



Sayre Lower School (PK2-4th)

Parent Handbook
2024-2025

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WELCOME

Welcome to Sayre Preschool and Lower School! We are thrilled to have many familiar faces and excited to meet the new children and families in this robust community. The year ahead will be engaging and supportive, providing learning opportunities for all students of all ages.

In the Lower School, we encompass a wide range of learners. From the youngest of 2-year-olds who are mastering the project work and engaging with new friends to the 4th graders discussing novels and engineering high-level plans, we offer challenge and rigor to every developmental age. We are dedicated to ensuring that every child builds the conceptual understandings and academic skills necessary to allow them to thrive academically in both the foundational years and beyond.

Teachers at Sayre are dedicated to their students and masters in their craft. They embrace the importance of a comprehensive education that develops the whole child (educational, emotional, social, and physical). Our mission states that we strive to empower children, be inclusive, and prepare students to live purposeful lives. We do this through innovative curriculum, exploration, meaningful assessment, and reflection on growth. We are a community of learners, confident risk-takers, empathetic friends, and encouraging teammates. The Sayre family is extensive, and we are pleased to have your family with us. Please reach out with any questions, concerns, or just to share.

The following pages present the Sayre mission and an overview of the Lower School's programs, policies, and procedures.

On behalf of the Lower School team,

Jacki

Jacki Neistat
Sayre Lower School Head

MISSION

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

SAYRE PARENT AND SCHOOL PARTNERSHIP

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

Sayre personnel and families commit to:

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

SAYRE CORE VALUES IN ACTION

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

Sayre defines its **core values** as:

Wisdom – knowledge of what is right combined with sound judgment

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

Respect – holding self and others in high regard

Compassion – empathy for others combined with helpful action

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

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

Community Service – Projects are designed to allow the active involvement of students. Projects may include raising money or making other donations for the benefit of others.

Community Matters Classes – Life skills and experiential education classes are taught in K-4th grade. The focus is on leadership, team building, problem-solving, and allowing the students to work cooperatively through a variety of activities.

School Counselors- The school counselors visit K-4th grades to discuss friendship, conflict resolution, mindfulness/stress reduction, bullying prevention, and compassion for others.

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

Everyday Life in the Lower School- Our four central core values are at the forefront of all we do throughout the day. Teachers are prepared to use teachable moments, as well as planned curriculum, to help students understand that wisdom, integrity, respect, and compassion are built from the small, everyday decisions a person makes regarding how to treat others, how to be truthful, and how to develop a strong work ethic and a sense of purpose. For our youngest students, everyday life is where these foundational values are taught.

PHILOSOPHY

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)

DIVERSITY MISSION STATEMENT

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

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

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

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

NON-DISCRIMINATION COMPLIANCE NOTICE

Sayre School actively seeks qualified individuals with diverse backgrounds and talents who will make a positive contribution to school life. Sayre School does not discriminate on the basis of age, race, color, national origin, gender, sexual orientation, uniform service member status, religion, handicap or disability, or any other protected status in accordance with all federal, state, or local laws. This applies to its educational policies, employment policies, admissions policies, financial aid policies, athletics, and other after-school programs.

ACADEMIC POLICIES AND SERVICES

ACADEMIC SERVICES

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

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

AFTER-SCHOOL ACTIVITIES

Throughout the year, Lower School students are offered a variety of activities. Please read our Lower School Newsletter to learn about each semester's offerings.

AFTER-SCHOOL PROGRAM

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

ARRIVAL AND DISMISSAL

For safety reasons, cell phones should not be used during drop-off or pick-up time. Please help us keep our children safe by staying off of phones while in the car line!

ARRIVAL

Preschool and Kindergarten Drop-Off

- Parents should walk children in our two-year-old program directly to their classroom in the Lower School building. It is not developmentally appropriate for us to take children this young out of their parents' vehicles.
- Families whose youngest child is in Pk-3 through Kindergarten should use the car line in the parking lot off of Pleasant Stone to drop-off their students. Please pull up to the marked "Drop Off Zone" and we will have car line helpers to escort younger students to their classrooms. There will be a staff member directing traffic. Older siblings in these families are welcome to leave the car at this location and walk to their classrooms.
**Please note that there will be no car line helpers to walk children in from the Front Circle, although there will be an adult supervising drop-off in this area.
- If you are the first car in line, please pull all the way up to the yellow-striped "Drop Off Zone" before stopping to release your child. If you are not in the Drop-Off Zone, please keep your child in the car until a school employee is there.

1st through 4th grade

Families whose youngest child is in 1st through 4th grade should use the Front Circle for drop off. Children will report directly to their own classrooms, using the stairwell directly to the right outside of the Multi-purpose room. There will be assigned staff members present on the Front Circle to supervise children entering the Lower School.

