



# ZION OUTSCHOOL

A letter to parents considering enrollment for grades K-12

Dear Family,

You have probably already read about who we are and what we believe. This letter is not about that. This letter is about your child's education — specifically, practically, and honestly. It answers the five questions every serious family asks before they trust us with the most important work of their lives.

**\*For families inquiring about Kindergarten-1st grades, see the K-1 addendum below.**

**\*For families inquiring about 8th-12th grades, see the 8-12 addendum below.**

## Is it rigorous in all subjects? - Yes. Without qualification

Every required academic subject — science, history, mathematics, literature, and writing — is present in every unit of study. Not touched on. Not mentioned. Pursued with depth and seriousness at every grade level.

**In Science**, your child designs real experiments. They form a hypothesis, identify variables, run multiple trials, record data, analyze results, and draw conclusions — then defend those conclusions publicly before a community of peers who will ask hard questions. But the experiment does not begin with a textbook chapter or a teacher-assigned topic. It begins with scripture. Every scientific question your child pursues grows out of what we call scripture grinding — a disciplined process in which students read their Come, Follow Me scripture block for the unit, generating every question that arises from their encounter with the sacred text, labeling the field of study beside each one, and bringing those questions to class as the fuel for everything that follows.

A nine year old in our classroom independently arrived at controlled experimental design — two canal systems, one variable changed, one held constant, three trials, averaged results, written conclusion — without being taught the methodology. He found it because genuine inquiry produces it naturally when the conditions demand it.

**In History: World, and United States**, your child does not memorize dates and names. They think and read historically — asking what caused this event, what followed from it, how it connects to what they already know, what changed across time, and what stayed the same. They use the five tools of contextual history: context, connections, comparison, causation and consequence, and change and continuity. They apply these tools to primary and secondary sources. And just as in science, every historical question your child pursues is generated through scripture grinding — reading the Come, Follow Me scripture block for the unit and asking not only what physical world questions arise, but what human world questions arise from the same passage. A student reading about the plagues of Egypt does not just ask what caused algal blooms in the Nile. They also ask what kind of civilization depended entirely on a single river and what happened to it when that river failed. Both questions came from the same verse. They connect what ancient civilizations did to what is happening in the world right now.

In our current unit, a student studied the Nile River — its chemistry, its hydrology, its agricultural history — and then connected it to the live water dispute between Ethiopia, Egypt, and Sudan that is threatening military conflict today. History is not a closed book here. It is a living conversation.

**In Mathematics**, the curriculum is matched to each child individually — Art of Problem Solving for the student ready for theoretical depth, Saxon or The Good and the Beautiful for the student who needs a structured, sequential foundation, or even a problem-based curriculum built around the student's own passion when that produces the deepest engagement. We do not fit students to a curriculum. We find the curriculum worthy of the student.

But mathematics here is not only calculation. We believe mathematics is one of the clearest windows into the mind of God — that the same intelligence that wrote the laws of planetary motion, embedded the Fibonacci sequence in every spiral galaxy and every nautilus shell and every sunflower head, and designed the precise proportions of the human body is the same intelligence that gave us the tools to find those patterns. Your child does not leave mathematics on the page. They take it into the world — applying real mathematical thinking to real problems, measuring real things, calculating real outcomes, and then asking the question that underlies every unit: what does this precision tell us about the One who designed it?

Mathematics at Zion Out School is not a subject your child endures. It is a language of discovery, they are learning to speak fluently, and a form of worship they are learning to recognize.

**In ELA (English Literacy and Literary Arts)**, your child reads approximately 12 outstanding works of literature (OWLs) per year, depending on grade level — complete works studied as primary academic texts. Our Literary Arts class sets each great work in direct conversation with the Come Follow Me scripture readings for that unit. We trace words and ideas found in LDS scripture — in the standard works, in the language of the Restoration — and find those same words and ideas living inside the literature your child is reading. When a child discovers that a word in the novel they are holding shares its ancient root with a word God uses in Leviticus to command how Israel treats the vulnerable, something happens that no worksheet can produce. Language is not arbitrary.

