



THE AMBROSE SCHOOL
PARENT HANDBOOK
MARCH 2023

Contents

[WELCOME TO THE AMBROSE SCHOOL..... 8](#)

 A Mission for Christian Influence..... 9

 Our Mission..... 9

 Statement of Faith..... 10

 Board Governance..... 12

 ACCS Accreditation..... 12

 Expectations for the Student and Family..... 13

 What to Expect at The Ambrose School..... 14

 Parents’ Reading List..... 14

[THE FOUNDATION..... 15](#)

 Pre-K-1st – The Pre-Grammar Phase..... 15

 2nd-4th – The Grammar Phase..... 15

 5th-6th – The Pre-Logic Phase..... 16

 7th-8th – The Logic Phase..... 16

 9th-10th – The Pre-Rhetoric Phase..... 17

 11th-12th – The Rhetoric Phase..... 17

 Inspired to Learn, Trained to Think..... 17

 Integration..... 18

[OUR CURRICULUM..... 20](#)

[BEHAVIORAL PRINCIPLES AND GUIDELINES..... 20](#)

 Three Convictions..... 20

 Guiding Principle..... 21

 Expectation of Students..... 21

 School Improvement & Addressing Concerns..... 22

 A Word about Correction..... 23

[FIELD TRIPS AND THE SENIOR TRIP..... 24](#)

[VISITING AND PARKING AT THE SCHOOL..... 24](#)

[AFTER SCHOOL INFORMATION..... 25](#)

 After School Programs..... 25

7th-12th After School Activities (fees may apply).....	25
<u>PARENT RESOURCES.....</u>	<u>26</u>
FACTS Family Portal – Student Progress/Financial Home.....	26
ParentSquare – StudentSquare.....	26
Events.....	26
Exordium.....	26
Traditional Christmas Concert (Locust Grove Campus).....	27
Grandparents Day.....	27
Volunteering.....	27
Homeroom Parents.....	27
Recess and classroom helper.....	27
Substitute Teaching.....	28
Event Support.....	28
<u>FUNDRAISING.....</u>	<u>28</u>
<u>FINANCIAL.....</u>	<u>29</u>
Overview.....	29
Tuition Payment Options.....	29
Refunds.....	30
<u>DRESS CODE.....</u>	<u>30</u>
Overview.....	30
Uniform Requirements.....	31
Used Uniforms for Sale.....	31
Purchasing New Uniforms.....	31
Accessories, Coats, Backpacks, Toys, Etc.....	32
Grooming.....	32
<u>BASIC SCHOOL RULES.....</u>	<u>34</u>
Conflict Resolution.....	34
Illnesses.....	34
Immunizations.....	35
Conduct Within School.....	35
Conduct Outside of School.....	36
Dating and Relationships.....	36

Conduct at School Sponsored Events.....	37
Reverence.....	38
Electronics.....	38
Computer Use.....	39
Weapons.....	40
Students in the Building after School Hours (PreK-6).....	40
Instructions for Gym Monitors.....	41
General Gym Rules.....	42
<u>DISCIPLINE.....</u>	<u>43</u>
K-6th Discipline Procedure.....	43
Office Visits.....	44
Expulsion.....	45
Serious Misconduct.....	45
Re-admittance.....	45
Parent's Student Improvement Plan (PSIP).....	45
Corporal Discipline Policy.....	46
Attendance Requirements.....	46
Holidays.....	47
Absences and Tardies.....	47
<u>SECURITY.....</u>	<u>49</u>
<u>PROCEDURE FOR SCHOOL CANCELLATION DUE TO WEATHER.....</u>	<u>49</u>
<u>GRADING, HOMEWORK, AND AWARDS.....</u>	<u>50</u>
Grading Basis.....	51
Homework.....	51
FACTS Family Portal Auto Zero Notification.....	51
Guidelines for Daily Homework.....	52
Excessive Homework.....	52
Weekend/Vacation Homework Policy.....	53
Homework and Computers.....	53
Awards.....	53
Awards for Grades 4th – 6th.....	53
<u>LOCUST GROVE FACILITY.....</u>	<u>54</u>

Uniform & Logowear Store.....	56
<u>BRIDGE CAMPUS FACILITY.....</u>	<u>56</u>
<u>NORTH CAMPUS FACILITY.....</u>	<u>57</u>
<u>Appendix A – Student Agenda for Locust Grove Campus 7th-12th grade students.....</u>	<u>59</u>
TABLE OF CONTENTS.....	59
A NOTE FROM THE DEANS.....	59
ST. AMBROSE--ADMIRED BUT RARE.....	60
Who Was Saint Ambrose?.....	61
SIX GOALS OF A GRADUATE.....	62
<u>EDUCATION AS THE CULTIVATION OF VIRTUE.....</u>	<u>64</u>
Fortitude.....	65
Prudence.....	66
Temperance.....	67
Justice.....	68
Faith.....	69
Hope.....	70
Love.....	70
HYMN OF THE MONTH VERSES.....	71
<u>2022-23 STUDENT CALENDAR.....</u>	<u>75</u>
<u>SCHOOL POLICIES.....</u>	<u>76</u>
Security.....	76
Weapons.....	76
Visitors.....	77
Before And After School.....	77
Students In The Building Outside Of School Hours.....	77
Gym Usage.....	78
Study Halls.....	78
Lunch.....	79
Driving.....	79
Driving To School-Sanctioned Events.....	80
For Those Students Who Remain In The Custody Of The School.....	80

Purchasing Uniforms.....	91
Uniform Days.....	91
Dress.....	91
At School Functions (Dances, Events, Games, Retreats, Etc.).....	92
Accessories, Coats, Backpacks, Etc.....	92
Grooming.....	92
<u>TECHNOLOGY AND ELECTRONICS.....</u>	<u>94</u>
Computer Use.....	94
<u>HONOR CODE.....</u>	<u>95</u>
Conduct Outside Of School.....	96
Conduct At School Sponsored Events.....	97
Dating And Relationships.....	97
Serious Misconduct.....	98
7-12 Discipline Procedure.....	98
<u>HOMEWORK POLICY AND GRADING.....</u>	<u>99</u>
Guidelines For Assigning Daily Homework.....	99
Excessive Homework.....	99
Dropping, Adding and Auditing Classes (For All 7th-12th Grades)....	99
Student Agenda.....	100
Weekend/Vacation Homework Policy.....	101
Grading Basis.....	101
Annual Student Awards.....	101
Athletic Requirements.....	102
<u>ATTENDANCE REQUIREMENTS.....</u>	<u>103</u>
Number Of Absences.....	103
Planned And Excused Absences.....	103
Unexcused Absences.....	105
Tardies.....	105
Guidelines For Tardies.....	105
Attendance Instruction Summary.....	106
<u>FACILITY DETAILS.....</u>	<u>107</u>
Food.....	107
Fire Drill And Lockdown Instructions.....	107

Procedure For School Cancellation..... 108

WELCOME TO THE AMBROSE SCHOOL

Dear Parents,

Thank you for choosing The Ambrose School for your family. We are glad to have you as part of our community. This handbook will provide many insights into your questions about what it means to partner with Ambrose in your children's education. We desire to assist parents in their God-given responsibility of raising children in the fear and admonition of the Lord (Eph. 6:4). We strive to provide an orderly program for students to grow in their love of truth, goodness, and beauty, as revealed through Jesus Christ.

We are unapologetically Christian. We acknowledge right and wrong, truth and falsehood, based on the Word of God. In Jesus, we find the highest expression of Truth, Goodness, and Beauty. The Christian faith, lived out in our community, provides the arena where our students live and learn. He said, "I have come, a light into the world, that whoever believes in Me should not abide in darkness" (John 12:46). Basing all institutional standards and expectations on the scriptures sets our students' foundation to be lifelong pursuers of His Kingdom.

We are unapologetically classical in our methodology. We use techniques proven successful throughout the centuries. Students have natural strengths and tendencies that change through the grammar (early), logic (middle), and rhetoric (older) stages of their growth. We harness the areas of strength and support areas of weakness as students progress through the Trivium. The classical education model instills the tools necessary for students to become lifelong learners, able to think deeply, reason sharply, and speak winsomely.

The Ambrose School faculty and staff take up the challenge of teaching and enculturation humbly but boldly, trusting that Christ is the author and perfecter of our students' lives. The classical methodology works in unison with Christian families to create a timeless design of education and formation. Thank you again for allowing us to partner with you.

Soli Deo Gloria,

A handwritten signature in black ink, reading "M. Wade Ortego". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

M. Wade Ortego
Head of School

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.

Our Mission

To mature students in Christ as we integrate faith and reason through classical Christian education.

As a classical Christian school, we develop Christian leaders who possess the qualities of a deep and reasoned faith, a heartfelt moral compass and 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.

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.

- We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16).
- 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).
- We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.
- 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.
- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary (Titus 3:5).
- We believe salvation is by grace alone through faith alone (Ephesians 2:8-9; Romans 11:5-6).
- We believe faith without works is dead (Philippians 2:12, Ephesians 2:10, James 2:14-26).
- We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9, Galatians 5:22-25).
- We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46).
- We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17, I Corinthians 12 and 14).
- We believe that God wonderfully and immutably creates each person as male or female. These two distinct sexes together reflect the image and nature of God (Gen 1:26-27). Rejection of one's biological sex is a rejection of God's design.
- We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor 6:18, 7:2-5; Heb. 13:4).
- We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including adultery,

fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt 15:18-20; 1 Cor. 6:9-10).

- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11). We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of The Ambrose School.

Board Governance

The Ambrose School is a 501(c)(3) corporation. 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 directors. Board members are listed on our website.

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.

ACCS Accreditation

Our accreditation is through a private association called the Association of Classical Christian Schools. The ACCS has nearly 500 member schools but accredits only about 50. 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.

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 have never had a student rejected at a college due to our accreditation but there are several colleges that give preferences to ACCS graduates.

Expectations 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 *In 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.

1. *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 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:

The Abolition of Man, C. S. Lewis

You Are What You Love, James KA Smith

Repairing the Ruins, Doug Wilson

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

Wisdom and Eloquence, Littlejohn and Evans

Parenting consistently with Classical Christian Education:

Ten Ways to Destroy the Imagination of your Child, Anthony Esolen

The Tech-Wise Family, Andy Crouch

Amusing Ourselves to Death, Neil Postman

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

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

Collapse of Parenting, Leonard Sax

Habits of the Household, Justin Whitmel Earley.

Tips for Talking to Your Kids about Sex, CanaVox (available on Amazon)

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.

Pre-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 do not 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 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 parents' 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 hand-holding 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. Oftentimes certain disabilities require more than our staff or curriculum can deliver.

Finally, education is the responsibility of the family. We rarely notice problems or concerns as quickly as parents can. Please reach out to your child's teacher if you have problems or concerns.

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 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 off-site 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.

THE CODE

Respect, Order, Unity, Diligence, Honesty

THE RULE

Obey right away, all the way, cheerfully, every day.

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, until 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. When situations arise that require a face-to-face meeting with your teachers, please schedule an appointment to meet with the teacher outside of classroom hours. Please do not interrupt class time to talk to a teacher. 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 head of school and then the board of directors. To request this, please inform the head of school. You may call the chairman of the board if you would like to speak with him directly. However, if this 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 a 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 Grammar School Dean may employ corporal punishment and only under the authority and approval of parents.

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 one to 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. We encourage students to start saving for the trip when they are freshmen or even earlier by working during the summer and after hours. 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 cost of the trip.

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 wear a name badge obtained at the reception window.

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 check in with the front office and obtain a visitor badge.

All visitors must wear their badge 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.

See the campus facility details sections toward the end of this handbook for more information about parking and entering each of our three campus buildings.

