

Preschool  
Lower School

*Parent Handbook*  
*2016-2017*

## **Sayre School Welcome**

Welcome to Sayre Preschool and Lower School! I am delighted that you and your child will be a part of our school community. We have a rich, engaging year planned for all of our lower school students and believe that the strong, supportive relationships we cultivate with children set the stage for outstanding learning opportunities.

The early years of childhood are filled with wonder and exploration. We understand that children learn best by doing and so we strive to provide a curriculum where children are active participants, decision makers, collaborators, and problem solvers. Although the Lower School serves children whose developmental stages range from the concrete thinking of a toddler to the emerging abstract thinking abilities of our upper elementary students, our philosophy of active learning is woven throughout all of our programs. We offer a challenging curriculum that builds important academic skills and knowledge, but also helps children to understand how these fit into the broader world of big ideas. We are dedicated to ensuring that every child builds the foundational conceptual understandings and academic skills necessary to allow them to thrive academically in both the lower school years and beyond. Our dedicated faculty capitalize on children's natural sense of curiosity and help them to construct knowledge in ways that make sense and build a lifetime love of learning. We are very proud to offer a comprehensive program that addresses the emotional, social, physical, and intellectual well-being of each child.

As the only independent school in the region to serve students from Preschool through Twelfth Grade, the Sayre community fosters relationships across the ages. Students and their families develop a rapport with each other, with our teachers, and with the administration. These are bonds that facilitate communication, discussion, and safe exploration. We are so pleased to be your child's first "home" in your Sayre journey and urge you to come spend some time with us in our classrooms in order to experience the strength of our academic program, the warmth of our nurturing environment, the enthusiasm of our students and the dedication of our faculty.

The following pages present the Sayre mission and offer an overview of the Lower School's programs, policies and procedures. As always, if you have questions or comments, please feel free to contact me at (859) 254-1364. Once again, it is my pleasure to welcome you to Sayre and our Lower School. We recognize the trust you have placed in us and look forward to building a strong relationship with you.

Sincerely,  
Annie Papero, Ph.D.  
Sayre Lower School Head

## **Mission**

Sayre School provides an innovative and inclusive learning environment that empowers students to achieve academic excellence, embrace challenge, and cultivate integrity in order to lead purposeful lives in an ever-changing world.

## **Sayre Parent and School Partnership**

Sayre's mission, philosophy, and policies are built upon the idea that the education of children is a collaborative venture shared between parents and school employees. School presents young people with a host of challenges extending well beyond test grades and other common measures of performance. A mutual commitment to act for the benefit of students ensures proper and personalized support as they mature and develop productive habits of mind and character. This commitment delineates the expectations of school personnel and families we believe essential to provide positive and constructive support for the children we serve.

Sayre personnel and families commit to:

- Know and support the school's mission, philosophy, policies, and procedures
- Model wisdom, integrity, respect, and compassion
- Support an appreciation for diversity of race, religion, culture, gender, viewpoint, family status, and learning styles
- Develop partnerships and sustain communication to support each student's wellbeing and increasing autonomy
- Obtain information and resolve problems respectfully through appropriate channels at appropriate times
- Respect the school's responsibility to do what is best for the student body as a whole, while recognizing the needs of each individual student
- Act positively to support the school on behalf of its community members

## Sayre Core Values In Action

Sayre School values students as individuals and works to foster their understanding of themselves and their roles in the larger community. Our core values of wisdom, integrity, respect, and compassion are woven throughout the school. Our efforts to promote these core values include classes, clubs, and activities designed to reach all students. Topics and skills are taught and practiced on a developmentally appropriate continuum centered on these themes: student mentoring, giving back to community, understanding personal and cultural differences, possessing awareness of self, and developing strong social skills.

Sayre defines its **core values** as:

**Wisdom** – knowledge of what is right combined with sound judgment

**Integrity** – understanding and practice of what is honest, decent, and good

**Respect** – holding self and others in high regard

**Compassion** – empathy for others combined with helpful action

### **Programs in the Lower School which support and promote our core values:**

**Kids-to-Kids Classes** – Through this program, Upper School students are trained to lead and mentor younger students. Classes focus on developing an understanding of stereotypes, discrimination and prejudice and ways that Sayre students can work to reduce these problems in their world.

**Community Service** – Projects are designed to allow active involvement of students.

**Fund Drives** – Students participate in raising money or making other donations for the benefit of others.

**Community Matters Classes** – Life skills and experiential education classes are taught in K-5th grade. The focus is on leadership, team building, problem-solving and allowing the students to work cooperatively through a variety of activities. Also, the school counselor visits the 3rd-5th grades to discuss topics such as friendship, conflict resolution, meditation/stress management, bullying prevention, and compassionate action.

**Responsive Classroom Philosophy** – Lower School teachers have been trained in this educational model which values social and emotional intelligence as a critical component of academic learning. Daily morning meetings allow respectful, caring greetings among students and build listening and communication skills.

**Buddies** – A student mentoring system provides time for pairing children from PK-3 with 5<sup>th</sup> grade, PK-4 with 4<sup>th</sup> grade, Kindergarten with 2<sup>nd</sup> grade, and 1<sup>st</sup> grade with 3<sup>rd</sup> grade. Teachers facilitate and supervise the children participating together in activities that build relationships.

## **Philosophy**

Founded in 1854 in Lexington, Kentucky, Sayre School is an independent co-educational college preparatory day school, serving students from pre-school through twelfth grade. Sayre promotes intellectual, emotional, physical, social and aesthetic growth in each of its students. The school strives to help each student realize his or her intrinsic worth, develop critical thinking, and acquire self-discipline.

Students participate in a wide range of courses and extracurricular activities in a community that appreciates individual interests, talents, and skills. The rigorous curriculum stretches the intellect and promotes creativity as it communicates knowledge, building a proper foundation for future education. Sayre teachers provide innovative and differentiated instruction and supportive interaction with students; students develop independent and analytical thinking skills and learn to communicate effectively with adults and each other.

Woven through all of Sayre's endeavors is the objective of developing character within a moral framework. We help students understand the meaning of honorable behavior, the importance of accountability, the mandate of citizenship. Our downtown location extends the boundaries of the classroom, providing us with a rich array of resources for learning and service in our community.

Sayre students, teachers, administrators, staff, parents, trustees, and alumni share a spirit of mutual respect and kindness and continually strive to achieve excellence. We value equity, social justice, and the diverse perspectives of a multicultural world. As a community, we honor tradition and embrace change as we move toward the future.

