



American Heritage School News

February & March 2006

Message From the Director

In the summer of 1756, at the tender age of twenty, a young Founding Father struggled within himself regarding what he would do with his future. John Adams had recently graduated from Harvard, but he was overcome with waves of discontent and dissatisfaction with his present state of existence. He chewed tobacco, felt himself to be lazy, absent-minded, and prone to daydreaming. He felt that he constantly formed yet never executed good resolutions. In his journal, he penned the words “Oh! That I could wear out of my mind every mean and base affectation, conquer my natural pride and conceit.”ⁱ

Young Adams vowed to quit chewing tobacco and to read more seriously. A prolific diarist, he wrote to himself on July 21, 1756:

*I am resolved to rise with the sun and to study Scriptures on Thursday, Friday, Saturday, and Sunday mornings, and to study some Latin author the other three mornings. Noons and nights I intend to read English authors...I will rouse up my mind and fix my attention. I will stand collected within myself and think upon what I read and what I see. I will strive with all my soul to be something more than persons who have had less advantages than myself.*ⁱⁱ

By late summer, Adams had made up his mind about his future profession and signed a contract to study law as an apprentice under the tutelage of a local attorney. The next evening, inspired by a sermon he had heard on Sunday and encouraged by his newfound sense of direction, Adams recorded in his journal an intensely personal experience that illustrates the source upon which he drew time and again as he grew into his various roles as husband, father, and statesman.

The setting was a clear summer night. Adams wrote that on this night he gazed upon the “amazing concave of Heaven sprinkled and glittering with stars.”ⁱⁱⁱ As he looked heavenward, he beheld “glorious shows” of nature. He felt that he was “thrown into a kind of transport” that caused him to ponder the gifts of God and the expressions of God’s love. Reflecting upon the experience, he wrote these astounding words in his journal, a personal revelation regarding the interconnectedness of faith and reason:

But all the provisions that He has [made] for the gratification of our senses...are much inferior to the provision, the wonderful provision that He has made for the gratification of our nobler powers of intelligence and reason. He has given us reason to find out the truth, and the real design and true end of our existence.^{iv}

And so a Revolution and a Constitution would come at the hands of men like John Adams who learned in their youth to seek truth through faith-filled reasoning. Soon the Restored Gospel would come at the hands of a boy seeking Christ through a similar faith-filled reasoning process.

In the tradition of John Adams, Joseph Smith, and many other great learners in history, children at American Heritage School pursue knowledge by the same, simple process – a process of inquiry intended to lead the inquirer not just to well-reasoned answers, but to powerful and life-changing Eternal Truths. This basic process involves:

- *researching* original source material in a manner that requires more than casual reading – research requires searching and re-searching with purpose and “real intent”^v;
- *reasoning* in light of revelation to identify true and eternal principles;

- relating true principles to one's own life; and
- recording thoughts and reflections in a way intended to distill truths upon the soul "as the dews from heaven."^{vi}

Ultimately, truth is a Person. Christ is the beginning and the ending point of every quest for truth, in every subject, regardless of religious conviction. History testifies of this fact. The present testifies of this fact. The future will continue to testify of this fact.

In Christ's own words: "Truth is knowledge of things as they are, and as they were, and as they are to come."^{vii} "I am the Spirit of truth."^{viii} "I am the way, the truth, and the life."^{ix}

Finally, lest we err in thinking that our gospel knowledge discharges our obligation to continually educate ourselves and our children:

The oft-repeated observation that "we have something that no one else has" is undeniably true. But the fact that we have the gospel should not be an excuse for failing to do the very thing that gospel demands: to expand our knowledge of all truth. The eighty-eighth section of the Doctrine and Covenants is explicit on this point. It does not enjoin us to seek learning "either by study or by faith." Neither does it state that "if ye have achieved learning by faith, ye are exempt from study." Rather, the commandment is to obtain learning and to obtain it both "by study and also by faith".^x

In this light young John Adams and young Joseph Smith pursued knowledge; and in this light, the parents and children of American Heritage School do the same.