Safety:

- All children exit their cars curbside
- Parents must be off their phones
- Follow the circle and pull all the way up (do not stop in front of the LS door – this is not safe and will cause other cars to try and pull in front of you)

Late Arrival: If you arrive at school after 8:05 am, please bring your Lower Schooler to the Main Entrance of the Lower School on the parking lot side of the building. We do not have any Lower School faculty on the Front Circle after 8:05 am.

****Bring your student(s) to the office and sign them in. Do not drop off in the circle after 8:05 or if there is not an adult present. Children being dropped off should not be left unattended outside the building****

MORNING PARKING

For parents who wish to walk in with their students, there will be parking available in the following locations:

- There are 14 Public Parking spaces along Limestone in front of Sayre. These spaces are free until 8 a.m. when they become metered.
- There are visitor spaces in the Sayre School parking lot off of Pleasant Stone adjacent to the Lower School. These spaces are in the row closest to the building and are marked, "Visitor". Please do not park in the numbered spaces; these are assigned to specific students and employees. **Please do NOT park in spaces marked 24/7 as they are reserved.**
- Parents may park in the fenced area of the parking lot
- Parents may park in spaces # 65-69, located alongside the fenced-in area.
- Please do not park in the Front Circle until after 8:05 a.m. All cars in the Front Circle must be moved by 2:50 p.m. to ensure a smooth dismissal.

Classes begin at **8:00 am.** each day. Please be sure that your child is at school and prepared to be in class at this time. All children arriving after 8:05 am will be considered tardy and must report to the office to check in before going to their classrooms. Parents arriving at Sayre after 8:05 am are asked to always bring their Lower School children of all ages to the Pleasant Stone Parking Lot entrance (our Main Entrance) to enter the building.

DISMISSAL

- Kindergarten through fourth-grade students dismiss at 3:00 p.m. daily, except on Tuesdays, when they dismiss at 2:00 p.m.
- Children in our preschool classes dismiss at 12:00 p.m. or 3:00 p.m. in the Pleasant Stone parking lot. Parents must sign their child out with a staff member before leaving.
- Please do not line up in the parking lot before 11:50 a.m. or before 2:50 p.m., as we need to be able to move cars in and out throughout the day.
- **Families whose youngest enrolled child is in kindergarten or older** will pick their children up in the Front Circle at dismissal.
- **Families for the youngest enrolled child in preschool** will use the parking lot pick-up location. Siblings will be grouped together with the youngest sibling for your convenience.
- Please do NOT line up in car line at either location until 2:50 pm or later (11:50 am for noon pick up) as we do not want to interfere with the traffic flow in our area. Our neighbors live and work along Limestone and Pleasant Stone and need to be able to reach their homes and businesses. In addition, we must be able to get cars in and out of our parking lot for as long as possible. On Tuesdays, please do not line up until 2:00 pm. **

- You will be provided with name cards for car windows to be used at end of the day pick up. Please put these name cards in the front window of your car, and continue to do this all year.
- When parents need to change their child's normal dismissal pattern, a note or email to the office is needed. We do not allow children to be picked up by anyone different without parental consent. If plans change close to dismissal time, please call the office, emailed messages may be missed late in the day.
- Please be on time to pick up your child. Students who have not been picked up 15 minutes after dismissal will be taken to the Extended Day Program. **Parents will be charged an appropriate fee for this service.** Please also note that Middle School follows us in afternoon dismissal, and use the front circle. We suggest that anyone arriving after 3:15 pm park in the Pleasant Stone lot. You must come in to sign your child out of Extended Day care.
- Sometimes, families who need to wait for an older sibling in another division to be dismissed allow their Lower School children to get out of the car and play while they wait. This is fine, but ALL students playing MUST be supervised by a responsible adult who is out of their vehicle and physically present with the children.

EARLY DISMISSAL

All divisions of Sayre School will dismiss early on Tuesdays. The Lower School will go outside at 2:00 for dismissal. The Middle and Upper Schools will follow at 2:25 pm. This early dismissal is designed to provide faculty with time for professional development.

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 their needs will change as students move from the necessarily more restrictive environment of the Lower School to the greater independence of the Middle and Upper Schools. Thus, they should be better able to assume responsibility for managing their allergies with the support of the school.

- All parents have a responsibility to help create a safe environment for all students.
- Parents must notify the school of their child's life-threatening allergies by filling out the school's annual medical and allergy documentation forms.
- In Grades PK2-8th, no one should send peanuts, nuts, or derivatives (nut butters, oils) for lunch, snacks, or treats. Please do NOT send any item manufactured on the same equipment as peanuts or tree nuts.
- The school provides training for faculty and staff about life-threatening allergies, prevention, and response.
- Parents should coordinate with the appropriate division to ensure that their child's medications are provided and that an emergency kit containing a licensed prescriber's standing order is available.
- Students in Middle and Upper School should be allowed to carry their own epinephrine, if age-appropriate, after approval from the student's physician and parent. At the Lower School level, epi-pens will be managed by school faculty/staff unless specific arrangements are made through the Lower School Head.
- Sayre School is a Nut-Aware School. As a general rule, the Buttery kitchen does not use nuts or items made in a facility where nuts may be present. Gluten-free bread is also available and is produced in a nut-free facility.
- 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 (the same as peanut butter).