Words carry their histories every time they are spoken or written. Those histories connect across centuries, across languages, across the scriptures of the Restoration and the great works of human literature — to reveal a single continuous truth. This is not vocabulary instruction. It is the pursuit of wisdom through language itself — the recognition that all true knowledge is connected, and that a child who learns to trace those connections becomes a reader, a thinker, and a person of faith who cannot be satisfied with surface work.

For English grammar and literacy, our approach is equally deliberate. For certain grade levels, we use *The Good and the Beautiful Language Arts* as our spine — a curriculum that integrates beauty, character, and careful attention to the craft of written language. Alongside it, we use *Fix It Grammar*, which teaches grammar not through isolated drills but through the practice of editing and improving real literature — so that your child learns the rules of language the same way a writer learns them, from the inside of a living text rather than from the outside of a worksheet. Together, these two programs produce a student who writes with clarity, reads with precision, and understands that the way we use language reflects the way we think — and the way we think reflects the kind of person we are becoming.

Beginning in grade 8, this pursuit deepens further. Students begin a formal study of English and Latin together — not as separate subjects but as a unified investigation into the roots of Western language, thought, and literature. Latin is not taught as a dead language but as the living architecture underneath the words your child already uses. A student who understands that the word revelation comes from the Latin *revelare* — to draw back the veil — reads scripture differently. A student who understands that the word education comes from *educare* — to lead out — understands something about what we are doing here that no description could convey as precisely. English and Latin studied together produce a student who does not merely use language but understands it — and who carries that understanding into every subject they will ever study.

**Can my child handle the rigor? - Yes. And we mean that for every child, not just the naturally academic ones.**

We have learned through lived experience in an active classroom that the children who struggle most in traditional school settings are often the ones who come most alive here. The child who cannot sit still and finish a worksheet will spend fifty-five minutes in uninterrupted genuine search — because they are pursuing a question they actually asked. The child who knows things in their body before they can name them scientifically will find that their embodied understanding is honored and given language rather than dismissed as insufficient. The child who sees connections between things no one told them to connect will find that this classroom is built to receive exactly that.

We do not have a single student profile that succeeds here. We have a framework that meets every student where they are and creates the conditions for their particular genius to surface.

**An eight year old in our classroom designed a four-experiment study of blood chemistry that connected cellular biology, chemistry, and the theology of covenant — because the question he was pursuing was one he had generated himself from his own encounter with scripture.**

That is not an unusual child. That is a child who was given unusual conditions.

We also want to be honest with you about something. This curriculum makes real demands. Your child will be asked to pursue questions that do not have easy answers. They will be asked to defend what they believe before their peers. They will sometimes be wrong and will be expected to say so publicly and revise. They will be asked to keep searching when the search is difficult. These are not easy things. They are also the things that produce a genuinely capable student — not just academically capable but capable of the harder work of thinking seriously about hard problems.

Every child who has come through this door has been capable of that. We have not found an exception yet.

And then there is Friday.

We hold school Monday through Thursday. Friday is not a day off. Every Friday your child receives assigned work from their teacher. These are real assignments with real expectations. Friday is a school day. At home.

What is different is where, with whom, and how it happens. Your child might work through their mathematics lesson by a river with Mom, read their assigned pages in a treehouse, or work on their project with a grandparent who knows something about the subject no book could have told them. The assignment is the same. The world in which it happens is wider.

Friday is also one of the best opportunities you will have to see what your child is actually learning — to sit beside them, ask questions, and discover what they have been pursuing all week. We encourage that. A parent who does Friday alongside their child is not interrupting the school week. They are completing it.

This is what OutSchool means. Learning is allowed to go everywhere. Even and especially outside of school.

**Is it connected to faith and God? - Inseparably. And not in the way you might expect.**

Scripture is not a subject we add to the school day. It is the organizing spine of everything we study. Every unit of study is built from a Come, Follow Me scripture set and is led by a Divine Theme. The questions your child pursues in science arise from their own encounter with the sacred text. The history they study is the history that scripture opens. The mathematics they explore is often the mathematics embedded in the physical world that the prophets described. Faith is not in one room. It is in every room — because we believe it belongs in every room.

