



THE AHS WAY

Cultural Principles & Practices for Extracurricular Activities

**American Heritage School
American Fork, Utah**

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Introduction

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

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

General Principles & Practices

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

Priorities

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

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

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

Everything described to this point in this section pertains to the priorities we establish once we set foot on the stage or the field. But what about prioritizing extracurricular activities relative to other pursuits in life? Again, it is helpful to compare things that are eternal with those that are temporary. Administrators, instructors, parents, and students affiliated with AHS extracurricular activities should conduct and participate in the programs in a manner that establishes faith and family above all else, never allowing time allocations to suggest the priority is otherwise.

Comportment

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

- ☑ We unashamedly signal our devotion to God and neighbors through private and public routines, such as prayer and devotional. While we don't flaunt it, we don't hide it either, even when some members of the team or guests on our campus may not subscribe to our faith (such as international students or visiting teams).
- ☑ Our language is refined and careful, not mean, sarcastic, or vulgar. When communicating via electronic means, we use proper grammar and punctuation (we are a school, after all).
- ☑ Our appearance is dignified and unified, not sloppy and casual. When it's showtime, we are in best dress or team dress, and neat and clean in our grooming.
- ☑ We don't do something in our programs solely because it's "popular" or because "that's what everyone else is doing" – no matter how much students or instructors may want something for those reasons. We do things because they are principled and mission-aligned: for safety, unity, service, family, or character-building purposes, etc.
- ☑ We always ask the family impact questions. How will this additional event impact families? We don't hold events (including practices or rehearsals) on Sundays, and, although we may participate in an occasional Monday-evening event determined by a league or association, we don't schedule Monday-evening events that are within our control. We also avoid long distance travel if there's a way to reap the same (or relatively similar) benefits closer to home. When scheduling practices and rehearsals, we honor faith and family as the top life priorities by beginning no earlier than 6:30 AM and ending no later than 6:00 PM.
- ☑ We accommodate and support balance in life. We know that extracurricular commitment is important, but we also try to be as flexible as we can with requests from students to be involved in important Church, family, and school activities such as church youth programs, family travel, major school events, and other priorities in their lives.
- ☑ We do our best, and we strive to excel, but... at the end of the day, when we have left the competition field or the performance stage, we want people to remember us for our kindness, our respect, and our grace, especially when we were under pressure, and even more so when we were under fire!

Instructors

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

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

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

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

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

Do:

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

Don't:

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

Academic Probation

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

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

Of course, extracurricular education is, in a very real sense, inseparable from “school” (it’s all education).



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

Facilities

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

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

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

Multi-activity Participants


American Heritage School offers a wide range of after-school programs to enrich student learning and growth in a variety of areas including athletics, fine arts, clubs, and other specialties. How do we respond to a student whose interests extend beyond a single extracurricular activity? We encourage these desires, and we recognize the resulting well-roundedness as a form of excellence (every bit as laudable as the excellence that comes from focused investment in a single pursuit).

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



Fundraising


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

- ✓ Each group may pursue no more than one fundraiser per year.
 - ✓ Fundraisers should be directed and managed by the student participants. Fundraisers can easily turn into activities where instructors and other adults do all the heavy lifting, while the students enjoy the benefits. We want our student participants to feel gratitude, ownership, and accomplishment through the fundraising effort—we do not want entitlement. Instructors and other adults should therefore provide little (if any) involvement in the fundraising activity.
 - ✓ Fundraising should be based upon the rendering of a good or service that is generally demanded by the community (i.e. not something they would otherwise not purchase) and offered in a manner that is free from emotional manipulation.
 - ✓ Caution should be employed whenever fundraising efforts are directed toward adults whose children attend public schools. Asking these parents to contribute toward AHS student experiences can seem (to them) insensitive as they are being asked to pay for something they personally have chosen to forego. Therefore, door-to-door solicitations should never occur.
 - ✓ If we can't conduct the fundraiser in a manner that avoids cultivating entitlement, introducing a sense of emotional manipulation, or reliance upon a product or service that is not otherwise demanded, then we should forego the fundraiser.
 - ✓ Many, after reading the above guidelines, may conclude that it is just simpler to have each student earn money through part-time employment. That is a wonderful way to go!
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Full Participation

