

**Sayre**  
**Upper School**

**Parent/Student**  
**Handbook**

**2018 - 2019**



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

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

*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**

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## **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.

## **VISION STATEMENT**

Sayre School promotes intellectual, emotional, physical, social and aesthetic growth in each of its students. Founded in 1854, we honor our rich heritage and embrace change as we continually strive to achieve academic excellence. As a community, we are bound by the shared responsibility to foster a spirit of mutual respect and kindness. We value

equity, justice, and the diverse perspectives of our world. We believe in the elegance of creative and disciplined thought. The school strives to help each student acquire self-discipline, develop critical thinking, and engage in civil discourse in order to be informed, impactful members of society. Students participate in a wide range of innovative and differentiated courses and co-curricular activities to further cultivate their physical, intellectual and moral growth. Our goal is to send students into the world understanding the meaning of honorable behavior, embracing the importance of personal accountability, and possessing the confidence and knowledge to contribute meaningfully to their future communities.  
*Ratified by the Board of Trustees, September 7, 2017*

## **MISSION STATEMENT**

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.

## **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.

Mission Statement adopted by the Sayre School Board of Trustees on September 10, 2003.

## **SAYRE CORE VALUES IN ACTION**

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

Sayre defines its core values as:

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

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

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

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

## **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 the Head of the Upper School 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, Visual and Performing 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 Head and the Head of School.

The Parents' Advisory Council (PAC) aids the Head of the Upper School 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 Head. Parents who wish to have an item placed on the agenda should contact their grade level representative or the Head of the Upper School.

## SCHOOL ADMINISTRATION

|                               |  |
|-------------------------------|--|
| <b>Head of School</b>         | Mr. Stephen M. Manella   |
| <b>Upper School Address</b>   | 240 North Limestone St.<br>Lexington, Kentucky 40507-1121                                      |
| <b>School Hours</b>           | 8:05 – 3:25      M, W, Th., F<br>8:05 – 2:20      Tu   |
| <b>Office Hours</b>           | 8:00 AM - 4:00 PM<br>Monday - Friday   |
| <b>Upper School Telephone</b> | (859) 389-7390   |
| <b>Upper School Fax</b>       | (859) 252-7526   |
| <b>Sayre School Telephone</b> | (859) 254-1361   |
| <b>Website</b>                | <a href="http://www.sayreschool.org">www.sayreschool.org</a>                                   |
| <b>Accreditation</b>          | Sayre is accredited by the<br>Independent Schools Association<br>(ISACS) of the Central States |
| <b>Memberships</b>            | NAIS      CRIS      SSATB<br>KAIS      NAPSG      CASE<br>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.

## **COMMUNICATING WITH THE SCHOOL**

If you are not sure who to contact in the Upper School when you have a question or concern, the following are some scenarios with advice on who to call first.

For basic questions about the day-to-day operations of the school, contact Robin Haden, the Upper School Administrative Assistant, or consult the Parent/Student Handbook available on the school website.

For academic concerns about your child, you have two options depending on the nature of the concern. If it is about a specific subject, contact the teacher directly through email, or by calling the school and asking to be connected with the teacher's voice mail. If the concern is more global (study skills or organizational concerns etc.), you should contact your child's advisor, who in consultation with the Head of Upper School, can help decide the best course of action. That may involve classroom teachers and/or the advice of Jennifer Weis in Academic Services.

If you have a concern about a teacher, the way the class is being taught, or the subject matter of the course, you should contact Tim O'Rourke, Head of the Upper School.

If you have a concern about your child's relationship with his/her peers, or other social concerns, you should contact either your child's advisor or Marti Quintero, Dean of Students. Nicole Garrett, the school counselor, is also available to talk if you have any concerns about your child's well-being.

Finally, for any questions or concerns you have about discipline or behavior, including tardies or absences to school, detentions, or other explanations of school rules, you should contact Marti Quintero, Dean of Students.

Faculty should respond to emails within 24 hours. If you do not hear back from a teacher, or if you are not satisfied with their response or the actions taken, please contact Tim O'Rourke, Head of Upper School, for help resolving the issue or concern.

## 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 Head 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 through the parent 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.

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

An interview with the receiving teacher if necessary  
Department Chair and/or Head (as needed)

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

## **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 (\$94 each) will be billed to the student's account.

For underclassmen, 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 underclass 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. However, if you come to school you are expected to attend morning classes.

Sophomores and juniors who have an AP exam in the morning are expected to attend afternoon classes, although they are not required to have work finished for class that day. If they need to leave, they must have a note from their parents, and a completed pre-arranged absence form.