Sincerely, --Grant Beckwith

ⁱ From the diary of John Adams, reprinted in David McCullough, *John Adams*, Simon & Schuster, 2001, p.41

ⁱⁱ *Id.*

ⁱⁱⁱ *Id.* at 42

^{iv} *Id.*

^v Moroni 10:4

^{vi} Doctrine & Covenants 121:45

^{vii} Doctrine & Covenants 93:24

^{viii} Doctrine & Covenants 93:26

^{ix} John 14:6

^x Rex E. Lee, *By Study and Also by Faith*, reprinted in *Educating Zion*, BYU Studies, 1996, p. 139

Student Submissions

Sonnet I

By Audrey Edholm, 7th Grade

Rivers clear of peace and truth
 Flowing freely from the head
 Into my heart; into my youth
 Leading to my dearest Friend
 Savior, Savior, dear and true,
 King of my heart, King of my mind
 Lead me, lead me, unto You
 Lead me with Thy love so kind
 Light the path that is Thy way
 Into your loving arms I wish to be
 I will obey whatever Thou doest say
 Guide me to you, let me see!

Daily I follow Thy river of rest
 Faithfully I fulfill my quest

[Note: In her composition of the above sonnet, Miss Edholm intentionally employed meter and foot schemes of trochaic trimeter, iambic tetrameter and iambic pentameter as well as the poetic devices of imagery, metaphor, alliteration, parallel structure, rhyme, assonance, and repetition. Assigned to be completed in two weeks time, this sonnet was composed, fully diagramed, and submitted to her instructor the very morning following the day it was assigned.]

Dominion Defined

By Clark Miner, 4th Grade
 (History Class, January 2006)

The gift of dominion is very important. From the Noah Webster's Dictionary we learn dominion means "supreme authority; control." God gave us dominion over many things in this world. The main reason the earth was created

was so we could come down here and be tested. If we did not have dominion over every living thing we could not choose what we wanted to do. Dominion over our property gives us responsibilities. Having responsibilities gives us the opportunity to grow and show Heavenly Father that we want to obey Him. I am glad Heavenly Father gave me dominion, "over every creeping thing that creepeth upon the earth." (Genesis 1:26)

We have dominion over many possessions. One of my possessions is education. For example, I can choose to listen in class and do my homework when it is due. This will then bless me by getting better grades and a good education. A bad example of unrighteous dominion is if I do not listen in class and do not do my homework. The consequence of this is that I will have a lot of catch up homework to do and I will get bad grades and not learn all that I can. I have learned that we can make good or bad choices of what we have dominion over and I want to make good choices and be happy.

When we choose what to do we are also choosing our consequences. If I govern myself and choose to have a good attitude I am choosing to be happy. If I choose to have a terrible attitude I will be miserable. If we did not have dominion over ourselves we would not be able to choose what we want to do. We could not play, we could not do many things that we wanted or needed to do. I am grateful for the gift of dominion that Heavenly Father has given me.

Dominion Defined
By Keaton Pierce, 4th Grade
(History Class, January 2006)

Dominion is defined in the Noah Webster's Dictionary as the "power of governing and controlling." We have been given this power to govern over all God's creations because He loves us. We control such things as our time, our attitudes, our manners, and all things that we

have been given. God gave us dominion over all our possessions because we need to learn how to govern ourselves and become like God. Dominion is an important part of our mortal life.

God has given us dominion over many things. In Genesis 1:26-29, it says God has given us dominion over all plants, animals and the earth. We should take care of animals, and never hurt or kill them. Also, we need to keep the earth clean and not waste that which has been given us. We should never hurt or try to control others unrighteously. We need to take care of the things God has given to us.

Now that I know I have dominion over many possessions, I can use that knowledge to take better care of them. If I am more careful with my possessions, I will waste less. I will eliminate litter by cleaning up after others and myself. I will be kinder to animals. I will not try to control others. Dominion means taking good care of our resources. When I learn to govern righteously that which I have dominion over I will become more like God.

