**FRASER HIGH SCHOOL**

**PYRAMID OF PRIVILEGE PROGRAM**

**Statement of Philosophy**

We believe a program of student privilege at Fraser High School begins with the shared conviction that our work is genuinely valuable and, as such, is to be embraced rather than evaded. In keeping with this spirit, we believe whatever privileges students gain should result from demonstrating progressively greater responsibility for their schoolwork, their self-control, and their willingness to serve others. Thus, we believe the Pyramid of Privilege should not be a system of piecemeal rewards in which students are treated like children seeking to avoid following rules, but rather an escalating shift in management over the school day in which students are treated as young adults who have earned increased freedom with the belief that they will use it well.

**Overview**

In practice, this philosophy leads to the gradual extension of student privilege according to class rank. Over the course of their academic careers, students at Fraser High School will realize the connection between doing good and doing well. That is, through their efforts to serve themselves and to serve others, students will come to embrace responsibility as more than obligation.

In keeping with their status as first year high school students, freshmen receive support from their Freshman-Only-Seminar Advisors, who act as members of their Student Success Team. Freshmen witness service and other characteristics of responsible behavior through their Link Crew Leaders, who assist them in acclimating to the high school environment and expectations. As the school year unfolds, they become aware of how sophomore service opportunities will lead to their inclusion in the privilege program.

As they are fully oriented to the building’s policies and procedures, sophomores move into mixed-grade grouping for Seminar. During this year they may begin engaging with both Pyramid of Intervention and Privilege by tutoring fellow students. Through accruing points for this service, they move toward broadened opportunities as juniors to serve off-campus and to make use of The Student Center.

As juniors, students become eligible for a range of privileges not available to underclassmen. By demonstrating mastery of Scholarship, Self-Control, and Service, juniors may qualify for off-campus service opportunities, including in the district’s elementary schools, gain the right to flexible travel, and access to the Student Center during Seminar.

Senior students at Fraser High School who continue to meet all the S-S-S criteria will retain all the privileges of juniors in addition to receiving substantial freedom to structure their Seminar time. This would include continued service opportunities and Senior Flex Time, allowing the option to leave campus for the day during Seminar.

**Criteria for Mastery of S-S-S**

Scholarship

* 2.7 minimum GPA
* No quarter grade lower than C-
* Good faith effort on MME

Self-Control

* No Disciplinary Referrals
* No more than two Tardies total per Quarter
* No Unexcused Absences
* No Conduct Mark below “S”

Service

* Five Hours per Quarter through Student Service Corps
* Opportunities as outlined below

**Pyramid of Privilege Service Opportunities**

Service opportunities are an integral part of the Pyramid of Privilege program. They allow students to meet one of the requirements—along with scholarship and self-control—for inclusion in the program. Service is guided by a philosophy that assumes students have much in common in that they have much to offer, yet are unique in that each has his or her own areas of strength.

Service begins with recognition of a student’s strengths—academic, emotional, and physical—followed by a willingness to spend non-compensated time meeting the needs of others outside his or her own family in the school or community. The people helped do not become wealthier and do not have more possessions; instead, their lives are improved because they are happier, more comfortable, or more successful. The student, in turn, receives the sense of purpose and accomplishment that comes with helping others with head, heart, or hands.

For the purpose of accruing hours for the privilege program, service could include:

**Academic**

* Tutoring at FHS, Richards Middle School, or a Fraser elementary school
* Unpaid teaching of groups (such as church groups)
* Participation in organized campaigns for political candidates or issues

**Emotional**

* Spending time with senior citizens, enriching their lives during organized activities or individual time
* Reading to or interacting with elementary students, serving as a role model
* Helping in soup kitchens, homeless shelters or food banks

**Physical**

* Unpaid labor to help complete necessary tasks for those physically unable do these things for themselves
* Tasks or projects to repair or improve the physical environment for the enjoyment of the community at large
* Unpaid coaching of youth sports teams or other organized activities through agencies such as YMCA

This list is not meant to be all-inclusive, nor is it implied approval for any specific service activity. Service opportunities are pre-approved, reviewed, and tracked by the Program Coordinator, who is primary contact person for the program. Further information about policies and procedures is available through this office, including a list of suggested or qualifying activities and programs.

**Conclusion**

The Pyramid of Privilege Program extends the following opportunities to those who reach its peak: Service, providing the opportunity to grow through good work; the Student Center, providing freedom of location and association on campus; and Senior Flex Time, providing the ability to structure the school day to meet their needs.

Students qualify through an application process and attaining mastery of S-S-S. Performance is assessed on a quarterly basis, and inclusion in the program may be withdrawn for good cause at any time. Once a student has lost privilege, he or she must reapply to be reinstated in the program.