AFTER SCHOOL INFORMATION

After School Programs

A limited number of K-6th after school programs are available at each campus that will vary from year to year. Be sure to check the Summer Planning Packet to see what activities will be offered at your campus.

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.

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

We compete in the IHSA 2A league against other private and public schools. For more information, please contact our athletic director.

Cross Country – (Fall) Available for boys and girls entering 6th-12th grades.

Mountain Biking– (Fall) Available for boys and girls entering 6th-12th grades. Teams practice at least four times a week.

Girls Volleyball – (Fall) Available for girls entering 7th-12th grades. Teams practice at least four times a week.

Basketball – (Winter) Available for boys and girls entering 7th-12th grades.

Golf – (Spring) Available for boys and girls entering 9th-12th grade. Teams practice at least four times a week at a local golf course.

Drama – (Fall - High School, Spring - Junior High) 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 - 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.

Trap Shooting – (Fall Season: September - November; Spring Season: April - May). Available for boys and girls entering 6th-12th grades. Teams practice two times a week.

Soccer – (Fall) Available for boys entering 9th-12th grades. Teams practice at least three times a week.

PARENT RESOURCES

FACTS Family Portal – Student Progress/Financial Home

The FACTS Family Portal is used to manage attendance, family information, grades, transcripts, and tuition. Parents can access their children's grades, view a parent directory and see their charges and payments and update their financial information. Parents must first be sure that our office has a current email address for your family. Our district code is FA-ID. Your student may have an account of his own so he can check his assignments and grades. 7th-12th grade students can use their school email to create this account.

Progress reports and zero notifications are sent via email from the FACTS Family Portal.

ParentSquare – StudentSquare

This is the school's primary mode of communication with families. All upcoming events, announcements, newsletters, updates, and schedules are posted through ParentSquare and StudentSquare to the appropriate grades, classes, or groups. Parents and students will receive an email notification when something is posted that pertains to them. There is an app available to download if preferred. We strongly encourage parents to register at parentsquare.com so that they can login and sign up for parent teacher conferences, RSVP for events, and join volunteer lists.

StudentSquare and student emails

7th through 12th grade students are given a school-issued email address and will receive communication via the StudentSquare system using this email address as their username. Students are encouraged to check their student email for House updates and school-wide announcements. Student emails follow this format: last two digits of graduation year, first name, last initial @thearchers.net. Example: 26jordanb@thearchers.net.

Events

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 grade presenting plus a talk from a guest speaker, teacher, or administrator. 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.

Traditional Christmas Concert (Locust Grove Campus)

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.

Serve with Compassion Week

One week each year we have school-wide community service.

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.

Spring Music and Arts Festival (Locust Grove Campus)

Art from all grade levels is on display and performances by our various music student groups fill the air during this annual event held the evening of Grandparents Day.

Volunteering

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.

Recess and classroom helper

We welcome our parents/grandparents in our classrooms. Many teachers welcome help with grading, working with individual students who need more attention, classroom work, or recess. Parents 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. Please read our **Playground Volunteer guidelines** located in the Resource Hub in ParentSquare.

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 an 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. 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 Director or the front office.

FUNDRAISING

Annual Fund: The Ambrose Fund is our yearly campaign designed to meet the specific and critical operational expenses of the school. By donating to the Ambrose Fund you help keep tuition lower by not adding these operational expenses to the annual budget.

Fundraising events: Annual Auction, Giving Tree, Sporting Clay Tournament

If you have any questions regarding fundraising please email development@theambroseschool.org or check the school's website under "Donate" for additional ways to support our school.

FINANCIAL

Overview

- **The application fee, the enrollment fee, the family administrative fee, and the first two months tuition payments (based on the 10 month payment plan) are non-refundable. Bridge families are responsible for the entire semester of tuition.**
- Tuition plans are selected through FACTS Tuition Management. Tuition may be paid in full or in monthly payments.
- Tuition is paid a month in advance. For example, tuition for September is paid in August.
- Tuition can be paid through automatic payment with a bank account or credit card..
- If a payment is returned, a returned payment fee will be assessed by FACTS. Late payments will also be assessed a late fee.
- **If your child withdraws from the school, you are responsible for tuition based on the student's attendance. (See Refunds section below.)**
- **Because the Bridge Campus requires a unique level of commitment, co-teacher training, home involvement and curricular purchases, Bridge families will pay tuition for the entire semester in which the student was enrolled, regardless of the withdrawal date.**
- Students who have unpaid account balances or have not returned materials will not receive their report card or transcript 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.
- 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.
- Tuition covers only part of the cost to educate each student. We depend on the financial gifts of like-minded contributors. Tax-deductible contribution receipts will be generated for donations made to the school.

Tuition Payment Options

1. **Payment in full** by July 1st.
2. **Monthly payment through automatic withdrawal** from your bank or credit card account.

Refunds

Fees: All fees are non-refundable.

Tuition: Refunds are calculated based on a 10 month payment schedule. **The first two months are non-refundable.** The remaining months may be refunded based on the student’s attendance. **Bridge families will pay tuition for the entire semester in which the student was enrolled, regardless of the withdrawal date.**

The following table is for Locust Grove and North Campus students only.

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

DRESS CODE

Overview

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. Our uniform guide shows the dress requirements for each grade. Parents can typically purchase two to three sets of uniforms to last throughout the school year. If parents are interested in purchasing or selling used uniforms, we have a Uniform & Logowear Store at our Locust Grove Campus where parents can consign and/or purchase used items.

Uniform Requirements

Please see the Uniform Guide. The online uniform guide can be found in ParentSquare in the Resource Hub or on the school website by clicking on Ambrose Parents at the top right then on the Uniforms & Logowear tab. 7th-12th grade uniform requirements can also be found in the 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 at the Locust Grove campus. Please see store hours on our website under 'Ambrose Parents.'

Purchasing New Uniforms

See the back of the Uniform Guide or the website for purchasing locations and online stores.

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

PreK uniforms: PreK student uniforms are simplified and do not have to be purchased from our uniform vendors. Ask for the PreK Uniform Guide for more details.

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.

While attending the school, the following grooming practices are not allowed for boys:

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.

While attending the school, the following grooming practices are not allowed for girls:

1. Shaved heads, ornamental cuts, or shaved designs in their hair.
2. Bleached or dyed hair (natural highlighting is okay).
3. Dramatic makeup or nail polish.

4. Visible body piercing (two pairs 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.)

When situations arise that require a face-to-face meeting with your teachers, please schedule an appointment to meet with the teacher outside of classroom hours. Please do not interrupt class time to talk to a teacher.

Illnesses

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 and are free of fever or vomiting for 24 hours.

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 administering 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 guns or knives are allowed on the school grounds or at any school activity.
4. Avoid the off-limits areas of the building or grounds (areas outside the view of general supervision such as dumpsters).
5. Use only approved entrances and exits (see facility guidelines for each campus). Do not use fire exits except in case of a fire. Do not open windows.
6. Treat all of the school's materials and facilities with respect and care.
7. Respect other persons and personal property. Do not access someone else's cubby or locker.
8. 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. 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 and Texting** – We strongly advise caution when using social media. 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 use and texting if/when they negatively affect our students or community.
4. Students who create dissention 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 two 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 are 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 is fine. Just do not 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 publicly 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 are dating you have 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:

- Observe the dress-code for activities (see 'Dress').
- 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.

- 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:

- Silly or trite references to Jesus Christ and His work on the cross.
- Implying, directly or indirectly, that all the students are Christians.
- Mockery of angelic powers, demonic or heavenly.
- 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. For upper school students, cell phones and smartwatches are allowed on campus, but must be turned OFF during school hours when on school grounds and must be stored out of sight (in a locker if provided). If we discover that you forget to turn off your device, it may be kept by the administration for 3 days. If you have your cell phone on you during the school day, it will be confiscated and kept overnight on the first offense; the second offense it will be kept for 3 days; if there is a third offense, a two day suspension will be enforced. Electronic devices of any type (cell phones, smart watches, fit bits, etc.) are not permitted in the Grammar School.
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 and social media is generally unhealthy to the school community.
3. Laptop computers and tablets are allowed at the teacher's discretion. These must only be used for school purposes. Use of these devices is a privilege that can be taken away at the discretion of the school. See "Computer use" below for more information.
4. Scientific calculation software and calculators on laptops are permitted at the teacher's discretion.

5. All other electronic devices are **not allowed on the premises**. If they are seen, they will be confiscated. This includes tablets, smartwatches, or other devices used for music and games. Exceptions may be rarely approved by the administration.

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 may use school computers for school purposes only. Students are expected to use their school provided Google accounts for file and data storage.
2. In the upper school, 7th-10th grade students may only use computers during school hours in the presence of a teacher. 11th-12th grade students may use these devices unsupervised for school-related purposes at a teacher's discretion.
3. Students may be asked to type their papers or prepare presentations to the class. Students may use school computers for these purposes.
4. Students are not allowed to use The Ambrose School's administrative computers, printers, faxes, or scanners (except for media class work, yearbook, TA's, or Tap's,).
5. Students are not allowed access to a teacher's computer without the teacher present.

At home:

- We **STRONGLY** discourage unsupervised connected computers, phones, or tablets in the bedroom at any age.
- Students should have a quiet place free of distractions for homework.
- Students should have a chair and desk or table on which to do homework.
- 6th grade and above are expected to have access to a computer capable of connecting to the internet.
- **Students must have access to 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. The office may not have time to honor the request.

Weapons

No weapons may be brought into the school at any time by students or parents without the prior consent of the head of school. 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 (PreK-6)

Please pick up your students on time. On our Locust Grove Campus, any student 6th grade or below who is not picked up by 2:30 will be taken to homework club and will be charged the homework club daily rate. All PreK-8th grade students must be under the authority of an adult who is present on campus.

Students may remain under the care of their teacher for after-school work with that teacher's prior permission.

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.

All students must remain in uniform while at the school. The only exceptions are:

- Archer sport uniforms and practice apparel which may be worn by athletes immediately prior to practice or games.
- On game days, students may change into Ambrose logo wear to cheer on the team after the school day is over.
- Students under direct supervision of parents may change in the school restrooms for immediate departure with the parent (skiing, etc.).
- 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.

- During all times at the school or at school events, students must conform to the rules outlined in the “Dress” section when they are wearing non-uniform dress.
- 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 and get a visitor badge.
- 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.
- During after-hours activities, students are not permitted upstairs or other parts of the building without permission.

Refer to the Student Agenda for Locust Grove Campus 7th-12th grade students. (Appendix A)

Instructions for Gym Monitors

Children in grades PreK-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, 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, 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 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.
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 office.

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 discipline 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

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.

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.

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.

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.

A meeting with the dean or head of schools will follow the third office visit with the student's parents and a suspension may be indicated for serious misconduct.

Should the student require a fourth office visit, a two-day suspension may be imposed on the student. Expulsion may also be indicated.

If a fifth office visit is required, the student may be expelled from the school.

If at any point the student's behavior is disrupting the class tone, the student may be immediately dismissed.

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. The FACTS Family Portal has taken over most of this notification, so parents are encouraged to check the FACTS Family Portal regularly.

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.

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 sign the student in at the office.

Refer to the Student Agenda for Locust Grove Campus 7th-12th grade students. (Appendix A)

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 readmitted to The Ambrose School at a later date, the board and head of schools 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 head of schools) 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 the 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, typically when a pattern of behavior persists and the student is unresponsive to correction. 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. When parents do not consent to corporal punishment, the dean will work with parents to develop an effective means of correction that results in change in student behavior, including suspension or expulsion. 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 must come in and sign the student in at the office.

Refer to the Student Agenda for Locust Grove Campus 7th-12th grade students. (Appendix A)

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)

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) plus the Wednesday before and Friday following

Christmas Day (December 25)

Absences and Tardies

Excused Absences

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.

