

Sayre School

**Upper School Student Handbook
2012-2013**

**240 North Limestone Street
Lexington, Kentucky 40507-1121
Telephone: (859) 389-7390**

**Stephen M. Manella, Head of School
Timothy J. O'Rourke, Upper School Director
Randy Mills, College Counselor
Marti Quintero, Dean of Students
Robin S. Haden, Upper School Administrative Assistant**

**Community Matters:
*Wisdom, Integrity, Respect, and Compassion***

As students of Sayre School, we expect to treat and be treated fairly, equally, with consideration and respect. We do not tolerate discrimination, stereotyping or degrading actions or language towards any person or group.

**Student Diversity Council
May 2010**

INTRODUCTION

David Austin Sayre, a man of humble origin who received most of his education by hard work and experience rather than by formal education, founded Sayre School.

David Sayre was born on March 12, 1793, near Madison, New Jersey, and was apprenticed as a youth to a silversmith. In 1811, Sayre left his home traveling west to Lexington in pursuit of his trade. Within a short time, he became his own master and eventually expanded into banking where he accumulated a large fortune. During the course of his life, and with the counsel of his wife, Abby, he donated a large portion of his wealth to the Presbyterian Church and to numerous local charities. In 1854, convinced of the need for female education, he founded a school for girls located on the corner of Mill and Church Streets. The school proved to be highly successful and within a year outgrew its original location. As a result, in 1856, Mr. Sayre purchased a five-acre tract on Limestone Street (Johnson's Grove) and the school moved to its present location.

Since 1856, the school has continued to grow and expand despite periods of crisis - most notably during the American Civil War and the late 1940s. In 1876, boys were admitted to the Primary Department and the school established the first kindergarten program in the state. For a short time, the school became a junior college granting a two-year degree (1908-1922) along with a regular high school diploma. The college was discontinued in 1922 and in 1947, due to declining enrollment, the school closed the high school.

In 1961, the Board of Trustees believing in Lexington's need for a co-educational, college preparatory school began a campaign to renovate and expand the campus. By 1963, the C.V. Whitney Gymnasium (renovated in 2000) and the Headley-de Waal (renovated in 2002) buildings had been constructed, and in 1965 the first high school class of the "New Era" graduated. Further additions to the campus include the Marie Louise Whitney Lower School Building (1971), the Edward F. Simms Library (1973), the Johnson-McCoy Building (1980), the Violet Milton Price Combs Garden (1980), the Field Oldham Playground (1984 and renovated in 1998), the Edith A. Whitaker Fine Arts Center (1987), the Parker House (2000), and the BATTERY (2001). A technology center (1996) occupies part of the library, and a wireless, state-of-the-art Upper School was opened in January 2003.

Since the first graduating class of the "new Era" in 1965, the school has graduated over 1,500 young men and women. As it enters the twenty-first century, the school continues to expand its campus, its enrollment, and its progressive curriculum fulfilling its founder's dream.

PHILOSOPHY

Founded in 1854 in Lexington, Kentucky, Sayre School is an independent coeducational 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. Technology is an integral part of our program. 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.

CAMPUS DESCRIPTION

Sayre is composed of two campuses. The main campus is bordered by Templeman Alley, North Martin Luther King Boulevard, Pleasant Stone Street and North Limestone Street. The north campus is bordered by Huston Alley, North Martin Luther King Boulevard, Academy Alley, and North Limestone Street. The Field Oldham Playground, which extends to the south side of Constitution Street and Sayre property on the north side of Constitution Street create a designated route for students passing between the two campuses.

MISSION STATEMENT

In 1854, David A. Sayre established Sayre School to provide an “education of the widest range and highest order.” Today, our school community upholds that mission by fostering an enthusiasm for learning, respecting the unique contributions of its members, cultivating personal integrity, and equipping students for further education and fruitful lives.

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 on September 10, 2003.

HARRASSMENT POLICY

It is the mission of Sayre School to foster and provide an environment that encourages, supports, and values the individual, her/his person and her/his property. Therefore, we do not endorse or condone, accept or abide any form of harassment, be it emotional, physical, psychological, or sexual. Since Sayre is committed to maintaining a learning and working environment free of harassment and intimidation, we strictly prohibit harassment of or by any member of the Sayre School community: a student, staff member, faculty, administrator, board member, parent, volunteer, or guest. An atmosphere of mutual respect and physical and emotional safety is essential for the Sayre community. Conduct, comments, or gestures that

create an intimidating, hostile, offensive, or uncomfortable environment can be considered harassment and are contrary to the philosophy of Sayre. In order to create a respectful and safe school community for everyone, it is the responsibility of every community member to stand up and speak out on behalf of classmates, colleagues, and peers. Being a silent bystander to harassing behaviors allows the hurtful behaviors to continue. It is critical that all members of the school community report incidents of harassment promptly to a member of the faculty, such as a teacher, advisor, school counselor, division director, or the Head of School. The school will respond to reported incidents with great care, sensitivity, thoughtfulness, and a record of the incident will be kept on file in the relevant division. If any member of the Sayre School community violates this policy, appropriate disciplinary action, up to and including discharge or expulsion, will be taken by Sayre School.

**Some of the language in this policy is used with the permission of the Northwest School in Seattle.

THE ORGANIZATION AND ADMINISTRATION OF THE UPPER SCHOOL

A twenty-four member board, each of whom is elected for a four year term, sets policy, approves the budget and employs a Head of School to administer the daily operations of the school. The Upper School is administered in turn by an Upper School Director and Dean of Students who are appointed by the Head of School.

The Upper School curriculum, composed of courses in seven departments each under the direction of a department chair, includes English, Fine Arts, Modern Language, Health and Physical Education, History, Mathematics and Science.

In addition to classroom responsibilities, individual instructors sponsor extracurricular activities, serve as advisors and provide extra help for students as needed.

The College Admissions process is organized and administered by the College Counselor who is responsible to the Director and the Head of School.

The Parents' Advisory Council (PAC) aids the Upper School Director in a number of ways. The council makes suggestions for improvement in areas where it is felt improvement is needed, and it functions as a communication link between the school and parent community. It is not, however, a policy nor a decision making body.

PAC meetings take place in an Upper School conference room on a monthly basis. The agenda is prepared by the Director. Parents who wish to have an item placed on the agenda should contact their grade level representative or the Upper School Director.

SCHOOL ADMINISTRATION

Head of School	Mr. Stephen M. Manella
Assistant Head of School	Dr. Dawn Jenkins Klus
Upper School Address	240 North Limestone St. Lexington, Kentucky 40507-1121
School Hours	8:05 – 3:30 – M, W, Th., F 8:05 – 2:25 - Tu
Office Hours	8:00 AM - 4:00 PM Monday - Friday
Upper School Telephone	(859) 389-7390
Upper School Fax	(859) 252-7526
Sayre School Telephone	(859) 254-1361
E-Mail	www.sayreschool.org
Accreditation	Sayre is accredited by the Independent Schools Association (ISACS) of the Central States.
Memberships	NAIS CRIS SSATB KAIS NAPSG CASE Lexington Chamber of Commerce

This handbook is a reference to be used by parents and students regarding school policies but by no means encompasses all policies of the Upper School.

Administrative and Teaching Faculty

Mr. Timothy J. O'Rourke	Upper School Director
Dr. Marti Quintero	Dean of Students
Mr. Randy Mills	College Counselor
Mrs. Cathy Bilberry	Assistant College Counselor
Ms. Robin S. Haden	Upper School Administrative Asst.

English Department

David R. Youngblood, Dept. Chair
George Bebensee
Cathy Bilberry
Courtland Leer
Timothy O'Rourke
Anthony B. Thompson

Fine Arts Department

Amy Berryman, Dept. Chair
Bill Berryman
Ryan Briggs
Elizabeth Foley
Jennifer Hurst

History Department

Bettina Morrish, Dept. Chair
Toni Bishop
Delia Pergande
Woody Snowden

Math Department

Donna DeMoss, Dept. Chair
Timothy Bator
Amanda Bunning
Amy Dunn
Tim Lambert

Modern Language Department

Linda Froehlich, Dept. Chair
Linda Chambers
Charlie Dalton
Nance Everts
Aaron Ferral

Physical Education/Health

Cindy Eason, Dept. Chair
Sonya Clark
Ted Hall
Erik Johnson

Science Department

Maggi O'Neill, Dept. Chair
Rachel Atay
Rachel Holsinger
Debbie Wheeler

Technology/Communications

Dawn Jenkins Klus, Dept. Chair
Todd Brogli
Alegra Feldman
Barb Milosch

UPPER SCHOOL CALENDAR -- 2012-2013
(Calendar updates available at sayreschool.org calendars)

Monday, August 20	New Student Orientation 9 th Grade & New Parents Meeting at 10:30AM in Jasko Room of Buttery
Tuesday, August 21	First Day of School
Monday, September 3	Labor Day -- No School
Thursday, September 6	Picture Day
Saturday, September 8	ACT (at Sayre)
September 10 - 14	9th/10th/11th Grade Class Trips
Thursday, September 20	US Back to School Night
Friday, September 28	US Conference Day
Saturday, October 6	SAT & Subject Tests (at Sayre)
Monday, October 8	College Night at Rupp Arena
Tuesday, October 9	College Counselor Breakfast – Seniors College Admissions Forum at 9AM
Wednesday, October 10	First Term Ends
Thursday, October 11	US Records Day – No School
Friday, October 12	Fall Break -- No School
Saturday, October 20	PSAT in Buttery at 8 AM
Tuesday, October 23	Chorus & Band Concert – 7PM
Thursday, October 25	Upper School PAC Meeting
Friday, October 26	Fall Festival 3-5:30PM
Saturday, October 27	ACT (at Sayre)
Saturday, November 3	SAT & Subject Tests (at Sayre)
Tuesday, November 6	PLAN Test at 8AM - Sophomores
November 8 – 9	US Play at Downtown Arts Center
Wednesday, November 14	National Honor Society Inductions
Tuesday, November 20	Grandparent's/Special Persons Day All School Dismissal at 11:30AM
November 21 - 23	Thanksgiving Break School Closed
Thursday, November 29	Upper School PAC Meeting
Saturday, December 1	SAT & Subject Tests
Wednesday, December 5	College Financial Aid Workshop for Senior Parents - 6:30PM
Thursday, December 6	Upper School Winter Concert – 7PM Review Days
Saturday, December 8	ACT
December 13 - 19	Semester Exams
Wednesday, December 19	Second Term/First Semester Ends
December 20 – January 2	Winter Holiday Break

