



PARENT & STUDENT HANDBOOK

Revision March 2024

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From our Head of Schools

Dear Parents,

Welcome to The Ambrose School, and thank you for entrusting us with the privilege of shaping your children's educational journey. We are delighted to have your family as integral to our unique and vibrant community. This handbook serves as a guide to illustrate the distinctive qualities that set Ambrose apart and showcase our commitment to providing a Biblically-based classical education for your children.

At Ambrose, we recognize the profound responsibility bestowed upon parents in nurturing children in the fear and admonition of the Lord (Eph. 6:4). Our mission is to walk alongside you in this sacred endeavor, fostering an environment where students can cultivate a deep love for truth, goodness, and beauty, all revealed through the person of Jesus Christ.

We anchor our understanding of right and wrong, truth and falsehood, in the Word of God. In Jesus, we discover the epitome of Truth, Goodness, and Beauty, and our community provides a rich context where students learn and live out their faith, setting the foundation for our students to be lifelong pursuers of His Kingdom.

Our commitment to classical methodology adds another layer of uniqueness to Ambrose. We employ methods that have proven successful over centuries, recognizing the evolving strengths and tendencies of students as they progress through the grammar, logic, and rhetoric stages of the Trivium. This classical education model equips students with the tools to become lifelong learners, fostering deep thinking, sharp reasoning, and winsome communication.

The Ambrose School faculty and staff embrace the challenge of teaching and enculturation with humility and boldness, trusting that Christ is the author and perfecter of our students' lives. The classical methodology harmoniously aligns with Christian families, creating a timeless framework for education and formation.

Again, Thank you for partnering with us on this remarkable journey. We look forward to walking alongside your family as we pursue the glory of the Lord.

Soli Deo Gloria,

A handwritten signature in black ink, reading "M. Wade Ortego". The signature is fluid and cursive, with a long horizontal stroke at the end.

M. Wade Ortego
HEAD OF SCHOOLS

School Overview

Our Vision

Our vision is to provide a biblically-based classical education that focuses on classical language, mathematics, rhetoric, natural history, and the reading of history and literature.

Our Mission Statement

To nurture students' appreciation of truth, goodness, and beauty as they strive for excellence while guiding them to live purposefully in the service of God and man.

Our Distinctives

1. God is honored
 - a. The rightful end of education is to enable the student to honor and glorify God more fully.
2. God is the foundation of all knowledge
 - a. All knowledge is presented as part of an integrated whole, with God as revealed in His Scriptures at the center. All true knowledge is a reflection of the Creator. The Christian worldview is presupposed in all subjects.
3. Classically trained
 - a. The foundation of Western civilization is emphasized through the study of history, philosophy, science, the arts, literature, and classical language. The method of instruction implements the Trivium: grammar, logic, and rhetoric phases.
4. Partnered with parents
 - a. Parents are responsible for the training and instruction of their children. The Ambrose School endeavors to assist parents in this responsibility. This means that we are in partnership with one another in this shared vision and mission. This partnership is at the very core of who we are as a community of faith and learning.

Statement of Faith

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

1. We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16).
2. We believe there is one God, eternally existent in three persons: Father, Son, and Holy Spirit (Genesis 1:26, Acts 7:54-60, John 1:1).
3. We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.
4. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
5. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary (Titus 3:5).
6. We believe salvation is by grace alone through faith alone (Ephesians 2:8-9; Romans 11:5-6).
7. We believe faith without works is dead (Philippians 2:12, Ephesians 2:10, James 2:14-26).
8. We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9, Galatians 5:22 -25).
9. We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46).
10. We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17, I Corinthians 12 and 14).
11. 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.

12. 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).
13. 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).
14. 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.

Goals of a Graduate

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.

ACCS Accreditation

Our accreditation is through the Association of Classical Christian Schools. The ACCS has nearly 550 member schools but 63 are fully accredited. 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.

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.

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.

Board members are listed on our website.

Our Community

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 parents. 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 children'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.

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 reasons:

- 1. The teachers put much prayer and thought into balancing the classes considering gender, personality, and classroom dynamics.**
- 2. 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.

PARENT RESOURCES

Visiting Our Campuses

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/front desk.

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.