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, please advise 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.

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 a zero. In every case the make-up work should be completed no later than one week following the end of the grading period. Because lesson planning is often required to be flexible, we do not ask teachers to provide make-up work ahead of a planned absence.

To report and excuse your child's absence, please send a message through ParentSquare to 'Attendance Notification' or email attendance@theambroseschool.org. The attendance clerk will then mark the absence 'excused' in our student information system.

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

7th-12th Absences and Tardies

Refer to the Student Agenda for Locust Grove Campus 7th-12th grade students. (Appendix A).

SECURITY

Locust Grove and North Campus main entrances are open during the school day. All other doors are locked. ALL Bridge Campus doors are locked during the school day. Please do not prop doors open on any campus.

Students Pre-K through 8th grade are monitored on the playground at all times by at least one adult. 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 a parent or guardian. Our structured program helps to ensure that students are under positive control at all times. PreK-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.

PROCEDURE FOR SCHOOL CANCELLATION DUE TO WEATHER

If BOTH West Ada and Boise school districts close, we close as well. If ONLY ONE district closes, the administration will make the decision that morning whether or not we should close.

In addition, we may opt for a late start for both upper and grammar school under certain circumstances.

Even if a snow day is not called, parents always have the option to keep their student home during bad weather.

When school is canceled, generally all after-school activities are also

canceled. However, in some cases when roads improve during the day, sports practices or other events may continue as planned. Notice will be given through ParentSquare. 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.

How to know if it is a snow day:

- **Check ParentSquare:** We will send out a school-wide alert by 6:30 am if school is canceled. If there is no alert, school is on.
- **Check Facebook and Instagram.**
- **Go to the school website homepage:** Look for a banner on the homepage saying that school is canceled. If there is no banner, school is on. We aim to have it up by 6:30 am, but keep checking. **IMPORTANT:** Refresh your page each time you check.

Bridge Campus families:

All Snow Day policies apply to the Bridge Campus for on-campus days. Bridge students are expected to continue with their lessons if it is a home day.

GRADING, HOMEWORK, AND AWARDS

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.

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)

Refer to the Student Agenda for 7th-12th grade students. (Appendix A)

Homework

Homework is a part of a well-rounded Ambrose education. Homework equips students with 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.

FACTS Family Portal Auto Zero Notification

Auto zero notification through the FACTS Family Portal can alert parents to their student receiving a zero on a homework assignment.

- Log into your FACTS Family Portal 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 both want 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 the book *Ending the Homework Hassles* by John Rosemond. Also,

please read “What to Expect at The Ambrose School” in this handbook. If there are still concerns, please contact the teacher or the appropriate administrator. When situations arise that require a face-to-face meeting with your teachers, please schedule an appointment to meet with the teacher outside of classroom hours. Please do not interrupt class time to talk to a teacher.

Refer to “Homework Policy and Grading” in the Student Agenda for Locust Grove Campus 7th-12th grade students. (Appendix A)

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 Student Agenda for Locust Grove 7th-12th grade students. (Appendix A)

Homework and Computers

We expect families to provide the following at home:

- A quiet place free of distractions for homework.
- 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.
- 6th grade and above are expected to have access to a computer. Students must also have access to a printer. The school will only print student papers for a fee. Annual Student Awards

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) across the year will be awarded the *Headmaster's Encomium* 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 Student Agenda for 7th-12th grade students (Appendix A)

LOCUST GROVE FACILITY

Hours of Operation

The school is open at 7:00 a.m. for dropping off students. Classes start at 7:45 for Pre-K-12th grades. Class time is from 7:45 a.m. until 11:15 a.m. for morning kindergarten and Pre-K. All-day kindergarten through 6th grades is from 7:45 a.m. until 2:15 p.m. Please arrange for prompt pick up at 2:15 p.m. for K-6th grades and 3:00 for 7th-12th grades.

Parking

- Parents may park in the spaces in the front (west) side of the building or in the back beside the playground. Visitor parking is for people new to our school. It is not intended for families, students, or staff.
- Feel free to come inside and pick up your kids but **please don't wait in the hallways directly outside of the classroom, as this can cause congestion and noise outside of the classroom.**
- Please do not park in student parking (south side of the building) unless you are a student.
- During evening events, you may parallel park around the building, except in front of the posted fire entrance on the east side.

Parent Nametags

It is required that you wear your nametag anytime you come into the building. Enter at the main entrance and stop at the office window on the right to pick up your nametag. Put it back when you leave so it will be available at your next visit.

Lost and Found

The lost and found is located upstairs in the north hallway by the stairwell. Most Fridays, all lost and found items are brought downstairs to a table across from the office. There are additional lost and found baskets in the locker rooms adjacent to the restrooms across from the main gym. For small items (e.g. keys, glasses, watches, jewelry, etc.) there is a tray in the front

office. As often as once a month, any items not picked up will be donated to the Uniform Closet and local charities.

The Providence Room

Located across from the office, this room provides a community gathering spot for our parents from any campus. Veritas Coffee bar, located inside the Providence Room, is open until after lunch. Beverages and light food are available for purchase.

- You may have informal meetings in the room from 7:30 a.m. to 4:00 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. There may be a fee charged depending on the purpose of the event. 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, as guests of a staff member or student mentor.
 - 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.

The Library

Ambrose parents are welcome to check out our collection of classic works, books on classical Christian education, and access other resources.

The Great Hall

This room is used for a variety of school events including exordiums, dances, plays, parent education, and more. Currently, 9th-12th students are allowed to eat lunch here as well. Parents can inquire about renting this space by going

to our website and clicking on “Facilities Rental Request” in the footer.

The Main Gym and the Auxiliary Gym

The gyms are one part of the building that we rent for athletic practices, so you may encounter non-Ambrose families here after hours. The gym area 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 west-facing doors at the southwest end of the building are open when there are events in the gyms.

Uniform & Logowear Store

The Uniform & Logowear Store is located directly across from the front office. Gently used uniform pieces can be consigned or purchased here. Shop or bring donated/consigned items in during store hours. New uniform pieces need to be ordered directly by the parent from one of our uniform vendors. Limited logowear items are also available for purchase. Logowear can be ordered online anytime. Links to our uniform and logowear vendors are listed on the website under 'Ambrose Parents' along with store hours for our onsite uniform store.

BRIDGE CAMPUS FACILITY

Our Bridge Campus meets at Vineyard Christian Fellowship located at 4950 E Bradley St., Boise, ID 83714. Because we rent from the church, access to the building is more limited. Evening events are often held in the Locust Grove Campus Great Hall so be sure to confirm the location of any events you are attending.

Parking: Parents and visitors to the Bridge Campus are asked to park on the east end of the building only. Please note that on Wednesdays the Vineyard Food Pantry has a drive through food pick up line that you may encounter.

Entering: The east door is open from 7:30am to 8:00am for upper school drop off only. Grammar students are dropped off in the front (south) entrance where the doors are monitored by staff.

Doors are locked during the school day. Parents may go around to the north side of the building through the courtyard to the Heritage Hall doors, then call the office number (208-789-7337) and ask to be let in there.

Nametags: Parents are required to wear their nametag anytime they are on

campus during the school day. Please stop at the table right outside the office to pick yours up then return it before you leave.

Students: Students and parents need to sign out at the office when they are leaving early. All students need to be out of the school by 3:15 unless enrolled in an after school elective.

Please do not wander (or let your children wander) beyond Heritage Hall as there is church staff working on the west side of the building.

Phones: Due to the school internet policy, students may not bring their phones on campus at all. If they are a driver, it must be left in the car. If they are not a driver but their parents want them to have it on campus, it needs to be checked in the office in the morning and picked up at the end of the day.

Contact information: (208) 789-7337; bridgeoffice@theambroseschool.org

NORTH CAMPUS FACILITY

Our North Campus meets at Foothills Church located at 9655 W State Street, Garden City, ID 83714. Because we rent from the church, access to the building is more limited. Evening events are often held in the Locust Grove Campus Great Hall so be sure to confirm the location of any events you are attending.

Parking and Entering: Please park on the west side and use the west door under the portico which is unlocked from 7:30am to 3:00pm. If the door is locked, there is a doorbell you can use to notify us that someone is at the door.

Nametags: Parents are required to wear a visitor badge when they are on campus during the school day. Please stop at the desk by the front doors to pick one up then return it before you leave.

Bathrooms: Bathrooms in the classroom hallways are for students only. Parents can use the restrooms located in the atrium.

Atrium and hallways: Parents are welcome to use the atrium area of the church if it is not being used for a meeting or event. Students are only allowed in the atrium when accompanied by a parent or teacher. Students are not allowed in the church hallway on the east side.

After school: Parents and students are welcome to remain on the playground after school until 4:30pm to visit and play.

Absences: Please always notify northoffice@theambroseschool.org when your student is absent from school.

Contact information: (208) 761-6770; northoffice@theambroseschool.org

Appendix A – Student Agenda for Locust Grove Campus 7th-12th grade students

TABLE OF CONTENTS

St. Ambrose - Admired But Rare	60
The Ambrose School – Six Goals of a Graduate	63
Education as the Cultivation of Virtue	64
Hymn of the Month Verses	72
Student Calendar	75
School Policies	76
Uniform Guide	81
Technology and Electronics	94
The Ambrose School Honor Code	95
Homework Policy and Grading	99
Attendance Requirements	103
Facility Details	107

A NOTE FROM THE DEANS

Students,

Welcome to a new school year and a new opportunity to become a part of a community of sacrifice and love. It's our belief that, as Christians, we are a part of a Kingdom that has its own set of rules and expectations; a Kingdom with its own music and art; a Kingdom where language and speech are uplifting and filled with grace. This, of course, is the Kingdom where Jesus Christ reigns supreme as King of kings and Lord of lords. We invite you to join us in cultivating this space of Ambrose for higher and more beautiful purposes.

What do we mean by "cultivate"? When God placed Adam and Eve in the garden, he gave them a mandate and a mission to fulfill. In Genesis 1:28, God commanded them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth." God has placed you, at this time in your life, at The Ambrose School. Our charge to you is to assume Godly dominion

over this school. Be a blessing rather than a curse. Make this community more beautiful when you leave it than when you came to it. Take responsibility for, not only your own behavior and attitude, but also for that of others around you. Walking in your calling results in human flourishing and lasting joy.

We believe that great things can happen through the students at this school. While we live in dark times, we believe that the light of Christ will shine through our students to the world outside our walls. In doing this, the earthly city will come to look more and more like God's heavenly city through our faithful presence in these times. We implore you to join us in this most important calling.

In Christ,

Mr. Gerber and Mr. Tucker

Note: This book will cost \$10 to replace.

ST. AMBROSE--ADMIRIED BUT RARE

Our goal is to help develop you into young men and women who stand out because you exhibit qualities that are admired but rare. If you aspire to be like your peers in the world, you might consider a transfer. If, however, you want to develop into a student who lives a distinctively Christ-centered life--looking, acting, and being virtuous--we invite you to join us. Virtuous men and women are exceedingly rare, but they are universally admired and appreciated. If you choose to be here, we ask that you become part of our vision:

1. **A spirit of inquiry.** We want you to take joy in learning, for its own sake. Sometimes we're all tempted to ask, "What is required of me?" When Jesus was asked this, he did not say, "Pass this test." He said, "You must be born again." A similar idea applies to learning - don't just jump through the hoops, but passionately seek wisdom and understanding. This means you read your assigned reading out of wonder, not rigor; prepare your reports out of a spirit of inquiry, not just to get it done; write to create greatness, not just to get an "A."
2. **Pursue virtue.** If you see rules as something to follow to avoid punishment, you are not living virtuously. Virtuous men and women love what is good. Your actions will inevitably follow

what you love. While we all sin, Christians will hate sin. Pursue virtue by seeking to love what is true, what is good, and what is beautiful.