BIRTH CERTIFICATES

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

BULLYING/HARASSMENT PHILOSOPHY AND PROCEDURES

Sayre School's mission is to foster and provide an environment that encourages, supports, and values the individual, her/his person, and property. Therefore, we do not endorse or condone, accept, or abide by any form of bullying/harassment, be it emotional, physical, psychological, or sexual. 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 both emotional support and strategies; we encourage anyone who witnesses bullying/harassment to report the aggressor, and we discipline the aggressor with appropriate consequences, from punitive to therapeutic. Reported incidents will be handled as sensitively as possible. However, as part of the school’s response, victims, bullies, and bystanders may each be addressed about specific issues.

Standards of Practice:

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

- Work with bullied students and their parents to facilitate strategies for positive interactions

Tips for Parents:

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

If an incident occurs outside of school, we encourage parents to speak to each other directly.

At times, incidents outside of school impact the social climate at school. The school will intervene appropriately as needed to resolve the problem, but the parent is responsible for student behavior outside of school.

BUTTERY

All children in grades K through 4th eat in the Buttery each day. **We are a “nut-aware” environment, and individuals are prohibited from bringing any food into our Buttery or Lower School that contains peanuts and/or tree nuts, or manufactured on equipment that also processes nut products. Please help us keep our students safe by being diligent about what comes into our school environment.**

COMMUNICATING AND CONNECTING AT SAYRE

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

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

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

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

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

Communicating and Connecting in the Lower School

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

Type of Issue / Problem / Question	Person to Contact
Sharing successes, ideas, thoughts, gratitude and celebrations	Anyone!
Homework, academic concerns, classroom issue, course curriculum	<ol style="list-style-type: none"> 1. Classroom Teacher 2. Academic Services as appropriate
Problem with a teacher or ongoing concerns related to homework, curriculum or behavior	<ol style="list-style-type: none"> 1. Classroom Teacher If ongoing: 2. Lower School Head
Suggestions, concerns or questions about general school facilities and services, unfair application of rules, school policy, questions about how things are run	Lower School Head
Emotional issues, non-urgent mental health questions, relationship issues (family, friends)	<ol style="list-style-type: none"> 1. Classroom Teacher 2. School Counselor or Lower School Head
Behavioral Concerns (i.e. teasing, picking on, bossiness, exclusion/cliques, calling names, occasional rough housing, classroom conflicts)	<ol style="list-style-type: none"> 1. Classroom Teacher first 2. Lower School Head as needed if unresolved
Bullying (repeated behaviors that are targeted and rise to the level of bullying)	Lower School Head and Classroom Teacher (In most cases of bullying, previous conversation with the classroom teacher should have already taken place regarding early instances of teasing, calling names or excluding)
Illness / absence	Division Office Administrative Assistant
Significant Medical issues	Teacher, School Nurse, AND Lower School Head
Issues with concern to diversity, equity and inclusion	<ol style="list-style-type: none"> 1. The Division's Diversity, Equity, and Inclusion representative 2. Lower School Head
Serious issues (abuse, immediate concerns about child safety and emotional well being, changes in	Lower School Head

family structure and/or custody, etc)	
Technology Questions	<ol style="list-style-type: none"> 1. Teacher 2. Lower School Technology Specialist
Library Questions	Lower School Librarian
Lunch Questions	Director of Food Service

STUDENT EXPRESSION POLICY

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

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

PRINCIPLES FOR CIVIL DISCOURSE

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

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

Civil Discourse: Core Values

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

- **Wisdom:** Wisdom calls for individuals to share their perspective and knowledge while exhibiting sound judgment by considering differing viewpoints.
- **Integrity:** Integrity requires Sayre community members to be accountable for our words and actions, and to behave in a manner that is honest, decent and good.
- **Respect:** Respect in conversations requires individuals to be mindful of the language they choose to use, their body language, and their tone.
- **Compassion:** Compassion and kindness are the foundations of respectful dialogue among individuals with diverse ideas and are expected at all times. Sayre encourages its community to follow the guidelines for civil discourse at all times.

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

Guidelines for Civil Discourse

As members of the School community, we should:

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

As members of the School community, we should avoid:

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

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

WORDS MATTER: Communication & Connection at Sayre

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

WISDOM

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

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

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

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

INTEGRITY

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

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

RESPECT

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

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

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

COMPASSION

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

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

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

COMMUNICATION PROCEDURES

If you are not sure who to contact in the Lower School when you have a question or concern, and the Communicating and Connecting Chart did not help you, the following scenarios can provide you with some direction.

