

# American Heritage School

## *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.



# Seven Principles of *Personal and Civil Liberty*

## DIVINE IDENTITY AND PURPOSE

God is our loving Heavenly Father. He has endowed each of His children with the gifts of life, the freedom to choose, and a divine identity and purpose. Civil liberty is founded on the truth that these are inalienable, God-given rights.

## LIBERTY THROUGH CHRISTIAN SELF-GOVERNMENT

God has given us the freedom to choose liberty and eternal life through Jesus Christ, or captivity and death. As we seek to obey the teachings of the Lord Jesus Christ, and receive His grace, we will experience liberty. Civil liberty can exist only when there is widespread adherence to moral law by self-governed individuals.

## CHRISTLIKE CHARACTER

Jesus Christ is the standard of character and the model of all virtues. Through His Atonement, we can become like Him. America's heritage provides examples of men and women who were liberated by obedience to the teachings of Jesus Christ, and who sought freedom to develop and express Christian character. America became the seedbed of civil liberty because of inspired reliance upon Christian principles.

## CONSCIENCE, THE MOST SACRED OF ALL PROPERTY

God has granted each of us stewardship over our individual souls, labor, and possessions. The most sacred stewardship God has given us is our conscience. We experience liberty as we follow our conscience, which is the light of Christ within us. In the civil realm, liberty depends upon protection of the rights of property, including the property of conscience.

## THE FAMILY, RELIGION, AND CIVIL GOVERNMENT

Personal and civil liberty depend upon the protection and vitality of three realms: the family, religion and its expression, and civil government. Internal restraints within civil government, such as representation, separation of powers, and federalism, are necessary to temper the exercise of governmental power. These internal restraints protect individual accountability, the rights and responsibilities of families, and religion and its expression.

## CULTIVATING SELF-GOVERNMENT IN OTHERS

Individuals who experience liberty through Christ seek to bless others with liberty. Christ's followers are obligated to cultivate and protect the right of self-government for all mankind. Civil liberty is best protected when the decision-making authority of government resides at the level that is closest to those affected by its decisions.

## FULLNESS OF LIBERTY THROUGH UNITY WITH GOD AND MAN

The ultimate purpose of God's plan of happiness is to enable us to experience a fullness of liberty. This is possible only through unity with God, our families, and our fellowmen as we experience the atoning power of Jesus Christ. Uniting as self-governed individuals enables and strengthens civil and personal liberty, and magnifies the potential of all.



# K-12 STUDENTS STEWARDSHIP

## What is Stewardship?

Every day of my life, I am an occupant of various environments. When I come to American Heritage School, which kind of occupant am I? Which kind of occupant am I striving to be in every environment I occupy?

Who	What	Why
Customers	Consume	Their own benefit
Renters	Consume + Maintain	Their own benefit
Owners	Consume + Maintain + Preserve	Their own benefit
Stewards	Consume + Maintain + Preserve + Enhance	Others' benefit

## My Understanding

I understand that

- God has blessed the school's benefactors with additional resources;
- Those benefactors have made a great sacrifice of their blessings to provide me with a beautiful, clean, uplifting environment in which to learn and grow;
- My treatment of that environment sends the strongest, clearest signal of my true feelings about this sacrifice;
- My tuition is less than half the true cost of my AHS experience because of this sacrifice; and
- I am not entitled to these gifts (rather, I am indebted because of them).

## My Commitment

I will strive to think, feel, and act like a steward. I will demonstrate, daily, that I do not take for granted the sacrifices that make my AHS experience possible. Just like the occupants who preceded me, I too will gratefully receive and add to the heritage of American Heritage School, and I will say 'thank you' every day by preserving and preparing a better environment for the occupants who come after me.

STUDENTS WILL RECEIVE A SEPARATE PAPER COPY TO SIGN AND SUBMIT DURING THE FIRST WEEK OF SCHOOL

Student Name

Student Signature

Grade



K-12 STUDENTS

# TECHNOLOGY USAGE

## Is Technology Good or Bad?

"[Technologies] are latent with such potent power, either for the blessing or the destruction of human beings, as to make man's responsibility in controlling them the most gigantic ever placed in human hands."

—Elder David A. Bednar, Aug. 19, 2014, BYU Campus Education Week

Key Principles		
Intellectual Connection	Social Connection	Spiritual Connection
Technology can serve as both a tool and a toy: At school, it should be used as a tool. Technology should only be engaged at school when it truly enhances learning processes.	In-person connection involves more senses and is more focused than technology-facilitated connection; we should always prioritize in-person connection.	Our use of technology should not crowd out—or condition us to be bored by—the quiet moments that, if used properly, can allow us to experience inspiration and revelation.

