



School Policy Handbook

2016 - 2017

Table of Contents

I.	GUIDING PRINCIPLES	5
A.	Mission	5
B.	Our Faith	5
C.	Fundamental Convictions	6
II.	AMBLESIDE COMMITMENT	7
III.	SCHOOL BOARD GOVERNANCE	8
A.	Membership	8
B.	Responsibilities	8
C.	Duties	9
D.	Relationship to Head of School	9
E.	General Policies	10
F.	Qualifications for Members	10
IV.	HEAD OF SCHOOL	10
A.	Relation to Academics	10
B.	Relation to Students	11
C.	Relation to Parents	11
D.	Relation to Staff	11
E.	Relation to Board	12
F.	Administration of School	12
V.	GRIEVANCE POLICY	13
VI.	ASSESSMENT AND EVALUATION	14
A.	Daily	14
B.	Copybooks and Journals	14
C.	Weekly	14
D.	Examinations	14
E.	Reports of Progress	15
F.	Upper School Grades	15
G.	Parent Teacher Conferences	16
H.	Repeating a Grade Level	17
VII.	EXPECTATIONS FOR STUDENT BEHAVIOR	17
A.	Attitude	17
B.	Respect for Persons	18
C.	Respect for Property	18
D.	Dress and Hairstyle	18

E.	Philosophy of Discipline	19
F.	Responses to Student Misbehaviour	20
G.	Policies for Student Dismissal	23
H.	Policies Regarding Weapons on Campus	24
VIII.	HEALTH AND MEDICAL	24
A.	Immunizations and Emergency Medical Cards	24
B.	Medications	24
IX.	ROUTINES	25
A.	Daily Schedule	25
B.	Parking	26
C.	Student Drivers	27
D.	Lunches	27
E.	Chapel	27
F.	Campus Meetings	27
X.	PERIODIC STUDENT ACTIVITIES	27
A.	Community Service	27
B.	Special Events	28
C.	Holidays	29
XI.	COMMUNICATIONS	29
XII.	PARENT VOLUNTEER ASSOCIATION (PVA)	29
XIII.	ADMISSIONS	31
A.	General Student Admissions	31
B.	New Applicants	31
C.	International Students	32
XIV.	FINANCIAL POLICIES	32
A.	Tuition Definition	32
B.	Tuition Rates	33
C.	Collection Policy	34
D.	Refund Policy	34
E.	Scholarship Policy	34
XV.	MISCELANIOUS	36
A.	Preparation for New School Year	36
B.	Evening Campus Meetings	36

C.	Closings and Early Dismissals	37
D.	School Office	37
E.	Lost and Found	37
F.	Supplies	37
G.	Tutoring	37
H.	Family Reading	37
I.	Teacher Appreciation	38
XV.	APPENDICES	39
A.	Ambleside Statement of Faith and Ambleside Charter	39
B.	Code of Personal Conduct	41
C.	Ambleside and Parent Commitment	42
D.	Uniforms	45

I. Guiding Principles

A. Mission Statement

To provide a living education that fosters the development of great minds and wide interests while cultivating Godly character and nurturing each child's habits of kindness, attentiveness, diligence, obedience, and respect.

Mission

While the primary commitment of Ambleside School is to the Ambleside School children and their families, its mission extends beyond that of simply being a local school. Ambleside School seeks to be a vehicle for the training and equipping of parents and teachers who seek to benefit from the insights of Charlotte Mason as they are given living expression at Ambleside. To this end, Ambleside School of Boerne (ASB) partners with Ambleside Schools International (ASI).

In order to fulfill this mission, Ambleside seeks the consistent application of the pedagogical insights of the British educator, Charlotte Mason (1840-1923). Charlotte Mason did not claim to be an innovator, but rather a compiler of the timeless, practical insights into the nature of children and education, which have guided the practice of great teachers throughout the ages. Through the teacher training college she founded, the hundreds of schools, which adopted her methods, and the voluminous publications of the Parents National Education Union, thousands of students were shaped by her ideas. To better understand these ideas, upon which Ambleside is founded, parents are strongly encouraged to watch the videos on our website or read *For the Children's Sake*, by Susan Macaulay, *When the Children Love to Learn*, by Elaine Cooper or *A Charlotte Mason Companion*, by Karen Andreola. All are available for purchase from Amazon.com. In addition, parents are invited to participate in the Charlotte Mason study groups, which are periodically offered by the school.

B. Our Faith

While Ambleside is neither affiliated with nor as an institution committed to any particular religious denomination, it is committed to bearing witness to the person and principles of Jesus Christ, as expressed in the New Testament, the Nicene Creed, and the Ambleside Charter. Ambleside Board members, staff and faculty are required to affirm the doctrine and live according to the norms of conduct expressed in these documents. (See Appendix A.)

While Ambleside School has a definite commitment to the person and principles of Jesus, it is not required that all Ambleside families fully share these beliefs, only that they agree to be respectful of the institutional commitment to them. Parents should expect that their children will be taught in accordance with these beliefs and teachings. Further, Ambleside does not seek to suppress the theological differences of her member families. Rather, it seeks to cultivate an atmosphere where mutual understanding and agreeable disagreement are cultivated, respectfully recognizing that the primary responsibility for the spiritual education of children lies with the parents.

As the spiritual life is always given expression in the relational life, the spiritual commitment of Ambleside leads to the concrete behavioral expectations expressed in the Ambleside Code of Personal Conduct (See Appendix B.) Failure on the part of faculty,

staff, or Board member to maintain the standards of conduct expressed in this document is grounds for dismissal. Failure on the part of a student will result in disciplinary action with the possibility of the student being required to withdraw from the school. It is not the place of Ambleside staff to be “checking up” on parents, but should a parent’s repeated violation of the Ambleside Code of Personal Conduct become scandalous to the children of the Ambleside community, the parent may be required to withdraw his/her student from Ambleside.

C. Ambleside’s Fundamental Pedagogical Convictions

i. A Non-Competitive, Stimulating Atmosphere

Administration, faculty and students are held to the highest standard in their way of relating to one another. In an atmosphere of sincerity and truth, students are free to learn for the pleasure of learning. Students do not compete with their peers for rank, grades or prizes. Learning is the focus, not besting a classmate. Great ideas, great works of literature, great works of art, the glory of the created world, and the common experiences of life are placed before the students to study and discuss. Students are stimulated to observe, explore and understand.

ii. The Discipline of Habit

While recognizing that students have various levels of gifting, it is the expectation of Ambleside administration and faculty that every student will develop the habits necessary for producing work of the highest quality and that all Ambleside students will grow to the fullness of their God-given potential.

At Ambleside, we consider the process of student work to be as important as the end product. Rather than developing persons who are able to study well for the next exam, we are interested in helping students develop a life of study. We ask the questions: Did she attend? Did he put forth effort? And was she thorough? We believe school is not just an institution to get through, but rather a place to develop habits that will serve children the rest of their lives.

iii. Education as Vital, Dynamic, Living

Real learning occurs when the learner wonders, asks why and how. Thus, it is essential that the teacher cultivate an atmosphere that is rich in great ideas, thus stimulating thought. The teacher must seek to place the very best books before her students, books rich in content and ideas, putting them into relationship with the finest authors. Through the use of “living books” students interact with scientists, mathematicians, philosophers, historians, artists, poets, and explorers.

iv. The Infinite Dignity and Potential of Each Child

Because children are created in God’s image, they are born with a great potential for a fruitful life full of varied interests and relationships. At Ambleside, children are not identified or limited by their strengths or weaknesses. All children participate in a broad, rigorous curriculum—all children calculate, solve, attend, explore, ponder, recite, paint and sing. The expectation that prevails within the school is that all students will learn and grow to their full potential as persons and attain their vast inheritance.

v. The Priority of the Relational Life

Children live in relationship with God, self, others, creation, and the world of ideas. These relationships are cultivated in the educational process through a broad, challenging

curriculum and a faculty that seeks to relate to students, parents, and one another in accordance with the principles of Jesus Christ.

vi. The Importance of Delight and of Struggle

Children will naturally delight in the feast of great ideas set before them. They will savor them and grow in the ability to enjoy and celebrate their relations with persons, ideas, and creation. But they will also at times struggle. Struggle is as essential to the learning process as the delight. Children must learn to labor with problems not yet grasped, to remain on task when uncertain of the outcome, to struggle to completion when mind and hand are tired, to experience the rewards and negative consequences of their actions. There will be no growth in character without the struggle.

Children are to be continuously engaged with inspirational ideas and meaningful work. The classroom is not a place for entertainment and indulgence, any more than it is a place for meaningless drudgery. Such practices encourage passivity and detract from the deep satisfactions that come with growing knowledge and fruitful labor.

II. Ambleside Commitment

Based upon its mission, faith, and pedagogical convictions, Ambleside School makes the following commitments to its students and their parents:

To maintain an optimal atmosphere for the cultivating of the hearts and minds of students.

- Ambleside will be characterized by:
 - Reverence for God, confidence in His loving presence, and a commitment to obedience, according to the principles of Jesus Christ.
 - Kindness and respect for all with the proper submission to authority.
 - Learning and growth in a multitude of spheres, intellectual, spiritual, physical and relational.
 - Ideas that engage the mind.
 - Work that is fruitful, satisfying, and harmonizes into a daily rhythm.
 - Neatness, beauty, and general good order.
- Ambleside will **not** be characterized by:
 - Exclusive relationships or cliques.
 - Sarcasm, base humor, or demeaning language.
 - Artificial incentives (stars, candy, grades, awards, etc.) and manipulative techniques (shame, wrongly expressed anger, excessive praise, and other forms of emotional manipulation).
 - Labeling students in a way that limits or creates a false sense of inferiority or superiority.
 - Trivial work, meaningless tasks, or superficial amusements.

To foster good habits in regards to work, thought, self, and others.

- Ambleside will hold students to a high standard in their academic work.
 - All students will be supported in the habit of doing good work (work that is completed punctually, accurate, neat, and demonstrates a high level of academic thought, mastery, and skillfulness).
 - If a student's work indicates lack of carefulness, focus, or effort, then teachers will use inspirational ideas and natural consequences to motivate the student towards the formation of the necessary habits.

