

TRANSFORMATION



American Heritage School Magazine 2022

TRANSFORMATIONAL
TEACHERS, p. 15

THE *Art* OF
THE CHANGED HEART, p. 22

LARGE SHIPS AND
SMALL HELMS, p. 31



Mrs. Logan demonstrated the transformation that happens to the color of a liquid (known as a clock reaction) to her elementary science students. This change is sudden and dramatic. As you will see throughout the pages of this magazine, the transformation we are seeking at American Heritage is usually not so obvious because we are dealing with matters of the mind and heart—the process of becoming “new creatures” in Christ (2 Cor. 5:17). Photo by Tresa Haymond.



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Transformation
The Annual Magazine of American Heritage School. Issue 1.

Editor
David Buer, Assistant Principal of Communications and Athletics

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Cover:
Mercedes Ng, artist and AHS alumna, returned to campus to share how art has made her more courageous. Read her story on page 22.
Cover photo by David Buer.

RECORD YEAR *FOR GROWTH*



1,061
PATRIOTS

FIRST DAY ENROLLMENT

DIVISION ENROLLMENT

	21-22	20-21
Elementary	478	427
Middle School	268	229
High School	315	259

200+

TOURS GIVEN
BY ADMISSIONS

8%

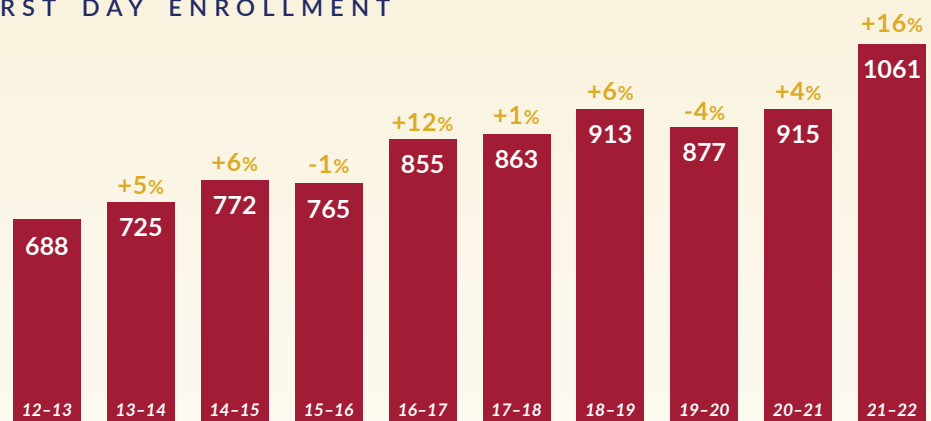
STUDENTS RECEIVE
FINANCIAL AID

12:1

STUDENT TO
TEACHER RATIO

21

AVERAGE
CLASSROOM SIZE



TOP CITIES OF STUDENT RESIDENCY

CITY	STUDENTS	% BODY
HIGHLAND	195	18%
PLEASANT GROVE	175	16%
LEHI	146	14%
AMERICAN FORK	114	11%
ALPINE	106	10%
OREM	67	6%
CEDAR HILLS	54	5%
LINDON	48	5%
PROVO	24	2%
SARATOGA SPRINGS	18	2%

314
NEW STUDENTS

9 FAMILIES
RELOCATED FROM
OUT OF STATE



WELCOME

to the inaugural edition of the
American Heritage School magazine!

The word “transformation,” from the verb “transform,” was defined by Noah Webster in his 1828 dictionary as follows:

TRANSFORM, verb transitive [Latin trans and forma] To change the form of; to change the shape or appearance; to metamorphose; as a caterpillar transformed into a butterfly. In theology, to change the natural disposition and temper of man from a state of enmity to God and his law, into the image of God, or into a disposition and temper conformed to the will of God. “Be ye transformed by the renewing of your mind.” (Romans 12:2)

This is the kind of transformation that happens at American Heritage School. It encompasses not only mastery of substantive disciplines, but mastery for a purpose that is centered in Jesus Christ. By His light we seek truth in every subject and by His love we use that truth to serve others around us. It is a simple yet powerful approach to education

that has been employed from the beginning of time by faithful parents and teachers who know that not all education is of equal value. The most important education of all is that kind that gives us a new heart “to do good continually,” (Mosiah 5:2).

With love and gratitude to all who strive for this kind of transformation in the rising generation,

Sincerely,

A handwritten signature in blue ink that reads "Grant Beckwith". The signature is fluid and cursive.

Grant Beckwith
Head of School



Nancy Mellor, 10th Grade



Adam Jones, 12th Grade



Jenna Meade, 10th Grade



Gabe Pettingill, 9th Grade



Jan Parker, Elementary Art Teacher

Art and Poetry



WINDS

BY JACK REED, 11th Grade

The ragged tatters batter, tear
With tongues and teeth of howling air
Upon the man who shivers there
With hollow eyes forlorn.

Though bent and white with crooked age,
His life and limbs a ragged page
From silent wrath and quiet rage,
Threadbare, the red tear torn.

To will a wish that winds were mild
Through wandering waste and withering wild
To bear in arms a bundled child
Against the coming storm.

The days of Summer fleeting came
And left the child without a name
Amid the pools of blood and flame
That from the trees were shorn.

The blessed destination found,
With weary final steps, endbound,
The withered man kneels to the ground,
And lays his burden born.

“The Winds will blow,”
He whispers soft beneath his breath,
“But grow Spring, grow.”
And plants a Seed before his death.

High School winner of the 2021 Pictures and Poetry Contest

GOD'S ART

BY ADDISON R. COLES, 7th Grade

Listen to the wind at night
Until you see the morning light;
Leaves are falling off the trees
I smile as they surround me.

Listen to the squirell in the thrush
He is in no rush,
Because in this place love abides,
Can you see the birds fly by?

Maybe it's the way God made it,
'Cause it's all so beautifully created.
God is most definitely an artist,
And he is not heartless.

He cares about each one of us,
He is in no rush,
Because He uses a special brush
To paint each season, tree, and bush.

His art is something unimaginable
And sometimes makes us laugh a little,
But it is all worthwhile,
Because God's art will make us smile.

Middle School winner of the 2021 Pictures and Poetry Contest

Go, go, go Joseph you know what they say
Hang on now Joseph you'll make it some day
Sha la la Joseph you're doing fine
You and your dreams go ahead of your time!
—"Go, go, go Joseph," *Joseph and the Amazing Technicolor Dreamcoat*



ADAM JOHNSON Grade 12

Playing the lead role in *Joseph and the Amazing Technicolor Dreamcoat* may have provided us with a clue about what was ahead for senior Adam Johnson. Adam really did “make it some day” when he qualified as a national semifinalist in the National Merit Scholarship program. He was one of only a few hundred selected in the state of Utah and only 16,000 students nationwide. In February of 2022, Adam will find out whether he will be selected as a finalist (7,500 students nationwide).

The National Merit Scholarship program describes the demanding criteria for applicants: “These Scholars are selected by a committee of college admissions officers and high school counselors, who appraise a substantial amount of information submitted by both the Finalists and their high schools: the

academic record, including difficulty level of subjects studied and grades earned; scores from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®); contributions and leadership in school and community activities; an essay written by the Finalist; and a recommendation written by a high school official.”

Congratulations, Adam, on this recognition of your diligent and excellent efforts. As was said in *Joseph*, “You’re doing fine!”

OLIVIA WASHBURN

Grade 12

Congratulations to Olivia Washburn, who recently received a federal patent for what began in 9th Grade as an outstanding AHS science fair project: a protective cap for NICU babies to reduce background noise and lower the infants' stress levels. Reporter Braley Dodson with *The Daily Herald* tells the story:

Washburn was named the Junior Division Grand Champion at the Central Utah STEM Fair. She's since also won the \$7,000 grand prize at the 2019 High School Utah Entrepreneur Challenge from the Lassonde Entrepreneur Institute at the University of Utah.

Washburn herself had a 10-day stay in the NICU as a baby. While doing research for her project, she found that loud noises in the NICU can have damaging effects on infants and contribute to conditions such as audio processing disorder and learning disabilities. The solutions, she found, hinted at making machines quieter.

"I decided it would be a much cheaper and easier solution to create a cap," she said.

Washburn found that the loudest noises in a NICU can be between 60 and 120 decibels, which can range from a conversation to an ambulance siren. She created a sound box to test the sound attenuation of 25 materials to find which combination worked the best together.

She met with a professional seamstress to work on the design, and made adult-sized versions to get additional feedback.

The current version of the Noisy NICU Cap uses silicon, an elastic foam, cardstock and a wool cotton blend to create ear pieces that can be removed and adjusted inside the cap. The cap goes above a baby's forehead, down their neck and includes a chin strap. The cap is meant to be worn tight to keep sound out, but not too tight, and is designed not to obstruct any respiratory equipment.

Washburn said the cap lowers sound by 50 decibels, just quieter than a normal conversation.





THE GRADUATING CLASS OF '22

STAND TALL & STAND TOGETHER

Emma Schmidt, *Student Government Vice President*

"Stand Tall and Stand Together" is the theme that was chosen by our Student Council along with a theme scripture of Ephesians 6:13:

"Wherefore take unto you the whole armour of God, that ye may be able to withstand in the evil day, and having done all, to stand."

We chose this theme because we loved the idea of unity—"Stand Together." However, we also wanted to include something more because, what good is unity when you have no cause to unite around? That is why we added "Stand Tall"—to remind us that we can stand tall and united for Christ and His gospel.

As seniors, this last semester we have all been working very hard on senior thesis and some of us are completely done with it! There were a record number that took the accelerated schedule for senior thesis this year. We have three seniors who are graduating in December and we will miss them very much! For many of us, we have been preparing for the future, whether that be college admissions, missions, or something else. One of

our early graduating seniors has even already gotten his mission call! We have also been super busy with our individual activities—choir, sports, drama, etc.—and cheering each other on in those areas. In December, it was a blast to decorate for (and win!) the Christmas tree competition. Our senior class representative, Olivia Washburn, has been spectacular as she's headed everything from our senior sunrise and the Christmas tree decorating competition, to keeping us connected through a senior group chat.

I've come to realize that there is no other graduating class I'd rather be in than this year's. I will be the first to say that we aren't perfect, however I've seen my peers go out of their way to apologize and forgive. We strive to be kind and gracious. I know that no matter what, we have each other's backs.

I also have felt a spirit of unity as we came together in prayer for Izzi as she battled cancer. We were all so excited for her return to school! I hope that, as a senior class, we can grow even more close and united during our last semester at American Heritage School.



Senior Sunrise

SENIOR PROFILES



★ SARAH WARE

How has your time at AHS transformed/changed you?

The spirit and purpose of AHS has been highly influential in my life. I appreciate the culture of faith and respect that can be found here.

What are the key lessons you've learned at AHS?

I have made a lot of growth academically while at American Heritage. I have taken some challenging classes that have stretched me scholastically. I appreciate my teachers' efforts to help me understand difficult material and encourage me.

What are your plans for after graduation?

After I graduate, I plan to serve a mission as soon as I can. I then hope to go to BYU and pursue a degree in physics teaching. I am grateful for everything my time at American Heritage has done to help prepare me for the next step in my life.



★ JOHN BURR

Which teacher(s) have impacted you the most, and why?

Mr. Smith and Mr. Back have impacted me the most. Mr. Back taught me that school and learning can be fun when the teacher makes it worthwhile and interesting. Mr. Smith helped me overcome my struggles with math, he taught it in a way that made sense in my brain, and he was always wanting me to succeed.

How have your classmates impacted your life?

My classmates have helped me see through other people's perspectives by voicing opinions, asking questions that I would never think of, and representing what they believe in.

What are the key lessons you've learned at AHS?

Diligence, determination, and hard work lead to success. These are all things that I have had to learn while attending American Heritage. Being the smartest person in the room means nothing if you do not have these attributes.



★ EMMA GIBBS

What advice do you have for younger AHS students?

Trust your teachers. They all want what is best for you and want to help you grow. Also each of your teachers are there for you and want to help in any way possible.

What are your plans for after graduation?

I plan to go on to college. I am going to study exercise science, then hopefully be able to come back and coach at American Heritage.

What are the key lessons you've learned at AHS?

The most important thing I've learned is how to think for myself. I now understand how thinking for myself leads me to searching and finding the best sources to help me understand the whole problem or situation. Then from that understanding I can make my own fully informed decisions.

What will you miss after you graduate?

How close everyone at AHS was and is. Everyone is friends with each other. Seeing happy and smiling faces as they wave and greet each other in the hallway.



Ready for Launch: The Space Simulator



The maiden voyages of the American Heritage School Space Simulator blasted off in January of 2022! This view is from the captain's bridge of the starship. High school science students serve as the senior flight crew and as mentors to younger students as the ship is launched and navigates its way through exciting space-based STEM missions, problems, and scenarios that the students solve together. Many thanks to Mr. DeBirk and the army of teachers, students, and parents who did so much work during the past year to construct this remarkable simulator! The next phase in the simulator's advancement is the Galileo Shuttle, which students will also have opportunities to help construct and program!

The Process of *Becoming*

We have a tradition at American Heritage that dates back as far as any of us can remember; its consequence is not easily measured but is undoubtedly significant. It is one of those “small and simple things” that we believe allows “great things [to be] brought to pass.” Each morning, before excited, eager students flow through our doors, and—during some seasons—before the sun peaks over the mountains, our faculty gather in the auditorium for a devotional. The habits of praying together, singing together, laughing together, crying together, and edifying one another constitutes a unifying act of reorienting to Christ, who is our chosen foundation. This daily routine sets a faithful and optimistic tone for everything that follows. During the 2021–22 year, we have made an important adjustment to the morning devotional structure.

Each devotional is highlighted by a spiritual thought shared by a faculty member on a rotating basis. This year, faculty have been asked to focus their devotional messages on a common theme: transformation. Specifically, each faculty member has been asked to tell a transformational story that is responsive to one of two questions:

WHEN HAVE I BEEN TRANSFORMED?

WHEN HAVE MY STUDENTS BEEN TRANSFORMED?

These two questions are very deliberate and intentional. The core of our mission mandate at American Heritage School is to help students to “realize their divine potential.” In other words, our ultimate goal is to help them in the process of becoming—we are to facilitate transformation. We strive for moments, big and small, in the classroom, on the stage, and on the field, where students’ hearts are being shaped—where their desires become more aligned with the will of Christ. The curriculum we prepare, the experiences we plan, and the ways we invite the Spirit into our environments should all be aimed at this one objective.

But how can we expect our students to be transformed by the curriculum we prepare and the experiences we plan if those same things are not transforming to the teacher? Hence, the first question, which seeks for the upstream, predecessor event to our ultimate goal of positively shaping the heart of the student. During the first semester of the 2021–22 year, our morning devotionals have been focused on the first question; that focus shifts to the second question when we commence the second semester.

President Thomas S. Monson was a strong believer in the adage that you get more of that which you measure, and you get a lot more of that which you measure and report. American Heritage School has long been an environment wherein students and teachers advance along the path of discipleship, transforming in profound ways.

After moving on to the next stages in life, many student and faculty alumni look back at their experiences here with tender feelings of gratitude, appreciative of the pivotal nature of both individual moments and the aggregate experience. By both identifying and sharing transformational stories every morning, we expect to increase the frequency and depth of those transformational experiences at the school.