Beyond the structure of the curriculum, your child begins every search session with personal prayer — asking the Lord specifically for help in understanding what they are finding. They keep a gratitude record alongside their scientific record. At the end of every day, they are asked one question: Where did you see the Divine Theme moving in what you found today? That question is not decorative. It is the thread that runs through everything — a daily practice of holding what reason finds against what revelation confirms.

We also teach your child to listen. We take seriously the conviction that the Spirit teaches — that a student who is spiritually awake notices connections that a purely analytical mind will miss. We create space for that. Through stillness. Through questions that do not have easy answers. Through the kind of inquiry that asks not just what happened but what God means by this.

We have watched this work in ways that cannot be explained by the curriculum alone. A student mid-search who stops because something inside says not yet — and who turns out to be right.

A student who finds a connection between a scientific finding and a scriptural principle that no teacher planned or prompted — and who names it to the room and changes the conversation for everyone. These moments are not accidents. They are what happens when a child is taught to seek truth through both reason and revelation simultaneously and is trusted to find it.

**What is different about it?- Everything flows from one question.**

At most schools, your child moves through six separate subjects in a day — science, then history, then mathematics, then literature — each one unconnected to the last, each one forgotten before the next one begins. The knowledge stays fragmented. The learning stays shallow.

At Zion Out School, every subject your child studies in a unit flows from a single scripture-rooted umbrella question. Science, history, mathematics, literature, and writing are not separate subjects delivered in sequence. They are simultaneous lenses on the same body of knowledge — each one deepening what the others reveal. Your child is not switching contexts six times a day. They are going deeper into one coherent body of knowledge from multiple angles at once.

This produces something that fragmented curricula cannot produce — genuine understanding. Not the ability to answer a question on a test, but the ability to hold a body of knowledge in their mind, see the pattern across it, state what they believe about it, and defend that belief under pressure. That is a different kind of educated.

Beyond the convergent structure, there is the colloquium — and we want to say something specific about this because it is unlike anything available in traditional schooling. Eight weeks into every unit, your child presents their research to the school community without notes. They assert their claim and argue their findings. Peers respond with connections and questions. The student's Fellow — the classmate whose inquiry intersects most deeply with their own — asks the deepest question available. The student defends or revises publicly and posts their final claim on the wall. Parents are invited to the Fellow colloquium.

When you watch your child do this — when you watch them stand before a community of genuine intellectual peers and speak about something they actually understand and believe and have tested — you will understand what is different about it in a way that no letter can fully convey.

**Will it prepare them for college and for life? - For College-Yes. Specifically and demonstrably. For life, perhaps more importantly-Yes**

For college:

Your child will graduate from this program having written analytical essays across every academic subject. Having read and analyzed twelve or more serious works of literature per year. Having designed and executed real scientific experiments with documented methodology and conclusions. Having studied history through primary sources using the tools of genuine historical thinking. Having presented original research to a live audience and defended it under questioning. Having revised their thinking publicly when the evidence demanded it. Having seen, connected, and applied Math to the real world.

These are not soft skills. They are the exact competencies that determine whether a student succeeds in higher education — the ability to read seriously, write analytically, think historically, reason scientifically, and defend a position under pressure. Every one of them is developed here across every unit across every year.

We would also say this — the student who knows how to pursue a genuine question will not be lost in college. The student who has learned to sit with uncertainty and keep searching will not be overwhelmed by the complexity of higher education. The student who has stood before their peers and defended what they believe and revised when they were wrong will not be undone by a professor who challenges them. College is a rigorous environment. So is this one. The difference is that here your child is learning to love the rigor rather than endure it.

For life:

We are not ultimately preparing students for a test or a transcript. We are preparing them to be people of genuine faith and genuine capability who know how to seek truth, who trust that it can be found, who are willing to be wrong in the service of becoming more precisely right, and who believe that what they learn obligates them to the world they learned it in.

A student who has spent six weeks understanding water scarcity at a molecular, historical, and theological level and then helped fund a real well in Sudan understands something about obligation that no classroom lecture could produce.

A student who has traced a word in a novel backward through Latin and Greek and Hebrew to its root in Leviticus understands something about the continuity of truth across time that changes how they read everything.