3. **An attitude of service, humility, and submission.** If you accomplish 1 and 2 above, you will feel a great sense of accomplishment. If you keep that glory for yourself, it will rot into ugliness. If you cast your crowns before Christ through an attitude of service to Him, He will magnify your work for His sake. Want to make a difference? Love God and love your neighbor. Leave the “me” out of it.



Who Was Saint Ambrose?

Leaders like St. Ambrose are admired, but rare. Ambrose was classically educated in Rome and went on to hold a high office as the governor of Milan in the 4th century. Arian Christians attempted to overtake the church in Milan, so he used his position and eloquence to stop the dispute and appeal for peace. While he was speaking, the crowd, representing both sides of the controversy, demanded

that he become the new bishop of the church in Milan.

Not desiring the office of Bishop, he fled to a friend's house. However, the Emperor of Rome soon declared him Bishop of Milan. He immediately gave away his wealth and fully dedicated himself to the service of God. For a time, he retreated to seminary to study scripture and doctrine.

Ambrose's education was an asset to the work of God. While a tolerant and kind man, he firmly rejected the heresy of Arianism. His education helped him formulate strong arguments against Arianism. He also used his strong knowledge of Greek and Latin to read New Testament writings and other first century literature. Because of his academic influence, he became a Doctor of the church. St. Ambrose, along with three other men (Augustine, Jerome, and Gregory), is considered a key contributor to the doctrines we still hold to in Christendom today. He was instrumental in Augustine's conversion and influenced his writings. He also wrote music that remains in use in the church today.

Ambrose's kindness was legendary. He negotiated a peace with Emperor

Magnus Maximus on behalf of Rome, and remained behind to help those who suffered when Milan eventually fell. He melted down the gold of the church and bought the freedom of Christians who had been sold into slavery. He also petitioned emperors to pardon their enemies.

His virtue was evident for all to see. On several occasions, Ambrose showed great fortitude by standing up before emperors who could easily have had him killed. He refused Theodosius admittance to worship because of unrepentant sin, and he stood up to Justina, who desired him to violate his principles. He practiced temperance and prudence by living a life of self-denial and personal sacrifice.

Ambrose impacted his whole culture. His exceptional life is an admirable representation of our mission at the school. Students are encouraged to study his life and appreciate the power of a life lived in Christ.

SIX GOALS OF A GRADUATE

We desire to graduate mature men and women who love Christ and love truth, goodness, and beauty. Successful Ambrose 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 are not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is rendered mute. As people of “the Word” Christians should be masters of language. Students 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.
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. They can make connections across disciplines and media that others cannot make.
6. **An established aesthetic** — Educated people have good taste,

formed as they are exposed to great aesthetic masterpieces, particularly at a young age. They appreciate and feel inspired by beauty wherever they encounter in the world.

If, at any time, you believe that the school could do a better job helping you achieve the vision above, please make an appointment with Mr. Gerber and share your ideas with him.

"I hold virtue to be nothing else than perfect love of God."

— St. Augustine

Arguably, the greatest paradox of the Christian faith is the tension between Law and Grace: If you live by rules (the Law), thinking that you will please God (and man), then you will fail. Following rules never pleases God unless it is motivated by loving Him. Those who have their hearts completely changed through the love of Christ and the Holy Spirit, love Him, and thus love His laws. Obedience is not the point. Loving the good is the point. "Now the Lord is the Spirit and where the Spirit of the Lord is, there is liberty. But [Christians] all . . . are being transformed into the same image from glory to glory, just as from the Lord, the Spirit." 2 Corinthians 3, 17-18. "... be transformed by the renewing of your mind, that you may prove what the will of God is, that which is good and acceptable and perfect." Romans 12:2.

Below are listed some virtues that will help you know what is expected of you. The cardinal virtues—justice, temperance, prudence, fortitude, faith, hope, and love—will help guide you to what our school expects (rules) and what God expects you to be transformed into (virtue). If you focus only on the rules, you will suffer the fate of the Pharisees—following laws rather than God.

EDUCATION AS THE CULTIVATION OF VIRTUE

The Greeks and Romans were nothing if not observant. They looked at the world around them and saw all of humanity recklessly pursuing their passions, often to ruinous results: if Paris wanted the wife of Menelaus, he took her; if Odysseus wanted to see what was on the island of the Cyclops, he went; if Narcissus wanted to look at his reflection in the mere all day long, he did. All are great literary examples of humans pursuing the things of this world to their own destruction. The problem was so acute for the Greco-Romans that it found its way into their philosophy, their theology,

their literature, and their theater.

The problem, as philosophers saw it, was with the passions: things like anger, appetite, fear, confidence, envy, joy, and hatred. People continually followed these passions into trouble. The answer for the Greco-Romans was the four cardinal virtues: fortitude, prudence, temperance, and justice. The Christians would later add to these three distinctly theological virtues: faith, hope, and love. Together, these seven virtues form the foundation of the Western understanding of what philosophers have called the good life: when people live according to them, they will lead the good life; when they do not, they slavishly and vainly pursue the things of this world to their own ultimate destruction.

*"Fortitude is love bearing everything
readily for the sake of God...."*
— St. Augustine

Fortitude

The siren's song of our culture is to continually find ways to make getting what we want easier. Things like rapid weight loss programs, overnight muscle-building supplements, and streaming internet content generate billions in sales. Jesus spoke of this tendency toward easy living when he said there is a broad gate that many find, and yet it leads to death. He also spoke of another way which is narrow and which few people find, but it leads to life. He then went out and showed what that narrow way looks like when He chose to bear the weight of the world's sins upon the cross of Calvary. It was painful. It was public. It was humiliating.

And yet Jesus went to the Cross for us because He possessed perfect fortitude. Augustine defined fortitude as the ability to "bear everything" for the sake of the good pursued. Jesus bore our sin and our shame because He had mastered that human tendency toward the easy way out. Remember that moment in the Garden of the Gethsemane when Jesus asked His Father in Heaven to save Him from crucifixion? His human nature yearned for an easy way out, but in His divine wisdom He recognized that the excruciatingly difficult road would yield greater fruits in the end. You and I are the recipients of those fruits.

The Ambrose School students who possess fortitude are not slaves to their own weak wills. When the day gets long and the road grows rocky, they will not wilt. As Paul said, they strive to "forget what is behind, and press on towards the upward call in Christ Jesus." With Jesus as both their model and their source of strength, they can overcome any difficult situation they face –

be it in the classroom, in their social circle, or on an athletic field.

"Good and evil have not changed since yesteryear, nor are they one thing among Elves and another among Men. It is a man's part to discern them, as much in the Golden Wood as in his own house."

— Aragorn son of Arathorn

Prudence

Doing what is right is nearly impossible without first knowing what the right thing to do is. Therein lies the role of prudence. Prudence is the sole virtue that pertains to knowledge and understanding, and it is often interchangeable with the word wisdom. The Book of Proverbs encourages us: "Wisdom is the principle thing; therefore, get wisdom. And in all your getting, get understanding." Aristotle defined prudence as "practical wisdom," and he called it "the capacity to act with regard to the things that are good or bad for man."

In life there is a time for most everything; as the author of Ecclesiastes wrote, "To everything there is a season, a time for every purpose under heaven...." People most often run into trouble when their passions cause them to do wrong things at wrong times; prudence is the virtue that helps them find the narrow path when the road gets overgrown with weeds. It was prudence that allowed the Trojan Laocoön to clearly discern that the Greeks were up to no good when they left the wooden horse outside the gates of Troy, and it was a lack of this same virtue on the part of the Trojan princes that hindered them from heeding his advice.

The Ambrose School students who master the virtue of prudence are not easily led astray by the vain pursuits of this world. With the Word of God as their guide, they are equipped to see the snares of the Enemy, and are able to prayerfully consider complex moral dilemmas, see God's will in them, and then pursue His will to the best of their abilities.

"The office of temperance is in restraining and quieting the passions which make us pant for those things which turn us away from the laws of God and from the enjoyment of His goodness...."

— St. Augustine

Temperance

Aristotle defined virtue as the middle road between two extremes, what he called "excess and defect," or too much and too little. The middle road is often called the Golden Mean, and the virtue that helps us find the necessary moderation in life is temperance. Most good things in life can become a vice if we practice them in excess or in defect. A good example of this is food: when we eat too much, we put on extra weight and we feel sick; when we eat too little, we lose too much weight and, again, we feel sick. The road to good health is eating just the right amount of the right kinds of foods. Temperance helps us do that.

St. Augustine wrote that the role of Temperance is "in restraining and quieting the passions which make us pant for those things which turn us away from the laws of God and from the enjoyment of His goodness." That is, if there is anything in life—be it basketball, food, video games, or fashion—that turns our affections away from God, we must be vigilant to practice them temperately. It is the idea behind Paul's statement: "All things are lawful for me, but I will not be brought under the power of any." Temperance is the virtue that empowers us to master our passions, instead of the other way around.

The Ambrose School students who practice temperance are not made slaves to their own passions. They can face any situation, free to choose the right thing to do regardless of how they feel about it at the particular moment. They are not naturally drawn into the quagmire of a base life by their own sinful nature, but they are able to pursue the mind of Christ; or, as Paul wrote, they do not "set their minds on the things of the flesh, but ... [on] the things of the Spirit."

*“He has shown you, O man, what is good;
And what does the Lord require of you
But to seek justice, to love mercy,
And to walk humbly with your God?”
— Micah 6:8*

Justice

Justice is unique in all the virtues because it is a distinctly social virtue; as Aquinas put it, justice “direct[s] man in his relation with others,” specifically in doing or working towards what is right. People have a hard time doing the right thing in any moral dilemma for two main reasons: first, it is often difficult to know what is right (see “Prudence” above); and second, actually doing the right thing once it is known can be even more difficult. That is where the virtue of justice becomes especially important. A strong sense of justice can help people do what they know to be right.

The main reason people have a difficult time doing what they know to be right is a deep-rooted love of self. It is the virtue of justice that comes into direct conflict with that love of self. At the heart of justice is treating others fairly. It is summed up best in Jesus’s own command to us, “Do unto others as you would have them do to you.” This conflict is perhaps best seen in the life of Shylock, the merchant of Venice. Shylock professes to love justice, but when Portia, disguised as a judge, applies equal justice to him, it becomes manifest that Shylock in fact suffers from a crippling love of self. He refuses to apply the same letter-of-the-law approach to himself that he applies to Antonio, showing that he really was not acting justly.

Ambrose School students who love justice will not be easily overcome by the love of self that all humanity suffers. They will be liberated to live life justly by doing unto others as they would be done to. When faced with any trial, their selfish natures will not hinder them from doing the right they know to do. They will be free to go into the world and love their neighbors, being lights shining in a dark world.

*"Now faith is the substance of things hoped for, the evidence of things not seen.... By faith we understand that the worlds were framed by the word of God, so that the things which are seen were not made of things which are visible."
— The Apostle Paul*

Faith

Faith is an essential virtue for the Christian. Modernity has left the world with the curse of materialism, the view that the only real world is the physical world. We as Christians recognize that there is a metaphysical world – a spiritual world – above and beyond what we can see. Faith is the virtue that empowers us to hold fast to things we cannot verify by our five senses, to promises given to us but not yet realized.

As C.S. Lewis said, we are amphibians: we live in both the natural and the spiritual world. As such, it is essential that we have faith in the Creator of both worlds, even though we cannot see Him. Thankfully, as inspiration we have many heroes of faith who held fast to the promises of God in the midst of incredible odds and great doubt, none greater than Abraham. God had promised Abraham that his descendants would be more numerous than the stars, and yet God later asked Abraham to sacrifice his only son Isaac as a burnt offering to Him. Abraham showed God that he had faith for His promises by his willingness to sacrifice Isaac, and God made good on His promise. Abraham did not have to sacrifice his beloved Isaac, and he became the father of nations.

