

# 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.



### **EDITOR'S NOTE**

As you review this *Transformation* Magazine, we hope you begin to get a sense for what a heart, mind, and body education looks like. What American Heritage offers is truly unique, and sometimes it takes a new family like the Theobalds (see their story on page 72) to appreciate the impact this approach has on our students. Their gratitude is palpable. And so is ours. To the founders of our school, whose vision and sweat opened our doors in 1970, and to all those who support our mission today, we are forever grateful.

David Buer

Communications Director

Assistant Principal



<b>ACADE</b>	<b>EMICS</b>
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### **TRANSFORMATION**

American Heritage School Magazine Vol 3

Editorial Director David Buer Marketing Manager Erica Groneman Graphic Designer Sandy Sumerix Photographer Tresa Haymond Student Photographer Noah Lewis '25

### **Board of Trustees**

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#### **AHS Worldwide**

**Executive Director Justin Hansen** 

**Product Director Peter Knecht** 

On the Cover: Rachel Lewis Class of '32

For more information about the 5th Grade Patriotic

Program, see p. 12.



# Welcome From the Chairman

### From the Chairman of the Board

Why are American Heritage Schools so special? Because we work together with families in developing the hearts, minds, bodies, and spirits of our students to realize their divine potential. As our students learn and apply both spiritual and secular truths, and balance charity (love) and virtue (law) in an environment enlightened by the Spirit, they come to know that they are children of loving heavenly parents with a divine purpose and an eternal destiny. That is our goal, and it is the foundation for helping our students cultivate Christian character, transformational scholarship, and responsible liberty.

As a Board of Trustees, we are united and prayerful in our efforts to help fulfill the unique vision and mission of American Heritage Schools, and to convey core principles of personal and civil liberty. We fully trust and support Grant Beckwith, our wonderful head of school, as well as our inspired and talented principals, administrators, teachers, and staff at each of our campuses. We express gratitude to them and the many families, friends, and other supporters who are helping American Heritage Schools become what would not be possible without your support.

We love you! We are grateful to serve with this wonderful school community!

David Andersen

Chairman of the Board of Trustees



# *Welcome*From the Head of School

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,

Grant Beckwith

Head of School



# Melcome to the AMERICAN FORK CAMPUS

The title of the magazine you are holding was not casually chosen. Transformation is our How at American Heritage. To better understand and appreciate the significance of that point, it is helpful to pull our What and our Why into the present context.

Every morning, 40 minutes before school begins, our faculty gathers for what some organizations would call an all-hands meeting—we call it a faculty devotional. We sing and pray together. We take a few moments to address any necessary announcements and reminders. However, the bulk of the meeting time is given to one faculty member, chosen on a rotational basis, who shares an inspiring message about our What, our How, or our Why.

Character. Scholarship. Liberty. To be more specific, we seek to develop, in our students, Christian character (our What) by way of transformational scholarship (our How) that they might ultimately enjoy the result of responsible liberty (our Why).

The faculty member delivering the message on any given morning may share a story about their own personal journey with developing Christian character, engaging in activities of transformational scholarship, or striving to maintain the blessed state of responsible liberty. We must, after all, be living examples of those attributes and practices we seek to relay to our students—we can never presume to lift them higher than we stand.

While personal stories are good, we ultimately hope to see instances where faculty members share stories from their classrooms: stories about students discovering, practicing, or deepening the three objectives of Christian character, transformational scholarship, and responsible liberty.

Whether the shared stories are personal to the faculty member or pertain to one or more students, and whether the shared stories are dramatic and unusual or subtle and replicable, they all consistently inspire creativity of thought and goodness of desire among the audience. Our morning faculty devotional thus becomes a daily reminder of priorities and a daily model of best practices.

I know that this morning routine is effective toward its ultimate downstream objective of positively impacting the students who will arrive minutes later—I know this because the daily routine has had a positive impact on me. We love our students, we joy in the journey we get to take with them, and we are giddy to have a front-row seat to their process of becoming.

Welcome to AHS!

Chase Hale

Principal, American Fork Campus



# American Heritage School ENROLLMENT

**AMERICAN FORK CAMPUS REPORT** 

1265
PATRIOTS

### **DIVISION ENROLLMENT**

	23-24	24-25
ELEMENTARY	537	554
MIDDLE SCHOOL	294	302
HIGH SCHOOL	397	409

255 NEW STUDENTS

# TOP CITIES

OF STUDENT RESIDENCY

78 NEW FAMILIES

12:1 STUDENT TO TEACHER RATIO

23 AVERAGE CLASS SIZE

CITY	STUDENTS	% OF BODY
HIGHLAND	254	20%
AMERICAN FORK	182	14%
LEHI	165	13%
PLEASANT GROVE	164	10%
ALPINE	122	10%
OREM	76	6%
CEDAR HILLS	54	4%
SARATOGA SPRINGS	42	3%
LINDON	36	3%
PROVO	32	3%



# **ELEMENTARY**

At American Heritage School, our elementary program lays a firm foundation of faith, learning, and character. Rooted in a liberal arts model, students dive into language arts, math, history, and science—all taught through a Christ-centered lens that honors faith, freedom, and family.

Academic excellence is a cornerstone of the program, but that doesn't mean it's all serious faces and sharpened pencils. Our classrooms are full of energy, discovery, and the joy that comes from truly understanding something new. Students are challenged to think critically, communicate clearly, and seek truth with both mind and heart. Through thoughtful instruction, small class sizes, and a nurturing atmosphere, students develop not just skills—but a genuine love of learning.

Beyond the core subjects, students stretch their creativity in art, lift their voices in music, and get moving in exercise science. These enrichment classes bring balance to the day and give students a chance to laugh, explore, and express themselves. Leadership, service, and patriotism aren't just taught—they're experienced in meaningful and age-appropriate ways.

What sets American Heritage apart is the way academics and values work hand in hand. Our teachers help children grow not only in knowledge, but also in courage, compassion, and conviction. Here, students don't just prepare for the next grade—they prepare for a purposeful life, grounded in truth and guided by faith.

A shining example of this mission in action is the annual fifth-grade Patriotic Program (pictured on the cover of this magazine). Through song, spoken word, and historic costumes, students beautifully retell the faith-filled history of our nation—a powerful tribute to the principles and sacrifices that built this country.





# **Transformation Through** Peacemaking Sherrie Goff

1st Grade





# MIDDLE SCHOOL

At American Heritage School, the middle school years (grades 6–8) are a time of deepening faith, growing independence, and expanding academic and personal potential. Rooted on a liberal arts model, students engage in rigorous, Christ-centered study of core subjects—language arts, math, history, geography, and science—while continuing to develop character, leadership, and a love of learning.

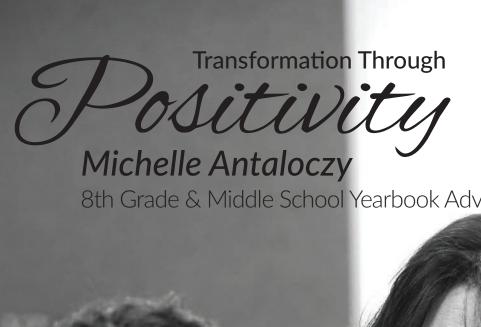
New this year, our Patterns of Virtue courses offer rotation-based instruction in life skills, financial literacy, emotional resilience, public speaking, and gospel-centered geography and culture. These unique classes help students internalize principles of self-mastery, service, and divine identity through a variety of hands-on, relevant experiences.

