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An Introduction to The Ambrose School

Dear Parents,

Thank you for choosing The Ambrose School. This book provides insight into those questions you may have, or may not have thought to ask about our school. We strive to provide an orderly and organized program for students. But above all, we want to love God and love His children. To us, this means that we are a community of people who love each other and live in accordance with scriptural standards for a community.

At The Ambrose School, our method is classical. That is, we use learning methods that have been proven successful through the testing of centuries. Students have natural strengths and tendencies that change through the grammar (early), logic (middle), and rhetoric (older) stages of their growth. We achieve impressive results for the same reasons Socrates, Aristotle, Jefferson, and other great teachers did: we teach our students to think and invite them to participate in history's Great Conversation.

But our method is also Christian. We are convinced there are right and wrong, truth and falsehood, actuality and mere opinion. We are persuaded that in Jesus we find the highest expression of universal truth; as He said, "I have come, a light into the world, that whoever believes in Me should not abide in darkness" (John 12:46). We strive to introduce our students to the very thoughts and character of God so that their own thoughts and character will be conformed to His perfect standard.

Put together, classical methodology works hand-in-glove with Christian families to create a timeless form of education that is fused into one. We take up the challenge of education humbly, but boldly. Thank you again for granting us the privilege of helping to educate your child.

Kirk Vander Leest, Headmaster

Disclaimer – This printed copy is provided for your convenience. Current policies may have changed and are available on our website.

A Mission for Christian Influence

The consistent accelerated growth of classical Christian education in the past three decades has been attributed to our unique mission. Many ministries attempt to make Christianity relevant to today's culture. With a glance back at history, Christianity is more influential when it leads the culture, rather than trying to adapt to it. Christianity conquered empires, civilized peoples, converted conquerors, influenced invaders, and built Western culture. To restore the Christian church to leadership, we seek to develop leaders who know that Christ is Lord of all. Nothing, educational or otherwise, has a better track record of developing the world's greatest leaders than classical Christian education.

We are a generational ministry committed to reclaiming the role of Christians as leaders in education through the restoration of classical Christian education. In short, **our purpose is to cultivate a Christian Paideia in students.**

Our Mission

As a classical Christian school, we develop Christian leaders who possess the qualities of a deep and reasoned faith, a heartfelt moral compass, a strong command of language, who are well-read, well-rounded, and appreciate beauty. These qualities, we believe, will help them transform the church, the community, and the world.

Successful graduates will possess:

1. **Virtue and mature character** – This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We help students rightly order their affections (the classical Christian definition of virtue) through the study of the great literature of the West and the Bible. Above all else, we teach students to live in accordance with Coram Deo – as though they were in the presence of God at all times.
2. **Sound reason and sound faith** – We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
3. **A masterful command of language** – Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is silent. As people of “the Word,” Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.
4. **Well-rounded competence** – Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music,

physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.

5. **Literacy with broad exposure to books** – Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well-read in the important literature and ideas of Christian theology and the West.
6. **An established aesthetic** – Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

With the end in mind, we build our program upon these goals:

- We place Christian truth at the center of all learning.
- We graduate thinking, compassionate, and articulate students whose chief end is to glorify God.
- We challenge students with a rigorous educational experience.
- We prepare students to shape culture and society.
- We are a close community that encourages Christian living.
- We support standards and values of Christian families at school.

Our Facility

We have been blessed with a facility that was specifically designed for our purpose as a classical Christian school. Between 1209 and 1257, the scholastic age gave birth to the universities of Paris, Oxford, and Cambridge. This was the golden age of classical Christian education as the church brought all ideas into unity under Christ. Our building was inspired by the Tudor architecture (1485-1603) that dominates the campuses of these institutions.

Our building has several “embedded” buildings with pitched roofs connected by parapet walls and towers. As early universities would grow, individual “halls” would be joined together by walls for security and to make use of limited space. The arched “gothic” windows may give the feel of a church, but are actually a common style in academic buildings of the Tudor era. Because of this, Tudor architecture had very high, narrow rooms, like our entryway, directing the souls of students to rise above everyday concerns to pursue the ideals of truth, goodness, and beauty.

Tudor buildings were generally made of stone, which was often stucco covered on the outside and clad with wood paneling on the inside for beauty and warmth. Oak was a common material, which also dominates our interior space. Heavy beams and coffering as seen in our library provided weight and solemnity to the

academic setting. Wrought iron, rugged and strong, provided both decoration and function as it does in this building. We believe that, as God's image bearers, children benefit from an environment that lifts them to greater heights. Square block buildings are functional, but not beautiful. Adults and children alike notice the difference. We appreciate the creative efforts of Wayne Thowless at LKV Architects for his inspired work on this facility and Jesse and LeaAnn Ferrer for their effort in crafting this place of learning.

The Entry Way:

Please take care to check-in at the office as you pass through this area. **All visitors are required to sign in at the school office and must wear a visitor badge. Parents must wear their parent badge provided at the beginning of the school year when in the building or volunteering for recess.**

The Providence Room:

This room provides a community gathering spot for our parents. Proceed into the entry and turn left, grab some coffee at the Veritas Coffee bar, our resident coffee house, and join with other parents who meet to chat, or to talk about weightier things. See hours posted on Providence Room doors. Contact the office to schedule after-hours use; we charge a small fee unless the use is school-related.

The Conference room:

Our conference room (third door on the left as you enter) is scheduled for school business throughout the day. This room is generally reserved for official office use. Please do not use this room unless you have official school business and schedule the time with the office. School use by the administration and staff carries first priority.

The Library:

Straight ahead as you enter is our library. This room is the hub of academic activity within the school. Younger children enjoy reading groups here. Middle elementary find fantasies, biographies, and other great stories in our unique collection of classic children's works. Junior High students and younger students learn computer skills like keyboarding and programming on the workstations located in the computer alcove. Upstairs, the high school students study, use the workstations, and research their thesis papers. Parents are welcome to check out our collection of classic works, books on classical Christian education, and access other resources.

The Pavilion:

Look out the library windows to the east and you'll notice our playground, and beyond it, the pavilion. This facility provides storage for various school functions. It also provides a place for students to eat under cover when the temperature is right. The pavilion can also serve as a performance center with

the audience sitting on the grass to the south.

The Main Gym and the Auxiliary Gym

Enter through the front doors and turn right down the corridor, pass through the large oak doors, and turn left to enter our gym. This large space also provides seating for up to 800 people for performances such as our bi-weekly exordia (discussed later) and Archer athletics. We have a large portable stage system that assembles along the south wall. The gym is one part of the building that we do rent for athletic practices, so you may encounter non-Ambrose families here after hours. The area beyond the oak doors is isolated for sports activities during games. Please do not come or go from the building's main entrance for athletic events in the gym. The south-facing doors are open for sporting activities. The AUX gym is used for extra practice space, and for junior high games. This gym also allows our recess and physical education classes to run at the same time during the school day if needed.

Uniform & Logowear Store:

The Uniform & Logowear Store is located directly across from the front office. We understand that private education is an investment. But, we also try to keep the costs as low as possible for parents. One way we do this is to provide an area for used uniforms to be bought, sold and consigned. Shop or bring donated/consigned items in during store hours (hours listed on store door). Logowear is also available for purchase year around.

Statement of Faith

The Ambrose School holds the following Statement of Faith. By enrolling their children here, parents agree to allow their children to be taught in accordance with this Statement of Faith.

1. We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16).
2. We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:26, Acts 7:54-60, John 1:1).
3. We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.
4. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
5. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary (Titus 3:5).
6. We believe salvation is by grace alone through faith alone (Ephesians 2:8-9; Romans 11:5-6).
7. We believe faith without works is dead (Philippians 2:12, Ephesians

2:10, James 2:14-26).

8. We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9, Galatians 5:22-25).
9. We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46).
10. We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17, I Corinthians 12 and 14).

Board Governance

The Ambrose School is a 501 (c) (3) incorporated. The school was originally incorporated in 1994 under the name Foundations Academy, Inc. and began operations in 1995. The corporation is governed by a board of seven directors, occasionally dropping to as few as three directors at times during our history. Our board continues to include members who have been involved since the original documents were filed.

Open director positions are appointed for life by our existing board of directors through an internal nomination, examination, and appointment process. Our criteria for appointment to a director's position include the candidate's understanding of classical Christian educational theory and practice, a strong personal Christian testimony and understanding of theology, and the general requirements for an elder as indicated in I Timothy and Titus.

This structure has helped The Ambrose School sustain a strong and unique vision. If you have a particular interest in serving on our board, here are some suggestions: 1) Have patience... openings are somewhat rare. 2) Educate yourself on classical Christian education and theology. 3) Volunteer in other areas. When openings occur, we look to those who are most involved and committed to the school.

ACCS Accreditation

Our accreditation is through a private association called the Association of Classical Christian Schools. The ACCS has nearly 300 member schools, but accredits only about 40. The rigor of ACCS accreditation is unique and emphasizes excellence in the practice and philosophy of classical Christian education. Many schools are privately accredited by organizations with reciprocity agreements with the six state-authorized regional accrediting agencies. The ACCS seeks to avoid all entanglements with state or federal organizations so that we can practice traditional classical education without encumbrance. The ACCS believes that education is the domain of the parent, and seeks to provide parents with a 3rd party verification of a school's quality.

In recent years, there have been new and somewhat controversial developments nationally in accreditation and curriculum. An organization called AdvancED was formed and has largely unified the six regional state-authorized accreditors

into one national accrediting body. This agency is expected to oversee all educational systems and methods for the nation within the next few years. Additionally, an initiative started by state governors called The Common Core was adopted and endorsed nationally. This set curriculum standards for every school accredited within the state-authorized system. States already control teacher certification, but this could change as well. We have been asked how The Ambrose School will be affected. Unlike other local private schools, our accreditation remains unshackled. Neither the Common Core, AdvancED, or teacher certification are required or considered by the ACCS.

Since our accreditation is not state-recognized, students may find it more challenging to transfer to a public school in the 10th, 11th, or 12th grade. This is typically because we do not offer the same course requirements like Health or Economics. We have not encountered transfer difficulties in earlier grades. On rare occasions, a few colleges may require that students take an additional test. As far as we are aware, we've never had a student rejected at a college due to our accreditation but there are several colleges that give preferences to ACCS graduates.

The Admissions Process

The Ambrose School uses an admissions procedure that resembles the application process used in many selective private schools and colleges. However, we differ in our criteria. Our goal is to admit families that will contribute to the overall mission of the school. For this reason, academic aptitude is not the primary consideration.

The Ambrose School seeks to foster a family-like atmosphere that depends on a community of shared Christian values. Therefore, the selection of the student body is among our highest priorities.

- We do not admit on a first-come, first-serve basis.
- We do not admit through a lottery.
- Among applications of equal merit, the date of application is a consideration. So, it is advisable to apply early.
- We do not discriminate on the basis of race, color, national or ethnic origin.

As a private school, we admit and retain students selectively. While we exercise grace as a matter of Christian practice, we reserve the right to admit or dismiss families for cause or no cause, at the discretion of the headmaster and the board. Dismissals may be appealed only to The Ambrose School board of directors.

