

TRANSFORMATION

A young girl with light brown hair, wearing a yellow dress with blue trim, stands at a microphone on a stage. Behind her, several other students are seated, some working on embroidery. A large American flag is visible in the background.

American Heritage School Magazine Vol. 3

STUDENT ARTIST SPOTLIGHT
GENEVIEVE DYCHES
p. 43

GRATITUDE
IN ACTION p. 72

"LOOK ALONG THE
BEAM" p. 76

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



ACADEMICS

Mission Statement.....	2
Board of Trustees Welcome	6
Head of School Welcome.....	7
Welcome to AF Campus.....	9
Enrollment Report	10
Elementary School.....	12
Middle School.....	16
High School.....	22
Presenting the Class of 2025	28
Experiential Learning	32

ARTS

Band/Lyceum/Drama.....	38
Choir/Ballroom.....	40
Student Art Show	42
Student Artist Spotlight.....	43

ATHLETICS

Soccer/Pickleball	46
Golf/Tennis	47
Track & Field/Volleyball	48
Cross Country/Baseball.....	49
Basketball.....	50
Dance Team/Middle School.....	51

CAMPUSES

AF Campus Employment Milestones.....	54
Message from the PSO.....	55
SLC Campus.....	56
AHS Worldwide	58

ADVANCEMENT

Fundraising Totals.....	60
Thank You to our Donors.....	62
Financial Statement.....	63
AHS Impact.....	64
Constitution Day.....	66
Family Dance	67
Senior Luncheon	68
Evening of Appreciation	69
Alumni Basketball Tournament	70
Alumni Breakfast	71
Gratitude in Action.....	72
Look Along the Beam.....	76

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

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Laurie Swim

Mary Kay Ware

David Warner

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Assistant Principal, 6-8 Blaine Hunsaker

Assistant Principal, K-5 Charné Adams

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AHS Worldwide

Executive Director Justin Hansen

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On the Cover: Rachel Lewis Class of '32

For more information about the 5th Grade Patriotic Program, see p. 12.



Welcome 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!

A handwritten signature in black ink that reads "David Andersen".

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,

Sincerely,

A handwritten signature in black ink, reading "Grant Beckwith". The signature is fluid and cursive, with a large, stylized "G" and "B".

Grant Beckwith
Head of School



Welcome 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

78
NEW
FAMILIES

12:1
STUDENT TO
TEACHER
RATIO

23
AVERAGE
CLASS SIZE

TOP CITIES

OF STUDENT RESIDENCY

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.



Kamden
Schmidt

"I love AHS because we have a chance to pray and worship in school. I am super blessed to go to such a great school!"

Class of '32



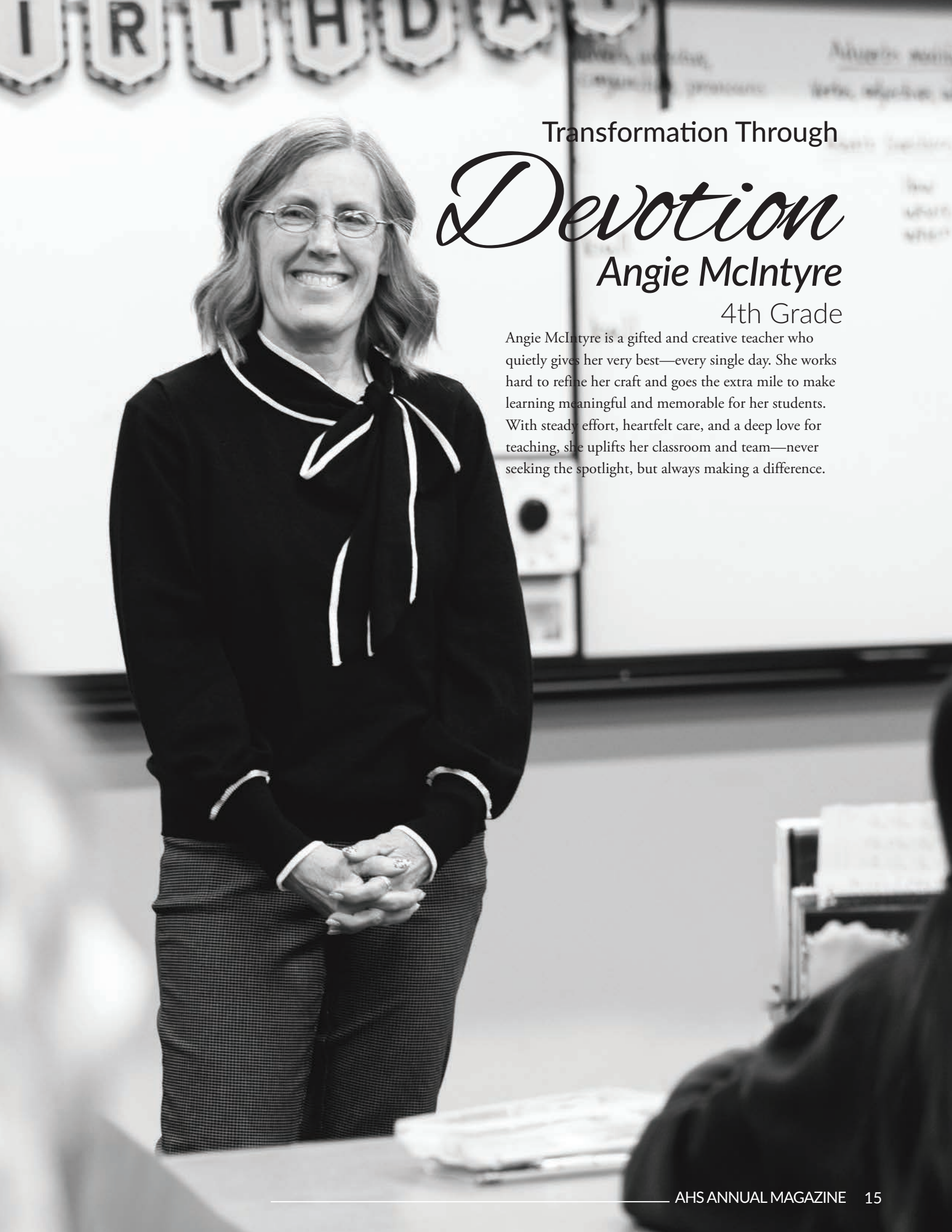
Transformation Through

Peacemaking

Sherrie Goff

1st Grade

Sherrie Goff is a quiet force for good. A true peacemaker, she nurtures and teaches with love, always seeking to lift others without the need for recognition. Her calm presence brings harmony to her classroom and to those around her. Her consistent example of purposeful goodness leaves a lasting impact for all who know her.



Transformation Through

Devotion

Angie McIntyre

4th Grade

Angie McIntyre is a gifted and creative teacher who quietly gives her very best—every single day. She works hard to refine her craft and goes the extra mile to make learning meaningful and memorable for her students. With steady effort, heartfelt care, and a deep love for teaching, she uplifts her classroom and team—never seeking the spotlight, but always making a difference.

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.



