



Thayer Academy Student Handbook

2023-24

Revised January 2024

The Thayer Academy Student Handbook (the “Handbook”) is published and distributed to members of the Thayer community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the Academy. Students, parents/guardians, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the Academy may take actions that it determines to be in the best interests of the Academy, its faculty and staff, and its students. This Handbook does not limit the authority of the Academy to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. In addition, any duties that are assigned to specific administrators in this Handbook may be delegated, as the Academy determines appropriate. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Thayer and any parent, guardian, or student affiliated with or attending the Academy. Thayer may add, revise, and/or delete school policies before, during, and after the school year.

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Essential Information

Contact Information

Thayer Academy
745 Washington Street
Braintree, MA 02184 www.thayer.org

Main Number: 781.843.3580
Telephone Hours: 8 a.m. - 5 p.m.

OFFICE	PHONE	FAX
Admissions	781.664.2221	
Advancement & Engagement	781.380.0500	
Athletics	781.664.2247	781.848.1027
Business Office	781.380.0503	781.380.0521
Camp Thayer	781.848.7255 or 781.848.7258	
College Counseling	781.664.2201	
Diversity, Equity, Inclusion & Belonging	781.664.2334	
Director of Counseling	781.664.2241	
Head of School	781.664.2215	
Health Office (Nurses Office)	781.664.2299	781.848.7261
Middle School	781.380.0513	
Office of Information Technology	781.664.2266	
Safety & Security	781.664.1605	
Upper School	781.843.3580	781.380.8785

Thayer Academy Head of School Chris Fortunato P '26, '28
Assistant Head of School for Student Engagement & Well-being Jed Wartman P '30
Assistant Head of School for Academics Peter Brooks
Upper School Dean of Students Kristan Gately P '28
Upper School Dean of Faculty Maureen Sullivan Keleher P '24, '26, '28, '29
Middle School Director Galen Rebecca McNemar Hamann P '31

Class Year Guide

Upper School	Middle School
'24 Grade 12	'28 Grade 8
'25 Grade 11	'29 Grade 7
'26 Grade 10	'30 Grade 6
'27 Grade 9	'31 Grade 5

Campus Map

[Here is a map of Thayer Academy's campus.](#)

Attendance Reporting

If a student will be absent, tardy, or in need of early dismissal, parents/guardians must either call or email as appropriate: the Middle School Office (thancock@thayer.org or 781.380.0513) or the Upper School Attendance Desk (jmurphy@thayer.org or 781.843.3580).

Emergency & Closing Information

Emergency information, including information regarding weather-related cancellations and delays, is sent in a variety of ways. (Student, parent, and guardian phone numbers and email addresses are automatically opted in to the notification system when provided to the registrar at contract signing. To opt out, please contact the registrar.)

- **Automated Phone Call:** All phone numbers (landlines and wireless) for students, parents, and guardians will receive an automated message via phone call.
- **Text Message:** All wireless phone numbers for students, parents, and guardians will receive a text message.
- **Email:** All students, parents, and guardians will receive an email notification.
- **Website:** A notice will be posted on our homepage at www.thayer.org.
- **Local TV News:** To find out if school is closed or delayed, you can check WBZ (4), WCVB (5), WHDH (7), or Fox (25).
- **Recorded Announcement:** After 5:30 a.m., you can also call the main number (781.843.3580) and, at the recording, press 4, where there will be a message if the Academy is closed or classes are starting late.

While weather-related decisions about closing school will typically be based on weather reports and observed conditions in the area, we recognize that conditions vary widely for our families; therefore, the final decision about whether or not students should come to school rests with the parents or guardians. Students whose families do not wish them to be on the roads even when school is open will be given the opportunity to make up any missed assignments or tests without penalty. In the event that weather conditions cause Thayer's campus to close for multiple days or in other circumstances that the school deems appropriate, Thayer may determine to hold remote learning days.

Mission Statement

The mission of Thayer Academy is to inspire a diverse community of students to moral, intellectual, aesthetic, and physical excellence so that each may rise to honorable achievement and contribute to the common good.

Non-Discrimination Statement

Thayer Academy does not discriminate on the basis of race, color, religion, gender, gender identity and/or expression, national origin or ancestry, sexual orientation, disability, or any other category protected under applicable law in its educational policies, admission policies, financial assistance programs, and athletic or other school-administered programs. The Academy extends to qualified students all the rights, privileges, programs, and activities generally afforded or made available to students at Thayer Academy.

Core Values

The Academy's Core Values of Responsibility, Integrity, and Mutual Respect serve as a guide for all members of the Thayer community to interact with and treat each other. Students, faculty and staff, and parents/guardians are part of a community that is based on honesty, responsibility, and respect for oneself and others. Our rules and policies are designed to support these Core Values and to provide a safe, friendly place for students to learn, play, and grow as individuals and as members of the community.

Accreditation

Thayer Academy is accredited by the New England Association of Schools and Colleges and is a member in good standing of the National Association of Independent Schools and other regional associations.

Governance

The Academy is governed by a self-perpetuating Board of Trustees. It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the Academy consistent with the Academy's mission and philosophy. The Board of Trustees is responsible for the selection of the Head of School and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the Academy. [See a list of the Academy's current Trustees.](#)

Honor Code

In order to build a community of distinction and moral character at Thayer Academy, each student must be committed to the ideals of responsibility, integrity, and mutual respect.

- Responsibility is...
 - Taking the initiative to do what I know is right.
 - Accepting consequences, without deception or evasion.
 - Holding myself accountable for all of my actions and words.
 - Recognizing that my behavior affects the entire Thayer community.
- Integrity is...
 - Upholding personal standards of honesty.
 - Taking pride in the truth.
 - Committing to personal values.
 - Maintaining the respect of the community by avoiding lying, cheating, or stealing.
- Mutual Respect is...
 - Understanding that how I treat everyone, not just my friends, is a key piece of who I am.
 - Respecting the differences, opinions, and individualism of other members of the community.
 - Allowing others to express opinions and ideas freely, without fear of being mocked.
 - Treating others as I want to be treated.

Safe Homes Policy

Thayer Academy is committed to encouraging parents and guardians to work together to provide Safe Homes where students, parents, and guardians can be reasonably confident that prudent behaviors and local, state, and federal laws are followed to safeguard the well-being of all members of our community. This includes, but is not limited to: concerns related to the illegal distribution or consumption of alcohol and drugs, and any activities which pose immediate or potential harm to members of our community. Additionally, all Thayer parents and guardians need to understand that in cases where it can be demonstrated that they have aided or abetted through their willful actions or neglect illegal activities on their premises or otherwise, the Academy may take whatever action it deems appropriate, including severing the Academy's relationship with the family in question.