Communication

FACTS Family Portal – Student Information System

District Code: FA-ID

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, see their charges and payments, and update their financial information. 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. In order to make an account please go to <https://accounts.renweb.com/password/create>. This will take you to the Family Portal where you can create your account using your school email (ex. 25scarlettp@thearchers.net). The District code is "FA-ID" and put your school email in the username/email field. Follow the prompts and you will be able to link your account to the Family Portal.

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

ParentSquare

ParentSquare is how the school administration and teachers communicate with families. At least one parent must be registered with ParentSquare. All upcoming events, announcements, newsletters, updates, and schedules are posted through ParentSquare to the appropriate grades, classes, or groups. Parents will receive an email notification when something is posted that pertains to them.

ParentSquare Alerts

In the event of a school wide emergency or other urgent information, there will be an alert sent out from Parent Square to your cell phone and/or email.

StudentSquare and Student Emails

Students in 7th through 12th grades 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.

Financial Information

Tuition 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, FACTS will assess a returned payment fee. Late payments may also incur 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 on 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 Payments

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

Refunds

3. Fees: All fees are **non-refundable**.
4. 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

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.

Fundraising

Annual Fund

Throughout the year, fundraising events are held to raise money for our Annual Fund, i.e. the Annual Auction. This fund is our yearly campaign designed to meet the specific and critical operational expenses of the school. By donating to the Annual Fund you help keep tuition lower by not adding these operational expenses to the annual budget.

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.

Junior Class Fundraisers

During eleventh grade, students are encouraged to participate in "Junior Class Fundraisers." The funds help to support their senior trip overseas.

Volunteering

Homeroom Parents (HRPs)

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 Help

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 they 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 on 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. 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.

Student Information

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.

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)

Please see ParentSquare for all after-school and athletics opportunities.

Driving Information

Student Drivers and Passengers

No one under the age of 23 may drive another student to or from a school-sanctioned event unless they are members of the same family. 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.

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 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.).

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
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.

DRESS CODE & GROOMING POLICIES

School Uniforms

Uniform Overview

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

1. 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.
2. Uniforms are a positive influence in the school. The Ambrose School places particular value on a structured learning environment. A child learns that when wearing an Ambrose uniform, he will engage 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.
3. 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.
4. 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.

Wednesday is formal day at The Ambrose School. All students must wear their formal uniform every Wednesday. Informal options cannot be worn on Wednesdays. Please see the Uniform Guide for formal uniform requirements.

Uniform Requirements

Please see the Uniform Guide for more information.

- **All visible uniform items must be purchased from our approved uniform suppliers:** Educational Outfitters, Flynn O'Hara Uniforms, and Lands' End School. See the online uniform guide for contact information.

- Uniforms shall be worn as intended and kept neat, clean, and modest in appearance—this includes missing buttons. (Check with the Uniform & Logowear Store for button replacements.)
- Pre-K student uniforms are simplified and do not have to be purchased from our uniform vendors. Ask for the Pre-K Uniform Guide for more details.

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.

UNIFORM REQUIREMENTS <i>Classified as Business Casual</i>	FORMAL UNIFORM REQUIREMENTS <i>Classified as Business Formal</i>
Girls Uniforms <ul style="list-style-type: none">● Jumper, skirt, or kilt● Polo shirt (white button up for K-4)● Bike shorts● Socks and shoes (see Uniform Guide for guidelines)	Girls Formal Uniforms <ul style="list-style-type: none">● Jumper, skirt, or kilt● White button up shirt● Cardigan, sweater (7-8), or blazer (9-12)● Bike shorts● Knee Socks and shoes (see Uniform Guide for guidelines)
Boys Uniforms <ul style="list-style-type: none">● Khaki twill pants● Navy polo● Black belt● Socks and shoes (see Uniform Guide for guidelines)	Boys Formal Uniforms <ul style="list-style-type: none">● Khaki twill pants● Blue Oxford shirt● Cardigan, sweater (7-8), or blazer (9-12)● Tie● Black belt● Socks and shoes (see Uniform Guide for guidelines)

Girls Jumper, Skirt, and Kilt Guidelines

- The hemline must be **no shorter than 2" above the kneecap**. Ordering a larger size will not make the skirt longer. You must order the tall (XL) which is 2" longer.