Thank You,



Chase Hale
Principal, American Fork Campus

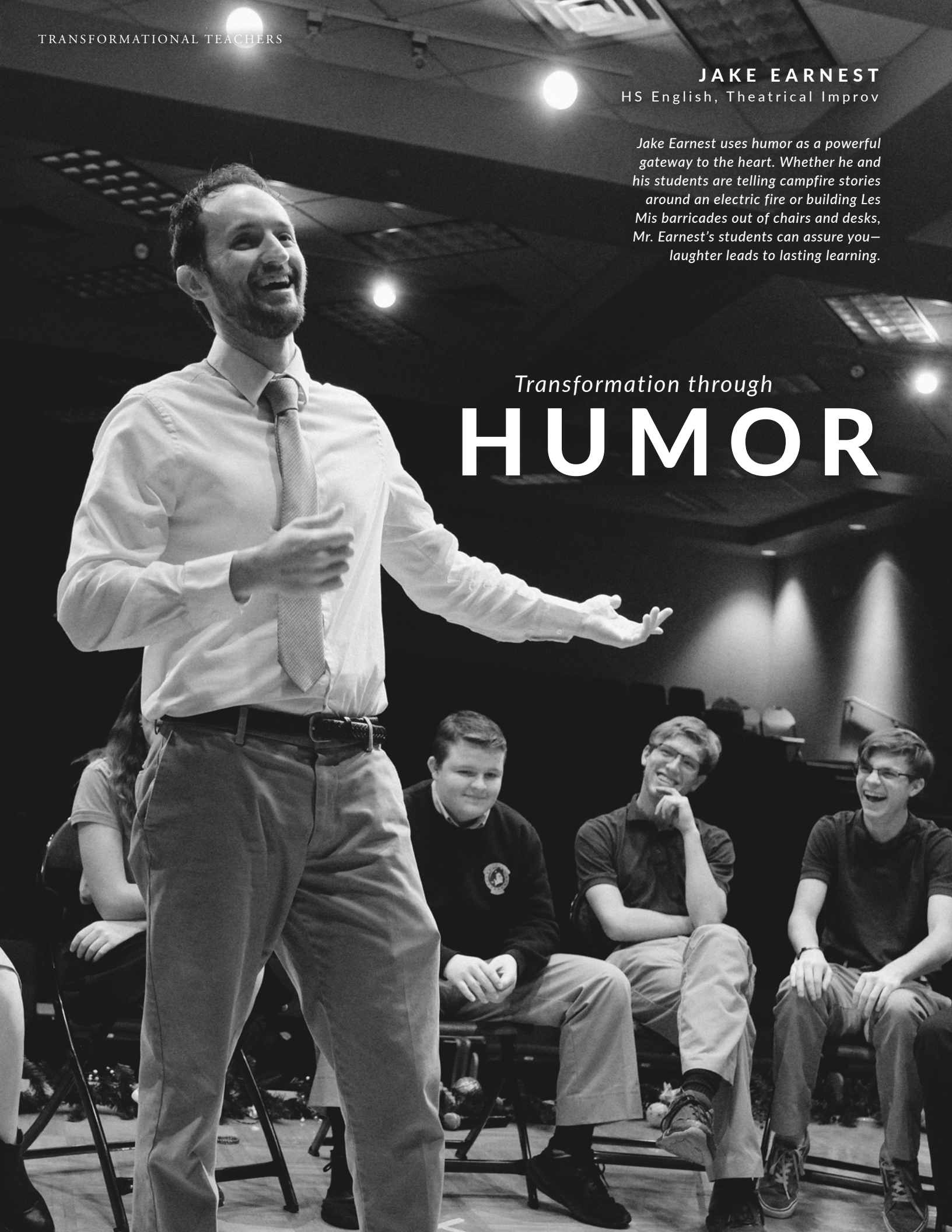
JAKE EARNEST

HS English, Theatrical Improv

Jake Earnest uses humor as a powerful gateway to the heart. Whether he and his students are telling campfire stories around an electric fire or building Les Mis barricades out of chairs and desks, Mr. Earnest's students can assure you—laughter leads to lasting learning.

Transformation through

HUMOR



TRANSFORMATIONAL TEACHERS

Transformation through

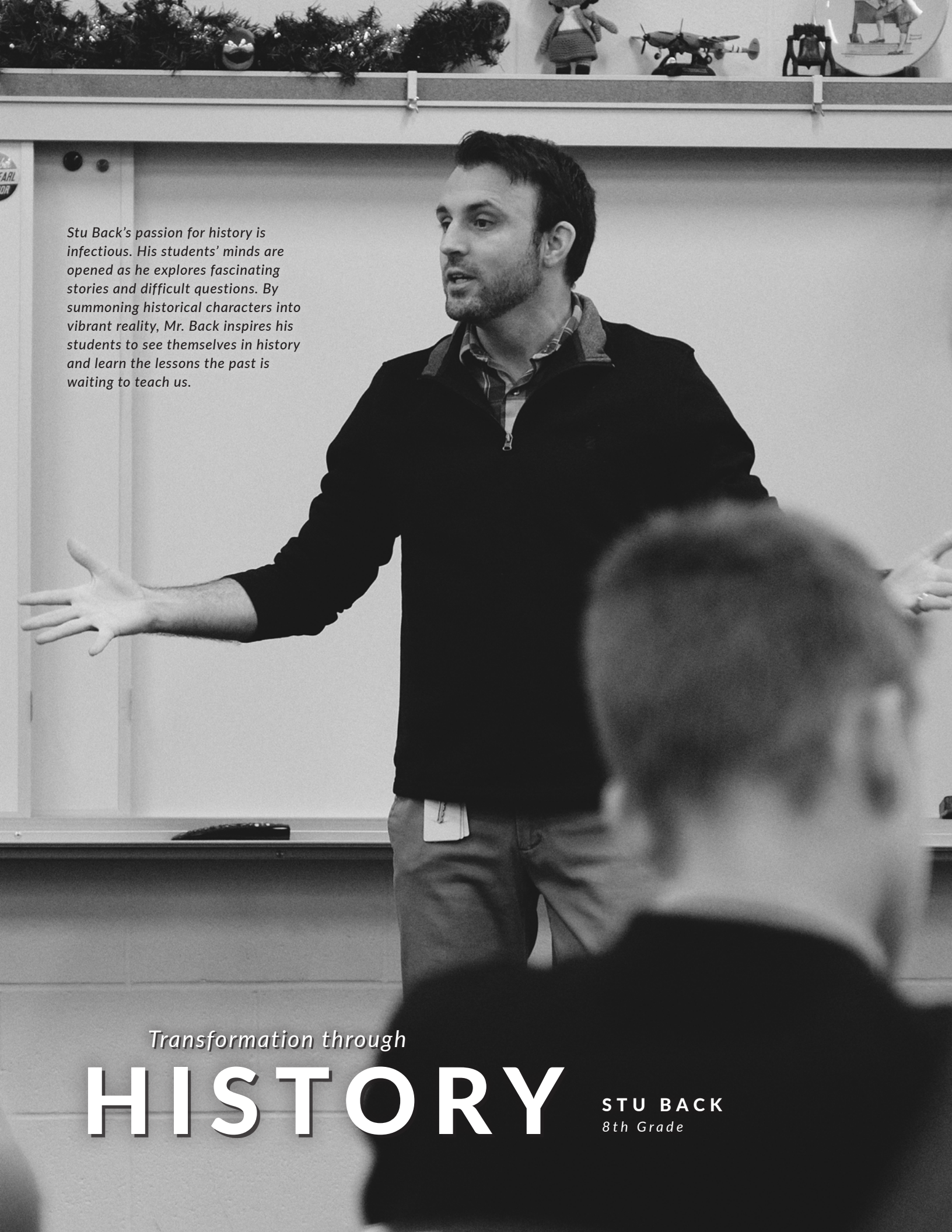
SEEING THE ONE

RENEE BRADDY

Kindergarten



Reneé Braddy's students know she recognizes and loves them for who they are and who they can become. Identifying the needs and the potential of each child requires diligent effort, but Mrs. Braddy's efforts yield beautiful fruit as her students develop and flourish.



Stu Back's passion for history is infectious. His students' minds are opened as he explores fascinating stories and difficult questions. By summoning historical characters into vibrant reality, Mr. Back inspires his students to see themselves in history and learn the lessons the past is waiting to teach us.

Transformation through

HISTORY

STU BACK
8th Grade



TRANSFORMATIONAL TEACHERS


TESS HILMO

HS English, Journalism

Transformation through

COMPASSION

Tess Hilmo's eyes tell the story: This is a master teacher intent on connecting deeply with her students. They know she cares about them as human beings, as children of God, because she takes the time to listen and empathize so they can grow, together.



Spend just a few minutes in Julie Arnold's classroom and you will feel the love and enthusiasm Mrs. Arnold has for her students, their potential, and the curriculum she is teaching. Because of her love, Mrs. Arnold's students give their consent to learn—to open up, stretch and grow.

Transformation through

LOVE

JULIE ARNOLD

5th Grade



Education for the heart, in the heart of it all.

Education began in Salt Lake City the moment the pioneers arrived in the valley, which is where the new American Heritage campus will open in August 2022.

But the charter class won't be gathering in the suburbs. They'll be learning beside Capitol Hill, under Ensign Peak, and next to the Salt Lake Temple, embracing a model of education that's proven successful in Utah for over 50 years.

It's a perfect location because the curriculum includes inspired principles on which the nation was founded, as well as the history of those who came to Utah to live them. And through every course and activity, students have an opportunity to learn about God and His Son, Jesus Christ, from whom these and all blessings flow.

We invite you to learn more about the American Heritage tradition in Utah, coming soon to the heart of Salt Lake City. If location really does matter, this is the certainly right place.

The new Salt Lake City campus.

EMPLOYMENT MILESTONES



5 Years



Rohan Adams



Brooke Brockbank



Kandace Goodrich



Cathy Hayward

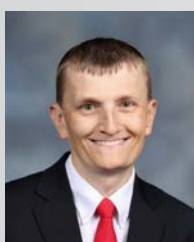
10 Years



Elizabeth Acuña



David Hancock



Adam Hendrickson



Laurel Hill



Linda Larson



Jeffrey Meade



Peter Knecht

15 Years



Deborah Otteson

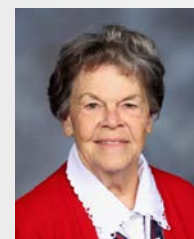


Grant Beckwith

20+ Years



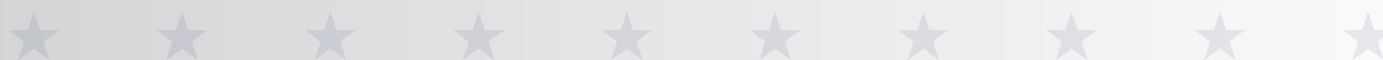
Donna Patten
22 years



LaReta Brinkerhoff
24 years



Linda Strong
26 years





ENTRUST By Mercedes Ng

In this piece, Mercedes reflects both a physical and a spiritual transformation that occurs as a toddler develops into a young woman, then to a married adult, and finally, to a wise and nurturing elderly lady. Mercedes depicts the life cycle of a sunflower as a symbol of the nurturing of the soul that must occur in each phase of life. We entrust each other with the development and care of our souls—generation after generation.

THE *Art* OF THE *Changed Heart*

By David Buer

If AHS alumna and professional artist Mercedes Ng knows one thing, it's this: If you have a dream you want to pursue, get ready to be uncomfortable. Mercedes was born and raised in Hong Kong. Her parents both converted to The Church of Jesus Christ of Latter-day Saints as teenagers and later met at a Young Single Adult ward of the Church and soon married. As Mercedes grew, they nurtured her natural affinity for art.

"As a little girl, I would doodle on pieces of paper," Mercedes recalls. "My mom always had paper in her bag because she knew that I loved to draw—even in a restaurant I would draw on the back of the paper menu. At church, instead of listening (which I should have!), I would be doodling and then my mom would be like, 'Here you go, here's

some paper, here's some pens.'"

As Mercedes progressed through school in Hong Kong, she saw that art was not offered as a serious academic program, so she began to look to the United States where she knew she could pursue art more rigorously in secondary and higher education. In 2012, at the age of 16, Mercedes left the familiarity of her home and enrolled at American Heritage—a distance of 7,000 miles. Not comfortable.

For the first time, Mercedes was away from her family. As the school year got underway, Mercedes remembers the insecurity she felt about her identity. The language was difficult, her upbringing was different, and she was facing an entirely new culture. But she bonded immediately with her host family.

"AHS is very much like a family and

that's exactly what I needed when I came here because, you know, it was my first year being away from my friends and family, my comfort. I had a great host family, the Huhems, who treated me as their daughter. They always listened to me, they didn't judge me," Mercedes remembers.

AHS teachers and her classmates quickly began to build connections with Mercedes as well.

"All the teachers are very understanding; they are very kind. They took an interest in my background, they wanted to know more about my culture, and they wanted to make sure that I am comfortable here. So, I think that was a huge part of who I am today. I want to make sure that everyone around me is comfortable, that they are welcomed," Mercedes says.

Mercedes was welcomed with open arms to Mrs. Culver's art room when she enrolled at AHS in 2012.



I feel like I've been more brave with my art and with the topics that I choose as time goes by. I'm not afraid to tell people that, 'This is my opinion.' The more you do it, the braver you become with your subject matter, with how open you are, how receptive you are.



Mercedes noticed even dating looked different.

"I think it's because the school is so Christ-centered, that everyone is very inclusive. They don't leave anyone behind. They try to—even on a group date, the whole class would go, like 40 of us. It was something that was very impressive to me."

And AHS' long-time art teacher, Chris Culver, quickly observed an exceptional passion in this shy student from Hong Kong.

"She was so serious about learning about art. She was just dedicated to it," Mrs. Culver remembers. "And I just get really excited when I see a student who enjoys the whole process and asks questions. I loved that. And her talent, I was like, 'Okay, this girl's going somewhere with art.' She knew where to put light on the composition, and she was meticulous."

After graduating from American Heritage, Mercedes' path took her to the University of Utah as a pre-art major, then on a mission for the Church to Hawaii. There, a mid-mission shift from Cantonese to the unfamiliar Mandarin tested Mercedes, again pushing her to stretch, to do hard things.

"It was rough. It was a very humbling experience," she recalls. "I knew the Lord needed me to speak that language so that I would be able to plant seeds in their hearts. A lot of miracles happened because of this language assignment. The people we met and the things that we shared with them about Christ—it does leave an impact."

Mercedes had a prompting during her mission that ultimately led her to transfer to BYU to continue her art program after she returned from her mission. Once again, a new start at an unfamiliar place. While there, she took the opportunity to travel to Iceland for an art collaboration with students from around the world, which, as she says,

took her "out of my comfort zone to see how friendship can grow."

All of this discomfort, pushing, and reaching was doing something to Mercedes and the art she was creating. Mercedes began to see art as a tool to share who she is and her view of the world. But it took courage.

"I feel like art—the more you do it, the more brave you become," she explains. "You grow older and you have more experiences from other environments, you understand that, 'Wow, I can do a whole lot more with my art. I can express my true feelings, not just things that I love.' You can touch others' hearts by painting something that you really, really care about and then talk about it."

"I think that's a transformative experience for me because I feel like I've been more brave with my art and with the topics that I choose as time goes by," Mercedes says. "I'm not afraid to tell people that, 'This is my opinion.' The more you do it, the braver you become with your subject matter, with how open you are, how receptive you are. You have to put yourself out there. It's scary because, what if someone doesn't like it? But at the same time, I've got nothing to lose."