Guidelines, Expectations, & Possible Consequences Regarding Conduct

The Academy is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the Academy community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

Awareness of and acceptance of individual identity are central tenets of the Academy. The Academy expects all members of the school community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration as to how their communications – whether through words, appearances, actions, or otherwise – may negatively impact others.

All students are valued members of the Thayer Academy community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The Academy strives to help students develop such close connections and expects these relationships to be appropriate and healthy. The Academy endeavors to promote this through education and intervention.

With these goals and interests in mind, the Academy has established policies to help students manage interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Assistant Head of School, Middle School Division Director, or Upper School Dean of Students with any questions or concerns regarding these policies. The Academy believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Discipline

The Academy's guidelines for conduct are based on its Mission and reflect its Core Values. It is critical that all members of the Thayer community understand the behavioral expectations and the Academy's expectations regarding conduct. By joining the Thayer community, each student agrees to abide by the rules and principles articulated in this Handbook and by additional rules as may be established by the

Academy as necessary. If a student violates a school policy or rule, or acts in a way that conflicts with our Honor Code, Core Values, or other expectations for members of the community, the Academy may take appropriate disciplinary measures.

While these rules and principles represent good-faith efforts to clearly state the Academy's response to disciplinary matters, the Academy may vary from these procedures or impose such penalties as it deems appropriate. The Head of School has sole and absolute discretion with respect to determining disciplinary consequences for students. In any situation, the Head of School may impose disciplinary action up to and including expelling a student from school and removal of academic credit, regardless of whether the Discipline Committee is convened and regardless of the Discipline Committee's recommendation. Only matters related to dismissal or expulsion may be appealed to the Head of School.

All students enrolled at Thayer Academy represent not only themselves and their families but also Thayer. While it is not the Academy's intention to monitor students in all of their off-campus activities, Thayer may impose disciplinary sanctions, including dismissal or expulsion, on any student who engages in inappropriate conduct, whether on or off campus. Such behavior may include, but is not limited to: harassment; bullying; illegal use of drugs or alcohol; shoplifting; vandalism; disruptive or inappropriate behavior on or off campus, including, but not limited to, while visiting another school or institution; and other conduct that damages or impugns the reputation of Thayer Academy or any member of its community.

Consequences

The Academy uses a tiered system which classifies behavioral infractions as Tier I, Tier II, or Tier III to help students understand the significance of, and anticipate the consequences of, misconduct. While student behavioral problems vary in frequency and degree of seriousness, and the corrective action must be a matter of judgment by the appropriate teacher or administrator, the lists below serve as a guide to Thayer Academy's three general levels of behavioral infractions and possible consequences. Each disciplinary matter is considered on an individual basis. Therefore, students should understand that the disciplinary consequences are at the discretion of the Academy, and the Academy handles disciplinary matters on a case-by-case basis.

Since honesty is expected in all dealings, lying about the facts in a disciplinary case may increase both the student's culpability and the severity of the penalty.

The lists below give examples but are not exhaustive. For additional information about disciplinary procedures, please see the Middle School and Upper School sections later in this Handbook.

Tier I Behavioral Infractions

- Unexcused lateness to an academic or any other obligation
- Disrupting another student's ability to learn or the Academy environment
- Dress Code violation
- Inappropriate, impolite, or profane language
- Littering and/or not cleaning up after oneself
- Being present in an unsupervised or prohibited location in the Academy
- Repeated tardiness to school or class
- Violation of classroom rules or other disruptive behavior
- Playing games on laptop during class
- Inappropriate use of cellphones
- Repeated minor offenses

- Other infractions that the Academy considers minor violations of our community standards

Tier I infractions are usually handled in the moment through a conversation with faculty and staff. The consequences of Tier I infractions may include one or more of the following:

- Verbal or written warning
- Detention – All detentions must be completed within one week unless the Dean of Students or Grade Deans make alternate arrangements with the student.
- Conference with the Division Director
- Documentation of the incident
- Conference with parents/guardians
- Disciplinary Committee hearing (Upper School only)

At the discretion of the Middle School Division Director or Upper School Dean of Students, certain instances may warrant different or additional consequences.

Tier II Behavioral Infractions

- Repeated misconduct or extreme violation of Tier I behavioral infractions
- Dishonesty by word or act, including academic dishonesty (cheating or plagiarism)
- Neglect or damage to property – one's own, the Academy's, or another person's
- Disrespect, disobedience, or defiance to any member of the faculty or staff. Such behavior includes disruptiveness or the inability or unwillingness to follow instructions and guidelines.
- Forgery
- Technology policy violations (e.g., misuse of internet resources, unauthorized recordings or photography in class, violations of Thayer's AOTP)
- Unauthorized departure from campus
- Cutting class, study hall, or other scheduled commitments
- Skipping school
- Gambling or any inappropriate exchange of money
- Other infractions, as determined by the Academy

The Academy's response to Tier II infractions usually begins with a referral to an administrator. The consequences for Tier II infractions could include, but are not limited to, those listed for Tier I infractions, formal written warnings, detention, exclusion from extracurricular activities and trips, in- or out-of-school suspension, loss of privileges, probation, and/or a conference with parents/guardians.

Tier II offenses may be brought before the Disciplinary Committee (Upper School) and will be considered possible causes for suspension or dismissal. If the circumstances warrant, a student may be expelled or dismissed even for a first offense.

