



MIDDLE
SCHOOL
HANDBOOK
2021-22

TABLE OF CONTENTS

WELCOME	2
PHILOSOPHY	3
MISSION	4
CORE VALUES IN ACTION.....	5
DIVERSITY MISSION STATEMENT	6
NON-DISCRIMINATION POLICY	6
ACADEMIC POLICIES.....	7
ACADEMIC SUPPORT PROGRAMS.....	10
ADMISSIONS & WITHDRAWALS.....	10
ADVISORY/HOMEROOM.....	11
ALMA MATER.....	11
ALLERGY POLICY AND GUIDELINES	12
ATHLETICS.....	12
ATTENDANCE.....	13
BULLYING/HARASSMENT PHILOSOPHY AND PROCEDURES	14
THE BUTTERY	15
COMMUNICATION PROCEDURES.....	16
CONDUCT/BEHAVIOR	20
CONFERENCES	22
COUNSELING SERVICES	23
DRESS CODE 2021-2022 (Including Masks)	24
HONOR AND INTEGRITY	24
LIBRARY	26
NEWSLETTER	26
RESPONSE TEAM	26
RULES & REGULATIONS.....	26
SCHOOL CLOSING	28
SCHOOL DAY.....	29
STUDENT COUNCIL.....	29
VISITING AND VOLUNTEERING	30
WEBSITE	30
WRAPPING UP: SOME SCHOOL TRADITIONS AND PROGRAMS.....	31

WELCOME

Welcome to Sayre Middle School. I am thrilled your family has decided to be a member of our community. We have a challenging and exciting year planned for each of our 5th, 6th, 7th, and 8th grade students.

Established in 1854, Sayre is a school with a rich history of educating students in the Commonwealth. At the same time, innovation and creative teaching are hallmarks of our current program. In accordance with our mission, Sayre Middle School offers a challenging curriculum which seeks to capitalize on the wonders of the age, to foster a student's movement from the concrete to the conceptual, and to provide a safe and nurturing environment in which to learn and grow. The Middle School years are a time of exploration, discovery, and questioning. In a supportive atmosphere with faculty dedicated to the education of this age group, our students begin to grasp the importance of life-long learning. They revel in the discussion of ideas and concepts, and come to understand the necessity of attaining fluency in another language in order to thrive in a global world. They come to see that community service is the responsibility of every concerned citizen, to realize that education continues outside the realm of school, to grasp the importance of communication, both written and oral, and to recognize that increased freedom and independence come with heightened responsibilities.

Our commitment to providing an outstanding education remains firm, as does our focus on equity, community, and collaboration. A strong partnership with parents is key to any successful school, and we love hearing from parents, whether it's to share your child's successes or to express a concern. We hope you will always feel free to communicate with us.

As the only independent school in the region to serve students from Pre-K through Twelfth Grade, the Sayre community fosters relationships across the ages. These are bonds that facilitate communication, discussion, and safe exploration. Students and their families develop a rapport with each other, with our teachers, and with the administration – a rapport built on our shared commitment to excellence in education. It is this united vision that allows our students to meet their potential.

The following pages offer an overview of the Middle School's programs, policies and procedures. If you have questions or comments, feel free to contact me at (859) 254-1361, extension 240.

Sincerely,
Kristin Seymour
Sayre Middle School Head

PHILOSOPHY

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

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

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

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

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

MISSION

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

Sayre Parent and School Partnership

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

Sayre personnel and families commit to:

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

CORE VALUES IN ACTION

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

Sayre defines its core values as:

Wisdom – knowledge of what is right combined with sound judgment

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

Respect – holding self and others in high regard

Compassion – empathy for others combined with helpful action

Middle School

Kids-to-Kids Classes – This program fosters greater recognition and appreciation of human diversity. Trained Upper School students lead and mentor Middle School students. Fifth and sixth graders focus on appreciating differences and demonstrating respect for others. Seventh graders learn about conflict resolution, empathy, and effective communication.

Community Service – The school is committed to teaching children the value of giving back to the community.

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

Community Matters and Human Development Classes – These life skills classes are taught in the 5th, 6th, 7th, and 8th grades. Topics include organizational skills, coping skills/stress management, social skills, puberty/sexuality issues, understanding and dealing with bullying/harassing behaviors. When called for, some classes are gender specific. Eighth grade students benefit from the intensive FCD (Freedom from Chemical Dependency) drug and alcohol education program and a Human Development curriculum based on National Standards. In grade 5, students receive lessons in puberty and Human Development taught in conjunction with our School Counselor.

Advisories – Students in multi-aged small groups participate in special programs and social activities to build and support community. The faculty advisor serves as an adult resource and advocate for those students. In the second semester of fifth grade, students are “assigned” to an advisory that they will join in sixth grade, and they will begin to participate in some advisory activities, such as advisory lunches.

Student Council – Elected students learn about leadership and civic action through their activities representing the student body.

DIVERSITY MISSION STATEMENT

Sayre School is committed to equity and justice, and aspires to be a community in which every member feels engaged, heard, and valued. Appreciating the broad spectrum of human diversity, we embrace the contributions of all members of our community as we foster a culture of respect.

We believe diversity inspires personal and academic growth. Sharing perspectives and experiences beyond our own boundaries through exploration, introspection, and civil discourse is integral to our mission of creating an inclusive learning environment.

Ratified by the Board of Trustees, September 5, 2019

NON-DISCRIMINATION POLICY

Sayre School (the "School") actively seeks qualified individuals with diverse backgrounds and talents who will make a positive contribution to school life. The School is committed to providing equal employment opportunity for all employees and applicants without regard to age, race, color, national origin, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, citizenship status, uniform service member status, genetic information, religion, handicap or disability, or any other protected status in accordance with all federal, state, or local law.

ACADEMIC POLICIES

A. Course Load

All students in fifth grade are assigned to one homeroom teacher; the two fifth grade teachers collaborate and share many aspects of the curriculum and the Responsive Classroom model. One teaches the Language Arts and Social Studies aspect of the curriculum, while the other instructs in Math and Science. All fifth graders in 2021-2022 take Lingua Franca (or a study hall for students exempt from language). Sixth, seventh, and eighth graders follow an established curriculum of: English, Fine Arts, French or Spanish, Math, Physical Education, Science, and Social Studies. Special arrangements and waivers are determined by the Division Head and the Director of Academic Services.

B. Grade Reports

For the first semester of fifth grade, students receive narrative reports and summative assessments on their report cards without traditional letter grades. For second semester, fifth grade teachers introduce letter grades on report cards and carefully aid students in understanding the meaning of grades and the importance of self-evaluating and learning how to learn. Beginning second semester in fifth grade, students are graded on an A to F scale. They are also graded in Effort on a 1 to 5 scale. Narrative comments are written at the conclusion of the first three marking periods, and a child's advisor or homeroom teacher writes a letter at the conclusion of the academic year.