Her unflinching approach has opened new avenues to share her art and viewpoint. Mercedes has been honored with several awards, including the BYU Art Department Talent Award and the Open Studio award. Her art has been exhibited across Utah and in New York, Greece, and Hong Kong. Whether it's teaching students who are new to art or tackling her own canvas, Mercedes continues to pursue her dream: stepping forward, trusting, trying, failing, growing—that is the art of the changed heart. ★

How Bridge the Divide is helping classrooms around the country connect

Students in suburban New Jersey live very different lives than those in rural Utah. That's why Bridge the Divide helped create Mismatch, a video chat platform that pairs classrooms in politically divergent parts of the country. Teens use it to talk to each other about school, their interests, politics, and more, often learning from each other in the process.

NEW JERSEY



UTAH



Building Bridges

By Chrisanne Gris , *The New York Times Upfront Magazine*, April 2020

Bridge the Divide teamed up with other organizations, including AllSides, a service that offers balanced news coverage, to launch Mismatch. The program pairs classrooms in politically divergent parts of the country and encourages them to learn from each other as they share their opinions on free speech, voting, technology, and other relevant topics. Using Mismatch, Laura Sofen's 12th-grade public school class in suburban New Jersey was paired with students from Ruel Haymond's religious private school in Utah. They spent about an hour videochatting with their partners—and the results were impressive, both teachers say. "My students . . . were primed with these expectations [about the

Utah class]: They're Mormons, they all have huge families," Sofen says. And Haymond's class was shocked that the suburban students could swear in school, a serious offense on their campus.

But despite their differences, the two classrooms were able to bond quickly. They talked about families, sports, hobbies, and more. Some of the teens in Utah brought their laptops outside so they could show their New Jersey partners the mountains. There was even some dancing in front of the camera.

"I think they learned that everyone's pretty much the same," Haymond says. "We want

the same things. We want happiness, we want prosperity, we want to be successful, we want opportunities to use our talents."

Many teachers agree that finding common ground with others is crucial.

"My students repeatedly commented that they are just like us," says Jessica Minick, an 11th-grade teacher in Suffern, New York, whose class used Mismatch. "Small epiphanies like that—realizations that dispel assumptions and stereotypes and highlight what is shared among those who are perceived to be different—will help to change the tone of our national conversation." ★

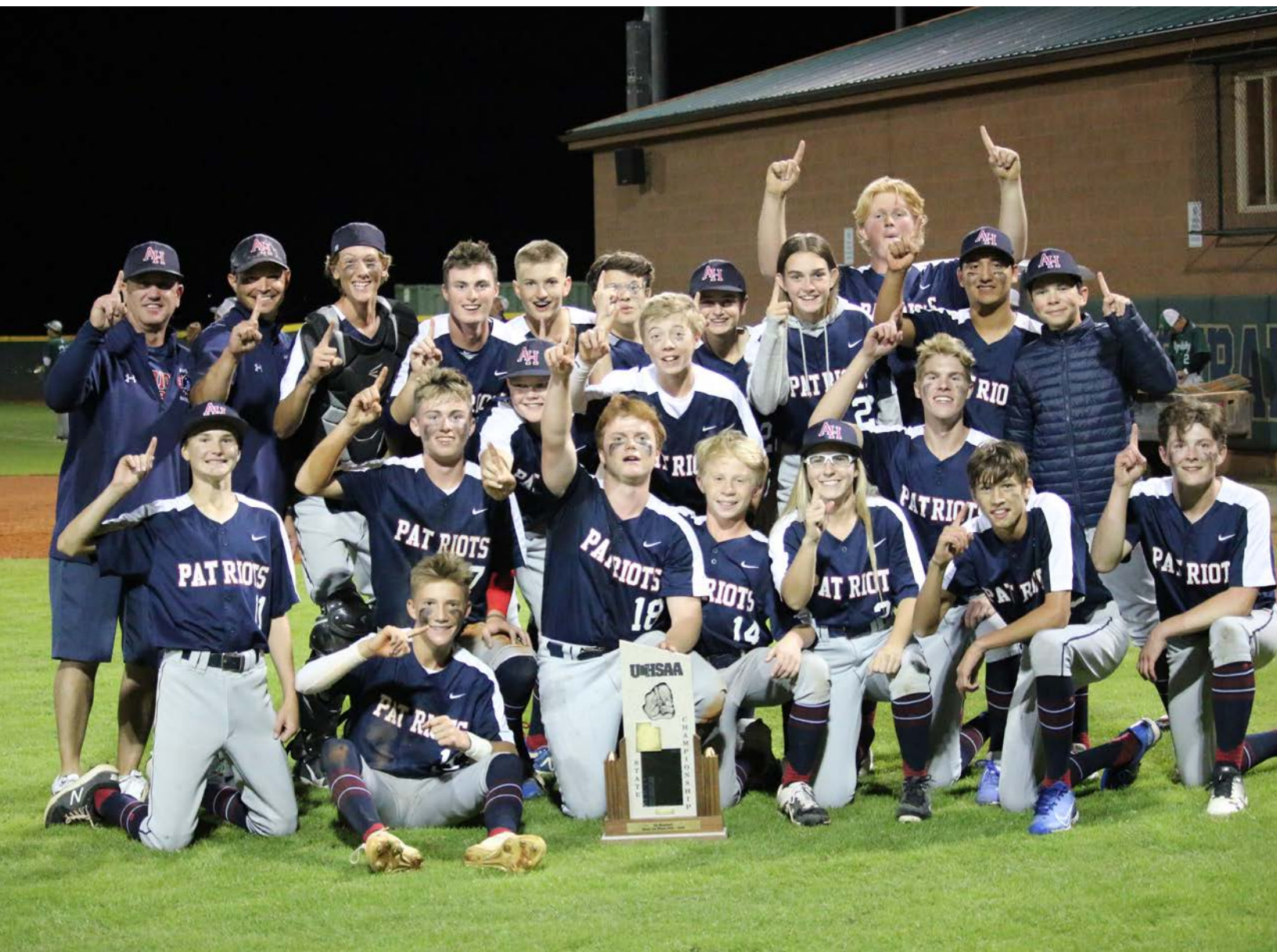
Students honor veterans by placing wreaths on graves at Highland Cemetery

By Melanie Porter, Fox13, Dec. 19, 2020

HIGHLAND, Utah — Students from America Heritage School participated in a wreath laying ceremony at Highland Cemetery to honor veterans. December 19 is National Wreaths Across America Day. Wreath-laying ceremonies took place at more than 2,100 cemeteries throughout the nation, including at Arlington National Cemetery.

In Utah more than 150 wreaths were placed to honor the memory and sacrifices of Utah's military service members. The school raised the funds to purchase the materials for the ceremony. When each wreath was placed, the veteran's name was said aloud and the veteran was thanked for his or her service. The mayor of Highland City, Rod Mann, as well as Chief Brian Gwilliam with the Lone Peak Police Department gave remarks at the ceremony. ★





American Heritage tops Merit Prep to claim fall baseball 2A state championship

By James Edward, Deseret News, Oct. 9, 2021

American Heritage captured its first state championship in any [UHSAA] sport on Saturday night in St. George. Competing in the fall baseball 2A state tournament, the Patriots won a pair of games on Saturday beating APA West Valley in the semifinals 8-1 and then Merit Prep 8-4 in the championship game at Snow Canyon High School.

Leading 3-2 after the second inning, American Heritage broke the game open in the third inning scoring three runs as Will Chapel, Jayce Christofferson, Kapon Limon and Sam Werner all singled as seven players came to the plate.

Chapel singled again in the sixth inning, driving in a pair of runs as the Patriots added a pair of insurance runs. Chapel finished the game going 2 for 4 with two runs scored, two RBIs and two stolen bases. Christofferson, Limon and Werner also finished with a pair of hits.

American Heritage's pitchers, led by starter Limon, only allowed three hits on the day, even though Merit did reach base nine additional times by walk or hit batter. ★



Utah educator who worked in World Trade One brings students to mosque for remembrance

By Erin Cox, Fox13, Sep. 10, 2021

WEST VALLEY CITY, Utah — A group of students met at Khadeeja Islamic Center Friday to learn more about the Islamic community in the Beehive State on the eve of the 20th anniversary of the September 11th attacks.

Friday is a day of congregational prayer for the Islamic community. Muslims read words from the Quran in Arabic -- it sounds like a song. It's not Grant Beckwith's first time in a mosque, but it was a first for the group of 15 or so students he brought.

"We wanted our students to come and connect here and feel a part of this Muslim community because we're all connected," said Beckwith. Beckwith is the head of the American Heritage School, a private, non-profit school for K-12. Before his time in Utah though, Beckwith worked for Deloitte at the World Trade Center, in World Trade One.

"It was a very poignant and personal experience to watch those buildings coming down and thinking of my friends and colleagues who were there," said Beckwith. Memories of mourning with loved ones resurface on the anniversary of the attacks. Beckwith specifically remembers mourning with his Muslim friends and family.

"20 years later, it's still a difficult time to be a Muslim in America," said Beckwith. Though the students studying at American Heritage School were all born after the attacks, Beckwith wanted to help them come together with their Muslim brothers and sisters for remembrance.

"We need to take some of these tragedies in our history and turn them into beauty," said Beckwith. One of the first things Isabelle Fee, the student body president at American Heritage School, noticed was how they needed to take off their shoes before walking into the mosque.

"As they came in you could hear the call to prayer and that's one of my favorite parts," said Fee. Ninth-grader Nathan Hendrickson said he loved getting to know more about Islam from the people themselves. "Whether you're sitting in pews or kneeling on the ground, we're all worshipping the same God and we should respect the ways others worship," said Hendrickson. ★





The longer I live, the more strongly I believe that a loving Father in Heaven gives us intentionally difficult and sensitive social questions (race, sexuality, wealth/poverty, immigration/emigration, to name a few) not just because he wants us to seek diligently and find truth about our humanity and divinity, but more importantly—and I believe this is the real test—because he wants to see how we will treat each other along the way of coming to understand truth. He showed us how to take the two great commandments and apply them in daily practice, the very essence of gospel living: “As I have loved you, love one another.”



Large Ships and Small Helms

Reflections on Leadership and Discipleship in Turbulent Times

By Grant Beckwith, Head of School

Welcome to this century's version of the "Roaring Twenties." As Queen Esther of old, you and I have been prepared "for such a time as this." (Esther 4:14) The title of these reflections is taken from the maritime principle that "a very large ship is benefited very much by a very small helm in the time of a storm, by being kept workways with the wind and the waves." (D&C 123:16)

Consider our position for just a moment. We have information like no previous generation has ever known. We have wealth like no previous generation has ever had. And we are connected like no previous generation has ever been connected.

As unique as all of this is to our generation, we face the same timeless tests that so many generations before us have faced: "Sacrifice or Selfishness," "Serve Your Neighbor or Serve Yourself," "Remember or Forget," "God of Israel or the Golden Calf," and so forth. These tests apply to *every* generation, and the substance of the tests are the same that they have always been, even though the specific questions and circumstances feel a little different—tailored, no doubt, to each new generation.

TALKING RELIGION AND POLITICS IN MIXED COMPANY

It's hard to talk about things that really matter these days. There is such a heightened sensitivity to political and religious topics that, at least when we are in mixed company, we tend to just smile and speak in whitewashed generalities, then retreat to our private echo chambers where we feel we can *really* discuss the "things of our souls." (2 Nephi 4:15)

But that's not what ancient prophets and disciples did. They spoke up privately and publicly. They taught in their homes "that their children might know to what source they may look..." (1 Nephi 25:26) and they also taught from towers, hilltops, and in the courts of priests and kings.

We have far more in common than we have differences. But we are still "mixed company" with respect to some of the things of our souls. That has always been true. That is just human nature. It's human *conscience*, and conscience is, as James Madison once wrote, "the most sacred of all property." There's beauty in our unity, and also beauty in our diversity.

It seems like the old adage that we "don't talk religion or politics in mixed company" needs some updating for the 21st Century. For starters, we're so connected that to *not* talk about the things of our soul when we are together seems a little disingenuous. Given that we already have a sense for what others are thinking and feeling based upon their social media presence, to avoid discussing the things of our soul can sometimes

feel superficial and even dismissive. Maybe even more importantly, especially as it relates to the rising generation, if we don't share our vision privately *and publicly*, then our values—and with them our people—could perish. Thus, the real question isn't "should we talk about religion and politics in mixed company?" Rather, it is "how should we talk about religion and politics in mixed company?"

So, with that admittedly long introduction, I would like to share with you some things of my soul that may touch upon religion and politics in a way that I hope will strengthen our discipleship for the difficult and sensitive work that we have ahead.

I will begin by painting a dark picture and conclude with a bright one, because the pattern of light shining in the darkness, as it did in the Sacred Grove, is as sure and as predictable as each morning sunrise follows every dark night.

THE DARK PICTURE

First, the dark picture. The secularization of America. The rise of the "Nones" (the religiously unaffiliated) who range from atheist, to agnostic, to disaffected, disillusioned, or just distracted believers. A head-spinning, media-saturated (and especially *social media* saturated) environment. An unprecedented wealth gap that continues to widen, combined with increasing reliance by the poor and middle classes upon social welfare programs. Headlines proclaiming the death of American exceptionalism and the inaccessibility of the American dream. A generation who grew up increasingly afraid of students killing students in schools (well over 200 school shootings since Columbine), and for whom teen suicide is all too common. That same generation, traumatized with displaced anxiety and anger, has begun weaponizing their words—and openly carrying their physical weapons—some

for self-defense and others for troubled offense, including, as we saw in January 2021, even to breach the walls of our Nation's Capitol.

Washington, D.C. is a long way away, but the growing resistance to civil government and organized faith—a double-barreled "rise of the Nones"—can be seen and felt right here in Utah and even right here in Northern Utah County. Distrust in and disrespect for the rule of law is on display in our cities large and small. Too many of our youth become inactive after they graduate from high school and home, a trend that predates the pandemic and that is not unique to the Latter-day Saint faith.¹ Since the pandemic began, seminary attendance and mission applications in many Northern Utah County school districts and stakes have declined significantly.

To be fair, the vast majority of those in our Utah communities are not guilty of participating in or supporting the kind of mob-fueled violence that played out on camera in Washington, D.C. But they also aren't immune to it. None of us are, especially if we aren't being daily nourished by the Vine of Christ and his life-giving teachings (John 15:5), or learning carefully enough about the system of ordered liberty that our constitutional republic requires and protects.

And so the cracks in the foundation begin if we are not watchful. Small divisions with God and neighbor are permitted for seemingly rational reasons, and we and our children are "lulled away" until we become "stirred up to anger against that which is good." (2 Nephi 28:20, 21)

We could spend hours talking about underlying causes for these demographic shifts. Some are tectonic and have been shifting for years. Others appear more recent and could be related to the pandemic, which may be the legitimate culprit for some of these problems, but not all. The pandemic may also be the *excuse* for some of them.





THE BRIGHT PICTURE

Enough of the dark picture. Let's look at the bright picture and three recommendations about some steps that I feel we each could consider taking.

The Lord is revealing his arm through this turbulence every bit as much as he did when he led his people across every "great deep" in the history of mankind. (Ether 6:5–10) He is in the wind and the waves that blow us toward the Promised Land. (Ether 6:8) He is reaching his hand through the veil and touching the stones that will give us light. (Ether 3:6)

Virtually all of the ills that I described in the "dark picture" above are like ash for the seedlings of spring. A virus has reminded a world that was already on a path of increasing physical

isolation how much we love and need to be physically present with each other. The dramatic increase in wealth has produced philanthropy a kind the world has never seen. Technology has not only given us a vaccine to a deadly plague in a breathtaking matter of *months*, but it has also given us the ability to continue learning, working, and living comfortably, even amidst sweeping lockdowns. Technology has also accelerated and hastened missionary work around the world in some extraordinary ways, even in quarantine, and it has given us the ability to connect almost effortlessly with our ancestors.