Acceptance Standards and Admission

Acceptance refers to our qualification process. Families and students are

assessed on a scale that considers the parents' appreciation of classical Christian education, the Christian testimony of the parents, family stability and support, the student's readiness for the grade to which they are applying, and the attitude/behavior of the student. Acceptance must occur prior to admission. Families that are accepted may be placed on a waiting list until class openings are available. Accepted candidates are classified as *Qualified* or *Highly Qualified* based on the above criteria. This distinction is only important when an "overflow" seat opens in a classroom. Our enrollment cap allows for two discretionary seats beyond our cap. These seats are made available in extraordinary circumstances and are only available to *Highly Qualified* students and families.

Admission refers to the student's placement into a seat in a given class. This is primarily a function of space. As mentioned above, the two discretionary seats are available only to *Highly Qualified* students, regardless of other admission priorities (siblings, etc.).

Acceptance Standards

The Ambrose School will consider a student's academic achievements in the application process for grade placement, but not as the primary determinant for acceptance. We also consider the values of the family, the stability of the home, the student's behavior during interviews and the likelihood of future academic success.

The admissions process is outlined in the Steps to New Student Admission form (I-371), which can be found on our website.

Requirements for the Student

- A child should have reached the age of five years by the 1st day of school of the year in which he would be entering kindergarten; six years by the first day of school for first grade.
- If a student has successfully completed the previous school year and his schoolwork and behavior compare favorably to The Ambrose School standards, the student may be placed in the grade for which he is applying.
- The Ambrose School does not discriminate on the basis of race, color, national or ethnic origin in the administration of its policies, admissions, scholarships, and other school-directed programs.

Admission Priority

Priority for admission will be as follows, subject to acceptance:

1. Continuing students – Those students who were re-enrolled during our re-enrollment period in February. Continuing students who miss the

re-enrollment deadline will be considered “new students” and subject to the admission policy.

2. Siblings of continuing students – Students who have older siblings within the same household who have matriculated at least one school year at The Ambrose School.
3. New students – Applicants new to the school, or who have not been continuously enrolled.
4. Wait-pool qualification – During *Priority Enrollment*, families are ranked for their position on the waiting list by the quality of their application. During *General Enrollment* (applications made after the Priority Enrollment deadline), we consider based upon order of application. For students on the waiting list who are not admitted by the next year’s Priority Enrollment, the list is re-ordered based on the quality of the application. This means that all students are reset in the wait-pool each year. Date of application is a consideration in this pool, so those who carry over from the previous year on the list may have an advantage.
5. For overflow seats – The student must be rated as *Highly Qualified* to be admitted into the 2 seats reserved for overflow. These seats are made available when circumstances merit them for the good of the school.

Requirements for the Parents

Parents of students in The Ambrose School should have a clear understanding of the biblical philosophy and purpose of The Ambrose School. This understanding includes a willingness to have their child exposed to the clear teaching of the school’s Statement of Faith in various and frequent ways within the school’s program.

Parents should have a clear understanding of our unique classical educational approach. Parents should carefully read the informational materials about the school. We also strongly encourage each parent to read the Discover booklet for explaining the kind of program we offer at The Ambrose School. There are a number of books on classical Christian education available and additional information can be found on our website.

At least one custodial parent is required to be a professing Christian. Families agree that we will teach their children in the Christian tradition. And, parents are members of our community and must affirm community standards compatible with traditional Christian values. This includes, but is not limited to, the historic traditions of the Christian church on matters of marriage and family.

Considerations for the Student and Family

Our school environment is essential to our mission. For this reason, we seek committed Christian families who share our values. Families need not be evangelical Protestant Christians to be admitted, though we are an evangelical, Protestant, Bible-believing organization. We consider Roman Catholic, Eastern Orthodox, and many other branches of the church to be brothers, and we accept them into our community with an understanding that we may teach some things that conflict with their specific doctrine.

Families are expected to 1) support our ethic of discipline in their home, 2) permit us to teach their children in matters of faith, according to our statement of faith and orthodox Christian theology, and 3) support our cultural values by observing the standards we set for clothing, music, language, and other cultural influences while at the school or at school functions.

As a school, we operate *En Loco Parentis*, meaning we get our authority from the parent. Parents who choose to enroll at The Ambrose School are tacitly agreeing to our form of instruction. While we welcome input, we are transparent about our mission and theology. Parents are expected to accept our program as a whole. At the same time, we make reasonable accommodations, when acceptable to our mission, to ensure and expect that parents remain responsible for their child's education.

The student should understand that his parents have delegated their authority to the school during the school day. Therefore, the student is subject to the instruction and discipline of the teacher and the administrators in their prescribed roles at The Ambrose School.

Deadlines

1. *Re-enrollment* – During February. Current students are automatically re-enrolled for the following school year. However, if the re-enrollment fee is not paid by the end of February, they will forfeit their enrollment priority to incoming families.
2. *Priority Enrollment* – January 1st through April 15th. All new student applications received in the open enrollment period will be considered for the class spots available. We encourage parents to apply at this time since many of our classes fill. We do not accept students on a first-come, first-serve basis; however, among applicants of equal merit, date of application may be one factor considered in our determination. Thus, prospective parents have a clear advantage by applying during open enrollment rather than waiting.
3. *Acceptance/Rejection Letters* – April 30th. Letters indicating acceptance or rejection for enrollment are sent.

4. *General enrollment.* Student applications are accepted throughout the year. However, acceptance is always limited to the student's fit for our environment and the space available in the classroom. For those classes that fill, we have a wait-pool. We always reserve the right to enroll students who are the best fit for our school.
5. *Family fee – May 1st.* The payment of this fee ensures your continued enrollment. Families who fail to pay by this deadline will lose their priority in enrollment. *First month's tuition payment for the coming year – July 1st.*
6. *Other deadlines.* **Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.**
7. *Teacher requests.* We generally do not consider teacher requests, except in certain circumstances. If you wish to make a teacher request for the next school year you must fill out a Teacher Request Form that can be acquired from the school office. We do not accept verbal requests. Requests for the next year must be made by the last day of the current school year. Teacher requests are not encouraged for the following reason: the teachers put much prayer and thought into balancing the classes considering gender, personality, and classroom dynamics. They have the advantage of being familiar with all of the students. While teacher requests may be granted, we cannot guarantee your child will be placed in the requested class.

We do not accept any requests for a teacher when the alternative is an open teaching position or a new teacher. For example, when an opening in the 4th grade leaves one current teacher, you may not request the existing teacher over an unknown new hire. We consider requests based partially on the explanation given on the form. If little or no explanation is given, the form will be given little weight.

What to Expect at The Ambrose School

We think you will find that classical Christian education is truly different. It returns to methods, content, and values that were proven effective in Western culture for almost 2000 years. Because our system is different, your family and your child may experience a period of adjustment as you begin learning under our system. The following suggestions may help.

Parents' Reading List

We have discovered that it helps our students if their parents understand the philosophy of classical Christian education and the need for it. With that in mind, we have compiled a list of books we suggest all parents read.

Classical Christian principles:

Discover Classical Christian Education, The Ambrose School

Desiring the Kingdom, James KA Smith

Classical Education, by Gene Edward Veith, Jr. and Andrew Kern

Wisdom and Eloquence, Littlejohn and Evans

Norms and Nobility, David Hicks

The Abolition of Man, by C. S. Lewis

Parenting consistently with Classical Christian Education:

Shepherding a Child's Heart, by Tedd Tripp (Grades k-5)

Age of Opportunity, by Paul Tripp (Grades 5-12)

Collapse of Parenting, by Leonard Sax

We generally do not recommend parenting systems like *Love and Logic* which, though they have some good points, emphasize child-choices and consequences over a system of authority in the home.

The Foundation

The educational system called “classical education” was developed over two millennia with the goal of training young minds to be wise. The foundation of classical education is the trivium. The trivium’s three phases of learning are adapted to three phases of development in children - grammar, logic, and rhetoric.

K-1st – The Pre-Grammar Phase

Before students enter the grammar phase, they need to develop some basic skills. Reading, writing, and math are the obvious ones. Of greater importance are the skills of order, cleanliness, self-control, manners, and living in community. Classical Christian education trains young children how to sit still, listen, be kind, follow our code (respect, order, unity, diligence, and honesty) and our rule (obey right away, all the way, cheerfully, every day.)

2nd-4th – The Grammar Phase

New parents are often impressed and surprised with the amount of memorization and the depth of learning that goes on in our classroom. We do this because, as Dorothy Sayers points out in her essay “The Lost Tools of Learning,” young children are wired to memorize. In grades k-6, we memorize Bible chapters, classic poems, types of birds, lists of historical figures and their significance, states and capitals, the periodic table of the elements, zoological taxonomy...

and the list goes on. Some parents wonder why we do this.

First, as children learn to read and write, they begin to rely less on their memory. If you can make a list, why remember it? Consequently, they use their memory less and less after the 2nd grade. As with anything else with our bodies, if you don't use it, you lose it. By exercising children's memory, we are establishing a life-long capacity for them to memorize.

Secondly, when you memorize at a young age, you retain your memory much better. Most of us recall the rhymes and chants we did when we were in grade school. "I before E," "I pledge allegiance," and "she sells sea shells," are all things we probably can recite off the top of our heads. Wouldn't it be great if we had the preamble to the US Constitution or the 13th chapter of I Corinthians memorized so that it could roll off the tongue?

Finally, before the logic (middle-school) phase, children need to have a collection of facts from which to draw conclusions. By using their innate ability to memorize at a young age, we get them ready for the logic phase.

Children in the grammar phase also learn mastery of the core learning skills—reading comprehension, writing, and arithmetic as well as speaking (rhetoric) and independent study skills.

5th-6th – The Pre-Logic Phase

Learning is optimal when it is inspired and intrinsically motivated. In 5th and 6th grades we encourage students to stretch beyond facts to gain a greater understanding on their own. One way we do this is through reading and literature; we use appropriate thematic truths in a story or work that contains important, higher meaning, which encourages students to discover the power of story. When done properly this enables children to be better prepared for the logic phase.

As Christians, we are people of the word. God reveals His truth to us through the Bible. It contains history, stories, poems, songs, prophetic writing, parables, unique story-telling formats (i.e. synoptic and non-synoptic gospels), theology epistles, and even specialized forms of writing such as apocalyptic literature. To understand the Bible, students need more than a simple understanding of language. True literacy involves knowing how to read these forms to obtain their intended meaning. We call this learning transcendent or poetic truth—truth that transcends the world around us.

The pre-logic phase emphasizes this imaginative and exciting form of reading, writing, and understanding.

7th-8th – The Logic Phase

Early adolescent children (grades 7-8) become argumentative. Their ability to draw conclusions from a series of facts begins to develop. This is called the

dialectic or logic phase. Most modern educators overlook this phase, except with regard to higher math. Classical schools teach formal logic, logical fallacies, and reasoning skills through tools like the Socratic Method and Aristotelian logic. These subjects are foreign to most of us unless we learned them in college. They practice students in the science of accurate thinking. In this phase, the subject matter is not as important as what conclusions the students may draw from knowledge.