(Ratified by the Faculty and Staff in May of 2010)

## **Sayre School Diversity Mission Statement**

Located in downtown Lexington, Kentucky, Sayre School recognizes and respects the diversity of backgrounds, outlooks, and talents individuals bring to its community. Sayre defines diversity as differences embodied in (but not limited to) age, ethnicity and race, family status, gender, geographic origin, learning styles, religion, sexual orientation, and socio-economic status. This list is adapted from the Independent Schools Association of the Central States' publication "Diversity and Multiculturalism: Broadening Our Perspective."

Sayre strives to enrich its community through diversity within all of its constituencies: students, faculty, administrators, and trustees.

Sayre seeks to create an educational atmosphere of understanding and open dialogue that fosters respect for individual differences. As part of the school's overall mission - to provide "an education of the widest range and highest order" - Sayre's curriculum presents topics from multiple perspectives, acknowledging and including many different cultures, ideas, and experiences found in our global society. Such an education involves the development of independent, critical thinking within an open-minded and tolerant learning environment.

Adopted by the Sayre School Board of Trustees September 10, 2003

## **ACADEMIC POLICIES AND SERVICES**

### **ACADEMIC SERVICES**

Sayre offers an Academic Services Program (AS) for students who may be experiencing learning difficulty. AS staff are trained and experienced in helping children with learning differences.

AS offers an array of services, including direct, individualized instruction in reading and math. This instruction is provided by one of the AS staff and is coordinated with the student's regular classroom teacher. AS staff provide appropriate intervention for students with identified learning issues, reinforce content taught in the classroom, and teach compensatory learning strategies. Specific questions about this program's policies and procedures should be referred to the AS director or the administration.

### **AFTER-SCHOOL ACTIVITIES**

There are a variety of activities offered to Lower School students throughout the year such as scouts, chess, chorus, academic challenge, music lessons and art programs. Please read our weekly Lower School Notes to learn about each year's offerings.

### **AFTER-SCHOOL PROGRAM**

Sayre offers an Extended Day Program to its families that allows students to remain on campus until 5:45 p.m. This program operates from the Johnson-McCoy Building and is open to all Preschool and Lower School students. Any child attending Extended Day must be enrolled in advance with the Extended Day Director. Parents may opt to send their child from one day to five days per week. There is an additional fee for this service. If you want Extended Day to be an option for your child on a "drop-in" basis, you **MUST** complete the enrollment paperwork in advance.

### **ARRIVAL AND DISMISSAL**

**FOR SAFETY REASONS, CELL PHONES SHOULD NOT BE USED DURING DROP-OFF & PICK-UP. PLEASE HELP US KEEP OUR CHILDREN SAFE BY STAYING OFF OF YOUR PHONES WHILE IN OUR CAR LINES!**

#### **Arrival:**

Children may begin arriving at the Lower School at 7:30 a.m. Students are supervised between 7:30 am and 7:50 am by the teacher on duty in the following locations:

- Children in our two year old program should be walked directly to their classroom in the Lower School building by a parent.
- Preschool and Kindergarten will be escorted to their own classrooms in the Lower School. Preschool parents must sign their child in with the preschool staff on duty under the front portico regardless of whether they are dropping off or walking in with their child.
- 1<sup>st</sup> through 5<sup>th</sup> grade will report directly to the gym.

At 7:50 am, 1<sup>st</sup> through 5<sup>th</sup> grade students will be released to their respective classrooms to begin their day. Classes begin promptly at **8:00 a.m.** each day. Please be sure that your child is at school and prepared to be in class at this time. All children arriving after announcements will be considered tardy and must report to the office before going to their classrooms.

**Dismissal at the end of the day:**

- Kindergarten through fifth grade students dismiss at 3:00 p.m. daily, **except for on Tuesdays when they are dismissed at 2:10 p.m.**
- Children in our preschool classes dismiss at either 12:00 noon or 3 pm. Parents of two year old children must park and walk into the building to pick up their child. All other children can be picked up through the car line at both noon and 3 pm.
- Dismissal takes place in front of the Lower School Building. Two lanes of traffic are formed in the driveway that runs directly in front of the Lower School. Indoor dismissal will be held during inclement weather.
- You will be provided with name cards for car windows to be used at end of the day pick up. This will facilitate the dismissal process and help faculty to properly identify family cars. Please put these name cards in the front window of your car, preferably behind the sun visor facing outward.
- When parents wish that their child's normal dismissal pattern be changed, a note to the office is required. We cannot allow children to go home with another child or to be picked up by a stranger without parents' written consent.
- Students still at school 15 minutes after dismissal will be taken to the Extended Day Program. **Parents will be charged an appropriate fee for this service.**

**Early Dismissal:**

All divisions of Sayre School will dismiss early on Tuesdays. The Lower School will go out front at 2:10 for dismissal. The Middle and Upper Schools will follow at 2:35. This early dismissal is designed to provide faculty with additional after school time for professional development.

**In order to make Lower School arrival and dismissal safe and orderly, your cooperation is requested with the following:**

- Morning drop-off takes place on the blacktop driveway in front of the Lower School. There are two lanes of traffic that stop at the crosswalk to let children get out. Parents should not leave their car once they have entered these lanes. Cars that turn right out of the drive should load and unload on the “Old Sayre” side. Cars that turn left out of the drive should load and unload on the Lower School Side.

- Please stop **BEFORE THE YELLOW CROSSWALK**. Students are taught to cross only in the crosswalk.
- If parents need to park to accompany children into the Lower School, they must do so in the front circle, on the blacktop behind the gym or in visitor parking. Parking spaces along the driveway and in the back lot are reserved for faculty, staff, and Upper School students. Please do not use these spaces before school starts in the morning.
- **For safety reasons, cell phones should not be used during drop off or pick up.** Please help us keep our children safe by staying off of your phone while in our car line!

#### BIRTH CERTIFICATES

All students enrolled in Sayre Lower School must have a birth certificate on file in the Lower School office.

#### BULLYING/HARASSMENT PHILOSOPHY AND PROCEDURES

It is the mission of Sayre School to foster and provide an environment that encourages, supports, and values the individual, her/his person, and property. Therefore, we do not endorse or condone, accept or abide any form of bullying/harassment, be it emotional, physical, psychological, or sexual, and we encourage bystanders to bullying/harassment to speak up against the behavior and to report the aggressor.