For basic questions about the school's day-to-day operations, contact Luanne Stiles, the Assistant to the Head of Lower School (lstyles@sayreschool.org), or consult the Parent Handbook (online) and Lower School Newsletter (emailed bi-weekly).

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 to the teacher's voicemail. If the concern is more global (study skills or organizational concerns, etc.), you should contact your child's homeroom teacher, who, in consultation with the Head of Lower School, can help decide the best course of action.

If you have a concern about a teacher, the way the class is being taught and/or managed, or the subject matter of the course, you should contact your child's teacher first to communicate your concern and allow him/her time to understand your concern, rectify the problem, explain and/or work on a solution. If you need further support or the situation warrants immediate conversation with an administrator, please contact the Head of Lower School.

If you have a concern about your child's relationship with his/her peers, social skills, coping skills, or other social-emotional concerns, you should contact your child's homeroom teacher, Jacki

Neistat, or our school counselor, Nicole Garrett. We are all available to talk to you if you have any concerns about your child's well-being.

Finally, if you have any questions or concerns about behavioral guidance, custody situations, serious family issues that may impact your child at school, child development, attendance, or any other pressing concern, you should contact the Head of Lower School. In person, phone, or virtual meetings are all options.

Emails should receive a response within 48 hours, although occasionally circumstances may delay a response. You will often hear back much more rapidly, particularly during the work week. If you do not hear back from a teacher or are not satisfied with their response or the actions taken, please contact Jacki Neistat, Head of Lower School, for help resolving the issue.

Please note that for urgent information, such as car line pick up or questions of an immediate nature, a phone call to the Lower School office (859-254-1364) will ensure that the message is received and reaches the correct person in a timely manner.

SCHOOL COUNSELING SERVICES

There are two school counselors at Sayre. The counselors work 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 counselors serve as an advocate for students in their academic, social, personal, and emotional development. The counselors also develop school-wide programming that addresses student health and well-being.

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

- The student presents a threat of danger to self or others
- The student requests or gives permission for the sharing of information with specified others
- Court order
- Suspected neglect or abuse (physical, sexual, or emotional) will be reported to the appropriate authorities

In a group situation, confidentiality is stressed but difficult to guarantee.

Students may request to see a 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 the School Counselors. Sayre School is committed to providing students and their families a safe, supportive environment.

Risk for Harm

Sayre School personnel will respond in a timely manner to known possibilities of harm to a student or member of the school community. These possibilities include, but are not limited to, threats that are communicated to the school, observed, or posted on student social media. Sayre Upper School has a Risk for Harm Response team composed of the Head of Upper School, Dean of Students, the School Counselors and the Head of School, as necessary. The Risk for Harm Response Team will assess the situation using established protocols depending on the immediacy of action required. In all cases, the team will assess warning signs, risk factors, precipitating events and stabilizing factors. Sayre School will 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, with the input of the team, will make the final decision about the perceived risk and the appropriate course of action.

CLASS PLACEMENT

The Lower School's student placement process is a team effort orchestrated with great care. The Lower School teachers and Head work together to consider many factors that will ensure an appropriate class placement for each student. Factors considered include friendships, teacher/child personality fit, academic strengths and needs, gender balance, appropriate learning partners, learning styles, special needs, behavioral needs, and balance between the two classrooms. We do not take teacher requests, but if parents would like to share in this process, they may write a letter to the Head of the Lower School. This letter should give the school information to help us select the right classroom for their child. If a parent does submit a request, its fulfillment is not guaranteed.

Parents should be assured that with or without a letter, the Lower School Head and staff will review each child's needs individually and select the classroom in which we believe he/she will meet with academic and social success.

CONFERENCES

Parents, teachers, and administrators are united in their mission: to educate our children and help them develop their full potential. As such, Sayre encourages our families to communicate frequently with their child's teachers and the Division Head. Therefore, we encourage families to call with concerns, set up conferences when needed, and keep abreast of the school's academic and social events.

The school calendar includes two scheduled Parent/Teacher Conference Days. Parents are able to schedule a conference with their child's teacher through the parent portal. Conferences are arranged in 25-minute intervals. Parents are strongly encouraged to attend these regularly scheduled conferences at the end of the first and third quarters. Specials teachers are also available during these times. If you would like to see a specialist on conference days, please sign up for an appointment through the parent portal on Blackbaud. We offer in-person and virtual conferences- be sure to let the teacher know which way to meet. To ensure that our teachers can

give full attention to talking with parents, Preschool and Lower School students do not attend on conference days, and childcare is not provided, although Extended Day is open and parents are able to enroll their child.