A - Excellent	1 - Superior
B - Very Good	2 - Strong
C - Average	3 - Good
D - Poor	4 - Weak
F - Failing	5 - Unacceptable

Teachers maintain a published grade book on PCR, and will communicate directly with parents if a student's grade falls below C-.

Students discuss the Term Grade Reports with their advisors.

The online grade book feature allows students and parents to see grades at any point over the course of the term, though it must be remembered that grade books will not be updated every day. As students mature and grow, parents may make them more and more independent and allow students to monitor themselves and their own grades. Like everything else at this age, students will grow into this role in their own time.

C. Semester Exams

Eighth graders typically take semester exams in modern language (French or Spanish), Algebra, Introduction to Algebra, or Geometry (or another math class). In addition to the teacher's recommendation, a second semester grade of "C" or better is required for advancement in modern language, and a second semester grade of "B" or better is necessary for matriculation into an Upper School math class. Sayre Upper School credit is awarded if the next course in the sequence is taken and passed with a "C." However, these courses are not included in the computation of a student's Upper School grade point average.

D. Academic Probation

Students who receive two "D's" or one "F" in a term are placed on Academic Probation. A conference

will be arranged between parents/guardians, the student, and the Middle School Division Head in an effort to develop a plan of action, and the student's participation in extracurricular activities will be reviewed.

If the student's grades do not improve, that student will be kept on probation for another term. However, if there continues to be little academic progress, the student may not be asked to return to Sayre the following year.

E. Homework

Teachers assign homework to reinforce material presented in class, to prepare for the presentation of new material, and to establish solid study habits. Homework is important not only for academic success but also for the development of self-discipline and good working habits. We recognize that each student is different, and therefore the time it takes to complete homework is individual. In fifth and sixth grade, student can anticipate about one hour of homework per night. In seventh and eighth grade, on the average students can anticipate 1-1/2 to 2 hours of homework and study per night. Major tests and projects may require more. It is important to note that not all assignments are written and that the review and the study of the day's work are always in order. It is expected that all homework be completed on time, i.e. before the school day begins.

Sayre School has made all assignments available to students and parents via our website, www.sayreschool.org. To access a student's homework, go to the website and click on "log in." From that page, then navigate to Blackbaud. Families new to Sayre will receive a mailing with a family username and a default password. Returning families who need this information may contact the Middle School or the Admission Office. Additionally, each student will receive information for student login at the beginning of school. It is important to note that assignments appear on the student calendar on the date they are due. Also, the website is a useful tool for organization, but it does not take the place of the assignment planner given to each student, nor of attention in class to the specifics of assignments.

The school also uses Google Classroom as a platform for communicating assignments. Students should share their Google Classroom login information with parents, as the student view provides the most complete picture. Parents can help their children manage their time and organizational systems by checking Google Classroom regularly.

For the 2021-2022 school year, the school will offer a remote option only for students who are under quarantine or isolation orders/recommendations. The remote option is conducted through Google Meet or with at-home assignments. If the school declares a fully remote option due to health concerns, the schedule is available. In that case, we will use a rotating schedule for Monday and Tuesday, Thursday and Friday, and every Wednesday will be faculty *Office Hours* (during the designated class period) all day.

It is important and necessary for students to take responsibility for their own learning. One example is obtaining assignments missed for any reason. In the event of illness, assignments for the day may be accessed on the Sayre website and Google Classroom. Late assignments are expected to be made up; however, it is at the teacher's discretion how they will be graded. Untidy or unsatisfactory homework may need to be done again with possible penalties for homework handed in late.

Students use a Sayre Assignment Planner, provided by the school, or an electronic planner. Parents should check these planners and Google Classroom/PCR periodically. Parents can help with homework by:

1. Providing a quiet, comfortable place for the student to study.

2. Providing students with writing materials, a suitable desk or table space, sufficient lighting, and access to power for devices needed.
3. Helping to establish and maintain a schedule of family activities, which includes provision for regular study by the student.
4. Insisting that students carefully plan the study time available to them so that they are not suddenly confronted with impossible tasks with insufficient resources.
5. Conferring with teachers if there are questions about the purposes or procedures of homework.
6. Being a guide and resource person but insisting upon the student's doing his/her own work.
7. Providing supervision for students when they are using on-line resources.
8. Supporting the school's 1-to-1 initiative, especially by sending students to school with a fully powered device.
9. Encouraging students to get enough sleep and to eat a healthy diet.
10. Limiting students' use of electronics, and providing a place outside of the student's bedroom for charging and storing devices overnight.

F. Extra Help

The faculty is always open to helping students who are having some difficulty and will suggest to some that they set up a meeting time. Students, however, should begin to realize that they must take the initiative for their education and learning by seeking out teachers for extra help, rather than waiting to be called by the teacher.

G. Honor Roll

The Honor Roll is a formal recognition of special accomplishment(s) each term, and it is reported on a student's report card. Although it is challenging to maintain high standards consistently, it is the goal of the school to encourage students to do their best and set ambitious goals for themselves. Students on the:

1. **Head of School's List** must achieve an "A" in all courses.
2. **Division Head's List** must achieve an "A" or "B" in all courses.
3. **Faculty List** must achieve Effort grades of 1 or 2 in all courses.

H. Testing

Middle School students are required to take a battery of standardized tests before being considered for admission to Sayre. Sayre participates in the Pearson Assessment's Stanford Achievement Test and Otis-Lennon School Ability Test. These tests are also administered each spring to students in the fifth, sixth and eighth grades. Results are reported to parents when they are received, usually some time in late May or early June. Yet these results are only one part of a student's total profile and are considered along with term grades, work ethic, and teacher recommendations.

I. Family Guidelines for Online Content

Sayre School maintains several websites and social networking sites. These sites are clearly identified as being associated with the school and include a link to the school's website. These tools are carefully evaluated to provide students and families with relevant and engaging content related to school activities. The school carefully chooses online content to protect the privacy of our students and their families. We encourage you to submit content to the school for inclusion on official school-sponsored sites.

ACADEMIC SUPPORT PROGRAMS

A. Academic Services

Sayre offers special services for students who may be experiencing learning or behavioral difficulty. The team includes learning specialists and a Director of Academic Services. The office offers an array of services, one of which is 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. Services for remediating learning gaps are also available. There is a fee, above tuition, for this service. For some students, continued enrollment at Sayre may be contingent upon participation in the Academic Services Program.

The Director of Academic Services works predominantly in a consultative role providing support to both teachers and parents. In addition to consultation, the Director coordinates student referrals for testing, counseling, and tutoring; conducts classroom observations in addition to individually-focused behavior observations; helps design student interventions and classroom accommodations; and drafts individual learning plans as needed.

Either written or verbal parent permission for student placement in the program, 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 academic Services Program policies and procedures should be referred to the Director or to the administration.