Boys Pants Guidelines

1. No excessively short pants, this means **no rolling the bottoms**—they should reach at least the top of the shoe. We realize that boys grow quickly, and by spring, they sometimes have "high waters." If this is the case, please purchase new (or used) pants if the hemline is more than 1" above the top of the shoe.
2. No excessively tight or baggy pants. No undergarment or pocket lines should show because the fabric is too tight. Stand straight and pinch 1/2" to 1 inch of fabric on either side of the thigh—if it is less than that, the pants are too tight.
3. No denim or denim-like fabric.
4. No cargo pockets.
5. No holes or stains.

When to Wear Uniforms

- **Standard Uniforms** – Monday, Tuesday, Thursday, and Friday
- **Formal Uniforms (including blazers for 9th-12th)** – Every Wednesday
- **Special occasions** like concerts, field trips, or community events will require the formal uniform unless otherwise specified by the teacher.

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 tennis shoes (or other play shoes) to wear during their breaks.

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

1. House and Archer sports uniforms and practice apparel, which athletes may wear after 3:00 for practice or games
2. On game days, students may change into Ambrose logowear after the school day (3:00 pm) to cheer on the team.
3. Students under the 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.

Accessories, Coats, Backpacks, Toys, Etc.

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

- All lunch boxes and backpacks must be plain, solid colors or patterns.
- These items and 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, these cultural intrusions can adversely affect the dynamic of our school environment.

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 attitude can prosper.

Non-Uniform Events

Dress Code Terms

CASUAL dress code refers to clothing that is informal and comfortable yet clean with no holes, rips, or tears. (Jeans, t-shirt, etc.) **Sweatpants, joggers, or pajama pants are not allowed** unless otherwise specified.

BUSINESS CASUAL typically means collared shirts with pants or skirts.

GIRLS ATTIRE

- Skirt or dress pants
- Collar shirt, knit shirt or sweater (no sleeveless)
- Dress **(middle of the knee or longer)**
- Dress shoes (flats or heels)

BOYS ATTIRE

- Slacks or khakis
- Dress shirt, casual button-down shirt, or polo shirt
- Tie (optional)—**required for graduation**
- Optional sportcoat or blazer
- Dress shoes **(no sneakers)**

BUSINESS FORMAL is characterized by a suit jacket with matching pants or a skirt. The darker the suit, the more formal. **Ladies' skirts or dresses must reach the middle of the kneecap or longer.**

GIRLS ATTIRE

- Pant suit or skirt suit
- Dress with jacket
- Jumpsuit with jacket
- Dress shoes (flats or heels)

BOYS ATTIRE

- Business suit
- Matching vest (optional)
- Dress shirt
- Tie
- Dress shoes **(no sneakers)**

SEMI-FORMAL dress code is best described as being more formal than what you would wear to an office, but slightly less formal than what you would wear to a formal event.

GIRLS ATTIRE

- Short to tea length dress
(no shorter than 2" above the kneecap)
- Dressy separates (skirt or pants and top)
- Pantsuit or jumpsuit
- Dress shoes (flats or heels)

BOYS ATTIRE

- Slacks
- Button down dress shirt
- Sportcoat or blazer (optional)
- Vest (optional)
- Dress shirt
- **Tie or bowtie**
- Dress shoes **(no sneakers)**

FORMAL attire is what you would wear to a fancy evening event like Protocol.

GIRLS ATTIRE

- Tea length to floor length dress or gown
- Sandals, flats, or heels

BOYS ATTIRE

- Suit
- Matching vest (optional)
- Dress shirt
- Tie or bowtie
- Dress shoes **(no sneakers)**

Dress Code for Events

Below are the requirements for every school event or themed day held on campus. Typically, these are events that are considered to be casual dress events. This includes, but is not limited to: Spirit Days, class-themed days (Egyptian Day, etc.), Western Day, or Unity Week.

Tops:

- No tight or see-through shirts.
- Sleeveless shirts are not allowed.
- The front and back necklines of tops must be modestly cut.
- No midriffs showing.

Bottoms:

- Students must wear loose-fitting pants or shorts, with **shorts longer than the tips of their fingers** when their arms are fully extended down their legs (this includes running shorts).
- Leggings can **only** be worn under a skirt or dress.

- No undergarment or pocket lines should show because the fabric is too tight.
- Dresses and skirts are not shorter than 2" above the kneecap.
- Sweatpants, joggers, or pajama pants are **not** acceptable unless otherwise specified.

Shoes:

- Shoes must be closed-toe with heels no taller than 1/2".