- If a student’s work indicates lack of comprehension, then teachers will be available after school to provide additional assistance.
- If regular after-school work proves insufficient to bring the student to needed mastery, then the teacher and administration will work with student and parents to develop and implement a plan to foster the necessary habits, skills and knowledge.
- Ambleside will hold students to a high standard of self-management and inter-personal relationships.
 - All students will be supported in mastering the habits of:
 - Focused attention
 - Self control of speech, hands, and posture
 - Kindness and respect towards others
 - Appropriate submission to authority (teachers, administrators, and school policies - including the dress code)
 - If any student fails in one of the above, then Ambleside staff will use inspirational ideas and natural consequences as the primary means for promoting student growth.
 - If a severe lapse or a persistent pattern of lesser failures occurs, then the teacher and administration will work with student and parents to develop and implement a plan to foster the necessary personal and interpersonal habits.

To engage and nurture the students’ minds through a rigorous and rich curriculum.

- The Ambleside curriculum consists of “living books”, the best books, written in fine literary style by the best minds, rather than traditional text books.
- The Ambleside curriculum provides a broad array of foods for the mind, including: Bible, math, science, history, literature, music, art, a second language, grammar, nature study, picture study, composer study, leadership, poetry, handwork, drama, and physical exercise.
- At Ambleside, students are given the opportunity to grow in knowledge and skill through worthy work and worthy thought.

III. Governance: Ambleside School Board

A. ASB Board Membership

- The Ambleside School Board is composed of up to nine members at large and shall serve a three year term. Founding board members may serve up to three consecutive terms.

Members of the Board serve as Directors of the Corporation.

B. General Responsibilities of the ASB School Board

- Ensure that ASB remains faithful to its mission and is increasingly successful in fulfilling that mission.
- Ensure that all Ambleside affairs are conducted in accord with the federal, state, and local laws, with professionalism and personal integrity, and in accord with the principles of Jesus Christ.

- Ensure that Ambleside operates on a sound financial basis that balances sound stewardship and a willingness to discern God’s leading, trusting Him for provision.
- Provide support, encouragement, and accountability to Ambleside staff and faculty, particularly the Principal.
- Work with the Principal to maintain positive and healthy parent-school and school-community relations.

C. Specific Duties of the ASB School Board

- Hire an ASI-approved Principal and regularly review his/her performance.
- Establish one and five year goals.
- Set the school’s annual operating budget along with the Principal.
- Oversee the development and implementation of a fund raising strategy to cover scholarships, budget deficits, capital additions and other needs of the school.
- Set tuition, scholarship guidelines, and policies for the collection of funds.
- Establish policies that will govern school operations, including but not limited to, admissions guidelines, staff hiring guidelines, personnel policies, expectations for faculty, parent and student conduct, and policies for handling parent concerns.
- At the Head of School’s request, intervene in the case of a major infraction or a consistent pattern of minor violations of school policy on the part of Ambleside staff, parents, or students.
- Assist the Head of School when necessary in his/her relationship with parents.
- In accordance with the ASB Grievance Policy, assess the validity of and appropriate response to any concerns brought before the Board by parents or teachers.

D. Relationship between the School Board and the Head of School

- The Board hires the Head of School and sets annual performance measures for the Head of School.
- It is the responsibility of the Head of School to ensure that Board policies and budgetary guidelines are followed in all ASB activities and programs, and to uphold the standards and beliefs of ASB through approving all informational media such as emails, letters, social media, and other communication to teachers, parents, students, and the public.
- Establishing and implementing school educational programs is the responsibility of the Head of School. Program is curriculum, person, date, or activity specific (i.e. school assignments, Christmas program, school schedule, special school events during or after the school day, establishing student expectations and consequences for failure).

- The Head of School communicates consistently, accurately and in a timely manner with the Board in all matters relating to the well being of the school.

E. Qualifications for Board Members

- In considering potential new Board members, Ambleside School will not discriminate against anyone on the basis of race, sex, economic status, or age.
- Board members must read the ASB Mission, Fundamental Pedagogical Convictions, the Ambleside Commitment, and Statement of Faith and submit a statement affirming a personal commitment to uphold these.
- Board members must read the ASB Code of Personal Conduct and submit a statement affirming a personal commitment to abide by it.
- No individual or his/her spouse who is employed by ASB as a full-time employee will be eligible to serve on the Board.

F. General Policy Guidelines

- Establishing school policies is the responsibility of the School Board. Policies are broad, overarching (e.g., dress code, student driver policy, procedures for expressing parent concerns, policies for collecting and disbursing funds, policies for hiring and firing). Policies are always recorded in at least one of the following: Board Policy Manual, School Policy Handbook, and/or Teacher Handbook.
- Policies will normally not be changed in midyear unless doing so is essential to protect the well being of students (parking, pick up, etc.) or to fulfill Ambleside's mission.
- Policy and program decisions must always conform to Ambleside's mission, faith commitments, and fundamental pedagogical commitments.

It is the responsibility of the Head of School to inform staff and parents of new or changed policies.

IV. Ambleside Head of School

A. In relation to academics

- Work with the teachers, and Ambleside Schools International to ensure teachers are using approved curriculum and the Ambleside method.
- Work with the Parent Volunteer Association (PVA) and the School Board to ensure good communication with parents regarding academic and behavior expectations at Ambleside.
- Work with faculty, staff and, parents to create a consistent implementation of programs such as Veteran's Day, Christmas, Fundraisers, Shakespeare, Graduation, and Chapel.

B. In relation to students

- Develop and maintain healthy supportive relationships with all students

- Work with students who experience difficulty establishing appropriate behavior habits (set goals, meet with parents and teachers, document progress...)
- Work to ensure a healthy atmosphere by applying Charlotte Mason's philosophy throughout the school building and the school day/week. (Establish appropriate routines and standards of participation regarding morning greetings, assembly, chapel, lunch, dismissal, programs, service projects...)

C. Relationship with parents and families

- Work with the PVA to insure parents are well informed and included in appropriate activities.
- Work with parents to address any special needs their students may have.
- Work with the PVA to facilitate new admissions and outreach to prospective parents.
- Be available to meet with parents regarding their concerns.

D. Relationship with teachers and staff

- Devise the teaching and non-teaching positions needed to implement to the school's programs and select and employ competent personnel to fill these positions.
- With the support of Ambleside Schools International and the Liaison for Curriculum and Instruction plan teacher in-service to insure continuous growth in philosophy, curriculum, and best instructional practices; plan teachers' meetings to prepare for scheduled meetings and events and to insure harmony in school operations.
- Keep records of ASB employees' sick and personal days.
- Conduct an annual performance review of all employees. A written evaluation will be given to each employee by March 31.
- Write and issue contracts (by Jun 15) for employees qualifying for contract renewal.
- Uphold the policies and procedures in the Teacher Handbook.
- Foster good relations with employees, promote harmonious and constructive relationships among all personnel, support employee morale, and identify personnel problems as early as possible – then work to remediate.
- Meet regularly with office personnel, bookkeeper, and Liaison for Curriculum and Instruction and Liaison for Parent Communications to ensure clarity in expectations and harmony in operations.

E. Relations with ASB Board

- Work with the Board to shape and carry forth goals that support the School's Mission.

- Bring to the attention of the Board and/or appropriate Board Committees such matters and data as are appropriate to keep the Board fully informed to meet its responsibilities. This includes suggestions for broad policy development.
- Maintain contact weekly with the Board Chairman to insure there are no surprises.
- Prepare Head of School's Report for Board meetings and work with the Board Chairman to plan Board Meeting Agendas.
- Serve as chief communicator between the Board and the faculty and staff.
- Work in accord with Board Treasurer to devise annual budget.
- Follow Board policy in dealing with parents, students, teachers, school programs and problems.

F. Administration of School

- Insure the school complies with state laws that apply to private schools (student immunizations, employee procedures and regulations, student discipline, campus safety...)
- Oversee designated budget items (curriculum, teacher enrichment, furniture, building maintenance, and advertising) and track expenses.
- Work with PVA to ensure good parent and community relations and support.
- Regularly coordinate needed tasks, communication and schedules among staff and teachers.
- Be in regular consultation with ASI as to best practices.
- Regularly observe ASB teachers and provide feedback.
- Work with ASB teachers to help specific students in academic growth and development. Create student specific objectives and benchmarks to measure and document progress and to communicate with parents.
- Ensure good communication with parents regarding academic and behavior expectations at Ambleside.
- Coordinate with Ambleside Schools International to establish training for teachers focusing on targeted curriculum areas, calendar events, parent conferences, reports of progress...
- Work with teachers to ensure field trips are included in each grade level and that field trips support the curriculum.
- Review student work and provide feedback to teachers.
- Review teachers' work in maintaining records and assessing student progress (includes reviewing exams and reports of progress).
- Monitor appropriate systems to document academic progress (i.e. weekly assessments) and programs for remediation (i.e. after school tutoring, parent help...).

- Work to implement fitness activities appropriate to the goals of Conditioning for grades 5-12. (These scheduled activities should compliment and not detract from the academic school day.)
- Oversee the work of teacher communication with substitute teachers and substitute's introduction to the class.

V. Parent Concerns and Grievance Policy

As a community, it is important that Board members, school staff, and parents all work to maintain a positive, affirming, encouraging atmosphere. The expression of negative feelings and even supposedly “constructive” criticism can do much to undermine any school’s atmosphere. The Board and administration of Ambleside do not seek to suppress the expression of any parent concern or grievance. However, we ask that any such concern or grievance be handled in a healthy, constructive manner. Thus, the Board requests that the process outlined below is followed for concerns within the community. Parents are encouraged to keep grievance discussions within the confines of this process.

1. Parents and staff are always directed to go to the responsible person (be that teacher, Head of School, staff, or parent) first.
2. If a parent’s concerns have not been alleviated after consulting with the responsible person, he or she may then seek a meeting with the Head of School.
3. If the concerned parent wishes to question a Board policy or should the Head of School be unable to resolve the parent’s concern to his/her satisfaction, the parent may then file a formal “Statement of Concern” with the Ambleside School Board. The necessary forms will be made available in the school office and may be transmitted to the School Board via the school Head of School or a Board member.
4. The Board will review the “Statement of Concern” and, if it deems appropriate, invite the concerned person to meet with the School Board.
5. Upon reaching a decision, the Board will select one of its members to communicate its decision to the concerned party.