On Alma 18:32
Reasoning and Relating

He looketh down upon all the children of men; and He knows all the thoughts and intents of the heart; for by his hand were they all created from the beginning. (Alma 18:32)

"God knows everything that goes on. He knows what our intent is in all things. You can hide nothing from God. Your character is defined by what you do when no one is watching. God is always watching. I need to be the best I can because God will know my actions." (Taggart Williams, 7th Grade)

"Heavenly Father knows our hearts. He realizes our ambitions and hopes. He wants us to be obedient unto Him. I will try in all aspects of

life to be more obedient.” (*Claire Murphy, 7th Grade*)

“God created us in His own image, so He knows how we truly think. We need to make ourselves worthy of being in His great image. We can do this by following his lead.” (*Jesslyn Nelson, 7th Grade*)

Abinadi and King Noah
By Sarah Hilton, 1st Grade

Once there was a king named King Noah. He was a wicked king. One day a righteous man appeared. His name was Abinadi. King Noah was mad! He wanted to kill Abinadi. “I accuse you. I do not like it when people say that,” said King Noah. Abinadi was having afflictions. Abinadi started glowing. “I have a message to tell you,” said Abinadi, “you are not keeping the commandments.” “Keep the commandments and God will bless you,” said Abinadi. “Recall what you said,” said the king, “or I will put you to death.” “I will not recall what I said,” and Abinadi was put to death, but he went to the Celestial Kingdom.

Abinadi and King Noah
By Stephanie McGuire, 1st Grade

There was once a king named King Noah. He was a wicked king. His father was righteous and there was a boy named Abinadi. Abinadi went to King Noah and told him about The Ten Commandments and that King Noah should stop doing bad things. King Noah was angry with him so he said that he would kill him, but if he gave back his words he wouldn't kill him. But he didn't give back his words. King Noah put him in a fire and burned him.

Reflections on Nephi's Lamentation
(2 Nephi 4:15-35)

Fourth Grade Reading Class, 1/11/06

“I thought these scriptures were beautiful! I loved the way Nephi spoke. I loved that in every verse it had the name of the Lord, Christ and God. Reading these scriptures brought tears to my eyes because I understood that Heavenly Father will help me whenever I need his help.” (*Nathalia Padua, 4th Grade*)

“I have learned that I don't have to be afraid of making mistakes as long as I know that Christ died to save me and that God is my rock and mine everlasting God. And if I ask Him for help and have faith in Him, then He will give me help and love always. It makes me feel grand and special to know that there is a purpose in life, and through the atonement of Jesus Christ all men may be found spotless, clean and pure at the last days.” (*Misha Duncan, 4th Grade*)

“I have learned from these verses that Heavenly Father can help me and that He is always there for us. He will never abandon us. I have learned that Nephi was righteous so he was blessed. I also learned that even though people were awful to Nephi, he still wanted to forgive them and have Heavenly Father forgive them also.” (*Terry Bailey, 4th Grade*)

Calendar at a Glance

Feb. 14	Valentine's Day Parties 2:00-3:00 p.m.
Feb. 16	Patriotic Program Matinee 10:00 a.m.
Feb. 16	Patriotic Program 6:30 p.m.
Feb. 17	Mid-Term
Feb. 17	Teacher In-Service-No School
Feb. 20	President's Day-No School.
Feb. 21	Registration Open for Community
Mar. 2	Kindergarten Field Trip-Bean Museum
Mar. 3	Teacher In-Service- No School
Mar. 9	Fourth Grade Devotional 2:00 p.m.
Mar. 10	Fourth Grade Devotional 8:40 a.m. Family Lecture Series 7:00 p.m. Jack R. Christianson
Mar. 17	3 rd Term Ends
Mar. 21-23	Book Fair Tues. 12-3 p.m. Wed & Thurs 8am-8pm
Mar. 22&23	Science Fair
Mar. 22	Parent Teacher Conferences 4:00-8:00
Mar. 23	Parent Teacher Conferences 4:00-8:00
Mar. 27-31	Testing Week
April 7	Teacher In-Service-No School

Patriotic Program

"The Spirit of America Speaks"

American Heritage School is proud to present *The Spirit of America Speaks*: a patriotic program to be held on Thursday, February 16, 2006 at 6:30 p.m. at American Heritage School.