Molly *Duwall*

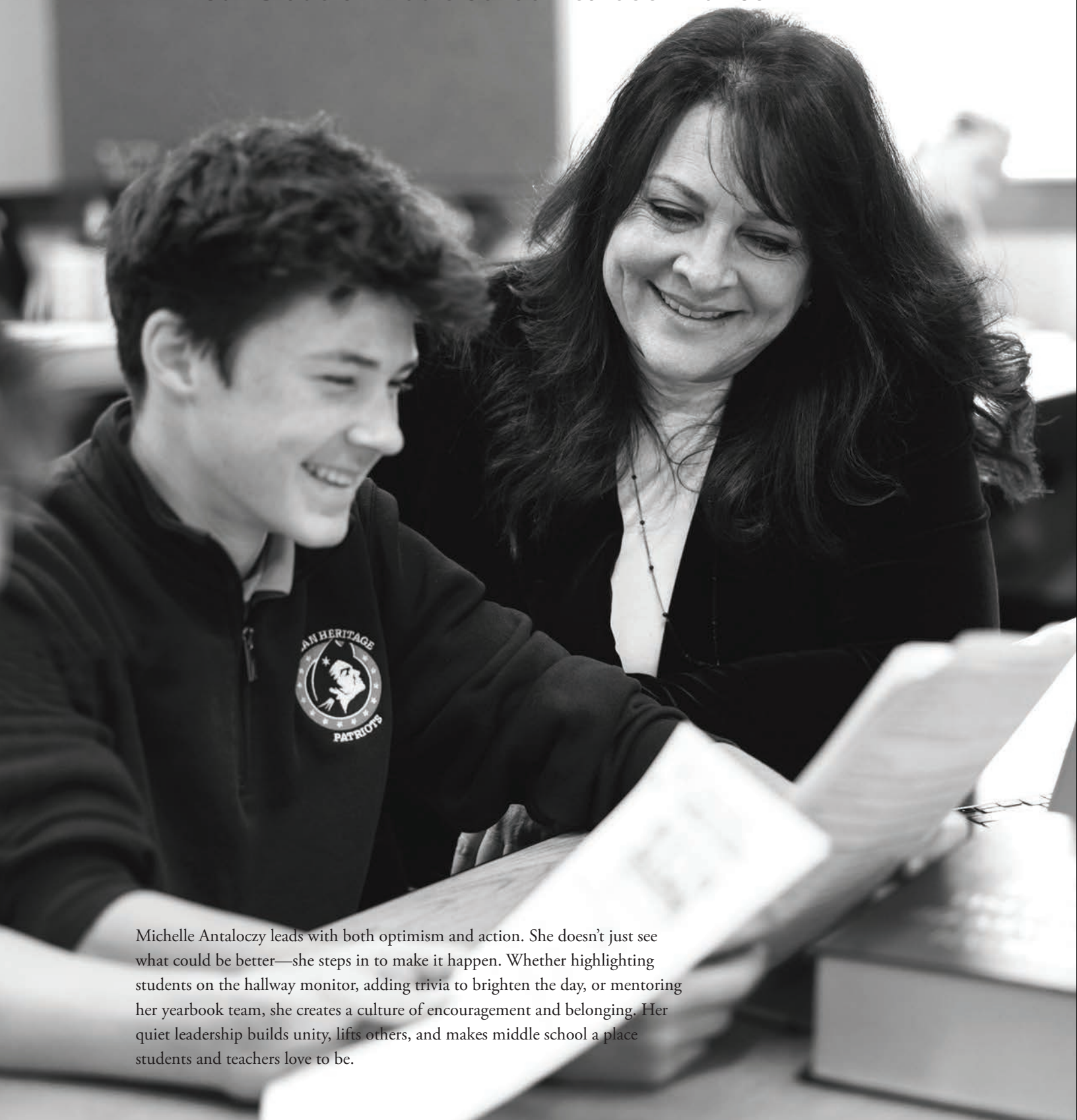
"I love how this school has transformed my testimony. I've felt it grow. Over the past few years at American Heritage, I've seen my seed of faith planted and truly expand. I love how the school incorporates Jesus Christ into all our subjects."

Class of '29

Transformation Through *Positivity*

Michelle Antaloczy

8th Grade & Middle School Yearbook Advisor



Michelle Antaloczy leads with both optimism and action. She doesn't just see what could be better—she steps in to make it happen. Whether highlighting students on the hallway monitor, adding trivia to brighten the day, or mentoring her yearbook team, she creates a culture of encouragement and belonging. Her quiet leadership builds unity, lifts others, and makes middle school a place students and teachers love to be.



Transformation Through

Purpose

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.



7th Grade Master Projects

The Master Project is a hallmark of the seventh-grade year at American Heritage School. Beginning in the fall and continuing through spring, students select a Christ-centered hero and explore that individual's life and legacy through reading, research, and reflection. Each student compiles a personalized notebook using the 4-R process (research, reasoning, relating, and recording), completes a service project that connects meaningfully to their chosen figure, and selects elective activities that deepen their engagement with the project. The experience culminates in a formal class presentation. Its depth and scope make it a truly memorable and formative experience for every student.



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.



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.



Aubrey
Rowen

“I’m so grateful for the experiences I’ve had at American Heritage. Every teacher I’ve had here profoundly impacted my life. ‘We love Him because He first loved us.’ This Christlike attribute of loving first is founded deeply in this school. The teachers, the students all choose to love and it makes all the difference. They teach good character down to the bones in every class by word and deed. Being here has helped me better live the first two commandments to love God and love my neighbor. That’s what’s most important. That is what will stick with me for the rest of my life.”

Class of ‘25



Charlie
Allred

“American Heritage School is truly a special place. I’ve only been at the school for three years, but I’ve had enough joyful experiences to last a lifetime. Playing for the baseball team, attending school events, and even just being in class helped grow my testimony, and the love I have for our country. Walking through the halls everyday, I feel the calming presence of the Spirit, always helping me feel safe, and loved. There is no other school like AHS, and I will forever look back on my time here with much joy.”