And the windows of heaven are opening on other things that have been in the shadows, too. In December 2020 a major revision and update to the Church's general handbook was released.

The Church's new policy on preju-

dice (see 38.6.14) reflects recent teachings from President Russell M. Nelson and President Dallin H. Oaks of the First Presidency about honoring the dignity and divinity of every soul.

"All people are children of God. All are brothers and sisters who are part of His divine family," the handbook states. "Prejudice is not consistent with the revealed word of God. Favor or disfavor with God depends on devotion to Him and His commandments, not on the color of a person's skin or other attributes. The Church calls on all people to abandon attitudes and actions of prejudice toward any group or individual."

The Church's new approach to councils reduces the number of previously all-male councils held at the stake level and increases the councils that include women. Examples include the now-monthly Stake Council meeting and the new



It starts with humble, personal reflection about areas where we can repent and do better in our personal lives before we take it upon ourselves to correct others.

Stake Adult Leadership Committee, which replaces the previous Melchizedek Priesthood Committee and includes the Stake Relief Society Presidency. “These recent changes in the handbook emphasize the importance of men and women serving in the Church together to accomplish this important work of salvation,” (Elder Vern P. Stanfill).

When Elder Holland came to speak to the youth in our region a few years ago, he said (and I’m relying on my notes here, not a transcript) that President Nelson is “opening all the windows in the house” and letting light stream in on places and people who have been in the shadows. He also said that we are “taking everything out of the freezer” and inspecting some items that may have seemed good once upon a time but now have “a little freezer burn and need to be discarded.” He then promised us that the Lord is hastening His work and that we better “put our seatbelts on.”

NOW IS A TIME OF DECISION

So, here we are, with our seatbelts on, hurtling along in this hastened, more transparent, more exhilarating work. To return to the maritime metaphor again, we’re all in the same storm, but people are increasingly in different boats. Some are securing themselves in the “Good Ship Zion” and busily steadying her masts for the Promised Land. Others, anxious about the turbulence of the storm, are jumping ship in attempt to reach something they feel is safer.

The voyage is already underway. Our fathers and mothers carefully chose the vessel that they felt would carry us safely to the right destination. But we also have choice and agency, just as our forefathers did. We can decide for ourselves, and our choices will have consequences for our posterity.

Even if ship maintenance is neces-

sary amidst the storm, let’s be careful not to puncture the hull of the ship that is currently carrying us. And if you want to change vessels (especially if you’re planning on jumping ship mid-voyage) you may want to verify that the vessel you’re jumping for is more seaworthy and better guided than the one currently carrying you. It’s just really hard to tell in a storm, and ships passing in a storm rarely see each other again. Now is a time of unavoidable decision and consequence. While you’re trying to decide, sitting on a deck chair scrolling your phone likely won’t help. Standing flatfooted doesn’t work, either. We either hold on and lean into the wind and the waves, or they will knock us over.

Are democracy and the restored Gospel good and seaworthy ships?

Churchill answered the democracy question this way: “If I had to sum up the immediate future of democratic politics in a single word I should say ‘insurance’—insurance against dangers from abroad, [and] insurance against dangers scarcely less grave and much more near and constant which threaten us [from within].”² And then 40 years later, after much more experience, he repeated the sentiment in this way: “Many forms of Government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all-wise. Indeed it has been said that democracy is the worst form of Government except for all those other

forms that have been tried from time to time...”³

Is the restored Gospel a seaworthy ship? Elder Callister answered it this way:

“I can live with some human imperfections, even among prophets of God—that is to be expected in mortal beings. I can live with some alleged scientific findings contrary to the Book of Mormon; time will correct those. And I can live with some seeming historical anomalies; they are minor in the total landscape of truth. But I cannot live without the doctrinal truths and ordinances restored by Joseph Smith, I cannot live without the priesthood of God to bless my family, and I cannot live without knowing my wife and children are sealed to me for eternity. That is the choice we face—a few unanswered questions on one hand versus a host of doctrinal certainties and the power of God on the other.”⁴

What form of civil government do we seek if not the inspired, American form that protects so beautifully our “first freedoms” of religious liberty, freedom of speech, press, assembly, and petition? And what form of faith do we seek if not the restored Gospel of Jesus Christ as revealed through His ancient and living prophets?

WHAT CAN WE DO?

What, then, is required of us now if we hope to secure ourselves for this next



stretch of the voyage, which will surely be filled not only with great wind and waves, but also stunning natural beauty, stars, and sunsets?

The answer is contained in D&C 64:33–34:

“Wherefore, be not weary in well doing, for ye are laying the foundation of a great work. And out of small things proceedeth that which is great. *Behold, the Lord requireth the heart and a willing mind*; and the willing and obedient shall eat the good of the land of Zion in these last days.”

So, the Lord requires our heart and our willing mind. But *how* does he require our heart and willing mind? Consider these three ways:

1. The Lord requires the heart. We must cleanse the *inner vessel* for the work that lies ahead.

Unimpeachable integrity is like the armor that protects the soul in times of danger. No personal commitment (and especially no commandment) is too small that it can be skirted, ignored, or broken. No matter how seemingly justifiable at first, the small indiscretion will inevitably become the strategic opening for the “fiery darts of the adversary.” Fix it. Heal it. Strengthen against it. This hard work of cleansing our own inner vessel unleashes the enabling power of the Atonement of Jesus Christ that fortifies our hearts and minds to accomplish His work.

Our world, our nation, our communities, and our personal relationships can become filled with misunderstanding. Real listening is an antidote to misunderstanding. Real listening only happens when the light of Christ is present, which “quickens our understanding” (D&C



88:11) and “enlarges the soul without hypocrisy and without guile.” (D&C 121:42). So, the specific kind of “clean inner vessel” that is required is a *broken heart* and a *contrite* spirit (3 Nephi 9:20, Ether 4:15, Moroni 6:2, D&C 21:9, D&C 59:8, Psalm 34:18). It starts with humble, personal reflection about areas where we can repent and do better in our personal lives before we take it upon ourselves to correct others.

It also requires apologizing. Sincerely apologizing to those whom we may have offended, and actively mending strained relationships, are essential Atonement practices in our lives. They make the vessel more seaworthy. Apologies can be made without placing blame on me or you. But the kind of apologies that spawn virtuous cycles are very personal ones. In the words of Professor Randy Pausch given in his last lecture at Carnegie Mellon University before he passed away of Pancreatic Cancer in the young, prime of his career: “Great apologies have three parts: ‘I am sorry. It was my fault. What can I do to make it better?’” That third part, said Pausch, is so often missing in good apologies, and is a kind of litmus test for a truly sincere apology.

When we refuse to acknowledge that we have wronged someone, and especially when we speak and act as if we are not capable of doing wrong, then the people who feel wronged in our lives go on a mission to prove just how wrong we actually are.

How soon would better apologies—private and public—restore our relationships, communities, and nation to a place of unity and charity?

2. The Lord requires a *willing mind*. We must seek and share truth more humbly, courageously, and diligently than ever before, “by study and also by faith.”

Get educated. Know the story. Know your religion. Know your neighbor’s religion. Understand the battle lines and the friction points. Understand the other perspectives and contours of the conflict. This is not easy work, and it takes real, devoted, study. “Seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith.” (D&C 88:118)

Education is not just an academic exercise that we finish when we receive a high school or college diploma. Nor is it something we do only when we have a little spare time. It’s not enough to show up at church, Sunday school, and seminary anymore, important as those practices are. Diligent seeking “by study and also by faith” could mean the difference between keeping our families and losing them, quite literally, in a battle for mind-space that is drawing away at least one in three American young adults from organized religion, including from the Latter-day Saint faith, each year.

And it is not enough to seek and gain truth for ourselves. We must share it. We must speak up. “All that is required for evil to succeed is for good men to do nothing” (Edmund Burke). At some unknown point in the not-too-distant past, the moral majority of previous decades became a silent majority, content to focus on the peaceful life of scripture and local congregations. More and more Christians opted out of public life. As one Christian lawyer and author put it: “They were disgusted with the raucousness, crudity, and often emotionally and spiritually upsetting struggles for worldly influence. In truth, they feared the combat and the casualties. And many of them feared falling in love with the glories and triumphs of the world, and losing touch with Christ as a result.”⁵

Understandably, it is easier to choose the quiet and peaceful life of

keeping our religious convictions private, but it is not necessarily better. If we do not speak up for our convictions in public, others will undoubtedly do it for us, and they will often characterize our convictions as unenlightened and not worthy of voicing. Ultimately, we may find ourselves in a world we have only read about in history books or seen on TV—where we are permitted to think our conscience—so long as we do not practice it.

Which brings us to the third and most important thing that I believe the Lord requires:

3. “As I have loved you, love one another.”

The longer I live, the more strongly I believe that a loving Father in Heaven gives us intentionally difficult and sensitive social questions (race, sexuality, wealth/poverty, immigration/emigration, to name a few) not just because he wants us to seek diligently and find truth about our humanity and divinity, but more importantly—and I believe this is the real test—because he wants to see *how we will treat each other along the way of coming to understand truth*. He showed us how to take the two great commandments and apply them in daily practice, the very essence of gospel living: “As I have loved you, love one another.” (John 13:34)

I’m not trying to say here that “all you need is love” — or that it doesn’t really matter what we conclude about complicated issues so long as we love each other. No. Truth exists. Love requires law to thrive just as a bird requires two wings to fly. It is very important that we seek truth diligently our entire lives long. Divine love, mercy, and agency are not indifferent to or even possible in the absence of law, justice, and accountability. As Lincoln so eloquently penned in his Meditation on Divine Will, “God cannot be for and against the same thing at the same time.”

So, the truth matters. But some truths clearly *matter more than others*, and when we come to the end of our lives, if we have not learned (and taught our children) how to really love and

serve a neighbor who seems so very different from us—different political view, skin color, sexual orientation, or who may even seem like an “enemy”—then, in the end, it may not matter how “right” we were about whatever truth or issue it was that we so nobly and passionately disagreed with our neighbor about. We will have failed the most important test of loving and serving them along the way.

I learned this very principle in an unexpected way. Not long after arriv-

ing in Russia as a young missionary I became frustrated with my companion. I’m not sure why. I guess I had a bad case of seasonal onset grumpiness. It was cold. It was dark. He was Russian. I was American. It not only *seemed* that we were speaking different languages, we were *literally* speaking different languages. I wanted to stick him in a snow drift and walk away. I decided to go into the bathroom and “work it off” by doing some vigorous cleaning. I seemed to be in a vicious cycle of becoming frustrated



by everything. As I knelt down to clean the toilet, I was even complaining under my breath about why Russians couldn't design a proper toilet. Then, as I was there on my knees, I saw in my mind's eye my sweet mother. I remembered so many times that she had done this very thing, on her knees cleaning a toilet, or showing us how to do it, for so many years. I wept. My heart was overwhelmed with gratitude for my angel mother and for the charity that she so patiently displayed to me. I knew in that holy instant that I must repent and serve my companion as my mother had served me. So, I did the next best thing I could think of that my mother so often had done for me: I made him lunch. It was a grilled cheese sandwich, and it was the start of a beautiful relationship.

Christ expects us to give him everything we can – little as that may be at first – and He will bring our heart to that sweet place called Charity. He knows we have limited bandwidth. He doesn't expect us to serve everyone all at once. Some relationships are "first relationships" and must be strengthened before others. God first. Spouse and children a close second. With the limited time that we all have, we can make a greater impact on *all* relationships by nurturing *first* relationships.

HAVE A LITTLE FUN ON EVERY VOYAGE...

And lastly, be cheerful! "Cheer" is quite possibly the very name of the "small helm" that keeps our ship "workways with the wind and the waves in the time of a storm." I once asked a seasoned bishop what advice he had for me about serving in a leadership position. We were sitting on lawn chairs at a youth camp. We had plenty of time and I expected some kind of lengthy, sage wisdom. All he said was "Well... nobody likes a grumpy bishop."

At the time, this bit of wisdom seemed a little shallow; but it has proved to be some of the best advice anyone has ever given me. Cheer serves well in so many different situations in life. We need to decide sooner rather than later whether we are going to be a Tigger or an Eeyore.⁶ Nobody wants to work with a grumpy or defensive family member, coworker, teacher, or leader. And if I'm feeling too defensive to love and serve my neighbor well, it's a tell-tale sign that something is wrong in my own heart—that the light of Christ may be waning a little—and it's probably something I can fix. "Therefore, dearly beloved brethren, let us *cheerfully* do all things that lie in our power; and then may we stand still, with the utmost assurance, to see the salvation of the God, and for his arm to be revealed." (D&C 123:17)

A story is only as good as its ending. The good news about the human story is that for all its painful and devastating clamor, it is a happy story. Not only does it have a happy ending, but it has lots of happy chapters throughout. Thanks to Christ, we know the end of this story from the beginning:

"In the world ye shall have tribulation: but be of good cheer; I have overcome the world." (John 16:33) ★

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¹ Pew Research Center, 2015; <https://www.pewresearch.org/fact-tank/2015/05/13/a-closer-look-at-americas-rapidly-growing-religious-nones/>

² Winston Churchill, Free Trade Hall, Manchester, 23 May 1909.

³ Winston Churchill, House of Commons, 11 November 1947.

⁴ Tad R. Callister, Sunday School general president, "What Is the Blueprint of Christ's Church?" (CES devotional, Jan. 12, 2014), cesdevotionals.lds.org.

⁵ Hewitt, Hugh In But Not Of: A Guide to Christian Ambition and the Desire to Influence the World, 2012, p. 27

⁶ Randy Pausch, *The Last Lecture*



Practicing for Heaven

By David Buer, Assistant Principal of Athletics

A phrase in BYU professor Brad Wilcox's remarkable devotional address, "His Grace is Sufficient," resonated with me as I have considered the role of athletics at American Heritage School. He said, "I have born-again Christian friends who say to me, 'You Mormons are trying to earn your way to heaven.' We are not earning heaven. We are learning heaven. We are preparing for it (see D&C 78:7). We are practicing for it."

"Practicing for heaven." Even the act of practicing a sport is a metaphor for accessing and understanding the Atonement. How coaches and parents treat practice and failure, especially failure in games, teaches players, for better or worse, how they should view trying and failing and mistakes in life.

Elder Bruce C. Hafen wrote, "The great Mediator asks for our repentance *not* because we must 'repay' him in exchange for his paying our debt to justice, but because repentance initiates a developmental process that, with the Savior's help, leads us along the path to a saintly character" (*The Broken Heart* [Salt Lake City: Deseret Book, 1989], 149; emphasis in original).

Those words "developmental process" are words we often use to describe practicing, growing, improving in our sports. NBA star Joel Embiid calls it "The Process." As we go through "the process" with our youth, how do we treat the "sins" or mistakes they make? How do we coach change and progress?

Elder Dallin H. Oaks explained, "The repenting sinner must suffer for his sins, but this suffering has a different purpose than punishment or payment. Its purpose is *change*" (*The Lord's Way* [Salt Lake City: Deseret Book, 1991], 223; emphasis in original).

To paraphrase Brad Wilcox, in the sports world, we would say that the student athlete must practice, but the purpose of their practice is not punishment, or to somehow pay us or reward us as coaches or parents. The purpose of practice is positive *change*, not perfection.