VI. Assessment and Evaluation of Student Learning

Students are expected to pay attention and demonstrate effort every school day. All students are active participants in the learning process and are called upon to narrate and discuss each day’s readings and presentations. They are also expected to produce written narrations, compositions, drawings, diagrams, maps, and charts, all of which demonstrate and deepen knowledge. This work is kept in student notebooks and copybooks, which are accessible to the parents at any time. Parents are encouraged to contact their child’s teacher to arrange for review of this material. Teachers evaluate the students daily in areas of comprehension, skill, and habit development. Knowing that learning is a process that manifests itself in a product, teachers are attentive to both individual student growth and the achievement of expected mastery. Teachers communicate to the parents regarding their child in the following ways:

A. Daily Assessment

Teachers are to evaluate students daily in areas of comprehension, skill, habit

development, and integration of knowledge. Teachers do daily evaluations based upon:

1. Students' oral responses – Throughout the day, every student should be called upon to narrate, discuss, problem solve, and orally present his work.
2. Students' written work – Every day, every student should produce written narrations, compositions, drawings, diagrams, maps, and/or charts etc. Such work is to be kept in student notebooks and copybooks, which are to be accessible to the parents at any time.

B. Copybooks and Journals

Student compositions in the various copybooks and journals serve as indicators of the students' understanding in the various disciplines. All teacher comments in copybooks should be written on self-stick notes, not on the pages of the books themselves. These books **should be sent home monthly** to give the parents an accurate picture of what is being accomplished in these various fields of learning.

C. Weekly Assessments in Select Disciplinary Subjects

In the disciplinary subjects of grammar, mathematics, and transcription, weekly written evaluations are given to assess mastery of knowledge and/or concepts.

D. Examinations

Examinations are given near the end of each semester over a week's time. Students are dismissed at noon during exam week, allowing teachers to spend the afternoons reading and commenting on the exams. Exams are to cover central aspects in each subject of the semester's study, consist of broad questions in the inspirational subjects, and provide more specific questioning in the disciplinary subjects (i.e. solving equations and reproducing maps, tables, nature study specimens, works of art, etc.) Younger students may dictate their answers, which are scribed for them. Older students write out their answers. Prior to Grade Five, there is to be only minimal study or review in anticipation of exams. The quantity of material covered in the upper school is so extensive that exams also serve the function of facilitating an integration of the material. Thus, upper school students should expect to spend two to three hours in preparation for each exam. Each student's exam is to reflect what the student has truly learned during the course of a term's studies. Teachers are to make comments on the exams with the aim of being helpful to parents and students as they assess strengths and strategize for improvement. Exams with comments are given to the parents and a copy is to be filed in the student's permanent record. When a student fails an exam, teachers should communicate with parents immediately. Kindergarten students do not take examinations.

E. Reports of Progress

Reports of Progress are issued twice a year. Each Report is divided into two major sections. The first section provides a detailed assessment of the quality of the student relationship to self, others, ideas, and work, noting both the student's strengths and areas where growth is to be encouraged. The second section provides a personal narrative for each subject studied, detailing the student's progress. Parents are asked to sign and return the Report of Progress within one week of their going out mid-year. After school is dismissed at the year's end, copies are made of the final report and originals are sent home to parents for their keeping.

F. Quantitative Grades for the Ambleside Upper School

It is important to emphasize that Charlotte Mason's educational philosophy and the Ambleside Method both stress the negative consequences of attempting to motivate students through the use of quantitative grades. However, recognizing that universities often request a quantitative evaluation in the form of a transcript, Ambleside does maintain a more traditional transcript for all its upper school students. In order to prevent the development of a "grades-based atmosphere," these transcripts should be maintained in the office, not sent home, and kept strictly confidential. Ambleside schools will make the transcripts available in the office for viewing by interested parents.

Evaluating Exams

Twice each year, Ambleside students write examinations. Examinations are graded on the following scale:

- **Meets Expectations with Excellence:** The student examination demonstrates a high degree of accuracy and completeness (97% or better) in both form and content. The student examination is consistent with the work of a college bound student. (Note that the expectations for a ninth grader would not be the same as those for a twelfth grade student.)
- **Meets Expectations:** The student examination demonstrates a high degree of accuracy and completeness (85% to 96%) in both form and content. The student examination is consistent with the work of a college bound student. (Note that the expectations for a ninth grader would not be the same as those for a twelfth grade student.)
- **Meets Expectations in Some Areas:** The student examination manifests some degree of accuracy and completeness (70% to 85%) in form and content, but is below that which would be expected of a typical college bound student.
- **Below Expectations in Many Areas:** The examination demonstrates lack of sufficient understanding as to allow the student to proceed to the next year (less than 70%).

Types of Grades (Grades 9 to 12 only)

For each area of study and each semester, a grade is assigned to the transcript. Grades are of one of two types:

- **Letter Grade (A, B, C, F):** Core academic courses are assigned a traditional letter grade on the transcript. Courses such as art, music, nature study, drama, spiritual leadership, and P.E. may be taken Pass – Fail or for a letter grade, at the discretion of the school's administration. Letter grades are used for calculating Grade Point Average (G.P.A.) on a 4 point scale (A = 4, B = 3, C = 2, F = 0).
- **Pass – Fail:** Credit is given for satisfactorily completing the course requirements; however, a letter grade is not assigned and is not considered when calculating G.P.A.
- **Dual Credit:** Dual credit coursework (taken through university settings) will be afforded 10 extra points to the final grade achieved for the college coursework.

Calculating Letter Grades (Grades 9 to 12 only)

The semester examinations form the base-line for determining transcript grades, as follows:

- **Meets Expectations** is equivalent to an “A or B” depending upon the percentage correct (90% to 100% = A, 85% to 89% = B).
- **Meets Expectations in Some Areas** is equivalent to a “B or C” depending upon the percentage correct (80% to 84% = B, 70% to 79% = C).
- **Below Expectations in Many Areas** is equivalent to an “F”.

While the examinations form the base-line for the transcript grade, this base-line grade is subject to being raised by one letter mark or lowered one letter mark, at the teacher’s discretion, based upon the student’s having maintained a significantly higher or significantly lower quality of work throughout the semester. An “F” on an exam may be raised to a “C.” Thus, a student who, on the examination:

- **Meets Expectations** will receive an “A” or a “B” on the transcript, depending upon the teacher’s judgment as to whether or not the student’s work throughout the semester justifies a lower mark.
- **Meets Expectations in Some Areas** will receive an “A”, a “B” or “C” on the transcript depending upon the teacher’s judgment as to whether or not the students work throughout the semester justifies a higher or lower mark.
- **Is Below Expectations in Many Areas** will receive a “C” or an “F” on the transcript depending upon the teacher’s judgment as to whether or not the student’s work throughout the semester justifies a higher mark.

G. Parent/Teacher Conferences

Parent/Teacher conferences are held twice a year to inform the parents concerning their child’s progress. Parents are expected to share in a dialogue regarding how Ambleside staff can best assist their child to progress and mature. During the week before conference day, parents are to reserve a conference time by signing up on the schedule sheets provided in the office. Unless by special request of the teacher, students **do not** attend the Parent/Teacher Conference, and parents are expected to make arrangements for their children to be at a location other than Ambleside.

H. Students Repeating Grade Level

Should a student’s performance during the year indicate that he/she is lacks sufficient mastery and/or maturity to proceed to the next grade; parents must be informed **sooner, rather than later**. The inability of a student to proceed to the next grade level should **never** come as a surprise to either the student or his parents. The following situations will result in a student being required to repeat a school year:

- a. A student fails two core courses (reading or literature, math, science, and history).
- b. A student who is absent for more than twenty days in a given year may be required to repeat the school year.

If in the judgment of the classroom teacher and the Head of School, a student lacks the necessary emotional or academic maturity to successfully proceed to the next grade; the parents will be encouraged to re-enroll their student at the same grade level.

VII. Expectations for Student Behavior

A. Student Attitude

As stated above in our “Fundamental Convictions”, the faculty and administration of Ambleside recognize that every student is created in the image of God and thus is a person with a vast aptitude for learning. Yet, while all students are capable of developing and practicing the disciplines of a good learner, they come to us with the need to be informed in their ignorance and supported in their weakness. Ambleside is committed to just this kind of formation of heart and mind but cannot succeed without the cooperation of parents and students. Thus, it is essential that students consistently display the habits of **respectful submission** to appropriate authority and **diligent effort** in completing assigned tasks and that parents support Ambleside faculty in maintaining these expectations.

Students are expected to submit to school policy, to teacher authority, to assigned texts, and to the completion of assigned tasks. At all times, students are expected to be respectful of teachers and other learners. Any student observed to be lax in these areas will be privately admonished. Should a student’s behavior warrant a second conversation, parents will be contacted. Students who persist in manifesting a lack of submission will be sent home. Ambleside School cannot be used as a holding place for any student who adamantly refuses to submit to appropriate authority.

At Ambleside every student is expected to put forth effort and to give full attention to the tasks at hand. Administration and faculty are committed to giving each student the opportunity to be an active participant in the learning process by calling upon each student to read, demonstrate, and discuss daily. In return, each student is expected to be diligent in fulfilling all assigned tasks, completing them to the best of his ability. Students executing their assignments in a haphazard manner will be required to do them a second time. Students who fail to adequately master assigned tasks may be required to stay after school to receive additional help.

The expectations for students at Ambleside are thoughtfully determined in order to create an optimal environment for each child’s growth. Each child will, and should, experience some degree of discomfort at some point in the school year. Comfort is not the goal, for struggle is highly correlated with growth. Allowing the child to experience discomfort, not as a thing to be avoided, but as an opportunity for growth, will result in a more productive and fruitful year. The year will be filled with many delightful experiences; however, uncomfortable challenges well met are what produce the greatest growth spiritually, mentally, and emotionally.

B. Respect for Persons

All students are expected to treat others with kindness, respect, and generosity. This behavior should manifest itself not only in the classroom, but also on the playground, at the lunch table, on the bus and anywhere else the students find themselves relating to one another. Students should be sensitive to each other’s uniqueness, respecting differences.