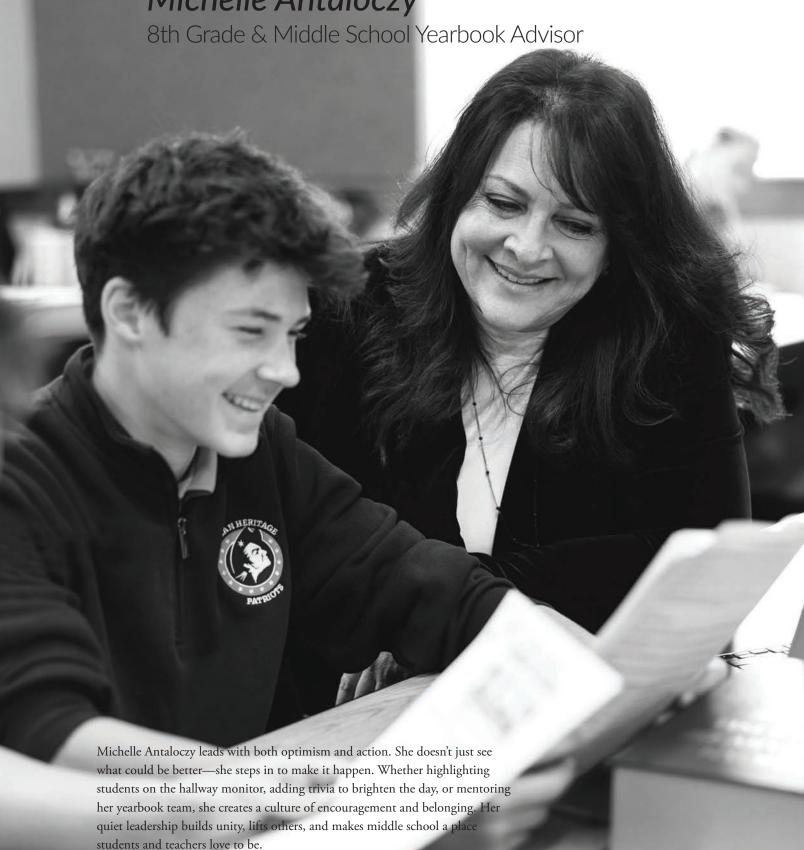
Students also enjoy a variety of enriching electives in art, band, choir, ballroom and social dance, drama, digital dexterity, and exercise science. These courses help students explore and refine their talents as they prepare for high school and beyond.

Faculty collaboration through weekly professional learning communities (PLCs) has strengthened instruction across subjects, and a newly implemented phone policy using Yondr pouches has further improved focus and connection throughout the school day. Together, these elements make middle school a powerful time of transformation for AHS students—academically, spiritually, and socially.









# **Transformation Through** Ty Crossley 7th Grade Ty Crossley is a master teacher with a clear aim: to help students discover who they are and who they can become. With passion for both history and language, he brings subjects to life—and shows students how learning connects to their personal mission. In every lesson, he blends excellence with love, helping students grow in confidence, character, and Christlike purpose. AHS ANNUAL MAGAZINE 19



# 8th Grade **Ancestor Reports** For over 15 years, the Ancestor Report has been a meaningful tradition for eighth-grade students at American Heritage School. In this formal MLA-style paper, students select an ancestor—often discovered through FamilySearch—and explore their life through historical research and family interviews. Each report includes biographical details, historical context, a significant life event, and a Christlike attribute exemplified by the ancestor. While each teacher approaches the assignment a little differently, the purpose remains the same: to help students develop research and writing skills, strengthen family connections, and gain a greater appreciation for the faith, resilience, and legacy of those who came before them. TED HANDS AHS ANNUAL MAGAZINE

# HIGH SCHOOL

This year in the high school, learning went deeper than ever before—thanks to a culture of collaboration, focused support, and bold innovation. Our DEAR program (Drop Everything and Read) provided time three days a week for quiet reading and targeted academic help. Over 260 students—more than two-thirds of our high school—received one-on-one support, totaling nearly 400 hours of academic intervention in one term alone.

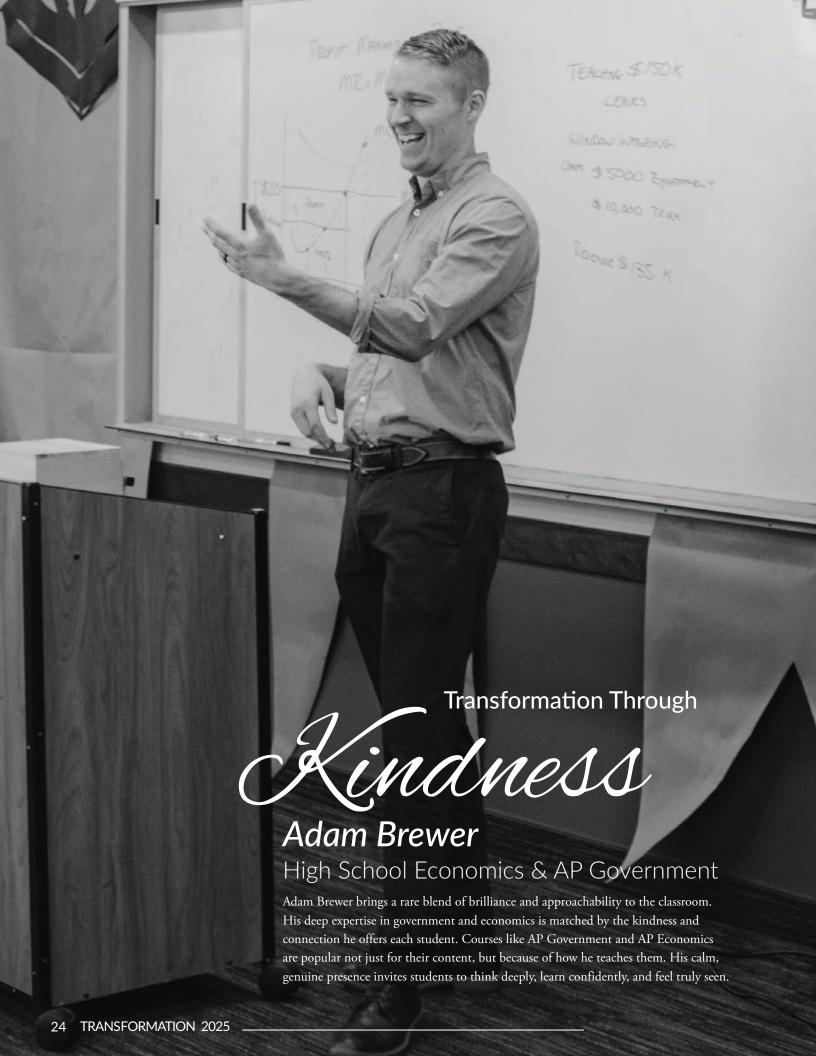
Teachers also grew together through weekly Professional Learning Communities (PLCs). These dedicated teams set goals, created common assessments, and collaborated to refine teaching strategies. From improving writing and reading comprehension to encouraging growth mindset in math, our faculty worked together to better serve every student.

Seventy-two percent of our high school teachers hold or are pursuing advanced degrees—including four doctorates—modeling lifelong learning in every classroom.

This year also marked a major step forward in school culture with the introduction of our new technology policy. With full support from teachers and parents, students now store their phones in Yondr pouches during school hours. The shift has been transformative—fewer distractions, more meaningful interactions, and a stronger sense of focus and connection throughout the day.

AHS high school students are focused, supported, and thriving—and it shows.







Andrew Winegar
High School Chemistry

Andrew Winegar brings chemistry to life. With hands-on labs and clear, relatable explanations, he makes even the most complex topics feel approachable. His enthusiasm is contagious, and students are drawn in by his energy and clarity. Since he began teaching AP Chemistry, enrollment has tripled—a reflection of the impact he has in the classroom every day.

Andrew /WI

### SENIOR THESIS

Senior Thesis is a one-semester capstone course required for all graduating seniors at AHS. Each student selects a topic of social, scientific, or moral significance and writes a 5,000-word argumentative essay supported by academic sources. The process includes literature review, critical analysis, and, when applicable, original

With one-on-one mentorship and class support, students build strong arguments, consider opposing viewpoints, and refine their writing. The course concludes with a formal 10-minute oral defense presented to a panel of judges, with peers and family in attendance.