How we treat *player* development will teach those players, for better or worse, about their *spiritual* development. Mistakes in practice or in games should not be shunned or shamed, rather they are signs of *striving*, of working to improve, they are a natural byproduct of *growth*. They should be treated as such. Correction should be given in such a way that improvement will continue because mistakes are accepted as normal. Players will feel empowered and encouraged, not defeated or discouraged. If we shun and shame, we risk shutting the player down.

The same principles apply to sins and mistakes in life. The entire purpose of the Atonement is to allow us to practice for Heaven. Sins are not fatal, they are a natural part of the Plan of Salvation, and repentance is a sign of striving.

If all of this sounds familiar, it might be because you've heard AHS teachers and coaches teach "growth mindset" over the years. Helping students to focus on things they can control—their effort, attitude and persistence—can help them understand that skill *can be* developed and failure is a synonym of *growth*.

As parents, teachers, and coaches, our responsibility to our children and students is to remind them that mistakes are an integral part of their journey, and, come what may, we will always be right at their side, practicing for heaven together. ★

RECENT AHS ATHLETE DIVISION I RECRUITS



Paora Winitana, Jr.
BYU Men's Basketball team



Izzi Stratton
BYU Women's Soccer team

Jayze'lee Waihi
Wichita State Women's Basketball team



WINTER & SPRING 2020 ATHLETICS HIGHLIGHTS

GIRLS VARSITY BASKETBALL

made it to the second round of the state tournament

- Izzi Stratton was at the top of all UHSAA state classifications (1A–6A) in several categories: 1st, 13.9 rebounds per game; 4th, 5.3 steals per game; 8th, 19.6 points per game
- Izzi Stratton was named to the UHSAA/*Deseret News* 2A All-State Third Team
- Holly Brockbank was named to the UHSAA/*Deseret News* 2A All-State Honorable Mention Team

BOYS VARSITY BASKETBALL

made it to the second round of the state tournament

- Paora Winitana, Jr., was named to the UHSAA/*Deseret News* 2A All-State First Team and the UHSAA 2A State All-Star Team
- Paora Winitana, Jr., was at the top of all UHSAA state classifications (1A–6A) in several categories: 1st, 15.5 rebounds per game; 1st, 7.1 assists per game; 2nd, 26 points per game

TRACK & FIELD

- 2A UHSAA State Meet
 - Ken LeSeuer placed 3rd in the 300M hurdles and 5th in the 110M hurdles
 - Daimen Van Der Watt took 4th in both the long jump and 200M
- 2A UHSAA Region 18 Championship Meet
 - Emma Gibbs took 1st in the 400m
 - Anne Marie Gibbs took 2nd in the long jump
 - Daimen Van Der Watt took first in the 100m, 200m, long jump, and 4x100 (along with Joshua Randall, Allen LeSeuer and Ken LeSeuer)
 - Garrett Jensen took 1st in the high jump
 - Ken LeSeuer took 1st in the 300m hurdles and 110m hurdles
 - Presdon Fackrell took 1st in the 3200m

BOYS TENNIS

- Parker Peterson made it to the semifinals of the UHSAA 3A Boys Tennis 1st Singles Tournament



FALL 2021 ATHLETICS HIGHLIGHTS

VARSITY BASEBALL

won the 2A Fall UHSAA State Baseball Championship

CROSS COUNTRY

- Emma Gibbs won the UHSAA Region 18 Cross Country Championship, Ella Gibson finished 7th, Jenna Meade finished 9th
- The boys team placed second at the UHSAA Region 18 Championship
 - Nathan Schmidt placed 5th, Andrew Fee finished 8th, Spencer Crossley finished 10th

FALL 2021 ATHLETICS HIGHLIGHTS, CONT.

GIRLS TENNIS

- EmmaLyn Hymas and Nicole Bliss made it to the first round of the Girls Tennis 3A 1st Doubles State Tournament
- Isabelle Fee and Jenny Bryner were honored on the 3A Girls Tennis UHSAA/Deseret News Academic All-State Team

GIRLS SOCCER

one of the top-four teams in the state as it made it to the semifinals of the UHSAA 2A Girls Soccer Tournament

- Izzi Stratton was named to the UHSAA/Deseret News All-State 2A First Team, while Ella Stohl and Bailey Tillman made the Honorable Mention Team
- Izzi Stratton, Bailey Tillman, and Ella Stohl were named to the UHSAA 2A All-Region 18 Team

GIRLS VOLLEYBALL

finished in 7th place at the UHSAA 2A Girls Volleyball State Tournament and second in 2A Region 18 with a 10-2 record

- Izzi Stratton made the UHSAA 2A All-State Volleyball Third Team

BOYS VOLLEYBALL

made it to the semifinals of the USSA State Volleyball Tournament and missed going to the championship match by one point!

8TH GRADE BOYS BASKETBALL

won the UCSSAL Championship

9TH GRADE BOYS BASKETBALL

won the UCSSAL Championship





EXPERIENTIAL LEARNING

GRADES K-12

Normal course schedules are suspended as students get up from their desks, often leave campus, and engage in multiple, consecutive days of immersive, project-based experiential discovery and learning. Students choose from among a host of course offerings designed by passionate instructors. Course offerings cover a diverse array of interest areas, sometimes representing a deeper dive within an instructor's teaching focus, other times representing exposure to an instructor's hobbies and curiosities.

In programming their itinerary, instructors leverage the help of local businesses and universities, craftsmen, guest speakers, professionals, and other subject-matter experts. Regardless of what subject is being covered or who is facilitating the learning, the common denominator across all experiential-learning courses is that students get to touch, taste, handle, direct, climb, process, experiment, play, launch, discover, create, and otherwise experience every aspect of the learning process.

Experiential Learning Courses offered in 2021

Elementary

KINDERGARTEN

Little Chefs Can Cook
Color Me Happy
From Farm to Table
Fit Kids
Dinosaurs!
Exploring the Future
The Magic of Science

GRADES 1-2

Art Expression with Animals
Creature Encounters
Dinosaur Discovery
Entomology: We are going bug-gy!
Fun Through Movement
Magic Class
PLAY IT. LOVE IT.
The Fine Art of Building a Tent City
Top Secret Missions: Secret Service Agent Academy
Wellness Camp-Fit, Fabulous, Fun!
Come Experience the Fun!

GRADES 3-4

Amazing Bread!
Behind the Scenes! Experience the Joy of the Performing Arts
Earth's Amazing Geology
Make A Joyful Noise
Make Your Own Recycled Book
Put on Your Cape: Comic Books and Superheroes
Reach Your Peak: Mental and Physical Strength
The Great Brazilian Cook Off
The Magic of Ireland!
To Be a Pioneer!
With All Your Heart, Might, Mind and Strength

GRADES 5-6

All Things BYU!
All Things Scottish, and Mini Highland Games
Art for 2021
Folding into the Future - An Origami Adventure
Hiking the Great Outdoors
Mind, Body and Spirit - Balanced Me
Musical Review
Onward Christian Spartans
Patriot Basketball Program
Ship Modeling
Zoology





Middle School

GRADES 7–8

Brain Power
Careers in Science
Ornithology
The Amazing Catapult
Woodworking and Repairs
Cooking Around the World
Health and Fitness
Mindfulness: Becoming Emotionally Strong
Mountain Biking
The Human Body: A Magnificent Gift
Floral Design
Interior Design
Intro to Animation
Photography
What is Beauty?

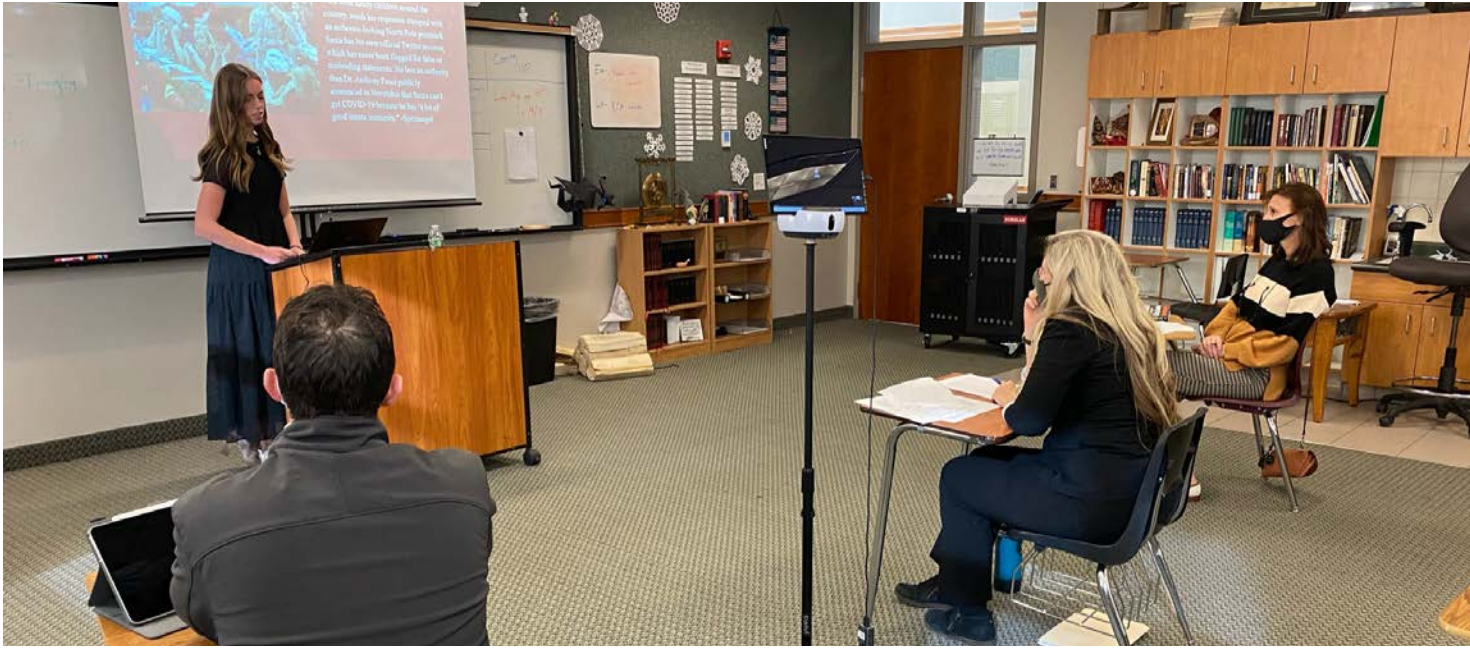
Experiential Learning Courses offered in 2021

High School

GRADES 9–12

Architectural Rendering
Astrophysics and Rocketry
Bonsai: Roots and Branches
Bread Making
Cooking Around the World
DIY: Home Essentials
Emergency Response
Film Production
Graduation Track Remediation
Health and Fitness
Historical Bookbinding
Landscaping
Θρύλοι (Legends)
Mindfulness: Becoming Emotionally Strong
Music Composition and Songwriting
Musical Theater Review
Images of Christ
Organ Fundamentals
Ornithology: Local Bird Identification and Ecology
Spoken Poetry Cafe Week
STEAM Explorations
Vocal Artist Boot Camp





SENIOR THESIS

GRADE 12

Senior Thesis is a twelfth-grade capstone writing and oral presentation project that introduces seniors to the process and techniques involved in college-level academic research and writing. All seniors are required to research, write, and defend a 20-page thesis on a topic of current social or scientific controversy selected by the student and approved by the instructor. Seniors are all enrolled in a year-long class and provided help and assistance in successfully completing the Senior Thesis. Research for the thesis must be drawn from academic sources including peer-reviewed articles and materials. All seniors present and defend their thesis before a panel of judges and are often joined by family and friends who come to witness and celebrate with seniors as they vanquish this vaunted foe! After they graduate and move on to college, one of the most common refrains that we hear from AHS alumni about their college-level writing courses: “My writing assignments all seemed easy thanks to Senior Thesis!”



Some of the thesis topics presented by the Class of 2021 included:

- Emotional Effect of Divorce On Children
- Reality of Global Warming
- Social Media and Sex Trafficking
- Free Speech on College Campuses
- The Detrimental Effects of Pornography on Society
- Pros/Cons of Allowing Tech in Kids' Lives
- Factors That Influence Party Lines
- Legality of Self-Defense
- The Denigration of Masculinity in Modern American Society
- Resolving Homeless Issues in America

MASTER PROJECT

GRADE 7

The master project is a long-term research project that takes the better part of the second semester to complete. Students pick an individual who has furthered the cause of Christ, and they make that individual the focus of their research project. Students read a biography on their chosen individual, they write a 20-page report, they perform an art project and a service project that have a meaningful connection to their chosen individual, and they ultimately conduct a presentation to their class summarizing their experience and learning along the way. This project exposes students to many of the basic skills associated with research before they get to high school. The size and scale of the project makes it something that leaves a deep and memorable impression upon the students.

Recent individuals selected by students for master projects include:

- George Washington Carver
- Emmaline B. Wells
- Winston Churchill
- Harriet Tubman
- Abraham Lincoln
- Florence Nightingale
- Russell M. Nelson
- Emma Smith
- John Wooden
- Frederick Douglass



Mr. Crossley's seventh graders celebrate their academic achievements at the Nathan Hale statue.

WAX MUSEUM

GRADE 4

One of the highlights of fourth grade is the Wax Museum! Fourth graders choose an inspiring biographical character and are tasked with producing multiple deliverables related to that character. Students must research their character and write a report about him or her. They then are asked to create and memorize a monologue to be delivered during the Wax Museum. Finally, each student dresses up as his or her chosen character and, whenever their “button” is pushed, recites the monologue telling visitors to the Wax Museum who they are and all about their impact on the world.

Historical figures chosen by the students include:

- Albert Einstein
- Amelia Earhart
- Jackie Kennedy
- Babe Ruth
- Coretta Scott King
- Neil Armstrong
- Cleopatra





2021 PSO Highlights

CLASSROOM HARVEST PARTY & CHRISTMAS PARTIES

Parents work with teachers to plan games, crafts, and food to bring into the classroom to celebrate Fall Harvest and Christmas. This year in a 3rd-grade classroom, parents donated material and assisted students who hand-tied 10 blankets to give to the local children's hospital.

PIZZA MONDAY AND LUNCHROOM HELP

About 8-10 parents received their food handlers permit so they can come on Mondays to serve pizza to students K-12! It takes over 25 parent volunteers a week to help the lunchroom run smoothly! This service is so much appreciated!

CONSTITUTION DAY AND EVENING CELEBRATIONS

On this patriotic day, parents start the morning early covering the field with American flags. They are there to support our Constitution Day Actors and assist with booth rotations. In the Evening Celebration parents helped set up, run game booths, and clean up. This year we hosted a record amount of people and the PSO showed up! We loved how a parent volunteer with balloon tying skills set up a booth and spent several hours tying balloons into requested animals and shapes. The line never stopped! The children loved this!

GRANDPARENTS DAY

Parents volunteered to set up a booth in center court to welcome and orient grandparents throughout the morning as they come to celebrate Grandparents day.

AHS PARENTS ARE AMAZING!

We strive to work together with teachers and administrators to create synergy! We are so grateful for the service and sacrifice of our talented school community.