##### **Bullying/harassment includes, but is not limited to:**

- Punching, shoving, and other acts that hurt people physically
- Behaviors or actions that cause emotional pain
- Spreading rumors about people
- Keeping certain people out of a “group,” or other means of exclusion
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Sending mean texts, email, instant messages, pictures or videos
- Posting inappropriate pictures or messages about others in blogs or on websites
- Impersonating someone online to spread rumors or lies about someone

Simply put, bullying/harassing is the act of hurting one person or a group of people repeatedly as a way for the bully to feel superior, and we realize that recognizing acts of bullying/harassment is a complex and personal social issue. As an independent school, we know that a one-size-fits-all, zero tolerance disciplinary policy is ineffectual and often counterproductive to our mission. Therefore, our approach is both programmatic and disciplinary. We work with the victim and his/her parents to provide them with both emotional support and strategies; we encourage spectators of bullying/harassment to report the aggressor, and we discipline the aggressor with appropriate consequences, from punitive to therapeutic. Reported incidents will be handled as sensitively as possible. However, as part of the school’s response, victims, bullies, and bystanders may each be addressed about specific issues.

### **Standards of Practice:**

- Clearly defined expectations
- Clarification of terms
- School-wide and age- appropriate programs including: LS class meetings using the Responsive Classroom model; Cross grade level buddies in the LS; Community Matters (life skills classes) and grade level meetings in Lower and Middle Schools; advisory groups in Middle and Upper Schools; student clubs such as the Gay Straight Alliance, Anti-Harassment Committee, Community Matters Club in US; and our Kids to Kids program
- Escalating consequences for incidents of bullying/harassment
- Parent contact for repeated or egregious behaviors
- Documentation of bullying/harassment incidents kept in individual student division files
- Structured opportunities for students who have exhibited aggressive behavior to think about their actions and make amends
- Work with bullied students and their parents to facilitate strategies for positive interactions

### **Tips For Parents:**

- Talk to your child about the definitions of bullying/harassment shared by the school
- Encourage your child to talk to you about his/her social life, but avoid questioning too directly and too often to draw attention to everyday interactions
- Share developmentally appropriate strategies to stop bullying/harassment
- Watch for parent education sessions offered by the school on the topic
- Contact teachers, administrators, and/or the counselor if you have questions or concerns

**If an incident occurs outside of school**, we encourage parents to speak to each other directly. At times, incidents that take place outside of school impact the social climate at school. The school will intervene appropriately as needed.

### **BUTTERY**

All children in grades Preschool through 5<sup>th</sup> grade eat lunch in the Buttery on Sayre's campus. This lunch is included in the tuition. Students may also bring packed lunches from home. Outside food from restaurants is not allowed. **We are a “nut-conscious” environment and individuals are prohibited from bringing any food into our Buttery or Lower School that contains peanuts and/or tree nuts or that was manufactured on equipment that also processes nut products.**

### **COMMUNICATION**

We consider you a very important partner in the education of your child and strive to build and maintain strong lines of communication between school and home. We have several standard methods of communication as described below, but encourage you to make contact if you have concerns or questions that you would like to discuss.

Each Wednesday, the Lower School office issues a weekly newsletter entitled "Lower School Notes" that is posted on the Sayre website. You will be sent a weekly email with a link to this website and the Wednesday Notes.

Many developing problems can be solved before they become larger with the help of clear communication. Parents will be notified if a student is not progressing or if behavior does not meet school expectations. We will also make a strong effort to communicate your child's successes as well. It is helpful to us in providing the most effective responses to your child's behavior if you communicate any unusual situations that might affect your child's performance/behavior at school to either your child's classroom teacher or the Head of the Lower School.

### COUNSELING SERVICES

Blythe Jamieson, MSW, is the Sayre School Counselor. Her office is located on the second floor of the Library. She works with students, parents, and faculty in all three divisions.

Sayre School counseling services include student education and counseling, parent and teacher education and training, parent and teacher consultation regarding students (which may involve observations), and referral to resources in the community as needed. Students who require intensive, long-term support for mental health issues are referred to necessary services outside of school. The counselor serves as an advocate for students in their academic, social, personal, and emotional development. Under certain circumstances, the school may recommend or require outside counseling.

Confidentiality is integral to a successful counseling program. The Sayre School policy is based on the American School Counselor Association ethical guidelines regarding confidentiality. Counseling sessions with students are confidential. Counseling records are also confidential and are not part of the student's educational record. The following are situations in which confidentiality may be broken:

- The student presents a threat of danger to self or others.
- The student requests or gives permission for the sharing of information with specified others.
- Court order.
- Suspected neglect or abuse (physical, sexual, or emotional) will be reported to the appropriate authorities.
- In a group situation, confidentiality is stressed, but difficult to guarantee.

Students may request to see the counselor or be referred by teachers and/or parents. Open communication among students and parents is encouraged and may be facilitated as part of the counseling process. Parents with any questions or concerns about counseling should contact Blythe Jamieson. Sayre School is committed to providing a safe, supportive environment for students and their families.

### CLASS PLACEMENT

The Lower School's student placement process is a team effort orchestrated with great care. The Lower School teachers and Head work together, following a set criteria to ensure an appropriate class placement for each student. If parents would like to share in this process, they may write a letter to the Head of the Lower School. This letter may not contain requests for individual teachers, but rather give the school additional information that will help us in selecting the right classroom for their child. Parents should be assured that with or without a letter, the Lower

School Head and staff will review each child's needs individually and select the classroom in which we believe he/she will meet with success.

## CONFERENCES

The school calendar includes two scheduled Parent/Teacher Conference Days. Parents are able to schedule a conference with their child's teacher through the parent portal. Conferences are arranged at 25 minute intervals. Parents are strongly encouraged to attend these regularly scheduled conferences which take place at the end of the first and third quarters. Specials teachers are also available during these times. If you would like to see a specialist on conference days, please sign up for an appointment through the parent portal. To ensure that our teachers can give full attention to talking with parents, Preschool and Lower School students do not attend on conference days and childcare is not provided, although Extended Day is open and parents are able to enroll their child.

It is never necessary to wait for scheduled conferences to meet with teachers. Parents are encouraged to call or meet with teachers whenever they have questions or concerns. It is particularly helpful for parents to keep the School informed of significant events in the family that might have an impact on the child's performance at school. Family illnesses, death, divorce or separation are all examples of events that can affect children dramatically.

## ELECTRONICS

Because of possible disruption and the expense of personal electronic devices, cell phones, iPods, Game Boys and other electronic entertainment equipment are not allowed at school. On special days when electronic equipment will be allowed, the teacher will notify parents in advance.

## HOMEWORK

Homework is designed and applied in a manner that is consistent with the school philosophy that all children can and want to learn and have varied learning styles. Knowing that children learn in different ways, homework can be a powerful and positive learning tool. It shouldn't be busy work, but a reasonable undertaking that engages the student in a meaningful fashion. Taking into account the needs of the family and their personal time, assigning homework in the Lower School is based upon the learning value and rationale behind the assignment. We respect that research does not support extensive homework for the primary grade levels (K-3) and therefore only assign an amount that is developmentally appropriate. Please inform your child's teacher if homework is taking a prolonged period of time for your child.