Cliques, favoritism, "best friends," and other forms of exclusivity at school should be avoided. There is plenty of time outside of the school day when more intimate relationships may be nurtured. Our aim is to be inclusive rather than exclusive in our relationships. Manners, courtesies, and gracious treatment should be maintained at all times among the school family. As with academic behavior, if these instructions are not

followed there will be appropriate consequences. If resistance to change and growth in these areas persists, parents will be contacted.

In respecting other school families, it is important that parents communicate with each other regarding television, movies, and video games when children are invited into the home. The levels of discretion concerning these media are indeed varied. What some parents deem graphic or inappropriate in violence, relationships, language, or humor, others do not. Therefore, to continue to demonstrate respect for others, please communicate about these choices.

C. Respect for Property

Students are expected to show appropriate regard for all school property. The building and the furnishings are a stewardship responsibility. Ambleside wishes to care for and maintain the schoolyard, books, desks, and other physical property so that a pleasant environment is maintained. Students should avoid running and horseplay inside the building, leaning on walls or placing hands on glass doors, marking in or bending backward the spines of books, and scraping or scratching furniture. Students will be fined for damage to any books, materials or property that has not been determined to be normal wear.

D. Dress and Hair Style

Hair should be neat and a natural color. Accessories are to be kept to a minimum and coordinated with uniform style and colors. Students should remove jackets, coats, and hats upon arriving at school and store them in the cloakroom or on designated hooks. Only uniform sweaters are allowed in the classrooms. Short socks need to be “bobby” style (no short tennis socks). Uniform shorts are allowed for boys during warm weather except on chapel day. Ties are to be worn for chapel day on Tuesdays and are not to be removed prior to the end of the day.

The purpose of a school uniform is to minimize the social competition and distraction which results from an excessive focus on what a student is wearing. With a view to this concern, parents are expected to limit students’ choice of hairstyle, hair color, jewelry, etc. Ambleside administrators and teachers reserve the right to forbid any form of adornment that draws attention to the child’s appearance, distracts from the goal of education, or is considered damaging to the school’s atmosphere. Students’ bangs should be trimmed so as not to cover the eyes. Boys who chose a longer hair style but are unable to maintain it in a consistently neat and well groomed manner will be required to obtain a regular short to medium barber’s haircut. All coloring of hair is strictly prohibited.

Upon initial failure to comply with the dress code, a written notification of parents will be sent home. Should subsequent violations occur, parents will be contacted and required to bring appropriate uniform dress to school before the student will be readmitted to class.

Ambleside Uniforms (See Appendix D)

E. Philosophy of Discipline

i. The Nature of Atmosphere

Many students have responded to life in less than healthy ways and these ways are clearly seen in the classroom. There are dynamics of these relationships that manifest themselves

differently when the student is in a safe atmosphere where growth is cultivated and in an unsafe environment where shame and blame are perpetuated. As a teacher, one of the principal responsibilities is to cultivate an atmosphere of learning where love, respect and joy are ever present. And each of these love, respect and joy are demonstrated by particular behaviors.

Love in a classroom is characterized by an acceptance for all persons as persons¹. This is demonstrated through thoughts, feelings, and actions, which are not reactive, but responsive to the student in weakness. The teacher demonstrates care and kindness, not permissiveness. A high regard for all is seen in a classroom where respect for oneself and others is established. When a student falls on the playground, her classmates run to her aid, when a child makes mistakes in learning, no one laughs or shouts out, “That’s easy!” or “Why don’t you understand?” And joy is the well being the student feels through varied experiences in the classroom whether delightful or challenging. “Joy is the twinkle in someone’s eyes, the smile from deep inside... what God feels when he makes his face shine over us and the leap in our hearts when we hear the voice of someone we have been missing for a long time. Joy is a relational experience that is amplified by right-hemisphere-to-right-hemisphere communication that is largely nonverbal except for voice tone. Joy is the life-giving feeling of mutual care.”² Joy is a feeling perception that is communicated through all kinds of circumstances. And it is especially important that this sense of well-being is felt when relating to a student in weakness, because stress will be lower, and optimal brain and relational skills higher.

In order for the atmosphere as described above to be manifested, a teacher must have the knowledge and behavior as one in authority, who has an authorized life. Regardless of gender, age or size, each teacher holds this office of authority.³ This authority is peaceful and one in which the student is free to do that which he ought, but not free to do that which he ought naught⁴. It is important that the teacher is neither arbitrary nor authoritarian. The authority is also proactive and prepares the students for success in relationship with knowledge, others, and the work before them.

ii. Training in Habit

A primary responsibility of parents and teachers is to support the child in doing that which he lacks the power to compel himself to do. The persistent effort of training in habit becomes a habit in itself as educators begin the work of setting high expectations for relationships, be they habits of mind or moral habits. The training in habit is the most difficult role of the teacher because training in habit is characterized by:

- Watchfulness
- Tact
- Persistence

Watchfulness in the teacher is not the kind of overseeing in which the teacher is trying “to catch” someone doing what he ought not, but a presence which has serenity and constancy. The teacher sees a student has a false start with regards to written work. She moves towards the student, as one in authority who is peaceful and holds the student to

¹ Cholmondley, *The Story of Charlotte Mason*, 220-225.

² Wilder, *Joy Starts Here* (258).

³ Mason, *School Education*, Chapters one and two.

⁴ *Ibid.*, pp. 31-32.

the desired expectation. The tact comes forth in the how, how to speak to the child and how to help him move forward. A dialog such as, “Tell me about how you are working,” or “Did you follow the instructions? Let’s check,” allows the student to become self-aware and accountable. The teacher moves towards next steps in remedying the situation. Because students are weak, it rests with the teacher to be persistent. Knowing each of the students’ weaknesses the teacher lends his strength to the student through presence (close proximity) gentle reminders, and firm accountability.

F. Response to Student Misbehavior

i. Student Weakness

Almost always, student misbehavior is dealt with at the classroom level. The teacher’s office is one of being in authority, and he or she is under the obligation to maintain a classroom atmosphere in which each student can learn and grow in an optimal way. The principal supports the teacher in his/her role and becomes involved in the following cases:

- A serious offense
- A student is disruptive, uncooperative, or emotionally distressed and is in needs of one-on-one attention. Current class activity prevents the teacher from providing the needed support. (If the students are engaged in practice work, the teacher can usually deal with the matters at hand.)

A teacher typically does not report to parents any correction that is a part of dealing with routine weakness in the classroom, unless the offense is very serious or the parents’ support is needed in educating the student out of this weakness, i.e. bedtime, diet, support at home how to manage distress etc.

When communicating with parents regarding a child’s weakness, it is very important that such communication **not be the first** from the teacher. In some schools teachers are asked to speak with all parents in the first three weeks of school informing parents as to how their student is acclimating to the new school year. These communications can happen casually on campus or through a phone call. ASI recommends that teachers never email parents. Important communications are best handled through a phone call or in person.

If the student becomes highly disruptive, commits a serious offense or has become habitual in a weakness, the teacher, not administrative staff or the principal, must communicate with the parent. The principal can communicate also, but the authority rests with the teacher who was in the child’s presence during the time of the offense.

Above all, the school needs parental support when confronting student weakness. The parental relationship is essential in bringing up the child to be self governed and positive in his/her relationships with himself, others, and authority. Parents are asked to assist in this process by peacefully but firmly confronting their student’s weakness, developing a strategy for the replacement of bad habits with good, and consistently following through on the strategy.

ii. Categories of Student Misbehavior

For purposes of clarity, Ambleside classifies student misbehavior as follows:

- The Result of Poor Habits, including talking in class, mischief, impulsive disobedience, eating at inappropriate times, pranks, inattention, sloppy work, impulsive/disruptive body movements, impulsive speech that is hurtful or demeaning to another, etc.
- The Result of the Loss of Self Control, including a pattern of impulsive disobedience, prevaricating, speech that is profane, speech that is intentionally hurtful or demeaning, less serious acts of aggression such as pushing, tripping, or punching in the arm, etc.
- Deliberate/Defiant Disobedience including a refusal to do assigned work, deliberate deception, talk which is sexually perverse, graphically violent or sadistic; threatening talk, stealing, leaving campus, destruction of property, more serious acts of aggression such as throwing multiple punches or striking with an object, etc.
- Morally Perverse Acts including acts that have the potential to do permanent harm, such as vandalism of the school facilities, violation of civil or criminal laws, use of illegal drugs, possession of illegal drugs, sexual immorality, and threatening harm with a firearm or other weapon.

iii. Consequences for Misbehavior

Charlotte Mason speaks about consequence as a natural result of behavior. It is essential that when a child behaves well he experience the satisfying fruit to his action. Likewise, it is essential that when a child behaves badly he experience the unpleasant fruit of his action. However, teachers MUST remember that consequences are not the means of transforming human behavior. Consequences are always reactive. Habit formation is always proactive. That student actions result in specific consequences is an essential ground for training habit, but consequences are never the means of training in habit. We will never achieve better student behavior by becoming masters of smarter consequences. Likewise, teachers must never communicate that a consequence is a criminal sentence, handed down by punitive authority. It is always counterproductive to declare “This is your consequence!” In contrast, there must be a peaceful, just response allowing students to experience the fruit of their actions.

It is of utmost importance that the teacher maintains the atmosphere of love, respect and joy (well-being) in relating to the student. If the student feels a vindictive nature or a punitive stance, this only hinders the relationship and all action is miscommunicated.

Because children are persons, discipline is not a system. Children are self-developing and self acting persons, not machines. Therefore one should use this table as a reference to thinking about the offense not as a prescription for behavior. If a student has yelled out in class, “I hate school and tears his paper.” The teacher should not automatically think of him as being in a state of rebellion. The student should be given a chance to get a drink of water and compose himself. Then, he should be talked with privately. It is almost never helpful to ask a child why she did something, as the great majority of student misbehavior is a product of impulse. To ask why is to invite the student to make up a response. It is important to lead him to a higher place. “Micha it seems you are overwhelmed with the work. I would like to help. When we go back into the classroom, pick your things up and turn to the next page in your copybook and I will help you get started.” If he says, “I

don't want to", then give him the choice of going back to class or you calling the parent. It is important that you call the principal to stand in for you and that you call the parent, explain what happened and ask the parent to speak with the child. In these instances, most children will choose to go back to class. When they choose to go home, the parent picks the child up at school, and the child usually comes back the next day with a repentant spirit and apology note in hand! Teachers should always communicate with the principal when they communicate with the parent so they are aware of offenses, which lead to parent support.