B. After-School Study Hall and Homework Clinic

Sayre's After-School Study Hall and Homework Clinic are programs designed to provide an after-school option for students in grades 5 through 8. At dismissal, students report to the designated Study Hall or Homework Clinic room. Middle School parents/guardians may pick up a student at any time from 3:30 PM (2:30 PM on Tuesdays) to 5:30 PM but are asked to go directly to the Homework Clinic teacher to sign out. There is a separate charge for this service for any student who stays after 4:00. When the Study Hall closes, students will be walked to Extended Day, which is available every day until 5:45.

ADMISSIONS & WITHDRAWALS

Sayre School welcomes and encourages students and faculty of ethnic, cultural, and religious diversity. The school admits students without regard to race, color, religion, national origin, or gender. It does not discriminate in the administration of its educational policies, financial aid programs, athletic programs, and other school-administered programs.

The school reserves the right to require the withdrawal of a student for whom the placement evolves as disadvantageous for his/her own development and progress or who may be found to be out of sympathy with the school's goals and philosophy. Families whose payments are not kept current may also be withdrawn from school.

ADVISORY/HOMEROOM

In fifth grade, each student is assigned a homeroom teacher, and that teacher is the “home base” for fifth graders all year long. Homeroom in fifth grade is also where Responsive Classroom Morning Meetings are held. In grades 6 – 8, the purpose of the Advisory program is to provide opportunities for students to meet with members of the faculty, as well as other students, to discuss topics and issues that are of concern to the Middle School. Advisory groups are mixed-age, and generally include students from all three grades, 6-8. After the first semester of fifth grade, each fifth grade student will be assigned to an advisory for participation in several activities in the second semester. Advisors discuss academic progress with their advisees and assist in setting goals or specific programs. Weekly advisory times are included in the schedule. Although students are assigned an advisor, they are encouraged to seek out any faculty member with whom they feel comfortable talking.

ALMA MATER

*All through the years the thousand strong,
Have trod these hallowed halls.
Our hearts re-echo loud and strong,
Rememb'ring one and all.
Now, sons and daughters, proudly hail,
Our Alma Mater dear!*

*O Alma Mater, Sayre School
We raise our shields to thee,
As Spartans did in days gone by,
For courage and for friendship's tie
We give our hearts in loyalty,
We ever honor thee.*

ALLERGY POLICY AND GUIDELINES

Sayre School has many students who have severe allergies. For some children, even trace amounts of an allergen can cause a life-threatening anaphylactic reaction. Working with parents, the administration strives to provide the safest possible environment for all students. The following guidelines are designed to manage life-threatening allergies to most common foods and insect bites. It is anticipated that as students move from the necessarily more restrictive environment of the Lower School to the greater independence of the Middle and Upper Schools, their needs will change. Thus, they should be better able to assume responsibility for managing their allergies with the support of the school.

- All parents have a responsibility to help create a safe environment for all students.
- Parents must notify the school of their child's life-threatening allergies by filling out the school's annual medical and allergy documentation forms.
- In Grades PK2-8th, no one should send peanuts, nuts or derivatives (nut butters, oils) for lunch, snacks or treats.
- The school provides training for faculty and staff about life threatening allergies, prevention, and response.
- Parents should coordinate with the appropriate division to be sure that their child's medications are provided and that an emergency kit is available that contains a licensed prescriber's standing order.
- Students should be allowed to carry their own epinephrine, if age-appropriate, after approval from the student's physician and parent.
- Sayre School is a Nut Aware School. As a general rule, the Buttery kitchen does not use any nuts or items made in a facility where nuts may be present.
- Daily Buttery menus indicate items containing dairy, gluten, shellfish, eggs, and pork. Families can consult the online menu when helping their child plan for their food needs. The Buttery serves WowButter, a nut-free, gluten-free, dairy-free, soy product containing 7 grams of protein (the same as peanut butter).

ATHLETICS

Many opportunities are available for Middle School students to participate in interscholastic sports. The following guidelines have been established to promote responsibility, fairness, and sportsmanship.

A. Academic Requirements

Each case will be handled on an individual basis with the parents, coach, Athletic Director, and Division Head. However, participation in extracurricular activities is not allowed or will be limited if a student is on Academic Probation.

B. Uniforms and Equipment

Each student is responsible for the care of any uniform issued. All equipment must be used in the proper manner, and if lost or destroyed, must be replaced.

C. Participation

1. Any student wishing to participate on a Middle School athletic team will be allowed to be a member if he/she fulfills the school and coach's requirements.
2. Each team member is expected to fulfilled practice and game attendance, attitude, and any other team rule the coach may have.
3. If a player has moved up to a higher-level team with the consent of parents, priority must be to the higher-level team, unless the particular coach gives permission otherwise.
4. A student must have checked in at the school office or to remote school by 10:00 AM of a game day to be eligible to play. In case of an emergency, it must be cleared by the Athletic Director and/or Middle School Head.
5. According to the KSHSSA By-Law, no student enrolled in the fourth (4th) grade or in any grade through twelfth (12th) shall be eligible for interscholastic athletics for more than a total of one (1) year in each grade. Students repeating a grade, for any reason, are ineligible to participate in interscholastic athletics during the second year in that grade.

D. Conduct

Each participant will always handle him/herself in an appropriate manner while representing Sayre School.

ATTENDANCE

Regular attendance is vital to successful learning and the development of sound school attitudes and work habits. For these reasons, only emergencies, illness, or a religious holiday will be considered excused absences. A parent meeting – either in person or via telephone - will be scheduled if a student accumulates ten absences during the semester. At that time, a plan of action will be developed that may include engaging a tutor, utilizing Academic Services, or other methods for helping the student learn the curriculum, make up work, or addressing other needs. A homebound plan may be enacted if needed. All efforts should be made for students to attend when possible for the benefit of the student's success.

A student absent for twenty school days or more during the year - excused or unexcused – jeopardizes their chance of finishing the school year, or enrolling for the next year.

Parents are asked to call or email the Office before 9:00 AM to inform the school of a student's absence, whether that student is participating in person or remotely. Parents are urged not to take their children out of school early before or to return them late after vacation periods, since this causes disruption for the child concerned and the class as a whole.

All extracurricular activities should be planned outside of school hours. In those cases where medical and dental appointments cannot be scheduled outside of school hours, parents should send a note or email to inform the school. Students are expected to present the note to the Office at the beginning of the day. Students must also sign in and sign out in the Office. A student must have checked in at the school office by 10:00 AM of the day of a special evening event, such as a play performance or a concert, in order to participate. In case of an emergency, it must be cleared by the Division Head.

A. Excused Absence

Work, tests, and quizzes missed because of an excused absence should be made up as soon as possible once the student returns. 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. Students absent on the day when long-term assignments are due will be expected to turn them in upon their return to school.

B. Unexcused/Pre-Arranged Absence

Students who leave early or return late from scheduled vacations will receive "unexcused absences." Only the school can excuse an absence. An individual teacher may decide to allow a student to be exempted from work during an unexcused absence. Work made up will be graded normally. Work not required to be made up does not count one way or the other. All major assignments and tests must be made up within one (1) to two (2) days of the student's return.