The Spirit of America Speaks is a musical re-enactment of historical scenes that illustrate the "Line of Freedom" and the founding of America. Scenes that will bring the history of

the Magna Charta, the Columbus story, the Founding Fathers and other heroes to our minds and hearts.

We would like to extend a special invitation to alumni, teachers and patrons of American Heritage School to come for this special

opportunity to meet with former classmates and visit with former faculty and administration.

"The Spirit of America Speaks" was specially written by Geneve Cornell Deuel for American Heritage School and was first performed at the school in 1973. Mrs. Cornell's teaching career spanned 20 years during which time she served seven years as Director of American Heritage School. She was committed to instilling a fierce pride of patriotism and love of history in her students. She was awarded the Valley Forge Honor Certificate for *The Spirit of America Speaks* in 1974.

There will also be a morning matinee of *The Spirit of America Speaks* at 10:00 a.m. on February 16th for home-school students and area private schools. Please R.S.V.P if you would like to attend the matinee. You may contact the school at 801-642-0055. American Heritage School is located at 736 North 1100 East, American Fork, Utah.

Science Fair

General Instructions for All Students: The American Heritage School Science Fair is fast approaching! Your students should be working hard to get their projects completed and ready to turn in on March 22nd. Projects should be set up on the morning of March 22nd at 8:00 a.m. in the Recreation Hall. Projects should be taken home on the evening of March 23rd by 8:00 p.m.

Specific Instructions for 5-8th Grade Students:

All Fifth through Eighth grade students are required to do a Science Fair Project. The Sixth grade must choose a famous scientist to center their project around. **All ideas and plans for the science projects are to be handed in to Mrs. Bowles on Wednesday, February 15th.**

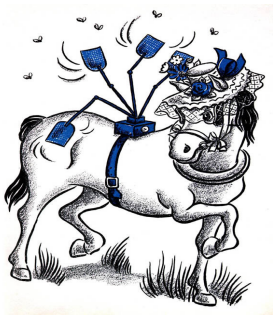
The projects will NOT be judged. Honorable Mention ribbons will be awarded by the teacher

for outstanding effort based on the following criteria:

1. Adherence to guidelines given for the written report,
2. Oral presentation given in class, and
3. Completeness and creative of display.

If you have any questions, please call or email Mrs. Bowles (5-8th grades), 642-0055
cbowles@ahsmail.com

Specific Instructions for K-4th Grade Students:



*K-3rd grades: a science project is not required, but strongly encouraged. Extra credit points will be awarded to those who choose to participate. The project can be anything of the student's and parent's choosing.

*4th grade: Choose and create an invention consisting of a simple machine. The invention is not required to be novel, however, it must be the student's own work. Specific criteria have been sent home with each student.

Fitness Corner

(From the PE Department)

Morales Family Goes for the Gold

At the beginning of the school year we suggested that in addition to the Presidential Fitness Challenge program families could opt to do two



additional fitness challenges. Not only the student, but other family members could complete in these challenges as well. The first

challenge, called "Active Lifestyles" is a six-week program where one hour of exercise per day, five days a week for six weeks was required.

The second challenge, called "Presidential Champions" is more extensive and done on a point system requiring that the participant log into an official web page where they are given points for exercise. How many points one earns depends on their consistency, diligence, and type of exercise. The available awards are Bronze, Silver, and Gold medals and are required to be completed by the end of April.

The Morales Llan family (Arturo, Niki, Shirley, Sasha, Junior and Emmanuel) took the challenges!! Mom (Niki) decided to encourage and support the girls by doing the Active Lifestyles program with them. "It was good for me because if I required it from the girls, I had to require it from myself too," she said.