More than a graduation requirement, Senior Thesis prepares students for the demands of college-level





CLASS OF 2025 110 **AHS** history

99% GRADUATION 100% by August 2025

As of May 2025



### **College Acceptances**

**CES Schools** (50) BYU-Provo (15) BYU-Idaho

#### Schools in Utah

(25) Utah State University (28) Utah Valley University (10) University of Utah

(12) Southern Utah University

(3) Snow College

(3) Utah Tech University

**Out of State Schools** 

Florida State University **Emory College** 

NYU

**Emmanuel University** 

**Baylor** 

**Oregon State** 

Simpson University **Grand Canyon University** 

**UCLA** 

University of Miami

Oberlin

University of Vermont

### AP tests taken

AP English Language **AP English Literature** 

AP US History

AP US Government

AP Human Geography

AP Micro-Economics

**AP Macro-Economics** 

**AP Physics** 

AP Biology

**AP Chemistry** 

**AP Computer Science Principles** 

**AP Statistics** 

AP Calculus AB

AP Calculus BC

Graduates With a 4.0 GPA

Graduates

With a 3.5 GPA or higher

\$1,265,859

### Scholarship Funds Awarded

National Merit Scholarship Recognition Samuel Stoltenberg



### PRESENTING THE

# SS OF 2025



































































































Michael Jacobson

















Samuel Wilson

Camryn

Kate Woodley

Adyson Young Nathan Zimmerman

### **EXPERIENTIAL LEARNING**

At American Heritage School, students regularly trade desks and textbooks for hands-on exploration through Experiential Learning—a signature program designed to bring education to life in meaningful, memorable ways. Though the schedule varies by grade level—five days in high school, three in middle school, and one in elementary—every student participates in immersive, project-based learning beyond the traditional classroom.

Instead of regular classes, students dive into unique courses designed by teachers who are passionate about real-world learning. Whether it's launching rockets, cooking from scratch, building a business pitch, or studying survival skills, each experience is built around active learning, collaboration, and creativity.

Many courses involve partnerships with professionals, businesses, universities, and skilled artisans who help bring the subjects to life. Students choose their course based on personal interest, which adds ownership and excitement to the experience.

From science labs to service projects, one thing is consistent: students move, build, taste, test, reflect, and create. It's education that sticks—not because it's memorized, but because it's lived.

Elementary'

Amazing World of Bread

Pickleball Basics

Art Carniva

Be a Rockhound

Origami

Mountain Biking

Swimmer Safety

Longboarding and Street Surfing

From Farm to Table

A Sweet Day of Treats

Little Chefs Can Cook

Middle School\*

Stop-motion Animation

Floral Arranging

Body Mind and Spirit

Outside All Year

Theatre

Poetry

All About Spai

Lego Building

Ropes Course

Aquarium and the Zoo

World of Disney

High School\*

Bookbinding

Rocketry

Silversmith Jewelry Making

Symbols in Architecture

Escape Rooms

Exploring World Religions

Wellness Warriors

Fashion Design

Chinese Culture

CPR Certification

Create Your Own Board Game





## SPACE SIMULATOR

The Discovery Simulator at American Heritage School offers students in grades 5–8 a one-of-a-kind opportunity to step into the role of a starship crew. As part of their science curriculum, students take on positions such as captain, engineer, and communications officer and work together to complete story-based missions rooted in science, history, and moral decision-making. The immersive experience—with dramatic lighting, sound effects, and live interaction—feels more like a movie or live performance than a classroom activity.

Behind the scenes, high school students help bring the experience to life by writing scripts, building sets, coding systems, and acting in key roles. Whether navigating a mission about astronomy or the ethics of colonization, students leave the simulator with a deeper understanding of the material—and a stronger desire to learn. For many, it becomes one of the most memorable and meaningful learning experiences of the year.





# **ARTS**



% of student participants grades 7–12



**CHOIR** Curricular and After School



**ART** 



**DRAMA** 

Class and Club Curricular Drama Classes, Improv, Public Speaking, and School Plays

### **HIGH SCHOOL**

### **CURRICULAR**

Art Ballroom Creativity Lab

Digital Design Drama

French Cuisine

Improvisation

Yearbook

### COMMUNITY AFTER SCHOOL

Heritage Youth Choirs Honors Art Lyceum Youth Orchestras

### MIDDLE SCHOOL

### **CURRICULAR**

COMMUNITY AFTER SCHOOL Ballroom

Art

Band Choir

Heritage Youth Choirs Lyceum Youth Orchestras

Drama

Yearbook

#### **ELEMENTARY**

### **CURRICULAR**

COMMUNITY AFTER SCHOOL

Art Music

Ballroom Heritage Youth Choirs Lyceum Youth Orchestras









At American Heritage School, drama is more than performance—it's a tool for connection, character, and confidence. Beginning in kindergarten, students engage in pageant-style, grade-level devotionals that integrate history, literature, geography, gospel principles, and personal application. These K–8 performances help students build empathy, embody true heroes, and bring meaningful learning to life.

Formal drama opportunities expand in middle school with Shakespeare Week and a full musical production—recently featuring Annie. High school students can choose drama and stagecraft electives and audition for up to three theatrical productions each year, including plays and large-scale musicals. Recent high school performances such as Mary Poppins, Peter and the Starcatcher, and Fiddler on the Roof reflect the joy, depth, and excellence students bring to the stage.





# **BALLROOM**

Ballroom Dance at American Heritage School offers students a dynamic blend of technical training in American, Latin, and International styles. In addition to ballroom, students experience a variety of partnered dance forms, including contemporary, classical ballet, and cabaret. The program emphasizes not only skill and artistry, but also the ability of dance to uplift, build community, and bring joy through meaningful performance and service opportunities.









## PERCENTAGE OF STUDENTS PARTICIPATING

MIDDLE SCHOOL

HIGH SCHOOL



111 Participants



214 Participants



TEAMS



482



GAMES PLAYED ROSTER SPOTS FILLED



## 2025 Academic All-State Recipients

Cam Woodley Nolan Spackman Afton Torgesen Olivia Larsen Sophie Reed Sam Stoltenberg Riley Jansen
Jacob Merten
TJ Sessions
Luke Stratton
Alex Eggertsen



## **REGION CHAMPIONSHIPS**

**UHSSA SINCE 2018** 

TEAM	YEARS	
Girls' Tennis	2020, 2022, 2023	
Boys' Tennis	2021, 2022, 2023	
Girls' Volleyball	2021	
Boys' Volleyball	2024	
Girls' Basketball	2022, 2023, 2025	
Boys' Basketball	2022, 2023, 2024 (3A), 2025 (3A)	
Girls' Cross Country	2023	
Boys' Cross Country	2024	
Baseball	2023, 2024	
Girls' Soccer	2024	
Girls' Golf	2025	
Boys' Track & Field	2025	

## **FINAL FOUR APPEARANCES**

Girls' Soccer	2022, 2024		
Boys' Soccer	2022, 2023, 2024 (2 <sup>nd</sup> ), 2025 (2 <sup>nd</sup> )		
Baseball	2021, 2022, 2023		
Boys' Basketball	2020 (3 <sup>rd</sup> ), 2023 (3 <sup>rd</sup> )		
Girls' Golf	2024 (2 <sup>nd</sup> ), 2025 (4 <sup>th</sup> )		
Boys' Cross Country	2024 (4 <sup>th</sup> )		

## **UHSAA CHAMPIONSHIPS**

### **TEAM AND INDIVIDUAL SINCE 2018**

TEAM/INDIVIDUAL	SPORT	YEAR
Naomi Noot	3A Girls' Tennis Singles	2019
Boys'	2A Baseball	2021 & 2022
Boys'	Volleyball	2023
Girls'	Soccer	2024
Ellie Reed	High Jump	2025







2A All-State Second Team: Aurie Pack, Riley Jansen, Brinley Hall



(Club Sport, not yet UHSAA sanctioned) Region 2 Champions (6–0 record) State Semifinalists Daniela Valverde & Hannah Christiansen: 2nd place in Division 1 Girls Doubles



# **GOLF**

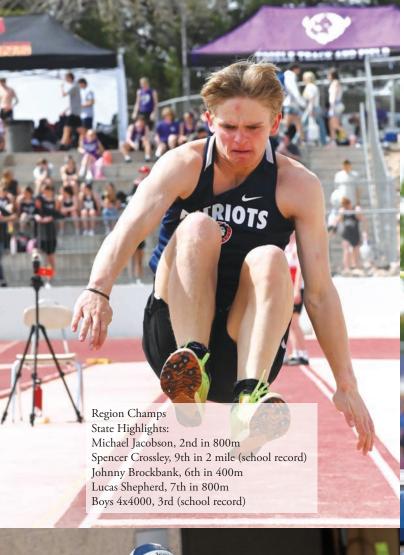
3rd Place in Region 10th Place at UHSAA 2A State Tournament Carson Vonk: 16th out of 104 at State