Katie Lawyer
PSO President



New Challenges Bring New Blessings

By Kayson Brown, *Director of the Lyceum Youth Orchestras Program*

Alma, the great Book of Mormon prophet who surrendered his rule on the judgment seat to go out and preach, had just established the church in the city of Gideon to great success when he approached the city of Ammonihah. “Nevertheless, they [the people of Ammonihah] hardened their hearts, saying unto him: Behold, we know that thou art Alma; and we know that thou art high priest over the church... and thou hast delivered up the judgment-seat unto Nephihah; therefore thou art not the chief judge over us. Now when the people had said this, and withstood all his words, and reviled him, and spit upon him, and caused that he should be cast out of their city,” (Alma 8: 11-13). Weighed down with sorrow, an angel of the Lord appeared to Alma on his retreat from the city instructing him to return and deliver the even harsher message of repent or be destroyed, “after Alma had received his message from the angel of the Lord he returned speedily to the land of Ammonihah. And he entered the city *by another way*.” With the grace of God, and a little grit, Alma was able to bring many in Ammonihah to a knowledge of their Savior. He gains a missionary companion

of sorts in Amulek, prison walls are rent and fall; the account is rife with angels and dramatic miracles rarely seen even in scripture.

This past year has required both students and teachers to “enter the city by another way.” Previous ways of teaching and learning were sent packing. Rather than give up, our students found “another way” into learning and the results were miraculous! The Lyceum Philharmonic at American Heritage School had been working all season on the triumphant Symphony No. 2 by Jean Sibelius in preparation of mid-March performances with Utah State University Symphony and Edicson Ruiz of the Berlin Philharmonic. The day before the concert, director Kayson Brown received a call as he was walking into rehearsal. The concert venue was closing down immediately due to the spread of the coronavirus. Within a few days, the remainder of the season was canceled or postponed. For the first time in more than a decade, the American Heritage Christmas Concert seemed utterly impossible. In the past, artists like Marie Osmond, Alex Boye, Nathan Pacheco, GENTRI, Vocal Point and

more had joined the choir and orchestra students in an event that was one of the highlights of the season. For years, the music department had made every attempt to schedule David Archuleta for this event. David traditionally tours across the United States during December to sold-out venues. It was simply not practical for him to take a week off of a nationwide tour to rehearse and perform with our student musicians to present a concert in our multi-purpose Recreation Hall. However, with new challenges come new blessings! As venues across the globe closed due to the pandemic, David’s schedule was finally able to accommodate performing with our student groups – now if only we could find a way to perform in a global pandemic!

GRIT

Just finding a way to rehearse was the first obstacle. Rather than rehearsing in music rooms, the choir and orchestra held weekly rehearsals on the basketball courts six feet apart and masked. Imagine an orchestra rehearsal where the back of the violin section sits on one baseline and the double basses sit on the opposite baseline stretching the full length of the court. The



"This past year has required both students and teachers to 'enter the city by another way.' (Alma 8:18) Previous ways of teaching and learning have been sent packing."
Kayson Brown, *Director of AHS Orchestras*

Heritage Youth Chorus rehearsed in the new Patriot Arena with students stretched out across the entire east bleachers. Every student had their temperature taken before each rehearsal and needed to be tracked for contact tracing purposes. Dozens of students were restricted from participating in rehearsals whether they were sick or not. Where David Archuleta typically does not perform with an orchestra, more than a dozen new orchestrations were written for the concert. Then there was the problem of how do we present this grand concert without an audience! Who will watch? How will we cover the expenses?

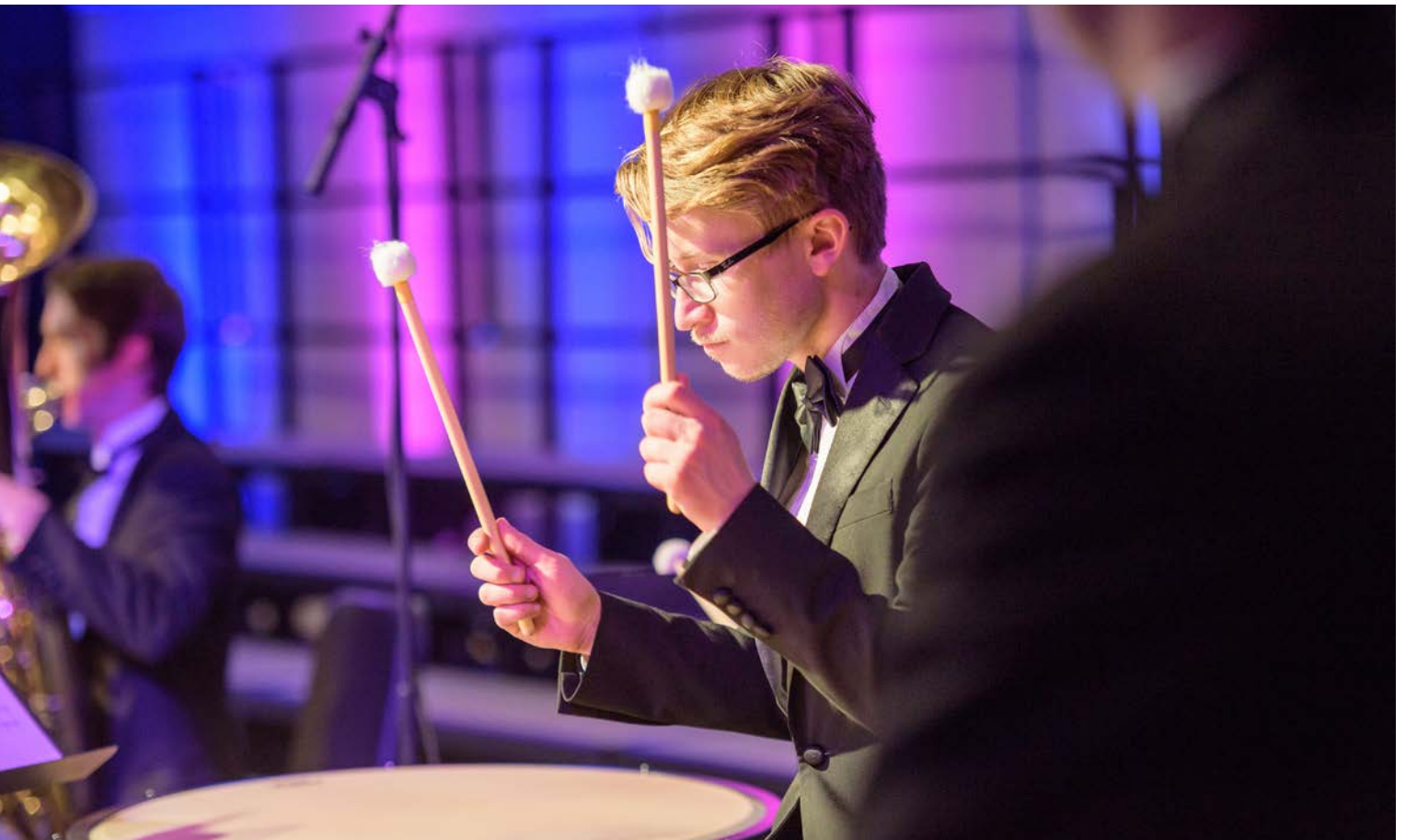
GRACE

With unprecedented challenges comes unprecedented blessings. Generous families sponsored the concert giving the students a thrill of a lifetime. A television crew

from BYU-TV helped bring the event to thousands of homes via relatively new online concert broadcast technology. Rather than reaching a hundreds in American Fork, we were able to reach thousands worldwide. We had families tuning in from three continents—families that would have never known of American Heritage School or what we do here. Enrollment numbers for American Heritage School, Lyceum, and Heritage Youth Choirs had unprecedented growth the following fall. Not that this single event should be credited with that growth but it is one humble example of how teachers, administrators, and students came together in a world of closed doors to find windows open to the blessings of heaven.

David Archuleta has since become a friend of the school. He returned to our campus just last October to record with

the Lyceum Philharmonic his original song, “My Little Prayer.” If you are unfamiliar with this musical prayer, the lyrics include, “I’m learning every day that I won’t always have my way, but I’m beginning to understand that for me You have a plan.” While the pandemic has given this generation of youth new and difficult challenges, challenges they certainly did not ask for or choose, it has also provided them a once-every-hundred-year opportunity for growth, resilience, and opportunity. They are beginning to understand that for *them* He has a plan. They answered the call and found “another way” to learn, serve, and grow. Like Alma of old, they summoned the grit, creativity, and bravery to find “another way” such that the Lord could bless them with His grace and the miracles that follow. ★





HERITAGE YOUTH CHOIRS

- **CHAMBER CHOIR** *invitational performance at University of Utah*
- **CHAMBER CHOIR** *participation in the KBYU Christmas Carol contest*
- **HERITAGE YOUTH CHORUS** *2021 Tour: Colorado/Wyoming*
- **HERITAGE YOUTH CHORUS** *2022 Tour: New York*
- **CHAMBER CHOIR** *2022 Tour: Hawaii*



Rob Swenson, director of the Heritage Youth Choirs, has started a doctoral program at the University of Utah. This has already resulted in some significant changes to the way that he directs the choirs and has opened some great opportunities for AHS singers.



Grant Beckwith, David Hancock, Jeff Hymas, Adam Brewer

From left to right: Grant Beckwith, Head of School; David Hancock and Jeff Hymas, high school teachers; Adam Brewer, middle school teacher

AMERICAN HERITAGE SCHOOL

CONSTITUTION & CIVILITY CENTER

The formation of the American Heritage School Constitution and Civility Center was announced by Grant Beckwith, Head of School, as he stood next to President Dallin H. Oaks following President Oaks' May 2021 commencement address held in the Patriot Arena at AHS. Mr. Beckwith explained to President Oaks and all present that the Constitution and Civility Center was being created as an indication that American Heritage School is heeding President Oaks' call to both better understand and defend the Constitution, and to do so with civility.

Two of the school's senior faculty members with significant passion for and experience in teaching about the US constitution – David Hancock and Jeff Hymas – were announced as the Center's co-directors. The pair, though differing in some of their perspectives about Constitutional law and governance, are close colleagues and friends, and have made a superb match in fulfilling the Center's aim to "envision a society where Constitutional thought and civic charity prevail."

As part of that vision, Mr. Hancock and Mr. Hymas have co-taught a "Contrasting Views of the Constitution" class together to model for AHS juniors and seniors what it looks like to hold firm, well-developed opinions but to express those opinions in a civil, thoughtful, and respectful way. They have also instituted a monthly debate on constitutional issues entitled, "Constitution Literacy Series," and have enlisted the help of Adam Brewer, another AHS faculty member with deep roots in political science, to moderate the debate and help take the Center to the next level.

The Center is dedicated to serving the K–12 AHS community and beyond. As such, it is hosting a Constitution Bee in the spring and is working to develop a Civility Bee shortly thereafter. Other future projects include campus exchanges with other high schools to promote civil dialogue, experiential learning courses and activities, guest speakers at assemblies and evening events, a multi-media forum for students and faculty to publish art, music, writing, and video productions related to the Constitution and civic charity, and more. For additional information about the Center's goals, resources, and events visit ahsccc.org.

The Constitution and Civility Center is well on its way to realizing its objective to "expand Constitutional knowledge and civic engagement ... and to work to re-enthroned moral self-government as the foundation of personal and civil liberty." ★



Mr. Brewer moderating another debate between Mr. Hancock and Mr. Hymas!

American Heritage School is heeding President Oaks' call to both better understand and defend the Constitution, and to do so with CIVILITY.



Alyssa
Adams



Christian
Anderson



Cloe
Anderson



Jackson
Barattiero



Elizabeth
Beckwith



Nathaniel
Bischoff



Jared
Bowen



Cosette
Bradford



Burton
Buer



Bethany
Bushman



Lily
Calderwood



YiChun
Chen



Kiyong
Cho



Hunter
Christiansen



Abigail
Cobb



Liberty
Cromar



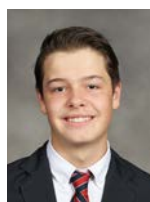
Shera
Crossley



Shari
Franke



Elijah
Gibson



Peter
Gifford



Alexander
Goslin



Kaylee
Handy



Robert
Hayward



Esther
Hoffman



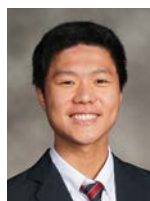
Ryan
Holmstead



Emma
Jensen



Garrett
Jenson



Si Chun "Johnny"
Lam



Kenneth
LeSueur



Kamele
Lung



Aleah
Maxfield



David
McConkie



Jacob
McKay



Karina
Miner



Alexa
Montes



Thomas
Morris



Echo
Parkin



Cole
Perry



Bentley
Reynolds



Ellie
Sessions



Stirling
Todd



Cara
Uhl



Ellyn
Valadez



Holly
Valentine



Daimen
Van Der Watt



Chelsea
Waddell



Alexander
Willardson



Paora
Winitana



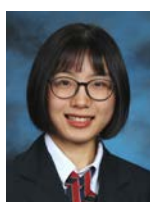
Maxton
Wright



Shixuan
Xing



Haoyu
Yang



Kexin
Zhou

CLASS OF '21

100%

graduation rate

100%

college/mission

68

AP tests taken

Total students who scored
3 or higher on an exam

102 COLLEGE ACCEPTANCES

34 CES Schools
16 BYU-Provo
17 BYU-Idaho
1 BYU-Hawaii

48 Schools in Utah
13 UVU
7 USU
4 U of U
10 SUU
14 other

20 Other
4 Eastern U.S.
14 Western U.S.
2 Central U.S.

52
SENIORS

100%

pass rates in Physics, Chemistry,
Biology, European History,
Macroeconomics, and
Microeconomics

92%

pass rate in English Language
and Composition

89%

pass rate in English Literature
and Composition

80%

overall pass rate for the last 8 years
national pass rate: 57%

29.2%

3.9%

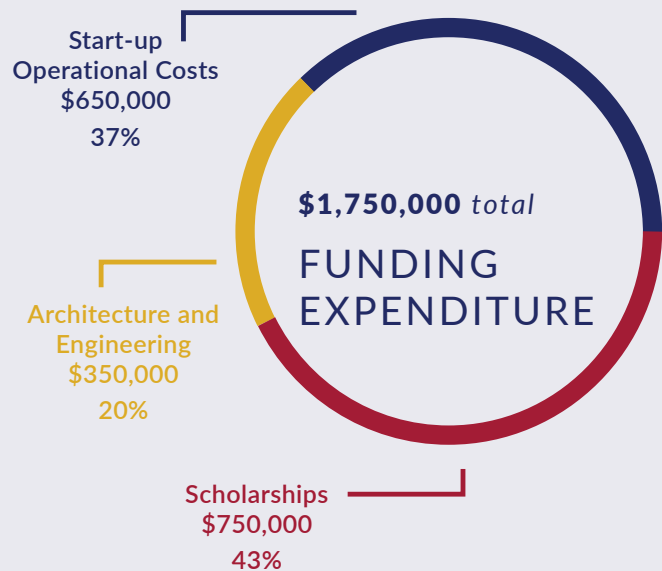
UTAH

AHS



SLC Campus Development Report

The Salt Lake City advisory board is grateful to report \$1.75M made available during 2021.



The campus and its advisory board continue to seek the following funds:

- \$4.2M** *Remodeling fee, including all code-required upgrades, such as fire suppression sprinklers, ADA compliant restrooms, ADA egresses, HVAC remodeling, and optimized classroom spaces*
- \$3M** *Scholarship endowment fund*

Conceptual drawings of the remodel plans (shown below) feature core classrooms; STEM, music, art, computer, and makerspace classrooms; a library; a reception and family counseling area; and safe, enclosed play areas outside. Remodeling will begin April 1, 2022 and finish by August 1, 2022.





Parents thrilled AHS is coming to SLC

By Leland Anderson
Principal-SLC Campus

On December 14, I was scheduled to give a tour to Amanda Secrist, a prospective AHS parent living in Salt Lake City. Amanda had heard about our forthcoming SLC campus from another mother (Whitney Foley), and Amanda was interested in learning more. So she arranged a tour.