Tier III Behavioral Infractions

- Repeated misconduct or extreme violation of Tier I or Tier II behavioral infractions
- Sexual misconduct, including any kind of solicitation or sending inappropriate photos, materials, messaging, or social media content
- Violation of the school's interpersonal misconduct policy, including bullying, cyberbullying, harassment, discrimination, hazing, or sexual assault
- Endangering the welfare of other students
- Physical assault, including fighting, hitting, kicking, etc.
- Verbal or physical harassment
- Use of derogatory language, including the N-word and other pointedly racist language, and sexist and/or anti-LGBTQ remarks (there may be circumstances where use of derogatory language could be considered a Tier II infraction)

- Use, possession, transfer, or being under the influence of an illegal drug or banned substance, an alcoholic beverage, a tobacco product, an e-cigarette/vaping device, or an intoxicant of any kind
- Possession, transmission, or use of weapons
- Possession of fireworks of any kind
- Stealing or unauthorized removal of another's possessions or intrusion into another person's locker, book bag, or desk
- Behavior that significantly impedes the learning environment or the general operations of the school
- Violation of applicable law
- Refusal to cooperate with an ongoing investigation by the Academy
- Other infractions, as determined by the Academy

The Academy's response to Tier III infractions typically begins with a referral to an administrator. Decisions about the consequences for these most serious infractions are normally made by the Middle School Division Director or Upper School Dean of Students or designee or referred to the Discipline Committee (Upper School). Tier III infractions will most often result in suspension, dismissal, or expulsion from school.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault & Sexual Harassment

Thayer Academy does not tolerate verbal or physical behavior that constitutes bullying (including cyberbullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as "interpersonal misconduct"). The Academy is dedicated to preventing interpersonal misconduct by fostering a positive school culture and providing a curriculum that encourages social skills development. We work to enhance students' abilities to develop healthy relationships and to take positive action when they witness or experience any form of interpersonal misconduct. The Academy is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the Academy community.

Interpersonal misconduct is prohibited on the Academy's campus and the property immediately adjacent to Academy grounds, on school vehicles, and at school-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully any member of the Thayer community. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the Academy if such conduct: (a) creates a hostile environment at the Academy for a student, (b) infringes on the rights of a student at the Academy, or (c) substantially disrupts the educational process or the Academy's orderly operations. Though interpersonal misconduct that occurs outside of the above locations may be outside of the Academy's disciplinary reach, we still encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if the Academy may need to have a heightened awareness of protecting students' safety while at school.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying (including cyberbullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards a student.

Bias

A bias-related incident occurs when language or behavior conveys prejudice against a target because of a dimension of the target's identity (race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, or mental or physical disability, or any other applicable legally-protected status).

Bullying

Bullying is defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the Academy.

The Academy recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental, or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics. Please see the Academy's Bullying Prevention and Intervention Plan for more information, available in this Handbook and on the Academy's website.

Cyberbullying

Cyberbullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, (b) the knowing impersonation of another person as the author of posted content or messages; or (c) the distribution by electronic means of a communication to one or more persons, or the posting of material on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, distribution, or posting constitutes bullying as defined above.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Harassment or Discrimination

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment for a student; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student

depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing means subjecting a student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. Prohibited conduct includes, but is not limited to: whipping; beating; branding; forced calisthenics; exposure to the weather; forced consumption of any food, liquor, beverage, drug, or other substance; or any brutal treatment or forced physical activity which is likely to adversely affect the physical or mental health or safety of a student or any other person, or which subjects the student or any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Please see Appendix A to this Handbook for a more detailed review of Massachusetts law defining and prohibiting hazing.

Although Massachusetts state law covers the treatment and definition of hazing for secondary school students, the Academy does not condone any form of hazing, whether consent is implied or given, or any other circumstances whatsoever, regardless of the grade level of the student.

The following questions are intended to help students identify and understand what hazing is:

- Would you have any reservation describing the activity to your parents/guardians, a teacher, or a school administrator?
- Would you object to the activity being photographed for the Academy newspaper or local TV news?
- Is there a risk of injury or a question of safety?
- Is this a team or group activity in which members are encouraged or expected to attend and where minors are consuming alcohol?
- Will current members refuse to participate with the new members?
- Does the activity risk emotional or physical abuse?

Hostile Environment

A hostile environment refers to a situation in which interpersonal misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Racial Discrimination

Racial discrimination is a type of discrimination (as defined above). Racial discrimination involves treating a target unfavorably because the target is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Racial discrimination can occur when the target and aggressor are the same race or color.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports interpersonal misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

Sexual Assault

Sexual assault occurs when a target is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion, or penetration of another's sex organs, anus, or mouth.

Sexual Harassment

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a target may interact in the course of attending the Academy or being present at Academy-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered verbally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

Target

A student against whom interpersonal misconduct or retaliation has been perpetrated.

Legal Definitions and School Policies

In accordance with the Academy's mission, values, and standards of conduct, the Academy has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the Academy's standards may be stricter than the law, and the Academy may impose discipline accordingly. For example, although the law defines "bullying" as the "repeated use" of certain expressions, acts, and/or gestures, under the Academy's policies, a single instance may be sufficient to rise to the level of bullying and, therefore, warrant disciplinary action or other corrective measures. The Academy's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, the Academy may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such misconduct or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the Academy, is expected to report the matter promptly (either orally or in writing) to the Middle School Division Director, the Upper School Dean of Students, the Head of School, the Assistant Head of School for Student Engagement and Well-being, or any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home or to a member of the Health Services staff. When making such outreach, students may share as little or as much information as they would like; however, there may be limits to which the Academy can respond based on the degree of information shared.

Parents/guardians who have witnessed or have information about an incident of interpersonal misconduct

or retaliation are strongly urged to immediately notify the Division Director (Middle School) / Dean of Students (Upper School) or Head of School.

The Academy expects students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously, and disciplinary action will not be taken against an individual solely on the basis of an anonymous report.

Reporting Discrimination-Based Interpersonal Misconduct

In addition to the reporting processes outlined above, the Academy encourages students and their families to report any concerns about bias, discrimination, or identity-based harassment within our community to the Director of Diversity, Equity, Inclusion & Belonging or another administrator. All such reports may be shared with the Head of School; the Director of Diversity, Equity, Inclusion & Belonging; and the Anti-Discrimination Committee so that the Academy can implement an appropriate response.

Confidentiality

The Academy cannot promise absolute confidentiality to those reporting interpersonal misconduct, as there may be a need to share information during an investigation or otherwise; however, the Academy will act with a high level of discretion and only disclose such information on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons. Therefore, the Academy expects the honest and full disclosure of facts by all involved and does not tolerate knowingly false accusations.

Responding To Complaints

The goals of an investigation — and any supportive, disciplinary, or other remedial process that is imposed following that investigation — are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School's designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors). The Academy also seeks to prevent the disruption of the learning environment while the investigation is undertaken. The Academy may use strategies, such as increased supervision, stay-away mandates, personal safety plans, and other strategies to prevent misconduct, witness interference, and retaliation during the course of and after the investigation.

The Academy will identify the appropriate individual to conduct an impartial, fact-finding investigation of the complaint. Investigations are typically conducted by an appropriate administrator; however, in certain situations, the Academy may use an external investigator.

The Academy's investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The Academy may consult with faculty, Health Services and Wellness Center staff, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about the complaint or circumstances surrounding the complaint. Upon completion of the investigation, the responsible administrator will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.