9th-10th – The Pre-Rhetoric Phase

In grades 9-10 learning begins to transcend the perceptive world, to the poetic and philosophical. Students have learned to love transcendent truths through metaphor, types and allusions and the deeper why, and now we introduce/shift to an evaluation of multi-layered philosophical or theological works, their point of view, and the philosophy which they contain.

Students at this stage also can learn the fundamentals of argument, debate, and thesis. These rhetorical skills are developed to prepare the student for leadership and the rhetoric phase.

11th-12th – The Rhetoric Phase

Rhetoric is the core skill in leadership. Leading others requires the ability to see the big picture, think clearly about the facts involved, draw wise conclusions, and persuade others to follow. Classical Christian education's long history has been attributed to the effectiveness with which it trains leaders. In high school, students begin to develop a sense of how others perceive them. They become self-conscious about fashion, vocabulary, mannerisms and various other forms of expression. Classicists called this the rhetoric phase. Students in this phase learn to speak and write well. They learn to relate to their audience with clarity and persuasion. Without the ability to communicate, the best ideas go unheard and are impotent.

Inspired to Learn – Trained to Think

Beyond the foundation of the trivium, the classical method inspires learning. Because classical education cuts with the grain through the developmental phases of the trivium, it naturally appeals to students. Rather than “bawling words into the ears” of students, classical education engages their minds. Gifted classical teachers inspire students to investigate, contemplate, debate, and pursue knowledge. By encouraging students to love learning, a lifelong gift is communicated.

In training a pianist, one does not lecture to them for nine months and then have them take a final test about the piano. Rather, the student is practiced and coached in the actual playing of the piano. To become a good thinker, students must be practiced in thinking. Our Socratic “table,” present in every high-school Letters classroom, brings students to a daily conversation that

challenges their minds with ideas posited by the greatest minds in the history of the world. The Great Books curriculum we use provides the material for the development of great thinkers.

Integration

Finally, integration between subjects presented with a Christian worldview ties the world together. Math, science, philosophy, and history are interwoven in a way that relates all subjects to a whole. As students integrate subjects, scriptural truth is integrated as well. This affects students deeply. The continuity between a student's faith and his rational mind is a reward few Christians enjoy. Classicism provides this perspective unlike any other form of education. The peace of knowing Christ's truth as it integrates with His world provides a powerful shield against the hostile questions posed in college and later in life.

NEW STUDENTS: What to Expect During the Grammar Phase

For the first several weeks young students will need to get used to our structure. This is actually a faster process than you might think. New students look around them and see the order and diligence exhibited by the other students. Most children quickly conform to this positive peer pressure. Students enjoy the environment because they are able to meet expectations and please parents, teachers, and peers.

By about six or eight weeks parents often notice the homework load. Here are a few tips to help adjust to this phase:

1. Our published homework guidelines allow for balance (see the section on Grading, Homework and Awards). Most students can complete their homework within these limits. It is important that you set a firm time during which homework is done, put your child in a special, quiet place, and make sure he works diligently. Forty-five minutes of homework can balloon into hours if the child is not held accountable.
2. Do not allow your child to exceed the homework limits on a regular basis. This will result in burnout for the parent and breakdowns for the child. If a student is not able to accomplish the work during the time allowed, he may need remediation, he may have been placed in too difficult of a grade, or he may tend toward perfectionism. We may be able to help through our cognitive testing and development program or through a referral or tutoring. Please contact the dean of the upper or grammar school for more information. Most children can succeed at The Ambrose School but we encourage parents to remember that education is not a series of grades and subjects. *Parents should view their child's education as a process that results in an educated child, not one who has simply spent twelve years in the classroom.*
3. For students in grades K-2, parents may need to help with homework

on a regular basis. It is best to encourage independence at an early age; however, young children need help to know how and what to do. This is the parent's role.

4. For students in grades 3-5, we encourage parents to begin the process of pressing for independence. We assign homework for two reasons: to practice their skills and to teach independent work and learning. The latter of these goals is made difficult if parents do too much handholding during homework time. Obviously, this is a phased process. A 3rd grader needs more guidance than a 6th grader. However, before the end of the 5th grade, every student should be able to do his or her own homework with only occasional intervention by parents. For guidance on this, please read *Ending the Homework Hassles* by John Rosemond.

By the end of the 1st semester, most parents find that their children are in a routine, advancing academically and enjoying school. Most students at The Ambrose School will struggle from time to time. Learning necessitates struggle. Parents are encouraged to communicate openly with teachers and administration when problems arise. Typically, we can correct these situations when we work together with the parent to correct or adjust in some area.

A note on learning disabilities: while we can accommodate several common disabilities through minor classroom adjustments, we are not equipped to deal with all learning disabilities. Often times certain disabilities require more than our staff or curriculum can deliver.

Finally, education is the responsibility of the family. We're here to help, but parents are encouraged to remain proactively involved. We rarely notice problems or concerns as quickly as involved parents can.

Our Curriculum

Most classes begin their day with a time of Bible study. However, the Bible teaching does not end at that point. In the classroom we aim to integrate biblical truth into every subject. Our curriculum overview may be viewed on our website.

Behavioral Principles and Guidelines

We who labor on behalf of children take our responsibility seriously and want to do all we can to build faith and character into these children and to encourage their parents. During the school day, our staff is careful to enforce the behavioral guidelines that we expect of our students. **After hours or at school functions, parents are responsible for their children.** These guidelines are intended to help parents understand what is expected so that we can continue to be an

example of exemplary behavior in our community.

Three Convictions

First, we are a big family. Stewardship and safety require that any time students are associated with The Ambrose School - onsite or off - they behave with respect for all of our members. A student running through our building or at an event may seem harmless, but not to a grandmother who fears of a broken hip or to a smaller child who is easily run over. When we borrow or lease a space this means that, as Christians, we must leave it better than we found it. Unattended children sometimes lack the maturity to ensure that a facility is treated with respect. We expect parents to assume responsibility for their children's actions at our school events.

Secondly, children who are well-disciplined and under control honor the Lord, honor their parents and are a positive reflection of our school. The opposite is also true. Unruly children dishonor the Lord and are an embarrassment to their parents and the school.

Finally, and probably most important, discipline is an important part of nurturing faith in our children. To follow Jesus is to obey Jesus and to submit to His authority. Cultivating an obedient spirit in our children and teaching them to yield to God-given authorities helps prepare them to obey Christ and bend their wills to His.

Guiding Principle

True obedience flows from a heart that loves what God loves and hates what God hates. When a student loves the standard, he conforms to it cheerfully and willingly. It is not merely the conformity to an external set of rules. The most important thing that parents and youth workers can do is to seek God's help in nurturing hearts of faith out of which acts of righteousness will flow.

Expectation of Students

1. Respect for property: When children remain at the school after hours, before hours, or when we are at an offsite event, we expect them to respect the facilities.
 - a. Walk - don't run.
 - b. Children are not to climb on furnishings.
 - c. No horseplay inside the building.
 - d. Outside the building, no rough play, water fights (except as supervised by adults), or other activities that leave a mess, damage property, or risk injury.
 - e. Leave everything, including the restrooms, cleaner than you found

them.

- f. No eating or drinking, except with specific permission from the authority in charge.
 - g. Children are not to be wasteful with food, drink or other supplies.
 - h. Purposeful vandalism is grounds for immediate dismissal.
2. Respect for adults: We want the children of The Ambrose School to honor the adults in the school with respectful speech and behavior. Defying instruction or correction of an adult is unacceptable. Students should rise when adults enter the room, and refer to and address adults as Mr., Mrs., Ms., or Miss. They should respond cheerfully, “Yes, sir,” or, “Yes, ma’am,” when asked to do something.
3. Respect for others: Children are encouraged to think before they speak and find encouraging things to say to others. Mean, crude, or unkind speech is sinful and therefore not tolerated. We also expect children to pay attention to those around them. Pushing past adults or other kids, overpowering others physically or vocally, and a general disregard for those around them is discouraged.

<p style="text-align: center;">THE CODE</p> <p style="text-align: center;">Respect, Order, Unity, Diligence, Honesty</p> <p style="text-align: center;">THE RULE</p> <p style="text-align: center;">Obey right away, all the way, cheerfully, every day.</p>
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School Improvement & Addressing Concerns

We value parent insight as we work together to improve our school. However, we ask that parents involve themselves in a way that will resolve concerns Biblically. If a parent is concerned about an academic, classroom, or other matter at The Ambrose School, he or she should follow these guidelines:

1. **First, please address the issue with the teacher, parent, or whomever is most directly involved.** This can be uncomfortable in some circumstances, but it almost always provides better results than going directly to administration. Proverbs 18:12 rightly says, “The first to present his case seems right, till another comes forward and questions him.” Since the dean rarely has first-hand knowledge of the situation, he usually cannot improve the situation unless the problem has been refined and understood with those who are directly involved.

In the event that your child has a problem relating to another child in the class, we request that you speak directly with that child’s parents

before bringing it to the administration. If this is too uncomfortable, our staff may be able to help. If the problem is with a coach, volunteer, or other school patron, please discuss the matter directly with that person before bringing it to our attention.

2. Once the teacher (or other person) has been given sufficient time to respond to a problem, the next step is to contact the appropriate administrator. In this event, the administrator will hear your concern and discuss it with the appropriate people. If you contact the administrator, you will be asked, "Have you talked to the teacher?"
3. If the administrator is not sufficiently able to resolve your concern, the matter may be taken directly to the headmaster and then the board of directors. To request this, please inform the headmaster. You may call the chairman of the board if you would like to speak with him directly. However, if the aforementioned process has not been followed, you will likely be referred back to the appropriate person.

Whatever the circumstances, please do not discuss the problem with other parents unless they are directly involved. Even though this may be done with the best of intentions, it is important to avoid drawing others into a situation they know nothing about. If someone has sinned against you we need to, as Matthew 18 says, "... go and tell him his fault between you and him alone."

When to come directly to administration

1. If you observe illegal or clearly unethical acts.
2. If your concern is a matter of policy, not the teacher. In other words, you are questioning a stated policy or its implementation. An example: if you have issues with a teacher enforcing the type of shoes allowed at school. Since the shoe type is policy set by the administration, the teacher cannot affect the change you desire.
3. If you observe a dangerous situation or a security breach.
4. If the matter is personal and not suited for the teacher to know. For example, a recent divorce filing has your child upset and you do not wish to divulge the situation to all of your student's teachers.

A Word about Correction

We believe that discipline should be primarily positive, so we encourage those who work with children to be quick to encourage positive behavior. We also expect a positive, but firm attitude when dealing with bad behavior. As a community, we ask that parents support adults who are correcting their children in these ways. As an adult at school events, please do your part to monitor students when they seem to be unsupervised. Parents of misbehaving students are the only appropriate persons to employ corporal punishment outside of

instructional hours. No one except the administrative staff may employ corporal punishment.

When you see behavior that is concerning, we encourage you to intervene and seek out the child's parents.

Field Trips and the Senior Trip

Most grammar school classes take two field trips per year. In addition, we invite various performing arts troops to provide one or two school-wide performances each year, either at our school or in a performance center. We strive to make these trips as academically fruitful and purposeful as possible. The cost of these trips is included in your parent fees in almost all cases.