A student who has stood before their community and said I was wrong and here is what the evidence actually shows, understands something about integrity that will serve them in every relationship and every responsibility they ever carry.

That is what we are building. Not a student who has learned things. A student who has become someone.

### **Everything your child learns here is intended to leave this room.**

We believe that genuine learning carries with it a responsibility — that a student who truly understands something is obligated to the world that needs what they understand. This is not an occasional add-on or a seasonal service project. It is woven into the design of every unit. Every unit ends with a creation — something real, made from what was genuinely learned, sent into the world for people who were not in the room when the learning happened. Sometimes it is a physical object built and placed in a public space. Sometimes it is a publication or a presentation made to a real audience with real stakes. Sometimes it is a direct contribution to a community need — researched, funded, organized, and advocated for by students who understand the problem deeply enough to explain it to anyone.

This posture — the conviction that learning obligates — is not something we teach your child. It is something the framework produces. A student who has spent eight weeks genuinely understanding why water matters does not need to be told to care about the 2.2 billion people who live without safe access to it. They already care. The learning made them care. Our job is simply to make sure that care has somewhere to go — and that what leaves this classroom is worthy of the need it is trying to meet.

Above all of this — above the curriculum, above the colloquium, above the experiments and the literature and the wells built in Sudan — there is a deeper purpose that drives everything we do here.

## **We are building Zion.**

Not as a metaphor. Not as an aspiration for some distant future. As a present and daily act of consecration — the conviction that the Lord is hastening His work, that the time for preparation is now, and that the children in this classroom are among those He is preparing to take part in it. That is what Zion Out School exists to do. To serve the Lord by preparing students and families — mind, heart, and hand — for the building of His kingdom and the preparation for His return.

We are honored to do this work.

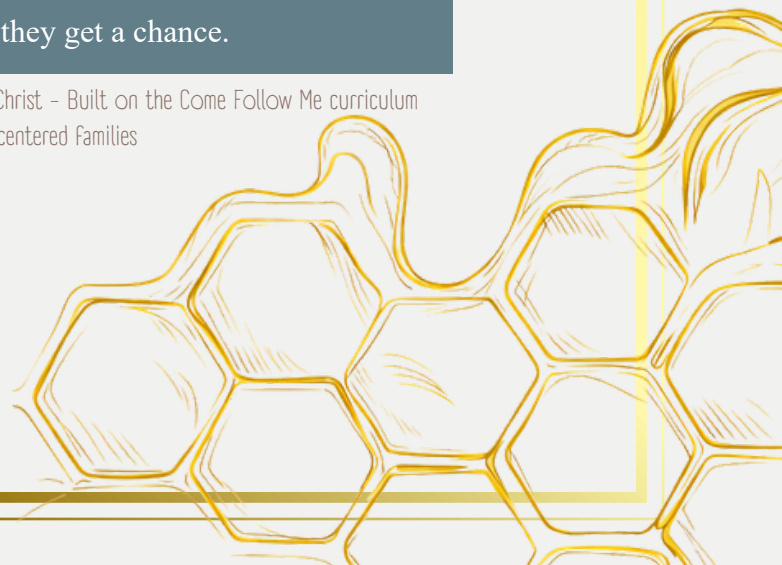
We would be honored to do it alongside your family.

We would love to talk with you about your child, who they are, what makes them come alive, and whether what we are doing here is the right fit for your family

**Your child was born to seek truth.**

**We exist to make sure they get a chance.**

Zion outSchool - Rooted in the Gospel of Jesus Christ - Built on the Come Follow Me curriculum  
Open to all faith-centered families



## A NOTE FOR KINDERGARTEN AND FIRST GRADE FAMILIES

Everything described in this letter applies to your child. The faith at the center. The scripture spine. The outward-facing learning. The Friday structure. The conviction that your child is a seeker of truth who deserves real learning from the very beginning.

What looks different at the K–1 level is not the destination. It is the path.

Rather than grinding scripture passages independently, your child's learning facilitator opens each unit through three carefully chosen doorways. First, great literature — picture books and read-alouds selected because they carry the same truth the scripture carries, in language a young child can feel and hold. Second, the scripture stories themselves — drawn from the Come Follow Me unit and told in ways that invite wonder, question, and connection rather than passive reception. Third, phenomenon — not brought into the room but encountered in the world itself.