Wednesday, January 2	Jr. Students/Parents College Night -6:30 PM
Thursday, January 3	Classes Resume/2nd Semester Begins
Wednesday, January 9	US Art Exhibit Opening – 10:10AM
Monday, January 21	MLK Jr. Holiday - No School
Saturday, January 26	SAT & Subject Tests (at Sayre)
Thursday, January 31	Upper School PAC Meeting
Saturday, February 9	ACT (at Sayre)
February 11 - 15	Winter Break — No School
Thursday, February 28	Upper School PAC Meeting
Tuesday, March 5	Choir Concert at 7PM
Friday, March 8	Sayre Spectacular
Saturday, March 9	SAT
Friday, March 15	US Records Day – No School
Friday, March 15	3rd Term Ends/Records Day - No School
Thursday, March 28	Upper School PAC Meeting
April 1 - 5	Spring Break
Saturday, April 13	ACT
Thursday, April 18	Upper School Spring Concert - 7PM
Friday, April 19	Senior Transition Day
Monday, April 22	Senior Internships Begin
Thursday, April 25	Upper School PAC Meeting
Thursday, May 2	US Recital at 7PM
Saturday, May 4	SAT & Subject Tests (at Sayre)
May 6 – 15	AP Exams
Wednesday, May 8	US Art Exhibit at 10:10 AM
Friday, May 10	Sr. Parents Transition Night - 6:30PM
Saturday, May 11	Junior/Senior Dinner Dance
May 15 -16	Sayre Horse Show
Friday, May 17	Exam Review Days
May 20 - 24	US Awards Ceremony - 10:30 AM
Wednesday, May 22	Semester Exams
Friday, May 24	Baccalaureate and Head of School Tea
Saturday, May 25	Fourth Term/Second Semester Ends
	Class of 2012 Graduation
Saturday, June 1	SAT & Subject Tests (at Sayre)
Saturday, June 8	ACT (at Sayre)

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ACADEMIC POLICIES

Grading System

All students are given letter grades based on the following system:

A+		(97-100)
A	Excellent	(93-96)
A-		(90-92)
B+		(87-89)
B	Good	(83-86)
B-		(80-82)
C+		(77-79)
C	Satisfactory	(73-76)
C-		(70-72)
D+		(67-69)
D	Poor	(63-66)
D-		(60-62)
F	No Credit	(59 and below)

P/F Some courses may be designated Pass/Fail with the approval of the Director and with permission from the instructor. Pass stands for any grade above a 59. Only one course can be taken on the P/F basis per semester. A student must declare his/her desire to take a course P/F by the end of the 1st term.

Grades are computed at the end of each marking period four times per year. These grades include a letter performance grade (A, B, C format) as well as effort and conduct marks (1, 2, 3).

Report cards are available for viewing on PCR approximately one week after the end of the marking period. Parents can view report cards either thru the parental portal or by asking their student to access it through the student portal.

Mid-Marking Period Reports (MMPR's) are required for all students who are doing C- or below work as well as all students on warning and probation. These are compiled at the end of the first four weeks of each marking period and mailed home in the middle of the fifth week. Students may also receive progress reports for acceptable and outstanding performance.

The advisors of all students new to Sayre for the school year will write a letter home reporting on the first two weeks of school. This letter will be mailed home.

Senior Grades/Fourth Marking Period – during the last marking period, seniors attend classes up to the end of the mid-marking period only, followed by final tests or projects.

Honors and Advanced Placement

All classes are college preparatory courses. Honors and/or Advanced Placement courses are also offered.

Students are identified for Honors and AP courses using the following criteria:

Past grades -- A-/B+ work in a prerequisite course is the norm (B/B- if that course is designated as an Honors class.)

Teacher recommendation

Standardized tests (i.e., Stanford, PSAT, etc.)

An interview with the receiving teacher

Department Chair and/or Director (as needed)

The Department Chair in consultation with the Director will make the final decision.

Credit

Students who apply for admission to Sayre in grades 9-12 will have their transcripts reviewed by the Director to determine those credits that are acceptable. Permission to repeat a course in summer school for credit will normally not be granted.

Students who repeat a course they have passed in order to improve their level of mastery are advised that the original grade is not erased. Both grades will be recorded on the transcript; one credit will be given. Schools and colleges favor evidence of non-required self improvement.

Independent study may be permitted. The demands of such special study situations are rigorous and no project can be undertaken without a fully outlined course plan with necessary valuation criteria. The Upper School Director must approve all such courses.

Upper School credit is awarded for Language I and Algebra I courses taken in the Middle School if the next course in the sequence is taken and passed. However, these courses are not included in the computation of a student's grade point average in the Upper School.

Half credit may be awarded for one semester's successful work in a full year's course.

Credit may be awarded for courses taken at a local university (i.e., the University of Kentucky or Transylvania University). Students wishing to pursue this option should begin by first discussing it with the College Counselor. Admission to such courses is determined by the following guidelines.

- The course is not offered at Sayre
- The student must have an unweighted GPA of 3.0
- The student must secure the written permission of the Upper School Director

The student must apply to and be accepted by the university offering the course in question

The student's academic schedule at Sayre must accommodate the time slot during which the desired course is offered. **Note:** The grade in a course taken at a local university is not computed in a student's GPA, but is applied toward the total credit requirement for graduation.

Students who receive failing semester grades in a required course will be asked at the Director's discretion to repeat the course or comparable summer tutorials. The grade earned will be averaged with, not replace, the failure.

This practice affects grade point averages as they are reported to colleges, but not the actual grades shown on the report card or transcript.

Computation of Grade Point Average (GPA)

The computation of a student's GPA is based on the standard 4-point scale listed below. Honors and AP courses are weighted one point.

GRADE POINT AVERAGE SCALE	
<u>UNWEIGHTED</u>	<u>WEIGHTED</u>
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	
F = 0	

With the exception of a summer school course taken because of a previous failure, only courses taken at Sayre will be used to compute a student's GPA. Only semester grades are computed into the GPA. Report cards show only the **current year** GPA; the transcript, which is sent to colleges, shows the cumulative GPA. Sayre uses the weighted GPA for student transcripts.

Periodically, in order to distinguish between multiple students with 4.0 GPA's for internal awards purpose, we will give weight to pluses and minuses (i.e. A+ = 12, A = 11, A- = 10 etc.)

Class Ranking

Sayre does not provide a student's class ranking for college admissions purposes. Rather, Sayre releases a decile rank for the senior class.

Academic Calendar

The Academic Calendar for 2011/12 listed below is composed of two semesters comprising two marking periods each.

October 10, 2012	1st Term Ends
December 11–12, 2012	Exam Review Days
Dec. 13–19, 2012	1st Semester Exams
December 19, 2012	2nd Term Ends
March 15, 2013	3rd Term Ends
May 15–16, 2013	Exam Review Days
May 20-24, 2013	2nd Semester Exams
May 24, 2013	4th Term Ends

"Incomplete" Grades

An "incomplete" is given in unusual cases (i.e., for medical reasons and/or family emergency) only. The instructor, with the approval of the Director, will inform the student of the time frame he/she has to complete the work missed. Failure to complete the assigned work within the time frame may result in failure for the marking period. "Incomplete" grades will not be given for any other reasons.

Head of School's, Director's and Faculty Lists

Head of School's List - no un-weighted grade below an A- and no weighted grade below a B+ (Honors) or B (AP).

Director's List - no un-weighted grade below a B-, no weighted grade below a C+ (Honors) or C (AP).

Faculty List – all 1's or 2's for both effort and conduct.

Homework

Students in regular and Honors courses can expect to receive an average of thirty minutes and forty minutes, respectively, of homework per course per day. In AP courses homework demands may increase to sixty minutes per day.

Unsatisfactory homework may need to be redone with penalties for homework handed in late.

Homework assigned the day before a two-day weekend may not exceed 1 1/2 times the normal amount. In other words, it is not advisable to double homework assignments for the weekend.

Teachers will provide extra help to those students in need and will assist students in budgeting their time and effort, especially with long-term projects. Ultimately, however, the responsibility for doing homework properly and punctually rests squarely on the student.

Late Work Policy

Written homework **if accepted late** may receive a reduction of 1/3 of a letter grade to a maximum of one grade per day up to three days. Homework not turned in after the third day may receive a grade of zero.

Late tests, papers, or labs will lose a minimum of 1/3 up to a maximum of a letter grade per day. No more than 50% credit will be awarded after one week. No tests, papers or labs will

be accepted after the last day of the marking period (which for the second and fourth term is the last day prior to semester exams).

Semester Exams

Semester Exams are two hours in length and are taken at the end of each semester. They are 20% of the semester grade (i.e., $2 \times \text{First Marking Period} + \text{Semester Exam} / 5 = \text{Semester Grade}$).

Senior second semester grades are computed as follows:

Third Marking Period = 60%

Fourth Marking Period = 40%

(including project or exam)

All students are expected to sit for each semester examination at the **scheduled time** unless prearranged with the examination proctor and cleared with the Dean of Students or the Upper School Director. Failure to report to an examination will constitute a grade penalty in the discipline.

Freshmen and sophomores may walk off campus during this time, and freshmen must sign out.

Juniors and seniors may drive off campus between exams.

Review days-First Semester: December 11-12 are review days. There will be no quizzes or tests on new material on those two days.

Second Semester: May 15–16 are review days.

All students are required to attend school on review days.

Students in AP classes may continue to learn new material during the first semester.

Report Cards

Report cards are posted on PCR after each marking period.

Requirements for Graduation

Sayre Diploma

A student must earn a minimum of 23 credits in order to be eligible for a Sayre diploma.