One exception is the senior trip to Rome, France, and other parts of Europe in the 12th grade. We encourage and support students to work during the summers to raise funds for this trip. We believe that working to earn funds for the trip is an important part of the educational process, as a school we support students by subsidizing a portion of the expense. We also encourage the junior class to facilitate fundraising activities during the year.

Visiting and Parking at the School

Parents are encouraged to visit the school as often as they like. During school hours, everyone who enters the school must be escorted or must sign in to obtain a visitor's pass. Parents or relatives of students may be unescorted once they have signed in. All other visitors must be escorted.

School-aged visitors (prospective students excepted) must visit only during the lunch hour, with the permission of an administrator. Graduates are permitted to visit occasionally during the lunch hour or after hours, or to sit in on classes in a non-disruptive way. They must sign in and check in with the front office.

All visitors must wear their pass visibly during their time at the school. Children under the age of 18 must be escorted by an adult or, if they are evaluating the school, by their designated host student.

We ask that visitors wear modest and appropriate attire for our environment. If you are unsure of what is appropriate please feel free to call the office. By conforming to our dress standards you help us to consistently demonstrate an environment of decorum for our student body.

Providence Room Information

The Providence Room is dedicated to our parents and our school community. Please feel free to enter the Providence Room to meet with friends, read a book, or just rest. Beverages and light food are served during morning hours on school

days.

Here are a few guidelines for using the room:

You may have informal meetings in the room from 7:00 a.m. to 5:00 p.m. weekdays, but you may not reserve the room. It is open during this time for walk-in traffic.

- On weekends or after hours, the Providence Room may be reserved for special events. It can be accessed independently of the rest of the building for events or meetings.
- Children in the Providence Room:
 - If you bring children into the Providence Room, they must remain in your direct control at all times. We ask that parents keep their children under control for everyone's benefit. **We also ask that you not allow children to eat or drink in the fireside area.**
 - K-10 students are not allowed in the Providence Room except with their parents or as guests of a staff member.
 - Please keep younger children from crawling on furniture or disturbing others. Please have children yield seating to adults in the room when necessary.
 - 11th and 12th graders are allowed free access to the Providence Room.
- We encourage you to bring outside friends to the Providence Room for coffee, tea, or just to meet.

Morning Arrival and Parking Procedure

Please keep these instructions for reference and for others who may pick up your children.

1. **K-1st drop-off:** Any car with K-1 students on board may drop all students in the car at the north tower. Enter from Three Corners Drive and pull in front of the clock. *Cross over to the curb adjacent to the clock tower to avoid students crossing traffic.* Oncoming traffic should be minimal because all drop-off families are to leave by The Ambrose School main entrance/exit and entry is from Three Corners Drive. **DO NOT leave cars unattended in the drop-off zone.**
2. **Come in:** If you have students on board and wish to walk in with them, take the K-1 drop-off path and park on the north or west side of the lot. Overflow parent parking is in the student/staff lot. Use the north entrance door between 7:15 a.m. and 8:15 a.m. **DO NOT ever leave cars unattended in the drop-off zone.** This causes serious

traffic congestion on Locust Grove Rd.

3. **2nd-12th drop-off:** Cars with students in grades 2-12 enter via Three Corners Drive and proceed around the east and south sides of the facility, stopping to drop students off along the sidewalk in the “white zone” pick-up area, near the front doors or south gym door. Drivers must then exit promptly through the Ambrose main exit. **DO NOT leave cars unattended in the drop-off zone.**
4. For those using the blue line (located directly east of the building) for drop-off and/or pick-up: pull as far forward as possible (the start of the blue line is the south edge of the gymnasium). **DO NOT leave cars unattended in the drop-off zone.**
5. **Student drivers:** Students must also enter through the Three Corners Drive. You must park in the northeast parking (faculty/student lot) along the north and east edges.
6. **Staff:** Administration and staff are the ONLY drivers allowed to enter via the main entrance; they are to immediately turn right and park in the southwest parking area. If administration or staff chooses to park in the northeast parking lot they need to park in the center section of the lot.
7. **IMPORTANT:**
 - a. All departing cars must exit via The Ambrose School main entrance until 8:15 a.m.
 - b. The north and east door entrances lock automatically at 8:00. Bring students to the front doors outside of these times.
 - c. **No traffic is allowed around the east loop after 8:15 a.m.** (until 2:00 p.m. for pick-up). This provides safe passage to the playground during operational hours.
 - d. **DO NOT leave cars unattended in the drop-off/pick-up zones.**
 - e. Colored copies of a map are available in the school office.

Afternoon Pick-up and Parking Procedure

We have three pick-up stations.

All cars enter via Three Corners Drive and exit via our main entrance. The gold line proceeds to the immediate right passed the clock tower and picks students up in front of the school in the gold line zone. The white line proceeds around the east and south sides of the facility, stopping to pick up students in front of the white zone pick-up area, near the front doors. Two lanes form, one on the

right, one on the left side of our one-way drive, except at the 3:00 pick-up (see below). For those using the blue line (located directly east of the building) for drop-off and/or pick-up: pull as far forward as possible (the start of the blue line is the south edge of the gymnasium). **DO NOT leave cars unattended in the drop-off zone.**

K-6th Dismissal Instructions

Students in K-3rd will be issued either a white, gold or blue colored card. These cards will attach to the top of your students' backpacks. Each morning, you will clip on your student's pack the card which tells us by its color which pick-up line the student will be standing in. If he or she is in an after school program or activity, please pick up an additional green card in the office. Students in **4th - 6th will not be required to have a backpack tag.**

- White card – Attach this card if your child is being picked up in the white line (includes the following zip codes: 83634, 83642, 83646, 83647, 83703, 83704, 83705, 83706, 83709, 83713, 83714, 83716 and all unlisted zip codes).
- Gold card – Attach this card if your child is being picked up in the gold line (includes the following zip codes: 83605, 83616, 83617, and 83669).
- Blue card- 83646
- Green card – Attach this card if your child is going to homework club or other after school activities that day.

On each card, please write a primary contact number on the front and authorized pick-up drivers on the back. Please use a Sharpie pen or marker for this so it will be permanent.

Our goal is twofold: we want each child to be right where he or she is supposed to be at pick-up time, and we want to be able to easily reach someone by phone if your child is not picked up. Your child's safety is very important to us and we ask for your cooperation and help in making this system a success.

K-6th Pick-up (2:20)

- At 2:00, gold, blue and white lanes are open for cars to line up on both sides of the lane. The colors are assigned by zip code (see above).
- In the gold lane, do not block the visitors parking or the 15-minute parent parking.
- **Important: If you have a car pool with members in different color zones, decide together which zone you want and then get the same**

colored backpack tag. All car pools must be in the same color zone.

How will this work? Promptly at 2:15, teachers will combine their classes in the hall with one to two other classes outside their classrooms and separate into two lines by zone. Each teacher will then take one line to the appropriate zone. Students will separate into lines based on their backpack tag color. Students may be escorted to the pick-up line by a teacher other than their homeroom teacher.

7th-12th Dismissal (3:00)

Upper school students release at 3:00 and are to assemble in the pick-up areas (gold, blue or white) no later than 3:10. Upper school students are not escorted, so parents are to stay in the pick-up line no later than 3:10. Parents must park and come in if their students are not present at 3:10. **DO NOT leave your car unattended in the pick-up lane while you go to find your student!**

Additional Parking Information

- Visitor parking is for people new to our school. It is not intended for families, students, or staff. **DO NOT BLOCK** visitor parking while waiting in the gold pick-up line.
- Feel free to come inside and pick up your kids or meet friends in the Providence Room. **Please don't wait in the hallways directly outside of the classroom, as this can cause congestion and noise outside of the classroom.** Please park in parent parking if you plan to stay for a while. If you want to run in and out quickly, park in the spots designated "15 minute parking."
- Please do not park in student parking unless you are a student. Overflow parking for parents is in the faculty lot.
- During evening events, you may parallel park around the building, except in front of the posted fire entrance on the east side.

After School Information

After School Programs

Because of offset release times for the upper school, and to offer more convenience for parents, we have expanded our K-6 after school programs.

The K-6th grade school day ends at 2:15, the 7th-12th grade ends at 3:00. This allows us to offer more activities during the regular school day in the secondary and better aligns with other area schools. **Parents can take advantage of a variety of after-school offerings for their K-6th grade students during this 2:20-3:15 time block while upper school students are attending their final academic period.** Additional fees for K-6th grade activities apply in accordance

with the activity. Students may enroll in any number of activities during the week, so long as they are not conflicting. Listed are the offerings for this period at The Ambrose School for the coming school year as well as a brief description of each activity.

K-6th After School Activities (fees may apply)

Chess Club – Students meet once a week and are coached in chess. Past teams from our school have excelled locally and nationally!

Cantavi Children’s Choir – Open to 3rd-6th grade students interested in vocal performance. Students will perform at our annual traditional Christmas concert and spring music festival. Meets once a week.

Homework Club – This is not just a study hall. Students exercise for 10 minutes and then go to work with the help of tutors. The goal is to complete as much homework as possible at school! Guided study/homework time supervised by a faculty coordinator and staffed with Ambrose juniors, seniors, and parents, helps students head home homework-free!

7th-12th After School Activities (fees may apply)

These activities take place beginning at 3:15. Some practices may be scheduled later or early in the morning.

Cross Country – (Fall) Available for boys and girls entering 6th – 12th grades. For more information please contact the athletic director. We compete in the IHSAA 1A league against other private and public schools.

Girls Volleyball – (Fall) Available for girls entering 7th – 12th grades. Teams practice at least four times a week. We play in the IHSAA 1A league against other private and public schools. For more information please contact the athletic director.

Basketball – (Winter) Available for boys and girls entering 7th – 12th grades. Teams practice at least four times a week. We play in the IHSAA 1A league against other private and public schools. For more information please contact the athletic director.

Lacrosse – (Spring) Available for boys entering 9th – 12th grades, 5th – 8th grades upon availability. Teams practice at least four times a week. We play against schools in the area ranging from private to 5A public schools. For more information contact the athletic director.

Golf- (Spring) Available for boys and girls entering 9th-12th grade. Teams practice at least four times a week at a local golf course. We play in the IHSAA 2A league against other private and public schools. For more information please contact the athletic director.

Drama – (Spring or Fall – Junior High and High School) This is the club

portion of our elective course. Students must take the elective course and try out for individual parts to participate.

Mock Trial – (December through March - High School only) This is the club portion of our elective course. Students must take the elective course and try out for individual parts to participate.

Honors Orchestra – (All year, by audition) This is an extension of our core orchestra course by audition for advanced students.

Gaudeo Choir – (All year, by audition) This is independent of, or taken in concert with our Devoveo Choir.

Parent Resources

RenWeb - Checking on the progress of your student

RenWeb is the web-based computer program that The Ambrose School uses to manage attendance, family information, grades, transcripts, and many other activities at the school. Parents can access information about their children's grades, assignments, school events, lesson plans and parent directory information via the web. Parents must first be sure that our office has a current e-mail address for your family. Parents may then access www.renweb.com and register for the parent website. Our district code is FA-ID. You must register using the e-mail address that you provided to our office. Your student may have an account of his own so he can check his assignments and grades. The office needs your student's current e-mail address. He must register using the e-mail address that was provided to our office.

