

Statements of our mission, policies and requirements  
of The Ambrose School  
From our Web pages

## Mission

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

Successful graduates will possess:

1. Virtue and mature character– This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We help students rightly order their affections (the classical Christian definition of virtue) through the study of the great literature of the West and the Bible. Above all else, we teach students to live in accordance with Coram Deo– as though they were in the presence of God at all times.

2. Sound reason and sound faith– We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
3. A masterful command of language– Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is silent. As people of “the Word,” Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.
4. Well-rounded competence– Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.
5. Literacy with broad exposure to books– Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well read in the important literature and ideas of Christian theology and the West.
6. An established aesthetic– Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

## **Values, Vision, and Culture**

Cultural change begins at school. Progressive educators realized this fact in the early part of the 20th century. They successfully separated the Church from its traditional role in education and re-oriented education to serve secular social purposes. The culture followed. As a result today, Christians are distanced from roles of leadership, authority, and influence. Classical Christian education has the potential to return Christian influence in the culture by restoring Christian intellectual leadership.

The Founders of The Ambrose School realized that to influence the culture, it must change the very foundation of how our youth think. This takes a long-term view. Control of American schools was a target of the Progressives for good reason. Nearly all of America’s Founding Fathers were educated in the classical Christian model. Equipped with

the ability to think independently, speak eloquently, and lead well, a relatively small group of men created a constitutional republic unparalleled in history.

Ambrose's mission is to "Encourage exceptional maturity in students as we unite faith and reason through classical Christian education."

This integration of faith and reason counters the modern concept that secular education is for the mind at school and spiritual education is reserved for the home or church. With high academic standards, classical Christian schools are beginning to change the balance of intellectual and spiritual leadership across much of the country. The Ambrose School desires to offer the best of classical education so that the finest education available in Boise is also unmistakably Christian. While there are other academically focused k-12 schools in Boise, and other Christian schools, The Ambrose School is unique in integrating both of these forms to create an educational system that serves the community as it trains intellectual leaders with integrity.

The benefit that The Ambrose School provides to the community can be seen in terms of short, medium and long-term consequences.

These benefits are discussed below:

## Admissions Deadlines



Students anticipate the landing of a Blackhawk Helicopter  
February 21– Re-enrollment of current families (including new

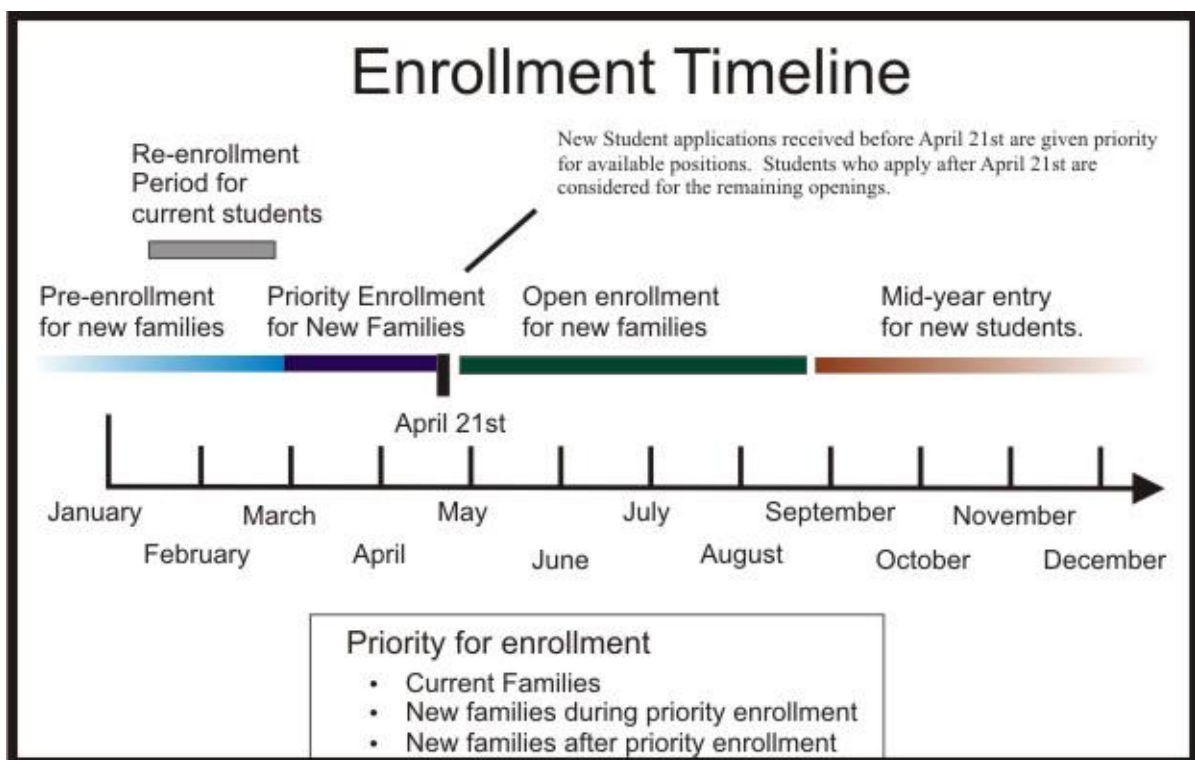
students from current families). Students that do not re-enroll by this deadline are considered new families for the purpose of enrollment priority, fees, and waiting lists. The following priority extends ONLY to students whose applications are received during this period:

- Priority for available seats:

Continuing students

Siblings of continuing students

All other applicants (see new family enrollment priorities below)



- January 1 (or earlier) through April 22– Priority Enrollment for new students who will attend during the next school year beginning in late August. Applications received during Priority Enrollment are considered as a group in late April. New families are encouraged to enroll during this time period in order to get the best chance for acceptance. We consider the following as we rank all applications received during this period.

Considerations for new family acceptance:

- Family support.

- A family faith that aligns with our statement of faith.
- An understanding of classical Christian education.
- A student's test results.
- For older students, their contribution to our school community. None of these are "litmus tests." Rather, we consider all factors when admitting a new student.

### **Applications after April 22nd– Open Enrollment:**

Any student application received after April 22nd is considered, subject to our acceptance criteria, for immediate admission for any remaining openings.

### **Applications during the school year:**

Due to our unique curriculum and high standards, the later in the year students apply for admission, the more difficult it becomes for students to succeed. Grammar school students generally can succeed if they enter during the first semester (before January 1st). We consider applications during any time of the year. High-school students must generally be enrolled during the first 4 weeks of the semester, but can, on occasion, be enrolled mid-year.

### **Applications after the second week of September of the student's Junior year:**

We do not allow new students entering after this time to graduate from The Ambrose School unless they were previously enrolled at a classical Christian school. We can allow students to complete the coursework, but they will not graduate.

## **Admissions Requirements**

### **Student Admission Requirements (K-6)**

A child must have reached the age of five years by September 1 of the year in which he would be entering kindergarten; six years of age by September 1 for entrance into the first grade.

If a child has successfully completed the previous school year and his schoolwork and behavior compare favorably to The Ambrose School's standards, he will be placed in the grade for which he is applying. However, if there is evidence that the child may not be adequately prepared for the next sequential grade level, he may be required to

repeat the previous grade.

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

The Ambrose School does not discriminate on the basis of race, color, national or ethnic origin, or sex in the administration of its policies, admissions, financial aid, and other school-directed programs.

## **Student Admission Requirements (7-12)**

Transfer students are required to provide transcripts and standardized testing results from their previous school sometime after they have applied, but before the family interview.

If a child has demonstrated academic strength in his or her previous school year and his or her schoolwork and behavior compares favorably to The Ambrose School's standards, he will be placed in the grade for which he is applying.

Student acceptance will be based upon a student interview, parent interview, and the student's academic ability.

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## **Parent Requirements**

Though not required to be Christians, the parents of students in The Ambrose School should have a clear understanding of the biblical philosophy and purpose of The Ambrose School. This understanding includes a willingness to have their child exposed to the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.

Parents should have a clear understanding of our unique classical educational approach. Parents should carefully read the informational materials about the school. We also strongly encourage each parent to read the book by Douglas Wilson, "Recovering the Lost Tools of Learning," as one of the best texts for explaining the kind of program we offer at The Ambrose School.