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

ELECTRONICS

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

Smart watches are not permitted to be worn during the school day. If your child requires this for communication after school, please discuss this with your child's teacher or the Head of the Lower School. They will be able to keep it in their backpack during the day. If a student does wear a smart device, we will ask them to take it off. Continued issues with this rule will be handled through the Head of the Lower School.

HOMEWORK

Homework is designed and assigned in a manner consistent with our homework philosophy, which is that any homework assigned in these younger years should involve short, meaningful practice and application. Research does not support assigning large amounts of homework to this age group but rather supports lots of free play, including gross motor movement, any kind of reading, a manageable number of extracurricular activities, limited homework (short), if any, and family time in the afternoons and evenings. Homework shouldn't be busy work, but a reasonable undertaking that engages the student in a meaningful fashion. Taking into account the needs of families and their personal time, assigning homework in the Lower School is based upon the learning value and rationale behind the assignment. We respect that research does not support extensive homework and therefore, only assign a developmentally appropriate amount. A good rule of thumb would be not to exceed ten minutes X grade level per night:

Kindergarten and First: Ten minutes maximum per night plus pleasure reading

Second Grade: Twenty minutes maximum per night plus pleasure reading

Third Grade: Thirty minutes maximum per night plus pleasure reading

Fourth Grade: Forty minutes maximum per night plus pleasure reading

Although many parents and teachers believe that large amounts of homework support achievement, research evidence does not support this practice. Homework does not appear to impact achievement or student responsibility until upper elementary grades. Instead, research suggests that outside gross motor play, time for creativity, pleasure reading, and family time are the most supportive gifts we can give our children in the afternoons/evenings.

Please inform your child's teacher if homework takes a prolonged period of time for your child or if you believe your child needs further, appropriate challenges.

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

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

REPORT CARDS

Report cards are posted online for kindergarten through fourth grade students at the end of each 9-week quarter. Preschool parents will receive a written comment posted in the Parent Portal at the end of the 2nd and 4th marking periods and will be provided with additional developmental information at each conference (1st and 3rd marking periods). Midterm progress reports will be sent home to children in 1st through 4th grade who are working below average in any subject at the midpoint of the nine-week grading period. Midterm progress reports may also be used to make note of improvements. All K-4th grade students new to Sayre will receive midterm progress reports at the midpoint of the first nine-week quarter.

SPECIALIST TEACHERS

Students in the Preschool receive art, music, and library instruction as a part of their curriculum. Spanish begins in our second preschool year. Beginning in Kindergarten, students receive instruction from technology, art, music, Spanish, library, and physical education specialists. Students in Kindergarten through Fourth also receive instruction from our dedicated Science Teacher.

SPEECH PATHOLOGY

Lower School students are screened by a licensed Speech and Language Pathologist who contracts with the Lower School. This initial screening is provided by the School. For students who need speech pathology services, parents may contract with a local speech pathologist. We appreciate being included in any information about this therapy so that we can fully support the child.

STANDARDIZED TESTING

The Stanford Achievement Test and Otis Lennon School Ability Test are used to assess third and fourth grade students in the spring. Results are mailed to parents when they are received in the summer. The school encourages parents to remember that test scores are only a small part of a student's total profile as they measure only a certain skill but cannot measure traits such as persistence, decision-making, collaboration, creativity, independent thought, and social skills. Teacher input, progress reports, and the students' in-class work should also be considered. Questions about test scores should be directed to the Head of Lower School.

WEATHER

All determinations as to whether school will be canceled or delayed will be made on the morning of a given day. Only in extreme situations will decisions be made earlier. Student safety will be the prime concern in any decision, yet since our school community comes from several counties, parents should determine, for themselves, the advisability of attending classes. Sayre has instituted a broadcast system that will enable school personnel to notify all households by phone, text, and email within minutes of an emergency or unplanned event that causes early dismissal, school cancellation, or a late start. Additionally, information about closings and delays will be available on the Sayre School website home page (www.sayreschool.org).

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

ATTENDANCE POLICY

It is critically important to your child's success that he/she attends school regularly and on time. Regular attendance is positively correlated with academic success and helps children form and maintain strong social relationships.

ABSENCES

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

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

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

DAILY ATTENDANCE

Daily attendance is taken each morning after announcements and sent to the office. Children are considered tardy if they arrive after 8:05 am. The Lower School office, as well as the classroom teacher, keeps a record of attendance. In the case of religious holidays, children will be noted as "not present" for emergency accountability reasons. Parents with students who are chronically tardy may receive a letter from the Head of the Lower School offering to meet and discuss ways to support a timely arrival. The start of the day is very important because it sets the tone and expectations for all learning.

Regular attendance is vital to academic and social success, as well as the development of sound school attitudes and work habits. A parent meeting in person or virtually may be requested 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 or other methods for helping the student learn the curriculum, makeup work, or address other needs. A homebound plan may be enacted if needed. All efforts should be made to ensure that students attend when possible for the benefit of the student's progress.