E-mail through RenWeb is the school's main way of communicating with parents and disseminating school information so please make sure your and your child's e-mail is correct and up-to-date. E-mail is also the primary method our teachers use to communicate with parents. Progress reports are sent via e-mail, as are many other communications. If you are not able to access e-mail, please inform your teachers so they can adjust accordingly.

Office Notes

The Office Notes are sent home every week via e-mail. **This is the school's main communication with families.** All upcoming events, announcements, and schedules are placed in the office notes. Please read this each week for important information about events happening at school.

Homeroom Parents

Homeroom Parents - Each homeroom class has a Homeroom Parent or parents (HRP). The HRP coordinates support for the teacher by communicating needs between the teacher and parents.

Lost and Found

The lost and found is located directly across the hall from the office in room 135. At the end of every week, we will donate all unmarked/unclaimed non-uniform items to local charities. Any unclaimed uniform articles in lost and found will be donated to the Uniform and Logowear Store..

Events

Listed below are the events at The Ambrose School. You will want to check the school calendar found on the school website under Parent Life to see when they are occurring.

Exordium

Exordium means introduction. Approximately every two weeks, students will present an introduction into what they are learning in their classroom during a morning school presentation. The exordium lasts about 40 minutes and will consist of one to two classes presenting per week. Parents who attend will see their children in a new light, hearing memorized Bible passages, grammar chants, poems, and geography or history facts, as well as other types of presentations. We also use this time to teach valuable character lessons. An exordium schedule will be available in the office and will also be announced in The Ambrose School weekly office notes.

Back To School Picnic

K-6th grade families are encouraged to attend the Back to School Picnic the week before school starts. It is a great time for students to meet their teachers and families to meet other parents.

New Parent Orientation

This is held during the first two weeks of school to welcome new parents into the Ambrose family.

Grandparents Day

This is an event when the grandparents get to come and see their grandchildren in their classroom setting and enjoy an all-school exordium.

Traditional Christmas Concert (K-12th)

This program is typically held in December and is a culmination of what the K-12th grade students have been studying and practicing in their music curriculum. Students performing in the program will be notified how they should dress prior to the program.

Feed the Need

One day each year we have a school-wide community service event where we partner with Homestead Ministries and Boise Rescue Mission to package around 10,000 soup mixes that are distributed to needy people in the Treasure Valley. Students work in shifts throughout the day along with volunteer parents and community members.

Volunteering

Teacher aide, recess, and classroom helper

We welcome parents in our classrooms. Many teachers welcome volunteers to help with grading, working with individual students who need more attention, classroom work, or recess. Parents are invited to volunteer for this duty and are not required to undergo background checks, etc. as long as they are parents of a student within the class. Non-parent volunteers are welcomed as well, but must undergo screening. Information is available in our front office. We encourage parents who volunteer in these capacities to dress and behave as though you are members of our staff. If you have questions about these standards, please ask the teacher for whom you are volunteering.

When performing recess or other duties where the parent volunteer has control of the class, parents should be familiar with our guidelines for volunteering in the classroom (form I-292).

Substitute Teaching

We prefer to hire substitute teachers from within our school community. If you regularly have availability during the full school day and desire to be considered as a substitute, please apply by filling out a form with our front office. We add substitutes to our list based upon his or her qualifications, our need at the time, the grades for which the substitute is suited/interested in teaching, and the person's past involvement at the school. Once an applicant has been approved, he or she will be asked to participate in a training/orientation. This provides a foundation for understanding school policies and procedures. Please do not be offended if you are not selected as a substitute. Often, it is just a case of availability or our need at the time.

Event Support

One of the greatest needs we have for volunteers at the school is for event helpers. Our many events take many hands to make them what they are. From running errands to decorating to organizing labor, our event coordinators cannot make our largest events happen without your help. Please call and offer your services to our Events Coordinator or the front office.

Fundraising

Annual Auction - In most years, our annual auction is our biggest fundraiser. In past years this event has raised over \$100,000 toward our building campaign. Our annual auction is at the Boise Center on the Grove in the month of November.

Annual Fund - The Annual Fund is designed to meet the specific and critical operational expenses of the school. The Annual Fund helps keep tuition lower by not adding these operational expenses to the annual budget and allows parents, grandparents and the community to provide for these timely needs to support the overall vision of the school.

- **Annual Fund Giving Tree** - Parents are encouraged to look for “Giving Tree” opportunities that are online under “support us” as well as on the bulletin board outside the office and on a tree in the foyer during the Christmas season. Giving Tree has small cards that list the specific needs of the teachers and the community on a month by month basis.

Capital Campaign - The Capital Campaign, “Faithful to the Vision” is exclusively a fund for the physical building needs on the final phase of our current building, and is also separate from the Annual Fund. No tuition is ever used for Capital or building expansion expenses.

Other programs

Box Tops 4 Education, Amazon Smile and Fred Meyer Community Rewards

Check the school’s website under “Support Us” for additional ways to support our school.

Financial

Overview of Financial Information

- The application fee, the enrollment fee, the family administrative fee and the first two months tuition payments are non-refundable.
- Tuition is paid a month in advance. For example, tuition for September is paid in August.
- Tuition payments are due by the tenth of the month.
- Credit card payments can only be made online.
- A late fee will be charged for any tuition payment not made by the tenth day of the month.

- **If your child withdraws from the school, you are responsible for tuition based on the student's attendance. (See Refunds section below.)**
- If a student enrolls after the school year begins, payment must be made for the months the student attends. For example, if a student begins October 1, eight of the ten payments will be paid as well as all fees.
- Students who have unpaid account balances or have not returned materials will not receive their report cards and no records will be forwarded to other institutions. The student's file will be sealed until payment is made in full and materials are returned.
- Tuition covers only part of the cost to educate each student. We depend on the financial gifts of like-minded contributors.
- If you donate to the school you will receive a tax-deductible contribution receipt.
- Parents are expected to provide a pre-assigned list of school supplies the first day of school. Additional supplies and books may need to be purchased within the school year.

Payment Schedule

Tuition and fees are to be paid on the following schedules :

Fee/Tuition	Due
Re-enrollment fee per student Non-refundable	End of February
Application fee per student (new students) Non-refundable	Upon application
Family fee per family Non-refundable	May 1 st
Tuition in Advance	July 1 st
Tuition over 10 months	July 1 st – April 1 st

Tuition Payments

There are three ways to pay tuition:

1. **Payment in full** by July 1st.
2. **Monthly payment through automatic withdrawal** from your bank account. This is the preferred method of tuition payment if you are not

paying in full.

3. **Monthly payment other than automatic withdrawal.** An annual billing fee will be charged for families who choose this method of payment. Families will receive a statement each month with their balance due. Payments can be made online with credit card or e-check through our website. Checks can be left in the tuition box inside the office or mailed to the school. Cash is accepted only with a written receipt from our office for any payment.

Refunds

Full-time students: All fees are non-refundable. The exception is for students who apply for a class that is full or students who are not accepted. If we are unable to offer a seat to a student by the first day of school, we will refund 50% of the application fee.

Tuition: The first two months' payments are non-refundable. The remaining payments may be refunded based on the student's attendance. The following table indicates the refundable month.

If the student attends any part of this month:	Then the payment due on or before the first of this month is non-refundable:
September	August
October	September
November	October
December	November
January	December
February	January
March	February
April	March
May	April

Dress Code

Overview of Uniforms

Since its inception, The Ambrose School has been committed to uniform clothing for its students. This policy has four fundamental benefits.

First, uniforms prevent the application of subjective standards of dress in the classroom. Parents, students, and teachers know that the uniform meets the

school's standards of modesty. Other classical schools that operate without uniforms have commented on the amount of time their boards spend on issues of inappropriate attire. Uniforms allow our board and staff to focus on academic concerns.

Second, uniforms are a positive influence in the school. The Ambrose School places particular value on a disciplined learning environment. A child learns that when he is wearing an Ambrose uniform, he will be engaging in studious activity. Teachers have noted the advantage of uniforms in the instructional setting. This environment makes it easier for The Ambrose School to complete its primary task – the education of children.

Third, uniforms encourage a community spirit, where individuality is sacrificed for the good of the group. This removes the potential distraction of what clothing other students are wearing. This also sets our group of students apart from other schools, encouraging each student to operate as a part of a body, much like an athletic or military group identified by common dress.

Finally, uniforms usually decrease the cost of clothing. To make purchasing easier each family will receive a uniform guide in their family packet at the beginning of each school year. There you will find the dress requirements for each grade. The uniforms are rugged, high-quality uniforms that can take wear and tear. Parents can typically purchase two to three sets of uniforms to last throughout the school year. These can often be handed down to other children. If parents are interested in purchasing or selling used uniforms, The Ambrose School has a Uniform & Logowear Store located across from the front office where parents can sell and/or purchase used items.

Uniform Requirements for Boys

Please see the Uniform Guide or the school website www.theambroseschool.org. The online uniform guide can be found under Parent Life (handbook & guides). 7th-12th grade uniform requirements can also be found in the upper school Student Handbook.

Uniform Requirements for Girls

Please see the Uniform Guide or the school website www.theambroseschool.org. The online uniform guide can be found under Parent Life (handbook & guides). 7th-12th grade uniform requirements can also be found in the upper school Student Handbook.

Wednesday is formal day at The Ambrose School. All students must wear their formal uniform every Wednesday. Informal options cannot be worn on Wednesdays.

Used Uniforms for Sale

There are used uniforms for sale in the Uniform & Logowear Store across the

hall from the office.

Purchasing New Uniforms

K-12 Uniforms

See the back of the Uniform Guide for purchasing locations & online stores.

Your child must have at least one complete “required” uniform to wear for exordium and on other school mandated occasions.

Sizing: Sizing for school uniforms items that need to be purchased online can be done by visiting the school during scheduled summer sizing hours or by visiting the local uniform store, Educational Outfitters.

- **K-6th grade girls jumpers & skirts:** Girls jumpers and skirts should be measured at the knee. Biking shorts must be worn under the skirts unless tights are being worn.
- **7th-12th grade girls kilts:** Girl’s kilts should be within 2 inches above the top of the knee cap. Girls must wear biking shorts under their kilts.

Accessories, Coats, Backpacks, Toys, Etc.

The Ambrose School seeks to provide an environment free from distractions and one that discourages cliques or foolish fads.

- All lunch boxes and backpacks must be plain, solid colors or patterns.
- These items, as well as non-uniform coats, may not be branded with cartoon characters, rock stars, movie stars, or large commercial brands (normal small branding of the items is okay).
- We strive to provide a “pop culture free zone.” Rather than a judgment against all pop culture, we simply want students to learn in an environment free from distractions. This helps prevent our environment from becoming inundated with the latest fads.
- Some teachers may decide not to allow certain toys at recess. While reasons for this constraint may seem unclear, the dynamic of our school environment can be adversely affected by these cultural intrusions.

One social dynamic common in school is the “haves” and “have-nots” dynamic. Among Christians, this entails more of an “allows” and “allows-not” dynamic, depending on the cultural values of a particular family. We generally make no judgment regarding particular cultural icons. However, cliques might begin to form based on how “cool” different students are, which often ties to how much pop culture the student brings to school. When this happens, one small group begins to snub the others and class unity is disrupted. The Ambrose School does not wish to foster an environment where this sort of attitude can prosper.