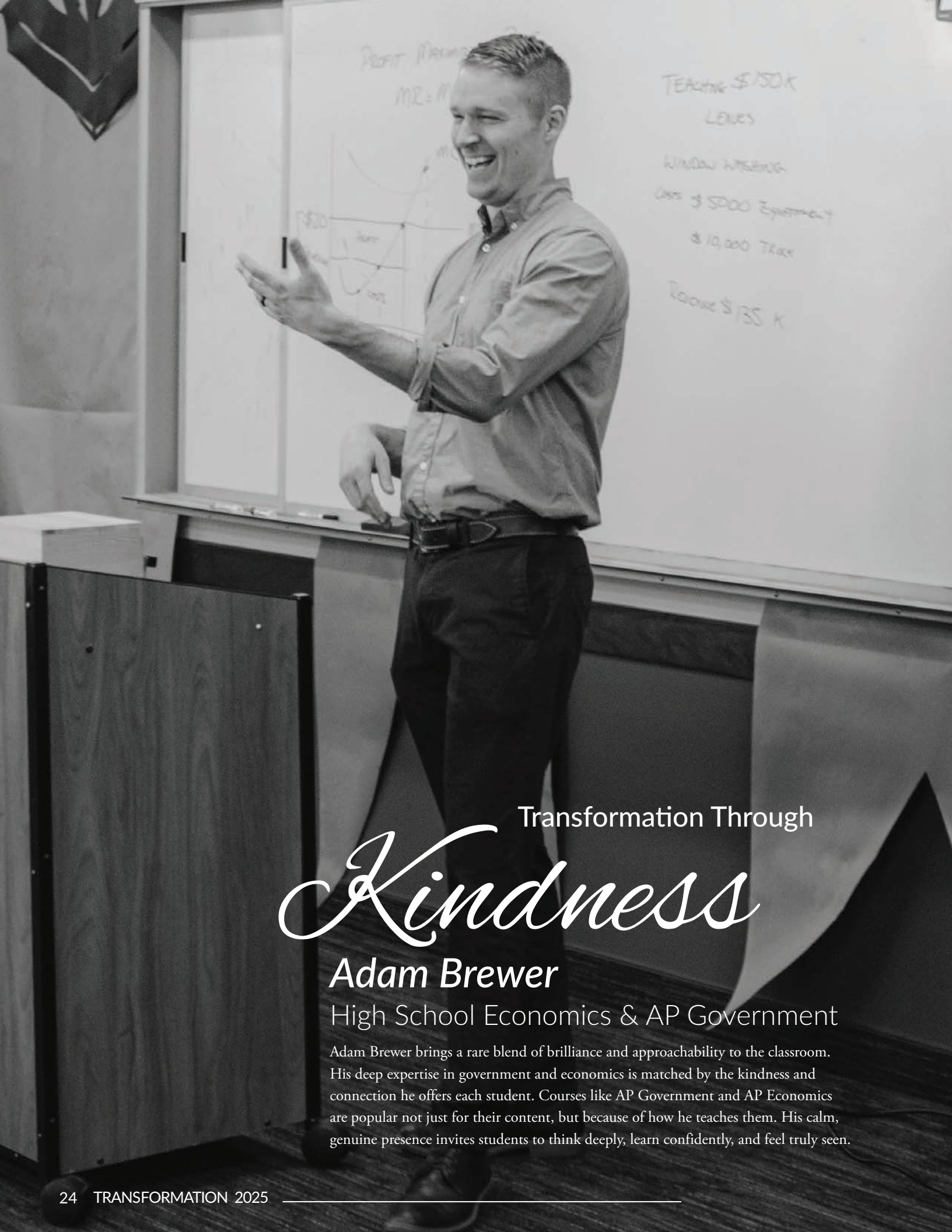
Class of ‘25



Sam
Durham

“To put it simply, American Heritage has had a positive influence on who I am. Because of the culture at AHS, I was able to make meaningful connections with my peers—but more notably, with my teachers. Having mentors who supported me both academically and personally played a key role in helping me build the confidence I once lacked.”

Class of ‘25



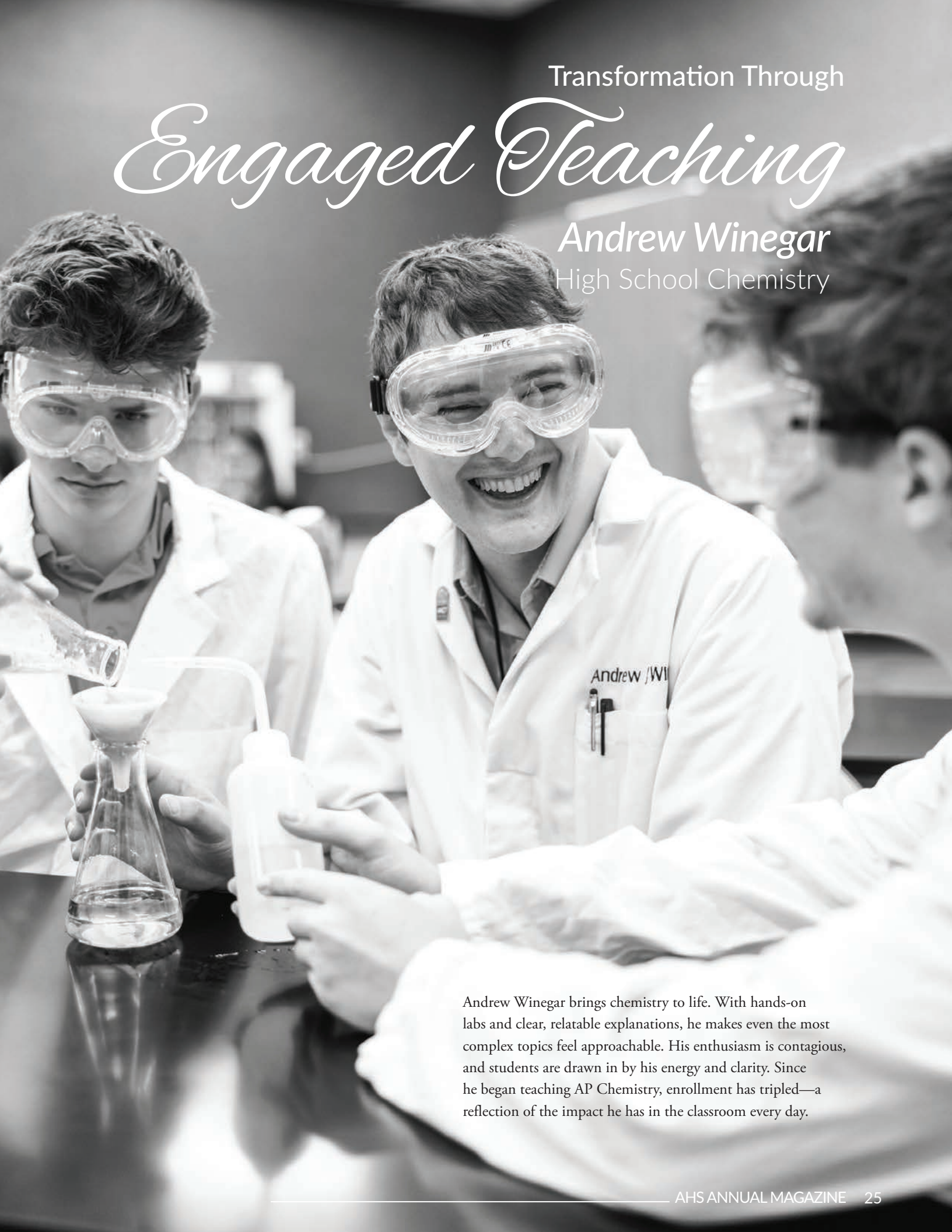
Transformation Through

Kindness

Adam Brewer

High School Economics & AP Government

Adam Brewer brings a rare blend of brilliance and approachability to the classroom. His deep expertise in government and economics is matched by the kindness and connection he offers each student. Courses like AP Government and AP Economics are popular not just for their content, but because of how he teaches them. His calm, genuine presence invites students to think deeply, learn confidently, and feel truly seen.



Transformation Through

Engaged Teaching

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.

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

research.

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 research, writing, and public speaking—and leaves them better prepared for the demands of college and beyond.





BOOKCON

This year, American Heritage School launched its first-ever BookCon—a full-day literary celebration designed to inspire reading, spark curiosity, and help students discover genres they love. Held exclusively for high school students (grades 9–12), the event featured two keynote speakers: BYU football safety Tanner Wall and his mother, Sher, as well as internationally renowned fantasy author Brandon Sanderson (*The Stormlight Archive*).