Parents are required to cooperate with all the written policies of The Ambrose School. This is especially important in the area of discipline and schoolwork standards, as well as active communication with the respective teachers and administration. In addition, parents are strongly encouraged to become actively involved in other areas of voluntary school functions.

## **5 Questions for Families**



## **Is your family committed to Christ?**

While families of various faiths attend the Academy, most of our families value our commitment to Christ in all that we do. Our school motto means "To the glory of God alone". Children memorize entire chapters of scripture regularly and are taught to live according to them. We often hear the story of parents who are pulled aside by their children's Sunday school teachers and asked how they know so much. We pray and work so they will translate what they learn here into a life of service to Christ. If you share these values, you probably will fit well at the Academy. If you don't, you are welcome to apply. We accept members of other faiths with a few conditions.

## **Are you committed to well-behaved children?**

Our standards within the school are loving and structured. All children are prone to misbehavior on occasion, so we don't expect your kids to be perfect (or even close). We do expect parents to support our teachers and administration as we lovingly, but firmly discipline children who are acting out.

We believe all children are created in the image of God and we deeply respect the uniqueness of their personalities. If you are unsure about subjecting your children to loving Christian discipline, you may want to talk with us further about our expectations. If you value a partnership with a school that will uphold high standards, you will do well at The Ambrose School.

## **Do you value academics and a Christian work ethic?**

Our school is generally recognized in the community for the academic standards we uphold. This comes with a standard of work that requires a little more of both parents and students. Parents are often called upon to be actively involved with their young children as they do homework. Many parents find that by the 4th or 5th grade, the Latin, history, and other subjects exceed their ability to help. However, parents still remain actively involved to ensure they are diligently working to prevent frustration from poor study habits. A few families find it difficult to trade-off some recreational or entertainment time to focus on academics. Our graduates commonly thank us for their training.

Some misunderstand our work ethic. We do not desire or expect children to work excessively. Certainly, children need time to play. For this reason, we restrict the amount of homework allowed each week. For those who wonder why we have higher expectations: the School's expectations do not rise to the level of even 2 or 3 generations ago, or the standards in most other developed countries today. Hundreds of families have found that their children thrive in our environment

because they enjoy being challenged. What expectations characterize your family? If you are serious about finding an educational partner with you in preparing your child for life, we would invite you to visit and see what's possible.

### **Do you value a broad-based education or do you see education as a relatively generic commodity, with slight distinctions?**

Some families want a mainstream education like they had. If you were satisfied with your education (assuming you were educated in a mainstream public or private school) and don't see any reason to want more, then you probably won't find our form of education appealing. From our uniforms to our study of the great books to our emphasis on writing, we are different than most schools.

Often, the people who most identify with classical Christian education are those who went to school in the eastern or southern United States, Europe, or any of the British or French commonwealths. A vestige of classical education remains in most of these areas, particularly in the preparatory schools. Because classical Christian education takes time to appreciate, those with a background in traditional Western education more quickly identify with the advantages gained in what has been called a "Western liberal arts" education.

If you are attracted to education that reaches beyond training to enrich the minds the spirits of students as they learn to love learning, then you should consider our school.

### **Does your family love learning and books?**

The most consistent success factor for children at the Academy is the learning environment at home. Families who read and love to learn send children to our school because they want the world of language, books, history, science, and math to be an integrated whole. They want their children to use their love of knowledge to explore and seek truth. Families that do not have many books in their home and that rarely visit a library or bookstore probably will not find our value compelling.

Having said this, many families discover the world of literature and information through their children's experience at our school. If you would like to develop a love of books, knowledge, and learning in your home, the Academy can provide a great start.

## **Basic School Information**

Please see our Handbooks for more complete information.



## **School Day Schedule**

Kindergarten — Early: 7:45 a.m. to 10:45 a.m.

Kindergarten — Late: 11:15 a.m. to 2:00 p.m.

Grades K (all day) through 6: 7:45 a.m. to 2:00 p.m.

Grades 7-12: 7:45 a.m. to 2:45 p.m.

The school is open from 7:15 a.m. until 2:15 p.m., for drop-off and pick-up of students. Please arrange to drop off your child at school from 7:30 to 7:45 a.m., and please arrange for prompt pickup at 2:00 p.m (grammar) and 2:45 p.m. in grades 7-12.

## **Class Schedules**

See class schedules.