EXCESSIVE ABSENCES RELATED TO CHRONIC ILLNESS

A parent meeting may be requested if a student accumulates 10 or more absences and the missed classtime has negatively impacted the student's academic, social, or emotional health. If a student has a physical or mental health condition that has resulted in this many absences (10 yearly or 7 consecutive), parents and administration may meet in conjunction with the treating physician to develop a Health Management Plan.

As a part of this plan, the following may take place:

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

CONDUCT & BEHAVIOR

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

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

The purpose of our guidance strategies is to help children learn ways of behaving that are acceptable to themselves and others. If a student makes a poor choice, we take the time to help him/her reflect and understand the effects of his/her behavior. We also support children in finding

alternative ways in which they can handle the situation in the future and in accepting the natural and logical consequences of their behavior. The development of self-control in children is fostered through positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits for the benefit and safety of all children.

Teachers generally handle behavior issues so that the situation may be resolved as quickly as possible. If a behavior becomes habitual or is not able to be resolved successfully, the child will be referred to the Head of the Lower School.

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

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

The teacher or the Head of Lower School will contact the parents about any unusual or extreme behavioral issue that occurs.

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

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

DRESS CODE

The student dress code contributes positively to the daily school environment. The dress code reflects the school climate of engagement in learning and a relaxed atmosphere. Lower School clothing allows for ease of movement in all of the types of learning environments that we provide. Modifications will be made as the activity warrants.

1st through 4th Grade:

Clothing permitted:

- Dress shorts of appropriate length- we suggest "beyond fingertip length" (August-October, April, and May)
- Button-down shirts and blouses
- Turtlenecks, sweaters, fleece
- Collared or knit shirts

- Skirts and dresses (must cover the entire bottom when sitting and bending)
- Slacks, pants, and capris
- leggings or legging-type pants (**can only be worn with a skirt, dress, or shirt that covers the full bottom**)

- Sayre logo t-shirts and sweatshirts
- Shirts with a jewel neck or a banded collar designed as part of a matching set
- Tennis shoes, dress shoes (no high heels), sandals with a back strap, or any well-kept casual shoes

Clothing NOT permitted:

- Any clothing with words or lettering (other than Sayre School)
- Backless, low-cut, or see-through clothing
- Shirts that do not cover the midriff
- Athletic apparel and sweats

- Tank tops with spaghetti straps
- Short skirts, dresses, or shorts
- Jeans and Denim (of any kind)
- Camouflage attire
- Shoes without a back, flip-flops, or shoes with wheels
- Hats, hoods, and sunglasses in the building

Special Program Dress:

We have a few Special Dress days in the Lower School each year. Special Program Dress Code begins in First Grade and includes dresses, skirts, blouses, dressy pants, and outfits of any color, pattern, or dress shirt and pants. Dress jackets are optional. (Please note: If this is a PE day for your child, they must also bring PE clothes, sneakers, and/or appropriate shoes for recess.) Everyday shoes are acceptable.

Sayre Spirit Days:

Every Friday is Spirit Day, as well as a handful of other special days (For example, Founder’s Day). Students may wear jeans and a Sayre T-shirt or school colors these days. Sayre logo t-shirts, sweatshirts, and Sayre team athletic shirts are always appropriate to show Sayre's spirit. Denim is permitted on these days.

Dress Code Infractions:

If a student is not in compliance with the dress code, the classroom teacher will inform the office, and either Mrs. Neistat or Mrs. Stiles will reach out to the parent as a reminder. If it happens a

second time, we will call the parent and ask that the student have an extra set of clothes at school. If an ongoing problem arises related to a child's clothing, a parent conference may be scheduled with the Head of the Lower School to develop a plan for resolving the issue.

Our goal is not to "call out" the students or have them feel any sort of shame. We will work with the family to ensure that a student's dignity and privacy is maintained.

Kindergarten and Preschool

Our days in preschool and kindergarten are very busy and involve a lot of movement and hands-on activities. Your child should come dressed in comfortable, easily washable clothing that allows them to engage fully in indoor and outdoor activities. Your child's clothing may be exposed to paint, glue, markers, dirt, and other fun, tactile materials, so please do not send your child in clothes that are "special" or need to be kept clean. Ensure that your child can easily wash and manage clothes in the bathroom without assistance. Children must wear comfortable shoes that stay securely on their feet for safety reasons. **All shoes must have "backs"; No flip-flops, clogs, or open-backed shoes of any kind.**

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

At all ages, please label all clothing with your child's name!

RULES AND REGULATIONS

ASTHMA OR ANAPHYLAXIS MEDICATION AUTHORIZATION

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

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

The statement shall also contain the following information:

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

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

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

ILLNESS

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

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

Our school nurse is available to answer any health related questions that you may have.