Poor Habits	Loss of Self Control	Deliberate Defiant Disobedience	Morally Perverse Acts
<p>Handled by classroom teacher*</p> <p>Single offenses elicit teacher correction.</p> <p>Repeated offenses elicit parent communication and involvement for a strategy of new habit formation.</p>	<p>Handled by classroom teacher*</p> <p>Single offenses elicit teacher correction.</p> <p>Repeated offenses elicit parent communication and involvement for a strategy of new habit formation.</p>	<p>Immediate conference with the teacher and the principal.</p> <p>Parents are contacted and consulted as to a response.</p> <p>Probable suspension for the remainder of the day.</p> <p>Multiple offenses with lack of repentance will result in probation, which may lead to expulsion.</p>	<p>Immediate conference with the teacher and the principal.</p> <p>Parents are contacted for an immediate meeting with the principal.</p> <p>Immediate suspension and probable probation, which may lead to expulsion.</p>

*In cases of a pattern of offenses, the teacher should seek principal's counsel and involvement.

G. Policies for Student Dismissal

If a student's behavior puts other students in danger, if a student repeatedly behaves in a manner highly disruptive to the school atmosphere, or if a student repeatedly responds in an unrepentant way; the principal shall place the student on probation, notify the Ambleside Board chairman of the circumstances of the probation, and convene a meeting with the student's parents and teacher. The purpose of the meeting will be to:

- Communicate that the student is in danger of dismissal.
- Identify clearly the behaviors that must change if the student is to remain at Ambleside.
- Develop a strategy for supporting the student in positive change.

The student's teacher and the principal will diligently support the student in achieving positive change and will be in regular contact with his/her parents, notifying them of progress or lack of progress. After a minimum of four weeks, if the principal deems that there has been insufficient progress towards the needed change and that the student's continued presence at Ambleside is a disservice to the student himself, the principal will recommend to the to the Ambleside School Board that the student be dismissed.

Should a majority of the Ambleside Board vote for the student's dismissal, the principal and a member of the Ambleside Board will meet with the parents of the student and request that he/she be withdrawn from the school. If the parents are unwilling to voluntarily withdraw their student, then the student will be formally dismissed from Ambleside.

In the case of morally perverse acts, the principal may recommend to the Ambleside Board that a student be immediately dismissed. Should a majority of the Ambleside Board vote for the student's dismissal, the principal and a member of the Ambleside Board will meet with the parents of the student and request that he/she be withdrawn from the school. If the parents are unwilling to voluntarily withdraw their student, then the student will be formally dismissed from Ambleside.

H. Policies regarding Weapons on Campus

While on school property or at any school function (including school organized transportation), no student shall intentionally possess a firearm, a sharp edged knife, or any other weapon without authorization from the principal. The school principal will only authorize possession of an unloaded firearm, a sharp edged knife, or any other weapon for specific educational purposes (e.g. sharp knives used for dissecting science specimens or an unloaded musket for a history lesson).

Should a student violate this policy for the first time and without malice the teacher shall confiscate the weapon and return it to the parent. The parent should be called by the teacher and asked to come into the classroom after drop off/pickup to speak to the teacher and take hold of the weapon.

While on school property or at any school function (including school organized transportation), no student shall ever knowingly have in their possession a loaded firearm. At the school board's discretion, the student may be expelled for such an offense (regardless of whether or not it is the first offense).

While on school property or at any school function (including school organized transportation), no student shall ever use or threaten to use a firearm, sharp edged knife, or other weapon for the purpose of causing alarm or personal injury to self or to any person or to damage school property. The consequence for such offense is immediate expulsion (regardless of whether or not it is the first offense) and local law enforcement will be notified.

Any student at school, at a school function, or traveling to/from a school function, who discovers an unauthorized firearm, sharp-edged knife, or any other weapon is obligated to immediately inform the school administration. Failure to do so is a serious offense.

When a violation of the weapons policy occurs the principal will immediately communicate the event to the Chairman of the School Board. At the discretion of the

Board Chairman and the principal, the nature of the violation will be communicated to all school personnel and to all school families via school meeting, telephone or electronic message, and/or written correspondence.

VIII. Student Health and Medication Policies

A. Immunization and Emergence Procedure Cards

- Per State law (Title 25: 99.61-97.72), students **MAY NOT begin attending classes** at any school public or private without providing either a copy of student's immunization records or an affidavit of exemption from immunization.
- Parents must complete Ambleside's Medical Release Form and return it to the school office prior to the beginning of school.

B. Administering Medication

- For the safety and protection of all students, **students will not be allowed to carry medications** at school, except for emergency medications such as insulin, inhalers or an EpiPen (epinephrine). Medication will not be sent home with students, and, apart from emergency medications, parents are not to send any medications with the student to school.
- A doctor's note is required to be on file in the school office for any emergency medication a student may need to carry such as insulin, inhalers or an EpiPen.
- Only the Head of School, the school secretary, or a person designated by the Head of School may administer any medication at school.
- The school office will maintain a supply of common, non-prescription medicines (i.e. Tylenol, cough lozenges, etc.) and, with parent permission and as needed, these common remedies will be administered to students. Such common, non-prescription medicines will never be administered beyond the recommended dosages.
- The school will maintain a written record of the type and quantity of any medications given to a student while at school.
- Before any prescription medications can be administered, a written request must be received from the parent or legal guardian. This request should contain the name of the medication, purpose of the medication, the frequency and amount of dosage.
- Apart from the common remedies, any medicine, prescription or non-prescription, to be administered at school must be hand delivered by the parent or guardian, be in the original container, and be properly labeled with the student's name, name of medicine and directions for time and dosage. Medication must be prescribed by a medical professional licensed to practice in the United States.
- School officials shall not administer any medication that exceeds recommended dosages as stated on the label of the medication's container.
- In the event the school secretary, Head of School or Head of School's designee questions the administering of any particular medication as excessive or otherwise potentially harmful to the student, he/she will cease to administer the medication and notify the parents and the physician.
- When the period for administering the medication expires, the medication must be picked up by the parent, legal guardian, or other responsible adult.

- Substances such as vitamins, herbal preparations, etc. will not be given during school hours.
- At all times, medication will be secured in the school office in locked cabinet or locked closet.

IX. Routines at Ambleside School

A. Daily Schedule and Routines

i. Attendance

Attendance is taken every day and reported on each student's Report of Progress. Students are not to be absent except in cases of illness, injury, and family emergency, or the rare special family event (i.e. wedding). Family trips should be planned to coincide with school holidays, but not parent-teacher conference days. Vacations taken outside of scheduled school breaks are disruptive to students, classes, and teachers. If a student is to be absent, please notify the office. A student who is absent for more than twenty days in a given year may be required to repeat the school year.

ii. Arrival and Departure Times

School begins at 8:15 a.m. with hymn singing and prayer in Luther Hall. Students should plan to arrive between 8:00 a.m. and 8:10 a.m. to place book bags, jackets, lunches, etc. in the classroom, prepare their desks for their first class, and prepare for the day. Students should not arrive earlier than 8:00 a.m.

Students arriving after 8:15 a.m. are considered a late arrival and must be walked to the office by a parent or guardian to be checked into school. A record of late arrivals is maintained and reported on each student's report card. A pattern of excessive tardiness will result in the student missing break or being required to stay after school.

All grades dismiss at 3:15 p.m. daily.

iii. Drop off and After School Pickup

All families will drop off and pick up students in front of the main entrance to Faith Hall along Turner St. Alternatively, parents are welcome to stop and park on Rosewood and walk their children into the courtyard between the Historic Chapel and Shepherd Hall (This is the courtyard where children may play in the morning), or to park on Rosewood and walk up and meet children at pick-up. Rosewood is not to be used to drop students off, but only to park and walk children to the courtyard.

If a parent desires to stay for assembly or has a meeting with the teacher, they are encouraged to park in the lot on the south side of Faith Hall. Teachers and parents should make every effort to not block the street directly in front of Faith Hall on Turner St.

After-school plans with other families should be made before pickup to ensure an orderly and timely dismissal. If you must talk with other parents or school staff, please park your car. Also, for safety, keep your own children either in the car or at your side.

iv. Late Pickup

All students must remain under teacher supervision until they are picked up. Thus, when students are not picked up in a timely manner, teachers are late for meetings, tutoring,

and other appointments. Students not picked up by 3:30 p.m. will be taken to the front office; and parents must park, go to the front office and sign out their students with the teacher on duty. After the third late pick up in any one semester, parents will be notified, in both a written and a verbal form, that for each and every future late pick up during the current semester, they will be charged \$15 per offense. This fee will be invoiced from the accounting office. Head of School, teachers, school accountant, and school secretary will have no authority to waive this fee. However, parents may appeal to the Ambleside school board in the case of extenuating circumstances.

B. Parking

Parking is limited. During school hours (8:15 a.m.-3:15 p.m.) the school parking lot on the south side of Faith Hall is to be used. Parents should avoid parking immediately in front of the main entrance of Faith Hall to avoid congestion in front of the school.

C. Student Drivers

Students are not allowed to drive themselves, siblings, and other students during school hours without permission from the parents of both the student driver and those being driven. **Parents and students are responsible for communicating with each other regarding these permissions.** No written record of student permissions will be kept on record except for Ambleside's travel consent form and the Ambleside student driver form. Student drivers must comply with all city, state, and federal driving laws, and are expected to follow the expectations set forth by the Head of School regarding safety during school hours and/or school related functions. With parent permission, students with a driver's license may drive siblings to and from school. Student drivers may drive non-sibling students to and from school only under the following conditions:

- Compliance with state laws
- The school is provided written permission from parents of the student driver and parents of the student passenger.