General Guidelines:

- Students are asked to dress appropriately for the event's decorum.
- 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 before the event!)

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

Attire Classification for Events

Please see "Dress Code Terms" above for the definition and examples of event attire.

Please see the "When to Wear Uniforms" section for uniform event guidelines.

Attire classification includes, but is not limited to:

- **Fall dance:** Casual or themed
- **Winter dance:** Semi-formal
- **Protocol:** Formal
- **Junior/Senior Thesis:** Business formal
- **Graduation:** Business casual (**tie required for gentlemen**)
- **Spirit Days:** Casual
- **Themed days:** Casual
- **Attending Archer sports:** Casual (sweatpants or joggers allowed)

House Sports or Retreat

Students are encouraged to wear their House t-shirts during House activities. For athletic activities in which students wear non-uniform clothes, the following rules apply:

1. The rules under the "Dress Code for Events" section apply.
2. Students are expected to obtain the appropriate t-shirt for their House.
3. Athletic shoes are required.

Upper School Dances

Ambrose has one upper school dance in the first semester and two in the second semester. Our goal is to have our students learn how to dress appropriately for specific occasions. The fall dance is typically casual and sometimes themed. However, the two dances in the second semester are more formal affairs. Rather than laying down “laws,” we’d like to help students find an appropriate outfit that builds their confidence. Below are some general guidelines, however, please refer to the Dance Dress Code in the ParentSquare Resource Hub for more details.

SEMI-FORMAL Attire for Ladies:

- **Top:** Decollete, modestly covered, no cleavage or sweetheart necklines. The back can show as far as the bottom of the shoulder blades, no lower. Halter dresses and spaghetti straps are allowed as long as bra straps and undergarments are not visible. **NO strapless dresses.**
- **Middle:** No cut-outs on the body of the dress. No two-piece dresses that expose the midriff when hands are lifted in the air. No front-to-back cutaways that reveal the skin below the level of your armpits.
- **Bottom:** When standing, the length of the skirt should be no more than 2” above the knee. For long dresses, no slits higher than 2” above the knee. You’ll do lots of twirling & jumping throughout the night. If in doubt, wear leggings. Tights, modesty shorts, and pantyhose **do not** make up for a dress that is too short.
- **Overall Fit:** Make sure the dress is not too tight or see-through, no undergarment lines should show because the fabric is too tight or too sheer.

FORMAL Attire for Ladies:

- All guidelines above apply except that **strapless dresses are allowed**, and modest sweetheart necklines are acceptable as long as cleavage is not visible.
- Gowns or dresses must be tea length or longer.

SEMI-FORMAL Attire for Gentlemen:

- **Top:** Button down, collared shirt, tucked in. **A tie or bow tie is required.** A suit coat, blazer, or formal vest is strongly encouraged but optional.
- **Bottom:** Dress slacks, clean school khakis, or similar that are proper length and fit.

Rules for pants are as follows:

1. No excessively short pants. They should reach at least the top of the shoe.
2. No excessively tight or baggy pants. No undergarment lines should show because the fabric is too tight.

3. No denim or joggers.
4. No holes.
5. **A belt is required.**

- **Overall Fit:** A shirt that fits properly should be roomy enough that it does not pull at the buttons when standing straight with arms at your sides and long enough that it does not come untucked when raising arms.

Properly fitting pants should allow young men to:

1. Stand straight without underwear lines showing
 2. Stand straight and pinch 1/2" to 1 inch of fabric on either side of the thigh - if it's less than that, pants are too tight
 3. Bend down easily without pants restricting movement
 4. Stand straight with the bottom of the pant leg reaching at least to the top of the shoe
- **Shoes:** Shoes are to be close-toed only (e.g., no sandals, flip-flops, etc.). Loafers or dress shoes are strongly recommended. Sneakers are discouraged but allowed if they are neat and clean.

FORMAL Attire for Gentlemen:

- All of the guidelines above should be followed; however, as this is a more formal event, a full suit or tuxedo is encouraged. **A suit coat or blazer is required.**

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 cultivating 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 that 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 their hair out of their faces.
4. All hair accessories must be removable upon request.