Students chose from 14 genre-themed breakout rooms, each one creatively decorated to match its theme—complete with snacks, immersive visuals, and genre-specific experiences. Eight visiting authors participated throughout the day, including *The Maze Runner* author James Dashner, who led one of the in-room presentations. After the event, students had the chance to check out books from their chosen genre to continue reading on their own.

BookCon was built on a simple belief: students do love reading—when they find something that resonates with them. The response from students was overwhelmingly positive, and plans are underway to make BookCon a recurring event every four years.

CLASS OF 2025

110

SENIORS

Largest graduating class in
AHS history

99%

GRADUATION
RATE

100% by August 2025

95%

MISSION OR
COLLEGE

As of May 2025



114

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
College of Charleston
United States Naval Academy

201

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

14

Graduates

With a 4.0 GPA

28

Graduates

With a 3.5 GPA or higher

\$1,265,859

Scholarship

Funds Awarded

National Merit Scholarship Recognition

Samuel Stoltenberg



PRESENTING THE CLASS OF 2025



Charlie Allred



Zachery Antaloczy



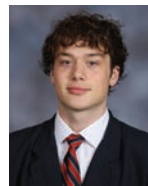
David Arson



Joseph Atwood



Brigham Banagas



Michael Banks



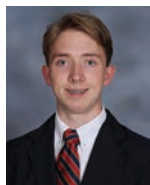
Eva Batchelor



Collin Beckstead



William Beckwith



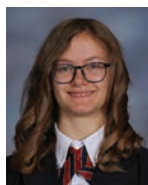
Isaac Binkley



Clara Boren



Laurelyn Bradford



Vivian Bradford



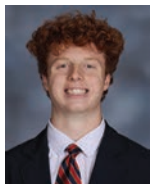
Abigail Brown



Cooper Brown



Scott Brown



Maxwell Buer



Anna Bushman



Emily Carman



William Chenn



Camille Childs



Hannah Christiansen



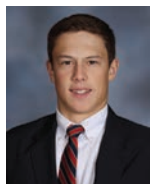
Ryah Crandall



Spencer Crossley



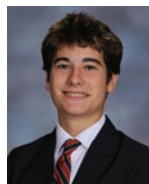
Lucia De Forest



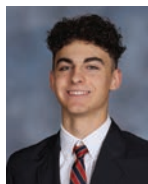
James Denning



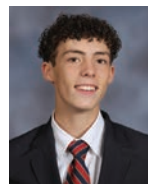
Maren Dewey



Colin Downs



Samuel Durham



Crew Durrant



Alex Eggertsen



Vanessa Faeber



Avalie Gerlach



Eliza Goddard



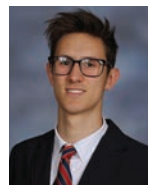
Avery Goslin



Jamie Grandpre



Sierra Green



Nathan Hancock



Bree Harmon



Eliza Harmon



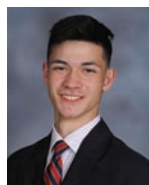
Joseph Haymond



Nathan Hendrickson



Joseph Holmes



Matthew Holyoak



Derek Hunsaker



Connor Hunter



Sophie Hunter



Mynoa Jacob



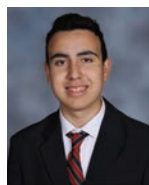
Michael Jacobson



Riley Jansen



Annalie Johnson



Austen Jones



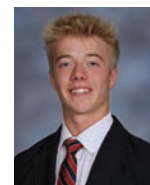
Liza Jorgensen



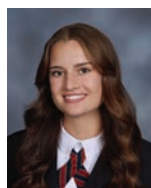
Tyson Ker



Emma Kitchen



Matthew Lake



Oliva Larsen



Weston Larson



Gracie Lawyer



Porter LeBlanc



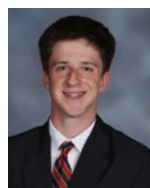
Noah Lewis



Megan Livingston



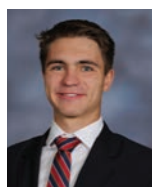
Bryce MacDonald



Jacob McGhie



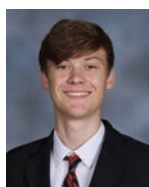
Isaac Mendenhall



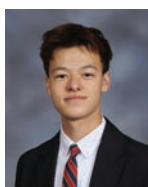
Jacob Merten



Anjalina Monfredi



Kaden Monson



Caden Niemann



Camden Norton



Isaiah Ong



Leah Ortega



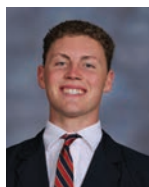
Sophia Pace



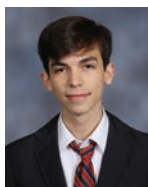
Louis Pan



Dallen Parkin



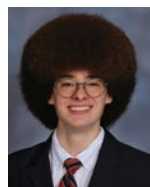
Brady Peery



Gabriel Pettingill



Naomi Pinson



Jacob Proulx



Lang Qin



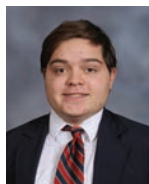
Charles Quinn



Abby Rasmussen



Sophie Reed



Isac Ribeiro



Marlie Richman



Aubrey Rowen



Jordan Rowley



Madeleine Salmon



Willard Sanders



Travis Sessions



Lucas Shepherd



Lorenzo Sisneros



Hallie Smith



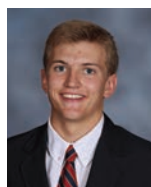
Sam Smith



Nolan Spackman



Samuel Stoltenberg



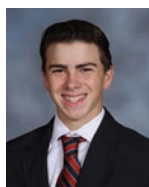
Luke Stratton



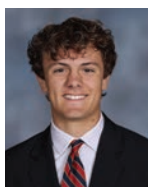
Macee Stratton



Alexandre Templeman



Jacob Thompson



Cael Tilman



Kris Tony



Afton Torgesen



Daniela Valverde



Sam Werner



Samuel Wilson



Camryn Woodley



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 Carnival
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 Spain
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

**Incomplete list of class offerings*



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.