# **TENNIS**

Chloe Rucker reached State Quarterfinals



3rd Place in Region (3-3 record, 6-4 overall) 8th Place at UHSAA 3A State Tournament State Quarterfinalists: Tanner Peterson, Maximus Byler, Jacob Thompson, Lukas Torgesen



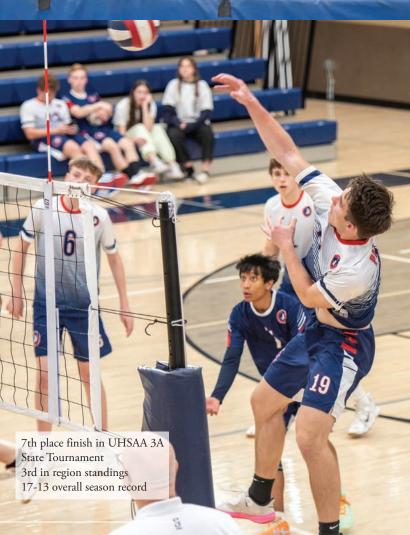




Finished with an 11-17 record, a major improvement from last season

Won 8 out of 9 matches during a

strong mid-season streak.





# **BASKETBALL**



USSA Basketball **USSA State Champions** 12-1 season record

#### **UHSAA** Basketball

Region Champions (9-2 region, 11-8 overall) All-Region First Team: Brinley Hall, Annie Pearson, Afton Torgesen, Gentry Fallon

**USSA** Basketball USSA State Runners-Up 10-1 season record

#### UHSAA Basketball

Region Champions (6-0 region, 13-10 overall) 3A All-State First Team: Mana Winitana 3A All-State Second Team: Brady Peery All-Region MVP: Mana Winitana All-Region First Team: Mana Winitana, Brady Peery All-Region Second Team: Weston Larsen



# Campuses at a GLANCE

### AMERICAN FORK CAMPUS

Variety of classes offered: 168 (including 3D Art; Ancient Rome, Christianity, and the Apostasy; Phonograms; Les Miserables and Victor Hugo; Mixed Yoga; Principles of Leadership; History of Fashion; Contrasting Views of the Constitution; Influence of Women in History; Mindful, Aware, and Intentional; Sports Medicine; and many more)

1265 STUDENTS 114 TEACHERS

### SALT LAKE CAMPUS

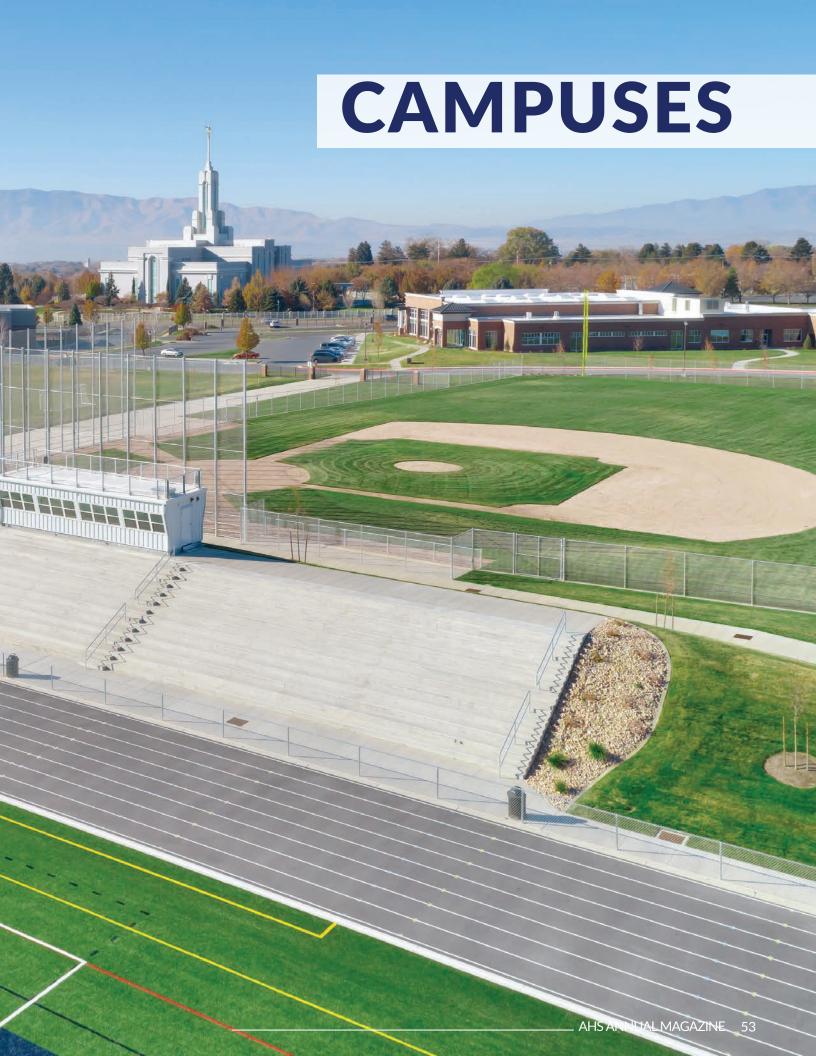
Variety of classes offered: 109 (including American Literature and Oratory; Analytical Reading & Writing; Asian History; Current Events & Media Literacy; Entrepreneurship; Graphic Design; Immersive Mandarin; Immersive Spanish; Podcasting; Principles of Leadership; Robotics & Engineering; Strength and Conditioning; Yoga; and many more)

252 STUDENTS 35 TEACHERS

## AHS WORLDWIDE

Family School: 37 courses K-8 across a variety of subjects (including Art; Geography; Science; History; Literature; Music; Science; Foundations; Math; Language Arts) Micro School: 34 courses (similar subjects as above, in addition to new two-week master courses covering Digital Design Discovery; A Taste of French Cuisine; Kickstarting Your Beat Journey; Light and Lens: Intro to Photography; Master the Minutes that Matter Most; How to Train Like an Athlete)

209 MICRO SCHOOL STUDENTS 8 MICRO SCHOOLS 2150
FAMILY
SCHOOL
STUDENTS



## AF CAMPUS EMPLOYMENT **MILESTONES**



## 20+ Years



Linda Strong 30 Years



Blaine Hunsaker 22 Years



Tammy Morse 22 Years

## 20 Years



Grant Beckwith



Melanie McConkie



Deborah Otteson

## 15 Years



David Hancock

## 5 Years



Kyle McGee



Jeremy Wright

# MESSAGE FROM THE **PARENT SERVICE ORGANIZATION**



The Parent Service Organization (PSO) at American Heritage School works with teachers and administrators to facilitate parent service opportunities. Service is an essential element of our culture. It is through service that we come to know our beloved teachers, support our devoted administrators, and develop lifelong relationships with other parents at the school.

Every parent at AHS is a member of the PSO, and we have many chances to connect with each other! Whether it's attending the Heart and Mind Lecture Series, joining the Parent Book Club, or walking together in the Parent Walking Group, there are many ways to be involved.

The PSO also works alongside the Events Committee to carry out beloved school-wide traditions like the Constitution Day Festival and the Family Dance. These events bring our community together and strengthen the bonds that make AHS feel like home.

Perhaps the most important function of the PSO is enhancing our children's education by bringing it to life—inside and outside the classroom. As we organize and carry out classroom parties and celebrations, chaperone field trips, or coordinate teacher support in the classroom, the PSO steps in so teachers can focus on what they do best—teaching.