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 ear lobe.
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 of a shirt, it is too long and needs to be cut.
7. A student asked to cut his hair should cut it so 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 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). Some natural colors are OK with pre-approval.
3. Any hairstyle with excessive height (afro-like, spiked, etc.).
4. Dramatic makeup or nail polish.
5. Visible body piercing (two pairs of traditional pierced earrings may only be worn in the earlobe).
6. Any tattoo or piercing visible or shown to other students. We discourage tattoos on students in any context.
7. Jewelry that is distracting or bold. Guidelines include no brightly colored or gaudy jewelry. Jewelry should tastefully complement the uniform.
8. Any decorative item that cannot be removed immediately upon request. If it is distracting, it will not be allowed (for example, feather hair extensions).

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

ATTENDANCE POLICIES

Attendance Instructions

1. **If you know your student is going to miss school, plan ahead.**
 - a. Email attendance@theambroseschool.org for the Locust Grove Campus, northoffice@theambroseschool.org for the North Campus, or bridgeoffice@theambroseschool.org for the Bridge Campus.
 - b. Email the instructor regarding your planned absence prior to the event and detail the days they will be gone. Please give the instructor at least three days to assemble their assignments (for school official trips, this step is not necessary).
 - c. The students must turn in all assignments within the required time limit (48 hours for each day they missed). It may need to be turned in sooner if your student is nearing the end of the quarter or semester if they wish to avoid an incomplete on their report card.
2. **If a student misses school due to an unforeseen reason (illness):**
 - a. On the day your student is absent, email attendance@theambroseschool.org for the Locust Grove Campus, northoffice@theambroseschool.org for the North Campus, or bridgeoffice@theambroseschool.org for the Bridge Campus.
 - b. Your student may obtain assignments and arrange for any testing upon their return.
 - c. If your students is not in class and we have not heard from a parent, the student will be marked with an **Unexcused Absence until we hear from the parent**. An Unexcused Absence may indicate that your student has skipped class which will result in a disciplinary action.
3. **If a student is late to school because of an appointment:**
 - a. Email your student's **teacher** explaining the situation (this eliminates the tardy, not the absence).
 - b. If your student was absent from other classes during the day, parents will still need to email updates to their campus' designated attendance email.

- c. Students may obtain homework upon returning or before they leave. If your student has assignments due later that day or earlier that day, they must turn in those assignments before leaving or upon their return.
- 4. **If a student is late to class *without* a parental excuse** (they talked too long between classes, etc.):
 - a. They will not get credit for any activities that were missed.
 - b. They will be subject to whatever form of constructive discipline the teacher deems best.
 - c. If the student's tardiness seems to be problematic, or indicative of spiritual or social issues, they will visit with the Administrator.
- 5. **After 6 absences per semester**, the student is responsible for learning material from days missed and the teacher will not be able to provide additional support. **Also after 6 absences per semester**, the student must makeup any test or quiz within **24 hours of the original testing day**.
- 6. **After 10 absences per semester, students may receive no credit for the class.**

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.

Holidays

Please check the calendar on Parent Square for standard school holidays and no school days.

Student Release Policy

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 students 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, there will be school that day.
- **Check Facebook and Instagram.**
- **Go to the school website homepage:** Look for a banner on the homepage saying that school is canceled. 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.

Grammar School Attendance

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 student's responsibility. The teacher will decide which work must be made up. The time given to 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 email attendance@theambroseschool.org. The attendance clerk will then mark the absence 'excused' in our student information system.

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.

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.

Maximum Absences and Tardies

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

Upper School Attendance

Absences Overview

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.

Excused Absences

An excused absence is any absence resulting from illness, family emergency, or other unplanned event, 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. Emails may be sent to attendance@theambroseschool.org for the Locust Grove Campus, bridgeoffice@theambroseschool.org for the Bridge Campus, or northoffice@theambroseschool.org for the North Campus.

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.
- After 10 absences per semester, students may receive no credit for the class.

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.**

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.

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

It's imperative that our students are accounted for at any given moment during the day. In light of this responsibility, all absences that have not been excused by a parent through the front office will be considered unexcused absences. 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 and respect for your classmates, parents, education, and this institution when you are prepared. Students who are tardy miss out on opportunities to learn.

Below are the guidelines used for tardies:

1. If you know your student is going to be tardy, email your campus (as stated previously).
2. Extra chatting with friends or dawdling between classes shows disrespect and harms grades; students should choose timeliness!
3. Teachers are encouraged and expected to take measures to help students learn the discipline of punctuality. These will likely affect students' grades or freedom. Please consider Proverbs 27:6 ("Faithful are the wounds of a friend") if students find themselves being disciplined for making poor choices.