The Lower School faculty consider the following criteria when assigning homework:

- **Practice** that reinforces newly acquired skills.
- **Individualized** skills building that capitalizes on the strengths and learning styles of each student.
- **Foundation building** that prepares students for upcoming work in a class.
- **Extension** that transfers skills or concepts to new situations.
- **Creativity** that promotes higher level thinking, demonstrates a new level of understanding, or integrates information to produce original responses.

### HOMEWORK CLINIC/STUDY BUDDIES

Homework Clinic is an after school program, open to students in grades 4-5, which meets weekly Mondays, Wednesdays and Thursdays from 3:15-5:15 pm and 2:15-4:15 pm on Tuesdays. It is designed to help students with organization and study skills as well as assist with specific homework assignments. Study Buddies is an after school program for Grades 1-3 and meets Mondays, Wednesdays and Thursdays (depending on enrollment) from 3:15 to 4:15 pm. It is designed to help students in completing their homework as well as provide assistance as needed. Learning activities such as spelling and math games and independent reading will also be provided. There is an additional fee for this service.

### REPORT CARDS

Report cards are posted on-line for students in kindergarten through fifth grade at the end of each 9-week quarter. Preschool parents will receive a written comment posted in the Parent Portal at the end of each marking period as well as being provided with additional developmental information at each conference. At the midpoint of the nine-week grading period, midterm progress reports will be sent home to children in 1<sup>st</sup> through 5<sup>th</sup> grade who are working below average in any subject. Midterm progress reports may also be used to make note of improvements. All new 1st-5<sup>th</sup> grade students receive midterm progress reports at the midpoint of the first nine-week quarter. Faculty in grades kindergarten through fifth write course overviews and narrative comments each quarter on report cards in addition to monthly classroom newsletters.

### SPECIALIST TEACHERS

Students in the Preschool and Lower School receive instruction from specialists in these areas: computer, art, music, French or Spanish, library, and physical education. Students in grades two, three, four and five also receive instruction in science lab.

### SPEECH PATHOLOGY

All students who are referred by parents or teachers are screened by a licensed Speech and Language Pathologist whose office is located in the Lower School. This initial screening is provided by the School. Parents are then charged a fee for any additional services provided by the Speech and Language Pathologist.

### STANDARDIZED TESTING

Standardized testing is given during the spring of grades three, four and five. The Stanford Achievement Test and Otis Lennon School Ability Test are used. Results are mailed to parents when they are received, usually in late May. The School encourages parents to remember that test scores are only a small part of a student's total profile. Teacher recommendations, progress reports and the student's work must also be considered.

### WEATHER

All determinations as to whether school will be canceled or delayed will be made on the morning of a given day. Only in extreme situations will decisions be made earlier. Student safety will be the prime concern in any decision, yet since our school community comes from several counties, parents should determine for themselves the advisability of attending classes. Sayre has instituted a telephone broadcast system that will enable school personnel to notify all households by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation, or a late start. Sayre will continue to report school closings on local television and

radio stations. Additionally, information about closings and delays will be available on the Sayre School website home page ([www.sayreschool.org](http://www.sayreschool.org)).

One-hour delay - Sayre may choose to delay morning classes one hour rather than cancel school entirely. This delay will be announced via the same channels as stated above. When school is on a one-hour delay, dismissal takes place at the regular time.

## **ATTENDANCE POLICY**

**It is critically important to the success of your child that he/she attend regularly and on time. Regular attendance is positively correlated with academic success and helps children to form and maintain strong social relationships.**

### **ABSENTEES**

Parents are asked to call the Lower School office by 10:00 a.m. when their child will be absent. Upon request, assignments for absent children will be collected on a daily basis and sent to the office. If a student misses school due to a family vacation, daily assignments are collected during the absence and given to the student when he/she returns. When possible **please arrange for personal vacations only during scheduled school vacation times.**

Pre-arranged absences - Absences due to medical appointments or religious holidays should be arranged with the classroom teacher in advance. The student should bring a note to his/her teacher indicating:

1. The time the student will leave school
2. The estimated time he/she will return
3. The nature of the absence

### **DAILY ATTENDANCE**

Daily attendance is taken each morning after announcements and sent to the office. Children are considered tardy if they arrive after morning announcements which occur at approximately 8:05 am. The Lower School office, as well as the classroom teacher, keeps a record of attendance. In the case of religious holidays, children will be noted as “not present” for emergency accountability reasons, but this will not count as an “absence” against their attendance record.

### **UNEXCUSED ABSENCE**

A student absence from school will be considered “unexcused” unless the school receives a written note or a phone call from a parent or guardian. 10 parent notes for absences or tardies will be allowed annually. Once ten days have accumulated, a doctor note must be present in order for the absence to be excused. Doctor notes must include specific dates for absence and/or return to school date. Even though only the school can excuse an absence, parents or guardians can assist the school by being most specific about the cause of the absence. Work missed due to an unexcused absence jeopardizes the student’s academic standing. All assignments (including tests, quizzes, papers and other age-appropriate tasks) must be made up or turned in as per arrangements made with the classroom teacher.

A parent meeting may be scheduled if a student accumulates 10 absences during the semester. A student absent for twenty school days or more during the year - excused or unexcused – jeopardizes their chance of finishing the school year, or enrolling for the next year.

#### **EXCESSIVE ABSENCES RELATED TO CHRONIC ILLNESS**

A parent meeting may be requested if a student accumulates 10 or more absences. If a student has a physical or mental health condition that has resulted in this many absences (10 yearly or 7 consecutive), parents and administration may meet in conjunction with the treating physician to develop a Health Management Plan. As a part of this plan, the following may take place:

- The school may ask for permission to establish ongoing communication between the school and the physician in relation to the chronic illness.
- An HMP will include documentation from the treating physician related to the illness or condition that is resulting in excessive absences. An anticipated time frame for returning to school should also be included as well as plans for ongoing treatment/therapy.
- The family may be asked to obtain an outside tutor to ensure that the child gains concepts missed during absences from school. The school administration will work with the family and teachers to coordinate what skills and academics need to be addressed by the outside tutor.

#### **CONDUCT & BEHAVIOR**

An important factor in a student's academic success is a safe and nurturing environment. One of the main components of our curriculum is the social and emotional domain as it pertains to one's behavior. Students are encouraged to reflect upon the choices they make and the consequences a specific choice carries, realizing that one's behavior not only affects the person responsible but those around him/her. Expectations are as follows:

1. Whether inside or outside the classroom, students must fully respect, in action and word, their classmates, teachers and other adults.
2. Students must recognize the right of every individual to learn.
3. Students must take responsibility for their own behavior.
4. Students must be honest in all dealings with their peers, teachers and other adults.