Note: This does **not** include courses taken in the Middle School (i.e., Algebra I and Language I)

- 5 credits in English (includes 1/2 credit in Public Speaking and 1/2 credit in Writing)
- 4 credits in History (one year of US History, 1/2 credit of U.S. Supreme Court History)
- 3 credits in Science
- 3 credits in Mathematics (Geometry & Algebra II required)
- 3 credits in Modern Language (students wishing to fulfill the requirement by taking 2 years of one language and 1 year of another language needs to petition the Language Department.)
- 1/2 credit in Physical Education
- 1/2 credit in Health
- 2 credits in Fine Arts (History of Fine Arts required)
- Successful completion of the Senior Internship
- Successful completion of a minimum of 3 service projects prior to the start of senior internship
- 2.00 GPA required for graduation

Sayre Diploma with Honors

- Completion of Sayre Diploma requirements
- Successful completion of 24 credits
- A GPA of 3.0
- No semester grade of D/F (11th and 12th)
- Eight service projects (11th and 12th grades combined)
- Completion of 2 AP courses with no semester grade lower than a B-
- Sayre extracurricular participation
- Three years of the same Modern Language in the Upper School (For many students this will mean through Level IV or V)

- Completion of at least three of the following core science classes: Biology, Chemistry, Environmental Science and Physics
- Completion of four years of mathematics in the Upper School including one post Algebra II class (currently Discrete Math, PreCalculus or Calculus) or an AP math class

Sayre Diploma with High Honors

- Completion of Sayre Diploma requirements
- Successful completion of 25 credits
- A GPA of 3.5
- No semester grade of D/F (11th and 12th)
- Ten community service projects (11th and 12th grades combined)
- Completion of 3 AP courses with no semester grade lower than "B-"
- Sayre extracurricular participation
- Four years of the same Modern Language in the Upper School
- Completion of Biology, Chemistry, Environmental Science and Physics, or completion of one or more AP science classes combined with three core science classes
- Completion of four years of math including at least one AP math class

Commonwealth Diploma (Issued by the Commonwealth of Kentucky)

- Successful completion of at least 22 credits
- Completion of:
 - 4 credits of English
 - 3 credits of Mathematics (Geometry and Algebra II required)
 - 2 credits of Science (Biology required)
 - 2 credits of Social Studies (World Civilization and U.S. History required)
- Successful completion (a grade of "C" or better) in at least

four courses as described in the Advanced Placement (AP) Program Course Description booklets of the College Entrance Examination Board:

- English (one course)
- Science or Mathematics (one course selected from Biology, Chemistry, Physics or Math)
- Modern Language (one course selected from French, German, Latin or Spanish)
- One additional AP course (not mathematics)

Academic Warning (End of the Marking Period)

An Academic Warning is sent to students who have received two D's in a grading period or for a semester average. Specifically, this means that the student:

- Loses all study hall checkout privileges regardless of grade level, and off campus privileges. (Seniors may leave campus only during the designated lunch period)
- Will have his/her grades evaluated by Eligibility Appeals Committee to decide on eligibility for extracurricular activities

- Will meet with his/her academic advisor immediately following the publication of grades for that marking period

- Mid-marking period reports required

Academic Probation (End of the Marking Period)

Students who have received at least three D's or one or more F's in a grading period or semester average are placed on Academic Probation. Specifically this means that the student:

- Will be removed from extracurricular activities immediately until the next assessment period (i.e.

MMPR). Students are allowed to appeal to the Eligibility Appeals Committee

Loses all study hall checkout privileges regardless of grade level **and all** off campus privileges. (Juniors and seniors through mid-marking period)

Will receive weekly Interim Reports and MMPR's in all subjects

May be requested to hire a tutor at the student's own expense

Will be required to attend conference with the parents, the Upper School Director and Faculty Advisor in order to review performance and plan for improvement

If the student's grades do not improve after the second and third successive marking periods on probation, the student may be asked not to return to Sayre in the following year/semester

Interim Reports

Interim Reports are for those students who are struggling (i.e., students who are on probation automatically receive Interim Reports). Other students may receive these reports only after a conference between the parents, the Personal Learning Program Coordinator and the Director of the Upper School. Conferences can be requested by parents, advisors or teachers. Interim Reports can be viewed online through PCR.

Extracurricular Eligibility

Students who receive three D's or one F during a nine week marking period will be removed from participation in extracurricular activities.

Students who are ineligible may not practice, attend meetings, dress for games, etc. Students who have been removed from a team will have their grades reviewed at the mid-marking period by the Eligibility Committee.

Students may appeal their removal from a team to the Eligibility Appeals Committee. However, until such time as their appeal is heard **and granted**, they may not practice, play or dress for games.

The Appeals Committee is composed of the Head of School, the Upper School Director, the Athletic Director and one member of the Upper School Faculty.

The committee is chaired by the Upper School Director

Meetings of the Appeals Committee are called by the Chair as needed no later than **five school days** following the end of a marking period

Students must give the Committee Chair 48 hours notice prior to the deadline (5th day) for the appeal to be considered

Following each student's appeal the committee will discuss in private what action should be taken. Actions may include, but may not be limited to, approval, denial, probation, weekly reports, etc.

Students wishing to make an appeal should do so through the Chair of the Appeals Committee whom will then inform the student place of the meeting

Students must appear before the Committee in person to present their appeal

Students may be accompanied by their advisor if they wish, but the student must make the actual presentation

Committee decisions will be based on a majority vote of its members

All Appeals Committee records are kept in an appropriate file by the Committee Chair

Test Days

No student is required to take more than two regularly scheduled full period tests in one day, or no more than three quizzes/questions of 20 or more minutes of duration. Consult the individual teachers or Director if this situation arises.

Cumulative Courses

Some courses are designated cumulative courses. In these courses the second semester carries more weight, and the grade in that semester determines credit. This means that a student who fails the second semester of a course listed below will receive no credit and will be requested to repeat the entire course or at the Director's discretion earn credit by doing comparable summer tutorial work. Cumulative courses include:

Modern Language: Levels I, II, and III

Mathematics: Algebra I, Geometry & Algebra II

Science: Biology, Chemistry, Environmental Science and Physics

* In all language courses, when a student drops below a semester grade of C s/he must determine with his or her teacher a course of action (summer tutor or other supplemental learning and review) in order to move into the next higher level.

** In ninth grade Algebra I a minimum second semester grade of a C- is expected to move up to the next level (i.e., Geometry). A grade below C- indicates a need for summer tutoring or enrichment in the Jump Start Program prior to the start of school.

In eighth grade it is strongly suggested the student have a second semester grade of B- before going on to Geometry in ninth grade.

Course Load

Freshmen and sophomores carry six or seven classes each semester. Juniors carrying all Honors and AP classes may with the Director's permission take five courses in either/or both semesters. Seniors must carry a minimum of five classes but are encouraged to carry a full course load.

Course Changes

Course changes for students in grades nine through twelve may be requested by a parent, student or faculty member. However, changes will be permitted only when authorized by the Director of the Upper School. Students must see the Administrative Assistant or Upper School Director to make any academic changes. The following guidelines should be kept in mind when discussing schedule changes.

Student initiated course changes may be honored only during the **first two weeks** of each semester

Normally, a student carries six academic subjects

Students can drop a course as late as the mid-marking period. After the MMP it will be recorded on the student's transcript as withdrawn P (passing) or withdrawn F (failing) depending on the student's status in the class at the time of the withdrawal

Only rarely will students be able to drop a course if it leaves them with only five classes.

Early Graduation

Permission for early graduation at Sayre School (January graduation as opposed to May or graduating at the end of the junior year) is infrequently granted, and is made only with the approval of the Upper School Director, College Counselor, and Head of School. A decision concerning early graduation is based upon:

Academic record (quality and breadth)

The specific personal and/or family reasons for seeking the change. Letters of application from a parent or guardian constitute the necessary "first step" except in cases where the school itself initiates the idea. Such requests should be made well in advance so that a proper schedule of courses can be prepared.

Individuals seeking early graduation are advised that they must fulfill all graduation requirements. In general, the school discourages early graduation in the interest of the intellectual and personal growth of the student.

Conference with Teachers

Parent/Teacher conferences are encouraged to discuss not only the academic progress of a child, but also questions or concerns of a more general nature. Conferences may be arranged by contacting the individual teacher by e-mail or telephone (859/389-7390). In addition, each year there is one scheduled parent/ teacher conference day, in the first semester, built into the school calendar. The date is recorded in the calendar section in the front of this handbook. A postcard and/or e-mail will be sent to all Upper School parents instructing them on how to schedule conferences via PCR.

Valedictorian and Salutatorian

These are presented to those two seniors who have the first and second highest grade point averages, respectively, in the senior class. (Pluses and minuses, could be used to determine these honors). Sayre School does recognize co-valedictorians as well. Only students who have been at Sayre a minimum of four semesters during their junior and senior year will be eligible to be named Valedictorian or Salutatorian. The Valedictorian and Salutatorian are named after the completion of senior finals.

Summer School, Correspondence Courses, Etc.

Generally speaking, the school does not award credit for summer school/correspondence courses, however a transcript of this course and the grade issued can be attached to the school transcript after consultation with the Director and College Counselor.

COLLEGE ADMISSIONS

The college admissions process is organized and administered by the College Counselor. Working closely with the Upper School Director, faculty, parents and students, this individual provides advice to both juniors and seniors regarding college admissions. The process begins in the second semester of the junior year when the College Counselor meets with each student to begin to plan a personal strategy. Typically, we recommend that juniors visit colleges over spring break. In the student's senior year, the process is centered on identifying five to eight colleges appropriate for each senior and on preparing and processing the applications. Over fifty college representatives visit Sayre's campus each fall during school hours to talk with prospective seniors. Juniors may also receive permission to attend these sessions. Seniors also have a maximum of five excused days to visit colleges during their senior year. The College Counselor writes a recommendation for each graduating senior and provides guidance regarding all aspects of applications, including essays and recommendations.

Kentucky Educational Excellence Scholarship (KEES) is Kentucky's merit-based scholarship administered by KHEAA, which is available to all students based on their high school grades. Students must have an annual 2.5 or better GPA. They can earn up to \$2,500 that can be applied to their college costs each year. Students do not need to apply for the scholarship. For further information contact the College Counselor.

TESTING PROGRAMS OFFERED

Sayre School administers a comprehensive testing program. The school is a center for administering ACT, SAT, PACT (PLAN), PSAT and specific AP examinations. The PLAN is taken by all sophomores in early November, and the PSAT is taken by all sophomores and juniors on a designated day in October.

ADVANCED PLACEMENT EXAMINATIONS

Sayre School offers a variety of AP courses.