Planned Absences

A planned absence is any absence when a student or parent notifies the office and 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 the teacher's 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. Blindsiding a teacher with a vacation that has not been communicated before hand will be considered an unexcused absence.

- It is the **student's responsibility** 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 impossible to complete an assignment before the planned absence, students will coordinate with their teachers to devise a plan to complete the assignment 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.

GRADING & HOMEWORK POLICIES

Grading Basis

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.

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)

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.

School Awards

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

Awards for Grades 4 - 6

- **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.
- **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.

Awards for Grades 7 - 12

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

1. **Annual Honor Roll:** The Ambrose School students who earned an A average (3.90 or higher) in 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.

Homework & Class Policies

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. Please provide your child with a quiet environment free of distractions for homework.

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.

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.

For grades 7-12, 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.

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.

Grammar School 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

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. A helpful resource to read is *Ending the Homework Hassles* by John Rosemond. 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.

Upper School Guidelines for 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 the approximate maximum times for the average and diligent student.

Homework Guide For the Average Student	
7th - 12th grades	10 min per grade level
Example for 7th grade	$7 \times 10 = 70$ 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 art or extracurricular classes (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.

Upper School Homework Management

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.

Dropping, Adding, and Auditing Classes (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 earned in the class at the end of the semester, which will be recorded on the transcript. No drops are allowed after the sixth school day of the 2nd and 4th quarters.
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, and 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.

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 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 athlete's responsibility 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 successfully brings up their grades, they are eligible to play. However, due to missing practice, it will be left up to the discretion of the coach to determine playing time.

Athletic 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 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.

TECHNOLOGY & ELECTRONICS POLICIES

School Electronics Policy

1. **Personal smartphones, smartwatches, tablets**, or any other related technology capable of **calling, texting, or accessing the internet are prohibited** on school property between 7:00 a.m. and 4:00 p.m. Students must keep these devices in their vehicles. Use of these devices is permitted in student vehicles.
2. When **phones** are allowed (outside the prohibition period of 7:00 a.m. to 4:00 p.m.), 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 for 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. No other electronic devices are allowed on the premises. If they are seen, they will be confiscated. 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. A teacher may request the computer be put away if they are deemed distracting.

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. Beginning in 9th grade, students are required to have a Google account for document-sharing purposes.

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.

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.

BEHAVIORAL PRINCIPLES & GUIDELINES

Student Behavior Expectations

Community Behavior

We who labor on behalf of children take our responsibility seriously and want to do all we can to build faith and character in 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.

Parental Responsibilities

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 importantly, 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 Principles

True obedience comes 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.

Expectations of Students

1. **Respect for property:** When students 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. Students 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. Students 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 students of The Ambrose School to honor the adults in the school with respectful speech and behavior. Defying the 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:** Students are encouraged to think before they speak and find encouraging things to say to others. Mean, crude, or unkind speech is sinful and not tolerated. We also expect students 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 are discouraged.

THE CODE

Respect, Order, Unity, Diligence, Honesty

THE RULE

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

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, images, or unwholesome speech. Parents are primarily responsible for the discipline of students who misbehave inside or outside of school. Inside the 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 has become known or will likely become known to other student body members 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 dissension among the student body by encouraging other students to engage in bad behavior outside of school will be considered for disciplinary action.

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.

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.

Dating and Relationships

As a rule, we believe that dating or romantic relationships among young adults are only wise if the couple intends to marry within two years. 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 exclusive relationship (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 our school's ethos 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.

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.

DISCIPLINE & ADDRESSING CONCERNS

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.

Philosophy

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.

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 apparent 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.

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 negatively affects our school culture.

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.

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; therefore, discipline issues tend to remain minor if we maintain order.

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 severe 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 disrupts the class's tone, the student may be immediately dismissed.

Blue slips: Blue slips are an indication that homework is missing or has not been completed correctly. 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. A yellow slip may be issued if a student repeatedly receives uniform or grooming violations.

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.

Office Visits

The following behaviors qualify for automatic visits to the dean:

1. Disrespect is 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.

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 a 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.

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.). A behavioral note may be made in FACTS at the teacher's discretion. 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.

Addressing Parental 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.