As we strive to meet our 30-hour service requirement, we welcome your talents and efforts and hope the time you spend at American Heritage School will be fulfilling to you. Together, we're making a difference! One event, one connection, and one act of service at a time! Chrissy Sperry

Christy Sperry

Parent Service Organization

# **SLC CAMPUS**

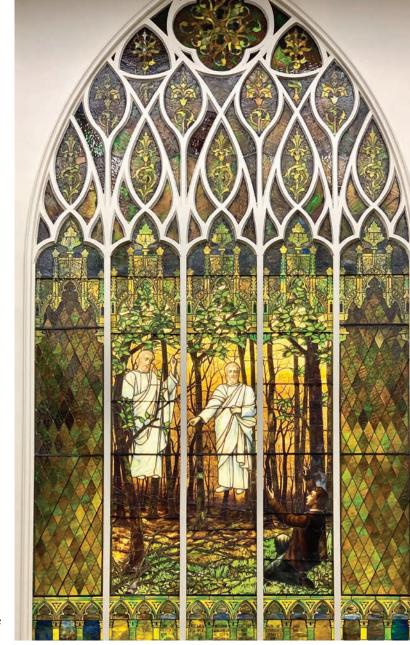
In its third year, the downtown Salt Lake City campus of American Heritage School has swelled to near capacity with a wonderfully diverse community.

Families and employees represent 22 countries: Brazil, Canada, China, Costa Rica, Dominican Republic, Guatemala, India, Iran, Italy, Japan, Mexico, Peru, Pakistan, Romania, Russia, Samoa, South Africa, Taiwan, Tanzania, Tonga, United Kingdom, and the United States. Within Utah families represent Davis, Salt Lake, Tooele, Utah, Wasatch, and Weber counties. Within the United States, families and employees have relocated from Colorado, Maine, Massachusetts, New York, Pennsylvania, and Washington to attend the SLC campus, and AHS families have lived in too many of the United States to mention.

At its heart, the school's culture of faith, community, and scholarship supported by excellent teachers and friends attracts families to come and stay.

In its current building, the Salt Lake City campus can enroll 300 K–12 students in traditional academic subjects such as English, math, history, literature, science, computer science, art, music, PE, drama, and





social dance. Elective courses are also available, such as International Relations, Spanish, and Mandarin, Graphic Design, and multiple advanced placement (AP) courses.

In addition to its curricular growth, the SLC campus has hundreds more enrolled in after-school orchestra and music programs. Extracurricular activities include orchestra, choir, theater, pickleball, student council, and service. The campus's three orchestra and four choir ensembles are open to students in the community, not just enrolled students.

We are very excited by the continued development of the SLC campus.



# AHS WORLDWIDE

It's been an exciting year for AHS Worldwide with the launch of our new Micro School program. Designed for middle school students seeking an alternative to traditional education, Micro School offers online coached sessions Monday through Thursday with peers, featuring engaging discussions, hands-on activities, and collaborative projects. Students then begin the 'I Love Language' and 'I Master Math' self-study courses and have access to a daily virtual lab with amazing tutors for extra support.

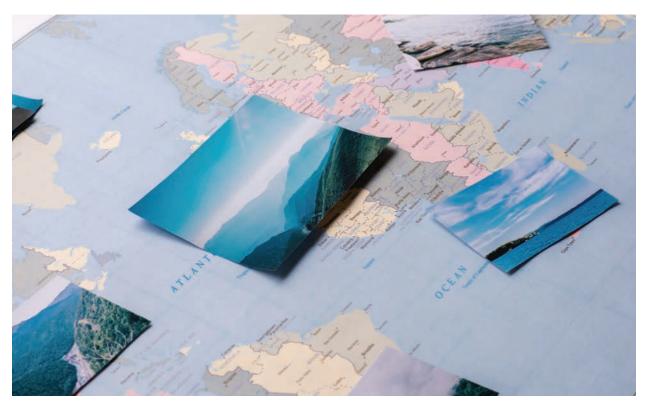
This year, we launched seven virtual Micro Schools, serving over 200 students, and opened our first in-person Micro School in Mona, Utah, created by parents seeking a different option for their children. This in-person school follows the same curriculum as our virtual Micro Schools, but face-to-face.

We also introduced our first Micro Master Skills courses, which have been a highlight for many students. Courses like Photography, Digital Design, Athletic Training, and French Cooking provided fun, interactive learning experiences.

Additionally, over 2,000 scripted, open-and-go, and video-based lessons became available with our Free Family School Membership, blessing families and homeschool co-ops nationwide.

This year AHS Worldwide Executive Director Justin Hansen and Director of Product Peter Knecht traveled to Mali and Ghana to explore how our faith-integrated academic approach could support education in West Africa. This trip provided many fruitful connections the team is following-up on now.











# FUNDRAISING TOTALS

AMER	RICAN FORK CAMPUS	2023-2024	2024-2025
	Annual Fund	\$1,531,383	\$1,005,694
	Temporary Classrooms	\$1,757,729	N/A
	Endowed Scholarship Fund	\$3,761	\$23,761
	Other Giving	\$1,084,868	\$460,972
	Total Fundraising	\$4,377,741	\$1,490,426
SALT	LAKE CAMPUS	2023-2024	2024-2025
	Annual Fund	\$1,316,478	\$562,855
	Other Giving	\$12,520	\$15,870
	Unrestricted	N/A	\$262,235
	Total Fundraising	\$1,328,998	\$840,960
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			The second secon
AHS \	WORLDWIDE	2023-2024	2024-2025
AHS \	WORLDWIDE  LiftEd & AHS Microschools	<b>2023—2024</b> \$1,283,368	2024—2025 \$1,861,364
AHS \			
AHS	LiftEd & AHS Microschools	\$1,283,368	\$1,861,364
AHS	LiftEd & AHS Microschools  Curriculum Development	\$1,283,368 \$53,435	\$1,861,364 \$75,946
	LiftEd & AHS Microschools Curriculum Development Other Giving Total Fundraising	\$1,283,368 \$53,435 \$10,010 <b>\$1,346,813</b>	\$1,861,364 \$75,946 N/A \$1,937,309
	LiftEd & AHS Microschools Curriculum Development Other Giving Total Fundraising ONLINE	\$1,283,368 \$53,435 \$10,010 <b>\$1,346,813</b> 2023—2024	\$1,861,364 \$75,946 N/A \$1,937,309
	LiftEd & AHS Microschools Curriculum Development Other Giving Total Fundraising	\$1,283,368 \$53,435 \$10,010 <b>\$1,346,813</b>	\$1,861,364 \$75,946 N/A \$1,937,309
AHS (	LiftEd & AHS Microschools Curriculum Development Other Giving Total Fundraising ONLINE	\$1,283,368 \$53,435 \$10,010 <b>\$1,346,813</b> 2023—2024	\$1,861,364 \$75,946 N/A \$1,937,309
AHS (	LiftEd & AHS Microschools Curriculum Development Other Giving Total Fundraising  ONLINE Total Fundraising	\$1,283,368 \$53,435 \$10,010 \$1,346,813 2023—2024 N/A	\$1,861,364 \$75,946 N/A \$1,937,309 2024—2025 \$140,000

# ADVANCEMENT



# To Our Donors

In his "statement of educational philosophy," H. Verlan Andersen, a founding trustee of the school, said that "The most vital knowledge a student can acquire is an awareness of who he is—that he is a child of our divine Father who love him, watches over him and wants him to become as He is. Only with such understanding of his self-worth and unlimited potential can the student be properly motivated and aspire to the most worthwhile goals."

Prior to the 2002 dedicatory prayer of the American Fork campus, Gaylord K. Swim, AHS trustee and chairman, noted the remarkable growth of the school in enrollment, faculty, and facilities. Then he said: "But the assemblage of all this means nothing if it cannot be used to bless others, especially the rising generation. Where this might go is yet to be seen. It is for us to be worthy of it."

At the beginning of each year we meet as a Board of Trustees in a room that looks out on the temple. We consider our history and our present circumstances. We consider education data, research, and trends. We review counsel of living prophets. Then, we carefully and prayerfully counsel about what we feel matters most for the school community in coming years, and we set important and ambitious goals based upon those feelings. We do not always know exactly how those goals will be accomplished or from whom the resources will come.