Students and their families should understand that in some instances there may be insufficient or conflicting information provided during the investigatory process so that it may not be possible for the Academy to reach a determination. In that case, the Academy may conclude its investigation without a finding that interpersonal student misconduct occurred.

At the discretion of the Division Director / Dean of Students (in consultation with the Head of School), the Disciplinary Committee (Upper School) may be convened to review the matter and make recommendations. The Division Director / Dean of Students (or their designees) will consider any recommendations from the Disciplinary Committee if it convenes, but the Head of School (or the Head of School's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of interpersonal misconduct or retaliation. The Academy will also consider whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students.

Information about consequences or other corrective action may be shared with the Academy community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and target(s) – during and after an investigation.

If a student is the subject of criminal proceedings (whether by way of arrest, the application of criminal complaint, or otherwise), Thayer may suspend the student pending the outcome of those proceedings regardless of whether it has commenced or completed its own investigation. However, Thayer is not bound by either the pending nature or the outcome of any criminal proceedings against a student. When warranted, Thayer may elect to pursue its own disciplinary proceedings and make its own determinations at any time – before criminal proceedings formally begin, while those proceedings are ongoing, or after those proceedings have concluded.

Additional Resolution Considerations for Discrimination-Based Interpersonal Misconduct

If the interpersonal misconduct includes concerns about discrimination or bias, the Head of School and/or designee may confer with the Anti-Discrimination Committee. As a natural consequence of its purpose, the Committee may have discussions with the involved parties. These discussions may focus on developing an objective understanding of what may have transpired and proposing remedies to help address any concerns. In some instances, the Committee may recommend that the appropriate school administrators investigate the matter further and possibly take additional action.

The Anti-Discrimination Committee is not a disciplinary committee. Rather, its primary charge is to sponsor a forum for healing and the affirmation of school values.

The Upper School committee typically includes the Director of Diversity Equity, Inclusion & Belonging (Chair); the Assistant Director of Diversity, Equity, Inclusion & Belonging (Co-Chair); and a faculty member on the Upper School Diversity Committee. The Middle School committee typically includes the Director of Diversity, Equity, Inclusion & Belonging (Chair); the Assistant Director of Diversity, Equity, Inclusion & Belonging (Co-Chair); and The Middle School Diversity Coordinator.

No Retaliation

The Academy neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The Academy will not take adverse action against a student for making a good-faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Notification to Parents/Guardians

The Academy will generally notify the parents/guardians of the alleged target(s) and aggressor(s) after a complaint has been filed and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to help prevent further acts of interpersonal misconduct or retaliation.

In all situations, the amount of information shared by the Academy may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and concerns regarding the integrity of the investigatory processes.

Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of interpersonal misconduct, the Academy may notify local law enforcement or other government agencies. If the Academy receives a complaint involving students from another school, the Academy may notify the appropriate administrator of the other school so that both may take appropriate action.

If the reported misconduct results in an external investigation by the authorities, Thayer may not proceed with any school investigation unless and until cleared by the authorities. The Academy's investigation is not a legal proceeding and is separate from any investigation that might be conducted by law enforcement or other government authorities.

Sanctuary Policy Applicable to Sexual Assault

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the Academy. If a student is violating a school rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we expect students to promptly report to a School employee any incident where the health or safety of a student may be at risk.

Inappropriate Items/Weapons

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife other than a pocket or penknife may be considered a dangerous weapon. Certain types of knives — including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade — and fireworks are illegal in Massachusetts. Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building to endanger another is considered reckless behavior and is also prohibited by the Academy.

The term “weapon” may be broadly construed to include items that are in the nature of or have the appearance of weapons. For example, weapons may include pellet guns, toy weapons, and model

weapons. The prohibition against weapons also applies regardless of whether a weapon is loaded or otherwise operational.

Drug & Alcohol Policy

A student may not buy (or attempt to buy), sell (or attempt to sell), possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping) and/or any paraphernalia associated with the use of illegal drugs while enrolled in the Academy. They also may not intentionally misuse products that can act as inhalants. Students are also prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer. This policy also applies to community members while on campus and at Academy-sponsored events and activities.

Thayer's drug and alcohol policy approaches the challenge of helping students abstain from the use, possession, and sale of harmful substances in several ways.

Education

Thayer has developed educational programs in the Middle and Upper Schools designed to help students form their own conclusions about the health and safety risks of drug and alcohol use and abuse. Similarly, our Parents Association and the Academy's administration partner to sponsor evening programs for parents and guardians to heighten awareness, offer informed guidance, and build a sense of common purpose. These programs are held periodically, typically once per school year.

The following are respectfully offered as a summary of the basic guidelines associated with the Academy's Safe Homes program:

- No alcohol should be served, and no drugs should be made available at a party.
- No guests should be admitted who have alcohol or illegal drugs with them or who appear to be under the influence of alcohol or illegal drugs.
- Parents/guardians should be present to supervise a party.
- Parents/guardians should call host parents before children attend an event.
- Students should not be permitted to attend unchaperoned parties.

Intervention

Any student or family who would like assistance regarding teenage use of illegal substances is encouraged to contact the Director of Counseling or the Assistant Head of School for Student Engagement and Well-being. When made aware of substance abuse issues before they become disciplinary issues, the Academy will typically support the students and families through counseling and in a confidential manner, devoid of disciplinary actions. We all want to help our young people make sound decisions before they cross lines that would endanger themselves or others, and before they face disciplinary consequences. (Please see the Sanctuary Policy below for more specific and detailed information.)

Consequences

- A. **At Thayer-supervised events:** Students should understand that they face expulsion, dismissal, or suspension from the Academy if they sell, use, possess, or are under the influence of alcohol or illegal drugs while participating in an event or activity supervised by Thayer Academy. In cases where a student's actions have been willfully destructive to other persons or property or dangerous to others, or if the administration deems any other related action or previous pattern of behavior as damaging or threatening to the community, expulsion is the likely consequence. In other instances where this rule has been violated, students may be dismissed or suspended, depending on the circumstances. In the case of dismissal, a student may be given the opportunity

to reapply for admission after the passage of a significant amount of time during which they are no longer members of this community (a period during which they have been officially dismissed, not suspended). The possibility of a student's readmission will be dependent upon the student's citizenship record, the level of honesty in dealing with this and other matters, the attitude of the student's parents or guardians, and the specific circumstances of the event in question. Additionally, any application for readmission would only be considered if certain prescribed stipulations were followed, including, but not limited to, a drug and alcohol assessment and a significant and meaningful community service project. Reacceptance of a former student is at the discretion of the Head of School.