After the girls completed the six weeks required of them for the Active Lifestyles challenge, they decided to GO FOR THE GOLD and began the Presidential Champions challenge. At this point, Dad (Arturo) had been watching the girls and decided to join in on the fun!! "It has been a great family affair. We love doing things together, supporting each other, having similar interests, and we believe strongly in leading our children by example," he said.

Arturo, Niki, Shirley, and Sasha are working on their Silver medals at this point. The younger boys, Junior and Emmanuel, are looking forward to the day they can qualify to do these programs too. In the meantime, they beg Dad to wrestle with them for exercise.

Some helpful suggestions from the Morales Llan family: Arturo says having a supportive friend is helpful. His good friend Mitch Huhem would call him and they would check up on each other and support each other by dropping by and doing

33 push-ups! Arturo did great right off the start by losing 25 pounds in the first three months!

Niki says that the consistency is key. When you exercise you tend to eat better too. Arturo was also her greatest support. "He kept me going," she said. "We also improved our eating, not by dieting, but by making what we do eat as healthy as possible." Niki lost 30 pounds and says she is getting into the best shape of her life!

The Morales Llan family is on track for the gold. They say it will take stiff discipline and consistency in order for them to reach gold by the end of April.

Congratulations to the Morales Llan family!

For more about these programs contact Ms. Patch or Mrs. Jespersen.

Spelling Bee

The date for the American Heritage School school-wide bee will be February 24th at 8:40 a.m. One winner will be chosen from American Heritage School to represent our school at the Alpine School District spelling bee, which will be held Saturday, March 18th.

The Daily Herald has published the *paideia* (spelling bee list) to be used by the Alpine School District for the Daily Herald Spelling Bee. American Heritage School will be participating. If you would like the complete *paideia* of 4,100 words to study, please contact Mrs. Christensen.

You may also go to <http://www.spellingbee.com/> for the *paidea* and for more on the 2005-2006 rules and details..

To receive pronunciation help with any word in the *paideia*, go to Encarta Dictionary at <http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx>



Call Heather Hall, 801-796-7868, with any questions.

School Song

Children of Liberty

Children of liberty, learn from the past;
Truth, honor, charity, this is our task.
Our fathers gave to us this land unwalled.
To grow and joy therein and serve our God.

Children of liberty, now visions come.
Live your life carefully, obey the Son.
Be to your brothers a measure that's true.
Give to them willingly God's love through you.

Children of liberty, day-light is low;
Darkness and storm converge, let your ray glow.
Present and past are yours to live a-new;
Prepare for Christ to come in all you do.

Emergency Preparedness

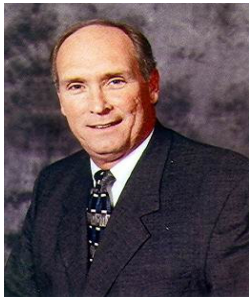
The Emergency Preparedness Committee met in January. We reviewed the earthquake drill that was held earlier in the month. The drill went smoothly for a "first time" effort. We perfected the format for future drills and feel that the students did well in retrospect. We also discussed our emergency preparedness budget and priorities for this year and determined that we will purchase water, first-aid supplies and portable toilets. In addition, the office will be supplied with a more comprehensive first-aid supply kit to increase our level of preparedness for major accidents that could occur on school grounds.

With last year's addition of walkie-talkies for each hallway, the communication between classes, playgrounds and the office has been greatly enhanced. During a recent injury involving one of our students, communication went smoothly between all parties involved and we were able to bring immediate care and attention to the injured student. Overall, we feel increasingly prepared and trained for such incidences.

Each class is now supplied with water for each child and the comfort kits supplied by parents

will serve us well for any incidents that may require up to a 72-hour stay. We are encouraged with the heightened awareness of emergency procedures among our staff and students.

Family Lecture Series
March 10



JACK R CHRISTIANSON

Families in Troubled Times

Jack R. Christianson is the Director of the Orem Institute of Religion adjacent to Utah Valley State College and has taught for the Church of Jesus Christ of Latter-Day Saints Educational System for many years. Mr. Christianson holds a Masters Degree in Education Administration from Brigham Young University as well as English and Physical Education degrees from Weber State College where he also played quarterback for the football team. Mr. Christianson coached football at Weber State and three high schools in Utah.