Ambrose School students who master the virtue of faith can hold firmly to the promises of God laid out in the Scriptures in the midst of any trial they might face in life. They are able to stand firm in their conviction that not only is the material world not the only world, it, being temporal and fallen, is the lesser of two worlds. This world is not their home, and the promises of eternal life await them beyond it.

"Hope is, as it were, the general or captain of the field, fighting against tribulation, the cross, impatience, heaviness of spirit, weakness, desperation, and blasphemy, and it waits for good things even in the midst of all evils."

— Martin Luther

Hope

This world can be dark at times. People are constantly suffering great tragedies, often at the hands of other people. In the midst of all this, it can be easy to fall into one of two traps: first, it is tempting to put your hope in wrong things, like other people, sports, your appearance, your popularity, etc.; and second, when things grow really grim, it can be easy to lose all hope.

And yet we as Christian are called to put our hope in Christ. There is no situation you will face so dire that God cannot carry you through it, if you only have hope that things will get better. A great literary example of the power of the virtue of hope is in the life of Samwise Gamgee, the faithful servant in *The Lord of the Rings*. Even deep into the heart of Mordor, long after Frodo Baggins had given up hope of ever returning to their beloved Shire, Sam continued to believe they could finish their request and return home. This hope inspired Sam to drag a forlorn and defeated Frodo up the side of Mount Doom, thereby saving their quest.

Ambrose School students who embrace the virtue of hope will not be defeated by the desperate moments of life. When life gets rough, they can stay steadfast in knowing their hope lies not in their own abilities or in other people, but it rests in an eternal and omnipotent God, for whom nothing is impossible.

*"And now abide faith, hope, love, these three;
but the greatest of these is love."*

— The Apostle Paul

Love

Perhaps none of the virtues have been more twisted by the modern world than love. It is, according to Paul, the greatest of all the virtues, and yet many people have a difficult time putting any meaningful definition to love. Is it a feeling? Is it an action? Is it both, or neither? Is it a verb, or a noun?

The problem lies in part with the English language. Our one word love equivocates two very different things: romance and caritas, what we might

best define as the love of Christ. We can look to the classical languages for help. Latin and Greek each had several different words that are typically translated into English as love. Amor is perhaps the most common Latin word as it captures the romantic sentiment of what most 21st century Americans mean when they talk of “falling in love” (we still refer to lovers as “amorous”). Of this type of love, C.S. Lewis wrote, “Being in love is a good thing, but it is not the best thing.... It is a noble feeling, but it is still a feeling.”

Amor (or eros, its Greek equivalent) does not appear anywhere in the New Testament; as such, we can be assured romantic sentiment is not what Paul had in mind in his letter to the church at Corinth. The word Jerome used for love in translating the 1 Corinthians 13 is caritas, a profoundly important idea to us as Christians. Caritas is the word that Jerome used in Romans 5 when translating Paul’s statement, “God demonstrates His own love [caritas] toward us, in that while we were still sinners, Christ died for us.” Caritas is the love described in 1 Corinthians 13 that is selfless, patient, kind, unconditional, and resides in the will. Regarding the caritas-amor distinction, Lewis wrote, “It is on this love [caritas] that the engine of marriage is run: being in love [amor] was the explosion that started it.”

Ambrose School students who embrace the virtue of love (caritas) are well prepared to go out into the world and fulfill what Jesus defined as the two greatest commandments: to love God, and to love our neighbor. With the love of Christ as their foundation, they will be prepared to have happy, healthy marriages that are not subject to the capricious nature of romantic sentiments.

HYMN OF THE MONTH VERSES

To God be the Glory (August)

To God be the glory, great things he hath done;
so loved he the world that he gave us his Son,
who yielded his life an atonement for sin,
and opened the life-gate that all may go in.

Refrain:

Praise the Lord, praise the Lord, let the earth
hear his voice!
Praise the Lord, praise the Lord, let the people
rejoice!
O come to the Father through Jesus the Son,
and give him the glory, great things he hath
done.

O perfect redemption, the purchase of blood,
to every believer the promise of God;
the vilest offender who truly believes,
that moment from Jesus a pardon receives.
[Refrain]

Great things he hath taught us, great things he
hath done,
and great our rejoicing through Jesus the Son;
but purer, and higher and greater will be
our wonder, our transport, when Jesus we see.
[Refrain]

Psalm 98 (September)

Oh, sing a new song to the Lord,
for wonders he has done:
His right hand and His holy arm
the victory have won.

The great salvation wrought by Him
Jehovah has made known,
His justice in the nations' sight
He openly has shown.

He mindful of his grace and truth
to Israel's house has been;
the great salvation of our God
all ends of earth have seen.

O all the Earth, sing to the Lord
and make a joyful sound.
Life up your voice aloud to Him;

Sing psalms! Let joy resound!

With harp make music to the Lord;
With harp a psalm O sing!
let harp and voices ring:
With horn and trumpet raise a shout
Before the Lord, the King.

A Mighty Fortress is Our God (October)

A mighty fortress is our God,
a bulwark never failing;
our helper he, amid the flood
of mortal ills prevailing.

For still our ancient foe
does seek to work us woe;
his craft and power are great,
and armed with cruel hate,
on earth is not his equal.

Did we in our own strength confide,
our striving would be losing,
were not the right Man on our side,
the Man of God's own choosing.

You ask who that may be?
Christ Jesus, it is he;
Lord Sabaoth his name,
from age to age the same;
and he must win the battle.

And though this world, with devils filled,
should threaten to undo us,
we will not fear, for God has willed
his truth to triumph through us.

The prince of darkness grim,
we tremble not for him;
his rage we can endure,
for lo! his doom is sure;
one little word shall fell him.

That Word above all earthly powers
no thanks to them abideth;
the Spirit and the gifts are ours
through him who with us sideth.

Let goods and kindred go,
this mortal life also;
the body they may kill:
God's truth abideth still;
his kingdom is forever!

We Gather Together (November)

We gather together to ask the Lord's blessing;
He chastens and hastens His will to make
known;
the wicked oppressing now cease from
distressing;
sing praises to His Name, He forgets not His
own.

Beside us to guide us, our God with us joining,
ordaining, maintaining His kingdom divine;
so from the beginning the fight we were
winning:
Thou, Lord wast at our side—all glory be Thine!

We all do extol Thee, Thou leader in battle,
and pray that Thou still our defender wilt be.
Let Thy congregation escape tribulation;
Thy name be ever praised; O Lord, make us
free!

Angels We Have Heard on High (December)

Angels we have heard on high,
sweetly singing o'er the plains,
and the mountains in reply
echoing their joyous strains:

Refrain:
Gloria, in excelsis Deo!
Gloria, in excelsis Deo!

Shepherds, why this jubilee?
Why your joyous strains prolong?
What the gladsome tidings be
which inspire your heav'nly song? [Refrain]

Come to Bethlehem and see
Him whose birth the angels sing;
come, adore on bended knee
Christ the Lord, the new-born King. [Refrain]

See Him in a manger laid
Whom the choirs of angels praise;!

Mary, Joseph, lend your aid,
while our hearts in love we raise. [Refrain]

When I Survey the Wondrous Cross (Jan.)

When I survey the wondrous cross
on which the Prince of glory died,
my richest gain I count but loss,
and pour contempt on all my pride.

Forbid it, Lord, that I should boast
save in the death of Christ, my God!
All the vain things that charm me most,
I sacrifice them to His blood.

See, from his head, his hands, his feet,
sorrow and love flow mingled down.
Did e'er such love and sorrow meet,
or thorns compose so rich a crown?

Were the whole realm of nature mine,
that were a present far too small.
Love so amazing, so divine,
demands my soul, my life, my all.

All Creatures of Our God and King (Feb.)

All creatures of our God and King,
lift up your voice and with us sing
Alleluia! Alleluia!
Thou burning sun with golden beam,
thou silver moon with softer gleam,

Refrain:
O praise Him, O praise Him!
Alleluia! Alleluia! Alleluia!

Thou rushing wind that art so strong,
ye clouds that sail in heav'n along,
O praise Him! Alleluia!
Thou rising morn, in praise rejoice,
ye lights of ev'ning find a voice! [Refrain]

Thou flowing water pure and clear,
Make music for thy Lord to hear,
Alleluia! Alleluia!
Thou fire so masterful and bright,
That givest man both warmth and light:
[Refrain]

And all ye men of tender heart,
forgiving others, take your part,
O sing ye! Alleluia!
Ye who long pain and sorrow bear,
praise God and on Him cast your care! [Refrain]

Let all things their Creator bless
and worship Him in humbleness,
O praise Him! Alleluia!
Praise, praise the Father, praise the Son,
and praise the Spirit, Three in One! [Refrain]

All Hail the Power of Jesus' Name (March)

All hail the power of Jesus' name!
Let angels prostrate fall.
Bring forth the royal diadem,
and crown him Lord of all.
Bring forth the royal diadem,
and crown him Lord of all!

O seed of Israel's chosen race
now ransomed from the fall,
hail him who saves you by his grace,
and crown him Lord of all.
Hail him who saves you by his grace,
and crown him Lord of all!

Let every tongue and every tribe
responsive to his call,
to him all majesty ascribe,
and crown him Lord of all.
To him all majesty ascribe,
and crown him Lord of all!

Oh, that with all the sacred throng
we at his feet may fall!
We'll join the everlasting song
and crown him Lord of all.
We'll join the everlasting song
and crown him Lord of all.

Crown Him With Many Crowns (April)

Crown him with many crowns,
the Lamb upon his throne.
Hark! how the heavenly anthem drowns
all music but its own.
Awake, my soul, and sing
of him who died for thee,
and hail him as thy matchless king
through all eternity.

Crown him the Lord of life,
who triumphed o'er the grave,
and rose victorious in the strife
for those he came to save;
his glories now we sing
who died and rose on high,
who died eternal life to bring,
and lives that death may die.

Crown him the Lord of love;
behold his hands and side,
rich wounds, yet visible above,
in beauty glorified;
no angels in the sky
can fully bear that sight,
but downward bends their burning eye
at mysteries so bright.

Crown him the Lord of years,
the potentate of time,
creator of the rolling spheres,
ineffably sublime.
All hail, Redeemer, hail!
for thou hast died for me;
thy praise shall never, never fail
throughout eternity.

How Firm a Foundation (May)

How firm a foundation, ye saints of the Lord,
is laid for your faith in His excellent Word!
What more can He say than to you He hath
said,
to you, who for refuge to Jesus have fled?

"Fear not, I am with thee; O be not dismayed,
for I am thy God and will still give thee aid.
I'll strengthen thee, help thee, and cause thee
to stand,
upheld by My gracious, omnipotent hand."

"When through the deep waters I call thee to
go,
the rivers of woe shall not thee overflow;
for I will be with thee, thy troubles to bless,
and sanctify to thee thy deepest distress."

"When through fiery trials thy pathway shall
lie,
My grace, all-sufficient, shall be thy supply.

The flame shall not hurt thee; I only design
thy dross to consume, and thy gold to refine."

shake,
I'll never, no never, no never forsake!"