In the event of an unexcused absence, the student or parent must obtain a "Pre-Arranged Absence" form from the Middle School Office or the webpage, www.sayreschool.org. Each teacher will then sign the form, indicating work that needs to be made up. At a teacher's discretion, work may be required to be turned in before the student's departure for the absence. When the Pre-Arranged Absence form is completed, it must be submitted to the Middle School Administrative Assistant electronically.

Sayre Middle School wants to make the return from an absence, regardless of the circumstances, as smooth as possible for the student, and as beneficial to learning as possible. Please feel free to contact the Office if you know in advance of a child's planned absence, or as soon as you know if an unplanned absence comes up.

C. Cutting Class

Cutting class is a serious offense and normally results in a suspension. In addition, work missed when cutting class will receive a "zero." Students who do not appear for a class during remote learning will be assigned a morning detention.

D. Tardy

Students are expected to be at school and in class on time, whether in-person or remote. The school day begins at 8:00 AM and the first class begins at 8:05 AM. Each student is allowed three tardies to school (excused or unexcused) per marking period. If a fourth tardy is recorded, the student will receive a morning detention.

Further, the passing time between classes is sufficient for students to get from one room to another. In those special circumstances when more time is needed, the student is expected to request written permission from his/her teacher. If a student is tardy to class without a written note, a teacher has the option of assigning a behavior slip.

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; the buddy program; 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

THE BUTTERY

The Buttery is located on the Main Campus; this is where the Middle School gathers for lunch. Since it is intended to be a pleasant place to visit with friends, running, shouting, poor manners, and other inappropriate behavior will not be tolerated. (Students are to wait until they are dismissed from the Buttery to return to classes). Lunch is included in the tuition for all students attending school in-person. The Buttery staff is knowledgeable about food allergies and the needs of individuals with special diets. Please remember, however, that the staff serves a large number of students, and therefore it is advisable to remind Buttery staff of dietary restrictions regularly.

COMMUNICATION PROCEDURES

STUDENT EXPRESSION POLICY

Sayre encourages free and open speech among students while promoting the robust and respectful exploration of ideas. The school is committed to creating an environment governed by its core values of wisdom, integrity, respect and compassion. Every student should develop the knowledge, skills, and confidence necessary to participate effectively in a vibrant community of ideas, both in and out of the classroom, and ultimately become individuals of purpose. To this end, students should strive to express themselves openly, thoughtfully and respectfully through verbal and non-verbal communication while also actively listening for understanding. Civil discourse is reliant upon participants being able to both speak and listen.

The freedom to discuss and debate the merits of competing ideas does not, of course, mean that students may say whatever they wish, wherever they wish, however they wish. In addition to being consistent with Sayre's core values, student speech and actions must not disrupt the ordinary educational and extracurricular activities of the School or violate any policy set forth in the student handbooks. In short, students may express themselves to the extent that their speech, body language, tone, and actions do not impinge upon the personal, expressive, or educational rights and interests of other students, faculty, staff, or any member of Sayre's community.

Principles for Civil Discourse

The School believes that civil discourse is a conversation based upon respect and civility; its purpose is to enhance understanding, trust, and learning.

- Sayre values each individual's ideas, experiences, and worldview.
- The Sayre community welcomes individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, marital status, disability, uniformed service status, veteran status, citizenship status, genetic information, or any other characteristic protected by federal, state or local law. The School is committed to providing equal opportunity in all actions and in the administration of all policies and programs.
- Sayre's intellectual and social environment is diverse, with many opportunities for its students to learn from each other and to enhance their own understanding of the world around them.
- Sayre is committed to remaining a place for the healthy expression of diverse ideas, the exploration of various viewpoints, and the use of civil discourse.

Please refer to Words Matter: Communication & Connection at Sayre.

Civil Discourse: Core Values

As in all aspects of school life, community members should adhere to our core values when engaging in discussions on social, religious, and political topics:

- **Wisdom:** Wisdom calls for individuals to share their perspective and knowledge while exhibiting sound judgment by considering differing viewpoints.
- **Integrity:** Integrity requires Sayre community members to be accountable for our words and actions, and to behave in a manner that is honest, decent and good.
- **Respect:** Respect in conversations requires individuals to be mindful of the language they choose to use, their body language, and their tone.

- **Compassion:** Compassion and kindness are the foundations of respectful dialogue among individuals with diverse ideas and are expected at all times. Sayre encourages its community to follow the guidelines for civil discourse at all times.

The School encourages its community to follow the guidelines for civil discourse at all times.

Guidelines for Civil Discourse

As members of the School community, we should:

- Respect everyone’s right to hold individual ideas
- Approach social, religious, and political conversations with a willingness to listen to ideas that differ from our own
- Ground discussions in fact and reason

As members of the School community, we should avoid:

- Antagonism (insults, demeaning or discriminatory language, mockery)
- Hostility (personal attacks, uncontrolled emotion, threats)
- Excessive persuasion (misrepresentation of facts, emotional manipulation, logical fallacies)

If any student has a concern about the way civil discourse is being handled in a classroom or at school, the student should talk to a teacher, parent, or trusted adult in a timely manner in order to allow the school to follow up and address the issue. Please refer to the chart “Communicating and Connecting at Sayre” in student-parent handbooks.

Communicating and Connecting at Sayre

Parent communication with us is a vital element of the parent-school partnership essential to our success. A positive, collaborative and constructive parent-school relationship enhances the school’s ability to serve the students and accomplish Sayre’s mission.

We rely on hearing from you in the moment when things are going well or when you have concerns about your child or need clarification on a classroom or divisional matter.

Please use the chart below to determine who at Sayre is the appropriate person with whom to communicate. In each category, you should initially reach out to the first person listed. If you do not have a response or an issue resolved within 48 hours, please contact your child’s Division Head. The Head of School also welcomes the opportunity to assist family members and to address any issues or concerns.

We also ask families to be thoughtful in how they share their concerns so as to avoid gossip and rumors, whether in person or online. We ask our students, faculty and families to be respectful and responsible with their words and to avoid speaking unkindly about members of our community.

Strong communication between our Sayre families and school is critical for building and maintaining a happy, vigorous, and emotionally healthy community.

Communicating and Connecting at Sayre: Middle School

See the chart below to determine who will be the appropriate person with whom to communicate. Please begin with the first person listed and follow the list in order.