Students enrolled in AP courses will sit for the Advanced Placement Examinations. If a student leaves an AP exam early without finishing the exam they will not receive AP credit for the course on their transcript and colleges will be notified. The published charge per student, per exam (approximately \$87 each) will be billed to the student's account.

For juniors, student responsibilities in the course do not end with the AP exam in May even if they're predominantly senior classes. Class continues until final exams and junior AP students may be required to write a paper or complete a project during the time following the AP exam. The grade assigned will be averaged into their fourth term grade. Seniors are required to attend all AP classes for which they are registered up to the day of their exam. Senior Internships must be scheduled around AP Exams and AP classes.

Class attendance during AP exams:

Students who have an AP exam in the afternoon are excused from morning classes

Sophomores and juniors who have an AP exam in the morning should plan on attending afternoon classes, although they are not required to have work finished for class that day

Student work assigned or completed in non-AP classes on the day of an AP exam will be due the following day

2013 AP Examination Schedule (at Sayre)

Monday, May 8 8 AM Chemistry & Environmental Science

Tuesday, May 7 8 AM Computer Science A
Spanish Language

Weds., May 8 8 AM Calculus AB & BC

Thurs., May 9 8 AM English Literature & Composition

Friday, May 10 8 AM English Language & Composition

12PM Statistics

Mon., May 13 8 AM Biology
Music Theory

12 PM Physics B

Tues., May 14 8 AM U.S. Government & Politics

12 PM French

Weds., May 15 8AM United States History

SENIOR INTERNSHIP

The genesis for Sayre's Senior Internship lies in the school's belief that one of its primary responsibilities is to assist students in their transition from the somewhat sheltered life of a high school environment to that of the real world. Sayre believes that doing well in college, or life in general, does not depend solely on the amount of knowledge the student has acquired but instead on whether or not he has learned how to analyze, synthesize, and process available information. In addition, the Internship acquaints the student with the increased freedom and responsibility of life outside Sayre. Each senior presents a proposal to the Internship Coordinator. Senior Internships encompass the month of May. The Internship should involve an experience in one of the following areas: social service, vocation-career exploration, or the arts. A proposal, daily journal, and final summary are required of each student, and submitted to the student's Faculty Advisor and the Internship Coordinator.

- NOTE:**
- 1) Seniors must complete all required work prior to starting their internships including course work, community service, and accrued detentions.
 - 2) Students receive a grade of P+, P, or P- on their logs and reports. This grade is recorded on their final report card and transcript.
 - 3) **Successful completion of the Senior Internship is a requirement for graduation.**

Please note: If a student is taking AP courses, they are required to work out their schedules with the Internship Coordinator.

SERVICE LEARNING

Community Service is an inherent element of our extracurricular program. Recognizing that each student has his or her own contribution to make, the school endeavors to enable students to become more productive, ethical members of society.

In keeping with this philosophy, each student must complete a minimum of three service projects during the school year. A valid service project must be three to four hours in length with one nonprofit, charitable agency. Students are responsible for documenting each project by completing and turning in the appropriate Service Learning Form available in the Upper School Office or on the school website. This form should be signed by the task supervisor who is not a parent or relative, regardless of that person's role in the organization.

Students may perform service during the summer months: this volunteer work is credited to the next school year. However, any work completed in the summer must be documented by the end of the first term and any work completed during the first semester must be documented prior to the first semester exams.

Each advisory will participate in one of the required three projects during the first term. The other two projects are the individual responsibility of each student. At least one of the three documented projects must be completed for an agency other than Sayre. Service opportunities are offered monthly throughout the school year.

Students will not be permitted to sit for first semester exams until one service project is documented. The minimum of three projects must be documented by the end of the third term.

Seekers of Honors Diplomas must complete at least two extra service projects during their junior or senior years. Seekers of High Honors Diplomas must complete at least four extra service projects during their junior or senior years.

We will gladly consider honoring Service Learning projects other than ones provided by the school. Students need to check with the Dean of Students for approval **PRIOR TO** performing this type of service.

SCHOOL ATTENDANCE

School attendance is required on all regular school days. There is no policy permitting "excused cuts," either of classes or of school days.

Students who are absent from school may not attend or participate in events scheduled for that day. This includes seniors finishing their AP classes in May.

Students who are absent should check PCR for homework assignments or e-mail their teachers individually on the day they are absent.

Sayre recognizes and appreciates the great value of activities that take place outside formal education. Parents are encouraged to take advantage of these opportunities including personal trips or enrichment programs for the child during the 3-4 months of the year that the school is not in session. If the opportunity occurs during the school year the parents must make the decision regarding their child's attendance. Parents are urged to do everything they can to see that their children attend school regularly. Regardless, whenever a student returns to school (or comes to school late), **he/she must either** present a note describing the reason for the absence (signed and dated) to the Dean of Students or the parent must call and speak to either the Dean of Students or the Administrative Assistant. From time to time it is necessary for parents, when school is in session, to leave their children temporarily in the custody of a guardian. When this happens the Upper School should be informed as far in advance as possible, and the guardian's name, address and phone number provided.

Excused Absence

Work missed due to an excused absence should be made up as soon as possible on a reasonable schedule that takes into account the nature and duration of the absence. The general guideline is to permit one day's time for each day of absence. Work assigned well before the absence will not be

given further extension. Pupils absent on the day when long-term assignments are due are expected to send in the assignment. A parent call to the school is requested if delivery of the assignment is impossible. The student must assume full responsibility for making any necessary arrangements.

***Notes are required for all medical appointments. If it is impossible to procure a note, the name and phone number of the doctor is required.**

Pre-arranged absences - students who are going to be absent one or more consecutive days and who have prior knowledge of absence should complete the pre-arranged absence form at least two days prior to leaving. This includes school sponsored events where students will miss the entire day of classes. Failure to follow these policies may result in an unexcused absence.

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.

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 students' academic standing. All tests, quizzes, papers and other assignments must be made up or turned in on the day the student returns. Students will be required to report to study hall if all work is not completed or turned in upon their return.

A parent meeting will 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.

Tardy Policy

All students are allowed three unexcused tardies to school per term and two excused tardies. Each student's advisor will be notified on the third tardy as temperments. On the unexcused tardy #4 a student will receive a detention. On unexcused tardy #7 of the same term the student will receive a second detention, and for **each additional tardy** that term, the student will lose one week of privileges. On the 10th unexcused tardy a parent or guardian meeting will be called.

Students arriving to school late because of a doctor's appointment, or a prearranged appointment are excused from being tardy. **They must present a note to the office.**

All students who are tardy to school and miss classes are required to check with teachers whose classes they missed. **Failure to do so constitutes cutting a class. The same is in effect for all students who leave during the school day.**

Students with excessive tardies (10 or more per term) will lose privileges for an indefinite amount of time, and a meeting will be schedule with the parents to discuss the situation.

Students who have two or more unexcused tardies to class per term during the school day will be given a detention.

Miscellaneous Attendance Information

Students are to sit with their advisee group during Morning Meeting and check in with their advisor during clubs and activity periods

At 8:00 all students are required to be in appropriate school attire

Tardies to school do not keep any student off the Head of School's or Director's List

Students must be at school **by 10:30 AM if they plan to participate in any athletic event or other school function including dances on a given day including Friday for Saturday contests.** Only the US Director has the ability to waive the Saturday rule. Abuse of this policy will be reported to coaches

Students who are absent the day research papers or projects are due must submit the paper or report by 10:30; otherwise the work will be considered late and penalized accordingly.

There are no open campus privileges for freshmen, sophomores and juniors. Juniors, however, may sign out for lunch on Wednesdays.

All students late to school must sign in at the office. Failure to do so may result in the loss of privileges.

Freshmen, sophomores and juniors leaving campus for any reason must report to the **Dean of Students** or **Administrative Assistant**, and sign out in the main office. Students cannot leave campus without a parent/guardian notifying the school. Failure to do so will result in loss of privileges.

All students who leave campus during the school day **must** sign in if they return.

Senior sign out is outside the Dean of Student's Office. It is important to sign in when returning to school. Seniors have off campus privileges when not scheduled for classes. Seniors with a study hall the first period of the day must sign in before the end of the first period.

School Hours and Supervision

School begins at 8:05 and ends at 3:30 every day but Tuesday when school ends at 2:25 so that faculty can attend professional development meetings.

There is no supervision before 7:30 AM and after 4:00 PM. Please make arrangements so that your child is not left unattended at school other than these times. Upper School students are welcome to work in the library every afternoon until it closes at 5:00.

STUDENT CONDUCT/BEHAVIOR

Philosophy

Students at Sayre are expected to behave as responsible individuals. Each student is held accountable for his/her actions and should at all times be courteous, compassionate and respectful of others, including fellow students, faculty and staff regardless of the division.

Classroom

Teachers are responsible for the order and discipline in their classes and may use educationally-sound techniques (including after school teacher-supervised work) for enforcing acceptable standards of classroom behavior.

Teachers may advise the appropriate administrator of any student/ students for whom classroom discipline seems inadequate. Reasons for removing a student from class may include, but are not limited to:

- chronic discipline problems
- lack of response to the teacher's authority behavior that represents an immediate threat to the physical and or mental well being of the group
- chronic lateness or absences
- being sent out of the library/computer labs for a disciplinary reason is the same as being sent out of class and carries with it the same punishment

The administration determines all appropriate action to be taken in the case of any student sent to the office. **Any student sent "out of class" is to understand this to mean "to the Dean of Student's Office."** If the Dean is out of the office the student should go to the Upper School Office until the Dean returns. The student is to remain in the office until released by either the Dean of Students or the Upper School Director.

School-Wide

Students should understand that all Sayre staff are expected to help in the general supervision of hallways, butterfly, library and school grounds.

Students who are not receptive to the cautioning Of staff (Lower, Middle or Upper Schools) will be reported to the Dean of Students.

Students are not to go to the Middle or Lower Schools for any reason other than for class or a special program and students are not permitted in school parking lots without permission during school hours.

Detention

Detention may be assigned by a teacher or by the Dean of Students. Detention is scheduled at the discretion of the Dean of Students. During detention the student should be prepared to assist with maintenance, repair, cleanup, or do office work.

Students who miss detention will be assigned an additional detention and may face further consequences.

Suspensions

A suspension clearly indicates to both students and parents that some aspect of the student's behavior is highly inappropriate. Conduct that led to the suspension, if repeated, may jeopardize the student's continued enrollment at Sayre.