The school receptionist called me at 1:25 PM to let me know that my 1:30 appointment had arrived. "Amanda Secrist is timely," I thought, as I rose from my desk to exit my second-floor office. I descended the stairs and rounded the corner on my way to the school's front office.

To my surprise, I encountered not ONE mother, but FIVE mothers waiting in the hallway near the office, chatting with each other, no children in tow. They introduced themselves to me happily. "We live in the same ward. We are very excited about the school coming to Salt Lake City, AND there are FIVE MORE mothers who couldn't come today and wanted to come. They are also excited." It was a joyful introduction for all as I learned their names: Whitney Foley, Megan Buell, Amanda Secrist, Karalee Hemingway, and Tehani Wilkinson. I also inquired about their children's grade levels, so I could tailor the tour to them.

We began our school tour. We toured the library, computer lab, a kindergarten classroom, a fifth-grade classroom, and then we headed to a "living wax museum" that was being put on by the fourth grade.

As we crossed the parking lot to the Patriot Auxiliary Court in the high school building where the living wax museum was taking place, Amanda saw some students walking between classes said, "We want to

talk with some high school students! We want to ask them some questions."

"Great," I replied. I spotted Adam Johnson coming across the lot, dressed neatly in his choir tuxedo. He was on his way to the North Auditorium for a choir dress rehearsal prior to a choir event that night. "Adam, could you please come talk with these ladies?" I asked.

Adam and another student with him diverted their path to talk with the mothers, who promptly turned to me, saying, "Mr. Anderson, would you mind if we talked with them alone? We want to ask them some questions directly without the principal here." They smiled.

"Of course," I replied. They began chatting with the students as I walked ahead.

After a few minutes they followed me, but then stopped another group of students and asked them some questions.

As the mothers joined me at the building entrance, Amanda reported, "We asked the students if they liked the school and teachers, and they all said, 'Yes!' Then we asked them if the classes were more like church or school, and they said the classes are like school, but with just the right amount of church. You have some great kids at this school, Mr. Anderson!"

I smiled and enthusiastically agreed.

We proceeded to walk to the living wax museum in the Patriot Auxiliary Court. By this time, their available time was running short, so I said, "Let's take 4-5 minutes to visit with students, and then let's meet in center court."

After visiting with the students for a few minutes, the mothers gathered.

I spotted Katie Lawyer who was attending because her fourth-grade son was presenting. Katie is our wonderful PSO president in American Fork.

I explained that I was on a tour with five prospective AHS mothers from Salt Lake City. Katie's eyes widened, and she smiled.

"Would you be willing to talk with these mothers and tell them anything you want about the school?" I asked.

"Of course!" she agreed, smiling brilliantly.

I gathered the visiting mothers around Katie (see attached photo) and said, "These mothers have come from Salt Lake City to tour the school. They are considering enrolling in our Salt Lake City Campus, and they have some questions they would like to ask. I'm going to step away, for a few minutes and please feel free to answer their questions any way you like and as honestly as possible."

They all chatted for a few minutes. Katie answered their questions and shared her love for the school. The visiting mothers were very impressed.

After visiting with Katie, the mothers' time had expired and they headed to their vehicles to depart.

As I walked them to the parking lot, they thanked me for the tour and said the tour had been helpful and exciting.

Several of the mothers have since submitted applications for their children to attend the Salt Lake City campus. Given the excitement and proactivity of these five women, it would not surprise me if several of them provide vision, leadership, and service within our 2022 Salt Lake City Parent Service Organization. ★

The Salt Lake Campus



SLC Remodel Site Plan

On July 18, 2021, American Heritage School officially announced a second campus to be built in Salt Lake City Utah. The campus is scheduled to open in August 2022.

American Heritage School will lease and remodel a soon-to-be-decommissioned meetinghouse from the Church of Jesus Christ of Latter-day Saints. The campus is located adjacent to the Conference Center's northeast corner at 142 West 200 N.

Initially, the new campus will enroll about 200 students in grades K–8, with high school classes being added when demand is sufficient. Tuition is similar among school campuses. Scholarships are available to make the school accessible to applicants, regardless of their financial resources, thanks to generous donors.

The principal of the Salt Lake City campus is Mr. Leland Anderson. He was

formerly an administrator at AHS from 2008 to 2017. He was a principal of grades 7-12, oversaw accreditation of the school's K-12 programs, and supervised the distance education and international student programs. From 2017 to 2021, Mr. Anderson and his family lived in Shenzhen, China where he was the principal of RDF International School. Mr. Anderson holds a master's degree from Harvard University in school leadership and a bachelor's degree in English teaching from Brigham Young University. He served a mission in Mexico City. Mr. Anderson says he is glad to see an American Heritage School campus established in Salt Lake City close to his boyhood home.

The Salt Lake City campus represents a significant milestone in American Heritage School's history.

The new campus will expand the reach of the school and serve a diverse community

of learners from Salt Lake, Davis, Weber, Summit, and Tooele Counties in addition to those served in the American Fork flagship campus and the burgeoning American Heritage Worldwide campus, which offers homeschool and online programs.

The Salt Lake City campus offers a view of the Salt Lake City Temple. Additionally, it sits in convenient proximity to the Utah Capitol, Ensign Peak, Church History Museum, Family History Museum, Temple Square, and various businesses, museums, industries, and parks in the surrounding neighborhoods, each of which can complement the students' classroom experiences.

The mission of all AHS campuses is the same, and the programs are designed to educate hearts and minds. The new campus will offer classes and programs similar to those offered at the American Fork campus in grades



K–8. Subjects will include history, geography, literature, language arts, science, technology, engineering, math, music, art, physical education, social dance, orchestra, choir, and more. All subjects are studied in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land. Curriculum from the school's worldwide programs will provide valuable resources to the new campus.

The leaders of the Salt Lake City campus are committed to being good neighbors and responsible partners in downtown Salt Lake City and the surrounding communities. For example, the new campus will contribute to the beauty, peace, and safety of the neighborhood. Upgraded landscapes will include significant green spaces for public enjoyment. Additionally, the school will host various community lectures and presentations in its beautiful, historic chapel. Community members will be welcomed to open houses

before the opening of school. Musical, sporting, and service events will be shared with the community and neighboring schools.

Safety is a fundamental value of the new campus. The school will employ security personnel, staff supervision, and surveillance systems to ensure students stay safe while in school, on the school grounds, and during drop-off and pick-up times.

Curtis Miner Architecture is designing the building remodel plan, which features a STEM classroom, maker space, computer lab, library, music room, art room, core classrooms, recreation areas, performance stage, reception areas, an administrative office area, and elegant updates to the interior design throughout the building.

Hogan Construction will remodel the building and landscaping from April through July 2022. The remodel will be funded by donors, for whom we are very grateful! We

welcome donations from all AHS families and continue to seek donations for building remodeling and need-based scholarships.

Employment opportunities at the new campus include positions for K–8 core teachers, specialty teachers, aides, and administrative staff. The search process is thorough and detailed criteria are being employed to identify, interview, observe, hire, prepare, train, and retain excellent teachers.

The unified culture of great love, great aims, great effort, and great expectations that exists throughout American Heritage School will also exist among our Salt Lake City families, students, and employees. ★



By Leland Anderson
Principal - SLC Campus



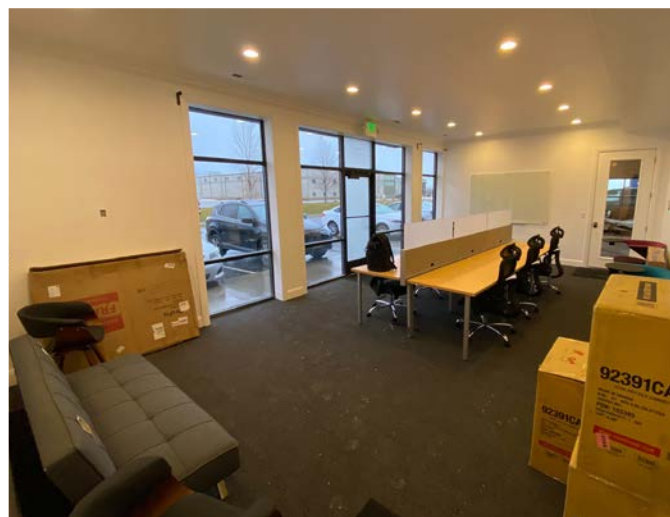
AMERICAN HERITAGE WORLDWIDE

2020–21 launched the school's worldwide outreach into full-steam production! The vision of American Heritage School is coming to pass. The school and its global online programs absolutely are "an effective educational resource for parents worldwide in assisting children and families to realize their divine potential." We are busy expanding existing and creating new resources to meet the growing and more urgent needs of families of all faiths in these latter days.

This next year will mark the 10-year anniversary of the launch of Family

School, our earliest concept that has blessed well over 30,000 children in over 100 countries around the world. We all witnessed a "marvelous work and a wonder" as it came to light with such very limited resources, and we're just getting started!

We have completed nearly half of our very own AHS K–8 math and language arts curriculum, we hosted our first youth retreat with 180 students from around the country, we launched a new daily, Live class for K–8 students with over 1000 enrolled, we have a new state-of-the-art video production studio that is



nearly complete, and we've added many new dedicated and talented leaders to the team!

Most importantly, we are well on our way to providing a comprehensive and viable American Heritage experience that will soon eliminate the major barriers that prevent families from a simple, affordable, and sustainable alternative to public school. No longer will a family's concerns about distance, cost, or time prevent families from accessing and receiving the blessings of an American Heritage School education! ★



By Peter Knecht
Principal-Worldwide Campus



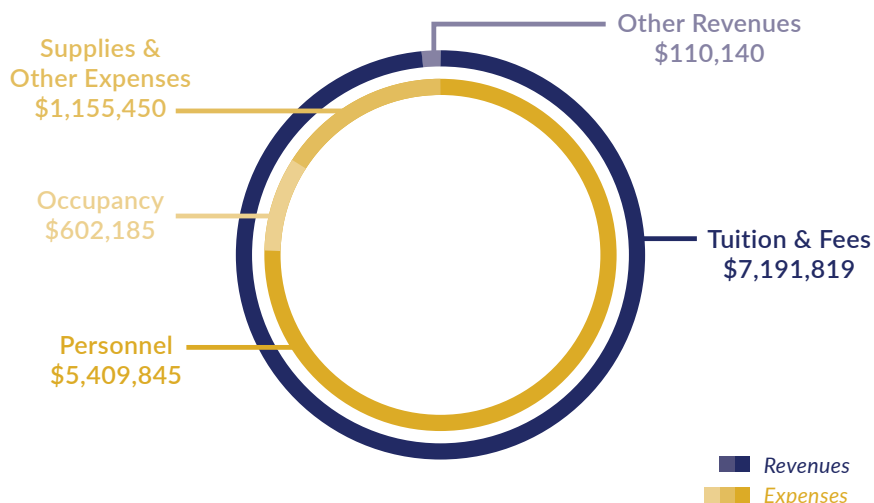
FINANCIAL STATEMENT

FOR THE FISCAL YEAR ENDING JUNE 30, 2021

AMERICAN FORK CAMPUS

ANNUAL REVENUES
\$7,301,959

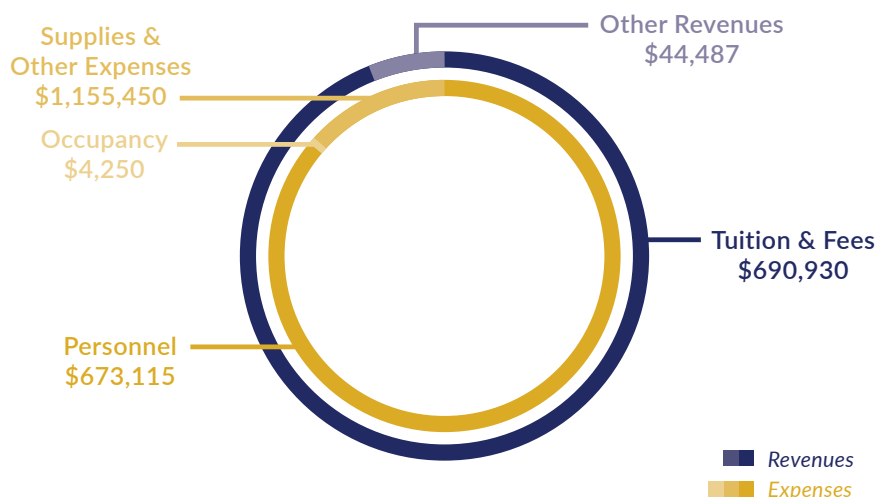
ANNUAL EXPENDITURES
\$7,167,480



WORLDWIDE CAMPUS (AHW)

ANNUAL REVENUES
\$735,417

ANNUAL EXPENDITURES
\$782,937



NOTES

Donations are not counted in operations. For donations, please see page 69.

Figures do not include supplemental receipts and outlays tied to physical expansion (AF) or program development (AHW). No campus expansion or program development expenses are financed by tuition. Per the Board of Trustees, tuition is used exclusively for continuing operations.

In an effort to keep tuition low, all programs are managed near break-even status, and shortfalls in one year are offset by carryforward surpluses produced by the same program in a previous year.



"[Trustees] are parents and grandparents just as you are. We have experienced first-hand in our homes the kind of transformation that occurs in the lives of our children and grandchildren thanks to the kind of inspired teaching and learning that AHS provides."

DEAR AHS COMMUNITY,

When we gather in the AHS board room throughout the year, there are certain images that remind us of our vision and purpose. From the windows to the west there is a striking view of the temple in the background with the United States flag in the foreground. On the east wall of the boardroom are large, framed copies of our mission statement and The Seven Principles of Personal and Civil Liberty.

These and so many other reminders at the school help to keep us focused on our strategic vision, which is that "American Heritage School is an effective educational resource for parents worldwide in helping children and families to realize their divine potential." As trustees of that vision, we strive to accomplish it in three main ways: (1) strong leadership; (2) solid strategies; and (3) access to capital. Of these three, strong leadership lays the foundation and sets the tone for all the rest.

We express our united love and support for Mr. Beckwith as our Head of School and for the remarkable team of administrators and faculty who serve us and our families so faithfully. We express our heartfelt gratitude to every member of the AHS community who continues to support our mission with their time, talent, and treasure. As good as our curriculum, programs, and facilities are, the strength of American Heritage School will always be in the

hearts, minds, and character of those who protect and promote our mission.

We are parents and grandparents just as you are. We have experienced first-hand in our homes the kind of transformation that occurs in the lives of our children and grandchildren thanks to the kind of inspired teaching and learning that AHS provides.

May the Lord continue to bless each of us as we strengthen our mission foundations and extend our branches to impact more families who need an American Heritage education even more than ever.

Sincerely,

A handwritten signature in black ink, reading "Dan Burton".

Dan Burton
Chairman, AHS Board of Trustees

DEAR FRIENDS OF AHS,

Because of you, the 2020–21 Annual Fund was completely pledged by October 2020, and many grateful families received the financial support they needed to enroll their children at American Heritage School. Thank you for your commitment to AHS and to each other.

In spring 2021, we launched an ambitious fundraising campaign to support key priorities at each of our three campuses. At our American Fork campus, we are fundraising for an Endowed Scholarship Fund to provide a permanent source of financial support for families who would not otherwise be able to attend AHS. We are also designing our Performing Arts and Broadcast Media Center, which will be the crown jewel of the American Fork campus when completed.

