three times a year, Parent-Teacher Conferences are times set apart for parents and teachers to discuss scholar progress. Both parents are invited, but at least one is expected to attend. The school calendar lists dates of Parent-Teacher Conferences for the current academic year.

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 contact the teacher via email or call the office to make arrangements.

19.4 Parent Communication with the Headmaster. The headmaster is directly responsible for virtually all of the day-to-day decision making that affects parents, scholars, 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. Families are welcome at any time to schedule an appointment with the headmaster to address any concern. Please call the front office during school hours to schedule.

PARENT SERVICE TO THE SCHOOL

20.1 Service Hours Requirement. As part of the terms and conditions of enrollment, scholars and their parents are asked to provide service to the school. Currently, parents are required to provide 21 hours of service per academic year. The school depends on parent participation in order for every event at AHA to be successful.

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

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

20.4 Penalty for Not Filling the Requirement. Families who do not fulfill their 21-contracted service hours will be fined accordingly. A \$600.00 donation to the school will remove the parent service obligation to the school.

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

AHAPA committees
AHAPA offices
Box Tops for Education
Carpool
Concert Assistants
Classroom Helpers
Costume design
Event Set Up

Facility Maintenance
Fine Arts Week
Hot Lunch
Library Volunteers
Lunchroom Duty
Math Bee/Spelling Bee
Programs & Performances
Picture Day

Playground Monitors
Room Mothers
School Clean-Ups
School Directory
Science Fair

FUNDRAISING

21.1 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 scholar tuition cover all normal, direct operating expenses of the school, and that parents cover the cost of a scholar's personal school supplies, uniforms, and lunches. However, AHA would not exist without donations above and beyond tuition; for example, the school's facilities, electronic and playground equipment, and books for the library will all be acquired with the help of donors.

21.2 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. School administration and Board of Trustees must jointly approve all fundraising efforts before implementation. AHA will only participate in high quality fundraisers that provide both financial revenue and positive community exposure.

21.3 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.

POLITICAL VERSUS PATRIOTIC ACTIVITY

22.1 Prohibitions on Political Activity. American Heritage Academy is classified as a 501(c)(3) organization under IRS regulations, and is thus barred from endorsing candidates for public office, lobbying for legislation (other than legislation affecting the school and its functions), and engaging in other partisan political activity. The school and its facilities may not be used for political purposes. Staff members, trustees, and parents should not display campaign buttons, distribute political literature, nor endorse political candidates while on campus.

22.2 Staff Political Participation. AHA 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 activity is not done on campus and does not adversely impact the reputation of the school.

22.3 Principles of Patriotism. While AHA is strictly non-political, it encourages patriotism. This patriotism is expressed outwardly through the display of the flag and patriotic artwork, singing of patriotic music, presentation of patriotic programs, and so on, supported by the curriculum. True patriotism comes from a humble appreciation for our history and the obligation that rests on each generation to so live that freedom under the Constitution might be preserved.

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

22.5 Good Citizenship. American Heritage Academy wants to be a contributing part of the community and seeks to cooperate with civic authorities and comply with all applicable laws. Good citizenship necessarily includes moral conduct in public and private. Unlawful or immoral behavior by a trustee, staff member, or scholar whether in public or in private, may be a cause for discipline or termination.

CHILD ABUSE AND NEGLECT POLICY

23.1 Definition. Child abuse and neglect are difficult to define in a sufficient way applicable to all situations; however, reportable conditions have been defined by law (see 24.4, “Required Reporting.”) 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.

23.2 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.

23.3 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 AHA.

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

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

- The headmaster 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 AHA policies.
- If there is any question as to reasonability of belief regarding child abuse or neglect, the administrator and faculty member will immediately verbally notify either the Division of Family Services or a law enforcement officer in accordance with applicable law.
- The headmaster will make and file a written report with the appropriate Division of Family Services or law enforcement office within 48 hours of any oral report.

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

23.7 Gathering of Information. To determine whether there is reason to believe that abuse or neglect has occurred, AHA 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.

23.8 Interviews. Interviews with the child or suspected abuser will not be conducted by AHA 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 scholar will be made and given to the investigating agency.

23.9 Procedure for Oral and Written Reports. If there is reason to believe that a scholar may have been subjected to abuse or neglect, an oral report shall be made immediately by the school employee to the administrator or designee reporting the suspected abuse/neglect with a written report to follow within 48 hours. When making the oral report, the administrator or designee reporting the suspected abuse/neglect should record the name of the law enforcement officer or Division of 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 Family Services).
2. One copy will be placed in a separate file to be maintained by the headmaster 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.

23.10 Cooperation with Local Agencies. AHA 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.

23.11 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.

23.12 Anonymity. The Division of Family Services, law enforcement personnel, and all AHA 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.

23.13 Distribution of Policy. Once each year, AHA 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.