IMMUNIZATION & EYE EXAM REQUIREMENTS

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

MEDICATION

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

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

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

MESSAGES & PHONE

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

NEWSLETTER

News and detailed information on policies and upcoming events are sent to families regularly. You will receive an email to access this newsletter. This email can be sent to both parents in a household and non-custodial parents. Please let us know if you would like us to add an appropriate email to our database.

PARTIES

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

AFTER HOURS PLAYGROUND USE BY SAYRE FAMILIES

Any Sayre child playing on the playground while not actively enrolled in a program supervised by a Sayre employee **MUST** be directly supervised by a parent who is physically present on the playground inside the fence. All playground rules **MUST** be observed even while under parent supervision. Any child who is present on the playground without a parent will be asked to rejoin their parent elsewhere.

RECESS

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

RESPONSE TEAM

If a student or family approaches the school with a concern related to mental health, gender identity, family issues, or other special needs, the school may convene a response team that can include the Division Head, the school counselors, 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.

PARENT VOLUNTEERS

Preschool and Lower School teacher may ask for parent volunteers to assist with various tasks. The responsibilities vary according to the needs of the individual teacher; however, parents will be needed to assist with class parties, the Fall Festival, and organizing volunteers for field trips, etc.

SECURITY SYSTEM

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

SNACKS

We cannot overstress the importance of parents working with us to help keep our students safe and healthy. Children function best throughout a school day when snacks are healthy and not full of sugar. We encourage you to consider nutritional value as you choose what to send with your child for a snack each day as you are fueling both his/her body and brain! In addition, we recognize that proper hydration is important to health and learning. We welcome children to bring non-spill, unbreakable water bottles to school for use during the day (but never near technology). These should only be filled with plain water- please do not send sugary or staining beverages to school both for health reasons and to help us keep our building clean. Water is all that children should need during the school day other than at lunch when the Buttery also serves milk and juice.

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

IMPORTANT: Due to continual changes in manufacturer packaging, please read the ingredient label of all snacks each time you purchase them to ensure that they do NOT

contain any of the following: peanuts /tree nuts, peanut/tree nut butter, peanut oil, peanut/nut flour, peanut/nut meal, or any variety of the statements, “Contains peanuts,” “May contain traces of peanuts and/or tree nuts,” or “Manufactured in a facility or on equipment that also processes peanuts (and/or other nuts).”

KINDERGARTEN TO 4th GRADE TOY POLICY

Because of possible disruption, loss, or breakage, toy items such as dolls, trucks, cards, or games are not allowed to be brought to our K-4 classrooms. On special days when items like these would be allowed, the teacher will notify parents in advance.

PRESCHOOL TOY POLICY

We understand that many preschool-aged children would like to bring in special toys. Children can bring these items from home for special events or during the morning transition from home to school. Consistent use of special items/toys can be challenging for students and the classroom. We do not want something special to be misplaced or broken. Items that are allowed include transitional “lovies” with them to be used as needed (blankets, stuffed animals, etc.). We are asking that all other toys brought to school be used only for a brief period of time in order to help a child transition. After sharing or a short period of exploration, these toys will be placed back in backpacks for safekeeping for the rest of the day. We encourage parents to keep toys at home unless they see something as particularly important to their child on a given day. Thank you in advance for your understanding of this preschool policy.

TRANSPORTATION FOR SCHOOL FUNCTIONS

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

In this regard, parents should be aware of a factor called to the school’s attention by its insurance advisor regarding student transportation 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 professional advisors on this matter before transporting students in a personally-owned vehicle for school functions.

VISITORS AND VOLUNTEERING

Sayre is a family-oriented school that welcomes parents and guardians to participate in school life. Parents are invited to hear speakers, attend special programs, and visit classes. Parents are also encouraged to become active volunteers and share their time and talents with the school community in various ways, including supporting project-based learning in our classrooms. Parental involvement gives vitality and strength to the school and gives the volunteers a clearer understanding and appreciation of Sayre. **For security purposes, all visitors, including**

parents, must report to the Lower School office to sign in and receive a visitor's pass before going into classrooms.

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

SPECIAL TRADITIONS/PROGRAMS

BACK TO SCHOOL NIGHT

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

BIRTHDAYS

Birthdays are very meaningful to young children, and they are eager to share their special day with their friends. Because of the range of classroom allergies, we are requesting that parents who wish their children to celebrate their birthdays at school provide nut-free, dairy-free popsicles to be shared with their friends. This is a fun, inexpensive, tasty treat loved by children which eliminates the challenges faced by both families and the school in screening birthday treats.

Popsicles will be the ONLY treat allowed to be brought to school for birthday celebrations. We will still continue to allow other nut-free foods be brought for Halloween and Valentine's Day Parties, **but only popsicles will be allowed at birthday celebrations.** Freezer space will be available to keep items frozen until served.