Grooming

The Ambrose School upholds guidelines in grooming because it seeks to cultivate an atmosphere of order, unity, beauty, and learning. **We believe that genuine diversity comes from the cultivation of each student's unique mind and character, not from their outward appearance.** On the contrary, outward appearance typically results from emulation rather than self-expression. Disorderly dress and grooming are detrimental to an atmosphere in which students can concentrate on that which makes them unique. With this in mind we implement the following policies for boys and girls:

1. A student should wear or do nothing which draws attention to oneself.
2. Students should express themselves with their mind and character not their grooming, accessories or dress.
3. Both boys and girls are expected to keep their hair well-groomed and clean. All students must keep hair out of their faces.
4. All hair accessories must be removable upon request.
5. We value Godly submission over individualism. We seek submission to the school culture of The Ambrose School and its values.
6. Dress and grooming should be conducive to order and learning.

*For boys, the following are **unacceptable** grooming practices:*

1. Shaved heads, ornamental cuts, or shaved designs in their hair.
2. Ponytails, top knots, and bleached or dyed hair.
3. Any hairstyle with excessive height (afro-like, spiked, etc.).
4. Facial hair or sideburns below the lobe of the ear.
5. If a student's ears are covered by hair to the point that $\frac{1}{4}$ of their total ear is covered, it is too long and needs to be cut.
6. If the hair extends low enough to encroach $\frac{1}{4}$ inch beyond the collar on a shirt, it is too long and needs to be cut.
7. A student who is asked to cut his hair should cut it in such a way that it will not be out of compliance again in a few weeks.
8. Visible body piercing, including earrings.
9. Visible jewelry (necklaces, bracelets, etc.). Necklaces, if worn, must be kept under the shirt and not visible. Rubber "prayer bracelets" or memoriam bracelets will be allowed within reason.
10. Any tattoo or piercing that is visible or shown to other students. We discourage tattoos on students in any context.

*For girls, the following are **unacceptable** grooming practices:*

1. Shaved heads, ornamental cuts, or shaved designs in their hair.
2. Bleached or dyed hair (natural highlighting is okay). Some natural colors are OK with pre-approval. Be especially careful of reds or blacks.
3. Dramatic makeup or nail polish.
4. Visible body piercing (two pair of traditional pierced earrings may be worn in the lobe only).
5. Any tattoo or piercing that is visible or shown to other students. We discourage tattoos on students in any context.
6. Jewelry that is distracting or bold. Guidelines include no brightly colored or gaudy jewelry. Jewelry should tastefully compliment the uniform.
7. Any decorative item that cannot be removed immediately upon request. If it is distracting it will not be allowed (for example: feather hair extensions).

These standards may be tightened for certain students.

While these rules provide guidance, they are not exhaustive. All dress and grooming is subject to the judgment of teachers and the administration.

Basic School Rules

We require our students to adhere to the following school rules, enforced by the teachers and administration:

Conflict Resolution

Conflicts should be resolved at the earliest opportunity and at the lowest level, in accordance with Matthew 18. If you have a problem with another family, a teacher, the administration, or the board, please first meet with the person involved. If issues remain, both parties should then approach the next level of authority. We ask that parents not confer with other parents about a problem. This can often evoke a “Should I be concerned?” pattern that leads to disproportionate reactions (See the School Improvement & Addressing Concerns section.)

Communicable Diseases

Students with the flu or a cold are asked not to attend school while they have these illnesses. Parents are to be conservative and watch closely since the earliest stages of these illnesses are also the most communicable. Students may return once the symptoms have subsided.

Other communicable diseases or infestations, including head lice, must be reported to the office immediately upon their discovery or diagnosis. After reporting the disease, parents must provide the school with a doctor's note clearing the student's re-entry into the school. The school may choose to notify other families in the school if we believe it is in the best interest of the student body. In the case of head lice, parents must have an independent medical provider (nurse or doctor) certify that all traces of the infestation are gone before they will be allowed to return. The school may choose to re-check your student after re-admittance.

Immunizations

State law requires that every school in the state of Idaho, regardless of our private status, keep records on file of all immunizations for every student. *We must have your immunization records from your doctor prior to attending school.* We ask that you keep your immunization paperwork current at the school to save us time administrating this state requirement. As a reminder, we have copies of the state exemption form at the school if you wish not to immunize your children for various reasons.

Conduct Within School

Students are expected to cooperate with basic Christian standards of behavior and conversation. Additionally, the following rules will be observed:

1. No disrespectful talking back or arguing with teachers, staff, fellow students, or adult volunteers will be tolerated.
2. Prompt and cheerful obedience is expected. Teachers should not have to repeat requests.
3. No chewing gum, electrical music devices (including anything with earphones or speakers) are allowed on the school grounds or at any school activity.
4. No guns or knives are allowed on the school grounds or at any school activity.
5. Avoid the off-limits areas of the building or grounds (areas outside the view of general supervision – for example dumpsters or east side of shed).
6. Use only approved entrances and exits: front door, north entrance, east

door. Do not use fire exits except in case of a fire. Do not open windows.

7. Treat all of the school's materials and facilities with respect and care.
8. Respect other persons and personal property. Do not access someone else's cubby or locker.
9. No horseplay. Physical roughness can easily get out of control and become a serious hazard. If you break it, own up to it. If you were foolish, you pay for it.

Conduct Outside of School

Because student behavior outside of school can affect the ethos of the school, we reserve the right to take breeches of character into consideration when disciplining students. With the advent of social networking, each of our families has a responsibility to protect our community from inappropriate language or images, or unwholesome speech. Parents are primarily responsible for the discipline of students who misbehave inside or outside of school. Inside school, we have a variety of disciplinary actions at our disposal. Our actions are limited to suspension or expulsion for actions based on outside activities. Our reason for this policy is rooted in 1 Corinthians 15:33, "Do not be misled: 'Bad company corrupts good character.'"

1. Your honor has no boundaries. Honorable students are honorable in all settings, inside and outside of school.
2. A student's dishonorable actions dishonor the school. Any immoral or illegal action that rises to the school's attention and which has become known or will likely become known to other members of the student body will be considered for disciplinary action. These actions include anything that is illegal, sexual impurity, acting or speaking crassly, vandalism, violent or threatening actions, or extreme unkindness.
3. **Social Media Websites and Texting** – We strongly advise caution when using services like Facebook. Without personal accountability, innocent communication can degenerate into uncontrolled sin. Since most of these sites create "networks" of friends, only one or two clicks could take a student from their classmate to a classmate's friend, who happens to use foul language, be disrespectful to authority, and contain tempting photographs. Given the nature of the internet, we encourage all parents to employ filters that stop inappropriate material. The Ambrose school reserves the right to monitor social media websites and texting if/when they negatively affect our students or community.
4. Students who create dissension among the student body by encouraging other students to engage in bad behavior outside of school will be

considered for disciplinary action.

Dating and Relationships

As a rule, we believe that dating or romantic relationships among young adults are only wise if the couple intends to get married within two years or so. For most of you, that is not realistic. Why do we believe this? Because everything in God's world has a purpose, and the purpose of dating is to get married. If you're dating to have fun, you've set yourself up for heartache and trouble because you have misconstrued the purpose of dating. Why 2 years? Because, from experience, that is about how long relationships can be sustained without moving to the next level – marriage.

Within the school, any type of exclusive relationship (call it dating, courting, or "special friends") is likely to end. When it does, it most often results in hurt feelings or just plain weird feelings when you're around the other person. For these reasons, we encourage fellowship among our student body, but in groups. If you do have a non-romantic friendship with a member of the opposite gender, that's fine. Just don't underestimate the ease with which these relationships can evolve into something more.

Relationships like dating are the domain of the home and your parents. However, as a school, we do not want to have the ethos of our school influenced by these types of relationships.

- We do not allow any indication of romantic relationships to be seen at the school or school events.
- Be warned that students who publically announce their dating relationships electronically may find themselves under higher scrutiny while at school.
- Do not invade the personal space of a member of the opposite gender.
- Do not *isolate* yourself in the building, car, grounds, or parking lot with a member of the opposite gender.
- Do not talk to your friends about your actions outside of school in this area.
- **In short, if anyone here can tell you're dating, you've broken the rule.**
- When students are found in violation of our dating policy they will thereafter be held to greater scrutiny.

Conduct at School Sponsored Events

Our social events and community activities should reflect the values we hold. This means we expect students to exhibit exceptional maturity and honor when

working or playing in the community or at school events. Here are some basic guidelines:

1. Observe the dress-code for activities (see ‘Dress’).
2. Non-students (friends or past students) are not allowed at closed Ambrose events. This includes dances, service projects, retreats, etc. This rule does not apply to public events.
3. Students should be present at the event, not wandering or hanging around in the hallways during the event. Do not be consumed in electronic communication.

Reverence

In all areas of instruction, teachers and students will give God’s character proper respect and consideration. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord God must be consistent with biblical principles. The following list is not meant to be all-inclusive, but is characteristic of the kind of activities to avoid:

1. Silly or trite references to Jesus Christ and His work on the cross.
2. Implying, directly or indirectly, that all the students are Christians.
3. Mockery of angelic powers, demonic or heavenly.
4. Emphasis on good feelings or works, rather than humble obedience and grace.

We encourage parents to teach their children spiritually at home. A daily family worship time is recommended.

Electronics

1. Cell phones are allowed, but must be turned OFF during school hours when on school grounds and must be stored out of sight (in a locker or backpack). If we discover that you forget to turn off your cell phone, it may be kept by the administration for 3 days.
2. When phones are allowed, texting is strongly discouraged, except for between student and parent, at any time while on the school property. Idle chatter via text is generally unhealthy to the school community.
3. Laptop computers and PDAs (iPad’s, etc.) are allowed for students in grades 7 through 12 at the teacher’s discretion. These must only be used for school purposes and *must not be wirelessly connected to outside services or plugged into the school’s network*. No games are allowed. *Absolutely no pictures may appear on the screen unless they are directly related to the school.*

4. Scientific calculation software and calculators on laptops are permitted at the teacher's discretion.
5. Under no circumstances should students have any type of device, including iPad, laptops, or cell phones communicating with outside servers while at school.
6. All other electronic devices (games, toys, MP3 players, iPods, etc.) are **not allowed on the premises**. If they are seen, they will be confiscated. This includes iPods, iPads, or other devices used for music and games. Exceptions may be rarely approved by the administration.

Any violation of the above will result in the loss of privilege using electronic devices and/or their confiscation.

Any teacher may, at his discretion, forbid the use of any device at any time without giving a reason.

Computer Use

Computers in the classroom are governed by individual teachers. If they are deemed distracting, a teacher may request the computer be put away.