D. Lunches

It is each student's responsibility to come to school with a packed lunch. Students who forget their lunch will not be allowed to call home for it or have it delivered. Better to miss lunch one day and to develop the habit of responsibility. Parents should help children develop the habit of being responsible for their lunches and should not make an extra trip to deliver lunches. **Fast food lunches are not acceptable. *Please keep in mind that a nutritious lunch will benefit your student in many ways throughout the school day.*** The habit of sharing meals among students is also discouraged as each family packs what they feel is best for their child's diet.

E. Chapel

Each Tuesday we meet in the chapel from 8:15 – 8:45 a.m. for a chapel service. Hymns are sung, prayers are offered, and Ambleside staff, parents, and local clergy bring messages of inspiration. Parents are welcome to join in this time of weekly worship.

F. Campus Meetings

Faculty and parents are required to attend our evening campus meetings. Please

check your school calendar for specific dates. Each evening involves a time for teachers and parents to gather for instruction, inspiration on some aspect of education regarding parents and students, and demonstrations of students' work and progress.

X. Periodic Student Activities

A. Community Service

i. Partnerships with Local Organizations

Ambleside welcomes and benefits from the friendship of local groups such as the Veteran's Administration, Chamber of Commerce, Food Banks, and others. We continually seek opportunities to work with those organizations around the community that can enrich the educational experience for our students as well as allow our students to contribute to the community.

B. Special Events

i. Veterans Day Program

Veteran's Day is commemorated in a special chapel service the Tuesday nearest to the national holiday. Local veterans share their stories with students, parents, and visitors and the children honor the veterans with music.

ii. Candlelight Christmas Celebration

All students participate in a beautiful Christmas worship service, open to the public, one evening before the Christmas holidays begin. On the final day of school before the holiday, students go caroling and deliver sweet treats to local businesses, neighbors, and our nursing home residents.

iii. Caroling and Cookies

Students participate in going to nursing homes, and other organizations singing Christmas carols, and passing out sweet treats to those less privileged in our community

iv. Shakespeare Festival

The school year culminates with the Shakespeare Festival, a school-wide production of plays by Shakespeare, music, food, and other festivities. Ambleside students perform in the festival, which celebrates the efforts of the students and represents the accomplishments of the year. The Festival is the product of the work of many people, and is an opportunity for all to lend a hand. It is a delightful and unique presentation of our school and our students, meant to be shared with friends and relatives, and the community.

v. Field Studies

Field studies are what are commonly known as field trips. These excursions are intended to take learning outside of the classroom; therefore, the expectations for students are to be the same as when students are in class. To ensure that the student relationships are encouraging and supportive to one another, students will be:

- assigned to seats and vehicles
- allowed to eat or drink in vehicles only when granted permission
- prohibited from bringing toys of any kind
- discouraged from indulging in consumerism at gift shops, etc.

Parents accompanying the students as a driver or chaperone should see themselves as persons fostering education, not entertainment. In this role they are to take authority over conversations and behavior in their vehicle and at the location visited. These outings are for learning and to foster relationships within the class, and therefore we discourage younger siblings from attending. **At no time will drivers of vehicles talk or text on cell phones with a vehicle in motion and students in the car.** Additionally, we ask parents to refrain from:

- playing videos in the car
- playing any music which fosters unhealthy relationships
- making stops not planned for prior to leaving
- detouring from the map/directions provided by the teacher

The school requires all volunteer drivers to submit a copy of their driver's license, proof of insurance and complete a background check. Parents enlisted to chaperone and/or chauffeur on excursions away from the Ambleside campus should be sure to have the Medical Emergency Consent forms for all students in the car. These forms are kept in the school office, and the classroom teacher will give them to drivers.

C. Holidays and Special Days at Ambleside

Holidays are joyful occasions for families and friends, and we desire to share that joy with one another in meaningful ways. Your child's birthday may be celebrated by bringing a simple treat for the class. Please arrange this with your child's teacher. Should you host a party outside of school, we ask that you please include all of the students in your child's class or all of one gender in order to foster inclusive relationships. Other holidays will be enjoyed in meaningful ways during focused chapel lessons, Christmas concert and caroling, etc. While we encourage the hosting of parties to celebrate holidays, we must protect the classroom atmosphere. With this in mind, ASB will not allow classroom parties during the school day. Any exchange of holiday gifts/cards/flowers must be done outside of school hours and off the school premises.

XI. Communications

Ambleside sends regular communications in several formats, e-mail, *The Bulletin* the school's regular communiqué and the Communication Folder. These are the primary tools for communicating all necessary information to parents in an orderly fashion, so please read them carefully. They contain announcements about upcoming and ongoing school and community events, and other notices.

XII. The Parent Volunteer Association (PVA)

The volunteer work of parents is essential for the life of Ambleside, and all are invited to serve. At Ambleside, the work of school volunteers is coordinated by the Parent

Volunteer Association under the leadership of the PVA Chair(s) who are parent volunteers that work in collaboration with the Head of School. In order for Ambleside to provide children with an optimal education at a reasonable price, volunteers are needed to provide a broad range of assistance.

Throughout the school year, students are involved in a number of special events which take them beyond the school walls or the normal school hours. In most cases, the Head of School, or his/her designee, presides over the event and works with a team of volunteers to carry it out. Some examples of Ambleside events include:

- Veteran's Day Celebration
- Fundraising Events
- Christmas Candlelight Celebration
- Shakespeare Festival

Other opportunities for parent participation and service include (but not limited to):

- Community Care
- Assist school families with special needs (meals, transportation, child care)

Campus Needs:

- Campus beautification (indoor and outdoor)
- Assisting with new families:
 - Organizing Open Houses for prospective new families

Serving as a classroom parent. Classroom parents assist teachers in such areas as:

- Christmas caroling
- Teacher Appreciation Lunches
- Transportation for offsite class activities. (Parent volunteer drivers are required to provide the school office with a copy of a valid driver's license, proof of insurance and background check.)

During the school year, the PVA Coordinators will provide information regarding these and other opportunities for parents to serve.

Role of the Parent Volunteer Association Chairman

- Encourage meaningful alumni, parent, and volunteer participation in events that aid and support the goals of the school.
- Work to maintain programs that contribute to relations with the local community; particularly with those people who come into regular contact with the school.
- Assist ASB Head of School and volunteers with thank you notes to visitors, new parents, contributors, services, etc.

XIII. School Admissions Policies

A. General Student Admissions

The Ambleside School admits students of any race, color, national and ethnic origin to all rights and privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or other school-administered programs.

- Each year Ambleside School will make its racially nondiscriminatory policy known to the general community through advertising or an article in the newspaper during the school's registration period.
- Medical authorization for emergency treatment of the child is given by parents to the school as part of the admissions process.
- Parents have a legal right to see any information which is forwarded to other schools.
- Current students are given first priority for enrollment in the following year. Parents indicate their intentions to enroll and submit a tuition deposit with a new tuition contract. After the reenrollment deadline, the school can accurately determine the number of spaces available for new students.

B. Qualifications for new applicants are as follows:

- Fill out the application form
- Make an appointment to visit the school.
- Watch the videos on the website or read a recommended philosophy book.
- Schedule a testing time.
- Each family seeking admission to Ambleside is expected to make a commitment of at least one year.

Assessment and Skill Level

Upon completion of the testing, should the results indicate a lacking in skill mastery or demonstrated skill below grade level, the Head of School and/or Admissions Committee reserves the right to make acceptance to Ambleside School conditional upon skill advancement. The specific area of weakness(es) will be defined and documented, as well as a deadline and plan for achieving the specified skill(s). Progress of work completed will be monitored and help offered in the form of taking part in existing tutoring offered at Ambleside. Ambleside teachers and staff cannot accept primary responsibility for bringing a student up to a specified grade level. Rather, it is the responsibility of the student and family to meet the skill requirements as determined by the Head of School.

- At the time of enrollment or reenrollment, parents will sign the Ambleside Enrollment Contract.

- At the time of enrollment or reenrollment, parents will indicate their agreement with the Ambleside Commitment, the Ambleside Parent’s Commitment (Appendix C), and the Ambleside Grievance Policy.

C. Policies regarding International Students

- The Ambleside Head of School or her designee will be responsible to see that all SEVIS regulations are conformed with.
- Ambleside will only accept international students who:
 - have met all Ambleside admissions requirements
 - qualify for admission to grade 9 through 12
- Ambleside will only accept international students from families which have demonstrated a commitment to Ambleside’s philosophy of education by either:
 - A parent attending an Ambleside Internship.
 - The student having previously been enrolled in an Ambleside Schools International approved school.
- Parents of international students are to make independent arrangements with a host family who will provide room, Board and care for the student outside of normal school hours.
- Ambleside will interview and approve any host family for an international student.
- Ambleside will assume no responsibility or liability for the student beyond normal school hours.
- Ambleside will communicate any problems (absence, poor performance, conduct problems) to both the host parents and the international parents.

XIV. Financial Policies

A. Tuition Definition

- Tuition is the cost imposed by a school and paid by the parents to entitle their children to the education experience promised according to the mission of the school.
- Tuition is a rate established to partially meet estimated and anticipated costs of fulfilling the mission of Ambleside School. It is a factor in the shared responsibility of all parents to pay for the cost of services provided.
- Tuition is a statement about the school’s sense of its own quality. The set tuition rate obligates a school to be as good as it claims.

B. Tuition Rate

The tuition rate, due date, and payment options will be set each spring for the upcoming school year by the School Board. The tuition rate will be recommended by the Treasurer of the Board. Competitor information and the anticipated budget for the upcoming school year will be considered when setting the rate.

Tuition will take into account the “cost to educate” the students attending the school, including costs for teachers and administrative salaries, supplies, equipment, curriculum, facilities costs, student activities and other administrative costs necessary to provide the

high quality education promised to parents and students.

i. Tuition Responsibility

Tuition is solely the obligation of the student's parents and/or legal guardian. Anyone else who chooses to make a contribution toward those costs is performing a gratuitous act by making a charitable gift.

ii. Tuition Discounts

The Board recognizes that the cost to educate a student is not dependent upon how many children from the family are enrolled. Families who are unable to pay full tuition are encouraged to apply for financial aid.

Discounts will not be given for paying tuition in cash or in full by the appointed date, but the monthly payment service charge will not be levied against those families paying annually, or semiannually.