"The soul that on Jesus hath leaned for repose
I will not, I will not desert to his foes;
that soul, though all hell should endeavor to

2022-23 STUDENT CALENDAR

1ST QUARTER

August 17-19: Upper School House Retreat
August 22: First day of classes for all grades
August 25: Upper School Orientation Night
August 29- September 2: Picture Days

September 5: Labor Day (no school)
September 25-October 6: Senior Trip

October 3-7: Fall Break
October 12: PSAT
October 21: End of 1st Quarter (No School)
October 27: Evening Parent Teacher
Conferences

2ND QUARTER

November 4-5: High School Drama
production
November 23-25: Thanksgiving Break
(no school)

December 7: Christmas Program
December 14: Lessons and Carols
December 16 : End of 2nd Quarter; End of
1st Semester
December 19 to January 2: Christmas Break
(no school)

3RD QUARTER

January 3: Classes Resume

February 3: Teacher Inservice
(no school)
February 17: No School (teacher work day)

March 2: End of 3rd Quarter
March 3: Teacher Work Day (no school)

4TH QUARTER

March 20-24: Spring Break (no school)

April 3-6: ERB Tests
April 7: Good Friday (no school)
April 21: Grandparent's Day (half day)
April 21: Spring Music and Arts Festival
April 29: Protocol

May 5-6: Jr. High Drama Production
May 15-17: Junior Thesis Presentations
May 22-24: Senior Thesis Presentations
May 24: End of 4th Quarter, Last Day of
School
May 24: Epilogos
May 24: Senior Baccalaureate
May 26: Graduation

Did you know.....?

Charles Wesley wrote 8,989 hymns (at least three times the output of poet William Wordsworth). Dr. Frank Baker calculated that Charles Wesley wrote an average of 10 lines of verse every day for 50 years! He completed an extant poem every other day.

“Amazing Grace”—Americans’ favorite hymn according to the Gallup Poll—was written by the former captain of a slave ship. That “wretch,” John Newton, eventually became an Anglican minister and worked to abolish the slave trade.

“Hark! The Herald Angels Sing” was originally written as “Hark! How All the Welkin Rings” (meaning “how all the heaven rings”). Thankfully, Charles Wesley’s popular Christmas carol was changed by his friend George Whitefield, the famous evangelist who sparked America’s Great Awakening.

Peter Böhler, who helped lead John and Charles Wesley to experience conversions, once said, “If I had a thousand tongues, I’d praise Christ with them all.” Charles Wesley expanded this stray comment into lines that became the well-known hymn “O for a Thousand Tongues to Sing.”

(Accessed at <https://christianhistoryinstitute.org/>)

SCHOOL POLICIES

Security

The front entry is available for entrance along with the east door which is used only for students departing to and returning from recess. Students are not to prop open exterior doors without permission. All other doors are to remain closed and locked at all times. Students in 7th and 8th grades are monitored on the field, gym and play area at all times by at least one adult/teacher.

K-9th students are allowed to leave the campus only in the presence of an adult and through the proper procedure—either a parent signs you out in the office or you leave at the regularly appointed time. 10th – 12th students may leave campus during lunch assuming the individual is not restricted to campus. At any other time during school hours, 10th – 12th students must sign out at the office if they leave campus, and sign in upon their return. Please drive to your destination. Students who leave campus outside these requirements 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.

Weapons

No weapons may be brought into the school at any time by students or parents without the prior consent of the head of school. Weapons include knives, martial arts weapons, swords, battleaxes, self-defense items like Tasers or mace, and, of course, 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 must be unloaded and made as safe as possible.

Visitors

Parents must wear their Ambrose parent nametag when in the building during school hours. Visitors must obtain a visitor badge from the front office.

School-aged visitors (prospective students accepted) 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 only, or to sit in on classes in a non-disruptive way. They must sign in and obtain the permission of the administration. Prospective new students may visit unescorted, based on terms agreed to by the admissions manager.

Before And After School

Students will not be allowed anywhere in the school building before or after regular hours except as stated below. Regular hours are from the unlocking of the front door at 7:00 a.m. until 5:00 p.m.

Students In The Building Outside Of School Hours

1. Ambrose students (9th – 12th) may be in the building until 5:00 p.m. unsupervised. However, you are expected to behave as mature adults. If you are behaving in an unbecoming manner - in a way an adult would not behave (horseplay, loud talking, etc.) - you will lose after-school privileges.
2. All 7th and 8th grade students must be under the authority of an adult who is present on campus.
3. Students may remain under the care of their teacher for after-school work with that teacher's prior permission.
4. All students must remain in uniform while at the school. The only exceptions are 1) House and Archer sport uniforms and practice apparel which may be worn by athletes after 3:00 for practice or games; 2) on game days, students may change into Ambrose logowear to cheer on the team after the school day (3:00 pm); 3) students under direct supervision of parents may change in the school restrooms for immediate departures with the parent (skiing, etc.). 4) 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. 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.
7. During after-hours activities, students are not permitted upstairs without permission.

Gym Usage

1. Students in grades K-8 are not allowed in the gym without adult supervision. An Ambrose student does not qualify as an adult for supervising younger students.
2. Adult supervisors must check in with the office before allowing children to enter the gym. Adult supervisors assume responsibility for all children playing in the gym.
3. Upper School Ambrose students must exercise discretion when using the gym. Horseplay will not be tolerated. If activities get loud or become distracting, the students will be asked to leave.
4. 7th and 8th graders may be in the gym with 9th and up Ambrose students if they are practicing for House. This is the only circumstance in which 7th or 8th graders may be in the gym without adult supervision. Under these circumstances, the upperclassmen have a duty to model order and maturity. House leadership is responsible to maintain order during House gym time.
5. When the gym is configured for a performance or other activity, students are not to play with balls in the gym.

Study Halls

All 7th and 8th grade students must be in their class homerooms during study halls, unless directed elsewhere by their homeroom teacher. During study hall times, students in grades 9-12 may use the library balcony. Talking is not permitted in this area. All computers are to be used for school work ONLY. Students are encouraged to use the time for studying.

Musical instruments may not be played or taken out of their cases during school hours except for rehearsal or practice for the school orchestra.

Lunch

The lunch hour is segmented into a 30 minute eating period followed by a 40 minute “e-hour.”

7th-8th grade: Students are to remain with their teacher for the eating period, and then, at the beginning of e-hour, must proceed either to their designated elective, to their class homeroom for study hall, or to the designated activity area (outside or in the gym).

9th-12th grade: Ambrose students may choose to remain inside a classroom during the lunch and e-hour (if available) or they may go to the play field. Students may not wander back and forth between the two. Eating in the hallways is not permitted. If students remain inside the classroom, they must have the door open and must retain a high standard of decorum. The teacher to whom the classroom is assigned is responsible for the students in his or her room. Ambrose students may use the playfield without supervision and do not need to line up before returning indoors. However, proper decorum (walk, quietly talk) is expected between the field and class.

With parent permission, Ambrose high school students (10th – 12th) may leave campus at lunch in their cars. During lunch, Ambrose students are not considered in the custody of the school if they choose to leave the facility. Parents are expected to communicate their own expectations to their students regarding this privilege (whom they can ride with, whether they are allowed to leave, etc.) We discourage two students of the opposite gender traveling together. Students are expected to use this responsibility wisely. Excessive tardiness or unexcused absences during a semester will be cause to revoke this privilege.

10th-12th students leaving campus during school at any time, other than lunch, MUST sign out.

Driving

When entering/exiting the school grounds, special attention should be paid to grammar students in the parking lot before and after school. The speed limit in the parking lot is 5 mph. No loud music or juvenile behavior in or around the cars is permitted. Driving to school is a privilege which may be revoked.

Student drivers must park in the south parking lot, after entering from the main entrance. When students leave the school they are strongly encouraged to leave and travel north on Locust Grove rather than trying to turn left and travel south.

Driving To School-Sanctioned Events

This policy governs traveling to or from a sanctioned school activity where the student remains in the custody of the school (sports event, field trip, etc.). Trips that depart from the school directly to an event are governed by this policy. If a student leaves from his home or any other site where he is in the custody of his parents or their designee, this policy does not apply because the student becomes our responsibility when he reaches our event.

Trips that return from an event to the school when the student remains in the custody of the school, are also governed by this policy. However, a student may be transferred to the custody of another person with advanced written permission of the student's parent. The parent may send a note to the coach or responsible staff member indicating exactly who will pick them up and at what time (after the game, etc.).

For Those Students Who Remain In The Custody Of The School

No one under the age of 23 may drive another student unless they are members of the same family. Students may drive themselves to school-sanctioned events, but they may not drive other students unless they are family members. We will assume that students who drive to school and then choose to drive themselves to a school-sanctioned event have their parent's permission.

When leaving a sanctioned school event, students must either: 1) be in the custody of their parent or a designee (see above); 2) return to the school with an approved school driver over the age of 23; or 3) the student may drive home alone or with siblings.

Students may not change their plans at the event without the direct permission of their parents, expressed to the school representative by the parent.

Permission slips from parents to ride to and from games with another student cannot be accepted if the students remain in the custody of the school.

These policies are in place for insurance reasons.

Upper School

7TH-8TH GRADE GIRLS UNIFORMS



REQUIRED FORMAL UNIFORM



Red/Navy Wrap Around Kilt

SKIRTS ARE REQUIRED TO TOUCH THE KNEE.*



White Short or Long
Sleeve Button down
Collar Blouse



Red V-Neck Pullover
Sweater w/School Logo



Black or
Navy Bike
Shorts



Navy Knee Socks
or Navy Tights

OPTIONAL INFORMAL UNIFORM



Red/Navy Wrap Around Kilt

SKIRTS ARE REQUIRED TO TOUCH THE KNEE.*



White Short or Long
Sleeve Button down
Collar Blouse



Black or
Navy Bike
Shorts



Ladies Navy Short or
Long Sleeve Polo Shirt
w/School Logo

**Ordering a larger size will NOT make the skirt longer. You need to order the tall (XL) which is 2" longer.*

Upper School

7TH-8TH GRADE BOYS UNIFORMS



REQUIRED FORMAL UNIFORM



OPTIONAL INFORMAL UNIFORM



Upper School

9TH-12TH GRADE GIRLS UNIFORMS



REQUIRED FORMAL UNIFORM



Red/Navy Wrap Around Kilt

SKIRTS ARE REQUIRED TO TOUCH THE KNEE.*



White Short or Long
Sleeve Button down
Collar Blouse



Red Wool
Women's Blazer



Black or
Navy Bike
Shorts



Navy Knee Socks
or Navy Tights



Black or
Navy Bike
Shorts

OPTIONAL INFORMAL UNIFORM



Red/Navy Wrap Around Kilt

SKIRTS ARE REQUIRED TO TOUCH THE KNEE.*



White Short or Long
Sleeve Button down
Collar Blouse



Ladies Navy Short or
Long Sleeve Polo Shirt
w/School Logo



Red V-Neck
Pullover
Sweater w/School
Logo

**Ordering a larger size will NOT make the skirt longer. You need to order the tall (XL) which is 2" longer.*

Upper School

9TH-12TH GRADE BOYS UNIFORMS



REQUIRED FORMAL UNIFORM



OPTIONAL INFORMAL UNIFORM



Girls Shoe Requirements

K-12 ACCEPTABLE SHOES



Black Textured Leather



Black Loafer



Black Ballet Flat



Black Mary Jane



Black Canvas Tie



Black Leather Tie



Black Canvas Slip On



Black Toms or Bobs
with a Black Sole

UNACCEPTABLE SHOES



White Sole or
Logo



Sparkly



Patent Leather
or Suede



Color Other Than Black



A High Heel

Girls Sock Requirements

7-12 REQUIRED FORMAL SOCKS



Navy Knee Socks
or Navy Tights

7-12 INFORMAL SOCKS



Black Low Ankle

Black Mid Calf

NO ATHLETIC LOGOS

K-12 INFORMAL SOCKS



White Fold Over
with Lace or Ruffles



White Fold Over



White Low Ankle



White Mid Ankle

UNACCEPTABLE SOCKS



Mid Calf for K-6



Athletic with Logo



Adornments Other
Than Lace

Boys Shoe Requirements

K-12 ACCEPTABLE SHOES



Black Slip On Dress Shoe



Black Velcro & Buckle



Black Tie Dress Shoe



(Tie or Velcro) All Black Leather Tennis Shoe with Black Sole



Black Canvas with Black Sole

UNACCEPTABLE SHOES



White Sole or
Large Logos



Two Tone



Patent Leather
or Suede



Color Other Than Black

Boys Sock Requirements

K-12 ACCEPTABLE SOCKS



Any Khaki Socks



Black Socks

NO ATHLETIC LOGOS

UNACCEPTABLE SOCKS



Low Ankle



Patterned



Other Colors

Gym and Outerwear

K-12 GYM SHOES AND SHORTS



Any Athletic Shoe with a
Non-Marking Sole

ACCEPTABLE IN CLASS ON INFORMAL DAYS



Navy Zip Jacket w/School Crest
(Available for K-12 students to
purchase from Educational Outfitters)



GIRL'S JACKET



BOY'S JACKET

Letterman's Jacket
(Only available to 9-12 students that have lettered in a sport.
Order through Jostens. See uniform coordinator for details.)