Your child goes outside. They watch a video of something happening in the natural world. They observe a river moving, a seed splitting open, light bending through water, a bird building something with nothing but what it finds. The phenomenon is always connected to the Creator and His creations — chosen deliberately because it opens a question your child can feel before they can name it. The facilitator does not explain the phenomenon first. They watch alongside your child and ask: "What do you notice? What do you wonder? What does this tell you about who made it? Your child finds the question. The question drives the unit. Every subject — mathematics, science, history, language arts — follows from what your child found in the world and then carried back inside.

Art and music are not supplements in the K–1 classroom. They are primary languages of learning. Because young children understand beauty before they understand analysis, art and music carry the divine theme of each unit in ways that words alone cannot reach. Your child draws what they observed. They move to music that connects to the scripture story. They paint what the phenomenon made them feel. They sing what the unit is teaching them. These are not decorations around the real learning. They are the real learning — the way a child at this age receives truth most deeply and holds it most permanently.

For Mathematics and English literacy, your child uses *The Good and the Beautiful* — a curriculum chosen because it takes beauty, character, and truth seriously as the foundation of early learning. These provide the structured foundation your child needs in calculation, phonics, reading, and writing, enriched throughout with literature that connects to the divine theme of each unit.

Your K–1 child will present at a ready-level colloquium. The format fits the readiness — they come before their community and show what they made, tell what they found, and say what they now believe in their own words. A five-year-old who has spent eight weeks watching the Creator's world, listening to His stories, making things with their hands, and singing what the unit taught them has something real to say. We have found that young children often say it with a clarity that older students spend years working toward. They have not yet learned to be afraid of what they know.

The colloquium is not a performance. It is a declaration. And every child — from the youngest to the oldest — deserves the experience of standing before their people and saying: I found this. I made this. I believe this.

That experience, begun in Kindergarten, becomes the foundation on which everything else is built on.

## A NOTE FOR FAMILIES OF STUDENTS IN GRADES 8 THROUGH 12

Everything described in this letter applies to your student. The scripture spine. The R&R method. The colloquium. The outward-facing learning. The Friday structure. The Zion mission. All of it continues and deepens across these years. What changes is the scope, the intensity, and the increasing degree to which your student takes ownership of the direction.

### **ON TRANSCRIPTS AND HIGH SCHOOL CREDIT**

Zion Out School is a private school and as such is authorized to issue official high school transcripts. Our transcripts follow standard course naming conventions recognized by colleges, universities, scholarship programs, and employers across the country. Every required course your student completes through our school — whether through their Revelatory Inquiry unit work, BYU Independent Study, ASU Universal Learner courses, AP courses, or other accredited institutions — is documented, graded, and recorded on their official transcript with the appropriate course title and credit hours.

College admissions offices accept private school transcripts routinely and without hesitation when those transcripts are accompanied by a strong academic portfolio, strong standardized test performance, and documentation of genuine intellectual work. Our students arrive at that combination naturally — because the portfolio and the colloquium are the heart of everything we do.

Each course on the transcript is supported by a course file maintained by the school containing a course description, the primary texts and resources used, documented hours of student work, samples of student work at multiple points across the course, and the colloquium or final assessment record. This documentation is available to any institution that requests it. Your student's transcript is not a piece of paper. It is a complete and honest record of genuine intellectual accomplishment.

### **THE SCHOOL MENTOR**

Every student in grades 8 through 12 is partnered with a school-assigned mentor — a person employed by the school or serving on its board who has a genuine interest in students and has been trained in the Revelatory Inquiry framework and in the specific needs of secondary learners.

The school mentor is not a tutor and not a counselor. They are something more specific — a dedicated adult who knows this student personally, tracks their academic and personal development across every unit and every year, and serves as the connective tissue between all the moving parts of the student's education. The school mentor ensures that required work is being documented, that the student's Path is developing with intention, that no required credit falls through the cracks, and that the student is seen and known as a whole person rather than as a transcript.