Type of Issue / Problem / Question	Person to Contact
------------------------------------	-------------------

Sharing successes, ideas, thoughts, gratitude, and celebrations.	1. Anyone!
Homework, academic concerns, a classroom issue	1. The classroom teacher 2. Academic services as appropriate
Problem with a teacher, a classroom issue, course curriculum, or homework	1. The teacher If ongoing... 2. The advisor or homeroom teacher 3. Middle School Head
Suggestions, concerns or questions about general school facilities and services, unfair application of rules, school policy, questions about how things are run	Middle School Head
Emotional issues, non-urgent mental health questions	1. A trusted teacher 2. Advisor 3. Middle School Head or the School Counselor
Relationship issues (family, friends and significant others)	1. A trusted teacher 2. Advisor 3. Middle School Head/Counselor
Illness / absence	Division Office Administrative Assistant
Medical issues	1. Advisor 2. Middle School Head or the Counselor
Serious issues (bullying, abuse, drugs, urgent mental or physical health etc.)	Middle School Head or the Counselor
Reporting a student who might be harming themselves or others.	Middle School Head or the Counselor
Schedule issues	1. Advisor 2. Middle School Head
Issues with concern to diversity, equity and inclusion	1. The Division's Diversity, Equity, and Inclusion representative 2. Middle School Head
Technology Questions	1. Your teacher 2. Middle School Technology Specialist
Library Questions	Middle School Librarian
Lunch Questions	Director of Food Service

Words Matter: Communication & Connection at Sayre

Sayre School invites and values the ideas and perspectives of all members of our community. As part of our Core Values, we are dedicated to protecting each individual's right to be actively engaged while upholding the School's Mission *to provide an inclusive learning environment that empowers students*. In all conversation, we strive to use effective and respectful communication skills within our Sayre community and beyond.

WISDOM

Be open-minded and curious. We call upon individuals to share their perspectives and knowledge while also listening carefully, considering differing viewpoints and disagreeing with respect.

Practice critical thinking. Use disciplined thought to analyze, apply, and evaluate information. Individuals should support their perspectives with evidence from reliable sources. Personal experiences and observations also provide valuable insight and have a place in the conversation.

Build your knowledge base. Strive to learn more and expand your understanding of complex issues. Read widely and listen carefully to others.

Know thyself. Be aware of your physical and emotional response to others. It is natural to react during important conversations; become accustomed to talking about emotions as a part of crucial conversations.

INTEGRITY

Share your story. Your perspective matters and your personal experiences are valuable in discussions. Speak from the I perspective when sharing your experiences.

Hold each other accountable. We belong to a community where honesty, decency and a willingness to learn are the expectation. We demonstrate this in our conversations. Intervene to stop the use of language that does not support positive communication. Hate speech, including terms that hurt and divide, has no place in constructive conversation.

RESPECT

First, seek to understand. Active listening is key to important conversations. Demonstrate a keen desire to understand others. Ask questions to clarify your understanding.

Be mindful. Watch the choices you make: words, body language, and tone matter.

Honor the inherent worth of others. Be aware of the power dynamics that can exist in a conversation; use active listening, silence, and pauses to allow room for others to speak. Honor others and their stories. Offer dignity to everyone in the space.

COMPASSION

Demonstrate empathy. Authentic care and concern is at the foundation of respectful dialogue among individuals with diverse ideas.

Nurture relationships. Cultivate a community of connections. Follow up with others who may still have feelings about a conversation. Check in later to clarify misunderstandings and repair hurt feelings.

CONDUCT/BEHAVIOR

Students at Sayre are expected to behave as responsible individuals, respectful of the rights and needs of others both in and away from school. Each student is held accountable for his/her actions and will, at all times, courteously obey the request of any member of the Sayre faculty or staff. Infractions are dealt with individually. Every effort is made to use logical consequences to reinforce and remedy the situation.

A. Detention

When discussion is not sufficient or is ineffective in a particular disciplinary matter, or an infraction is serious enough to warrant an immediate response, detention may be given by the Division Head. Detention is served Wednesday mornings beginning at 7:15 AM, unless otherwise rescheduled. During detention the student may be required to sit quietly, write an essay, do schoolwork, assist with maintenance, repair, cleanup, or discuss the situation with the Head of Middle School or the detention proctor.

B. Suspension

Suspension is a severe action taken by the school in response to chronic misbehavior and/or situations that require extreme consequences. Conduct which leads to suspension, if repeated, may jeopardize the student's enrollment at Sayre. The length of the suspension will vary depending on the offense. However, all work must be made up the day of return. Work not turned in at that time will be assigned a grade of "zero." Students who are suspended may not take part in any after school activities on the day of the suspension. Suspensions are of two types:

1. During **Out-of-School Suspension**, a student does not come to school for the duration of the period of suspension.
2. During **In-School Suspension**, a student is placed in the supervision of a member of the faculty or staff and is assigned work or a project to be completed that day. The student may not socialize with other students and a private lunch break is designated by the Division Head. The student must leave school at dismissal.

C. Behavior Slips

The Behavior Slip Program was designed to be a proactive approach to our discipline system by alerting students who have been disruptive in and out of the classroom but whose actions have not yet been serious enough to merit detention and a letter home. If a student's behavior has been inappropriate and the student has not responded to a faculty or staff member's directive, a behavior slip ("B-Slip") will be issued. The slip will be filled out and signed by the student, signed by the issuing faculty member, and put on file. The student is not required to sign the behavior slip in order for it to be valid, but the signature represents that the student knows the B-slip was assigned. Two behavior slips in a given marking period will result in a warning email to parents. A third behavior slip in the same marking period will result in an email home and a detention.

If a student receives an additional three behavior slips (a total of six) within the same marking period, the student will receive detention, an email will be sent home, and a meeting with the parents and the Middle School Head will be scheduled. After this second detention within a marking period, three additional "B-Slips" (a total of nine) will result in the creation of a student behavior contract and could result in suspension.

Some infractions which lead to a "B-Slip" are: inappropriate language, disruptive behavior, dress code violations, leaving books and other possessions in the hallway, chewing gum, breaking school rules, and unexcused tardies to class. Once a given marking period has concluded, all students will begin the following marking period with a clean slate.

It must be noted that any serious infractions to the rules and regulations of the school will not be handled through the Behavior Slip Program but instead will be reported directly to the Middle School Head. Modifications to the Behavior Slip program may be made in order to appropriately handle student behavior.

D. Emergency Procedures

Emergency procedures are posted in all the rooms of the Middle School. Advisors will discuss these procedures to make certain the students understand them. Drills will be conducted periodically. In the case of a drill or a true emergency, students are expected to follow these procedures closely.

E. Faculty Room/Teacher Desks/Storage

The Faculty Room and teachers' desks are available for faculty use only and are therefore off-limits to students. Students may only enter storage areas with permission from a member of the faculty or staff.

F. Field Trips/Class Trips

Field trips and class trips are opportunities to become immersed in a learning activity in a way that is not always possible in the classroom. Whenever a member of the Sayre family is involved in an activity away from campus, he/she is an ambassador not only of Sayre School and the city of Lexington, but also of young people in general. Courtesy and respect are always expected.

G. Lockers

The School provides lockers for student use, but they remain the property of Sayre. Students are to keep lockers in order. Students are further reminded that they are never to go into another student's locker. Students who do so will be considered to be stealing and treated accordingly.