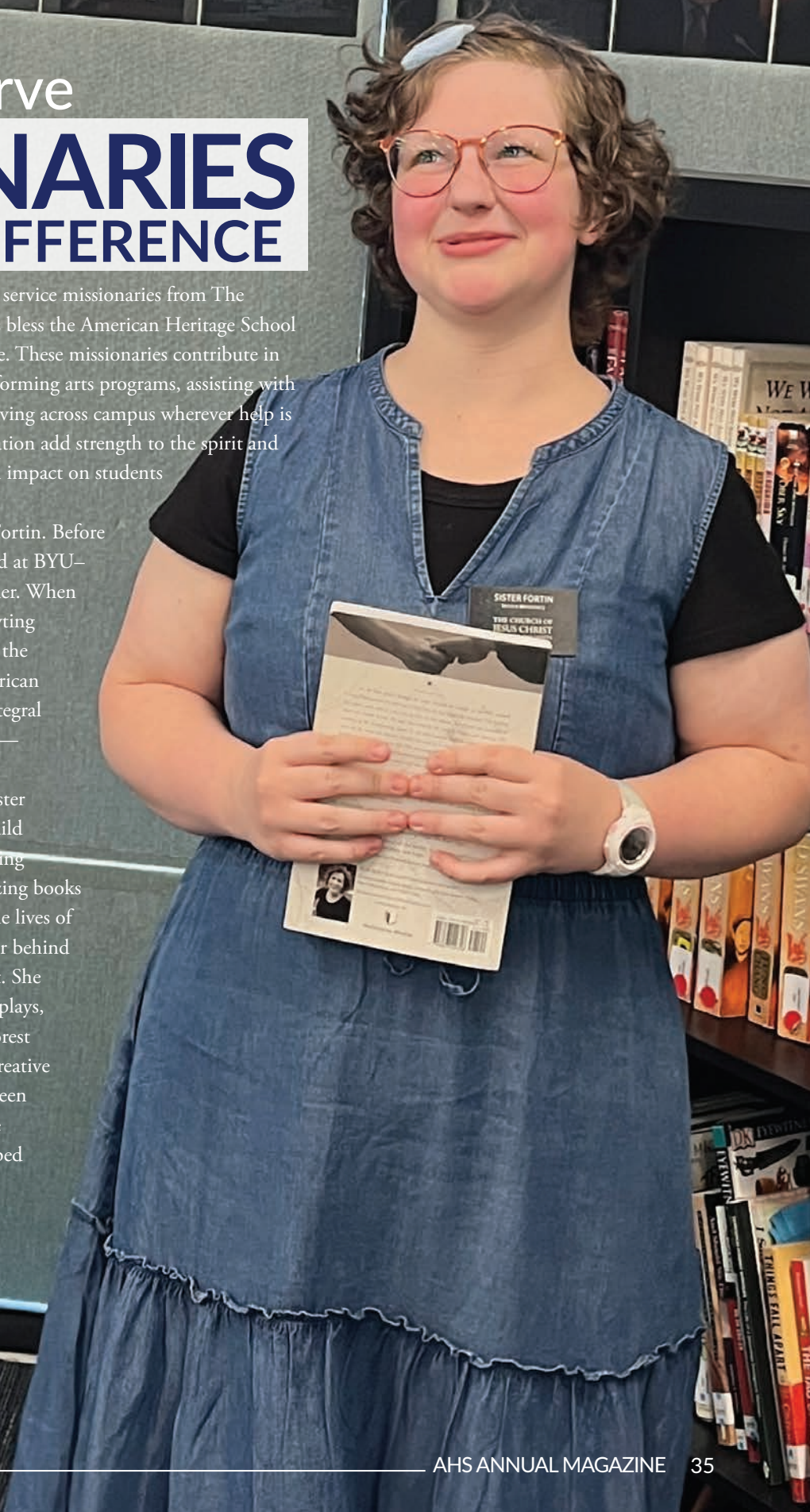
Behind the scenes, high school students help bring the experience to life by writing scripts, building sets, coding systems, and acting in key roles. Whether navigating a mission about astronomy or the ethics of colonization, students leave the simulator with a deeper understanding of the material—and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

A Heart to Serve

MISSIONARIES MAKING A DIFFERENCE

Each year for the past few years, 10–20 service missionaries from The Church of Jesus Christ of Latter-day Saints bless the American Heritage School community through their Christlike service. These missionaries contribute in countless ways—supporting choir and performing arts programs, assisting with DEAR time and curriculum needs, and serving across campus wherever help is needed. Their cheerful presence and dedication add strength to the spirit and culture of the school, making a meaningful impact on students and staff alike.

One such beloved missionary is Sister Fortin. Before beginning her mission, Sister Fortin studied at BYU–Idaho with plans to become a history teacher. When the Lord redirected her path from a proselyting mission to a service mission, she embraced the change with faith and enthusiasm. At American Heritage School, she quickly became an integral part of the high school history department—cheerfully assisting with everything from classroom support to reading initiatives. Sister Fortin has been instrumental in helping build a culture of reading at AHS. From supporting book clubs and reading BINGO to organizing books by genre, her efforts have quietly blessed the lives of students. Most notably, she was a key driver behind the high school’s inaugural BookCon event. She coordinated author visits, curated book displays, and brought themed rooms like Fantasy Forest and Classics Castle to life with delightful creative ideas for details—even down to “mossy” green chocolate pretzel sticks. Serving behind the scenes, her joyful spirit and dedication helped make BookCon a memorable success.



ARTS

TOP THREE ARTS PROGRAMS

% of student participants grades 7-12

58%

CHOIR

Curricular and After School

44%

ART

Class and Club

41%

DRAMA

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

Art
Band
Choir
Drama
Yearbook

COMMUNITY AFTER SCHOOL

Ballroom
Heritage Youth Choirs
Lyceum Youth Orchestras

ELEMENTARY

CURRICULAR

Art
Music

COMMUNITY AFTER SCHOOL

Ballroom
Heritage Youth Choirs
Lyceum Youth Orchestras



A wide-angle photograph of a school band performing on a stage. The conductor, a man in a grey suit, stands with his back to the camera, facing the band. The band consists of students in white shirts and dark skirts or pants, playing various instruments including brass (trumpets, tubas), woodwinds (saxophones, flutes), and percussion. The stage is lit with warm lights, and a green curtain is in the background.

BAND

American Heritage School's band program provides middle school students the opportunity to develop their talents in brass, wind, and percussion instruments. Led by jazz trombonist and composer Nelsen Campbell—an Eastman-trained musician with experience at Snow College and BYU—the program invites students to build both technical skill and a love of music in a vibrant, ensemble setting. Through dynamic instruction and collaborative performance, students gain confidence and musical fluency in preparation for future artistic opportunities.

A close-up photograph of a young man with brown hair, wearing a dark suit, playing a cello. He is looking intently at the instrument. The background is blurred, showing other musicians and stage lights.

ORCHESTRA

The Lyceum Philharmonic at American Heritage School is a nationally recognized, audition-only program serving students ages 5 to 18 from more than 30 schools across Utah. With eight ensembles offered after school, Lyceum inspires musical excellence while emphasizing faith, patriotism, and classical masterworks. Under the direction of Kayson Brown, the Philharmonic has collaborated with renowned artists, performed on prestigious stages worldwide, and produced Billboard-topping albums featured on PBS and SONY Masterworks.

DRAMA

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.



CHOIR

At American Heritage School, choir is more than a class—it's a spiritual journey through music. With five high school ensembles and the Heritage Youth Chorus (HYC) for K–12 students, singers build skill and faith side by side. HYC's touring choir brings musical firesides to Latter-day Saint stakes nationwide, lifting hearts from Washington, D.C. to the Pacific Northwest. Whether at home or on tour, students learn that music can do more than move an audience—it can bear witness, heal souls, and bring people to Christ.



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.



A still life painting of a bouquet of flowers in a vase. The bouquet is composed of various flowers, including pink, yellow, and purple blooms, with green foliage. The vase is a simple, light-colored ceramic. The background features a window with a wooden frame, through which a glimpse of the outdoors is visible. The painting style is impressionistic, with visible brushstrokes and a soft, dappled light effect.

STUDENT ART SHOW

Twice a year, American Heritage School celebrates student creativity through its seasonal Art Show, held in both winter and spring. This open-house style event showcases at least one piece from every participating student, offering a rich display of artistic growth across all grade levels.

Families, friends, and faculty are invited to walk through the exhibit, enjoy refreshments, and connect with students about their work. The show often coincides with other school events, creating a lively and well-attended gathering that highlights the value of the visual arts in the AHS experience.