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

## 2019 AP Examination Schedule (at Sayre)

|                         |                      |   |
|-------------------------|----------------------|---|
| <b>Monday, May 6</b>    | <b>8 AM<br/>12PM</b> | US Government & Politics<br>Environmental Science                     |
| <b>Tuesday, May 7</b>   | <b>8 AM<br/>12PM</b> | Spanish Language & Culture<br>Physics 1                               |
| <b>Wed., May 8</b>      | <b>8 AM<br/>12PM</b> | English Literature & Composition<br>French Language & Culture         |
| <b>Thursday, May 9</b>  | <b>8 AM</b>          | Chemistry   |
| <b>Friday, May 10</b>   | <b>8 AM<br/>12PM</b> | US History<br>Computer Science Principles<br>Physics 2: Algebra-Based |
|                         | <b>Studio Art</b>    | digital portfolios submitted by 8PM                                   |
| <b>Monday, May 13</b>   | <b>8 AM<br/>12PM</b> | Biology<br>Physics C: Mechanics                                       |
| <b>Tuesday, May 14</b>  | <b>8 AM</b>          | Calculus AB & Calculus BC   |
| <b>Wed., May 15</b>     | <b>8AM</b>           | English Language & Composition  |
| <b>Thursday, May 16</b> | <b>12PM</b>          | Statistics  |

## **Credit**

Students who apply for admission to Sayre in grades 9-12 will have their transcripts reviewed by the Head to determine those credits that are acceptable. Permission to repeat a course in summer school for credit must be approved by the Head of the Upper School.

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. Independent Study forms are available in the Upper School Office. The Head of the Upper School must approve all such courses.

Upper School credit is only awarded for courses taken in the Upper School. Middle School students who take Language I or II, Algebra I or Geometry in Middle School go into the next course in the sequence for that discipline but do not receive Upper School credit for that course.

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 un-weighted GPA of 3.0

- The student must secure the permission of the Head of the Upper School
- 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 required 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.

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

It is 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, including the award for the two top scholars from each grade after three terms given on Awards Day, we will give weight to pluses and minuses using a 14 point scale. (i.e., AP class A+ = 14, Honors A+ = 13, Regular A+/12; AP A/13, Honors A/12, Regular A/11, 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 2018-19 listed below is composed of two semesters comprised of two marking periods each.

|                          |                    |
|--------------------------|--------------------|
| October 11, 2018         | 1st Term Ends      |
| December 11-12, 2018     | Exam Review Days   |
| Dec. 13-14 & 17-18, 2018 | 1st Semester Exams |
| December 19, 2018        | 2nd Term Ends      |
| March 15, 2019           | 3rd Term Ends      |
| May 16, 2019             | Exam Review Days   |
| May 20-23, 2019          | 2nd Semester Exams |
| May 24, 2019             | 4th Term Ends      |

### **Head of School, Head of Upper School & 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)

**Head of Upper School'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 five 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 x First Marking Period + Semester Exam/5 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 Head of the Upper School. Failure to report to an examination will constitute a grade penalty for the course and jeopardize earning a passing grade.

**Freshmen and sophomores** may walk off campus in between exams, 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 16 is the review day. All students are required to attend school on review days.

## Report Cards

Report cards are posted on PCR after each marking period.

## **"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 Head, 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.

## **Requirements for Graduation**

### **Sayre Diploma**

A student must earn a minimum of 24 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 (including US History and either History 12, including Supreme Court History or AP Government)
- 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 Visual and Performing Arts (one year are sequence 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 25 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 College Algebra, 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

## **Distinction in Global Studies**

### **Mission Statement**

Sayre's Distinction in Global Studies encourages students to pursue their interest in world cultures and international relations by engaging in diverse academic, social and cultural opportunities. We challenge students to acquire a global perspective, while developing their intellectual curiosity, critical thinking skills, proficiency in world languages, and ability to grapple meaningfully with international issues – cultural, historical, political and ecological. Ultimately, we hope to inspire students to be responsive to the challenges and benefits of living in an interconnected world.

### **Global Studies Concentration Requirements**

- 1.** World Language Requirement: 4 years or a proficiency level recommended by the Language Department. The addition of a second language is encouraged, including Mandarin or Arabic, which we currently do not offer but students could potentially take outside of school. (Taking an additional language might also fulfill "connecting with a culture" on approval of the program director. Preference would be four years of same language or adding a second language.
- 2.** Three semesters of Global Studies/interdisciplinary electives will be taken over three years. Options currently include:
  - World Religions (Myth & Symbols)
  - Topics in Psychology
  - Immigration and Migration
  - Human Rights & Responsibilities
- 3.** Participation in one "connecting with culture" experience. This will be a minimum of 40 contact hours of organized travel, international service, or local service for global causes. Students will do some kind of presentation on their return or keep a journal or blog while away.

Options include but are not limited to:

Rustic Pathways  
Mission trip  
Seville summer experience  
Summer travel organized by Sayre's faculty  
Local work with an organization with international focus like Refugee Ministry

4. Continued participation in global cultural events that occur in Lexington or the surrounding communities including but not limited to: concerts, exhibits, lectures, or dance, music, or art programs.

5. Culminating event as decided by Global Studies Director and the student. This could be an ongoing project that would lead to a culminating activity or presentation. It could also be a digital portfolio that students can update as they go along. Students will also meet with the director of the program throughout the year to evaluate progress toward completion of the requirements.

### **Distinction in Sustainability Mission Statement**

- Sayre's Distinction in Sustainability provides a framework for students to gain an understanding of economic, social, and environmental responsibility on a regional, national, and global scale, and demonstrate that knowledge through practical means by getting involved in school and community organizations or through academic research. Course work and community involvement will integrate critical-thinking and appropriate scientific techniques while providing opportunities to conduct research and implement projects that advance sustainability on campus and in the local community. Students involved in this program will demonstrate leadership in these principles in both our school and larger community.