"The Lord requireth the heart, and a willing mind." (D&C 64:34) We are amazed at how He provides, and especially who He provides, when we surrender to Him these two things. Our confidence is in Him, and it also comes from YOU. We know that "they who stand with us are greater than they who be against us." (2 Kings 6:16)

With love and gratitude,

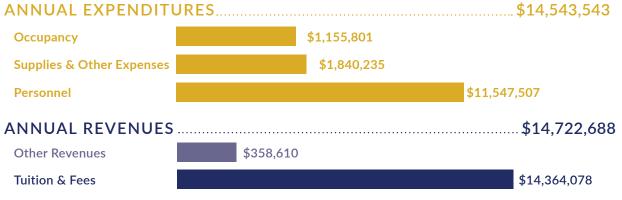
AHS Board of Trustees



## FINANCIAL STATEMENT

FOR THE FISCAL YEAR ENDING JUNE 30, 2025





## SALT LAKE CITY CAMPUS

ANNUAL EXPENDIT	JRES		\$2,710,637
Occupancy	\$158,182		
Supplies & Other Expenses	\$281,933		
Personnel		\$2,270,522	
ANNUAL REVENUES			\$2,710,637

Other Revenues

\$3,600

**Tuition & Fees** 

\$2,506,513

#### **NOTES**

Donations are not counted in operations. For donations, please see page 62

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 carry forward surpluses produced by the same program in a previous year.



Tom and Marjean Ellsworth

# **AHS IMPACT**

### Tom and Marjean Ellsworth — Donors

"We are pleased to support AHS as it has blessed the lives of several of our grandchildren, and we believe in the vision, the mission, and the execution of that vision by the school. Youth are the future, and that is one of the reasons we are serving a mission here at BYU Hawaii."

## Ty and Lisa Crossley — Faculty Recipient

"We are grateful American Heritage has a legacy of sacrifice and character development. This has been a great boon to our children, shoring them up to embrace life's challenges with courage and confidence. Referring to the Saints, Joseph Smith said we are among the most fortunate people who have ever lived on earth, and we cannot imagine a more blessed group of people than those who attend AHS! It has been a great privilege and honor to be here, surrounded by people who understand and strive to realize its mission. "Where much is given, much is required" (D&C 82:3). Our graduates deliver the love and discipleship AHS has helped to nurture all over the world! We are so richly blessed to be a part of the American Heritage School community and to shoulder the responsibility that accompanies receiving such an incredible education. Thank you!"

### Andrew & Jean Bradford — Scholarship Recipient

"When we first discovered American Heritage School, we could never have imagined the journey upon which we were about to embark with such amazing and influential teachers and administration. We have learned together, cried together, laughed together, and through it all have become better together. Education is not just a few years at an institution but a lifelong pursuit, and I believe that American Heritage School has helped set our children and family along a path to discovery of truth by providing a Christ-like environment with a rich emphasis on scholarship and opportunity. We feel blessed and honored to be numbered as part of the American Heritage School family."

#### Shannon Norton — Trustee

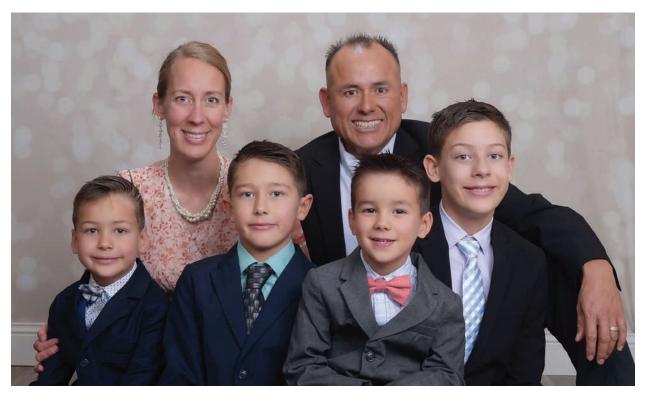
"American Heritage has become our family's second home, and for the family and organization that it is, we couldn't be more grateful! Our children are surrounded by praying, thoughtful teachers, and administrators who are striving to help our children develop Christlike character and live up to their full potential. They are incredible examples and become dear friends to our children and ourselves. Once you know American Heritage exists, it is truly hard to be anywhere else! I'm so grateful fro this community that has become family and helps us ALL to live up to our best!"

### Scott and Ashley Jensen — Donors

"The more we give of ourselves to AHS the more united we feel with the community at large! We love the school programs, the staff, and the Christ-centered focus of the curriculum. And the wonderful teachers who engage our kids in the learning & development process every day!"

### Móises and Julie Cook — Donors

"When we discovered American Heritage, we knew it was the patriotic, Christian, and scholastic foundation we'd been searching for. We were thrilled and grateful when one of our sons was accepted. Little by little, we became part of the Patriot community, and as we attended events and volunteered, our love for the school only grew. Inspired by Principal Hale's invitation to give, even our two oldest boys joined in—working on our cocoa farm in Peru to help raise funds. We've witnessed that as we give generously, Heavenly Father blesses us with more. We hope many more families will be blessed the way we have. 'Once a Patriot, always a Patriot!"



Moises and Julie Cook Family

# **CONSTITUTION DAY**

A beloved fall tradition and the most anticipated event of the school year, the Constitution Day Festival brings the entire AHS community together in a festive, patriotic celebration. Friends and families gather outdoors for an extraordinary evening featuring food, games, live entertainment, and interactive experiences with historical figures who offer a glimpse into life during the time of the Constitution. The festival ends with an unforgettable fireworks display, celebrating our shared love of country and its founding principles.















# **Gratitude in Action**

# The Theobald Family

The Theobald family has long believed in education that uplifts the heart, mind, and body. Parents Jon and Jenni Theobald are the kind of people who quietly and consistently bring light to every room they walk into. Their commitment to faith, family, and community shines through in everything they do—and it is reflected in the way they approach their family's journey at American Heritage School.

With five children on earth and one in heaven, their three older sons never had the opportunity to attend AHS—at the time, the family simply didn't know about the school or couldn't make it work financially—but each has expressed how much they wish they had. Their daughters, Lilli and Eliza, are now enrolled, and the impact on their family has been profound. "This is where we are meant to be," Jenni says. "The Spirit is here. It's

in the classrooms, in the hallways, in the way people treat each other. It's a place where our girls are learning how to live like the Savior."

Getting there wasn't easy.

Before coming to AHS, the Theobalds had experienced a variety of school settings, but none offered the same blend of gospel-centered learning and academic excellence.

Lilli was the first to be admitted and began attending American Heritage, while Eliza—who had long dreamed of going—remained on the waitlist. "It was Eliza who had the desire first," Jenni explained. "She was the one praying for a way in." For a year and a half, Eliza waited and hoped. She continued to participate in Lyceum Orchestra after school and took classes through AHS Online, even though she wasn't yet enrolled at the American Fork Campus.

During this time of waiting, Principal Chase Hale encountered Eliza on campus after school. He asked her why she wanted to attend American Heritage and why she thought this school is different and invited Eliza to put her thoughts into writing him a letter. Jenni remembers how seriously Eliza took that request. "She poured her heart into it. She wanted to be somewhere where people loved the Savior. She knew she belonged here." Her letter didn't guarantee admission, but it gave voice to her faith.



Then something remarkable happened. The school announced the construction of a new annex-made possible through the generosity of donors. The expansion created room for several new classrooms and opened the door for students who had been patiently waiting. Eliza was one of them. For the Theobalds, it felt like nothing short of a miracle.

Since then, both daughters have embraced their experiences at AHS. Jenni often reflects on how remarkably well the school nurtures the whole child spiritually, academically, socially, and emotionally. She



speaks of the well-rounded education her daughters are receiving, not only in terms of academics and character but also through diverse extracurricular opportunities. Between them, Lilli and Eliza have been involved in Lyceum Orchestra, cross country, track, volleyball, choir, art, and theater—on stage and behind the scenes. "There's just something different about doing these things in a gospel-centered environment," Jenni says. "It builds character, not just talent."

One of the most impactful experiences has been the seventh-grade Master Project. Lilli chose a Christ-centered figure to research, reflect on, and emulate. She completed a service project in her hero's honor, compiled a research portfolio, and presented her findings to her class. "That process taught her how to write and research," Jenni explains, "but even more than that, it helped her connect with someone who was a light in the world—and ask how she could be one too." Jenni describes this project as a lifealtering experience for Lilli.

In addition to the volunteer service of Jon and their boys, Jenni herself has given hundreds of volunteer hours—over 750 just this year—to AHS. She has assisted with various classrooms, Lyceum Orchestra logistics, theater productions, and athletics events, among many other things. Her work is often behind the scenes, but its impact is felt deeply. Whether it's organizing costumes, helping students get where they need to go, managing the track team, or simply showing up, she sees it all as a sacred offering. "It feels consecrated," she says. "Every time I'm here, I feel the Spirit. Even if I'm just dropping off something at the front desk, I leave better than I came."