STUDENT ARTIST SPOTLIGHT

Genevieve Dyches

American Heritage high school student Genevieve Dyches earned 2nd Place in the Senior Division of the Utah State Mock Trial Courtroom Artist Competition—a remarkable accomplishment that combined preparation, observation, and creative courage.

As the official artist for the AHS Mock Trial team, Genevieve spent 2.5 hours sketching a live courtroom scene—capturing a moment that couldn't be paused or rehearsed. Her finished piece, selected from 12 statewide submissions, was later featured at the Utah State Bar headquarters.

In the weeks leading up to the event, Genevieve met with faculty to ask how to translate fast, fleeting scenes into meaningful artwork. She felt nervous but stepped into the challenge with focus and determination. What she created reflects both her artistic skill and her personal growth through the experience.

Her accomplishment continues a tradition of artistic excellence at AHS. Just last year, 8th grader Lucy Pedersen received top honors in the Junior Division. Genevieve's success builds on that momentum and reminds us how creativity thrives when it's paired with courage and a willingness to learn in real time.





PERCENTAGE OF STUDENTS PARTICIPATING

MIDDLE SCHOOL

45%

111
Participants

HIGH SCHOOL

55%

214
Participants

32

TEAMS

66

COACHES

482

GAMES PLAYED

584

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

ATHLETICS

GIRLS' SOCCER 2024 UHSSA STATE CHAMPS

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

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

SOCCER



2024 UHSAA 2A State Champions (24–1 goal differential in playoffs)
Region Champions, perfect 7–0 record (17–3 overall)
2A Player of the Year: Paisley Gardner
2A All-State First Team: Sadie Stratton, Carlee Vonk, Bree Harmon
2A All-State Second Team: Aurie Pack, Riley Jansen, Brinley Hall



2A State Runner-Up (14–3 overall)
Fourth straight year reaching the state final four
Cael Tillman: 30 goals (2nd in Utah), 15 assists (6th)
Weston Larson: 11 shutouts (tied 1st in Utah)

PICKLEBALL



(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

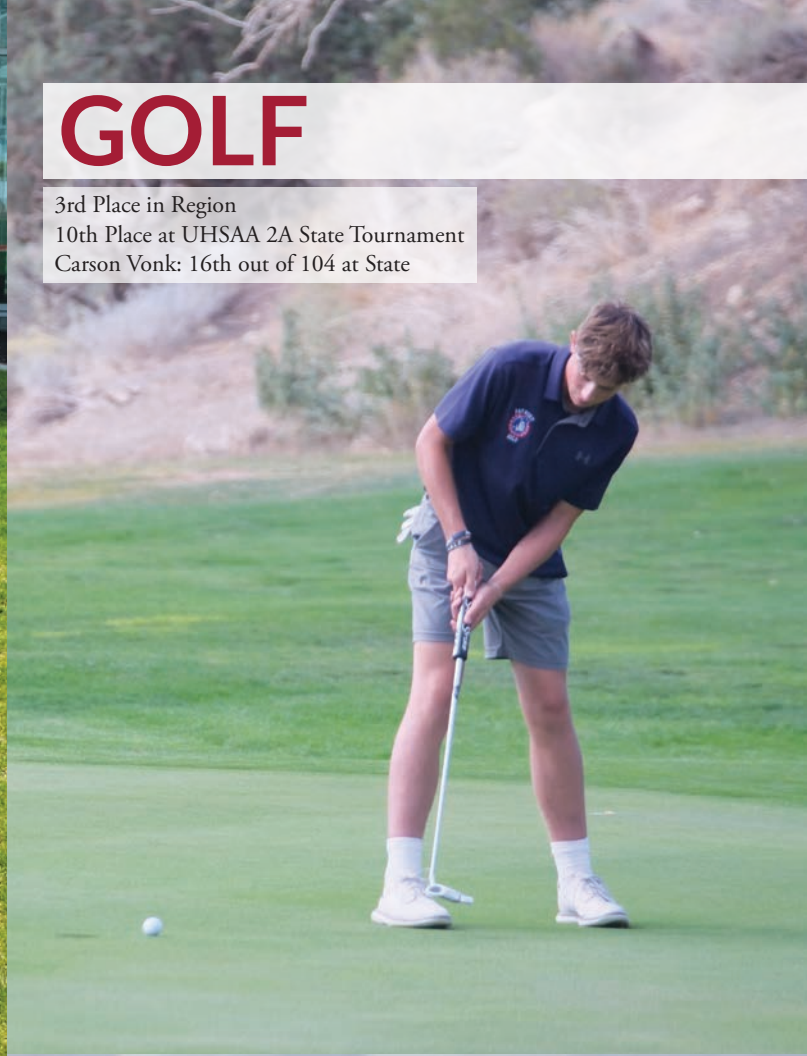




Ranked No. 1 in UHSAA 2A regular season
 Region Champions
 4th Place at State Tournament
 Camryn Woodley: 8th out of 72 at State
 Utah PGA 2A All-State First Team: Anna Eggertsen, Camryn Woodley
 Utah PGA 2A All-State Second Team: Sophie Allred

GOLF

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



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

TENNIS



2nd Place in Region (5-1 record, 7-3 overall)
 10th Place out of 26 teams at UHSAA 3A State Tournament
 Chloe Rucker reached State Quarterfinals



Region Champs
 State Highlights:
 Michael Jacobson, 2nd in 800m
 Spencer Crossley, 9th in 2 mile (school record)
 Johnny Brockbank, 6th in 400m
 Lucas Shepherd, 7th in 800m
 Boys 4x4000, 3rd (school record)