The length of the suspension will vary depending on the offense. Suspensions are of two types:

Out of School - the student does not come to school.

In School - the student reports to the Dean of Students when he/she arrives at school on the day of the suspension. A student is assigned a series of tasks to complete during the day. A lunch time is designated by the Dean of Students and the student must leave school at 3:30.

Suspensions are treated as unexcused absences. However, on the day of the suspension all academic work must be completed. Work not turned in upon the return to school will be assigned a grade of zero. Students who are suspended may not take part in school activities, play in athletic contests, participate in club activities, etc., on the day of the suspension. Suspensions are not part of a student's permanent record file nor are they the student's transcript;

however students may be asked on college applications if they have ever been suspended from school and to describe why.

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 bad 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 text, 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 by-standers will 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; Kindergarten and fifth grade buddies; 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 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 aggressive students 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 strategies to stop bullying/harassment that are developmentally appropriate
- Watch for parent education sessions offered by the school on the topic
- If an incident occurs outside of school, we encourage parents to speak to each other directly
- Incidents that take place outside of school sometimes impact the social climate at school. The school will intervene appropriately as needed
- Contact teachers, administrators, and/or the counselor if you have questions or concerns

HAT (Choices Health Advisory Team) Definition and Function

CHAT is a non-disciplinary group of trained teachers concerned with the Sayre School student use of alcohol and other drugs. The goal is to express concern for student health and to offer resources that help students reflect on their potential use of alcohol and other drugs before health, disciplinary, or relationship issues arise. The formation of this group was recommended by FCD (Freedom from Chemical Dependency), alcohol and drug education consultants to the school.

Any concerns/referrals directed to the CHAT teachers by a member of the community are private. Only the CHAT members and the school counselor will have access to information about the referral. The team has been trained extensively in the importance of privacy and student/CHAT interaction. The team understands that its function would be compromised significantly by even one breach of privacy.

In conjunction with this private and non-disciplinary health system, the disciplinary arm of Sayre School will continue its traditional role: responding to students who are caught using alcohol or other drugs at school or at school-sponsored events. The disciplinary procedures and protocols are delineated in the Upper School Handbook. CHAT operates as a parallel system that is independent from the administration and the disciplinary system. CHAT does not accept disciplinary referrals. If at any time during the discussion with the team, a student discloses using illegal substances or expresses concern about their own use or mental health, the student will be referred to the school counselor. The counselor will work with the student and CHAT to develop a plan to help the student. This action remains private, non-disciplinary, and independent of athletic training rules.

CHAT System of Conversation 9th – 12th grades **Level One Conversation**

The team members receive referrals/concerns about a student's health choices that may include possible substance abuse. One to two team members have a conversation with the student. Concerns are shared; resources for support are discussed and encouraged. Next step is explained.

Level Two Conversation

The team receives additional referrals/concerns. Team members and possibly the counselor talk with the student. Parents will be informed of concerns. Resources for support are discussed and encouraged. Professional evaluation is recommended to parents. Next step is explained.

Level Three Conversation

Concern about substance abuse persists. One or two team members, and/or the school counselor and administrator meet with the student and parents. Professional evaluation is strongly recommended if not done at level two. Recommendations and coordination with the treatment professional will be facilitated to help the student.

CHAT Teachers: George Bebensee, Charlie Dalton, Bettina Morrish, Delia Pergande, and Anthony Thompson

Counselor: Blythe Jamieson

Upper School Director: Timothy O'Rourke

SENIOR PRIVILEGES

Senior privileges are granted to seniors who are not on Academic Probation or have not received an Academic Warning. It should be noted, however, that these privileges may be revoked by the Dean of Students for reasons (other than academic ones) which she considers to be in the best interest of the individual student. Privileges include:

Open Campus - seniors are permitted to "**sign out**" and leave campus during periods when they have no classes (including lunch and morning break.) They must also "**sign in**" when they return to campus. Failure to sign out or in may constitute loss of privileges. However, seniors are required to attend morning meeting and advisee meetings. (See Miscellaneous Attendance Information, page 22 and 23.)

STUDENT RIGHTS

In the Classroom

Students have the right to expect that their courses will be well planned and clearly presented and that their teachers will be in class and fully involved with the class throughout the entire period.

Students may advise the administration of what seems to be instances of clearly inadequate teacher planning and preparation, if the teacher has ignored polite requests for consideration of the problem.

Homework specifically assigned over weekends and holidays shall be no more than the equivalent of one and a half evening's work.

Students should expect an explanation of the general scope and nature of each course in which they are enrolled, as well as general course objectives. They have the right to know the general elements that make up the teacher's evaluation of their work...how academic marks are generally determined and how "participation" is assessed. (The teacher has the right to provide this information at the time and in the form he or she considers appropriate.)

In the School

Students have the right to a review of the full report of any disciplinary action taken. This may be a written statement from the Dean of Students outlining the background to a specific sanction, or it may be a discussion of the entire situation. The Upper School Director and Dean of Students may facilitate the inclusion of other parties in this discussion when appropriate and possible.

Students have the right to know the general nature of any final file copy of a written statement summarizing the situation leading to discipline and the resulting discipline itself.

Students have the right to an explanation of all school rules, regulations and expectations, etc.

Students and/or their parent/guardian have the right to bring to the attention of their teachers, advisor, and/or Upper School Director or Dean of Students any policy or practice they consider to be unjust, inconsistent, or inappropriate to the mission of Sayre School or the Sayre community.

Finally, Sayre believes that its students are, as a group, one of its best resources in its own process of self-evaluation. Individually or in a group, students have the right and even the responsibility to speak to their teachers, advisor, and/or the administration about conditions, course instruction and services that they believe can and should be improved.

TEACHING OF CONTROVERSIAL TOPICS

The school recognizes that in its role to provide a superior education to children there are many topics which can be controversial.

The role of a school devoted to providing children with the background they need to make mature decisions in a complex society may include the clinical presentation of factual data surrounding topics such as drug, alcohol, health, and sex education.

To implement this policy the Head of School and the division heads will collectively have the responsibility to monitor the established curriculum and make proper adjustments. Further,

all requests for additions to the curriculum from outside sources will be reviewed and approved by the Division Head and Head of School prior to its inclusion. **This shall include all forms of texts as well as films, and guest speakers.**

DRESS CODE

The faculty and student dress code contributes in a positive way to the daily school environment. The dress code reflects the school climate: one of studious engagement in a friendly and relaxed atmosphere. Men and women's attire and their accessories should be neat and appropriate for school, and reflect the spirit of the dress code as well as the specific guidelines listed below. This applies to **all** school days including dress down days and special program dress. **At 8:00 all students are required to be in appropriate school attire.**

Women's Dress Code- Dresses and skirts, (and shorts in season) the length not to be shorter than 4 inches above the top of their knee, or slacks. Pants or slacks must be mid-calf length or longer. Although girls' shirts do not have to be collared, **tops which expose the stomach or have extremely low necklines are inappropriate for school.**

Men's Dress Code- Pants (or shorts in season), a belt, and shirts with collars. Dress shirts must be tucked in, however polo-type knit shirts may be left un-tucked. Crew neck or v-neck sweaters may be worn with a collar-less shirt underneath. **Shorts are permitted in the weeks prior to fall break and after spring break.**

Special Program Dress Code- Men are required to wear a sport coat, dress shirt and tie with dress slacks and appropriate shoes (no tennis shoes, no sandals or flip flops.) Men must keep ties on all day. They may remove their coats after the program.

Women will wear skirts with appropriate tops or dresses and appropriate footwear (no tennis shoes). In winter, with the approval of the Dean of Students, dress pants may be worn.

Foot Attire (Men and Women)- Casual shoes, tennis shoes, or sandals are acceptable for both men and women.

Outerwear- Acceptable outerwear which students can wear in the building throughout the day include: sweaters, zip-up or pullover plain fleeces, non-hooded sweatshirts (plain or Sayre or college logo only.) Hooded sweatshirts are permitted during the winter months of December, January and February.

Items not permitted:

Women's Backless apparel, see-through clothing, spaghetti straps (less than 3 fingers in width), midriff baring tops, tank tops, camouflage attire, printed top or t-shirts, miniskirts, denim, hats, or sunglasses in the building.

Men's T-shirts or other collar-less shirts, denim, hats, camouflage attire, or sunglasses in the building.

Foot Attire No rubber sandals or rubber flip-flops.

Students who disregard the dress code will be given a detention and either sent home or asked to call home for a change of clothes. They may also be required to dress up on subsequent days.

Dress down days will be observed for special occasions only and must be requested by the President of the Student Government and approved by the Upper School Director and Dean of Students. Dress down days should be scheduled in advance.

RULES AND REGULATIONS

Unless otherwise stipulated by the Director and Dean of Students, school rules and regulations apply to all school functions both on and off campus.

Drugs and Alcohol

Any student possessing/using drugs or alcohol on the campus or at any authorized school activity is subject to immediate expulsion. Any student who uses drugs or drinks off campus and returns to campus is subject to expulsion.

Smoking/Tobacco Products

Sayre has a tobacco free campus. Smoking and/or tobacco products are not permitted by students on the campus or adjacent areas at any time. Any violation may result in immediate detention or suspension.

Cell Phones, I-Pods, Etc.

Electronic equipment such as cell phones, and I-Pods are **not permitted** between the hours of 8AM - 3:30PM. These items will be taken from students if used during the school day and students will receive a detention.

Food and Drink

No food and drink (including water) is allowed in the computer lab or science classrooms, and no food is allowed in carpeted areas.

Chewing Gum

The use of chewing gum is not allowed.

Dress Down Days

A dress down day is scheduled by the Student Government with the Dean of Students. There are, on the average, two dress down days a month some paid, some not. Students who "dress down" on a paid day

pay \$1.00 to their class treasurer for this privilege. This is not to be construed as a "wear anything" day. Students dress informally (jeans and sneakers are acceptable; however, students may not wear ripped jeans, "cutoffs", or hats. Sweatshirts, and tees, if neat and clean, may be worn. Students not meeting the dress code or the spirit of the dress code may be sent home, assigned a detention or refused permission to attend class.

Morning Announcements

Student announcements or information pertaining to the student body are given during morning meeting, before the clubs/activities meetings and in the daily bulletin.