ACCEPTABLE IN CLASS ON ALL DAYS



School uniform sweaters and upper school blazers are acceptable outerwear for the classroom on all days of the week.
In grades 712, Archer athletic logo wear is acceptable on Fridays after Christmas break, until spring break.

Accessories

HAIR ACCESSORIES AND JEWELRY



Any hair accessory that is available on the website or that coordinates with the school uniforms is acceptable. If your hair accessory is distracting, your teacher may ask you to remove it. These are a few examples of acceptable hair accessories.



Please keep jewelry small and simple. Be discerning when choosing jewelry. These are a few examples.

UNACCEPTABLE HAIR ACCESSORIES



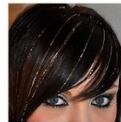
Large Accessories



Permanent or Temporary
Unnatural Hair Color



Feathers



Tinsel

UNACCEPTABLE JEWELRY



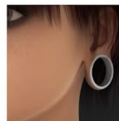
Cuffs



Large



Alternative Style



Any Size Ear
Gauges



Eyebrow or Facial
Piercings



Nose Piercings

Purchasing Uniforms

All visible uniform items must be purchased from our approved uniform suppliers. This information is available on the school's website. Additionally, gently used uniforms are available from our Uniform & Logowear Store located across from the office. Direct any questions to the Uniform Coordinator.

Uniform Days

Casual Uniforms – Monday, Tuesday, Thursday and Friday

Formal Uniforms (including blazers) – Wednesday

Special occasions like concerts, field trips, or community events will require the formal uniform unless the occasion requires something more casual.

If in doubt, ask first. The best way to retain privileges is to use them wisely. If you are uncertain, ask a teacher. Presumption is an undesirable trait not in keeping with our decorum.

We also suggest that students bring a pair of tennis shoes (or other type of play shoes) to wear during their breaks.

Dress

Students must wear the approved uniform of The Ambrose School while on campus or on school-related trips during school days. Students may return home and change before a school event. Please see the "uniform" section of this document for more information. Uniforms shall be worn as intended and kept neat, clean, and modest in appearance.

During House or other athletic activities, students are encouraged to wear their House t-shirts. For athletic activities in which students wear their own clothes, the following rules apply:

1. Students must wear loose-fitting t-shirts and loose-fitting shorts longer than the tips of their fingers when their arms are fully extended down their legs.
2. No tight shorts or sleeveless shirts are allowed.
3. Students are expected to obtain the appropriate uniform for their House.
4. Shoes are required.

At School Functions (Dances, Events, Games, Retreats, Etc.)

1. The above rules apply.
2. Dresses and skirts cannot be worn shorter than 2" above the kneecap.
3. Dress standards for dances will be communicated prior to the event.
4. The front and back of tops must be modestly cut. See the House Governor if you have specific questions.
5. Boys (and girls) are asked to dress appropriately for the decorum of the event.
6. Legalistic arguments about these rules will not be well received. Ask yourself why you want to wear something. If your motivation might be "to be noticed", you're probably on the wrong track (unless you're speaking in a classical aesthetic sense—but be prepared with your defense sources, and inquire prior to the event!)

Accessories, Coats, Backpacks, Etc.

The Ambrose School seeks to provide an environment free from distractions and one that discourages cliques. For this reason, we require that backpacks, non-uniform coats, water bottles, and other materials not have large, thematic branding (rock stars, large branding, etc.). Sports teams are OK.

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.

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. These standards may be tightened for certain students.
7. Visible body piercing, including earrings.
8. Visible jewelry (necklaces, bracelets, etc.). Rubber "prayer bracelets" or memoriam bracelets will be allowed within reason.
9. Any tattoo or piercing that is visible or shown to other students.

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.
3. Dramatic make-up 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.
6. Jewelry that is distracting or bold. Guidelines include no brightly colored or gaudy jewelry. Jewelry should tastefully compliment the uniform.

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

TECHNOLOGY AND ELECTRONICS

1. Cell phones and smartwatches are allowed on campus, but must be turned OFF from 7:45-3:00 (school hours) when on school grounds and must be stored out of sight (in a locker if provided). If we discover that you forget to turn off your device, it may be kept by the administration for 3 days. If you have your cell phone on you during the school day, it will be confiscated and kept overnight on the first offense; the second offense it will be kept for 3 days; if there is a third offense, a two day suspension will be enforced.
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 and social media is generally unhealthy to the school community.
3. Laptop computers and iPad-like devices are allowed at the teacher's discretion. These must only be used for school purposes and must not be wirelessly connected to outside services. Student laptops brought from home are not allowed to be plugged into the school's network. See "Computer use" below for more information.
4. Scientific calculation software and calculators on laptops are permitted at the teacher's discretion.
5. All other electronic devices are not allowed on the premises. If they are seen, they will be confiscated. This includes iPads, Smartwatches, or other devices used for music and games. Exceptions may be rarely approved by the administration.

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 may use school computers for school purposes only. Students are expected to use their school provided Google accounts for file and data storage.

2. In the upper school, 7th-10th grade students may only use computers during school hours in the presence of a teacher. 11th-12th grade students may use these devices unsupervised for school-related purposes at a teacher's discretion.
3. 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.
4. Students are not allowed to use The Ambrose School's administrative computers, printers, faxes, or scanners (except for media class work, yearbook, TA's, or TAP's,).
5. Students are not allowed access to a teacher's computer without the teacher present.
6. In 7th grade, students are issued Ambrose Google accounts for the Upper School. They are required to use their school issued accounts for online assignments.

We expect families to provide the following at home:

1. We STRONGLY discourage unsupervised connected computers, phones, or iPads in the bedroom at any age.
2. A quiet place free of distractions for homework.
3. 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 connecting to the internet.
5. **Students must also have access to 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.

HONOR CODE

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

1. No chewing gum, electronic music devices (including anything with earphones or speakers), guns or knives are allowed on the school grounds or at any school activity.

2. 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).
3. Use only approved entrances and exits. Fire exits are not to be used.
4. 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 would 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. 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 activities based on outside activities. Our reason for this policy is rooted in 1 Cor 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 social media. 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 removal.

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. No non-students (friends or past students) are allowed at closed Ambrose events. This includes dances, service projects, retreats, etc. This rule does not apply to public events.
3. Be present at the event, not wandering or hanging around in the hallways during the event. Do not be consumed in electronic communication.

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.

- Students are not allowed to indicate any romantic relationships at the school or school events.
- Be warned that students who publicly 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.
- Students of the opposite sex are not allowed to isolate themselves in the building, car, grounds, or parking lot.
- 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.

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.

7-12 Discipline Procedure

Our upper school treats discipline differently than the grammar school. Through the course of 7th through 12th grade, we expect students to take greater responsibility for their behavior, and in turn, we hold them to a progressively higher standard. We also anticipate allowing greater freedom—assuming that students use it wisely. Student behavior that purposefully and/or consistently tests our boundaries will not be tolerated.

If a student violates the code teachers may send students to the office, or conduct their own correction (detention, etc.). At the teacher's discretion, a behavioral note may be made in FACTS. Yellow slips and blue slips are not issued in the upper school.

Green slips are issued for uniform violations to remind students of uniform requirements. When a Uniform Infraction Notice is issued, the slip must be signed by the student and parent and returned to the issuing teacher. If the teacher perceives that a student is not diligent in wearing the uniform correctly, the teacher will conference with the parent and may take further

disciplinary action.

If a student commits a serious violation of the code or repeatedly requires correction by a teacher, an office visit with the administration will result.

HOMework POLICY AND GRADING

Guidelines For Assigning Daily Homework

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 and diligent student.

Homework Guide For the Average Student	
7th-12 th grades	10 min per grade level
Example for 7 th grade	7 x 10 = 70 minutes total for all classes combined

Not included in the homework time above:

1. Approximately 30 minutes of assigned reading, with no requirement to turn anything in, except routine common-placing requirements.
2. Time spent on Arts classes or extracurricular (music, media, mock trial, theater, etc.). Students are expected to plan their activities accordingly.
3. Please note that students on the Calculus track may have homework expectations that exceed the above guidelines.

Excessive Homework

If you are regularly exceeding the homework guidelines above, or if homework is regularly excessive on certain nights, please talk to your teachers and inform them of the problem. If this is not effective, please see the Upper School Dean.

Dropping, Adding And Auditing Classes (For All 7th-12th Grades)

Drop requests will be honored when the student submits the appropriate paperwork to the Registrar by the following dates:

1. **Class-drop deadlines:** [1] Students have until the sixth (6) day of

school for the respective semester to drop a class without any record noted on transcript. [2] A student has until the sixth (6) day of school in the second and fourth quarter to drop a class for the respective semester with a [W] recorded on the transcript. [3] Students who miss either of the above deadlines will receive the grade they have earned in the class at the end of the semester and it will be recorded on the transcript. **No drops are allowed after the sixth school day of the 2nd and 4th quarter.**

2. **Class-add deadline:** Classes may be added during the first 4 weeks of the semester. In some classes, the material covered in the first 4 weeks may prevent us from allowing students to add the class after this date. If allowed to add, no grade will be given for the semester, only an audit will appear on their transcript. No high school credit will be given for classes added after the first 4 weeks of the semester. See #3 auditing classes.
3. **Auditing classes:** Audits are permitted within the following guidelines:
 - a. Audits will be graded and recorded as non-credit status on school documents unless the Audit status is converted to credit status by the class- add deadline (see #2 above).
 - b. Audit-to-Credit conversions will not be permitted in the case of conflicting class schedules.
 - c. Auditing will not be permitted to fulfill prerequisites for other coursework.

A DROP/ADD/AUDIT REQUEST is not complete until all documents are completed and signed by all parties required and returned to the Registrar by the above stated deadlines.

Student Agenda

As part of the process of growing into maturity, Upper School students are expected to manage their own homework load. Teachers post assignments such as tests, papers, outlines, rough drafts, projects, readings, and quizzes on the classroom whiteboard the day it is assigned, along with a due date. Students are required to record this information under the relevant date in their Student Agenda. On occasion students struggle with tracking their homework assignments; in such instances, the parents should contact the teacher immediately to implement additional accountability measures.

Weekend/Vacation Homework Policy

Written weekend/vacation homework is limited to the following:

1. Remedial or makeup work.
2. Up to an hour of reading over the entire weekend (no specific writing expectation).
3. Project work: Up to 2 per semester for any given student.
4. Senior and junior thesis may require weekend work.
5. Math assignments that students could have completed, but were not completed in Friday's class.