The purpose of our guidance strategies is to help children learn ways of behaving that are acceptable to themselves and others. If a student makes a poor choice, we take the time to help him/her reflect and understand the effects of his/her behavior. We also support children in finding alternative ways in which they could have handled the situation and in accepting the natural and logical consequences of their behavior. The development of self-control in children is fostered through the use of positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits for the benefits and safety of all children.

Behavior issues are generally handled by teachers so that the situation may be resolved as quickly as possible. In situations where a behavior becomes habitual or is not able to be resolved in a successful manner, the child will then be referred to the Head of the Lower School.

The following behaviors, if deemed significant by the classroom teacher, result in immediate referral to the Head of the Lower School who may determine that it is necessary for parents to attend a conference at the school:

1. Physical altercations with any student or adult.
2. Damage to another's property.
3. Any behavior that is a threat to an individual's safety
4. Overt disrespect or abusive language to another person.
5. Conduct detrimental to the standards of the school.
6. Physical or emotional harassment. (See Bullying/Harassment Philosophy and Procedures)

A summary of the incident and resulting resolution will be written up with a copy placed on file in the Lower School for all behavioral referrals sent to the Head of the Lower School.

Sayre reserves the right to suspend a student for a set period of time or demand withdrawal when conduct is detrimental to the school and its members.

Sayre School reserves the right to search a student or his/her belongings if the student is suspected of breaking the law or violating the Sayre standards of honesty and integrity. The school may seize any illegally obtained possession at the time of the search.

## **DRESS CODE**

We believe that standards of neatness and appropriateness in clothing encourage an atmosphere conducive to learning. Appearance reflects respect for School and Self. The purpose for the student dress code is to contribute in a positive way to the daily school learning environment. Modifications will be made as the activity warrants.

**The following applies to all students first through fifth grade unless otherwise noted. Please see the "Preschool/Kindergarten" section below for developmentally appropriate clothing guidelines for these students.** In addition to the following, the school reserves the right to address any clothing issue that is deemed distracting to the learning environment.

**Note: No denim clothing of any type is permitted in first through fifth grade.**

### **Females:**

#### **Clothing permitted:**

- dress shorts that are beyond fingertip length (during the months of August, September, October, March, April and May only),
- skirts or dresses (all skirts or dresses must cover the entire bottom when sitting and bending which is beyond fingertip length),
- slacks,
- button-down shirts (all shirts with long tails must be tucked in),
- turtlenecks,
- collared knit shirts,
- shirts with a jewel neck or a banded collar designed as part of short/pant matching set,
- sweaters or fleeces,
- Sayre t-shirts (they are the only t-shirt that may be worn and must be solid in color),

- Sayre sweatshirts with or without a hood (they are the only sweatshirts that may be worn),
- leggings or legging type pants (**can only be worn with a skirt or dress**),
- tennis shoes (must be clean), dress shoes (no high heel), or any well-kept casual shoe,

**Please note:**

- it is expected that all shirts will completely cover the midriff; and all tops must be appropriately modest for school (no thin straps),
- it is expected that leggings or legging type pants will be worn only with a skirt or dress,
- all shorts, dresses, and skirts must be of an appropriate length covering the entire bottom when sitting or bending which is beyond fingertip length;

**Clothing NOT permitted:**

- any clothing with words or lettering (other than Sayre School),
- oversized slacks or shorts,
- short shorts (any shorts more than 4" above the knee or above fingertip length),
- denim/jeans
- sweatshirts that do not have the Sayre logo,
- t-shirts that do not have the Sayre logo,
- "spaghetti" strapped shirts, strapless tops, bare midriff, or low cut shirts,
- athletic apparel, sweatpants, or clothing in ill repair,
- flip flops or open backed shoes of any kind,
- hats

**Males:**

**Clothing permitted:**

- dress shorts (during the months of August, September, October, March, April and May only)
- slacks,
- button-down shirts (all shirts with long tails tucked in),
- turtlenecks,
- collared knit shirts (all shirts with long tails must be tucked in),
- shirts with a banded collar may be worn by boys if they are a part of short/pant matching set,
- sweaters and fleeces,
- Sayre t-shirts (they are the only t-shirt that can be worn and must be solid in color),
- Sayre sweatshirts with or without a hood (they are the only sweatshirt that can be worn),
- tennis shoes (must be clean), or any well-kept casual or dress shoe,

**Please note:**

- it is expected that all shorts be of an appropriate length and that no oversized slacks or shorts will be worn.

**Clothing NOT permitted:**

- any clothing with words or lettering (other than Sayre logo),
- oversized slacks or shorts,
- denim/jeans
- sweatshirts that do not have the Sayre logo,
- t-shirts that do not have the Sayre logo,
- sweat pants, or camouflage,
- athletic apparel, or clothing in ill repair,
- flip flops or open backed shoe of any kind,
- hats

**Special Program Dress:**

Beginning in First Grade, girls must wear dresses, skirts and blouses or dressy pants outfits of any color or pattern on a few Special Program days. Boys must wear dress shirt and pants. Dress jackets are optional. (Please note: If this is a PE day for your child he/she must also bring PE clothes and sneakers and/or appropriate shoes for recess.)

**Dress Down/Spirit Days:**

A Dress Down/Spirit Day will be scheduled at least one time during each month. On these days and the others that warrant a more casual dress, the dress code is relaxed and students may wear jeans. Sayre logo t-shirts, sweatshirts, and Sayre team athletic shirts are preferred to show Sayre spirit. Jeans are permitted on these days.

**Dress Code Infractions:**

On a regular school day, if a student is not in compliance with the dress code, a conversation will be had with the child and the parent will be notified by the classroom teacher. If a third infraction occurs, parents will be asked to bring a change of clothes for their child. If clothing is significantly distracting to the classroom, a child may remain in the office until properly dressed. If an ongoing problem develops related to a child's clothing, a parent conference may be scheduled with the Head of the Lower School to develop a plan for resolving the issue.

**Kindergarten and Preschool**

Our days in preschool and kindergarten are very busy and involve a lot of movement and hands-on activities. Your child should come dressed in clothing that is comfortable, easily washable, and allows him/her to engage fully in both indoor and outdoor activities. Be sure that clothes can be easily managed by your child in the bathroom without assistance. For safety reasons, children must wear comfortable shoes that stay securely on their feet. **All shoes must have "backs"; No flip flops, clogs or open backed shoes of any kind are allowed.**

**Please be sure to dress your children appropriately for the weather. Outdoor play is an important component of our program and we will be going outside daily, weather permitting.**

**RULES AND REGULATIONS****ASTHMA OR ANAPHYLAXIS MEDICATION AUTHORIZATION**

An amendment regarding the self-administration of asthma or anaphylaxis medication became effective in the Commonwealth of Kentucky as of April 21, 2004. KRS 158.834, as amended, states:

(1) "The board of each local public school district and the governing body of each private and parochial school or school district shall permit the self-administration of medications by a student with asthma or by a student who is at risk of having anaphylaxis if the student's parent or guardian:

- (a) Provides written authorization for self-administration to the school; and
- (b) Provides a written statement from the student's health care practitioner that the student has asthma or is at risk of having anaphylaxis and has been instructed in self-administration of the student's prescribed medications to treat asthma or anaphylaxis.