She continues, "We've been given so much—so many blessings I never thought we'd have. Volunteering is how I say thank you. It's how I show the Lord that I'm all in."

The Theobalds are quick to express gratitude for the teachers and leaders who have impacted their family. "The teachers really know and love the students," Jenni says. "They care about their hearts. They care about helping them become who God created them to be."

Jon shares this same conviction. "When we saw AHS, we thought, 'This is where we want our kids to go. And not just that. It's where we want our grandkids to go," he said. "We're so enamored of the program over there and what's going on and the gospel focus. There is nothing





more important that you could give your children than the opportunity to have a good testimony of Christ. To actively be building that testimony is the most important thing." Jenni quietly added, "I second that."

When asked what they would tell another family considering AHS, Jenni and Jon don't hesitate: "It's worth the sacrifice. Whatever it takes to be here—it's worth it. The academics are strong, yes. But it's the Spirit that sets this school apart. It changes people. It changes families."

In quiet but powerful ways, the Theobalds have left a mark on American Heritage School—through their faith, their service, and their willingness to follow the Spirit. Together, Jenni and Jon exemplify what it means to give back in gratitude for the blessings they've received. Their devotion is not just spoken but lived—through time, effort, and the values they instill in their family. Their story is a reminder of what's possible when desire meets discipleship—when education becomes not just a pursuit, but an offering.



"It's worth the sacrifice. Whatever it takes to be here—it's worth it. The academics are strong, yes. But it's the Spirit that sets this school apart. It changes people. It changes families."

Tenni Theobald

# Look CAlong The BEAM

In a short essay entitled "Meditation in a Toolshed," C.S. Lewis described standing in a dark toolshed during a sunny afternoon with a single shaft of light coming through a crack at the top of the toolshed door:

I was standing today in the dark toolshed. The sun was shining outside and through the crack at the top of the door there came a sunbeam. From where I stood, we beam of light, with the specks of dust floating in the most striking thing in the place. Everything else was almost pitchblack. I was seeing the beam, not seeing things by it.

Then, instead of merely looking at the beam, he took a few steps so that he was standing in the beam and could gaze along the path of the beam toward its source:

I moved, so that the beam fell on my eyes. Instantly the whole previous picture vanished. I saw no toolshed, and (above all) no beam. Instead I saw, framed in the irregular cranny at the top of the door, green leaves moving on the branches of a tree outside and beyond that, 90 odd million miles away, the sun. Looking along the beam, and looking at the beam are very different experiences.

As he pondered the difference between the two experiences of looking *at the beam* versus looking *along the beam*, Lewis critiqued what he called the "modern"



C.S. Lewis converted from atheism to Christianity at age 32 while studying at Oxford University. He described himself as "the most reluctant convert in all of type of thought that, when it comes to understanding religion and morality, the external perspective of religion somehow refutes the account given from the inside by those who are aligned with its path. He noted that "[i] thas been assumed without discussion that if you want the true account of religion you must go, not to religious people, but to anthropologists..." To emphasize the short-

sightedness of this kind of modern thought, he cited the example of *talking about love* versus *being in love*:

A young man meets a girl. Now comes a scientist and describes this young man's experience from the outside. For the scientist it is all an affair of the young man's genes and a recognized biological stimulus. But to the young man, the whole world looks different when he sees her. Her voice reminds him of something he has been trying to remember all his life, and ten minutes casual chat with her is more precious than all the favors that all other women in the world could grant. He is, as they say, "in love."

Looking at the beam we get a clinical view of *what the light is.* Looking along the beam we not only see, but we

feel and understand why the light is, and our motivation changes.

### The Fifth Motivation: "Greater Love"

It might be said that there are really only four basic motivating forces for all human action in life: fear, exchange, duty, and love.<sup>2</sup>

<u>Fear:</u> "Make your bed or else..." ("Wo unto the wicked, for they shall perish."<sup>3</sup>)

Exchange (profit): "If you make your bed, you will get twenty-five cents." ("If ye will keep the commandments, ye shall prosper in the land."4)

Duty: "Make your bed because it's your responsibility



AHS Kindergarten teachers Kalo Beebee and Heather Park get a group hug from students.

The volumes that have been written and the sermons that have been preached in support of one or more of these motivations as the most effective in sculpting human behavior are too numerous to count. The debate concerning which of these four approaches to use under which circumstances plays like background music in every human discipline, including in education.

Consider, for example, the ongoing "Tiger Mom" debates over how "strict" eastern cultures are compared to western cultures in terms of their parenting styles.7 Or consider "paying" children to perform in school.8 The "Knowledge Is Power Program" (KIPP), for example, is a charter-school network that took the country by storm with its approach of rewarding students with financial incentives for behaviors like getting to school on time, participating in class, and "having a positive attitude."9 In another initiative, a Harvard professor paid over \$6 million in cash to 18,000 students in Chicago, Dallas, Washington, and New York, who earned money according to their performance in school. The results were mixed but statistically significant enough to catch the attention of major donors and policy-makers, including then-current U.S. Secretary of Education Arne Duncan<sup>10</sup> and the Bill & Melinda Gates Foundation.<sup>11</sup>

But there is a fifth and more powerful motivating force for human action—one that could be said to encompass a deeper and more universal force. It combines the other four motivations—love, duty, exchange, and maybe even a little fear—and has much to do with the sacrificial principle of "greater love."<sup>12</sup>

I began to understand this motivation in 1994, around the half-way point of my mission in St.

Petersburg, Russia. My companion and I were working outside on another frigid day. We were moving through crowds and kiosks speaking with whomever cared to listen. I loved my mission experience but had somehow developed a complaint in my heart and was falling victim to seasonal onset grumpiness. It could have been frustration with my companion, my tired legs, the food, the weather—but suffice it to say that I had become self-absorbed and was too frequently grumbling beneath my breath.

We decided to cross a busy street, which required us to also cross the tramvai (public streetcar) tracks that ran through the middle of the road between the traffic moving in both directions. Most of the tramvai trains were quite large, built for mass transit, and could reach high speeds in relatively short time, especially on long, straight runs like the one that we were crossing. The tramvai trains were also electric, and therefore were relatively quiet with exception of the occasional clacking of the wheels as they rolled over a joint or bump in the rails.

We made our way across the first lane of vehicle traffic to the tramvai median and checked to be sure that no trains were coming as we waited for our opportunity to cross the next lane of traffic. No trains were in sight as far as we could see, so we felt safe waiting on the tracks for our opportunity to cross the next lane of traffic. My back was turned on the direction from which an oncoming train would come if one were present. The only thing I could hear was the constant noise of vehicle traffic passing us on both sides.



Russian tramvai (electric street train)

It was not until I felt the terrible rumble of the ground beneath my feet that I realized the danger of my situation. Turning to face the oncoming train, I realized that I did not have time to move. It was a moment of what felt like unavoidable collision and devastation. The train conductor, traveling at what must have been close to top speed, rang his frantic but inadequate warning bell intended to notify me of impending doom. My sense of total helplessness and nothingness in the face of the massive object bearing down upon me was one of the most humbling experiences of my life.

And then something happened that was even more humbling, and to this day I cannot explain the physics of it. In the same awful instant that I saw the train, I felt a hand clenching the back of my coat. Simultaneously, I felt myself jerked from my feet and out of the path of the train as if someone was pulling me by a lifeline. As I fell away from the train, the conductor's rear-view mirror missed my head by inches, passing with compressed air waves so close to my ear that I actually thought for a sickening moment that I had been hit.