TRACK & FIELD

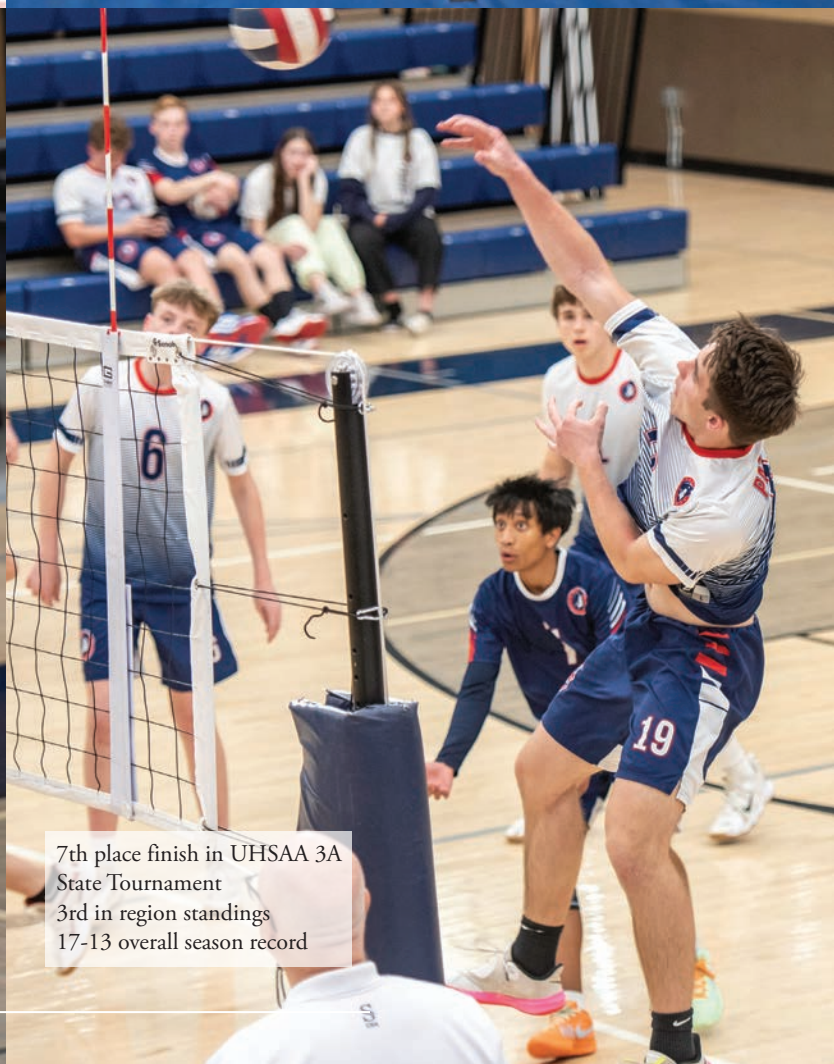


UHSAA 2A State Champion; Ellie Reed (High Jump)
 State Highlights:
 Ellie Reed 3rd in 100m
 Lacey Gibbs, 8th in 100m
 Girls 10th in 4x100

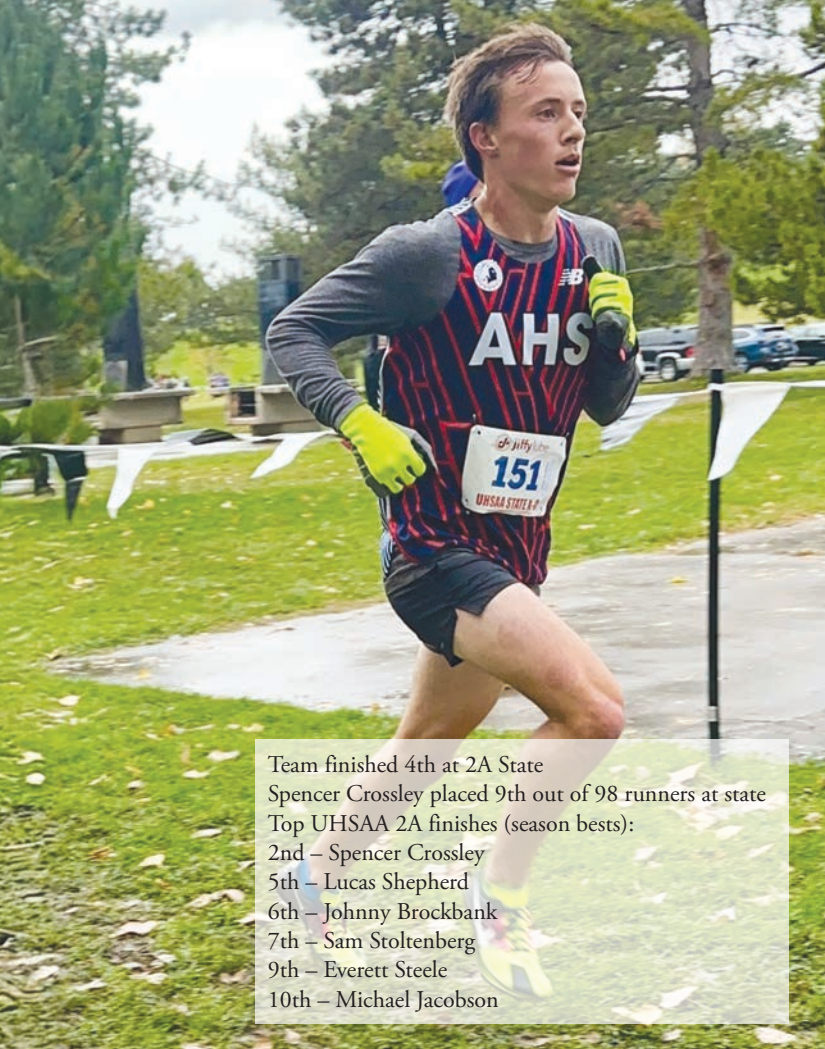


VOLLEYBALL

Finished with an 11-17 record, a major improvement from last season
 Won 8 out of 9 matches during a strong mid-season streak.



7th place finish in UHSAA 3A State Tournament
 3rd in region standings
 17-13 overall season record