- B. **At events not supervised or sponsored by Thayer personnel:** In cases where a student has used, possessed, or been under the influence of alcohol or illegal drugs at an event and/or in a location not under Thayer's supervision, the Academy may take whatever action it deems appropriate, including dismissal or expulsion.
- C. **Parental responsibilities for the underage use, possession, or sale of alcohol or other illegal drugs on their premises:** The Academy understands that even the most well-intentioned, parent-supported student gatherings can go wrong for a variety of reasons. We also know that sometimes students assemble at homes without the knowledge of parents/guardians. In cases in which the Academy becomes aware of plans to use a family's home for an unsupervised party, it is Academy policy to contact the relevant parent(s)/guardian(s). Furthermore, we know that most parents/guardians would never consider hosting parties where the illegal use, possession, or sale of alcohol or illegal drugs was in any way sanctioned or encouraged. All parents/guardians are presumably in agreement about their ethical responsibilities to other people's children, and all parents/guardians are undoubtedly mindful of the Massachusetts Social Host Law, pursuant to which parents/guardians may be prosecuted criminally not only for serving alcohol to persons under 21 but also knowingly allowing anyone under 21 to drink in their home or any other property they control. Parents/guardians also may be held liable in civil court for any property damages, personal injury, or death that might result from events held at private homes. Additionally, all Thayer parents/guardians need to understand that in cases where it can be demonstrated that they have actively participated, aided, or abetted the illegal use, possession, or sale of illegal substances, on their premises or otherwise, the Academy may take whatever action it deems appropriate, including severing the Academy's relationship with the family in question.

Anti-Tobacco Policy

In keeping with the Academy's intent to provide a safe and healthy learning and working environment, and consistent with the Massachusetts Smoke-Free Workplace Law and An Act Protecting Youth from the Health Risks of Tobacco and Nicotine Addiction, Thayer Academy has developed the following community-wide Policy prohibiting the use of tobacco products at all times on the Academy's campus.

Scope of Policy

For the purposes of this Policy, "tobacco product" is defined as a product containing, made of, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems, or any other similar products that rely on vaporization or aerosolization; provided, however, that "tobacco product" shall also include any component, part, or accessory of a tobacco product. For the sake of clarity, the prohibitions in this Policy also extend to the use of electronic cigarettes and similar products, regardless of whether they contain tobacco or nicotine.

This Policy applies to all students, faculty, staff, parents, guardians, and visitors at all times, whether or

not school is in session, and it extends to all areas of the Academy's campus, including, but not limited to, school buildings and facilities, school grounds (including any school facilities and premises owned, leased, or used by the Academy for Academy purposes), school buses, and all school-sponsored events. Students are further prohibited from buying, possessing, or selling any tobacco product in all areas of the Academy's campus and at any school-sponsored events.

The prohibition on the use of tobacco products also extends to the advertising or promotion of tobacco products anywhere on campus, at school functions, and in school publications as well as on clothing worn by students, faculty, staff, parents, guardians, and visitors on the Academy's campus or at school-sponsored events.

Penalties

Students

Any violation of this Policy by an Academy student will generally result in that student's parent(s) or guardian(s) being notified, in addition to any other disciplinary action as determined appropriate by the Academy. For example, depending on the severity and frequency of the infraction(s), any student who violates this Policy may be subject to additional penalties, including, but not limited to, mandatory tobacco prevention education, detention, restrictions on participation in student activities, mandatory community service, probation, suspension, and/or expulsion.

Parents/Guardians and Visitors

Any violation of this Policy by a parent/guardian or visitor to campus will result in appropriate disciplinary action as determined by the Academy, including, without limitation, a verbal warning, being required to leave campus, and/or being banned from campus and/or Academy events.

Please note that in addition to any of the Academy-enforced penalties outlined above, individuals who violate the Massachusetts Smoke-Free Workplace Law could be subject to civil fines.

Sanctuary Policy

The use and abuse of alcohol and drugs can lead to serious health consequences. As a way of letting students know that their health and safety are of paramount concern, the Academy encourages students to ask for help from adults should they find themselves or another student impaired, ill, or struggling with substance use or abuse. The Academy's Sanctuary Policy provides students with a way to access support around alcohol and substance abuse issues without concern that reaching out for help will trigger the disciplinary process.

The Academy believes that students should be guided by their obligation to, and respect for, other members of the community in seeking the best possible help for themselves and others. The Academy endeavors to foster an atmosphere of trust on campus and views student-School conversations as vital to that effort. Students should seek guidance from any adults on campus whose judgment they trust and respect.

Invoking the Sanctuary Policy

Any student may invoke this policy on the student's own behalf, or on behalf of another student, simply by contacting anyone on the faculty, staff, or administration at the Academy in the following circumstances:

For Medical Emergencies

In any apparent medical emergency, even if drug- or alcohol-induced, it is imperative for medical assistance to be obtained as soon as possible. To encourage students to seek medical help in an emergency situation, requesting assistance from the School Nurses and/or asking a faculty member to

obtain emergency medical assistance will initiate medical rather than disciplinary intervention.

For Non-Emergencies

Students also may bring sanctuary into effect in non-emergency situations for themselves or another student whose health is at risk because of alcohol or drug use, including, but not limited to, the ill effects of recent ingestion of a banned substance, chronic substance use or abuse, or past use or abuse that may be impairing functioning at school.

In either scenario described above, the request for assistance must be student-initiated and occur prior to any Academy administrator or faculty or staff member learning of the impacted student's use or abuse of drugs or alcohol.

Assessment, Consultation, And Notification

If a student invokes this policy, the Academy will promptly determine whether medical attention is warranted, and the student's Advisor, the School Nurses, Counselors, the Division Director/Dean of Students, the Head of School, and the student's parents or guardians may be notified.

The Academy will determine whether follow-up evaluation or counseling is appropriate in an off-campus medical or substance abuse treatment program. In a case with such follow-up evaluation or counseling, the student's Advisor, the School Nurses, Counselors, the Division Director/Dean of Students, and the Head of School will be kept informed as appropriate. If lengthy follow-up is needed, the student may be allowed or required to take a medical leave of absence, at the Academy's sole discretion.