Student Drivers

Students who drive to school must obtain a parking permit application from the Upper School Office. The permit fee is \$250 a year and, students will be assigned a **numbered** parking space. Students must park in their designated space in the lot behind the Upper School or behind the Lower School. (The Upper School spaces will be assigned to seniors first.) Also, no cars should be parking on Academy Alley, Constitution Street, or in the Third Street Stuff parking lot **for any reason**. (Cars not in their assigned space may be towed.) If another car is parked in your space you should check to see if there is a Sayre sticker in the windshield and get the sticker number. The student should then inform the Dean of Students. Students are **not allowed** to go to their car during the school day unless they are leaving campus with permission.

Unexpected Teacher Absence

Students should notify the Upper School Office that the assigned teacher has not arrived within five minutes after the beginning of any class period.

Students are not to leave the classroom area unless permitted to do so by a staff member.

Student Visitors

Student visitors whether during or after school hours need to be cleared through the Upper School Office prior to the visit. On the day of their visit, guests should always be introduced by their host to the Director, Dean, Administrative Assistant, classroom teachers they will encounter as well as the Admissions Director. Guests are expected to observe all school rules including the Dress Code.

Students Remaining at School after 3:30 PM

Students are not encouraged to remain on campus after 3:30 PM unless they have a reason for doing so (i.e., athletics, extra help in a course, etc.). **Parents must arrange to have his/her child picked up by 4:00 if not involved in a school-sponsored activity.** If students must stay late while waiting for a ride please notify the school beforehand. Students who are involved in a legitimate school-sponsored activity are the responsibility of the activity sponsor until picked up by their parents. The library provides supervision for Upper School students until 5:00 every day.

Bringing Essential Materials to Class

Students are expected to bring necessary materials to class each day. This includes, but is not limited to, textbooks, laptops, writing materials, notebooks, etc. This is a basic responsibility of each student. Students should not expect to be excused to return to their lockers.

Study Hall

Students who are not scheduled for a class during a particular period are assigned a study hall. Being excused from study hall is a privilege that may be revoked at any time for disciplinary or academic

reasons. **Freshmen** are all required to attend a supervised study hall throughout the year. **Sophomores** who end freshman year with 1's or 2's in conduct and effort and who are not on academic warning or probation will be released from study hall at the start of sophomore year. Sophomores required to attend study hall will be re-evaluated at the end of the first term. **Juniors** and **seniors** are excused from study hall unless they are on academic warning or probation. Students with poor conduct or who exhibit a lack of responsibility or respect for others or for school property **will** be placed in study hall.

Study Hall Guidelines

Students assigned to study hall must report to study hall. Students may be excused only if they **bring a note from a teacher stating they need to leave to work with the teacher or to go to the library. Students will not be excused from study hall in order to procure a note.** They **must arrive** with the note. If they are going to the library for other academic reasons, they need to give their note to one of the library personnel. **Students need to return to the study hall before the end of the period with the note properly documented by the appropriate faculty member.**

WEATHER DELAYS

Sayre School may be closed due to bad weather or may be open on a one-hour delay depending on road conditions. If Sayre is operating on a one-hour delay, the Upper School will begin at 9:05 rather than 8:05 but will still dismiss at the regular time. Sayre's website will post delays or closings on the News/Info Page or one of the following television or radio stations will have information regarding school closings or delays:

WLEX (CH 18)

WVLK (590 AM)

WKYT (CH 27)

WKQQ (100.1)

WTVQ (CH 36)

WLKT (104.5)

Bad Weather -- Regular Days and Exam Days

If scheduled exam review days are missed the exams will still be given as planned.

If an entire day of school is missed during exam week, then the exams scheduled for that day will be given the following day and all other exams will move back a day.

If school is dismissed any time other than exam week, the following procedure will be followed i.e., test, or paper due on a Monday -- i.e., Monday dismissed, the test or paper will be due on the day after the missed day(s). In other words, the scheduled events on a missed day will take place on the day of the return to school.

EMERGENCY PROCEDURES

Fire Drill Procedures

When the alarm sounds, students are to stand up and quietly leave the room. Books, laptops and other belongings are to remain in the room.

Students are to exit the building as fast as possible.

The teacher is to be the last person to leave the room. The door is to be shut and the windows closed. Do not worry about locking the door or turning off the lights.

Upon exiting the building students and teachers are to go immediately to the appropriate location. This includes students who are assigned to study hall, regardless of where they are on campus. Any student who has a study hall and who is not in study hall room must report to their advisor. Refer to exit procedure posted in each classroom.

Tornado/Severe Weather Warning

When the warning signal is given, students and teachers should go to the designated locations. If students are in the library or other buildings, they should follow the directions of the teacher or staff member in charge.

Lockdown Procedures

A lockdown is a response by the school in the case of a violent intruder or another dangerous situation on campus. It is meant to keep people safe until the police arrive to handle the situation. It is a quick response to an unexpected dangerous situation. Lockdown drills are practiced at least once a year, early in the school year, so that students, faculty and staff know how to respond. . A broadcast over the telephone line will instruct teachers to lockdown their classrooms due to an intruder in the building or a dangerous situation on campus. Doors should be closed and locked, lights turned off and students and teachers should drop to the floor and take protection behind solid objects. If in the hallways, students should immediately enter the nearest room and take protective cover. If students are in another building, they should take instruction from the faculty or staff in charge and take protective cover. No one should run or try to leave a building until instructed by faculty, staff or the police.

Personal Injury

If a student witnesses a personal injury to a fellow student, they should immediately contact the nearest available faculty member. That faculty member will then make sure that the Upper School Office is notified as well as the school's trainer, or one of the trained PE or coaching staff. This person will help stabilize the student and send someone to the Upper School Office to call 911. Support staff, including the school counselor, and an administrator from Old Sayre should also be notified. The Upper School Office staff or one of the administrators will be responsible for immediately contacting the parents of the injured student. An accident report will be filed by the appropriate faculty or staff member, a copy will be kept in the Upper School office and one in the Business Director's office.

SAYRE SCHOOL POLICY FOR DEALING WITH COMMUNICABLE DISEASES

WHEREAS, Sayre School ("The School") acknowledges the importance of developing a policy dealing with communicable diseases; and

WHEREAS, the School is sensitive to the well-being and needs of its students and community, as well as to the needs and purposes of the School; and

WHEREAS, the School is sensitive to a student's need for privacy and confidentiality.

NOW, THEREFORE, THE SCHOOL HEREBY ADOPTS THE FOLLOWING POLICY, which is consistent with the recommendations made by the Center for Disease Control, the NAIS statement on communicable diseases, and the guidelines issued by many public schools.

SECTION I

Education about communicable diseases and related issues will be incorporated into the school's curriculum and made available to students, faculty and other school employees.

SECTION II

The recommendation of whether a student diagnosed as having a communicable disease is to be permitted to attend classes or participate in school activities shall be made on a case-by-case basis (and re-evaluated from time to time as may be necessary) by a team composed of a member of the medical community, School administrators, Trustees, the attorney for the School, a consulting psychologist, and a faculty member.

The team's recommendation shall be referred to the Board of Trustees for their review and action. (The treating physician and the student's parents or guardian shall serve in a resource capacity to the committee.)

SECTION III

In making their determination, the team shall consider: the behavior, neurological development, and physical condition of the student; the expected type of interaction with others in the school setting; the impact on both the infected student and others in the school setting; and any additional unforeseen factors.

SECTION IV

The medical records of all individuals will remain confidential. Information regarding an infected individual will be disclosed only with his/her parent or guardian's written permission and only when deemed absolutely necessary for the safety of the individual or others in the Sayre community.

SECTION V

The above procedures will be implemented as appropriate for dealing with diseases including but not limited to AIDS, hepatitis, measles, herpes, chicken pox or mononucleosis.

Adopted, Sayre School Board of Trustees, August 2, 1988.

STUDENT GOVERNMENT

The Student Government is comprised of officers from each grade level, as well as four officers elected from the student body at large. These students work together to plan student events, including dances, dress down days, bake sales and class competitions. They serve to represent their peers and bring student concerns to the faculty and administration.

For ninth grade, class officer elections are held in the fall. For all other grades, class officer and Student Government elections are held in late April/early May. The Student Government Constitution is available in the Upper School Office.

PERSONAL LEARNING PROGRAM (PLP)

Sayre offers a Personal Learning Program (PLP) for students who may be experiencing learning or behavioral difficulty. PLP is staffed by two educational consultants one of whom also directs the program. Each is trained and experienced in helping children with learning differences. The program is located in the Parker House at 125 Constitution Street.

PLP offers an array of services, one of which includes direct, individualized instruction of students with learning differences. This instruction is provided by one of the educational consultants and is coordinated with the student's regular classroom teacher. The consultants reinforce content covered in the classroom and teach compensatory learning strategies. There is a fee, above tuition, for this service, and the parents of participating students will be billed on a monthly basis. For some students, continued enrollment at Sayre may be contingent upon participation in PLP.

The director works in a consultative role providing support to both teachers and parents as well as with individual students. The director also coordinates student referrals for testing, counseling, and tutoring; helps design student interventions and

classroom accommodations, and drafts individual education plans as needed.

Either written or verbal parent permission for student placement in PLP, for observations of specific students referred by teachers or parents, and for extensive modifications in classroom learning will be secured. Classroom observations, which are conducted to improve the overall functioning of a class or teacher, may be conducted periodically and are implemented at the discretion of the school. Specific questions about the Personal Learning Program policies and procedures should be referred to the PLP director or the administration.

COUNSELING SERVICES

Blythe Jamieson, MSW, is the Sayre School Counselor. Her office is located on the second floor of the Edward F. Simms 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. 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.