Mr. Christianson is widely published, having written several LDS and general-audience books as well as produced numerous talks-on-tape. He and his wife Melanie Harris have four children and eight grandchildren. Mr. Christianson is currently serving as the Stake President of the Orem Utah Northridge Stake.

Positions Available

Teacher Positions Available

We are now accepting applications for available 2006-2007 full-time teacher positions in 1st, 3rd and 8th grades. We also have an immediate opening for a part-time science teacher.

Custodial Position Available

Custodial Part time custodial positions are available at the school! A tuition scholarship combined with an hourly rate is offered as compensation. For those who are interested, please contact Leslie Clark at the front office for application and to set up and interview.

2006/2007 Registration

Current patrons desiring to enroll their students for the 2006/2007 school year should turn in their 2006/2007 Application for Enrollment before February 21, which is the Open Registration date for new families desiring to enroll in the school. Preference for current patrons cannot be assured if a current patron's Application for Enrollment for enrollment is submitted after February 21.

February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3 Story Telling Festival	4
5	6	7	8	9	10	11
12	13 Patriotic Program All School Rehearsal 8:40	14  Valentine's Day Parties 2:00 p.m.	15 Patriotic Program Dress Rehearsal 8:40 Junior Spelling Bee 10:15	16 Patriotic Program Matinee 10:00 a.m. Patriotic Program 6:30 p.m. (6:00 p.m. call time)	17  Teacher In-service- No School Mid-term	18
19	20  President's Day No School	21 Registration open to public	22	23	24 School-wide Spelling Bee 8:40	25
26	27	28				
* 5th Grade Proud—Utah Capitol Cornell— Civil War Sites	* 7th & 8th Grades Utah Capitol Legislative Sessions					

2006

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3  Teacher In-service- No School	4
5	6 Snow Make Up Day 	7	8 Fourth Grade Devotional Dress Rehearsal 8:40	9 Fourth Grade Devotional 2:00	10 Fourth Grade Devotional 8:40	11
12	13	14	15	16	17 3rd Term Ends	18
19	20	21 Book Fair 12-3	22 Parent Teacher Conferences Science Fair 4-8 Book Fair 8-8 Teacher Dinner 3:00	23 Parent Teacher Conferences Science Fair 4-8 Book Fair 8-8 Teacher Dinner 3:00	24  Teacher In-service- No School	25
26	27 Testing Week	28 Testing Week	29 Testing Week	30 Testing Week	31 Testing Week	
* Music 7th & 8th Grades BYU Men's Chorus Date TBA	* 3rd Grades Organ Studio Date TBA					



American Heritage School
Honor Roll—Second Term—2005-2006

Acerson, Marianne
Bailey, Bethany
Bailey, Kamilla
Beifuss, Bethanna
Bills, Brittani
Bleyl, Kennedi
Bowen, Catherine
Bowen, Olivia
Bowen, Sarah
Bowles, Lindsay
Boyce, Caitlin
Boyle, Amy
Breaux, Rachael
Brown, Alison
Brown, Erika
Brownlee, Annalise
Carpenter, Daniel
Carpenter, Marina
Carter, Anthony
Casey, Nicole
Christensen, Michael
Coleman, Melia
Covey, Christian
Covey, Jacquelyn
Cromar, Elizabeth
Duncan, Steven
Edholm, Audrey
Edholm, Lauren

Eppich, Caitlin
Felsted, Christian
Garrett, Valerie
Gish, Mackinzie
Gunther, Taylor
Hall, Miranda
Harward, Madison
Hayward, Anne Marie
Heras, Erik
Hill, Austin
Hilmo, Meagan
Holmstead, Christopher
James, Janessa
Jensen, Lauren
Johnson, Chloe
Johnson, Walker
Kenney, Karissa
Kittell, Dolly
Kleinman, Jacob
Klingler, Nichole
Ledbetter, Holly
Lee, James
Lee, John
Lefebvre, Allyson
LeSueur, Brittany
Minson, Bailey
Monson, Lacey
Moon, Stevie