In downtown Salt Lake City, kitty-corner from the Conference Center of The Church of Jesus Christ of Latter-day Saints, we are preparing to open a K–8 campus this fall. Our global campus, American Heritage Worldwide, is in full-blown production mode as it prepares comprehensive content to be delivered through an innovative platform designed for distance students around the world.

We are so grateful for the generous donations we have already received in support of these important fundraising priorities. Thank you for sharing our vision and helping us advance the mission of American Heritage School.

With gratitude and love,



A handwritten signature in black ink that reads "Barbara Tanner".

Barbara Tanner
Advancement Director



A handwritten signature in black ink that reads "Shannon Brown".

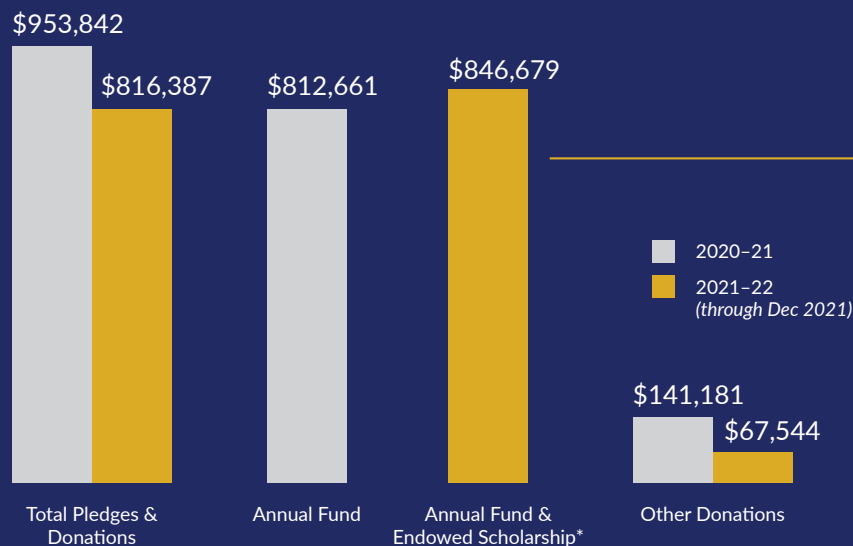
Shannon Brown
*AHS Trustee and
Board Development Chair*



AMERICAN FORK CAMPUS

TOTAL ENDOWED SCHOLARSHIP AND ANNUAL FUND THROUGH DECEMBER 2021

\$816,387



“An endowed scholarship fund is absolutely necessary, because we want this [an American Heritage education] to be available to anybody who wants to participate. The only criteria is a desire and a commitment to our mission.”

DAVID ANDERSEN *Trustee*

*At the start of the 2021-22 fiscal year, we began fundraising for a \$15M Endowed Scholarship Fund to provide student financial aid to mission-fit families in perpetuity. For 2021-22 the Annual Fund and Endowed Scholarship Fund are presented in combination and represent pledges and donations through December 2021.

INITIAL PRINCIPAL GIFTS IN SUPPORT OF SPECIAL FUNDRAISING PRIORITIES



\$10.3M

American Fork Campus
High School Classroom Building & Auxiliary Gym*



\$1M

American Fork Campus
Performing Arts Center



\$1M

American Fork Campus
Legacy Building M&R



\$1.75M

Salt Lake City Campus
Initial Start-up Costs and Financial Aid



\$5M

American Heritage Worldwide
Curriculum Development & Learning Experience Platform

* Funds for the high school classroom building and auxiliary gym were donated in 2019 and expended for construction that took place in 2020-21.



2021 Donor Appreciation Dinner

DONOR APPRECIATION DINNER

The Donor Appreciation Dinner is a classy evening designed to show our deep gratitude for donations made to our \$15M Endowed Scholarship Fund (as well as the Annual Fund until the Endowment is fully funded). The Endowment will provide scholarship funding in perpetuity for mission-fit families who want an American Heritage education but who need some financial assistance. The Endowment will also provide tuition benefits for AHS teachers who have children attending the school. At the Donor Appreciation Dinner, we thank our donors with a delicious meal, an inspiring program, and entertainment.

CONSTITUTION DAY FESTIVAL

To kick off the new school year each September, the outdoor Constitution Day Festival is a unique opportunity for AHS families, alumni, and friends to come together in celebration of our Constitution, and to learn from and interact with historical characters and colonial artisans. It's the largest event of the year, featuring fun, food, and games for all ages, culminating in a spectacular fireworks show!



2020 Unveiling of the Nathan Hale Statue

FAMILY DANCE

Another favorite tradition, and one with a dual purpose, is the Family Dance and Silent Auction. It's a memorable night for AHS families to have fun while they dance to a live band and enjoy refreshments. The upper track of the Patriot Arena is filled with silent auction items – donated gift baskets and various goods and services from local businesses, AHS families, and even the teachers themselves – to raise end-of-year bonus money for our amazing faculty and staff.



2021 Hoe Down

SAVE THE
DATE

Family **SOCK HOP** and

Silent Auction
to support teacher end of year bonuses

Date Friday, March 25

time 6:30-9:30 p.m.

Live Music

Photo Booth

Refreshments

Patriot Arena



Tickets
\$5/person





Miner Family

AHS Impact

CURTIS AND JANINE MINER *Donor family*

“Belonging to the AHS family is one of our greatest blessings! Not only has it allowed us to become friends with some of the best people on earth, but our children have flourished under the loving guidance of teachers who have seen our children’s unique gifts and have helped develop them. We appreciate how AHS’s inspiring curriculum reinforces principles we strive to live at home. We LOVE AHS and wish every family could experience it!”

BLAKE AND NAIBI GRAHAM *Scholarship recipient (family)*

Blake: “One of the things that impressed us tremendously is how much [teachers] want to make the gospel come alive in the lives of the students... People often mention the light that you see in the eyes of the kids here and to me, that’s the way life is supposed to be. Everyone deserves to have that light in their eyes. They deserve to feel valued. And they deserve to have the light of the gospel as a core element of their lives every single day.”

Naibi: “In Japan, we were never involved with school stuff. Never. We couldn’t even go see what they were doing at school. So we had no idea what was going on there. But here, we can join with them and be involved with them. I really love it.”

ALEX AND MELODI MELECIO *Scholarship recipient (family)*

Melodi: “I feel like this school is an extension of our home and what we’re trying to do in our home with our children. We are primarily responsible for educating our children. And at the school they support the families in doing that; it’s not the other way around. I think this idea that the families that come here are strengthened and then go out and lift other people is really obvious, and it’s beautiful.”

Alex: “This is a place where I want my children, because it just feels right. And it’s hard to find that.”

GRANT CORY *Scholarship recipient (student)*

“As I’ve begun to mature...I’ve begun to see the importance of light in my life. And I think it is especially because of this school that I’ve been guided and directed to seek that light always and see it in everything. I love the atmosphere and the relationship I have with my teachers. I consider most of them my friends.”

ROB AND KRISTY SWENSON *Teacher tuition benefit recipients (AHS and AHW Teachers)*

Rob: “When people ask me how the school is, I always say I need to figure out how I’m going to send my kids to American Heritage if I’m ever not teaching there. Once you see the impact that it’s having on your children’s lives and on your family’s life, it’s hard to give it up.”

Kristy: “Because of the gospel, and their testimonies of the gospel, the teachers can teach the kids what their divine potential is, and they show them love. For me as a mom, that’s the biggest thing. I just want my kids to feel loved.”

RENEE BRADDY *Teacher tuition benefit recipient (AHS Teacher)*

“Light comes from truth, and truth starts in the home. We are just simply trying to complement what’s already happening in the homes. That partnership [with parents] is critical and crucial to our success, and we feel that weight of responsibility. The tuition help is huge, because paying tuition for your children is a big chunk of money, and that’s a big sacrifice. I appreciate so much the people who have made [teacher tuition benefits] possible.”

DAVID ANDERSEN *Trustee*

“What we’re really trying to do is to instill in these youth the ability to discover a Christ-like character. The whole point of this is that truth is truth, and what our youth, our students, are here to discover is truth.”

KADEE STRATTON *Trustee*

“One of the main focuses of the board is to create a mission-based group of individuals who want to be here for the same reasons.”

Swenson Family



Construction Update

PHASES 1C AND 2A

After opening the doors of its new facilities in the fall of 2018, AHS dedicated Phases 1A and 1B in the spring of 2019 in a touching ceremony held in Patriot Arena. Students, families, and faculty were joined by the Board of Trustees, donors, and community dignitaries to honor—in both word and music—the sacrifices of all those who laid the foundations for the school's growth and success.

With the completion of the \$30 million Phase 1A and 1B expansion, the school moved forward with a \$10 million expansion to complete Phases 1C and 2A. Phase 1C, called the Patriot Auxiliary Court, or PAC, is an auxiliary gym that helps the school to meet the needs of curricular PE students as well as extracurricular teams, coaches, and families as we continue to pursue our all-participation athletics model. Phase 2A provided the following new spaces: a high school cafeteria, a student commons area that can be used for multipurpose curricular space, 12 additional classrooms (including a large makerspace) and a spacecraft simulator and simulator control room. Phases 1C and 2A were completed fall of 2021.

Our generous donors allow us to expand our campus without the use of a single dollar of tuition, continuing the pattern of consecrated donor sacrifice that has endured from the early years of our school's history. These donations bless each and every American Heritage family because they allow us to operate debt-free, which keeps the price of tuition many multiples below the total cost of the experience provided.



Outdoor Athletics (PHASE 1A)

completed fall of 2018

1. Future soccer field
2. Future greenhouse and garden
3. Outdoor Basketball Courts
4. Tennis Courts (4)
5. Expanded Elementary Play System
6. Concessions, Restrooms, & Outdoor Storage
7. 1,733-seat Stadium, Soccer Field, Track & Field
8. Baseball/Softball Field

Indoor Athletics (PHASE 1B)

completed fall of 2018

9. Classrooms for Curricular Instruction, Dance, Health, P.E., Weightlifting; Locker Rooms
10. 1,406-seat Patriot Arena with Elevated Indoor Track

7-12 Building (PHASES 1C & 2A)

completed fall of 2021

11. Patriot Auxiliary Court/PAC (1C)
12. Cafeteria, Student Commons, Classrooms, Makerspace, Spacecraft Simulator & Control Room (2A)

7-12 Classrooms (PHASE 2)

future expansion

13. General Classrooms and Specialized Classrooms for Science, Art, Engineering, Math & Technology
14. Student Commons & Activity Area, Administrative Offices

Performing Arts Center (PHASE 3)

future expansion

15. 900-Seat Concert Hall
16. Music Classrooms & Rehearsal Rooms
17. 300-Seat Small Theater/Auditorium



WITNESS

By David Buer, Assistant Principal of Athletics and Communications

Senior year looks bright for Izzi Fee. Big plans: student council president, school, friends, family, music, tennis, skiing, graduation. Bump? There's a bump. In her neck. Maybe it's an infection, a swollen lymph node. Maybe it's a virus. Waiting. It's not going down. Maybe it's mono. Steroids. Waiting. It's still not going down. Specialists. Biopsy. Cancer. Hodgkin's lymphoma. Shock. Tears. Izzi's mother, Elizabeth Acuña, remembers praying, "Let me have it, not Izzi. Hasn't our family been through enough? I don't want to be Job!"

But it's treatable. Relief. It hasn't spread. It's Stage 1. Gratitude.

Four cycles of chemo are ordered. A port for the chemotherapy drugs is surgically implanted to Izzi's chest. After the first chemo cycle, Izzi and her family are surprised at how well she feels. Izzi is still able to go to school. But, suddenly, Izzi's white blood cells are virtually gone and she develops a high fever. Rush to the emergency room. Can't eat. Can't drink. Sores all the way down her esophagus. Hooked up to fluids. Vomiting. Immobile. Exhausted. Izzi remembers that her sister's visit during that hospital stay brought her so much joy. She gained renewed hope and was able to return home, but not back to school. On the drive home from the hospital, Izzi noticed the trees, she felt so grateful for trees. For life. "Dark days make your bright days even brighter," Izzi told her mom.

Second round of chemo. Hair is gone. Izzi is wearing down. Another fever. Blood pressure plummeting. Allergic reaction to the chemo. Another rush to the emergency room. Shaking. Izzi's body was in shock. Heavy drugs. More heavy drugs. A long night. Fear. Doctors running in and out. Finally, Izzi is stabilized.

And there's hope. The lump in Izzi's neck is shrinking. Izzi is determined to keep going. But at times, she feels she can't do another day of this. She looks to her places of strength. Friends. Teachers. Family. Christ. She learns to trust: He will fight our battles. Her mother has learned to trust more deeply as well. "Let go and let God," Liz determined. "Christ heals."

After the second cycle of chemo, tests and scans are made, searching for cancer. The doctors report that they don't see any. It feels miraculous. But, to make sure, they decide to continue with the final two rounds. More hard days, but good days, too. More tests. Still no cancer. It's truly and finally gone. Ring the bell.

During her battle with cancer, one of Izzi's favorite scriptures

became Mosiah 24:14:

And I will also ease the burdens which are put upon your shoulders, that even you cannot feel them upon your backs, even while you are in bondage; and this will I do that ye may stand as witnesses for me hereafter, and that ye may know of a surety that I, the Lord God, do visit my people in their afflictions.

Izzi knew she would be strengthened in the Lord, she could handle all that she was asked to carry. She also realized that she could stand as a witness. She wants others to know that, "God lifts you through your burdens. He is there every single step of the way. He has been such a strength in my life." But, being a witness can be intimidating.

"Knowing I have that responsibility to be an inspiration, it's a lot of pressure and I don't like it a lot of times," Izzi said. "I just have to remind myself that it's good to be vulnerable. It's good to let others see it's not a perfect world, we do go through hard things, and just let people see that messiness. There can be so much joy and peace as we go through that. It's been a challenge every day to think outside of myself, 'How can I bless somebody else's life by showing them what I've gone through?'"

So, Izzi's witness, hard earned, is this, "Whatever you are going through is going to make you so much stronger, even though it is so, so difficult. You might not understand how you can take one more step. But, as you try to move forward, Christ will carry you, you won't need to take that step. You just need to hang on to Him and He will carry you through it all."

Senior year is bright—made brighter by the light of Izzi's witness. ★



And I will also ease the burdens which are put upon your shoulders, that even you cannot feel them upon your backs, even while you are in bondage; and this will I do that ye may stand as witnesses for me hereafter, and that ye may know of a surety that I, the Lord God, do visit my people in their afflictions. —Mosiah 24:14.

Mission Statement

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

1. BEING USEFUL IN THE HANDS OF THE LORD IN BUILDING THE KINGDOM OF GOD ON EARTH;
2. INCREASING FAITH IN AND KNOWLEDGE OF THE PLAN OF SALVATION;
3. DEVELOPING A LOVE, UNDERSTANDING AND APPRECIATION FOR AMERICA AND THE FOUNDING FATHERS;
4. DEVELOPING THE ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO BE ABLE TO MAKE SELF-EDUCATION A LIFE-LONG PURSUIT;
5. LEARNING TO REASON AND DISCERN BETWEEN RIGHT AND WRONG, TRUTH AND ERROR;
6. DEVELOPING CHARACTER AND SELF-GOVERNMENT OF MIND AND BODY; AND
7. CONDUCTING THEMSELVES IN ALL ASPECTS OF LIFE AS CHRISTIANS.

All activities, teaching, governance, and administration are to be accomplished in light of the above objectives and in so far as possible in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land. All teachers, staff, administrators and trustees shall strive to be living examples of the values, principles, and skills taught at the school.