The school mentor meets with the student regularly — not to deliver instruction but to ask the questions that matter. Where are you on your path? What are you finding? What does this unit's scripture block opening for you that surprises you? What does your Path look like right now and what do you need to take the next step on it?

The school mentor also serves as the bridge between the student, the family, the teacher, and the career mentor. They hold the full picture when any single person in the student's life can only see part of it.

## **GRADE 8 — THE BRIDGE YEAR**

Grade 8 is a transition year and we treat it honestly as one.

Some students arrive in grade 8 ready to begin high school level work — ready for formal transcript documentation, ready for external courses, ready to begin asking the deeper questions about who they are becoming and where they are going. For those students grade 8 is the beginning of the high school track and everything that follows applies from the first unit of the year.

Other students arrive in grade 8 needing one more year of the preparation that grades 5 through 7 provide — more time inside the R&R method, more time building the independent inquiry skills that high school and college level work will demand, more time becoming the kind of learner who can sustain a genuine question across six weeks and defend what they found before a community of peers. For those students grade 8 is a year of continued growth without the pressure of high school credit designation or external course enrollment. They lose nothing. They arrive at grade 9 stronger for having taken the time.

The placement decision is made together — teacher, student, school mentor, and family — at the start of the year based on what has been observed in the student's inquiry work, their colloquium performance, their capacity for independent sustained search, and their own honest sense of readiness. There is no shame in either path. There is only the right question — where is this student right now and what will serve them best?

## **GRADES 8 THROUGH 12 — THE FIVE-YEAR PLAN**

Your student has five years to complete all required high school credits and accumulate as many college credits as their readiness and their Path allow. This is not a race. It is a plan — and it is built individually for each student at the start of each school year.

At the start of each year your student's teacher, school mentor, and family sit down together and build a one-year individual academic plan. That plan answers five questions — what required courses have already been completed, what remains, which of this year's units creates the most natural fit for what remains, what external courses match your student's readiness and interests this year, and where does your student's Path stand right now and what does it need.

Across five years those annual plans build into a complete picture of everything your student has accomplished — every credit earned, every college course completed, every mentor relationship developed, every step taken toward the life they are being called to build.

## **HOW SCRIPTURE GRINDING DRIVES EVERYTHING**

The scripture grinding is not a devotional addition to the academic work. It is the engine of it. Every required course your student completes across grades 8 through 12 is connected to and driven by the Come Follow Me scripture block for that unit. The grinding is deliberately shaped to open questions in the required subjects your student is working toward that year. A student who needs to fulfill their Biology credit reads the New Testament scripture block asking what questions about living systems, healing, and the human body arise from their encounter with these passages. A student who needs to fulfill their US History credit reads the Doctrine and Covenants asking what questions about governance, covenant society, and American history the Restoration opens. The scripture block does not always contain the content of the required course. It always contains the genuine curiosity that makes the required course come alive — and it always contains the divine thread question that connects what the student is learning to the mind of God who designed it.

This is the most important thing we can tell you about how this works. Your student is not studying Biology and also doing scripture grinding. They are studying the creation through the lens of the Creator's own words — and the academic credential is the formal record of that study.

## **THE PATH — FINDING WHAT THEY LOVE**

Across grades 8 through 10 your student engages in a deliberate and supported process of discovering who they are becoming and what they are being called toward. We call this the Path.

In grade 8 the question is simply — what do I love? Not what am I good at. Not what do others expect of me. What makes me come alive? The R&R inquiry itself reveals a great deal of this. The colloquium presentations they cannot stop thinking about after the unit ends — all of this is information about who they are and where they might be going.

In grade 9 your student begins following their loves into specific fields and vocations. They take external courses in subjects connected to what they love. They begin identifying possible career mentors — people working in fields they are drawn to who might be willing to guide them.

In grade 10 your student begins to commit directionally — not permanently, not irrevocably, but with genuine intention. They choose one or two pathways they want to pursue seriously. They establish a formal career mentor relationship. They begin shaping their inquiry work toward those pathways wherever the scripture unit allows.