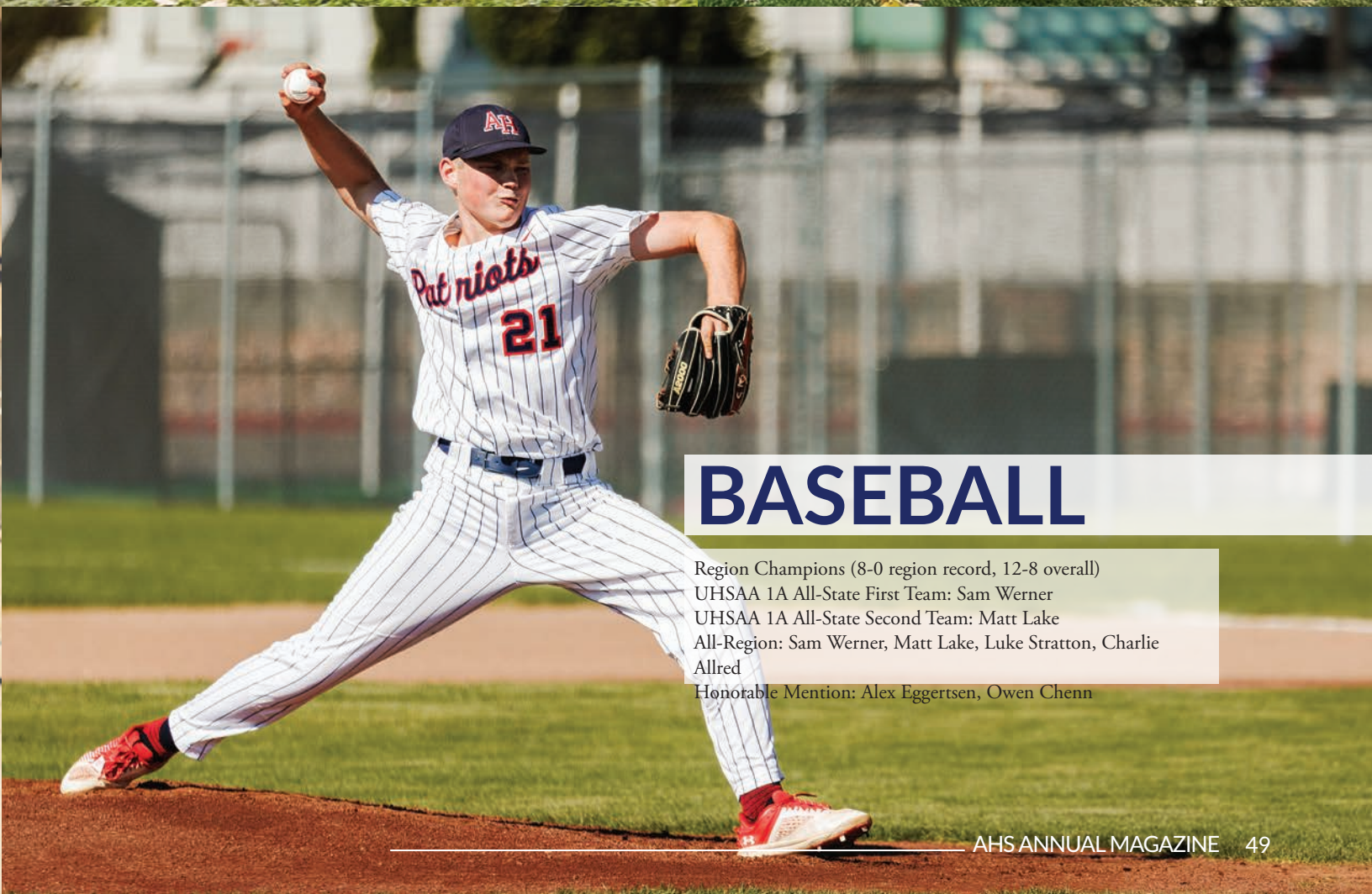


Team finished 4th at 2A State
 Spencer Crossley placed 9th out of 98 runners at state
 Top UHSAA 2A finishes (season bests):
 2nd – Spencer Crossley
 5th – Lucas Shepherd
 6th – Johnny Brockbank
 7th – Sam Stoltzenberg
 9th – Everett Steele
 10th – Michael Jacobson



CROSS COUNTRY

UHSAA 2A finishes (season bests):
 9th – Breanne Jensen
 11th – Grace Lawyer
 12th – Daniela Valverde



BASEBALL

Region Champions (8-0 region record, 12-8 overall)
 UHSAA 1A All-State First Team: Sam Werner
 UHSAA 1A All-State Second Team: Matt Lake
 All-Region: Sam Werner, Matt Lake, Luke Stratton, Charlie Allred
 Honorable Mention: Alex Eggertsen, Owen Chenn

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



DANCE TEAM

In its second year, the AHS Dance Team grew from four to 12 team members! The middle and high school dancers perform upbeat, hip-hop style routines with acrobatic tricks at halftime of boys and girls varsity basketball games.

MIDDLE SCHOOL

SPORTS OFFERED
Cross Country
Dance Team (7th—12th)
Golf
Soccer
Tennis
Track & Field
Volleyball



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

CAMPUSES



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

President
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.





AMERICAN HERITAGE
MICRO SCHOOL

**Master the
Minutes that
Matter Most**

A Guide to Life &
Time Management



AMERICAN HERITAGE
MICRO SCHOOL

**Light & Lens:
Introduction
to
Photography**




FUNDRAISING TOTALS

AMERICAN 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

AHS WORLDWIDE

2023—2024

2024—2025

LiftEd & AHS Microschools	\$1,283,368	\$1,861,364
Curriculum Development	\$53,435	\$75,946
Other Giving	\$10,010	N/A
Total Fundraising	\$1,346,813	\$1,937,309

AHS ONLINE

2023—2024

2024—2025

Total Fundraising	N/A	\$140,000
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TOTAL DONATIONS

2023—2024

2024—2025

\$7,053,552 **\$4,408,696**

ADVANCEMENT

A night scene featuring a large chain-link fence in the foreground. Behind the fence, there are several trees and a building with a gabled roof. The sky is dark and filled with numerous bright, golden-yellow fireworks exploding in various patterns. The word "ADVANCEMENT" is written in large, bold, red capital letters across the top of the image.

Thank You

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

AMERICAN FORK CAMPUS

ANNUAL EXPENDITURES.....\$14,543,543

Occupancy		\$1,155,801
Supplies & Other Expenses		\$1,840,235
Personnel		\$11,547,507

ANNUAL REVENUES.....\$14,722,688

Other Revenues		\$358,610
Tuition & Fees		\$14,364,078

SALT LAKE CITY CAMPUS

ANNUAL EXPENDITURES.....\$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.





FAMILY DANCE

Spring brings one of the most festive nights of the year—the AHS Family Dance. With a fresh theme each year, the Patriot Arena is transformed into a festive atmosphere filled with live music, themed décor, delicious refreshments, and activities for all ages. This special event is designed to strengthen the bonds within our school community while creating lasting memories for students and their families.



 *Class of*
2025

Character > Scholarship > Liberty



SENIOR LUNCHEON

The Senior/Alumni Luncheon is a special event created for graduating seniors (from AF and SLC Campuses) to help introduce them to their upcoming new role as AHS alumni. This luncheon gives students the opportunity to hear from past graduates, reflect on their time at the school, and look ahead to the next chapter. This year marks the inaugural luncheon, which will become a lasting tradition for future senior classes.

Fun fact: The Class of 2025 is the first to receive "Class of '25" t-shirts — a new tradition designed to foster a sense of pride and unity as they complete their final month of high school and prepare for the future.

EVENING OF APPRECIATION

Each fall, American Heritage School hosts An Evening of Appreciation—a heartfelt celebration dedicated to honoring the generous individuals and families who help make our mission possible. Guests enjoy an elegant dinner, an inspiring program that highlights the real impact of their time, talents and treasure, and uplifting entertainment featuring talented student performers. It's a memorable evening of gratitude, inspiration, and community.





ALUMNI BASKETBALL TOURNAMENT

Following the breakfast, the competition heats up with the Alumni Basketball Tournament. Alumni teams face off against current students, faculty, and staff in a spirited series of games filled with energy and excitement. The championship matchup—complete with high-flying halftime entertainment from the BYU Dunk Team—is a fan favorite, bringing together athleticism, school spirit, and lasting camaraderie.



ALUMNI BREAKFAST

A cherished annual tradition, the Alumni Breakfast invites American Heritage School graduates to return, reconnect, and reminisce. It's a meaningful opportunity to gather with former classmates, teachers, and mentors while celebrating the shared values and spirit that define the AHS experience. Warm conversations, uplifting memories, and a strong sense of community make this event a highlight of the year.



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 life-

altering 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.”

Jenni Theobald

Look Along The BEAM

In a short essay entitled “Meditation in a Toolshed,”¹ 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, that beam of light, with the specks of dust floating in it, was 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” type of thought that, when it comes to understanding religion and morality, the external perspective of religion



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 ^{England.}” somehow refutes the account given from the inside by those who are aligned with its path. He noted that “[i]t has 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.²

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

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 as a member of this family." ("Keep my commandments, for this is the whole duty of man."⁵)

Love: "Make your bed because you love me" ("If ye love me, keep my commandment



AHS Kindergarten teachers Kalo Beebe 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 Duncan¹⁰ and the Bill & Melinda Gates Foundation.¹¹

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.”¹²

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.

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



Russian tramvai (electric street train)

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."¹³

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 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



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

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.”¹⁶ He asked them to “tarry ye here, and watch with me” and to “watch and pray, that ye enter not into temptation.”¹⁷ 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.”¹⁸ In his suffering, unfathomable to 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



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

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 doesn’t just look at the beam, he looks along the beam.

May we each find the courage 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-parenting-tiger-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

23 John 17:26

24 2 Cor. 3:3

25 Psalms 4:3

26 John 1:4–9

27 John 15:12



*Developing the hearts, minds,
and bodies of students to
realize their divine potential.*



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



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



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