H. Leaving Campus

It is assumed that students will leave school at the end of the day in a vehicle which will pick them up at the Middle School. If students are to walk off campus with a parent, a note must be sent to the school indicating so. Coaches are responsible for providing the Middle School with team rosters for scheduled practices.

Students in the Middle School are not permitted to leave campus between the end of the school day and athletic practices or after-school activities. Students should bring snacks when they will be staying.

Sayre expects students to act in a responsible manner, with honor and integrity. If a student's behavior is deemed detrimental to the school and its members, the student could be subject to suspension or expulsion. A student's personal safety is our primary concern.

J. iPad Guidelines

All Students and Parents are asked to read and understand the following rules and guidelines:

- Make best use of your iPad for school
- Use your iPad in an appropriate manner and at appropriate times
- Keep your iPad safe and secure

The school will provide training to help you learn how to best use your iPad.

iPAD USAGE

- Connect to the Sayre wireless network, not a 3G or 4G network, when you are on campus.
- Know your iPad and use it to keep school work organized.
- Extend the battery life of your iPad by learning ways to manage power consumption.
- Fully charge your iPad nightly.
- Manage your iPad's cloud and hard drive storage space.
- Set up your iPad to back up all of your data daily.
- Keep your sound muted at all times unless instructed otherwise by the teacher.
- Bring earbuds to all classes.

iPAD PRACTICES

- Ask permission before making photographs, video, or audio recordings at school.
- Ask a teacher before posting any photos, audio recordings, or video taken at school.
- Use your iPad for educational purposes only when you are at school.
- Downloading non-school content, text messaging, using social media, playing games, and checking personal email during school is not allowed unless a teacher permits it for a class.
- Print only for school purposes
- Demonstrate honesty and integrity in all uses of your iPad. A teacher may ask to inspect content on your iPad if you are suspected of using it in unconstructive ways.

iPAD SECURITY AND SAFETY

- Do not use your iPad while walking from place to place. Get to where you are going, and then use it.
- iPads should always be in protective cases unless the device needs to be removed to use a feature.
- Keep your iPad off the floor and positioned securely so that it does not fall from surfaces.
- When liquids/food are present, iPads should not share a surface with them.
- Passcode your iPad, remember your passcode, and keep it private. Store iPad passcodes on your phone or a computer so you can retrieve them if forgotten
- Distinguish your iPad so it is easily recognizable.
- Don't loan your iPad or store it in anyone else's locker. Your iPad must be with you or in your own locker at all times.

CONFERENCES

Parents, teachers, and administrators are united in their mission: to educate our children and to help them develop their full potential. As such, Sayre encourages our families to have frequent communication with both your child's teachers and advisor/homeroom teacher and with the Division Head. Therefore, we encourage families to call with a concern, to set up conferences when needed, and to keep abreast of the academic and social events of the school.

The School Calendar includes two scheduled Parent/Teacher conference days, one in the fall and one in the spring. Conferences will be held via Google Meet and in person. There are no classes on the days designated as Teacher Conference days. These conferences offer not only a time to discuss academic progress but also an opportunity to pose questions or concerns of a more general or social nature.

It is never necessary to wait for scheduled conferences to meet with teachers. Parents are encouraged to email or plan a meeting with teachers whenever they have questions or concerns. Likewise, parents will be notified if a

student is not progressing or if behavior is not what is expected. It is particularly helpful when parents keep the Division Head and/or teachers informed of significant events in the family that might have an impact on the child's performance at school.

COUNSELING SERVICES

Nicole Garrett, LMFT, 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. Under certain circumstances, the school may recommend or require outside counseling.

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

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

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

DRESS CODE 2021-2022 (Including Masks)

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. Appropriate dress code includes: pants, slacks, capris, shorts, dresses and skirts. Acceptable shirts include: collared shirts, blouses, sweaters, and fleeces, as well as Sayre logo t-shirts and sweatshirts. This applies to all school days including dress down days and special program dress.

Upon arrival, all students are required to be in appropriate school attire. All attire must be neat, modest, and respectful of the school community. Students wear a PE uniform for PE, and may come dressed in the uniform if PE is first hour, or may leave in PE clothing if it is last hour.

Foot Attire includes casual shoes, tennis shoes, and sandals.

Special Program Dress Code includes: sport coat, dress shirt, tie, and dress slacks OR skirts with appropriate tops, pantsuits, or dresses, with appropriate footwear (no tennis shoes or flip flops).

Items not permitted at school:

Backless or low cut apparel, see-through clothing, spaghetti straps (less than 3 fingers in width), midriff baring tops, tank tops, camouflage attire, leggings worn as pants, yoga pants or other exercise pants, printed top or t-shirts other than the Sayre logo, miniskirts, denim, torn clothing, hats, or sunglasses in the building. No shirts with alcohol, drugs or gun logos allowed even on dress down days. No rubber sandals or flip-flops.

Students who disregard the dress code will be given a behavior slip 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 will be proposed by the Student Council and approved by the Student Council Advisor(s) and the Middle School Head.

Dress down attire: on Dress down days, students are permitted to wear jeans (without holes or rips) as well as casual t-shirts or t-shirts with words. Only appropriate language is permitted, of course.

Masks: A “snug-fitting mask (or face covering) that closely covers the nose and mouth” is permitted to be worn at school or, when mandated by the school, is required. Any student or faculty or staff member who is more comfortable wearing a mask may choose to do so. **Masks must be free of words or logos.** Face shields are also permitted.

Remote instruction: If students have to do remote instruction due to a quarantine or stay-at-home order, they must arrive in regular school dress or “dress down” attire for every class meeting. Students may not come to remote class in pajamas, and will be asked to change clothing and return. In that case, an additional required study hall hour will be assigned.

HONOR AND INTEGRITY

Honor and integrity are the pillars upon which Sayre's academic, social, and community life are built. Quite simply, it is expected that each student will commit himself/herself to the idea that he/she will not lie, cheat, or steal nor will tolerate anyone who does. Examples include:

1. Giving aid to or receiving aid from another on exams, tests, quizzes, or assignments without the consent of the teacher.
2. Plagiarism, which may be described as taking or passing off as one's own, the thoughts or writing of another,

- or copying information from an online, print, or other resource.
3. The use of crib sheets or other study aids without the consent of the teacher.
 4. Lying to a faculty member or a classmate.

In order to stress to each of our students the importance of academic integrity, all tests, quizzes, essays, and designated homework assignments are to have the following pledge written on them:

"I hereby pledge my honor that I have neither given nor received any unauthorized aid on this work."
(Student's signature)

The following statements emphasize the positive nature of each student's commitment to Sayre and to sustaining the environment, which reflects the school's educational, moral, and ethical goals.