### **Course Requirements**

- AP Environmental Science
- AP Statistics
- **NOTE:** Students must earn a minimum of a B- in these courses

### **Extracurricular Requirements**

- Participation in at least one community service requirement per year (minimum of junior and senior year) that involves helping an environmental organization (local, regional, national, or international)
- Application to the Bluegrass Youth Sustainability Council (acceptance as a representative is the goal but not required)
- Active participation in the Upper School Green Team (minimum of junior and senior years)

### **Independent Project**

- Design and conduct an independent project that promotes sustainability on campus or in our local community
- Present the results of your project, including qualitative and quantitative impacts as appropriate
- Or be actively involved in a local environmental organization and document that experience for presentation at school.

### **Distinction in the Creative Arts**

#### **Mission Statement**

#### **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 will lose 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 Head of the Upper School 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

## **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 the Upper School, College Counselor and Dean of Students. The committee is chaired by the Head of the Upper School

- 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 a 48-hour 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 Appeals Committee Chair whom will then inform the student the location 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 Head 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

Head's discretion earn credit by doing comparable summer tutorial work. Cumulative courses include:

|                         |   |
|-------------------------|---|
| <b>Modern Language:</b> | Levels I, II, and III                                 |
| <b>Mathematics:</b>     | Algebra I, Geometry & Algebra II                      |
| <b>Science:</b>         | 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 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**

Typically, freshmen and sophomores carry a seven course load. Sophomores who need the extra study hall can do so with permission from the Head of the Upper School and their parents. Eleventh and twelfth graders typically carry six or seven classes; the option of having three study halls must be approved by the Head of the Upper School and only if a student is taking four or more AP classes. Sophomores with two study halls will be assigned a study hall room for one of them. Seniors with three study halls will be assigned a study hall room for one study hall. Independent studies are still considered a study hall unless students meet with the teacher three to four days a week.

### **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 Head of the

Upper School. Students must see the Administrative Assistant or Head of the Upper School 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 Head of the Upper School, College Counselor, and Head of School. A decision concerning early graduation is based upon:

Academic record (quality and breadth)

The specific reason (personal and/or family) 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

## **Valedictorian and Salutatorian**

These are presented to the two seniors who have the first and second highest grade point averages, respectively, in the senior class. (The 14-point scale using pluses and minuses could be used as a tie-breaker if necessary to determine these honors). Sayre School does recognize co-valedictorians or co-salutatorians 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 grades in May.

## **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.)

## **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.

### **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 Head and College Counselor.

## **ACADEMIC SUPPORT PROGRAM**

### **Academic Services**

Sayre's Department of Academic Services provides a variety of direct and indirect supports to maximize student achievement. Currently, our program offers direct student support in the following areas: Academic Specialist Curriculum Support (Language Arts or Math), Reading Intervention, ADHD/Organizational Coaching and Speech Therapy. An Individualized Learning Plan (ILP) may be developed for a student with a diagnosed learning difference to accommodate specific needs. Our staff is trained and experienced in

supporting students with learning differences. The program is located in the Parker House at 125 Constitution Street.

The College Counseling and Academic Services departments work collaboratively to support documentation for ACT/SAT accommodations as well as support when preparing for the college search process. We are also able to support families in finding qualified outside academic tutoring, and offer referral services for occupational therapy and psychoeducational evaluations. The department also partners with a variety of outside local organizations to provide space on campus and flexibility with student schedules to allow for additional services to be provided during student school days.

Students with diagnosed learning differences as well as those who just need additional academic support are eligible to enroll in our services. Specialists work to reinforce classroom content, remediate skills or increase effective study skills. Specialists communicate regularly with teachers and parents to ensure that planned supports are successful. Academic Specialists provide support during study hall hours within the school day. Strengthening students' executive functions and organizational skills through curriculum content is a focus of our qualified staff's approach to academic support. Students benefit from specialist's close contact with Sayre's faculty and their intimate knowledge of our curriculum. Students are scheduled for Academic Services as space permits; students who have received services previously and demonstrate the greatest need are given first consideration. There is an additional fee for these services.

Specific questions regarding the Academic Services program should be referred to the Director of Academic Services, Jennifer Weis, or the administration.

## **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 42<sup>nd</sup> District of the 11<sup>th</sup> Region. Varsity athletic teams are offered for young men and women in baseball, basketball, cross country, golf, lacrosse, soccer, tennis, track and field, and volleyball. Swimmers and divers enter meets as a team, but do not have regularly scheduled practice times.

## **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.

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.

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 to address 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 school year.

### **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. If work is not turned in on the day the student returns, it will be given a zero.

## **Tardy Policy**

All students are allowed four unexcused tardies to school per term. Each student's advisor will be notified on the third unexcused tardy as time permits. On unexcused tardy #5 a student will receive a detention. On unexcused tardy #9 and every tardy thereafter, the student will be assigned one hour of work duty for the school. On the 10th unexcused tardy, a parent or guardian will be called and a meeting may be arranged.

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

Students who arrive late to school for reasons other than a doctor's appointment or prearranged appointment are considered unexcused. Students are allowed four unexcused tardies per term without consequence.

Major traffic and weather events will be reviewed by the school and will be excused on a case by case basis.

All students who are tardy to school and miss thirty minutes or more of class will receive a detention. If

they miss the entire class without an excuse note, they will also lose privileges.