Following treatment for any alcohol or drug use or abuse, the student must have an independent assessment within two weeks prior to returning to school. Before the student will be permitted back to school, the medical professional conducting the assessment is required to complete an assessment of the student's alcohol or drug use, make recommendations, and discuss those recommendations with the Academy. Students are expected to follow any recommendations arising from that consultation.

The law may require notification of state and local authorities in specific cases, including those involving child abuse and neglect, even when the Academy offers a non-disciplinary response. Students may be subject to law enforcement investigation and response.

Limits of This Policy

If a student is already involved in the disciplinary process because of alcohol or substance abuse, the Sanctuary Policy may not be invoked. Students who misuse this emergency protocol to avoid disciplinary action for drug or alcohol abuse may be referred to the Division Director/Dean of Students.

Determination as to whether a specific case has met the criteria for sanctuary rests with the Academy.

Appropriate Use of Mobile Devices, Social Media & Technology

Technology is an integral part of Thayer's academic program, and it plays an increasingly large role in our lives outside of school as well. Thayer Academy students are expected to use technological resources in ways that are consistent with the values of the Thayer community. To that end, all students are required to adhere to the Appropriate Use of Technology Policy (AUTP) – explained here.

Students are representatives of Thayer Academy, and in that role, they are expected to make decisions on campus, off campus, and on the internet in ways that conform to the values of Thayer Academy. The guidelines given here for appropriate use of technology supplement the standards of behavior discussed

in other parts of the Handbook, and they generally follow common-sense rules for responsible and ethical behavior. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Whether physically on campus or off campus, whether during the school day or at night, whether on vacation or at any other time while enrolled in the Academy, whether linked to the Academy's network from in school or from a remote location or not at all, or whether using their own personal computer or communication device on or off campus, students are expected to comply with this AUTP and any applicable policies and procedures as long as they are enrolled in the Academy. Students should also understand that they have no expectation of privacy in their use of technology while at school and Academy-sponsored events and activities. The Academy may take possession and review the contents of any devices if the Academy believes that the device is being used to violate a school rule or is otherwise interfering with the educational environment. Students are expected to cooperate, which may include providing the device password to the Academy.

Thayer Academy provides technologies for educational usage to improve access to resources, facilitate communication, and support academic learning. All of Thayer's electronic resources — school-issued MacBook Air laptops, computers, printers, servers, voice, data, Thayer-hosted systems, third-party software, and web-based services, collectively known as the TigerCloud — and the data stored in these systems are retained by Thayer Academy. Student usage of the TigerCloud, on and off campus, is restricted to activities directly related to our academic goals. At all times, students must follow all network security practices as stated in this document and other rules that might be posted at various times throughout the school year. Students must report security risks or violations to the Chief Information Officer. The email accounts and data of graduating 12th graders will be deleted the week after graduation. All other access to services provided by Thayer are removed the week of graduation. Service access, email accounts, and data of attrition students will be deleted immediately upon their departure.

The Upper & Middle School Collaborative Design Labs provide a rigorous academic challenge while encouraging group work and finding creative solutions to problems. These lab spaces provide an area where students can share ideas and bring them to life with state-of-the-art tools such as a 3D printer, a vinyl cutter, and a laser cutter. The Upper School CDL is managed by Michael Landry, and the Middle School CDL is managed by Marie Jimenez. They work with faculty to integrate design thinking and making curriculum units into the academic program. Students are educated to be creative and thoughtful in their research and preparation.

A copy of Thayer's AUTP will be distributed to students at the beginning of the year. Once a signed copy is returned and on file, students will be given access to Thayer's TigerCloud. Violations of the Appropriate Use of Technology Policy may result in disciplinary actions up to and including suspension or dismissal from the Academy.

AUTP (Appropriate Use of Technology Policy)

- Students may only use Thayer Academy's email service (@thayer.org) to communicate with faculty and staff. (*i.e.*, students may not use their personal email accounts to communicate with faculty and staff).
- Students may not use any cell phone, digital watch functions, or other non-school-issued technology during classes without permission from a teacher. This includes, but is not limited to, calling, texting, messaging, video or sound recording, and taking still pictures. Except in very specific circumstances that are approved by the Division Director or Dean of Students, students should not text any Thayer faculty or staff nor communicate with faculty or staff by means of any

social media.

- Students may not take pictures or video on campus or at school functions of any Thayer employees or students without their express permission or permission of the Academy.
- Under no circumstances may students record, broadcast, or share pictures, video, or sound of an inappropriate nature.
- In addition, students may not record pictures, video, or sound in private settings such as locker rooms and bathrooms.
- Students may not access or attempt to access network resources not intended for them.
- Students shall have no expectation of privacy with regard to data stored or transmitted via TigerCloud or with their use of any of the Academy's technology resources. The Academy may monitor, inspect, and/or record all data stored in or transmitted via the TigerCloud. Use of the TigerCloud is a privilege, not a right, and the Academy may suspend or terminate a user's access privileges. Students should not expect that email, voicemail, or other information created or maintained on Thayer Academy's network, Academy-issued devices, or Academy-administered services (even those marked "personal" or "confidential") will be private, confidential, or secure. The Academy may access and monitor both student-owned and Academy-owned computers and communication devices connected to the Academy's network. Each student consents to the Academy's right to view and/or monitor the Academy's network and all of its associated accounts.
- The Academy may access, view, monitor, and track any information or communication stored on or transmitted over the Academy's network, on or over equipment that has been used to access the Academy's network, or Academy-issued devices, or Academy-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery and restrict the material accessed and not permit computers to be used for anything other than educational purposes.
- The use of games and amusement software is not permitted on the TigerCloud or on any other Thayer computer equipment, nor are users allowed to use any part of the TigerCloud for commercial purposes. Occasional exceptions are made in support of student learning and will be communicated by school administrators and/or teachers.
- Students will be provided accounts to access the TigerCloud on and off campus. Student accounts provide the means to access services including file storage, a Thayer email account, Thayer's website, and filtered internet access on campus.
- Thayer-owned MacBook Air laptops issued to students will also have global internet filtering 24/7, both on and off campus.
- Students may not log on to the TigerCloud in any way other than by using their own account name and password, and they may not use another person's account. Students may not attempt to learn the passwords of others or share their passwords with others.
- No unauthorized copies of software may be used on the TigerCloud, nor may unauthorized copies of software be loaded onto school-issued student laptops or computers. This includes multiple loading of software products licensed for use on a single machine.
- The Academy may suspend or terminate a user's access privileges.
- When using Thayer's electronic resources, students must not give out personal information about themselves or others unless it is requested by the Academy. Students must never use Thayer's electronic resources to share private information about other students on the internet.
- Students may not alter electronic communications to hide their identity or impersonate another person.
- Inappropriate usage of Thayer Academy's technology resources also includes, but is not limited to, unauthorized use of social media platforms (e.g., TikTok, Facebook, X (formerly Twitter), Snapchat, Instagram, etc.).
- All official Thayer clubs that have an Instagram account, a Facebook page, an X (formerly Twitter)

account, or any other social media presence must have a club advisor who is a member of Thayer Academy's faculty or staff. The advisor will address any inappropriate activity as warranted under the circumstances. Any content that a student would like posted on Thayer Athletics social media channels should be submitted to the -Associate Athletic Director for consideration.