## My Understanding

In addition to the principles listed above, I understand the following details to this standard:

1. Electronic devices (personal or school-owned) used during the school day may ONLY be used for school purposes, in public spaces, under the direction of a supervising adult.
2. Earbuds are not to be used at school, and cell phones are to remain out of sight and in the off position during the school day—a teacher or administrator may grant exceptions when it serves a learning purpose.
3. If a teacher ever directs the use of social media for school purposes, parents will receive advance notice.
4. Internet-based research must have a purpose that is known to the teacher.
5. Students should never mask or obscure their identity including using another's login credentials.
6. Students are to show proper respect for school-owned equipment including not changing settings.
7. Students who access inappropriate websites, messages, or content—intentionally or unintentionally, on-campus or off-campus, by personal or school-owned devices—should immediately inform a trusted adult.
8. Inappropriate, offensive, or hurtful use of technology (including social media), even when done outside of school hours and off campus, can subject a student to school discipline and criminal liability.
9. Parents, teachers, and administrators will treat students with honor, love, and respect when they report any concerns they may have about their or others' technology use.
10. Hiding technology usage from the view of others, especially during times and in places when technology is not to be used, causes others to suspect that commitments to integrity and the proper use of technology are being broken.

## My Commitment

During school hours, I will utilize technology as a tool and in accordance with teacher instruction. Outside of school hours and when off campus, I will use technology in ways consistent with expectations of this standard and the For the Strength of Youth pamphlet. At all times and in all places, I will structure my technology usage to keep me and others safe and clean and maintain the dignity of all relationships.

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Student Name

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# K-12 STUDENTS HONOR CODE

## ***Why Have a Code of Conduct?***

King Benjamin famously taught that “the natural man is an enemy to God, and has been from the fall of Adam, and will be, forever and ever, unless he yields to the enticings of the Holy Spirit, and putteth off the natural man and becometh a saint through the atonement of Christ the Lord, and becometh as a child, submissive, meek, humble, patient, full of love, willing to submit to all things which the Lord seeth fit to inflict upon him, even as a child doth submit to his father” (Mosiah 3:19). Most of the tenets of the school’s honor code come from revelatory source pertinent to proper conduct (e.g., the *For the Strength of Youth* standards). In cases where the school has authored its own tenets on topics unique to education (e.g., plagiarism and academic-integrity standards), the school strives to align its tenets with true principles.

## ***What if I Don’t Like a Certain Rule?***

It is perfectly normal to not agree with every rule (in fact, it would be abnormal for an individual to not dislike at least one rule within a broad code of conduct). It is impossible to structure a code of conduct that aligns perfectly with everyone’s ideals. Each individual’s life will be full of opportunities to join organizations (clubs, neighborhoods, businesses, cities, etc.) whose rules don’t match all of the individual’s preferences. The individual can still choose to join an organization, commit to follow all rules (not just those that are liked), and maintain integrity thereafter by keeping their earlier commitment. The responsible individual then works from a position of integrity to influence an organization and pursue desired change (maintaining integrity no matter the outcome). Students who find themselves in a position of not agreeing with one or more rules are afforded an opportunity to exercise the kind of commitment-keeping integrity that will serve them well throughout their life.

## ***My Understanding***

I understand that American Heritage School exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. I also understand that this atmosphere is preserved through my voluntary commitment to live in accordance with those ideals and principles “at all time and . . . in all places” (Mosiah 18:9), and that this commitment is a specific condition of admission and employment at American Heritage School for all students, faculty and staff. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance.

## ***My Commitment***

As a representative of American Heritage School, I acknowledge and commit to maintain the standards set forth in the American Heritage School Honor Code\*.

**\*Full details of the Honor Code standard can be found on the school’s website and in the Honor Code section of the Welcome Guide.**

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\_\_\_\_\_  
Student Name

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Student Signature

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Grade



K-12 STUDENTS

# DRESS AND GROOMING

## ***Why Care about Dress and Grooming?***

- “Your dress and grooming send messages about you to others and influences the way you and others act.”
- “When you are well groomed and modestly dressed, you invite the companionship of the Spirit and can exercise a good influence on those around you.”
- “Avoid extremes in clothing, appearance, and hairstyle.”
- “Always be neat and clean and avoid being sloppy or inappropriately casual in dress, grooming, and manners.”

—*For the Strength of Youth*, “Dress and Grooming”

## ***Why Adopt a Uniform?***

The school believes that properly wearing the uniform

- Displays unity, modesty, neatness, and dignity;
- Demonstrates respect for self, education, teachers, and fellow students;
- Facilitates focus on learning and service, rather than on clothing and accessories;
- Supports an appropriate distinction between the genders; and
- Reminds students of their commitment to live by the American Heritage Mission Statement.

## ***My Understanding***

I understand that

- All male students at AHS are expected to wear the boys’ uniform and abide by the dress and grooming standards set forth for boys;
- All female students are expected to wear the girls’ uniform and abide by the dress and grooming standards set forth for girls;
- Students wearing the proper uniform will be admitted to class; and
- The uniform standard will be in place until 3:10 p.m. each school day.

## ***My Commitment***

I will study the dress and grooming standards specific to my gender and grade level\*. Because not all inappropriate variations and deviations can be enumerated, I will strive to understand and abide by the spirit of the Dress and Grooming Standard in addition to the letter of the standard. Which clothing articles I wear, how I wear those articles, and how I groom myself will appropriately reinforce the American Heritage School ideals.

**\*Full details of the Dress and Grooming Standard can be found on the school’s website and in the Dress and Grooming section of the Welcome Guide.**

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