Students who have three or more unexcused tardies to classes that meet after first hour 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 8:05 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 Head of Upper School'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 that day. Students must be in school on Friday for Saturday contests or events, unless they have the permission of the Head of the Upper School to miss.

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 may sign out for lunch on Wednesdays, but may not bring food or drinks back for underclassmen.

All students late to school must sign in at the office. After a second missed sign-in during a term, a detention will be assigned.

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. Students arriving late to school, or students leaving during the day who return to campus, should not bring food or drink back for others.

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. Seniors who go off campus to eat are not permitted to bring food or drink back to the Upper School.

### **School Hours and Supervision**

School begins at 8:05 and ends at 3:25 every day but Tuesday when school ends at 2:20 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 until it closes at 5:00.

### **AWARDS PROGRAM**

Each spring, on the last day of classes before exams, the Upper School recognizes student achievement during an awards program. Both in-school and out-of-school awards are presented for academic excellence, community and school service, and citizenship.

### **COLLEGE ADMISSIONS AND KEES**

The college admissions process is organized and administered by the College Counselor. Working closely with the Head of the Upper School, 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.

### **Standardized Testing Programs**

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 March, and the PSAT is taken by all sophomores and juniors on a designated day in October.

## **CONDUCT/BEHAVIOR**

### **Disciplinary Procedure**

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.

However, if students are involved in inappropriate or unacceptable behavior that goes against our school policies and rules, the Upper

School has three systems in place to handle the infraction. We have an Honor Council, made up of students who have been nominated by faculty and voted on by peers, who deal primarily with academic issues involving cheating. We have a Dean of Students who oversees school discipline in consultation with the Head of the Upper School; and, in cases deemed major infractions; we have a Disciplinary Committee consisting of the Head of Upper School, the Dean of Students, and the Assistant Head of School.

Minor infractions, such as tardies to school or a dress code violation, are handled by the Dean, and usually result in a loss of privileges, and/or detention or work hours. Escalating consequences are put in place with repeated infractions. The Dean notifies parents of these infractions and the consequences via email with follow up phone calls as needed.

If a student is involved in a more significant infraction of school rules or the policies stated in this handbook, the Head of Upper School may convene the Upper School Disciplinary Committee to investigate the infraction. The committee will meet with all students involved individually to gather information. Parents will be notified of the incident after these initial conversations to inform them about the event and our concerns. After meeting with the involved parties, the committee will decide whether follow up conversations need to take place. Once the committee has gathered all the information, they will decide on consequences for the student or students involved. At that point a meeting will be called with the student and their parents/guardian to inform them of the decision of the committee. Consequences for major infractions range from community service or work duty and suspension from school up to expulsion. In cases when expulsion is recommended, the Head of School will be informed and will make the final decision.

With any disciplinary infraction, our goal is to work closely with the student and his parents/guardian to help the student understand the consequences of their actions and to learn from them, and to resolve the issue in the most appropriate way,

keeping in mind what is best for the school, the student, and their family.

## **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 Dean of Students or Division Head 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

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"** resulting in an automatic detention. 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 Head of the Upper School.

## **In the School**

Students and/or their parent/guardian have the right to bring to the attention of their teachers, advisor, and/or the Head of the Upper School 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.

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

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 Head of the Upper School and Dean of Students may facilitate the inclusion of other parties in this discussion when appropriate and possible.

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.

### **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/Lower Schools for any reason other than for class or a special program and students are not permitted in school parking lots without prior 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 and will either be 40 minutes after school or one hour during a free period. In 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. If students accumulate five hours of detentions they will lose privileges until the hours are completed.

## **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 3:25.

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 noted on the student's transcript; however students may be asked on college applications if they have ever been suspended from school and to describe why.

## **CHAT (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/ Ninth – Twelfth 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, Cathy Bilberry, Linda Froehlich,

Bettina Morrish, Delia Pergande, Jarred Williams

**Counselor:** Nicole Garrett

**Head of Upper School:** Timothy O'Rourke

## **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 or hazing, be it emotional, physical, psychological, or sexual. Since Sayre is committed to maintaining a learning and working environment free of harassment, hazing or 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 head, 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.

### **Bullying/Harassment Philosophy and Procedures**

Because 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. We encourage bystanders to bullying/harassment to speak up against the behavior and to report the aggressor.

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

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

Simply put, bullying/harassing is the act of hurting one person or a group of people repeatedly as a way for the bully to feel superior, and we realize that recognizing acts of bullying/harassment is a complex and personal social issue. As an independent school, we know that a one-size-fits-all, zero tolerance disciplinary policy is ineffectual and often counterproductive to our mission. Therefore, our approach is both programmatic and disciplinary. We work with the victim and his/her parents to provide them with both emotional support and strategies; we encourage spectators of bullying/harassment to

report the aggressor, and we discipline the aggressor with appropriate consequences, from punitive to therapeutic. Reported incidents will be handled as sensitively as possible. However, as part of the school's response, victims, bullies, and by-standers will each be addressed about specific issues.