## **Uniforms**

K-8 uniforms are purchased from Nelson Supply, 11th and State (344-1122), in Boise. Grades 9-12 uniforms are purchased through Flynn and O'hare. They are rugged, high-quality uniforms that can take abuse. Parents can typically purchase two to three sets of uniforms to last throughout the school year. These can often be handed down to other children. We have some used uniforms available at the school for your convenience.

- Young boys – tan pants, white oxford shirts, navy blue sweater
- Older boys – tan pants, white polo or oxford shirts, navy blue sweater or sweater vest
- High school boys – informal, formal, and outerwear options
- Young girls – Campbell plaid jumpers, collared white shirts, navy sweater
- Older girls – Black Watch plaid skirts, collared white shirts, navy sweater
- High school girls – informal, formal, and outerwear options
- Specified shoe style.

See complete uniform description.

Since its inception, The Ambrose School has been committed to the use of uniforms for its students. This policy has four fundamental benefits.

First, uniforms prevent the application of subjective standards of dress in the classroom. Parents, students, and teachers know that the uniform meets the School's standards of modesty. Uniforms allow our board and staff to focus on academic concerns.

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

Third, uniforms encourage esprit de corp, where individuality is sacrificed for the good of the group. This removes the potential distraction of what clothing other students are wearing. This also sets our group of students apart from other schools, encouraging each student to operate as a part of a unified body.

Finally, uniforms usually decrease the cost of clothing.

## **School Year Calendar**

See school year calendar for the appropriate year.

## **Homework**

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

## **Guidelines for Assigning Daily Homework**

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

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

The following guide should be regarded as approximate maximum times for the diligent student.

- Kindergarten: 30 minutes
- 1st Grade: 1 hour

- 2nd Grade: 1 hour
- 3rd Grade: 1-1/2 hours
- 4th Grade: 2 hours
- 5th Grade: 2 hours
- 6th Grade: 2-1/2 hours
- 7th-8th Grades: 3 hours
- 9th-12th Grades: 3 hours

## **Weekend/Vacation Homework Policy**

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

## **Basic School Rules**

We require our students and parents to be aware of and adhere to the following school rules enforced by the teachers and administration.

### **Conflict Resolution**

Conflicts should be resolved at the earliest opportunity and at the lowest level, in accordance with Matthew 18. If you have a problem with another family, a teacher, the Administration, or the Board, you must first meet with the person involved. If an agreement cannot be reached, both parties should then approach the next level of authority. You may not gossip with other parents about a problem.

### **Dress**

Students shall wear the approved uniform of The Ambrose School.

Uniforms shall be kept neat, clean and modest in appearance.

Modifications to the uniform or accessories that draw attention to one student over and above others will not be allowed.

### **Grooming**

Certain guidelines are upheld for grooming practices at The Ambrose School. We are well aware that these precepts do not cover every contingency; therefore, the following principles apply at all times:

- Nothing which draws undue attention to oneself
- No priority on self expression
- Submission to the community of The Ambrose School and its values

- Dress and grooming that are conducive to order and learning
- No tatoos may be visible during school or at any school event or gathering
- Both boys and girls are expected to keep their hair well groomed and clean. All students must keep hair out of their faces.

For boys, the following are unacceptable grooming practices:

- Shaved heads, ornamental cuts, or shaved designs in their hair
- Ponytails, top knots, and hair that is bleached or dyed
- Hair length over the ears or beyond the shirt collar
- Visible body piercing, including earrings

For girls, the following are unacceptable grooming practices:

- Shaved heads, ornamental cuts, or shaved designs in their hair
- Bleached or dyed hair
- Visible body piercing (one pair of traditional earrings may be worn in the lobe only)
- Dramatic make-up or nail polish

#### Conduct

Students are expected to cooperate with basic Christian standards of behavior and conversation.

Additionally, the following rules will be observed at all times:

- No talking back or arguing with teachers, staff, or adult volunteers will be tolerated.
- Prompt and cheerful obedience is expected. Teachers should not have to repeat requests.
- No chewing gum, electrical music or game devices, guns, or knives are allowed on the school grounds or at any school activity.
- Avoid the off-limits areas of the building or grounds.
- Treat all of the school's materials and facilities with respect and care.

Respect other persons and personal property.