The statement shall also contain the following information:

1. The name and purpose of the medications;
2. The prescribed dosage;

3. The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered; and
4. The length of time for which the medications are prescribed.

(2) The statements required in subsection (1) of this section shall be kept on file in the office of the school nurse or school administrator. (3) The school district or the governing body of each private and parochial school or school district shall inform the parent or guardian of the student that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student from the self-administration of his or her medications to treat asthma or anaphylaxis. The parent or guardian of the student shall sign a statement acknowledging that the school shall incur no liability and the parent or guardian shall indemnify and hold harmless the school and its employees against any claims relating to the self-administration of medications used to treat asthma or anaphylaxis. Nothing in this subsection shall be construed to relieve liability of the school or its employees for negligence. (4) The permission for self-administration of medications shall be effective for the school year in which it is granted and shall be renewed each following school year upon fulfilling the requirements of subsections (1) to (3) of this section.”

## ILLNESS

It is imperative for the welfare of our entire school community that children with communicable illness stay home. Health Department guidelines dictate the following:

1. **Fever:** Any child with a fever (any temperature 100 degrees or above) must be kept at home. Your child may return to school once he/she has remained fever free, without fever reducing medication, for a full 24 hours.
2. **Vomiting/Diarrhea:** If your child has vomited or had diarrhea during the previous day or night, please keep your child at home. Children must be kept home for a full 24 hours after the last bout of vomiting and diarrhea and should not return to school until their energy level is back to normal. Be sure to consult your child’s doctor if symptoms continue more than 48 hours or worsen instead of improving.
3. **Strep Throat:** If your child is diagnosed with strep, he or she must stay home for a full 24 hours after beginning to take prescribed antibiotics.
4. **Pink Eye/Conjunctivitis:** There are two forms of conjunctivitis commonly seen in children. One is bacterial and requires antibiotic treatment for a full 24 hours before returning to school. The other form is viral and highly contagious. Parents should consult a physician before allowing children to return to school if you suspect that he/she has pink eye.

## IMMUNIZATION & EYE EXAM REQUIREMENTS

Sayre School is required by the state of Kentucky to have on file a copy of each enrolled student’s immunization records. This information must be on a Commonwealth of Kentucky Immunization Certificate. These records must be valid through the current school year. These medical records must be sent to the registrar (attn: Luanne Stiles) before your child enters school in August or within 30 days from entering.

## MEDICATION

Families should let the office know if their child begins or changes a medication. This is necessary in order for the school to provide appropriate support and follow-up. All medical information is confidential and only shared on a need to know basis with faculty who work directly with the child.

Prescription drugs may not be sent to school with a student for self administration. The Lower School office will dispense prescription medication to students upon written instructions from parents. Non-prescription medication (Tylenol, etc.) will be administered after phone approval from parents.

We do follow all state licensing requirements for administration of medication to preschool aged children. With the exception of rescue medications (inhalers and epipens for example) which only need one form signed for the full school year, written permission must be given EACH day with a parent signature in order for any medication to be given to a child. Please see Mrs. Stiles in the office to arrange for this and to complete the necessary paperwork.

## MESSAGES & PHONE

Except for rare cases, arrangements for after-school activities should be made before students come to school in the morning. Students will not be called from class to take or make phone calls. Should a parent have the need to leave a message for their child, we will ensure that the information is delivered to your child at a point in the day when learning will not be interrupted.

## NEWSLETTER

Each Wednesday, our weekly newsletter called “Lower School Notes” will be posted on the Sayre website. You will receive a weekly email with a link to the Wednesday Notes. This email can be sent to both parents in a household and to non-custodial parents as well. Please let us know if you would like for us to add an appropriate email to our database.

## PARTIES

Parties are very important social times in the lives of our children. Every attempt should be made to be inclusive and respectful of children’s feelings. Invitations to parties may be distributed at school only when all students in a class are invited or when all members of the same sex in a class are included. Under any other conditions, all party arrangements and invitations must take place outside of school.

## RECESS

All Preschool and Lower School students have at least one daily outdoor recess. Children should be careful to dress for the weather, as outdoor playtime will occur daily unless it is raining or there is lightning.

## RESPONSE TEAM

If a student or family approaches the school with a concern related to mental health, gender identity, family issues, or other special needs, the school may convene a response team that can include the Division Head, the school counselor, and the student’s classroom teacher or advisor (or another trusted faculty member), to work closely with the student and parents. At the discretion of the school and with the family’s input, the response team may include other adults.

The response team will work cooperatively with the family to encourage a safe, welcoming, and inclusive school environment.

#### ROOM PARENTS

Each Preschool and Lower School teacher will ask for parent volunteers to serve as room parents. The responsibilities vary according to the needs of the individual teacher; however, most room parents assist with class parties, fall festival and organizing volunteers for field trips, etc.

#### SECURITY SYSTEM

During the school day, parents/visitors may access the Lower School by coming to the main entrance and ringing the bell. This entrance is monitored by a video camera which alerts the Lower School's office to visitors. **All parents/visitors must then come to the Lower School office to sign-in and receive a visitor's pass.** Students who leave early for appointments or due to illness must be signed out in the office by their parents or guardian.

#### SNACKS

**We cannot over stress the importance of parents working with us to help children make healthy food choices.** Research shows that children function better throughout a school day when snacks are healthy and not filled with sugar and empty calories. We encourage you to consider nutritional value as you choose what to send with your child for snack each day. In addition, we recognize that proper hydration is important to health and learning. We welcome children to bring non-spill, unbreakable water bottles to school with them for use during the day (but never near technology). These should only be filled with plain water- please do not send sugary or staining beverages to school. Water is all that children should need during the school day other than in the Buttery which also serves milk and juice.

**In addition, Sayre Lower School and Buttery are nut-conscious environments.** This means that any food you send in with your child for snack or lunch must be 100% nut free. Please read the ingredients of all items and keep them at home if you see any nuts (peanuts and/or tree nuts) in the ingredients, OR if it says that it was processed on equipment that also processes peanuts or tree nuts. Even if the snack is only an individual snack for your child, it must be screened by you prior to being sent to school. If a child were to have a snack containing nuts in our classrooms or in the Buttery, it could contaminate the desk surfaces or other surfaces touched by a child's hands. Please help us keep all of our children safe by respecting our rule that no foods containing nuts or processed on the same equipment as nuts enter our building.