Grading Basis

PERCENT	LETTER	POINTS	PERFORMANCE
100-98	A+	4.0	Excellent
97-93	A	4.0	
92-90	A-	4.0	
89-88	B+	3.33	Good
87-83	B	3.0	
82-80	B-	2.67	
79-78	C+	2.33	Satisfactory
77-73	C	2.0	
72-70	C-	1.67	
69-60	D	1.0	Needs Improvement
59-0	F	0.0	Failing

Annual Student Awards

Academic honors are awarded to full-time students based on the current un-weighted year four quarter grades for grades 7th-8th and current year un-weighted semester grades for 9th-12th grades.

1. **Annual Honor Roll:** The Ambrose School students who earned an A average (3.90 or higher) both semesters with no grade less than a C, will be honored with a Headmaster's Encomium. Those who earned an A/B average (3.8-3.89) with no grade less than a C, will be recognized with a Headmaster's Commendation. Those with an above B average (3.7-3.79) with no grade less than a C, will be on the Headmaster's List.
2. **Faculty Commendation:** This is an award for diligence or character. This award does not consider GPA or grade measures. To earn a

Faculty Commendation, the student's efforts must have been oriented toward achievement that transcended ordinary individual or class expectations in some specific area.

3. **Ambrose of Milan:** This is the highest honor awarded at The Ambrose School. Only one student from the School of Rhetoric will receive the honor during a given year. Several students may be nominated, which is an honor in itself. School of Logic and School of Rhetoric teachers will counsel with each other to select the nominees, in consultation with the administrator. Teachers will then vote on the student who will receive the award. The Ambrose of Milan award is considered a high honor and must be reserved for students who lived their lives this year in the spirit of St. Ambrose of Milan; namely, students whose lives mirrored godly character as outlined in such passages as Philippians 2:5-11. To be considered, students should have consistently made the best use of their gifts. They should have modeled a Christ-like attitude of humility, love, service and respect toward others (1 Corinthians 13), both at school and away. They should have pursued their studies to the glory of God (Colossians 3:17 and 22-24). Finally, they should have consistently evidenced the preceding consistently in all classes and school activities.

Athletic Requirements

Academic Requirements: Grades will be assessed when progress reports are distributed and at each academic quarter. If an athlete's GPA falls under a 2.5 they will go on an athletic watch list where grades will be checked every two weeks to ensure academic stability. If the athlete is below a 2.0 grade average, the athlete will not be eligible to play for the upcoming sport or the sport they are currently participating in. In this case, the student will be given 2 weeks from the date of notification to bring their grades up to a 2.0 standard—if a student is unable to bring their grades up within the allotted time they will be removed from the team unless a PSIP is deemed necessary. It is the responsibility of the athlete to request grades from the registrar to verify eligibility; grades can be requested anytime within that two week period. NOTE: Students are not eligible to practice during this 2 week period. If the student is successful in bringing up their grades then the student is eligible to play. HOWEVER, due to missing practice, it will be left up to the discretion of the coach to determine playing time.

Commitment: A student who participates on an Archer's team should be willing to commit to four days a week after school, excluding Wednesday.

Individual coaches will set attendance requirements for the team. An excused absence from practice or a game is an absence from school due to sickness or a family emergency. Athletes must notify the coach before the absence.

Students are to be given the standard number of days for an excused absence to complete their school work following an absence due to an athletic event. They must get their assignments before leaving on the trip.

ATTENDANCE REQUIREMENTS

In grades 7-12, an "Absence" is defined as missing a class period, not a day. In other words, a student who misses the first period receives one absence for that period. Missing the whole day would result in a total of up to seven absences. For this reason, the number of absences shown on the report card may be quite large.

Number Of Absences

Due to the nature of our coursework we request that students not be absent more than 10 times per semester from any one class. If absences exceed this number, or if they become an unnecessary burden on the faculty and staff of the school, the student will meet with their teacher, the Upper School Dean and their parents. **Students may receive no credit for classes in which they exceed 10 absences or more in a semester.**

Planned And Excused Absences

A **planned** absence is any absence when a student or parent notifies the teacher and makes arrangements to do class work prior to the absence due to a foreseeable circumstance. Examples are absences due to family vacations, school sporting activities, or other absences for which work can be planned and completed ahead of time. Families are strongly discouraged from planning vacations during school as it adds greatly to our workload. Teachers will cooperate with families who take their children from school for such planned events as vacations and educational opportunities, provided they are coordinated in advance with the teacher.

- It is the responsibility of the student to work with the teacher to complete work as close to the due date as possible.
- Students must complete all work missed due to a scheduled absence.
- If it is not possible to complete an assignment before the planned absence, students will coordinate with their teachers to come up with a plan to get the assignment completed at a reasonable time.

- Parents should attempt to arrange medical appointments for after school hours whenever possible.
- Absences caused because of a school-sanctioned event will count as planned absences. However, all assignments are to be gathered and completed prior to the event.

An **excused** absence is any absence resulting from illness, family emergency, or other unplanned event for which the teacher was not given prior notice and the parent has excused the absence with the front office as soon as possible. Students will be permitted to make up work missed due to excused absences. All work must be completed by the end of the quarter or sooner as required by the following rules:

- **Students have two days for each day absent to turn in work**—not to exceed a maximum of six (6) school days from the absence unless exceptions are made by the teacher and Upper School Dean.
- **Parental notice must be given within two school days after the absence to the front office** (email, handwritten, ParentSquare, or phone-in only). Emails may be sent to attendance@theambroseschool.org or phone (208) 323-3888.
- If a student misses only a portion of the day, the student is required to turn in the assignments when originally due (unless they were assigned and completed during the missed class period).
- Notice of excuse by the parent must be reasonably appropriate. Making “an excuse” for irresponsibility by the child is not acceptable.
- In the event that a combination of planned and excused absences becomes an academic problem, the teacher may request a conference with the parent.
- After six absences per semester per class period, the student will be responsible for learning the material from days missed on their own and the teacher will not be able to provide additional tutoring.
- After six absences per semester, the student must makeup any test or quiz within 24 hours of the original testing day.

Unexcused Absences

It's imperative that our students are accounted for at any given moment during the day. In light of this responsibility, all absences which have not been excused by a parent through the front office will be considered an unexcused absence. Unexcused absences will ultimately result in disciplinary measures that could result in expulsion. If you see an unexcused absence on your child's attendance report, please follow up with the front office as soon as possible.

Students are required to be in class unless they have an excused absence. Any homework that was due on the day of the unexcused absence will not be accepted after the fact and will result in a zero. Homework assigned the day of the absence is due as though the student had not been absent. Assignments missed during the class (quizzes, tests, etc.) cannot be made up and will result in a zero. There also may be further discipline if it is determined that a student has "skipped" a class during the day up to and including the possibility of expulsion.

Tardies

At The Ambrose School, our goal is to raise honorable, responsible young men and women. As one facet of that, we have developed a policy in which the student is responsible for the virtue of timeliness.

You are responsible for being ready for class at the appointed time. You show honor to God, respect for your classmates, parents, education, and this institution when you are prepared. Students who are tardy miss out on opportunities to learn.

Guidelines For Tardies

1. If you know you are going to be tardy, notify your teacher or have your parent write a note.
2. Extra chatting with friends or dawdling between classes shows disrespect and harms your grades; choose timeliness!
3. Teachers are encouraged and expected to take measures in helping you learn the discipline of punctuality. These will likely affect your grade or your freedom. Please consider Proverbs 27:6 ("Faithful are the wounds of a friend") if you find yourself being disciplined for making poor choices.
4. If any staff member instructs you to go to class you will, of course, obey.

Attendance Instruction Summary

1. If you know you're going to miss school, plan ahead.
 - a. Notify your teachers of the days you will be gone and give them at least three days to assemble your assignments.
 - b. Bring a note to the Registrar and teacher regarding your planned absence prior to the trip (for school official trips, this step is not necessary).
 - c. Have all your assignments turned in within the required time limit (48 hours for each day you missed). You may need to turn it in sooner if you are nearing the end of quarter or semester if you wish to avoid an incomplete on your report card.
2. If you miss school due to an unforeseen reason (illness):
 - a. On the day you are absent, have your parent email (preferred) attendance@theambroseschool.org or call the school to notify us.
 - b. Obtain your assignments and arrange for any testing upon your return.
3. If you are late to school because of an appointment:
 - a. Have your parents write a note to your TEACHER explaining the situation and give it to the teacher immediately upon your return (this eliminates the tardy, not the absence).
 - b. If you were absent from other classes during the day, you need to have your parent email attendance@theambroseschool.org or write a note notifying the school of your absences.
 - c. Obtain your homework upon returning or before you leave. If you have assignments due later that day or earlier that day, you must turn in those assignments before you leave or upon your return.
4. If you are late to class without a parental excuse (you talked too long between classes, etc.):
 - a. You will not get points for any activities you missed.
 - b. You will be subject to whatever form of constructive discipline the teacher deems best.

- c. If your tardiness seems to be problematic, or indicative of spiritual or social issues, you will visit with the Administrator.
5. After six absences per semester per class period, the student will be responsible for learning the material from days missed on their own and the teacher will not be able to provide additional tutoring. Missed tests must be taken within 24 hours.

FACILITY DETAILS

Food

1. Food is only allowed within the facility during lunch period, except for special and rare occasions.
2. No drinks other than water are permitted in the carpeted areas of the building. Teachers, at their discretion, may allow coffee or tea in their rooms.
3. Transporting drinks to classrooms must be done in covered containers, and students are to use special caution, proceeding directly to their destination when they carry drinks.
4. Food is not permitted during study halls or at other times outside of the lunch period. No food or drink is allowed in the library.
5. No food or drink is allowed in the gym during school hours.

Purchases will be permitted in the Providence Room. Only juniors and seniors may remain in the Providence Room. Drinks must be consumed in the Providence Room (11th & 12th grade) or the classroom with advanced teacher permission. For younger students, food and drink must be taken outside or directly to their dining area. No food or drink may be consumed in the hall.

Fire Drill And Lockdown Instructions

If a fire alarm sounds, follow the instructions of your teacher. In the event that a teacher is not present or you are not in class: 1) Check the map posted near the door of each room for your nearest fire exit. Proceed to the closest exit, even if it is not normally allowed to be used! Exit the building and proceed to the east side (in the play field) or the west side on the grass meridian between the parking lot and Locust Grove. Find your homeroom teacher and remain with him or her until the all-clear is sounded.

If a lockdown is called over the intercom system follow the instructions of your teacher. Lockdowns are called when danger may exist in or near the school. The most likely cause is a nearby crime, such as a robbery at a nearby

business, which probably will not affect the school. So, do not panic. **If no teachers are available and you are inside the building, proceed quickly to the nearest room (do not try to return to your homeroom).** If the door is closed and locked, knock on the door and announce yourself simultaneously. If no one opens the door within a few seconds, proceed to the closest occupied room and try again. If you are in a room without a teacher, check the outside door handle to see if it is locked (so you can tell the office) and close the door. Immediately call the office (pick up the phone handset and dial 6430). If no one answers, remain in the room and remain quiet.

Procedure For School Cancellation

If BOTH West Ada and Boise school districts close, we close as well. If ONLY ONE district closes, the administration will make the decision that morning whether or not we should close.

In addition, we may opt for a late start for both upper and grammar school under certain circumstances.

Even if a snow day is not called, parents always have the option to keep their student home during bad weather.

When school is canceled, generally all after-school activities are also canceled. However, in some cases when roads improve during the day, sports practices or other events may continue as planned. Notice will be given through ParentSquare. 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.

How to know if it is a snow day:

- Check your school email or StudentSquare app: We will send out a school-wide alert by 6:30 am if school is canceled. If there is no alert, school is on.
- Check Facebook and Instagram.
- Go to the school website homepage: Look for a banner on the homepage saying that school is canceled. If there is no banner, school is on. We aim to have it up by 6:30 am, but keep checking.
IMPORTANT: Refresh your page each time you check.