1. Students are restricted to Microsoft Office application use (or competitive equivalents) for notes, etc. No other special programs or games are allowed. Software exceptions will be granted for other academic uses.
2. Rock band, logo art and other commercial imagery are not permitted to be shown on the screens of these computers while at school in accordance with our other policies. No pictures are to be visible on the screen of any computer unless they directly relate to school.
3. Students may use school computers for school purposes only. Students are expected to use their own storage device to store their data. We recommend students bring a USB thumb drive to transfer files to and from their home computer. All disks or thumb drives **MUST** be virus checked at home before bringing them to school. School laptops are frequently purged of data without warning. Therefore, students should not expect that their data will remain on a computer at school.
4. Students may be asked to type their papers or prepare presentations to the class. While using a computer is not absolutely necessary for these tasks, computers are very helpful. Students may use school computers for these purposes, but still must provide their own data storage device (a USB port flash drive).
5. Students are not allowed to use The Ambrose School's administrative computers, printers, faxes, or scanners (except for media class work).

If a student needs an emergency printout, they can request one from the office at a cost of \$1 per page. The office may not have time to honor the request.

6. Students are not allowed access to teacher's computers without the teacher present.

At home:

1. We **STRONGLY** discourage unsupervised connected computers, phones, or iPads in the bedroom at any age.
2. Students should have a quiet place free of distractions for homework.
3. Students should have a chair and desk or table on which to do homework.
4. 6th grade and above are expected to have access to a computer capable of using a USB flash drive.
5. **Students must have a printer.** The school will not print student papers. In emergencies, the office may be willing to print student papers at the cost of \$1 per page.

Weapons

No weapons may be brought into the school at any time by students or parents without the prior consent of the headmaster. Weapons include knives, martial arts weapons, swords, battle axes, self-defense items like tasers or mace, and firearms. Items are to be brought into the office by an adult in a case or completely enclosed in some way as soon as they arrive to obtain consent. Consent will be granted rarely, for educational purposes. Items brought for educational purposes must be unloaded and made as safe as possible. They are to be immediately brought through the front doors to the front office for inspection and storage before they will be allowed in the school. An administrator will verify that the weapon is unloaded.

Students in the Building after School Hours (K-6)

As a family-friendly organization, we desire to maintain the cordial atmosphere of our school. We have been challenged by the number of students remaining in the facility after 3:30. With house activities and Archer games, there is a lot of activity.

1. Please pick up your students on time. Consider this: If every K-6 family were late for pick up just once a year, our office would be managing students after hours every school day of the year. We do not maintain this level of staffing. Teachers have other obligations at this time. Therefore, any student 6th grade or below who is not picked up by 2:30 will be taken to homework club. Any student remaining in

homework club at 2:45 will be charged \$5 for every 15 minutes in homework club. All K-8th grade students must be under the authority of an adult who is present on campus.

2. Students may remain under the care of their teacher for after-school work with that teacher's prior permission.
3. High school students may use the gym unattended, but they may not act as the supervisory adult for younger students. K-8th students may not be in the gym unattended by a parent or staff member.
4. All students must remain in uniform while at the school. The only exceptions are:
 - a. Archer sport uniforms and practice apparel which may be worn by athletes immediately prior to practice or games.
 - b. On game days, students may change into Ambrose logowear to cheer on the team after the school day is over.
 - c. Students under direct supervision of parents may change in the school restrooms for immediate departure with the parent (skiing, etc.).
 - d. Students briefly returning to school from home after hours or those with teacher permission for a play, etc. may be out of uniform.

Aside from these exceptions, students may not change out of their uniforms at the school. We must be able to identify our students from non-Ambrose students and do not wish to manage dress standards during this time.

5. During all times at the school or at school events, students must conform to the rules outlined in "Dress" section when they are wearing non-uniform dress.
6. No non-Ambrose students, including older siblings and outside friends, are allowed in the building without a parental escort. If a student isn't wearing a uniform, they will be considered an unescorted visitor and asked to leave. Graduates of The Ambrose School may visit, but must sign in.
7. Students of teachers, staff, or volunteers working in the school after hours must be under the control of an adult. These students may not wander the halls or act in a disorderly manner. Volunteers, teachers, and staff must know where their children are and what they are doing at all times.
8. During after-hours activities, students are not permitted upstairs or other parts of the building without permission.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.

Instructions for Gym Monitors

Children in grades K-8 are not allowed to use the gym without adult supervision. Children may use the gym only when an adult monitor (not just any adult) is present. To be an adult monitor, the adult must check in with the office each time they will be watching children in the gym. They must also read and follow these guidelines:

1. Adult monitors must check in with the office verbally each time they take responsibility for those in the gym. You must also let the office staff know when you close the gym and leave.
2. Adult monitors are responsible for EVERY child in the gym, not just the ones they brought in. If a monitor does not wish to be responsible for particular children, the monitor must ask them to leave until they can find another monitor to agree to watch them.
3. Monitors are responsible for enforcing the following rules:
 - a. No food or drink in the gym.
 - b. No kicking balls hard enough for them to become airborne. No kicking basketballs. No using bats or swinging any hard items.
 - c. No playing on fixtures (chairs or their caddies, stage elements, tables, etc.).
 - d. No rough playing. No wrestling, pushing, or scuffling. If it looks a little dangerous, slow the play down.
 - e. If high schoolers are playing with younger children (K-6), the games must be very gentle and non-competitive.
 - f. When done, all balls must be returned to their places.
 - g. When the monitor leaves, he or she must completely clear the gym of all students and inform them that they may not play in the gym any longer until another they find another person willing to monitor them.
 - h. This is not an exhaustive list. If you're the monitor, you're the boss. If play seems dangerous, take control.
 - i. Please turn out the lights when you leave. The main light switches are located inside the closet near the northwest doors.

General Gym Rules

1. No "real" footballs may be thrown in the gym. Nerf footballs are

- allowed at the teacher's discretion.
2. No kicking basketballs or soccer balls.
 3. No plastic jump ropes.
 4. No food or drink during playing times (recess, PE, etc.).
 5. If using the gym for play, all students must have clean, non-marking athletic shoes or they must remove their shoes (does not apply to assembly events).
 6. Only staff and authorized personnel can access the control cabinets.
 7. All baskets are at 10'. If you change them, restore them to their original position.
 8. No one under the 9th grade may play without an adult attendant in the gym.
 9. Students are not to come into the gym directly from outside as this will track dirt. Go through one of the other school entrances and through the school.
 10. No horseplay, rough play, or out of control play. The responsible adult is expected to set this tone.
 11. PE and other formal classes have exclusive access to the gym during scheduled times. Recess in the gym is only permissible on days with heavy rain, and then at the discretion of the scheduled user.
 12. Do not change the heat settings.
 13. The last group using the gym each day must sweep the floor.
 14. DO NOT bring unauthorized furniture (chairs, tables, things on wheels) or heavy objects into the gym without administrative approval.
 15. To schedule the gym you must contact the person in the office who is responsible for scheduling gym usage.

Discipline

Classical Christian education uniquely recognizes that education is the process of training student affections. We want students to love our rules, love our standards, love their neighbors, and most importantly, love God. To love God, a student must love what God loves. God has set forth authority in the lives of students, and these authorities set up standards. The school and its rules are part of that structure. To bring students to love our standards, we disciple them in love, as Christ loved and trained his disciples. This involves a close, loving community and high standards.

Discipline is based on biblical principles and administered with love and consistency in light of the student's behavior and attitude. In imitating what God does with His people, we strive to teach students how to behave with good character, practice with them in exhibiting good character so the student understands what is expected, reward students who show exceptional character, and discipline students who lapse until they reach a state of true, heartfelt repentance. In all of these steps, love and forgiveness are integral parts of the discipline of a student.

The majority of discipline problems are handled at the classroom level.

K-6th Discipline Procedure

1. Most minor discipline issues can be taken care of in class through correction and training. We spend much of the first two months at the school teaching, training, and practicing what is expected of students. Young students thrive in a structured environment and therefore, if we maintain order, discipline issues tend to remain minor.
2. **Yellow slips:** When a teacher needs the assistance of the parents with discipline, a yellow slip is sent home. Each yellow slip will list the code violated (a violation of respect, order, unity, diligence, or honesty) and a brief description. Parents should treat the occasional yellow slip as a teaching opportunity. Multiple yellow slips over a quarter should be dealt with more seriously by parents.
3. **Office visit:** If a student does not seem to be responding to yellow slips or if the student commits a serious violation (striking another child, etc.), the student will be sent to the office.
4. The first two times a student is disciplined with a formal office visit, the dean and/or teacher will contact the student's parents and relate the details of the visit. The parents' assistance and support in averting further problems are necessary to establish a partnership to develop student character.
5. A meeting with the dean or headmaster will follow the third office visit with the student's parents and a suspension may be indicated for serious misconduct.
6. Should the student require a fourth office visit, a two-day suspension may be imposed on the student. Expulsion may also be indicated.
7. If a fifth office visit is required, the student may be expelled from the school.
8. If at any point the student's behavior is disrupting the class tone, the student may be immediately dismissed.
9. **Blue slips:** Blue slips are an indication that homework is missing or

has not been completed properly. These are generally not considered “discipline,” but rather a way to communicate with parents. RenWeb has taken over most of this notification, so parents are encouraged to check RenWeb regularly. In the event that a homework load is particularly heavy for a period of time and your child is falling behind you may check the box “My child . . .” Please use this with discretion. The teacher may choose to give a zero for the assignment. Students may fall behind with this option if used frequently.

10. **Green slips:** Green slips are given to students for uniform or grooming violations. They are informational and are not considered discipline. If a student repeatedly receives uniform or grooming violations, a yellow slip may be issued.
11. **Pink slips:** Pink slips are given to students who arrive late to class. If a student is late for reasons beyond his control, a parent should send an explanatory note with the student to the office.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.

Office Visits

The following behaviors qualify for automatic visits to the dean:

1. Disrespect shown to the teacher or any adult.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion or willful disobedience in response to instructions.
4. Fighting: striking or pushing in anger with the intention to harm another student.
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.
6. Bringing weapons or illegal substances onto campus.
7. Skipping class without a good reason or leaving campus without permission.

Expulsion

The Ambrose School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student demonstrate a repeated disregard for our community and standards, the student will be expelled. Student expulsion generally results when a student’s behavior or attitude is negatively affecting our school culture.

Serious Misconduct

Examples of serious misconduct could include: acts endangering the lives of other students or faculty members; violence/vandalism to the school facilities; violations of criminal law; or any act in clear contradiction of scriptural commands. When a student commits a serious act, suspension or expulsion may be imposed immediately. The student will also be subject to school discipline, including expulsion, for serious misconduct that occurs after school hours.

Re-admittance

Should the expelled student desire to be re-admitted to The Ambrose School at a later date, the board and headmaster will make the decision based on the student's attitude, demonstration of repentance, and circumstances at the time of re-application.

Parent's Student Improvement Plan (PSIP)

The Ambrose School provides an educational service to parents so that they can fulfill their God-given responsibility to educate their children. However, when special resources or attention is required for a specific student over time, we expect parents to intervene and take responsibility for the correction. Unlike public schools, or some other private schools, we do not take federal dollars to provide special services. We do wish to help parents understand how they can best help their children succeed at The Ambrose School. When special assistance is needed from parents, we produce a PSIP.