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

CLASSROOM CELEBRATIONS

Our classrooms host celebrations twice a year, on Halloween and Valentine's Day. Special events occur as part of culminations or other curricular events. All food brought in for these events must meet our Nut-free policy, which is listed below.

- Because we must have documentation that shared classroom treats are nut-free and not processed on equipment that also processes nuts/tree nuts, any snack sent in for a celebration **MUST** contain the original list of ingredients in order to be served:
 - If you use a cake mix or canned frosting, or bring any other store bought treat, please bring the items in their original box with ingredients, or, cut out the ingredients labels and put them in a baggie to be brought to school with the treat.

- If you bake something from scratch, you must handwrite or type an ingredient list and certify that your counters have been wiped down prior to baking and are nut-free.
- If you bring something from a bakery, it must contain a list of ingredients for us to serve it here at school.
- If you bring a pre-packaged item, the ingredient list must be nut-free and not be made on equipment that also processes nuts.

****Please note that we will unfortunately NOT BE ABLE TO SERVE any treat that does not contain a clear list of ingredients that shows your food is nut-free. We are asking every parent to comply with this request and include all ingredient labels with food brought into our building. If we are not able to determine if a food is nut-free, we will return it to you at the end of the day without serving it.****

Parents of children with allergies should ensure that they have filled out the Allergy Information Form so that we know your preferences regarding which shared treats, if any, your child should be allowed to eat. We are always happy to have parents of children with allergies provide a box of alternative treats that can be given to their child during shared snacks if they do not want their child to partake.

COMMUNITY MATTERS

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

FALL FESTIVAL

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

FIELD DAYS

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

FIELD TRIPS

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

FOURTH GRADE RECOGNITION PROGRAM

On the last day of school, fourth-grade students are recognized with a special program in their honor. This is also attended by students in first through third grade.

GRANDPARENTS'/SPECIAL PERSONS' DAY

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

SCHOOL OPEN HOUSE

Lower School students are invited to "drop-in" and briefly meet their new teachers on the day before opening day. This short visit aims to make the first day of school a more comfortable experience for children (and parents!).

PARENT ADVISORY COUNCIL (PAC)

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

SAYRE SPECTACULAR

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

POLICIES SPECIFIC TO PRESCHOOL

BITING POLICY

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

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

- Relieve pain from teething
- Explore cause and effect ("What happens when I bite?")
- Experience the sensation of biting
- Satisfy a need for oral-motor stimulation
- Imitate other children and adults
- Feel strong and in control

- Get attention
- Act in self-defense
- Communicate needs and desires, such as hunger or fatigue
- Communicate or express difficult feelings, such as frustration, anger, confusion or fear (“There are too many people here and I feel cramped”)

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

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

- Relationship based care: Our staff develop nurturing relationships with the children and get to know each child as an individual. Staff are given many professional development opportunities to help them learn ways to cultivate quality connections with the children in our care and to recognize when children need assistance in communicating their needs and wants.
- Careful crafting of our classroom environment: We maintain low child to staff ratios in our classrooms in order to cultivate a calm and responsive environment. Stimulating activities are provided which keep children purposefully engaged and actively learning. Teachers are trained to proactively teach children social skills which will help them work through frustration and communicate their needs and wants, as well as being trained to intervene quickly as problems arise.
- Targeted social-emotional supports: Children have a daily routine which they follow which helps to make transitions and activities predictable. This helps children to learn how to navigate classroom transitions in a way that helps them build confidence and lowers stress. Staff proactively talk about emotions/feelings through books and other approaches and teach children language to communicate their needs and wants. Our goal is to help children develop self-regulatory skills that will lessen the chance of goal oriented physical aggression.

Our policy for handling a biting incident is as follows:

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

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

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

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

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

- Giving children teethers or biting rings which help reduce the sensitivity to their teeth and gums, satisfies their biting needs and reduces the likelihood that they will bite other children.
- Encouraging children to use simple words to communicate their wants and needs. Each time there is a conflict, we will model appropriate language and remind children to use their words.
- Shadowing a child who has recently bitten in order to be able to intervene quickly should another situation arise, to teach non-biting responses to frustrating situations, and to reinforce appropriate behavior
- Providing a generous variety of toys and materials (including duplicates of favorites) in order to alleviate conflicts related to sharing toys
- Observing carefully in order to be aware of times throughout the day that a particular child may be tired, hungry or overstimulated
- Proactively using a lot of positive reinforcement and redirection, recognizing children when they are playing cooperatively, sharing and being kind to each other.

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

TOILET TRAINING

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

NAPPING

Sayre's Preschool program schedules a nap/rest period every day. Per the State of Kentucky, it is required for students to have up to 2 hours of rest. If the student does not take a nap, quiet and supervised activities are provided while students remain on their cot (922 KAR 2:120).