- Thayer-owned MacBook Air laptops are issued to students with a Brenthaven case. This case is not to be removed and must be on the laptop at all times. Students may place stickers on the Brenthaven case but must not place stickers directly on the laptop.
- The configuration of the Thayer-owned MacBook Air laptops has been designed for the student's specific needs and the administrator settings, security or data protection features, or policies of the Academy are not to be changed by anyone except the technology department. The Academy may suspend or terminate a user's access privileges.
- Bullying, cyberbullying, sexting, hazing, cruelty, inappropriate language, and harassment have no place in the Thayer community. As members of Thayer's community, students must conduct themselves in ways that are not hurtful to others or to their property. Refer to the Interpersonal Misconduct Policies in this Handbook.
- Students may not access or attempt to access inappropriate information on the internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or contain sexually explicit or graphic, pornographic, or obscene material.
- If a student damages the hardware or software of any Academy-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.
- Students may not plagiarize printed or electronic information — students must follow all copyright, trademark, patent, and other laws governing intellectual property.
- Students are prohibited from installing or downloading software onto Academy computers from the internet, from home, or by any other means.
- Students may not create or use a mobile hotspot on the Academy's campus.
- Students may not remove any Academy-owned computer equipment (including, but not limited to, network cables and keyboards) from the Academy without express permission.
- Students are prohibited from storing personal files on the network except in their own network user account. Any information that a student leaves on an Academy-owned device may be deleted at any time, with or without notice.
- Students may not disclose confidential or proprietary information related to the Academy or recklessly disregard or distort the truth of the matters commented on.
- Students may not access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission.
- Students are prohibited from using the network for illegal or commercial activities.
- Students may not vandalize, steal, or cause harm to the School's equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission).

AUTP Top 10

1. Be careful. Treat your school-issued MacBook Air laptop with extreme care. Store your MacBook Air laptop in a locker when you are not using it.
2. Be ethical. Use only your own MacBook Air laptop and network accounts and no one else's. Do not change the laptop administrator and security settings.
3. Use good judgment. Never take photos, video, or audio recordings without permission. (This includes photos, video, or audio recordings of another student or a teacher.)
4. Be thoughtful. Assume that all information shared on internet networks is public and permanent. Never write or post anything you would not want to share publicly.

5. Be respectful. MacBook Air laptops are for academic use. Pay attention in class – don't multitask.
6. Be responsible. All content and websites that you access should be appropriate for school. Do not try to avoid web filtering and protection methods.
7. Be kind. Communicate online as you would in person. Don't use your MacBook Air laptop to ridicule others or to make jokes at someone else's expense.
8. Be safe. Never share your passwords, and don't share personal information online.
9. Be aware. Your network activities are monitored and stored. They can be examined at any time.
10. Be cooperative. If you see something happening that you know is wrong, speak up.

Email

The Academy provides students with an email account which should be used only for school-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the Academy's Appropriate Use of Technology Policy when using their Academy-issued email account.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Academy's network.

Reporting Violations of the AUDP

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report these suspicions, feelings, and observations to either the Division Director or the Dean of Students in the appropriate division.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the Academy may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

Sexting & Sexually Explicit Material

The Academy prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Massachusetts law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the Academy may contact law enforcement should any student violate this policy.

Social Media

The Academy understands the desire of students to use social networking websites, internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, YouTube, Facebook, X (formerly Twitter), Instagram, Snapchat, etc.) (collectively referred to as "Social Media"). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents/guardians. However, to the extent that students, parents, guardians, or members of the Academy community represent the Academy to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the Academy. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media.

With the foregoing in mind, the Academy encourages students and parents/guardians to create an atmosphere of trust and individual accountability when accessing Social Media and the Academy's network. Students are expected to comply with the policies outlined in the Academy's AUTP regardless of whether they are using Academy-provided equipment or their own personal devices.

e-Safety Policy

The Academy incorporates, when deemed necessary or appropriate, online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the Academy community, consistent with the Academy's standards, mission, policies, and protocols. The Academy strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the Academy's online and remote learning environment is subject to the requirements and limitations of the Academy's online and remote learning technology.

This e-Safety policy is intended to work in concert with the Academy's other rules and policies, including those set forth in this Handbook. Students and parents/guardians are therefore expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere, including, but not limited to, the Academy's AUTP, Social Media Policy, and Interpersonal Misconduct Policy. This policy sets forth additional, modified, and/or clarified expectations for the Academy's online and remote learning environment.

- **Dress Code**: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the dress code policy as stated in the Handbook / adhere to a modified dress code as stated herein.
- **Cyberbullying and Online Conduct**: When participating in the online and remote learning environment and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- **One-on-One Interactions**: School staff and administrators may provide virtual one-on-one meetings with students as appropriate. The Academy may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- **Recording**: Unless otherwise stipulated, students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the Academy, its employees, or anyone else in relation to the Academy's online and remote learning programs.
- **Risk Management**: All members of the Academy community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the Academy strives to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

School Events on Campus

Only students attending school functions, such as a rehearsal, a school dance, or a school-sponsored theater performance, are to be on campus in the evening. These students are reminded that the use of tobacco, alcohol, or drugs is strictly prohibited and that they bear full responsibility for the behavior of any friends or guests who may be here at their invitation. Students who leave a school dance before it is over may not return.

The class, club, or organization sponsoring an event is responsible for making all the arrangements for

chaperones, police, and cleanup. Chaperones should be treated with consideration and courtesy.

School-Sponsored Off-Campus Trips

Wherever Thayer students go, they represent the Academy. All school rules and expectations apply to every school-sponsored off-campus trip.

Parents/guardians will be required to sign trip permission and release forms as requested by the Academy in order for their student to participate. This does not apply to team members going on regularly scheduled athletic trips because they already have athletics-related permission slips on file. Faculty members who sponsor field trips will notify parents/guardians about trip details and transportation arrangements.