NATIONAL HONOR SOCIETY

Sayre is a member of the National Honor Society and juniors and seniors are eligible for induction. Juniors need a 3.25 cumulative GPA and seniors must have a cumulative GPA of 3.0. A list of students who qualify is posted in late September. A faculty advisor and faculty council are appointed by the Upper School Director for the purpose of overseeing the society's activities and selection of new members, respectively. Selections are made by the faculty council on the basis of scholarship, outstanding character, service and leadership. Inductions into the society are held in early November. The latter three qualities are defined as follows:

The student of character:

is resolute in the pursuit of academic excellence

is courteous and kind in dealings with teachers and students

shows respect for the opinions of others

exhibits self-discipline, reliability, and dependability

demonstrates sincerity and integrity

accepts constructive criticism graciously

is moral and ethical

cooperates by complying with school regulations

Service is measured by the student's voluntary contributions to class, school and community. A student who qualifies:

exhibits initiative, unselfishness, and loyalty to both class and school

participates in some extracurricular activity,
especially of a service nature

works well with others and is willing to take on
difficult or inconspicuous responsibilities

cheerfully and enthusiastically renders any requested
service to the school or community

shows courtesy by assisting visitors, teachers, and
other students

**Leadership may be demonstrated in some of the following
ways:**

Participates in extracurricular activities in a
leadership role

Is resourceful, takes the initiative, makes suggestions
and contributes ideas

Successfully holds office or positions of
responsibility in the class or other student
organizations

Is willing to speak on behalf of a group in
support/defense of a particular position

Exercises influence on peers in upholding school
ideals, contributes ideas that improve the school, and
inspires positive behavior in others

Demonstrates academic initiative

**Guidelines for the selection of new members, the appeals
procedure, and the dismissal of current members are listed
below.**

Selection

Juniors and seniors who have attended Sayre for at least two consecutive semesters and have the necessary cumulative GPA will be **eligible** to be evaluated for selection.

Candidates will be required to submit a resume to the Faculty Council listing activities, leadership roles and service involvement on or before a date to be determined by the Council. Students who fail to submit resumes will not be considered for selection.

The Faculty Council will deliberate and select candidates based on all the information at its disposal. This information should include, but is not limited to, teacher comments and recommendations, student resumes, input from coaches, grade sponsors, and advisors.

Students new to Sayre who have gained NHS membership at a previous school will be granted membership in Sayre's chapter on a probationary basis for their first two semesters at Sayre. At the end of this time they will be granted full membership if their GPA is over 3.0 and they have satisfied, in the judgment of the Faculty Council, the criteria of leadership, character and service. They will not, however, participate in the Sayre induction ceremony.

Appeals

The Appeals Committee is chaired by the Upper School Director and consists of the Head of School, the College Counselor and the Dean of Students. The Chair of the Faculty Council is considered an ex-officio member of the Appeals Committee.

Students not selected for induction will have three school days from the date of the official notification to submit a written appeal to the Committee Chair.

Upon receipt of a student appeal the Chair will convene the committee for the purpose of ruling on the student's appeal.

Appeals decisions must be communicated to the student by the Director within five school days of the end of the appeals period.

Guidelines for Dismissal of Members

Members may be dismissed from the Society for "just cause" as stipulated in the NHS National Constitution: "Members should understand fully that they are subject to dismissal if they do not maintain the standards of scholarship, leadership, service, and character that were used as a basis for their selection." Once dismissed, a member is never again eligible for membership (Article VIII, Section 7). In case a member falls below the standards for membership, he will be warned by the chapter advisor in writing and given a reasonable amount of time to correct the deficiency, except in the case of a flagrant violation of school rules or civil law. In the latter case, a warning is not necessary and dismissal may be automatic.

Students will be dismissed from the Society upon: receipt of a second letter of warning for any infraction under 1 or 2 on the following page or a flagrant violation of school rules.

GPA-A member whose cumulative GPA drops below a 3.0 will automatically receive a written warning. Should the member's

cumulative GPA fall below a 3.0 for the second semester, the Chapter Advisor is obligated to issue a recommendation for the faculty council for dismissal of the member from the Society.

Participation/Service/Character

A member who shows reluctance to participate or provide service in the spirit of the Society or where behavior falls short of the standards for character will first be issued a written warning by the Chapter Advisor. The student will have one semester to demonstrate improvement. Following the issuance of the warning, the Chapter Advisor will meet with the member to discuss specific ways in which the member can improve him/herself. These will be communicated to both the member and his/her parents in writing. Should improvement not be demonstrated or should the student's participation/service ever again fall below standard, the Chapter Advisor would be obligated to recommend to the Faculty Council the member's dismissal from the Society.

An Honor Council infraction (regardless how slight) may constitute grounds for dismissal. The Chapter Advisor will send an immediate recommendation to the Faculty Council for dismissal. The student Honor Council may include probation or dismissal as part of their recommendation to the Director for his approval. If the Director agrees with a recommendation for dismissal, he will notify the Chapter Advisor who will send an immediate recommendation to the Faculty Council for dismissal.

Guidelines

The Faculty Council will rule on the Chapter Advisor's recommendation within three days of its receipt by the Council Chair.

The Council's decision will be communicated within 24 hours to the student through the Upper School Director. The student will be informed by the Director of his/her rights.

In all cases of impending dismissal, a member shall have the right to a hearing before the Faculty Council (Article X, Section 4).

A member who has been dismissed may appeal the decision of the Faculty Council under the same rules as apply to a student's non-selection to the Society.

TRI-M MUSIC HONOR SOCIETY

The Tri-M Music Honor Society is a national organization that recognizes exceptional music students in grades 10 - 12. Candidates for student membership shall be chosen from those enrolled in their school's music department who, at the time of their selection, meet the following requirements: (a) they must have enrolled in a school sponsored music ensemble and/or class for at least one semester; (b) they must be of excellent character, exhibit a good attitude toward teachers and fellow students, have good school citizenship, and be cooperative and helpful in their classes and school; (c) they must have maintained for the previous semester at least a "B+" grade or equivalent in music, and be in good standing in other academic subjects; and (d) they must demonstrate a genuine interest, enthusiasm, and dedication towards music within the school and community.

NATIONAL ART HONOR SOCIETY

The National Art Honor Society is specifically for students in grades 10-12 who have shown an outstanding ability in the

visual arts. Students must maintain a 'B' average in their art classes and be in good standing with the given rules and requirements expected by the school regarding behavior. Membership is by invitation of the society sponsors after review of qualified students. There is an initiation fee of \$10, then a yearly fee of \$3. An initiation ceremony takes place in the spring to recognize new members.

FRENCH NATIONAL HONOR SOCIETY

The membership is open to high school students who are in the second semester of Level III French or above. The student must have an A- average or higher in French for the three preceding semesters and a B- average in all other subjects.

SPANISH NATIONAL HONOR SOCIETY

The membership is open to students after the end of the first semester of Level III, and who have a 3.2 average in Spanish during the three preceding semesters and have demonstrated an interest in the subject.

ATHLETICS

Sayre offers athletic opportunities each season of the year and encourages all students to participate in at least one varsity sport. While academic work is always primary, the value of athletic training is recognized. Sayre School is in the 42nd District of the 11th Region. Varsity athletic teams are offered for young men and women in soccer, basketball, tennis, track and field, cross country, baseball, softball, lacrosse and golf. Swimmers enter meets as a team, but do not have regularly scheduled practice times.

EXTRACURRICULAR ACTIVITIES

The program of student activities outside the classroom in the Upper School provides young people opportunities to explore their interests and talents and to develop initiative, leadership,

cooperation, responsibility and self-discipline. Extracurricular activities promote positive attitudes toward the enrichment of learning and the constructive use of leisure time. Ranging from subject area clubs to student publications, community service organizations and foreign travel, the extracurricular program offers numerous exciting and rewarding enrichment opportunities. Except for the academic honor societies, all clubs are open to any Upper School student showing interest and/or talent in a particular area. Activities include, but are not limited to:

Academic Team	Community Matters Club
French Club	Young Democrats
Math Club	Young Republicans
Spanish Club	Cinema Society
Green Team/Environmental Club	Cheerleading
Chess Club	FCA
GSA	Pep Club

Additional clubs may be established during the school year.

SCHOOL TRADITIONS AND PROGRAMS

Back-to-School Night - Parents are invited to attend school and follow the schedules of their children.

Special Programs - This assembly of the student body meets for special events ranging from guest speakers to musical programs.

The Junior/Senior Dinner Dance - This dinner dance is sponsored by the junior class for the graduating seniors and their parents in May. Underclassmen are invited to the dance that follows the dinner. Students should not leave school early to prepare for the dance but if parents approve them leaving they must send in a note and students cannot leave before 1:50.

The Head of School's Tea - This social function is hosted by the Head of School each year following Baccalaureate in honor of the graduating seniors and their parents.

The Sayre Spectacular - Sayre's major fundraising event is organized by a committee of Sayre parents and is held in early

spring. The Spectacular raises money for special school projects.

Class Trips - All class trips take place during the first month of school. The freshmen and sophomores go on organized class trips, juniors choose from a variety of options pertaining to their interests or affinities, and seniors plan individual college visits as they prepare for the application/admissions process.

Sayre Horse Show – Events take place on a Saturday in May. The events include Combined Tests and Dressage.

EDWARD F. SIMMS LIBRARY AND TECHNOLOGY CENTER

The Edward F. Simms Library, consisting of over 18,000 volumes, is used by the entire student body, preschool through grade twelve. Students should respect the library as a place for quiet study, reading, and research. The librarians retain the right to remove any student from the building if the student's behavior is unacceptable. Books are circulated for a one-week period. Fines are not charged. The report cards of students having books out, or owing money to the library, will be held until obligations have been resolved. The librarian will give teachers and students adequate notice (one week). The Sayre School Technology Center, located in the Edward F. Simms Library, provides 18 student computers with access to the Internet for the purposes of conducting school-related research and writing.

AWARDS

The Head of School's Medal - This service award is presented to a senior boy or girl who has given in an outstanding manner to Sayre.

Awards for Academic Excellence - Scholarships are awarded each year to the top two students in each class who throughout the present school year accumulated the highest grade point average in the first three marking periods. To equate this special GPA, the Director uses a 14 point scale so that pluses and minuses count as well as Honors and AP courses.

The Faculty Awards - Honor the diversity of excellence at Sayre and are presented each year to two to three students in each grade level who best exemplify the ideals valued at Sayre. Students are nominated and selected by the Upper School faculty.

The Optima Award - Presented at graduation to the senior boy or girl who best reflects the ideals of Sayre. He or she is selected by a secret ballot of the senior class.

The Abby Sayre Cup – Presented at graduation to the outstanding senior female athlete.

The C.V. Whitney Cup - Presented at graduation to the outstanding senior male athlete.