When a student is placed on a Parent's Student Improvement Plan (PSIP), his ability to remain at the school in the future depends on his demonstrated change in attitude and behavior or academics. Students who are disciplined for serious offenses (as determined by the headmaster) will be put on a PSIP. Once on a PSIP, a student will be given less latitude. Students may lose privileges until they have earned the trust of the staff and administration.

Unlike behavioral PSIPs, academic PSIPs do not relate to the heart condition of the student. An academic PSIP notifies parents that unless a specified improvement is seen in the student, the student will not be able to continue in their current grade. With an academic PSIP, The Ambrose School, the parent(s) and the student agree to make certain modifications to better assist with student's academic struggles. These modifications could have specific timelines attached.

Corporal Discipline Policy

We use spanking as a form of punishment under specific circumstances when necessary to maintain an ordered learning environment. There is no credible evidence of any negative effects of spanking when it is carried out properly and in love. On the contrary, biblical directives and 5,000 years of history support

spanking as an effective means of disciplining children. Spanking may only be administered with the consent of the parents. If a parent refuses consent, their child will be suspended or expelled for the violation. If the dean determines that a spanking is necessary, he will attempt to contact one of the child's parents before the spanking is administered. When the parent cannot immediately respond, the dean will explain the nature of the offense to the child. The spanking will be done with another adult witness present in the dean's office. At least one of the adults shall be female if the child is female. Spanking will be limited to three (3) swats with a paddle on the buttocks, followed by reassurance and prayer. The child will be allowed to compose himself before reentering the classroom. As in all discipline situations, the dean acts *in loco parentis*, on behalf of the parents. Students older than the 6th grade will not be spanked.

Attendance Requirements

Because each class period contributes significantly to the curriculum objectives of The Ambrose School, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, we recognize the authority of parents over their children, and understand that parents may decide it is in the best interest of their child not to attend school on a particular day.

Students are expected to be prompt in their arrival to school and to subsequent classes throughout the day. If a student is late for reasons beyond his control, a parent should send an explanatory note with the student to the teacher. We ask that you arrive on time to prevent disruption in the class.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.

Hours of Operation for Kindergarten

Class time is from 7:45 a.m. until 10:45 a.m. for morning kindergarten. All-day kindergarten is from 7:45 a.m. until 2:15 p.m. The student is expected to be seated and ready for education at the appointed time.

Hours of Operation for 1st – 8th Grades

The school is open from 7:00 a.m. until 3:20 p.m. for dropping off and picking up of students. Classes start at 7:45 for K - 12th grades. Please arrange for prompt pick up at 2:15 p.m. for K - 6th grades and 3:00 for 7th - 8th grades. Prompt attendance is expected.

Holidays

The following are the standard school holidays. Check the school calendar to confirm these during a given year.

New Year's Day (January 1)

Human Rights Day (3rd Monday in January)

President's Day (3rd Monday in February)

Good Friday (Friday before Easter)

Memorial Day (last Monday in May)

Labor Day (first Monday in September)

Thanksgiving Day (fourth Thursday in November) and the Friday following
Christmas Day (December 25)

Absences and Tardies

Excused Absences

1. Excused absences include those caused by illness or injury, doctor, dentist or other professional appointments, and family emergencies such as a death in the family.
2. Excused absences may also include those that are planned, e.g., when a student must accompany the family on out-of-town business or other special family occasions. In such cases prior arrangements should be made with the teacher as soon as you are aware of the need to take your student out of school. Parents are not to use this category very often. Such absences will not be excused repeatedly.
3. The make-up of missed work is the responsibility of the student. The teacher will decide which work must be made up. The time given a student to make up work will be at the discretion of the teacher with a *maximum* of two days for each day missed. Any assignments or tests not made up within two weeks following an absence will receive an "F". In every case the make up work should be completed no later than one week following the end of the grading period.

School Related Absences

Absences related to sanctioned school events (athletics events, house events, mock trial and the like) will not be counted against the student. Work missed must still be make up according to the teacher's discretion.

Unexcused Absences

Any absences other than those mentioned above are considered unexcused. Consequences of unexcused absences are as follows:

- The student will receive an "F" for all graded assignments and tests administered on days during which the unexcused absence occurred.

- If a pattern of unexcused absences emerges the dean will seek the parents' cooperation in obtaining the student's regular attendance. If a pattern continues the student's continued enrollment may be jeopardized.

K-6th Tardies

Students are expected to be present and prepared to begin class when school begins at 7:45 each morning. Students not in the room and ready for class to begin will be considered tardy when the tardy bell rings. A record of tardiness will be maintained. Being tardy five times in a given quarter will result in 1 absence being recorded for the student.

K-6th Maximum Absences and Tardies

Absences	Tardies
<p>Up to 10 per semester = No consequence</p> <p>11 per semester = In school suspension</p> <p>12 per semester = Out of School Suspension</p> <p>More than 12 per semester = grade retention or expulsion</p>	<p>5 per semester = 1 absence</p> <p>10 per semester = In-school suspension</p> <p>11 per semester = One day out-of-school suspension</p> <p>12 or more per semester = Parental conference with dean and possible grade retention or expulsion</p>

7th-12th Absences and Tardies

Refer to The Ambrose School Student Agenda for 7th-12th students.

Security

All school doors are unlocked beginning at 7:00 am; beginning at 8:00, only our front door is available for entrance. All other doors are locked at all times. Please do not prop doors open. Students under the 9th grade are monitored on the playground at all times by at least one adult (who must have a key fob to reenter the building.) We attempt to have two adults available on the playground whenever practical. While playing, students must remain visible to the playground monitors at all times.

During the day, we will not release students to strangers without the prior consent of the parents or guardians. We determine this based on the backpack tag on the student's backpack. Our structured program helps to ensure that students are under positive control at all times. K-8th grade students are allowed to leave the campus only in the presence of an adult and through the proper procedure - either signing out in the office or leaving at the regularly appointed time. Students sneaking off campus may face suspension or other disciplinary action. Older siblings who are of driving age and who attend the school may take their younger siblings off campus if they sign out or are leaving at the appointed time.

All adults are required to sign in at the school office and must wear a visitor/parent badge. This applies to all parents whether here to volunteer or observe in a classroom.

Procedure for School Cancellation Due to Weather

Our general policy is to call a snow day if the Boise or West Ada schools do so. The first place to be updated will be the main web page at www.theambroseschool.org. There will be a red banner at the top of the page reporting school closure. We will also send e-mails to those who have provided us with their e-mail addresses in our RenWeb system and a Parent Alert text message to those who provided a mobile phone number.

When school is cancelled, generally all after-school activities are also cancelled. However, in some cases when roads improve during the day, sports practices or other events may continue as planned. Notice will be given through e-mail and on the web page (www.theambroseschool.org). Academically, school will resume after the cancellation with all requirements pushed back to the first day we return. For example, if the snow day were Thursday, Thursday's work would be due on Friday. If assigned ahead of time, Friday's work would not be due until a future date.

Grading, Homework, and Awards

Grading Basis

Percent	Letter	Points	Performance
100-98	A+	4.0	
97-93	A	4.0	Excellent
94-90	A-	4.0	
89-88	B+	3.33	
87-83	B	3.0	Good
82-80	B-	2.67	

79-78	C+	2.33	
77-73	C	2.0	Satisfactory
72-70	C-	1.67	
69-60	D	1.0	Needs Improvement
59-0	F	0.0	Failing (class may need to be repeated)

All academic grading for core subjects at The Ambrose School is based upon standards and follows a criterion-referenced base for evaluation. Specific standards and procedures are provided for students and parents at the start of the school year. The following scale is used for recording grades in second through eighth grade class.

*Refer to The Ambrose School Student Agenda for the 9th-12th grade grading scale and policies.

Homework

Homework is a part of a well-rounded Ambrose education. Homework equips students in the necessary tools for learning, provides them with practice outside of the classroom, encourages them to work independently, and reinforces the concepts presented in class. As the Ambrose school day is shorter than other schools, students do have additional time every afternoon for the completion of routine homework.

RenWeb Auto Zero Notification

Auto zero notification through RenWeb can help parents be aware of any time their student gets a zero on a homework assignment. Log into your RenWeb account; select the Family Information menu on the left; click on Family Demographic Form in the Online Filing Cabinet box; select Custodial Parent Form (you need to do this on both parents if you want both to receive the information); scroll down to the bottom of the page and choose your preferences. As you are choosing your preferences you can also receive a progress report of your student's grades daily or weekly merely by using the drop down box provided.

Guidelines for Daily Homework

As a rule, homework is assigned when a teacher determines that home is the best place for that specific assignment. Occasionally, a student may bring work home that was not finished in class because the student did not use his time wisely or did not keep pace with the majority of the class. Teachers do not send work home because the lesson plan could not be accomplished during the time allotted.

The amount of time required to complete a homework assignment varies with the student's abilities. Evaluations will be made throughout the year to ensure

that the level of homework is reasonable. The following guide should be regarded as approximate maximum times for the average diligent student.

Homework Guidelines	
Kindergarten	2 hours per week
1 st Grade	3-4 hours per week
2 nd Grade	4-5 hours per week
3 rd Grade	5-6 hours per week
4 th Grade	5-6 hours per week
5 th Grade	6-8 hours per week
6 th Grade	6-8 hours per week
7 th – 12 th Grade	See student agenda

We encourage parents to contact their child’s teacher if homework frequently exceeds the above guidelines.

Excessive Homework

When students commonly exceed the homework limits, they may need to adjust their study habits or work with the teacher to get more done in class. Please read our *Ending the Homework Hassles* information sheet (available from the office) or purchase the book *Ending the Homework Hassles* by John Rosemond. Also, please read “What to Expect at The Ambrose School” in this booklet. If there are still concerns, please contact the teacher or the appropriate administrator.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.

Weekend/Vacation Homework Policy

Generally, homework is not assigned over the weekend or over holidays/vacation periods. However, students may be assigned homework for Friday afternoon.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.

Homework and Computers

We expect families to provide the following at home:

1. A quiet place free of distractions for homework.
2. A chair and desk or table on which to do homework. Older children (above the 3rd grade) should have this desk in their room or another location without activity.
3. 6th grade and above are expected to have access to a computer with Microsoft Word and Microsoft PowerPoint software, as well as updated

anti-virus software. Students must also have a printer. The school will only print student papers for a fee. Finally, the home computer should be capable of using a USB flash memory drive. Every student in the 7th grade and above must have a thumb drive or memory stick for transporting documents to and from school systems.

Annual Student Awards

Awards are cumulative for all four quarters for grades 4th - 6th. No awards are given for grades K - 3rd.

Awards for Grades 4th – 6th

1. *Annual Honor Roll*: Fourth through sixth grade students who earned an *A* average (3.9-4.0) every quarter will be awarded the *Headmaster's Encomium* certificate. Those who earned a GPA of 3.8-3.89 will be recognized with a *Headmaster's Commendation* certificate. Those with a *GPA of 3.7-3.79* will receive a *Headmaster's List* certificate.
2. *Faculty Commendation*: A teacher may commend any student who demonstrated outstanding character in any pursuit related to his activities at The Ambrose School. To earn a Faculty Commendation, the student's efforts must have been oriented toward achievement that transcended ordinary individual or class expectations.

Refer to The Ambrose School Student Agenda for 7th-12th grade students.