Tuition will not be discounted or traded for services rendered to the school, as this is a violation of IRS regulations.

iii. Application and Entrance Examination Fees

Each spring, the Board of Trustees will review and set the rate for application and entrance examination fees for new students. The application fee is a one-time, non-refundable per-family fee due at time of application. The assessment fee is a per-child fee and is due at the time of assessment.

iv. Tuition Payment Options

Prior to the re-enrollment deadline, the Board will meet to determine the tuition rate, due date and payment options for the upcoming year. Each school year, at the time of reenrollment, families are to designate their preferred payment option and to sign the Tuition and Fee Policy Agreement during the enrollment/re-enrollment process.

Families paying their tuition on an annual basis will be billed April 1. Tuition is due and payable within 30 days.

Tuition payments must be current according to the plan selected by each family in order for students to begin attending classes, and in order for records, such as progress reports, to be released.

v. Enrollment and Re-enrollment deposit

An enrollment deposit, in an amount set by the Board each spring, is due upon formal acceptance of a student into the school. A re-enrollment deposit, amount and due date set by the Board, is due for students returning to Ambleside for the upcoming school year.

This deposit represents the mutual commitment of the parents and the school. The commitment of the parents to provide financial resources in exchange for the education of their child, and the commitment of the school to save a place for the child, to proceed with hiring faculty and staff, and to ensure proper classroom space and learning environment for the upcoming year. This deposit will be applied to the tuition balance due for the school year, and is non-refundable.

The Board may choose to set the enrollment/re-enrollment fee at one-half the usual amount for families whose students are on scholarships, and to waive the enrollment/re-enrollment fee for teachers with a signed contract for the next school year and/or to adjust

or wave any fees as deemed necessary.

C. Collection Policy

The following collection procedure is established for past due payments.

- 15 days past due - friendly telephone call or written notification from accountant to remind of payment owed
- 30 days past due -- reminder letter sent from Head of School
- 45 days past due --- phone call from member of Board
- Greater than 60 days ---- Child will no longer be able to attend until payment is made, child may return to school once bill is paid.

Students MAY NOT begin attending classes nor will any records, such as progress reports, be released, unless tuition payments are current according to the payment plan selected by each family.

D. Refund Policy

Ambleside School of Boerne is committed to providing a high quality educational program. In order to fulfill its mission, annual commitments are made to hire teachers, purchase curriculum and supplies and equipment in the spring of each school year. Therefore, Ambleside School has a **NO REFUND** policy for tuition and fees. **Should parents decide at any time to withdraw their child from Ambleside School or should a child be expelled a refund will not be granted. This applies before or after school opens or throughout the school year. Transcripts and/or school records will not be released for any child until all tuition and fee balances owed by the family are paid in full.** This applies before or after school opens or throughout the school year. Transcripts and/or school records will not be released for any child until all tuition and fee balances owed by the family are paid in full.

E. Scholarship Policy

Each budget year, the Board will set aside the contributions and gifts received from contributors, which are designated for scholarship purposes. In addition, the Board may choose to allocate a portion of undesignated gifts, contributions, or proceeds from fundraising efforts for use in funding scholarships. The scholarship fund balance to be allocated for the upcoming school year will be set by the Board each spring. In addition to the annual scholarship amount established, and based on historical information from the previous years, certain money in the scholarship fund will be set aside each year to provide for mid-year assistance for families with unexpected financial emergencies. Each dollar of scholarship awarded will have actual “hard dollars” in the scholarship fund to back it. Each school year, this cash will be used to pay the tuition costs for those students chosen to receive financial aid. The money will be transferred from the scholarship fund as needed to pay the tuition costs for the students who are selected to receive financial aid.

Financial assistance for tuition is available to students in grades K-8 on a limited basis and is based largely on financial need. Requests for scholarship assistance are made via the FACTS Grant and Aid Assessment, which is available on line at www.factsmgt.com. Each family requesting financial aid must submit the completed application along with the applicable processing fee to FACTS, a third party reviewer, for evaluation. The Board or its designated sub-committee will consider the recommendations of this third party reviewer for all applicants. The annual scholarship funds will then be allocated and the

results will be conveyed to each recipient.

Scholarships for the upcoming year are to be allocated on or before 2 weeks after the first day of school and based on the following criteria:

- Priority is given to previous recipients with continued need.
- Priority is given to families enrolled at Ambleside during the past year.
- Priority is given to families that do not have past due balances from the previous year.
- Scholarships will be granted to those families with very limited resources. (A limited number of such scholarships are to be granted, given the significant, longterm financial commitment.)

Scholarships funds may only be applied to tuition costs. All other fees (enrollment, testing, etc.) remain the responsibility of the parents.

Any surplus, uncommitted scholarship funds will be reserved for use in the following year.

By the end of the 1st week of June, scholarship recipients will be notified, both in writing and by phone call from a Board member or the Head of School.

Any surplus, uncommitted scholarship funds will be reserved for future use.

Any need that arises that exceeds the amounts set aside by the board must be approved by the board.

XV. Miscellaneous

A. Preparation for the New School Year

- **Tuition.** Students **MAY NOT begin attending classes** unless tuition payments are current according to the payment plan selected by each family (see Tuition and Scholarship policies above).
- **Immunizations.** Per State law (Title 25: 99.61-97.72), students **MAY NOT begin attending classes** at any school public or private without providing either a copy of student's immunization records or an affidavit of exemption from immunization.
- **Medical Release Form.** Parents must complete Ambleside's Medical Release Form and return it to the school office.
- **Emergency Information Card.** Parents must complete Ambleside's Emergency Information Card and return it to the school office.
- **Travel Consent Form:** Parents must complete Ambleside's Travel Consent Form and return it to the school office.
- **Parent and Ambleside Commitment Forms:** Parents must complete these forms and return them to the school office.
- **Student Records.** In the case of new students, a signed request for student records must be returned with application.
- **Uniform Order.** See dress requirements and our website.

- **All School Picnic.** Before school opens, school families are invited to get together for a picnic and introductions. (See calendar for date.)
- **Parent Meeting.** Parents of students are expected to attend our parent meeting. (See calendar.)

B. Evening Campus Meetings

Campus meetings are held throughout the school year. Both parents are highly encouraged to attend campus meetings. Please check your school calendar for specific dates, and watch the bulletin and e-mails for any additional information. Campus meetings allow for the following:

- sharing important information and answering important questions
- the building of relationships within the Ambleside community
- the highlighting of upcoming school events, such as open houses, plays and other school activities
- an opportunity for instruction in the Charlotte Mason/Ambleside philosophy of education and other topics related to parenting
- an opportunity for students to share their work, recitations, and music with the school family

C. School Closings and Early Dismissals

In case of bad weather or other community emergencies, Ambleside will delay and/or close according to decision of the Head of School. During inclement weather or other emergencies, listen to Boerne area public radio stations or television for details. Ambleside-specific incidents will be communicated through the bulletin and/or e-mail.

D. School Office

The school office can become a very busy place. In order to meet the needs of students, parents, faculty and others, we ask that the following considerations be made:

- Enter the school office through the front door only. Using the locked back door, nearest Luther Hall, is not allowed.
- The phone should be used for emergencies only. After school arrangements are to be made prior to the start of school, not during the day. When students arrive at school, they should know how they are getting home that afternoon.
- Use of the copier is not allowed without the permission of the Head of School, or school secretary.
- Only the Ambleside staff is to assist with first aid, medication or supplies.

E. Lost and Found

Ambleside School has a Lost and Found basket kept in the school office area. Please check it often. If the owner of a found article is easily identified, the item will be returned. Otherwise, after 30 days it will be disposed of. It is important that students learn to be responsible for their possessions. Please take care to mark lunch boxes and outer garments with the student's name.

F. School Supplies

School Supplies will be purchased by the school and distributed as needed. Each student will be assessed a fee based on grade level. Junior High students will need to purchase a calculator as specified by their math teacher.

G. Tutoring Opportunities

Should your student demonstrate particular weakness in a subject, your child's teacher will contact you to arrange a time to tutor them immediately after school.

H. Family Reading

Because of its multiple benefits, reading aloud as a family is encouraged in the school community. This is emphasized in the requirement that students, grades Pre-K through 8th, read 30 minutes each night. There is a recommended reading list for students and parents posted on the school's website.

I. Teacher Appreciation

Many parents and students are desirous of expressing their gratitude and love by way of gift-giving to their teachers. For obvious reasons, Ambleside requests that parents be discrete in timing and nature of such gifts. During the Christmas season, the Parent Volunteer Association traditionally provides paper for students to write cards to their teachers. Details will be communicated as this special time draws near.

Appendix A

Ambleside's Statement of Faith

The Nicene Creed

(The most widely used ancient statement of orthodox Christian faith)

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen. We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, of one Being with the Father. Through him all things were made.

For us and for our salvation he came down from heaven: by the power of the Holy Spirit, he became incarnate from the Virgin Mary, and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father [and the Son.]* With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets. We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come.

*A latter addition by the western church, this phrase is not accepted by Eastern Orthodox churches and affirmation of it is not required.

Charter of Ambleside School

(used with permission of St. Martins in the Field, London, England)

- We believe in and proclaim both the mystery that is God, whom we partly know and partly do not know, and the human need to worship.
- We believe in and proclaim the person of Jesus Christ who distinctively reveals the nature of God and the meaning and purpose of life, and who calls us to follow Him through the death of the cross to the place of the Resurrection.
- We trust in the Holy Spirit who prompts liberty, beauty, truth, love, and joy against the waywardness of human nature.
- We are committed to using the Bible in a way that takes account of all truth and relates it to the real experiences, both good and bad, that people have of life.
- We are committed to exploring the meaning of the Kingdom of God and to making connections between what we profess and the way in which we live and work.
- We acknowledge the destructive power of human sinfulness, and we welcome gratefully the forgiveness that God offers to those who are prepared to turn to the truth.
- We are committed to taking all people seriously wherever they might be at their particular point of understanding, while at the same time sharing with them whatever insights may have been gained by our relationship with God.
- We are committed to identifying and affirming what is good and identifying and opposing what is evil, and living as best we can in the mess in the middle.