The Spartan Cup - Given each year in memory of William Clinton Hancock II '67, Toll Hollingsworth '68, and Pete Winegardner '67 to an Upper School male who demonstrates leadership, citizenship and school spirit. Recipient must have participated in at least one varsity sport and maintained an academic average of at least 2.0.

The Hocker-Faucette Cup - Honors a sophomore female athlete. The recipient is chosen by a faculty committee selected by the Athletic Director, and is presented to the female athlete who has best distinguished herself in the area of women's athletics during the school year.

Sayre Alumni Award - This faculty nominated award is presented at graduation to a senior who has demonstrated leadership, community service and citizenship at Sayre.

Marc Goldenberg Science Award - Presented to the Upper School student who is considered the most improved science scholar in the sophomore or junior class.

Director's Awards - Presented to a senior boy and girl who have best served the Upper School through their participation in service or leadership in school events.

Stephen A. Bullard Award - A special award in mathematics in honor of Stephen A. Bullard, a former Sayre mathematics teacher. It is presented to the tenth or eleventh grade student demonstrating excellence in Algebra II or Geometry.

The Shirley Keplar/Barney Tucker English Awards- Honors outstanding achievement in the writing of a personal essay in the sophomore and junior classes.

Sarah W. Stephens English Literature Award – Honors one sophomore boy and girl who have demonstrated an exuberance for literature.

Kennedy Book Store Literary Awards - Are presented in several fields – essay writing, personal narrative, fiction and poetry. An overall winner is selected from the first place recipients in each field. At a chapel at the end of April each year the winners will read their manuscripts.

Lillie F. Webb Award - In modern romance languages, both in French and Spanish an award is presented based on communicative proficiency and cultural appreciation.

Perfect Attendance Award - Presented to all students who have not missed a day of school during the school year.

Pillars Award - Presented to the student who has excelled in yearbook publications.

Thomas A. Grunwald Scholarships - The recipient must be a child of an alumnus, have a GPA equal to or exceeding 2.5, must excel in one or more of the following areas: leadership in extra-curricular activities, community service and/or athletics, and intangibles such as a sense of decency and purpose will be taken into account.

Anne Alcorn Library Award - Ms. Alcorn was the head librarian at Sayre School for 20 years. This award is presented

to a student who has demonstrated intellectual curiosity, commitment to knowledge and a love of learning.

The Brucie Glenn Rowe Student Government Award – Named in honor of Mrs. Bruce Glenn Rowe who was a member of the Class of 1977. This award is presented to a junior or senior who demonstrates service and leadership in the student government of the Upper School and devotion to the high ideals of Sayre. The recipients are chosen by a committee composed of the Head of School, Upper School Director, and Director of Alumni Affairs.

F. Kevin Simon History Award – This history award is named in honor of Kevin Simon who taught in and chaired the history department in the US and directed the school's annual History Symposium from 1984-2002. It is presented to a senior who has demonstrated outstanding characteristics in history class during his/her time in the Upper School. The outstanding characteristics are not measured by grade point average. They include an appreciation of history and its value in understanding the forces that have shaped our world; intellectual curiosity and engagement with ideas; an enjoyment of learning for its own sake; independent thinking with respect to their understanding of history; and growth throughout their years in the Upper School. And because it is named for Kevin Simon, a good sense of humor has to be a plus.

The John T. Bryans Award - The award, established in 2004, is given annually to a student who has an appreciation and love of the sciences generally and who, in particular, has excelled in the biological and chemical sciences. The recipient will receive an engraved julep cup and tuition reduction, or a cash equivalent if the award winner is a graduating senior, in the amount of \$1,000.

Sayre School Good Citizen Award - The student selected for this award must have the qualities of dependability, service, leadership and patriotism to an outstanding degree.

Sayre Horse Show Award - Presented to the Sayre School student with the Best Combined Test Score.

Sayre School Math and Science Award - Presented to the graduating senior with the highest average in math and science.

Sayre School Sophomore Book Award - Presented to the student who is academically strong and possesses leadership potential.

Sayre School Thespian Award - Presented to the student who has demonstrated a passion for theatre with a commitment to the craft of acting, an ability to contribute to an ensemble ethic and the desire to share with an audience. The student must also participate in Sayre productions or in the community.

Sayre School Young Woman's and Young Man's Achievement Award - Presented to honor a female and male teen for outstanding service and leadership in their school, faith-based organization and or/community.

Williams Lipscomb Science Award - Dr. Lipscomb attended Sayre and won the Nobel Prize in Chemistry. This award is given to students who share the love of science and enthusiasm in the pursuit of scientific ideas.

Leibniz Mathematics Award – Gottfried Leibniz developed rigorous mathematics now known as calculus. His previous interests and achievements involved physics, law, economics, and politics. This award recognizes a well rounded and dedicated individual much like Leibniz.

HONOR CODE -- Sayre Honor System/Constitution

Preamble

Sayre School is an educational community of students and teachers dedicated to the orderly exchange of information and ideas. Within the community, the Honor Code is structured to

provide a framework to protect each individual's personal and professional integrity. It is this concern for each member of the Sayre community that sets Sayre apart as an institution whose concerns extend beyond the daily lessons of the classroom. It is this concern for the individual that has led to the adoption of the Honor Code to remind the community at large of their responsibilities in their daily dealings. The Sayre Honor Council is created to foster an atmosphere in which the integrity of the individual is upheld at all times.

Article I: Role of the Student Body

Each member of the Upper School is expected to acknowledge by his/her citizenship that lying, cheating, and stealing are not to be tolerated within the school. It is the duty of the student body, collectively and individually, to actively support the Honor System. Any student who is witness to an Honor Code Violation is encouraged to take action to rectify the situation. In addition, students must respond with absolute truth if asked about an alleged infraction.

Article II: Role of the Honor Council

The Honor Council is primarily responsible for overseeing a community whose daily life is grounded in the belief in the integrity and trust of the individual. This trust is the basis for all relationships both academic and personal. The council has the obligation to oversee the Honor System, interpret the Honor Code to the student body and investigate infractions.

Article III: Membership of the Honor Council

The Honor Council is composed of ten students elected by the student body, in the spring, from a list of nominees presented to them by the faculty. Four of the members will be seniors, three juniors, two sophomores, and one freshman. The nominees names will appear on a ballot distributed to the student body grades eight to eleven, who will vote for the representatives from their class. The members of the Honor Council will be selected as those receiving the highest number of votes. The tallying of votes will be conducted by the Upper School Advisor who is appointed by the Director.

Council Members, because they sit in judgment of other students, assume greater responsibilities than do other members of the Student Body. Council members, therefore, are required to rectify or report all possible infractions.

A Council Member who is found guilty of an Honor Code Violation may be dismissed from the Council. A dismissed member is to be replaced with the runner up nominee from the same class.

Article IV: Workings of the Honor Council (See Constitution)

Article V: The Pledge

Work required by a teacher to be done without aid by a student will be signed by the student in the following manner: "I hereby pledge my honor that I have neither given nor received any unauthorized aid on this work." This pledge is required on all examinations and may be required on other work at the discretion of the teacher. The pledge should be handwritten signed by the student and not abbreviated in any way.

STUDENT GOVERNMENT - 2012-2013

President	Ben Tucker
Vice President	Mason Hill
Secretary	Jack Simon
Treasurer	Lucy Belle Hall

CLASS OFFICERS - 2012-2013

Senior Class

President	Mikey Solomon
V. President	Will Forbess
Sec/Treasurer	Dan Caudill

Junior Class

President	Harrison Dunn
V. President	Morgan Lautner
Secretary	Christina James
Treasurer	Soraya Sartipi

Sophomore Class

President	Sam Dawahare
V. President	Maddie Humphries
Sec/ Treasurer	Chauncey Hill

Freshman Class

To be voted on in the fall

HONOR COUNCIL - 2012-2013

Cavitt Bradley, Sec.	Grace Rahman	Meg Talley
Harrison Dunn	Dealla Samadi	Sam Waltman
Mason Hill, Chair	Eric Shockley	Tadhg Young
Maddie Humphries		

CURRENT FACULTY AWARD RECIPIENTS

Ann Frances Backer
Addie Baesler
Cavitt Bradley
Mia Chalhoub
Lisa Cole
Harrison Dunn
Mason Hill
Maddie Humphries
Hina Iqbal
Merrick Melear
Ellie Miller
Nick Miller
Jack Simon
Meg Talley
Tadhg Young

DIRECTOR'S AWARD

2007-08	Kate MacNeil	Hunter Stephan
2008-09	Grant Linder	Pallavi Podapati
2009-10	Martin Carroll	Sally Henkel
2010-11	Dominic Hall	Ameena Syed
2011-12	Chase Deppen	Chenault VanMeter

HEAD OF SCHOOL'S AWARD

2007-08	Rachel Hollingsworth and Browning VanMeter
2008-09	Caitlin Truitt
2009-10	Eliana Greissworth
2010-11	Cabot Haggin
2011-12	Philip O'Rourke

Upper School Schedule 2012-2013

Monday	Tuesday	Wednesday	Thursday	Friday
A 8:05 – 8:50	C 8:05 – 9:05	D 8:05 – 9:05	A 8:05 – 9:05	G 8:05 – 8:50
B 8:55 – 9:40				B 8:55 – 9:40
Break	G 9:10 – 10:10	A 9:10 – 10:10	H 9:10 – 10:10	Break
C 9:55 – 10:40	Break 10:10 – 10:40	Break 10:10 – 10:40	Break 10:10 – 10:40	C 9:55 – 10:40
D 10:45 – 11:30	E 10:40 – 11:40	FLEX 10:40 – 11:40	G 10:40 – 11:40	D 10:45 – 11:30
E 11:35 – 12:20	F 11:45 – 12:45	F 11:45 – 12:45	E 11:45 – 12:45	E 11:35 – 12:20
Lunch 12:20 – 1:05	Lunch 12:45 – 1:25	Lunch 12:45 – 1:25	Lunch 12:45 – 1:25	Lunch 12:20 – 1:05
F 1:05 – 1:50				F 1:05 – 1:50
	H 1:25 – 2:25	B 1:25 – 2:25	B 1:25 – 2:25	
G 1:55 – 2:40				H 1:55 – 2:40
		C 2:30 – 3:30	D 2:30 – 3:30	
H 2:45 – 3:30				A 2:45 – 3:30