### **Standards of Practice**

- Clearly defined expectations
- Clarification of terms
- School-wide and age-appropriate programs including: Lower School class meetings using the Responsive Classroom model; Buddies in the Lower School; advisory groups in Middle and Upper Schools; student clubs such as the Gay Straight Alliance, Justice League, Anti-Harassment Committee, 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 the individual student division files
- Structured opportunities for students who have exhibited aggressive behavior to think about their actions and make amends
- Work with bullied students and their parents to facilitate strategies for positive interactions

### **Tips for Parents:**

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

- If an incident occurs outside of school, we encourage parents to speak to each other directly
- At times, incidents that take place outside of school impact the social climate at school. The school will intervene appropriately as needed
- Contact teachers, administrators, and/or the counselor if you have questions or concerns

## **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 Head.

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.

## **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 as well as with the Division Head and Dean of Students.

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 a scheduled Parent/Teacher conference day in the fall. Conference times are available for every member of the faculty; scheduling takes place via the family's portal at [www.sayreschool.org](http://www.sayreschool.org) and the portal is open one week prior to the Conference Day. Once a family has logged into the portal, teacher conferences may be scheduled by clicking on the "conference" option. If all allotted conference times are taken for a given teacher, a family may choose to set up a phone conference, communicate via e-mail, or set up another time to meet one-on-one with a given faculty member.

There are no classes on teacher conference days. These conferences offer not only a time to discuss your child's 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 call or email teachers whenever they have questions or concerns and schedule a meeting if necessary. 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, MS in Marriage and Family Therapy, 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 to 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.

## **RISK FOR HARM PROTOCOL**

Sayre School personnel will respond in a timely manner to any known possibility of harm to a student or member of the school community. Sayre has a Risk for Harm response team composed of the Head of School, the Director of the Division involved, and the school Counselor. The Risk for Harm response team will assess the situation and act as needed for the safety of all concerned and will inform the parents of the assessment. Privacy will be protected as much as possible according to the situation. The Head of School will make the final decision about the perceived risk and the appropriate course of action with the input of the team.

## 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. Students' 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 that are listed below. Students should adhere to the dress code of their gender identification. This applies to all school days including dress down days and special program dress. At 8:05 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 the fingertips, 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 or are off the shoulder are inappropriate for school.**

**Men's Dress Code-** Pants (or shorts in season), a belt, and shirts with collars. Collarless shirts may only be worn when wearing a crew neck or v-neck sweater, a pullover fleece, or an appropriate Sayre or college sweatshirt.

Shorts for men and women can be worn through the end of October and again in March through the end of the school year.

**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, pant suits, or dresses and appropriate footwear (no tennis shoes).

**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 include: sweaters, zip-up or pullover plain fleeces, or sweatshirts (plain or Sayre or college logo only.)

**Items not permitted:**

Backless 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, miniskirts, denim, torn clothing, hats, or sunglasses in the building.

T-shirts nor other collar-less shirts (men).

**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 Student Government President and approved by the Head of the Upper School and Dean of Students.

**EMERGENCY AND MEDICAL 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. If walking between buildings, students should leave campus for a safe location including the fire station at Third Street and Martin Luther

King Blvd., or Transylvania's Beck Center which is our formal relocation center.

### **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 notify the Upper School Office and, if needed, administration will call 911. Support staff, including the school counselor, and an administrator from Old Sayre should also be notified. The Upper School Office staff or an administrator 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 Office.

### **Asthma or Anaphylaxis Medication Authorization**

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

1. "The board of each local public school district and the governing body of each private and parochial school or school district shall permit the self-administration of medications by a student with asthma or by a student who is at risk of having anaphylaxis if the student's parent or guardian:
  - a. Provides written authorization for self-administration to the school; and
  - b. Provides a written statement from the student's health care practitioner that the student has asthma or is at risk of having anaphylaxis and has been instructed in self-administration of the student's prescribed medications to treat asthma or anaphylaxis. The statement shall also contain the following information:
    - I. The name and purpose of the medications;
    - II. The prescribed dosage;

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

2. The statements required in subsection (1) of this section shall be kept on file in the office of the Administrative Assistant.

3. The school district or the governing body of each private and parochial school or school district shall inform the parent or guardian of the student that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student from the self-administration of his or her medications to treat asthma or anaphylaxis. The parent or guardian of the student shall sign a statement acknowledging that the school shall incur no liability and the parent or guardian shall indemnify and hold claims relating to the self-administration of medications used to treat asthma or anaphylaxis. Nothing in this subsection shall be construed to relieve liability of the school or its employees for negligence.

4. The permission for self-administration of medications shall be effective for the school year in which it is granted and shall be renewed each following school year upon fulfilling the requirements of subsections (1) to (3) of this section.”

## **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                    | Kids to Kids      |
| Diversity Awareness Club         | Math Club         |
| Fellowship of Christian Athletes | Pep Club          |
| French Club                      | Photography Club  |
| Gay Straight Alliance            | Spanish Club      |
| Green Team                       | UK Sports Club    |
| Justice League                   | Young Democrats   |
| Kentucky United Nations Assembly | Young Republicans |
| Kentucky Youth Assembly          |                   |

**Additional clubs may be established during the school year.**

## **HONOR SOCIETIES**

### **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 fall. A faculty advisor and faculty council are appointed by the Head of the Upper School 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 these 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 on the following page.

## **Selection**

Application process takes place in the first semester. 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 an application to the Faculty Council listing activities, leadership roles and service involvement on or before a specific date to be determined by the Council. Students who fail to submit applications on time will not be considered for selection.