- Students treat others as they expect to be treated.
- Students demonstrate respect for peers, faculty, and staff as well as responsiveness to faculty and staff direction.
- Students contribute to the basic upkeep and cleanliness of the school buildings and grounds.
- Students do not smoke, vape, or use alcohol or drugs on the school campus or on school sponsored trips or events, nor do they have these items in their possession.
- Students do not enter, without permission, restricted portions of the school buildings, i.e. Faculty Room, storage areas, other students' lockers, and teachers' desks.
- Students recognize that physical, verbal, or online harassment, as well as profanity, is unacceptable at Sayre.
- Students' behavior, inside and outside of the classroom, should be consistent with the general educational goals of the Sayre community.
- Students follow the codes and expectations as outlined and implied in the Handbook and by the Division Head.
- Students actively contribute to the educational and ethical goals of the school.
- Students have a responsibility to be good ambassadors of Sayre School in the Lexington community and on all school trips and events.

Sayre expects students to act in a responsible manner, with honor and integrity. If a student's behavior is deemed detrimental to the school and its members, the student could be subject to suspension or expulsion.

LIBRARY

The Edward F. Simms Library, including a large number of titles and subscriptions to more than 15 databases, is available to the entire student body and faculty, Preschool through Grade Twelve, and especially serves as the primary library for Grades Five through Twelve. Students are expected to maintain a quiet demeanor when in the library. The librarian retains the right to remove any student from the building if their behavior is unacceptable. Books are circulated for a two-week period and can be renewed. Fines are not charged; however, books must be returned before report cards are issued. Students are expected to replace lost or destroyed books.

NEWSLETTER

"From the Middle," the Middle School's newsletter, is published electronically. This is an important source of information from the school. The latest copy of "From the Middle" is available on the Sayre website, and a link to the newsletter is sent home when it is published.

RESPONSE TEAM

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

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

RULES & REGULATIONS

A. Drugs and Alcohol Policy

General: Any student possessing, using, selling, or distributing drugs, alcohol, or mind-altering substances on the campus or at any school-related activity is subject to appropriate disciplinary action including any combination of the following: suspension, expulsion, required drug testing and counseling, removal from leadership positions, removal or suspension from extracurricular activities. Any student who uses drugs or drinks off campus and comes on to school property will also be subject to the same range of consequences.

Testing: Students may be required to submit to a breathalyzer test or a drug screen under the following circumstances: (a) when a student is suspected of attending school or school-related activities with intoxicants or mind-altering substances in his or her system (b) when a student is placed under disciplinary contract or a last chance agreement and such screenings or examinations are terms of the contract.

Refusal to undergo testing may jeopardize a student's enrollment.

This policy does not prohibit the proper use of medication under the direction of a physician. However, the misuse or abuse of such drugs is prohibited. Students who are taking prescription or nonprescription drugs at school must notify an administrator in the school office of this fact when the student reports to school.

Reports by Others: Occasionally, the school may hear from a parent or another member of the Sayre community that a student in the school is using alcohol or drugs off campus. When we hear these allegations, we encourage the person reporting them to call the student's parents directly. The school reserves the right to contact parents regarding the concerns shared about their child.

Students and parents are encouraged to familiarize themselves with the school's CHAT program as part of our ongoing drug education and awareness program.

If you have any questions or concerns about the school's policy please contact the Head of School, Stephen Manella (smanella@sayreschool.org); the Head of the Middle School, Kristin Seymour (kseymour@sayreschool.org) or the school counselor, Nicole Garrett (ngarrett@sayreschool.org).

As part of our ongoing drug education program for students in conjunction with Freedom from Chemical Dependency (FCD), we performed US and eighth grade student surveys in 2010, 2012, and 2017. The results of the most recent survey indicated that "95% of Sayre students have never used alcohol, marijuana, or other drugs not prescribed to them before coming to, or during, a school dance, school sporting event, or other school sponsored event." Additionally, "alcohol use decreased from 2012 to 2017 among Sayre students," and "alcohol use by Sayre 8th graders is below U.S. norms for lifetime, past-12-months, and past-30-days measures."

B. Smoking/Vaping

Smoking/vaping is not permitted by students on the campus or adjacent areas at any time or at any school sponsored activity, event, or trip. Possession of cigarettes, e-cigarettes, or vaping equipment is not permitted. A smoking violation results in immediate suspension. Sayre has a tobacco-free campus.

C. iPods, Cell Phones

In order to maintain an atmosphere of study and work, iPods, Gameboys, Nintendo DS, and other electronic devices etc., are not permitted in classes unless needed for a class project. Cell phones are to be kept in the "Off" position at all times during the school day, unless permissions is otherwise granted by a teacher or staff member, and are to be kept in the student's locker. Cell phones, similarly, are to be left off during dismissal unless a faculty member accords permission. As part of our 1-to-1 program, iPads are an integral part of our academic program. Students are expected to bring their devices to school daily, charged and ready for use, and to follow the published 1-to-1 guidelines. Altering the school's iPad configuration to allow for non-school games or apps to be added is a violation of the school's Acceptable Use Policy.

D. Food and Drink

Food and drink must be consumed only in the Buttery unless otherwise specified by the Division Head or a faculty member. Water bottles may be used in class.

E. Chewing Gum

Gum chewing is not permitted in the Middle School.

F. Bringing Essential Materials to Class

Students are expected to bring the necessary materials to class each day. This includes, but is not limited to, textbooks, binders, planners, writing materials, iPads, Earbuds, etc. This is a basic responsibility of each student. Students will not be excused from class to return to their lockers.

Student supply lists are available online in the summer. In some cases specific items are required because of the nature of the program. Visit www.schooltoolbox.org to order school supplies and have them delivered to your home.

G. Morning Announcements

Morning announcements are given during Morning Meeting or homeroom time. Students are held responsible for the information given at this time.

H. Messages and Phones

Arrangements for after-school activities and pick-up should be made before students come to school in the morning. Students will not be called from class to take or make phone calls. Messages will be given to students between class periods. Cell phones must be turned off and left in backpacks throughout the school day unless a teacher expressly asks the student to use the phone.

I. Inspection Policy

To protect the safety and welfare of Sayre students and personnel, the school reserves the right to inspect and conduct a search of any place or item including, but not limited to, a student's locker, backpack, vehicle, or electronic devices on our campus or at a school-related event. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. Further, the school has the right to seize and permanently retain property disclosed by an inspection or search which is considered potentially harmful, dangerous, illegal, or inappropriate, or the possession of which is a violation of the school's rules, community standards, and/or local, state, or federal law.

J. Policy on Student Actions Outside of School

The School reserves the right to discipline any student found to be involved, at any time or place, in actions that may reflect negatively on the school and its students.

SCHOOL CLOSING

All determinations as to whether school will be canceled or delayed will be made in the morning of a given day. Only in emergency situations will decisions be made earlier. Student safety will be the prime concern in any decision, yet since our school community comes from several counties, parents should determine for themselves the advisability of attending classes.

The school utilizes an emergency notification system - SchoolReach. This system sends recorded messages to all parents' or guardians' phone numbers that are listed with the school. These calls will be made when the School has decided to cancel or delay the opening of school, or for any other emergency or important notification.