But I had not been hit. I had been saved. My companion, nearly as jolted by this experience as I, had somehow reached me before the train did. He had risked his own life to save mine. What's more, he did not understand how the train missed me (or him for that matter), because, as he explained it, he did not have time to pull. Maybe so. Maybe he did pull. Maybe we jumped. And maybe there were angels "round about us." <sup>13</sup>

Whatever the case, my motivation changed that day. Life's little annoyances melted away in a wash of gratitude for a new lease on life itself, and for a selfless companion whose "greater love" saved me from near certain death. I began working harder than ever before. I began studying more earnestly. There was no fear in my heart. I was no longer serving because there was something in it for me, nor was I serving simply because it was my duty. I served because I felt that I had been saved for a purpose. I had "loved" my mission and my companion before this—but somehow I had withheld a portion of that love. Something in this experience had changed my heart dramatically. In that fairly common human experience of being saved by the selfless courage of another, I began to look along the beam, maybe for the first time, an early glimpse of what it meant to be motivated by the powerful principle of redemption—the greatest motivation of all.14

#### The Greatest Motivation of All

Until we are *purely* motivated to learn, we will not truly learn. Consider the following example shared by one journalist to underscore this point:

In junior high school, one of my classmates had a TV addiction — back before it was normal. This boy—we'll call him Ethan—was an encyclopedia of vacuous content, from "The A-Team" to "Who's the Boss?" Then one day Ethan's mother made him a bold offer. If he could go a full month without watching any TV, she would give him \$200. None



Jesus Praying in Gethsemane (Christ in Gethsemane), by Harry Anderson

of us thought he could do it. But Ethan quit TV, just like that. His friends offered to let him cheat at their houses on Friday nights ("Miami Vice" nights!). Ethan said no. One month later, Ethan's mom paid him \$200. He promptly went out and bought a TV, the biggest one he could find. 15

To say that this kind of "exchange" motivation was ineffective is an understatement. Far worse, it was counter-effective. Most parents and educators would agree that using "exchange" incentives, or even appealing to a sense of duty, are important parts of the motivational toolkit. But ultimately, if education is to have a lasting effect, the motivation to learn and act must run more deeply.

The following letter was submitted to me one year by a student who left American Heritage School and decided after a year at a good local high school that he wanted to return to AHS:

After having completed my ninth-grade year at American Heritage I was given the opportunity to attend a highly ranked public school in Utah. After a great amount of personal debate and having prayerfully reflected on the situation, I decided that it would be best—all things considered—to leave American Heritage and attend that school. Having completed an entire term at the other school, I believe I have come to more fully appreciate the unique atmosphere and academic excellence that American Heritage provides and that other schools simply cannot replace. Chief among these, and without a doubt, the most compelling reasons for my wish to return, are (1) the presence of the Spirit of the Lord, (2) the phenomenal caliber and quality of the students and teachers who attend American Heritage, and (3) the hard-work, high-yield, mentality of staff, faculty, administrators, and students alike that simply cannot compare with what I found elsewhere.

I believe that the incorporation and application of the principles of the restored gospel of Jesus Christ should be

our first and primary priority in our lives. Executing this principle requires pursuing knowledge in preparation for the coming eternities. As it is our primary responsibility to 'Come unto Christ,' it only makes sense that His spirit and presence in our lives should be our most sought-after asset and quality. Therefore, a school where the Spirit of the Lord is felt alongside the daily quest for knowledge has obvious advantages over schools where that component is not present.

There is a reason that Christ and "His Story" are written deeply into the curriculum and programs at American Heritage School, and that we take the long and steady "heart approach" to motivation. Regular prayer, devotionals, memorizations, the reflective "4-R" method, inspirational programs and assemblies, the Honor Code, master projects, service-learning, word studies, sacred music, sacred art, family forums, Foundations Training, Christ-focused curriculum—in short, "the Principle

Approach" to education—is all intended to point our children to the greatest and purest motivation of all.

If we did not come to American Heritage to make a *study* of Christ, and to lay Him and his sacrifice at the foundation of all that we learn and do, then we are not yet realizing or taking full advantage of the most powerful and distinguishing feature of what American Heritage School has to offer. We are only looking at the beam, and not yet looking along the beam.

When Christ approached Gethsemane, he said to Peter, James, and John that his soul "was exceeding sorrowful, even unto death." He asked them to "tarry ye here, and watch with me" and to "watch and pray, that ye enter not into temptation." Then, in the most humbling act in recorded history, the Savior "went a little further, and fell on his face, and prayed, saying, O my Father, if it be possible, let this cup pass from me; nevertheless, not as I will, but as thou wilt." In his suffering, unfathomable to



Head of School, Grant Beckwith, pictured with students from the American Fork Campus.

the human mind, "there appeared an angel unto him from heaven, strengthening him."19

"And being in agony he prayed more earnestly: and his sweat was as it were great drops of blood falling down to the ground"20 until he had "finished the work"21 that was given to him. In his great intercessory prayer, as Christ "lifted up his eyes to heaven" and proclaimed "Father, the hour is come,"22 we catch a divine glimpse of the godly motivation for the great Atonement: "that the love wherewith thou hast loved me may be in them, and I in them."23

Our mission is not just to educate minds, but to inspire hearts toward Christ. The profile of a model student at American Heritage is not just a student who excels in academics, music, athletics, student government, service, and other worthy pursuits at a "safe" school with "a nice, LDS-oriented atmosphere." Rather, the model student at American Heritage is one who excels precisely because he has Christ written in the "fleshy tables of the heart." 24 He knows—or at least is coming to know—that he has been saved, redeemed, preserved, and "set apart" 25 for a purpose and a mission that is greater than self-pleasure, good grades, nice friends, valuable scholarships, and competitive colleges.

He loesn't just look at the beam, he looks along the beam.

May We call the Minage to take the few and sometimes difficult steps necessary in our lives to look along the beam, and comprehend the world and ourselves by "true Light, which lighteth every man that cometh into the world." 26

And by that Light, may we access the greatest and most enduring motivation of all: "That ye love one another, as I have loved you."27

Sincerely,

Grant Beckwith Head of School

1 Many thanks to my good friend David T. Warner who introduced this essay to me. The full text of C.S. Lewis's

"Meditation in a Toolshed" can be found online at http://ktf. cuni.cz/~linhb7ak/Meditation-in-a-Toolshed.pdf, originally published in The Coventry Evening Telegraph (July 17, 1945); reprinted in God in the Dock (Eerdmans, 1970; 212-15). The "dock" in this context is the area in an English court of law where the accused person sits during a trial. Lewis uses this metaphor of "God in the dock" to illustrate how, in his view, modern society has reversed the roles, placing God in the position of the accused and themselves as the judges.

2 See for example Blaine Lee, PhD, The Power Principle: Influence with Honor, 1997, Franklin Covey Co. Dr. Lee's work is focused on three motivations for human action: fear, exchange, and love. Duty, which some argue is a form of love, is a commonly cited fourth major motivation for human action.

3 2 Nephi 13:11

4 Alma 37:13

5 Ecclesiastes 12:13

6 John 14:15

7 Fortune, "Vivek Ramaswamy Calls Out American Parents," Jan. 7, 2025 by Beth Greenfield https://fortune. com/well/2025/01/07/vivek-ramaswamy-american-parentingtiger-mom-debate/; Wall Street Journal, Why Chinese Mothers are Superior, January 8, 2011, by Amy Chua (author of "Battle Hymn of the Tiger Mother").

8 Time.com, Should Kids Be Bribed to Do Well in School?, April 8, 2010, by Amanda Ripley.

9 Id.

10 Id.

11 WashingtonPost.com, January 20, 2011, Harvard Group to Evaluate IMPACT, by Bill Turque. See the list of major supporters of Dr. Fryer's "Ed Lab" at http://www. edlabs.harvard.edu/ The KIPP approach was highlighted in David Gugenheim's recent video documentary "Waiting for Superman" (2010) that assailed the ills of the American public education system, and hailed the ideas of more "market-driven" education reformers such as Geoffrey Canada (charter school founder), Michelle Rhee (former chancellor of DC Public Schools), and Bill Gates.

12 John 15:13

13 D&C 84:88

14 John 15:13

15 Time.com, Should Kids Be Bribed to Do Well in School?, April 8, 2010, by Amanda Ripley

16 Matt. 26:38

17 Matt. 26:41

18 Matt. 26:39

19 Luke 22:43

20 Luke 22:44

21 John 17:4

22 John 17:1







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## **CHARACTER**

Developing hearts centered in Christ, influenced by example and refined through experience.

# **SCHOLARSHIP**

Inspiring minds through transformational teaching and learning in the light of the restored gospel.

## LIBERTY

Choosing moral self-government as the foundation of thriving individuals, families and communities.