The Faculty Council will deliberate and selects candidates based on all the information at its disposal. This information should include, but is not limited to, teacher comments and recommendations, student applications, 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. They will not, however, participate in the Sayre induction ceremony.

## **Appeals**

The Appeals Committee is chaired by the NHS Sponsor (Randy Mills) and consists of the Head of School, the Head of the Upper School and the Dean of Students.

Students not selected for induction will have the opportunity to submit a written appeal to the NHS Sponsor on or before a specific date set by the sponsor. Upon receipt of a student appeal the Sponsor will convene the committee for the purpose of ruling on the student's appeal.

Appeals decisions are communicated to the student by the Sponsor immediately after the Appeals Committee has met.

## **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 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 Head for his approval. If the Head 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 Head of the Upper School. The student will be informed by the Head 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.

## **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.

## **International Thespian Honor Society**

The Educational Theatre Association's student honor society, the International Thespian Society, recognizes achievement and excellence in educational theatre among middle school and high school students. Thespians participate in theatre productions, volunteer for service opportunities and work to cultivate an arts community both at Sayre and throughout Central Kentucky.

## **Math National Honor Society**

Mu Alpha Theta, the Mathematics Honor Society, is a national society that recognizes students who have a cumulative GPA of 3.0 and have completed Algebra 2. Furthermore, students must have a

mathematics GPA of 3.75 and have completed at least one full year of mathematics in Sayre School's Upper School. Students that are invited into the society must be in good standing with the Honor Council and Dean of Students, in addition to having a recommendation from a current mathematics teacher at Sayre School.

### **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. An initiation ceremony takes place in the spring to recognize new members.

### **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.

### **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.

## **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, however students cannot take semester exams until all borrowed books are returned, or the value of the book has been paid to the library. 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.

## **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.

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.

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.)

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.

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.

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.

Policy adopted, Sayre School Board of Trustees, August 2, 1988.

## **SAYRE 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 PK2-8<sup>th</sup>, 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, with the one exception of a local bakery (Gluten Free Miracles) that specializes in gluten free, organic bread. Gluten Free Miracles makes nut-free items on sanitized equipment on separate production days
  - Daily Buttery menus indicate items containing dairy, gluten, shellfish, and eggs. 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 (same as peanut butter)

## **SAYRE SCHOOL RESPONSE TEAM**

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

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

## **RULES AND REGULATIONS**

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

### **Drugs and Alcohol Policy**

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.

### **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.

### **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.

If you have any questions or concerns about the school policies, please contact the Head of School, Stephen Manella ([smanella@sayreschool.org](mailto:smanella@sayreschool.org)); the Head of the Upper School, Tim O'Rourke ([torourke@sayreschool.org](mailto:torourke@sayreschool.org)) or the School Counselor, Nicole Garrett ([ngarrett@sayreschool.org](mailto:ngarrett@sayreschool.org)).

### **Smoking/Tobacco Products**

Sayre has a tobacco free campus. Smoking, vaping or using tobacco products or e-cigarettes are not permitted by students on the campus or adjacent areas at any time. Possession or use on campus or at any school function may result in immediate detention or suspension.

### **Smart Phone**

Smart phones may be used by students only when they have a free period or during lunch, and only when they are on the Upper School campus. Violations will result in the phone being confiscated for the day and a detention will be assigned. Smart phones may only be used as a texting device. If students need to make a phone call, they should continue to use one of the two student phones on the main floor, or go to the office to ask permission to use their personal phone. All aspects of the Acceptable Use Policy apply to the use of smart phones as well.

## **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. **Students are not permitted to place individual take-out orders.** Student clubs or organizations who place take-out orders for their groups must notify Ms. Haden or Mrs. Quintero.

## **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 average, two dress down days a month. 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, 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.

## **Driving Permit Forms and Student Drivers**

Once a student turns 16 they are eligible to take their driving permit test. A school compliance verification form is required to take the test. This form is available from the Upper School Administrative Assistant.

Juniors and seniors who drive to school must obtain a parking permit application from the Upper School Office. The permit fee is \$300 per year and, students will be assigned a **numbered** parking space. Students must park in their designated space.

(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 Coffee parking lot. (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/Guests**

Student visitors to school must be arranged in advance through the Upper School Office. If approval is given, guests must follow our dress code and adhere to school rules. Guests attending School functions including games and dances, are also subject to Sayre School rules and policies.

### **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. Sophomores, juniors or seniors on academic probation will be required to attend study halls until the next mid-marking period. 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.

Freshmen are all required to attend a supervised study hall throughout the year. Sophomores with more than one study hall will attend a supervised study hall for one of them. Sophomores who end freshman year with 3's or 4's in conduct or effort or are under-performing academically will attend as a probationary measure at the start of sophomore year. Juniors or seniors with more than two study halls may be required to either attend a supervised study hall or perform community service.

### **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.

## **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 Dinner Dance** - This dinner dance is sponsored by the junior class for the graduating seniors and their parents in April. Underclassmen are invited to the dance that follows the dinner. *Students may not leave school early to prepare for the dance.*

**The Head of School's Reception** - 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.

**Kids-to-Kids** - The program at Sayre is designed to foster greater recognition and appreciation of human diversity. Originally created by the Kentucky Conference for Community and Justice, the program is based on four important principles: Kindness, Inclusion, Differences, and Self-worth, which form the acronym KIDS. The program is the only program of its kind currently operating in the Lexington schools. Kids-to-Kids help prepare our students for life in a global environment and instills a positive sense of one's own worth while recognizing the value of others. The trained Upper School students facilitate the two or three, one hour, lessons for students in the second through eighth grades. Lesson topics address issues of self-esteem, bullying, communication, empathy, stereotypes, prejudice, discrimination, sources of conflict, techniques for conflict resolution, inclusion and tolerance. By helping students build bonds of awareness, respect and civility, the program actively seeks to promote a school climate of understanding and acceptance.