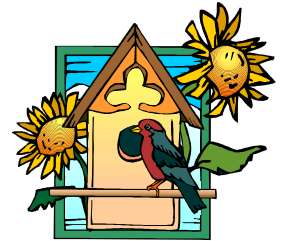
Morse, Jordan
Mullen, Jordan
Mullen, Nathan
Murphy, Claire N.
Nazer, Katie
Nielsen, Christopher
Nunes, Catia
Pack, Marissa
Perucca, Justin
Roberts, Emily
Roberts, Sophie
Rookstool, Sara
Rose, Daniel
Smart, Jacob
Smith, Deanna
Smith, Katelyn
Sutton, Quinn
Thompson, Conner
Tolman, Aja
Tolman, Hannah
Turner, Carlee
Turner, Lindsey
Vance, David
Welch, Holly
Welch, N. Taylor
Willden, Tyler
Wright, Micaela
Wulfenstein, Alexis



Hot Lunch Sign-ups for April

Please return with check (NO CASH) no later than Wednesday, March 29th, 2006.

Make check payable to DRY CREEK FOOD; please do not combine with payments for pizza (see below).



I wish to purchase Wednesday lunch as indicated below for my child/children.

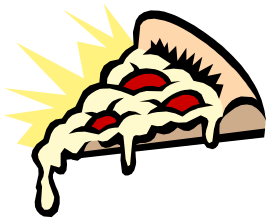
Lunch for the three Wednesdays in April starting on April 5th, 12th, and 26th will be \$6.00 per child (\$2.00 for each day). Wednesday April 19th is Spring Break with no school.

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

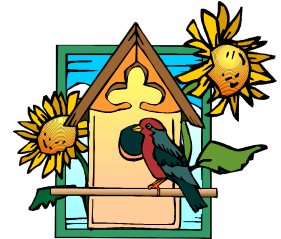
Name _____ Grade _____ Teacher _____



Pizza Monday Sign-ups for April

Please return with check (NO CASH) no later than Wednesday, March 29th, 2006.

Make check payable to American Heritage School; please do not combine with payments for hot lunch.



I wish to purchase Monday lunch as indicated below for my child/children. Pizza for the three Mondays in April, starting April 3rd, 10th and 24th will be \$1.00 per slice. Monday April 17th is during Spring Break. Please indicate # of slices next to choice of pizza (note the addition of a choice of Combo).

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

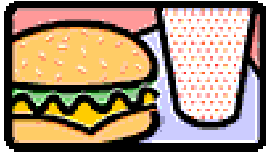
Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____



Hot Lunch Sign-ups for May

Please return with check (NO CASH) no later than Wednesday, March 29, 2006.

Make check payable to DRY CREEK FOOD; please do not combine with payments for pizza (see below).



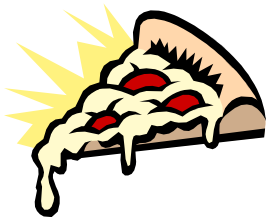
I wish to purchase Wednesday lunch as indicated below for my child/children. Lunch for the four Wednesdays in May starting on May 3rd, 10th, 17th and 24th will be \$8.00 per child (\$2.00 for each day).

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____



Pizza Monday Sign-ups for May

Please return with check (NO CASH) no later than Wednesday, March 29th, 2006.

Make check payable to American Heritage School; please do not combine with payments for hot lunch.



I wish to purchase Monday lunch as indicated below for my child/children. Pizza for the four Mondays in May, starting May 1st, 8th, 15th & 22nd will be \$1.00 per slice. Please indicate # of slices next to choice of pizza (note the addition of a choice of Combo).

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____

Name _____ Grade _____ Teacher _____

Combo _____ Pepperoni _____ Canadian Bacon _____ Cheese _____