**IMPORTANT: Due to continual changes in manufacturer packaging, please read the ingredient label of all snacks, including those on the list on our website, to ensure that they do not contain any of the following: peanuts /tree nuts, peanut/tree nut butter, peanut oil, peanut/nut flour, peanut/nut meal, or any variety of the statements, "Contains peanuts," "May contain traces of peanuts and/or tree nuts," or "Manufactured in a facility or on equipment that also processes peanuts (and/or other nuts)."** Information will be sent home at the beginning of the year on healthy/nut free snack selections. Please read this information very carefully.

## KINDERGARTEN TO 5<sup>TH</sup> GRADE TOY POLICY

Because of possible disruption, loss or breakage, toy items such as dolls, trucks, cards, or games are not allowed to be brought to our K-5 classrooms. On special days when items like these would be allowed, the teacher will notify parents in advance.

## PRESCHOOL TOY POLICY

We understand that many preschool-aged children would like to bring special toys from home into the classroom. We are willing to allow children to bring special items in from home to share on occasion or to assist with transitioning into the classroom in the morning, but are also aware that this can create some challenges for both the teachers and children throughout the day. These items are very easily misplaced and under high demand for exploration by other children in the class. This can create sadness and anxiety for the child who brought the item in to share, or for others who would like to be able to play with the item as well. We are always willing to allow children to have transitional "lovies" with them to be used as needed throughout the day (blankets, stuffed animal, etc). We are asking that all other toys brought to school be used only for a brief period of time in order to help a child transition into the classroom. After sharing, or a short period of exploration, these toys will be placed back in backpacks for safekeeping for the rest of the day. We encourage parents to keep toys at home unless you see something as particularly important to your child on a given day. Thank you in advance for your understanding of this preschool policy.

## TRANSPORTATION FOR SCHOOL FUNCTIONS

During the school year students are sometimes transported to school functions, including field trips, class trips, athletic contests/practices and other events. At the start of the school year, parents complete a permission form for each student to ensure clear communication as to what authorizations are given for transportation to these functions.

In this regard parents should be aware of a factor called to the school's attention by its insurance advisor regarding transportation of students in vehicles—the issue of *primary* versus *secondary* insurance coverage (which assumes that there *are* insurance coverages in place, of course).

The insurance advisor has informed the school that insurance coverage “follows the vehicle.” This means that the insurance carrier scheduling a specific vehicle has primary coverage applicable to an injury to an occupant of that vehicle. For example, Sayre's coverage on its bus would apply to an injury to a bus passenger. In contrast, a parent's coverage on his or her personal vehicle (driven by the parent or the parent's child) would apply to an injury to a passenger in that parent's vehicle. Parents should consult their own professional advisors on this matter prior to transporting students in a personally-owned vehicle for school functions.

## VISITORS AND VOLUNTEERING

Sayre is a family-oriented school that warmly welcomes parents to participate in school life. Parents are invited to hear speakers, attend special programs, and visit classes. Parents are also encouraged to become active volunteers and to share their time and talents with the school community in a variety of ways, including supporting project-based learning in our classrooms. Parental involvement gives vitality and strength to the school and gives the volunteer a clearer understanding and appreciation of Sayre. **For security purposes all visitors, including parents, must report to the Lower School office to sign-in and receive a visitor's pass before going into classrooms.**

The Head of School, Division Heads, and faculty welcome conferences, by appointment. If parents wish to visit classes, kindly make an appointment in advance. This will help us avoid visits during field trips or tests. Please do not call on teachers unannounced before the start of the school day. This is a very busy time for faculty members as they are preparing for the day's activities. If you have an issue you would like to discuss with a teacher, please let them know that you wish to set up a time to meet when he/she can dedicate their full attention to your concerns regarding your child.

## **SPECIAL TRADITIONS/PROGRAMS**

### **BACK TO SCHOOL NIGHT**

Shortly after the opening of school, parents are invited to an evening informational program about the Preschool and Lower School and their child's class in particular. More information regarding this event will be distributed after the start of the school year.

### **BIRTHDAYS**

Students in the Lower School may celebrate their birthdays by providing a special snack for their classmates. This should be pre-arranged with the classroom teacher. Please remember our nut-free policy when sending in birthday treats.

**Birthday treats** MUST comply with our "No Nut" policy. Please note the following points because they will be enforced:

- Because we must have **PROOF** that birthday treats are nut free and not processed on equipment that also processes nuts/tree nuts, any snack sent in for a birthday celebration **MUST** contain the original list of ingredients in order to be served:
  - If you use a cake mix or canned frosting, or bring any other store bought treat, please bring the items in their original box with ingredients, or, cut out the ingredients labels and put them in a baggie to be brought to school with the treat.
  - If you bake something from scratch, you must **handwrite** or type an ingredient list and certify that your counters had been wiped down prior to baking and were nut free.
  - If you bring something from a bakery, it must contain a list of ingredients in order for us to serve it here at school.

**\*\*Please note that we will unfortunately NOT BE ABLE TO SERVE any treat that does not contain a clear list of ingredients that shows your food is nut free. Because we do not want to hurt any child's feelings on his/her birthday, we are asking every parent to comply with this request and include all ingredient labels with food brought into our building. If we are not able to determine if a food is nut free, we will return it to you at the end of the day without serving it.\*\***

**Birthday invitations:** Invitations may be distributed at school **ONLY** when all students in a class are invited or when all members of one sex are included.

## COMMUNITY MATTERS

The Community Matters Coordinator meets with children in grades Kindergarten through five on a regular basis. The program uses a variety of modalities to deal with topics such as self-awareness, self-esteem, communication skills, good decision making skills, creating and maintaining healthy relationships and community building. Community Matters philosophy dovetails nicely with Responsive Classroom.

## FALL FESTIVAL

Each fall, the Sayre Parents' Association hosts the Sayre Fall Festival either out at the Sayre Athletic Complex or on campus in the case of weather concerns. This is a wonderful event with many booths, activities, games and snacks appropriate for a wide range of ages. The Fall Festival is usually held on a Friday afternoon in October.

## FIELD DAYS

During the last month of school, all Preschoolers and Lower Schoolers enjoy a day of planned outdoor events. Specific information will be sent home well in advance of these special days.

## FIELD TRIPS

Teachers plan field trips to various places during the course of the year to enhance the academic program. All Preschool and Lower School students take field trips throughout the year. Please be sure to read all notes/letters sent home which will alert families to the specific details of these special events. In our preschool programs, we are required by licensing regulations to have separate written permission from parents for each specific field trip in order to take your child with us. Please be sure to read, sign, and return all permission slips that come home promptly.