**Community Service** - All students are required to participate in community service. Service projects are completed in small groups, with advisories or individually depending on student interest and skill. The Service and Society class is one facet of the program which actively involves students in philanthropic efforts.

**Fund Drives** - Students lead, organize, and participate in raising money or making other donations for the benefit of others.

**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. The advisors of all students new to Sayre for the school year will contact parents during the first two weeks of school to check on their adjustment.

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

**Honor Council** - Elected students serve on the council which upholds the honor code.

**Diversity Awareness Club/DAC** - DAC provides a space for students to express their identities, discuss issues present in our school and in the greater community, address stereotypes and common assumptions, and foster understanding of multiple cultures, experiences, religions, etc.

**GSA/Gay Straight Alliance** - The Alliance promotes acceptance of all individuals.

**Healthy Minds and Bodies** - Sexuality, drug and alcohol educational programs

## **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, though seniors with four or more AP courses may opt to participate in a five-day service project of

their choice. The Internship should involve an experience in one of the following areas: social service, vocation-career exploration, or the arts. A proposal, weekly 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 (excluding A.P. course requirements), 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.

## **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 36-37.)

## **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 ask 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. Students who have not completed all three projects by the end of the third term will lose their privileges and be returned to study hall until completed.**

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.

## **STUDENT OFFICERS**

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.

## **STUDENT GOVERNMENT**

|                       |                  |
|-----------------------|------------------|
| <b>President</b>      | Story Tepper     |
| <b>Vice President</b> | Lauren Carter    |
| <b>Secretary</b>      | Cassidy Hook     |
| <b>Treasurer</b>      | Benjamin Waltman |

## **Class Officers**

### **Senior Class**

|                       |                |
|-----------------------|----------------|
| <b>President</b>      | Wick Hallos    |
| <b>Vice President</b> | Nell Adkins    |
| <b>Sec/Treasurer</b>  | Jay Rutherford |

### **Junior Class**

|                       |                 |
|-----------------------|-----------------|
| <b>President</b>      | Perry Mains     |
| <b>Vice President</b> | Laura Rich      |
| <b>Sec/Treasurer</b>  | Caroline Parker |

### **Sophomore Class**

|                       |                |
|-----------------------|----------------|
| <b>President</b>      | Levy Deckard   |
| <b>V. President</b>   | Melissa Shane  |
| <b>Sec/ Treasurer</b> | William Conley |

### **Freshmen Class**

|                       |              |
|-----------------------|--------------|
| <b>President</b>      | Sam Lain     |
| <b>Vice President</b> | Ty Buck      |
| <b>Sec/Treasurer</b>  | Will Marsden |

For grades ten through twelve, Class Officer and Student Government elections are held in late April/early May. The Student Government Constitution is available in the Dean of Students' office.

## HONOR COUNCIL

Nell Adkins  
Wick Hallos  
Missy Hill

Perry Mains  
Aiden Owen  
Laura Rich  
Aya Samadi

Sara Tahanasab  
Claire Thayer  
Ian Thornberry

## TRANSPORTATION FOR SCHOOL FUNCTIONS

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

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

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

## WEATHER DELAYS

Parents/Guardians will receive a recorded message phone call from the Business Office on bad weather days informing you of either a delay or that school is closed for the day.

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 FM) | WTVQ (Ch 36)  | WLKT (104.5 FM) |

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.

### **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 one 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.

### UPPER SCHOOL DAILY SCHEDULE

| Monday              | Tuesday              | Wednesday            | Thursday             | Friday              |
|---------------------|----------------------|----------------------|----------------------|---------------------|
| A<br>8:05-8:50      | C<br>8:05-9:05       | D<br>8:05-9:05       | H<br>8:05-9:05       | F<br>8:05-8:50      |
|                     |                      |                      |                      |                     |
| B<br>8:55-9:40      |                      |                      |                      | G<br>8:55-9:40      |
| Break               | H<br>9:10-10:10      | A<br>9:10-10:10      | D<br>9:10-10:10      | Break               |
| C<br>9:55-10:40     | Break<br>10:10-10:40 | Break<br>10:10-10:30 | Break<br>10:10-10:40 | H<br>9:55-10:4      |
|                     |                      |                      |                      |                     |
| D<br>10:45-11:30    | G<br>10:40-11:40     | Flex<br>10:30-11:30  | B<br>10:40-11:40     | A<br>10:45-11:30    |
|                     |                      |                      |                      |                     |
| E<br>11:35-12:20    |                      | F<br>11:35-12:35     |                      | E<br>11:35-12:20    |
|                     | E<br>11:45-12:45     |                      | E<br>11:45-12:45     |                     |
| Lunch<br>12:20-1:00 | Lunch<br>12:45-1:20  | Lunch<br>12:35-1:20  | Lunch<br>12:45-1:20  | Lunch<br>12:20-1:00 |
| F<br>1:00-1:45      | B<br>1:20-2:20       | G<br>1:20-2:20       | F<br>1:20-2:20       | B<br>1:00-1:45      |
|                     |                      |                      |                      |                     |
| G<br>1:50-2:35      |                      |                      |                      | C<br>1:50-2:35      |
|                     |                      |                      |                      |                     |
| H<br>2:40-3:25      |                      | C<br>2:25-3:25       | A<br>2:25-3:25       | D<br>2:40-3:25      |