The Path is not a cage. It is a compass. It will change — perhaps in grade 9, perhaps in grade 11, perhaps after college, perhaps more than once. This is not failure. This is the honest experience of a person who is paying attention to what is true rather than defending what was decided. Some students will not know their Path yet in grade 8 or grade 9 or even grade 10. That is also right. The Lord knows your student's path better than either of you does. Your student's job is to seek, to notice, and to stay in motion.

## **GRADES 11 AND 12 — THE LAUNCH YEARS**

Grades 11 and 12 are built around one conviction — your student is ready to step into the world and we are going to help them step in well prepared.

The R&R method and scripture grinding remain the driving center of everything. The Come Follow Me scripture block continues to be the spine from which all inquiry grows. The school mentor continues to hold the full picture and ensure that nothing falls through the cracks. What changes is the degree to which your student's schedule, coursework, and daily work are shaped around their Path and their preparation for what comes immediately after graduation.

The weekly schedule for grades 11 and 12 is built with and for each student individually. Some students will be in the classroom every day Monday through Thursday alongside younger students — contributing to the community, going deeper into the scripture units, and possibly completing external coursework. Others will spend part of their week outside the classroom — in internships, job shadows, community partnerships, or real work in the real world connected to their Path — and complete their scripture grinding and R&R inquiry work on a schedule that accommodates those outside experiences. Whatever the schedule looks like, the scripture grinding is always the driving focus. It does not move to accommodate the schedule. The schedule is built around it.

## **COLLEGE CREDIT**

By grades 11 and 12 and depending on readiness, your student can be taking college-level courses at whatever institution and level best matches their readiness and their Path — ASU Universal Learner courses, BYU Independent Study, AP courses, community college dual enrollment, or other accredited institutions where the fit is right. The goal is not the same for every student. The goal is set by the student, the family, the teacher, and the school mentor together — honestly, specifically, and ambitiously. For some students the goal will be a full semester of college credit earned before graduation. For others it will be three or four courses. For others it will be one carefully chosen

course in their exact field of calling that changes how they see everything. Ans still, for others it will be a steady stream of High School level courses that fit and meet all requirements for High school graduation. All of these are right. What matters is that the goal is genuine, the pursuit is serious, and the credit is real.

Career mentors. In grades 11 and 12 the career mentor relationship becomes one of the most significant educational relationships your student has. The career mentor is chosen through conversation between your student, your family, your student's teacher, and their school mentor — someone working in your student's field of calling who is willing to invest in a young person who is genuinely pursuing that field. The career mentor meets with your student regularly, answers real questions from someone doing real work, opens doors that the classroom cannot open, and helps your student understand what the Path they are pursuing actually looks like from the inside. This is not a job shadow. It is a mentorship — a sustained relationship built on genuine mutual interest in the work.

Outside experiences. Internships, volunteer work, community partnerships, apprenticeships, job shadows, and real projects in the real world are a formal and structured part of grades 11 and 12. Your student is not just learning about the world. They are beginning to work in it. Every outside experience is connected to the scripture grinding — your student brings what they are finding in the world back to the sacred text and asks what the Lord says about the work they are doing and the people they are serving. The outside experience and the scripture are always in conversation.

#### **THE TRANSCRIPT**

By the end of grade 11 most required high school credits should be complete or nearly complete. Grade 12 is designed to be as free as possible from basic credit completion and as full as possible of college-level work, career experience, and genuine preparation for what comes next. The school mentor tracks this across every year to ensure that grade 12 arrives on schedule.

#### **WHAT WE ARE BUILDING TOGETHER**

By the time your student crosses the threshold between Zion Out School and whatever comes next our aim is that they carry three things with them that most graduates do not have.

First — a complete and honest record of genuine intellectual accomplishment. A transcript backed by a portfolio backed by five years of real inquiry work defended publicly before a real community.

Second — college credits already earned, a career mentor relationship already established, and a Path already underway. Not starting from zero. Starting from somewhere real.

Third — a way of seeking truth that will never leave them. The R&R method is not a school system. It is a discipline of the soul — the habit of beginning every pursuit with prayer, observing the world with genuine attention, asking the questions that arise from their encounter with sacred things, searching with everything they have, defending what they find with honesty and humility, and offering what they learn to the world that needs it. That discipline goes with them into college, into their career, into their family, into their service in the Lord's kingdom.