## FIFTH GRADE RECOGNITION PROGRAM

On the last day of school, fifth grade students are recognized with a special program in their honor. Academic awards as well as the prestigious Amos Lawrence & Karen M. Ulack Awards are given.

## GRANDPARENTS'/SPECIAL PERSONS' DAY

Each year, grandparents of Preschool and Lower School students are invited to campus for a morning of special events. Please check this year's calendar for the exact date.

## SCHOOL OPEN HOUSE

On the day before opening day, Lower School students are invited to "drop-in" and briefly meet their new teachers. The goal of this short visit is to make the first day of school a more comfortable experience for children (and parents! ☺).

## PARENT ADVISORY COUNCIL (PAC)

An advisory group of parents, selected by the director of the Lower School, meets on a monthly basis to discuss and give input regarding programming and activities.

## SAYRE SPECTACULAR

The Sayre Spectacular, usually held in the early spring, is Sayre's major fundraising event and is organized by a special parent committee. The Spectacular raises money for special school projects.

## POLICIES SPECIFIC TO PRESCHOOL

## BITING POLICY

Biting is a very common behavior among children birth to three years of age. Even in the very best preschool settings, incidences of biting occur among infants and toddlers, and sometimes even among preschoolers. This is an unavoidable occurrence in groups of young children. When it happens, it can be very scary, frustrating and stressful for children, parents, and teachers. Understand that this is not an unusual phenomenon among children who are going through the oral stage of their development. Biting is a form of communication and is generally an indication of their developmental age, rather than something to blame on children, parents or teachers. There are no quick or easy solutions to biting.

At Sayre School, we believe that by understanding the developmental stages of the children in our care and their individual needs, we can proactively prevent many biting behaviors through the environment we create for the children. Children bite for a variety of reasons. They bite to gain a reaction and/or because they lack language and social skills required for a particular situation. A child might bite to:

- Relieve pain from teething
- Explore cause and effect (“What happens when I bite?”)
- Experience the sensation of biting
- Satisfy a need for oral-motor stimulation
- Imitate other children and adults
- Feel strong and in control
- Get attention
- Act in self-defense
- Communicate needs and desires, such as hunger or fatigue
- Communicate or express difficult feelings, such as frustration, anger, confusion or fear (“There are too many people here and I feel cramped”)

Knowing that their biting will hurt another person is not yet part of a child’s mindset, so the “cause-effect” relationship is not internalized. Our teachers plan activities and supervise carefully in order for biting not to happen. Bites happen quickly, however, and there are times when a teacher cannot be within immediate reach to prevent a bite.

In order to alleviate some of the triggers for biting, Sayre Preschool has many practices in place that are known to help prevent incidences of biting in young children:

- Relationship based care: Our staff develop nurturing relationships with the children and get to know each child as an individual. Staff are given many professional development opportunities to help them learn ways to cultivate quality connections with the children in our care and to recognize when children need assistance in communicating their needs and wants.
- Careful crafting of our classroom environment: We maintain low child to staff ratios in our classrooms in order to cultivate a calm and responsive environment. Stimulating activities are provided which keep children purposefully engaged and actively learning. Teachers are trained to proactively teach children social skills which will help them work through frustration and

communicate their needs and wants, as well as being trained to intervene quickly as problems arise.

- Targeted social-emotional supports: Children have a daily routine which they follow which helps to make transitions and activities predictable. This helps children to learn how to navigate classroom transitions in a way that helps them build confidence and lowers stress. Staff proactively talk about emotions/feelings through books and other approaches and teach children language to communicate their needs and wants. Our goal is to help children develop self-regulatory skills that will lessen the chance of goal oriented physical aggression.

Our policy for handling a biting incident is as follows:

- 1) The biter is immediately removed from the group with as little emotion as possible. A firm, “NO” or simple language such as “biting is not okay- it hurts” will be used with the biter. We will avoid any immediate response that reinforces the biting or calls attention to the biter.

Caring attention will be focused, instead, on the child who was bitten. The bitten child is consoled and the area washed with soap and water. If necessary, ice is applied to reduce any swelling or bruising. The wound will be assessed to determine if any further first aid is needed.

The biter is not allowed to return to play and is talked to on a level that he/she can understand such as “I can see that you want that truck, but I can’t let you hurt him. We don’t put our teeth on people.”

- 2) Parents of the bitten child will be notified by phone as soon as possible during the school day.
- 3) A written incident report will be given to the parents of all children involved when they are picked up that day. **To maintain confidentiality per NAEYC guidelines, Sayre School will maintain complete confidentiality of all children involved when notifying parents that their child has been bitten or has bitten another child.**
- 4) For children enrolled in our Extended Day program, staff in each program will notify the Director of the other program of any biting incidents that occur involving dually enrolled children. This will allow teachers to be vigilant in terms of subsequent biting activity, as well as to be sensitive to each child’s needs.

After an incidence of biting, our staff will use several strategies to help prevent further biting incidents from happening. These strategies include:

- Giving children teethers or biting rings which help reduce the sensitivity to their teeth and gums, satisfies their biting needs and reduces the likelihood that they will bite other children.
- Encouraging children to use simple words to communicate their wants and needs. Each time there is a conflict, we will model appropriate language and remind children to use their words.
- Shadowing a child who has recently bitten in order to be able to intervene quickly should another situation arise, to teach non-biting responses to frustrating situations, and to reinforce appropriate behavior
- Providing a generous variety of toys and materials (including duplicates of favorites) in order to alleviate conflicts related to sharing toys

- Observing carefully in order to be aware of times throughout the day that a particular child may be tired, hungry or overstimulated
- Proactively using a lot of positive reinforcement and redirection, recognizing children when they are playing cooperatively, sharing and being kind to each other.

Should a child have consistent, repetitive biting behaviors, the Head of the Lower School will work with parents to determine a course of action. We try to make every effort to extinguish the behavior quickly and to balance our commitment to the family of the biting child with that of other families. Although we will make every effort to work with families, Sayre School may choose to terminate a child's enrollment if it is deemed in the best interest of the child, center, or the other children in our care. Re-enrollment of the child may be considered after the biting phase has passed.

#### TOILET TRAINING

At Sayre School we respect that each child develops at an individual pace. During the early childhood years we are equipped and willing to meet the toileting needs of your child. As your child grows we will support and adapt to help him/her reach the goal of becoming self-sufficient with toileting needs. To further develop independent toileting, it is important that we work as a team to encourage self-help skills at home and at school. These skills include but are not limited to: hand washing, independently maneuvering clothing, wiping and changing clothes if necessary.