## UPPER SCHOOL CALENDAR

(Calendar updates available at [sayreschool.org](http://sayreschool.org) calendars)

|                                |   |
|--------------------------------|---|
| <b>Thursday, August 17</b>     | First Day of School   |
| <b>Tuesday, August 29</b>      | Ninth Grade & New Parent Coffee/8:15A<br>College Kickoff (Juniors/Junior Parents)                 |
| <b>Monday, September 4</b>     | Labor Day (No School)   |
| <b>Thursday, September 7</b>   | Back to School Night  |
| <b>Saturday, September 9</b>   | ACT (at Sayre)  |
| <b>September 13 – 15</b>       | Ninth–Eleventh Grade Class Trips  |
| <b>Monday, October 1</b>       | College Night at Rupp Arena   |
| <b>Tuesday, October 2</b>      | College Counselor Breakfast for Seniors<br>College Admissions Forum<br>(Sophomore/Junior Parents) |
| <b>Friday, October 5</b>       | Conference Day  |
| <b>Saturday, October 6</b>     | SAT/SAT Subject Tests (at Sayre)  |
| <b>Thursday, October 11</b>    | First Term Ends<br>Fall Break/Records Day – No School   |
| <b>Friday, October 12</b>      | Fall Break -- No School   |
| <b>Wednesday, October 17</b>   | Picture Day   |
| <b>Wednesday, October 24</b>   | PSAT (Sophomores/Juniors) 8 – 11AM  |
| <b>Saturday, October 27</b>    | ACT (at Sayre)  |
| <b>Friday, November 9</b>      | Grandparents'/Special Persons' Day  |
| <b>November 19 - 23</b>        | Thanksgiving Break – No School  |
| <b>Saturday, December 1</b>    | SAT & Subject Tests (not at Sayre)  |
| <b>Saturday, December 8</b>    | ACT (not at Sayre)  |
| <b>December 11 - 12</b>        | Exam Review Days  |
| <b>December 13-14, 17-18</b>   | Semester Exams  |
| <b>Wednesday, December 19</b>  | Second Term/First Semester Ends   |
| <b>December 20 – January 2</b> | Holiday Break/No School - Records Day   |

**2019**

**Thursday, January 3**

Classes Resume/Second Semester  
Juniors and Junior Parents College Night  
MLK Jr. Holiday – No School

**Monday, January 21**

**Saturday, February 9**  
**February 11 – 15**

ACT (at Sayre)  
Mid-Winter Break — No School

**Friday, March 1**

**Saturday, March 9**

**Friday, March 15**

**Wednesday, March 20**

Sayre Spectacular  
SAT  
Third Term Ends  
Records Day – No School  
PLAN Test (Sophomores)

**April 1 – 5**

**Saturday, April 13**

**Friday, April 19**

**Monday, April 22**

**Friday, April 26**

Spring Break  
ACT (not at Sayre)  
Senior Breakfast & Transition Day  
Senior Internships Begin  
Dinner Dance

**May 6 - 16**

**Saturday, May 4**

**Wednesday, May 8**

**Saturday, May 11**

**Thursday, May 16**

**Friday, May 17**

**May 20 - 23**

**Wednesday, May 22**

**Friday, May 24**

**Saturday, May 25**

AP Exams  
SAT & Subject Tests (at Sayre)  
Senior Parents Transition Night/ 6:30PM  
Sayre Horse Show  
Exam Review Day  
Awards Ceremony at 10:30 AM  
Semester Exams  
Baccalaureate/Head of School Reception  
Fourth Term/Second Semester Ends  
Class of 2019 Graduation at 10:30AM

**Saturday, June 1**

**Saturday, June 8**

SAT & Subject Tests (at Sayre)  
ACT (at Sayre)

## **UPPER SCHOOL FACULTY**

### **English**

Anthony Thompson, Chair  
George Bebensee  
Cathy Bilberry  
Courtland Leer  
Tim O'Rourke  
Jarred Williams

### **History**

Woodford Snowden, Chair  
Toni Bishop  
Bettina Morrish  
Delia Pergande

### **Math**

Tim Bator, Chair  
Amy Dunn  
Tim Lambert  
Adam Samples  
Julie Wyman

### **Modern Language**

Nance Everts, Chair  
Linda Beck  
Linda Chambers  
Linda Froehlich  
Yvette Martinez  
Chrissy Mesquita

### **Physical Education**

Cindy Eason, Chair  
Joe LaMagno  
Charles Thomas

### **Science**

Rachel Holsinger, Chair  
Joe Mahler  
Maggi O'Neill  
Brian Radcliffe  
Debbie Wheeler

### **Visual & Performing Arts**

Amy Berryman, Chair  
Bill Berryman  
Bo List  
Althea Wiggs