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

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

- ✓ What it is – Assuming enough participants come forward, we will accommodate the student interest by forming a group to provide space for the participation.
 - ✓ What is isn't – We are not guaranteeing that every participant will be able to participate in the manner they prefer. We are not promising the lead role, the first chair, the dancing partner, athletic position, the league of preference, or the preferred schedule.
 - ✓ We are saying that we will provide space for participation that is commensurate with the student's financial commitment, time commitment, and skill level.
 - ✓ Financial Commitment – Some experiences that cover more area (more practices, more performances, more travel, more instructional expertise, etc.) are more expensive than are others. Our array of extracurricular offerings is thus devised of a diverse array of experiences at varying price points.
 - ✓ Time Commitment – Some levels of participation presume a greater commitment of time or commitment to an inconvenient timetable. The array of offerings is also diverse in terms of scheduling constraints.
 - ✓ Skill Level – Some groups are meant for experienced participants, others for beginners, and yet others for those who are somewhere in between. Assignment to groups is not based upon student or parent assessment of the student's skill level. While there are "no cuts," there are still auditions and tryouts so that instructors can assess students' skill levels and assign them to an ensemble, team, or role accordingly.
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Participation Fees

Participation fees are calibrated to cover the direct expenses of a given program. Donations are used to supplement participation fees and are directed toward financial aid, equipment purchases, and occasionally to provide unique experiences that are not core to the program (i.e. the program could and would exist without these experiences).

Some parents may question participation fees and wonder whether their payments are subsidizing costs beyond those of their child's program. This is not the case; rather, 100% of a participation fee goes to the specific program of the participant. Often times, performing arts and athletic programs result in the lowest student-teacher ratio of any experience offered by the school (providing fewer participants over whom to spread program costs). Further, all AHS Way programs enjoy the implicit subsidy of facilities usage and administration oversight and support, allowing for participation fees to be lower than they would be if they were expected to contribute to those overhead costs.



Modesty


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

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

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

Celebrate v. Celebrity

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

- 1. Exclusivity** – When students practice or perform with an extracurricular group, we want them to feel like they are part of that group. When they arrive to practice and perform with a curricular group, we want them to feel like they are part of that group. Students should maximize their social potential in all settings, not artificially narrowing their relationships in one setting because of outcomes attained in another. For this reason, students are not allowed to wear extracurricular apparel that would distinguish them from the curricular group during the curricular day. Instructors, in an effort to promote unity among their extracurricular group, should not employ measures that undermine unity of curricular or other groups.
 - 2. Staled Progression** – When we celebrate a student's accomplishments, we should focus primarily on their progress relative to eternal standards (and not relative to temporary opponents). They should be pleased with that progress while maintaining in mind that they have not yet arrived; there is still a lifetime and even an eternity of progress (and joy) still ahead. When we instead promote celebrity status, we give a student the false sense that they have arrived, and when the excitement fades with time, that student may struggle to determine where to focus next. We are not just producing great singers, violinists, dancers, or short stops—we are molding children of God whose divine potential overshadows any temporary acclaim the world can provide and whose missions extend well beyond the performance stage or the playing field.
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Athletics Principles & Practices

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

Coaches

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

Do:

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

Don't:

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

Fans

Instilling a culture of energetic but also respectful support from fans and audiences is one of the most complicated culture-management responsibilities we have. It is a shared responsibility, and requires focus from ALL stakeholders in a program: administrators, coaches, conductors, guests, and students.

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

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



Referees

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

- ✓ Always treat referees with the highest and sincerest respect.
- ✓ Referees are human. They have unconscious biases. They make mistakes. So do you, and so will we all when put in similar situations. Afford them the patience you would hope to receive.
- ✓ Bystanders (coaches, athletes, and fans) assume a physically different space than the referee. Therefore, what the bystander sees from their vantage point is different from what the referee sees from his vantage point (and it is more likely that the untrained bystander got it wrong than the trained referee triangulating with their fellow officiators).

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

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

Dance Principles & Practices

"[Enter inspiring quote or scripture reference]." Citation

Choreography

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

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

Music Selection

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

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

Drama Principles & Practices

"[Enter inspiring quote or scripture reference]." Citation

Plots & Themes

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

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

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

Music Principles & Practices

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

Music Selection

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

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