Please listen for school cancellations or delays on any Cumulus or Clear Channel radio stations: for example, WVLC (AM 590 and FM 92.9), WKQQ (FM 100.1), WLKT (FM 104.5), or WBUL (FM 98.1). Information is also provided on three local TV stations and their websites: WLEX (NBC, www.wlex.com), WKYT (CBX, www.wkyt.com), and WTVQ (ABC, www.wkvt.com). Additionally, information about closings and delays will be available on the Sayre School website's home page (www.sayreschool.org) and on the News and Info Page (www.sayreschool.org/newspage.htm). Announcements about closings or delays will be posted as soon as the decision has been made. If Sayre is operating on a one-hour delay, school will begin at 9 AM rather than 8 AM but will still dismiss at the regular time.

SCHOOL DAY

The school day begins promptly at 8:00 AM and ends at 3:30 PM on Monday, Wednesday, Thursday and Friday. On Tuesdays, the school day ends at 2:30 PM. All students are expected to be at school before 8:00 AM so they can be ready to begin. Students who arrive late must sign in at the Office. Students tardy to school three times within the same marking period will receive a warning. The fourth tardy will result in a detention. Tardiness due to medical appointments will be exempt.

A. Arrival

Although the Middle School's academic day begins at 8:00 AM, the doors to the Middle School are open at 7:30 AM. At that time, a faculty or staff member will be available to monitor those students who arrive early. Early arrival takes place in the Commons and is supervised.

B. Morning Meeting

Morning Meeting takes place on Tuesdays and Thursdays. Meetings are led by the Eighth Grade Officers of the Student Council and provide opportunities for announcements and short presentations. It is intended that this be a time of information, extra encouragement and motivation. On Wednesdays, an extended advisory time is held in advisors' rooms. During these sessions, advisory groups come together for a morning snack and discussions are typically planned.

C. Dismissal

Regular Dismissal: On Monday, Wednesday, Thursday, and Friday, Middle School dismissal occurs at 3:30 PM. Unless an extracurricular activity or sports practice is scheduled immediately after school, there are two options for students at Dismissal: pick-up in the dismissal line, or after-school sports.

Early Dismissal: On Tuesdays Sayre School dismisses early to provide faculty with additional after-school time for professional development. The Lower School dismisses at 2:15 PM and the Middle School follows at 2:30 PM.

E. Drop-off and Pick-up

Middle School students should be dropped off and picked up in Sayre's Front Circle. Vehicles enter the Front Circle from Limestone Street and pull up to allow cars to enter. During Dismissal, faculty will use cell phones to call for students; this action will help the dismissal line to flow smoothly. Please drive slowly and avoid speaking on cell phones during dismissal. Safety is our primary concern. Every car must display a car sign prominently. ****Please note - Middle School pick-up does not begin until Lower School pick-up has ended. It is important to respect this process for the safety and efficiency of our car line.**

STUDENT COUNCIL

The Student Council is made up of a President and Vice-President elected from the 8th grade, a Treasurer and Secretary from the 7th grade, three Representatives from grades 6, 7, and 8, and two Representatives from grade 5. Members of the Council are expected to be students in good standing in the Middle School. Should negative situations arise, the Division Head and the Student Council Sponsors will review them on a case-by-case basis.

The Student Council reviews appropriate areas of school life and behavior. The Eighth Grade Officers lead Morning Meeting, and in their absence, the Secretary or Treasurer fills this role. The faculty sponsors works with the Council to provide guidance and assistance. The Council makes proposals to the faculty for their consideration. Areas of responsibility include, but are not limited to:

- A. Development of the social calendar,
- B. Dress Down Days,
- C. Holiday Gift Collection,
- D. Hospitality

VISITING AND VOLUNTEERING

Sayre is a family-oriented school that warmly welcomes parents to participate in school life. Parents are invited to hear speakers via a remote platform or in-person, attend special programs, and attend parent coffees. Parental involvement gives vitality and strength to the school and gives the volunteer a clearer understanding and appreciation of Sayre. Raising concerns early and in a spirit of partnership is essential to the smooth operation of our school community. Likewise, volunteering can foster new aspects of this partnership.

The Head of School, Division Heads, and faculty welcome conferences by appointment.

WEBSITE

Sayre School's website, www.sayreschool.org, provides a wealth of information and resources to the community. Beginning at the home page, one can navigate to "Who We Are," "Admission," "Academics," "Campus Life," "Support Sayre," and "Quick Links." A calendar, which may be customized to include one or all of the Divisions, also appears on the website. Here families have access to the school's schedule, the Buttery menu, teachers' webpages, and to a parent login. Report cards are available on the website each term; simply log in to the parent portal. The website is a useful tool for families and students alike.

WRAPPING UP: SOME SCHOOL TRADITIONS AND PROGRAMS

Sayre School has a rich history that reflects its commitment to tradition, innovation, academic excellence, inclusivity, and personal development. The Middle School years are a time of inquiry, exploration, and discovery. In view of Sayre's philosophy to facilitate the growth of the "whole child," the following traditions have been perpetuated and programs initiated.

- A. In Grade 5, a two-teacher team works closely together in an integrated curriculum to provide a smooth transition for students into the Middle School. In this supportive environment, students learn the greater independence and academic demands of a Middle School program while still being nurtured in developmentally appropriate ways.
- B. Grade 6 focuses on critical and analytical skills while developing organization and self-advocacy.
- C. In Grades 7 and 8, students learn collaborative work while developing the essential tools for civil discourse and for lifelong learning. We teach the ability to analyze sources for validity while providing deep content knowledge to compare and contrast information whether in the sciences, history, literature, the arts, world languages and cultures, or mathematics.
- D. **Teacher Conferences** are held twice during the school year: once in the fall and once in the spring. Conferences provide a valuable opportunity for parents/guardians and teachers to communicate and assess a student's progress.
- E. **Community Service** is an integral element of the Middle School curriculum.
- F. Middle School **concerts** are given in the fall and the spring to highlight the students' accomplishments in the area of music, both vocal and instrumental.
- G. In the fall, parents are invited to **Back-to-School Night**, to meet faculty and other parents via Google Meet.
- H. The **Sayre Spectacular**, held in spring, is Sayre's major fundraising event and is organized by a special parent committee when it is possible. The Spectacular raises money for special school projects.
- I. **The Middle School's Parents Advisory Committee** meets once a month to discuss issues and initiatives to the Middle School community. The committee is comprised of three parent representatives from each of the grade levels and the Middle School Head.
- J. **Awards and Recognition Ceremony** is held on the final day of school and is reserved for the recognition of student achievement and our 8th grade students.
- K. **Wisdom, Integrity, Respect and Compassion** are the hallmarks of a community that serves its members well. Sayre School has adopted these virtues as those we hope to embody every day throughout our school community and in every aspect of school life.