Appendix B

Ambleside Code of Personal Conduct

Adult example has a profound effect on the formation of the hearts of children. Thus, all members of the Ambleside community, parents, teachers, staff and students are expected to maintain a standard of personal conduct consistent with the teachings of Jesus on virtue and the relational life. All members of the Ambleside community are expected to:

- Demonstrate consistent care for all persons, treating all with kindness, respect, and generosity; never engaging in any behavior (including verbal) which would be damaging, disrespectful or demeaning of another person, child or adult.
- Be diligent in fulfilling all tasks related to one's responsibilities, maintaining a high quality of work, honesty and integrity.
- Be careful and gracious in speech, avoiding any profane speech and never making a public statement (in any medium, including e-mail) regarding the school or any member of the Ambleside community which can be considered injurious to the reputation of another person or the school.
- Handle all concerns and grievances in a constructive manner. (See Procedures for Dealing with Concerns and Grievances).
- Avoid all illegal activities including illegal drug use, theft, vandalism and fraudulent activity.
- Avoid activities destructive to relationships such as outbursts of rage, violence, stealing, lying or cheating.
- Be moderate and appropriate in the consumption of alcohol.
- Protect the dignity of human sexuality and the virtue of chastity
 - By avoiding all forms of lewd speech including base jokes, sexual innuendo, and inappropriate sexually explicit talk.
 - By never viewing, possessing, distributing or fostering the use of pornographic material including but not limited to print, video and audio.
 - By never advocating or participating in immoral sexual activity (defined as any form of touching or nudity for the purpose of evoking sexual arousal apart from the context of marriage between one man and one woman).
 - By never engaging in any physical contact or verbal expression with another person (adult or child) which could be interpreted as being an inappropriate display of affection and thus emotionally abusive, confusing or scandalous.

Appendix C

The Ambleside Commitment

It is the mission of the Ambleside administration and faculty to provide a “living education,” where each child is guided and empowered to author a full and free life, a life rich in relationship to God, self, others, ideas, and all of creation. In order to fulfill this mission, Ambleside seeks the consistent application of the pedagogical insights of the British educator, Charlotte Mason (1840-1923), according to the method established by Ambleside Schools International. Based upon this pedagogy and method, Ambleside School makes the following commitments to its students and their parents:

To maintain an optimal atmosphere for the cultivating of the hearts and minds of students.

- Ambleside will be characterized by:
 - Reverence for God, confidence in His loving presence, and a commitment to obedience, according to the principles of Jesus Christ.
 - Kindness and respect for all with the proper submission to authority.
 - Learning and growth in a multitude of spheres, intellectual, spiritual, physical and relational.
 - Ideas that engage the mind.
 - Work that is fruitful, satisfying, and harmonizes into a daily rhythm.
 - Neatness, beauty, and general good order.
- Ambleside will not be characterized by:
 - Exclusive relationships or cliques.
 - Sarcasm, base humor, or demeaning language.
 - Artificial incentives (stars, candy, grades, awards, etc.) and manipulative techniques (shame, wrongly expressed anger, excessive praise, and other forms of emotional manipulation).
 - Labeling students in a way that limits or creates a false sense of inferiority or superiority.
 - Trivial work, meaningless tasks, or superficial amusements.

To foster good habits in regards to work, thought, self, and others.

- Ambleside will hold students to a high standard in their academic work.
 - All students will be supported in the habit of doing good work (work that is completed punctually, accurate, neat, and demonstrates a high level of academic thought, mastery, and skillfulness).
 - If a student’s work indicates lack of carefulness, focus, or effort, then teachers will use inspirational ideas and natural consequences to motivate the student towards the formation of the necessary habits.
 - If a student’s work indicates lack of comprehension, then teachers will be available after school to provide additional assistance.
 - If regular after-school work proves insufficient to bring the student to needed mastery, then the teacher and administration will work with student and parents to develop and implement a plan to foster the necessary habits, skills and knowledge.
- Ambleside will hold students to a high standard of self-management and inter-

personal relationships.

- All students will be supported in mastering the habits of:
 - Focused attention
 - Self control of speech, hands, and posture
 - Kindness and respect towards others
 - Appropriate submission to authority (teachers, administrators, and school policies - including the dress code)
- If any student fails in one of the above, then Ambleside staff will use inspirational ideas, and natural consequences as the primary means for promoting student growth.
- If a severe lapse or a persistent pattern of lesser failures occurs, then the teacher and administration will work with student and parents to develop and implement a plan to foster the necessary personal and interpersonal habits.

To engage and nurture the students' minds through a rigorous and rich curriculum.

- The Ambleside curriculum will consist of “living books”, the best books, written in fine literary style by the best minds, rather than traditional text books
- The Ambleside curriculum will provide a broad array of foods for the mind, including: Bible, math, science, history, literature, music, art, a second language, grammar, nature study, picture study, composer study, leadership, poetry, handwork, drama, and physical exercise.
- At Ambleside, students will be given the opportunity to grow in knowledge and skill through worthy work and worthy thought.

The Parent's Commitment

Parents have primary responsibility for the care and oversight of their children. By enrolling their children at Ambleside, parents enter into a partnership with Ambleside's teachers and administration for the growth and development of their children. It is only when parents, teachers, and administration work cooperatively that children are provided the relational support and accountability necessary to lift them above their "nature" to maturity. Thus, as an Ambleside parent, I make the following commitments:

To partner with Ambleside in fostering my child's academic and relational growth:

- By setting aside time each day for after school reading with my young child (family read aloud time or individual time).
- By supporting the development of my child's fundamental skills through practice work at home in math, spelling, reading, writing, etc.
- By reviewing the weekly assessments of my child's progress in math, spelling, and dictation.
- By supporting teachers in the cultivation of my child's habits of relationship to self, others, work, and thought.
- By promptly communicating with my child's teacher concerning any question of academic mastery or personal behavior.

To foster healthy relationships with teachers, administration, Board members, and other parents:

- By always assuming that my child's retelling of an incident is only part of the scenario and that I will not have the whole truth until I have spoken with an adult who was present.
- By faithfully following the "Ambleside Grievance Policy," as elaborated in the Ambleside School Policy Handbook.
- By encouraging my child to be inclusive in relationships with classmates, even those relationships that are more challenging; never excluding individual classmates from social events, such as birthday parties.
- By informing other parents, when my child is visiting their home, concerning my convictions regarding the amount of time, expectations of supervision, and nature of the content that I consider appropriate for my child when watching television, playing video games, accessing the internet, etc.

To support the work of Ambleside School:

- By promptly dropping off and picking up my child each day.
- By being punctual in fulfilling my financial obligations to Ambleside.
- By attending Campus Meetings, Parent Teach Conferences and school programs.
- By upholding school policy (dress code, attendance, homework, etc.)
- By serving as an Ambleside volunteer.

Ambleside Parent

Date

Appendix D

Ambleside School of Boerne

Dress Code Policy

2016-2017

Unless noted, please purchase uniform pieces from Lands' End only.

Please use the Ambleside School Preferred #900157751 when placing an order
 Lands' End 1-800-469-2222 www.landsend.com/school

For additional information regarding uniforms (including photos), please refer to www.AmblesideBoerne.com, select “admissions”, then “uniforms”.

Boy’s Uniform (K-8)

Everyday Uniform	Chapel Uniform	Optional Items
<ul style="list-style-type: none"> • Short or long sleeve, mesh or interlock polo in light blue *logo required • Plain front chino pants or shorts in gray or navy • Brown belt • White non-athletic socks • Brown dress shoes 	<ul style="list-style-type: none"> • Long sleeve white oxford • Clear blue plaid tie (K-4 boys may wear pre-tied version) • Plain front chino pants in gray • Brown belt • White non- athletic socks • Brown dress shoes 	<ul style="list-style-type: none"> • Short sleeve white oxford allowed on non-performance chapel days • Drifter sweater vest in navy* • Zip-front drifter cardigan in navy* • Performance fine gauge v-neck sweater in gray* • Hooded zip-front sweatshirt in gray or Navy* • T-200 fleece jacket in dark charcoal* <p style="text-align: right;">*Logo required on all outerwear</p>

Young Girl's Uniform (K-4)

Everyday Uniform	Chapel Uniform	Optional Items
<ul style="list-style-type: none"> • Short or long sleeve peter pan polo shirt in light blue * logo required • Knit skort in navy or gray <i>Or</i> • Blue short or long sleeve mesh polo dress • Navy modesty shorts • White knee socks, bobby socks or white tights (no socks with tights) • Brown dress shoes 	<ul style="list-style-type: none"> • White short sleeve ruffle collar peter pan knit top • Clear blue plaid jumper • Navy modesty shorts • White knee socks • Brown dress shoes 	<ul style="list-style-type: none"> • Clear blue plaid headband • Performance fine gauge cardigan in navy or gray* • Zip-front drifter cardigan in navy* • Hooded zip-front sweatshirt in navy or gray* • T-200 fleece jacket in dark charcoal* <p>*Logo required on all outerwear</p>

Older Girl's Uniform (5-8)

Everyday Uniform	Chapel Uniform	Optional Items
<ul style="list-style-type: none"> • Short or long sleeve feminine fit mesh or interlock polo in light blue *logo required • Box pleat skirt (top of the knee) in navy or gray • Navy modesty shorts • White knee socks, bobby socks or white tights(no socks with tights) • Brown dress shoes 	<ul style="list-style-type: none"> • ¾ sleeve white oxford • Clear blue plaid necktie • Box pleat skirt (top of the knee) in gray • Modesty shorts • White knee socks • Brown dress shoes 	<ul style="list-style-type: none"> • Short sleeve white oxford allowed on non-performance chapel days • Clear blue plaid headband • Performance fine gauge cardigan in navy or gray* • Zip-front drifter cardigan in navy* • Hooded zip-front sweatshirt in navy or gray* • Drifter sweater vest in navy* • T-200 fleece jacket in dark charcoal* <p>*Logo required on all outerwear</p>

Girls: Cold Weather Option

All girls may wear white or navy leggings with tall, brown leather boots on cold weather days. Leggings must be worn underneath the uniform skirt, skort or jumper.

Boy's or Girl's Conditioning Uniform (5-8)

Ambleside T-shirt (available through ASB)
 Black or navy athletic shorts (modest length) or pants
 White athletic socks
 Light (not black) soled athletic shoes