Dress Code

Thayer Academy's dress code reflects the belief that how we present ourselves is an important demonstration of our respect for ourselves, each other, and the occasion. Thayer recognizes that clothing is critical to personal comfort and also a meaningful opportunity for self-expression. As such, the dress code is intended to help guide students and parents/guardians in upholding these values. Students, with the help of their parents/guardians, are asked to adhere not only to the letter but also to the spirit of Thayer's dress code.

Students are expected to remain in dress code for the entire academic day. Faculty will address dress code violations and concerns as necessary. The Dean of Students in the Upper School and Grade Deans in the Middle School are the final arbiters of appropriate dress.

Daily Dress

The following **MUST** be adhered to on a daily basis:

1. Upper School students are expected to be dressed for an academic environment. Clothing should allow students to fully participate in all school activities. Middle School students are expected to participate in athletics on an almost daily basis. While sports are in season, students will wear athletic attire to school to be ready for their afternoon activity. The clothing they wear should reflect the needs of that sport, and students should layer their clothing for indoor and outdoor attire. Students can change footwear before practice.
2. Clothing with inappropriate or offensive messages is not allowed. This includes, but is not limited to, clothing with messages advocating violence, drugs, or alcohol; clothing expressing obscenities; and clothing that is derogatory to one's self or others.
3. Students may wear jeans or leggings.
4. Hats, caps, full bandanas, or hoods may not be worn inside any building at any time, unless for medical or religious reasons. (A parent/guardians should communicate with the student's Grade Dean and Advisor regarding an exception to this policy.)
5. All shirts **MUST** have a full back and **MUST** cover the waistband of a student's pants, shorts, or skirt. Sleeveless shirts are allowed.
6. Extremely short, torn, or ripped clothing may not be worn to school.
7. Undergarments should never be visible.
8. Footwear **MUST** be worn on campus at all times.
9. Pajamas should not be worn to school.

The following is for Middle School only:

- Students should layer over shorts with sweatpants when the temperature is below 40 degrees

Fahrenheit. Students should bring coats, hats, and gloves for daily outdoor recess during cooler weather.

- If students are wearing a tank top for sports, the shirt should be layered with a T-shirt for school. The building is air-conditioned.

Assembly Dress

In addition to the guidelines above, on all Mondays and Assembly Dress Days in the Upper School and on Assembly Dress Days in the Middle School, students are asked to dress more formally for all school gatherings and celebrations. Students should wear a dress, skirt, or dress pants with a dress shirt or blouse, or they should wear a shirt, tie, and dress pants. A sweater or jacket can be worn when the weather is cold.

Students should NOT wear denim, leggings, shorts, or athletic attire of any kind, including sweatshirts, sweatpants, etc., on Mondays or Assembly Dress Days.

Special dates for Assembly Dress (not a complete list): Opening Day, Declamation Celebration (Middle School), Picture Day, MLK Day Assembly, End-of-Term Celebrations (Middle School), Memorial Day Chapel, Last Chapel, Recognition Day, and other divisional or schoolwide assemblies.

Dress Down Days

On occasion, student groups will host a Dress Down Day fundraiser. On these days, students may wear hats, pajamas, and athletic wear like sweatpants and athletic shorts. Outside of these exceptions, the rest of the Dress Code is still applicable.

Attendance & Religious Holidays

The Academy's policy is to encourage students to observe their religious holidays. To the extent practicable, faculty members will avoid scheduling major exams or papers on those days. Faculty members will also provide ample opportunity to make up work for students who have taken time off to observe religious holidays.

Parent/Guardian Communication Guidelines

The Academy works not just with students but also with families, as virtually all educational objectives are shared by both. It is our belief that much is gained from the positive interaction of several adults working in the best interest of students, and much is lost without it.

Communication between teachers and parents/guardians is often the key to eliminating potential problems before they happen and to promoting student success. We recommend that email be used only to request a call or to exchange factual information. In almost all cases, a conversation is more productive and does more to develop the desired relationship between teachers and parents/guardians. Our partnership with parents and guardians is too important to be jeopardized by miscommunication.

The Hale Learning Center (HLC)

Thayer Academy designs, implements, and coordinates approaches to learning and teaching aimed at facilitating student success. The Hale Learning Center (HLC) provides additional support to students who may face challenges with the Academy's rigorous academic environment. The HLC's trained professional staff members analyze student learning profiles, work directly with students and their parents/guardians, recommend practical teaching approaches to the faculty, assist in teacher training to meet student needs,

support the admissions selection process, and consult with the Academy's educational psychologist to develop learning strategies for students requiring additional support.

With designated space at both the Upper School and Middle School, the HLC's services fall into three interrelated categories: direct support for students, partnership with parents/guardians, and support for faculty. Students who need added support may be referred to the HLC by their advisors, teachers, or parents/guardians. When appropriate, the HLC may provide and/or facilitate support in areas including study skills, organization, written expression, and reading comprehension. This extra help is provided during study hall periods through 1:1 or small-group instruction.

If a student should require educational testing, HLC staff will recommend local evaluators. Once testing has been completed, HLC staff will write a summary of the results, which will be accessible to the student's teachers. When warranted, the HLC will develop a learning plan with Thayer-specific recommendations and will communicate the plan to the student, teachers, and parents/guardians.

For more information about how the Hale Learning Center functions in each division, go to www.thayer.org/HLC.

Tutoring

Outside (non-Thayer faculty) tutors are not allowed to tutor Thayer or non-Thayer students on campus.

Accommodations

The Academy does not discriminate against qualified applicants or students on the basis of physical disabilities and/or neurodiversity that may be reasonably accommodated. The Academy will discuss with families of applicants with known differences whether the Academy will be able to offer their children the appropriate accommodations to help them be successful at the Academy.

The Academy is committed to ensuring that neurodiverse students are provided with equal access to the Academy's programs and services, in accordance with applicable laws. For students who seek additional support or curricular adjustments, the Academy requires documentation indicating that the student's learning difference substantially limits a major life activity. Students who present the Academy with appropriate documentation of their learning difference will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the appropriate Division leader in consultation with the Head of School.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill academic requirements satisfactorily. In such instances, the student's homeroom teacher, the student's Advisor, the Division Head or Dean of Students, and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the Academy. At that time, the Division Head or Dean of Students will decide whether it is appropriate for the student to remain at the Academy.

Middle School Policies & Procedures

General Information

Attendance, Arrival, Early & End-of-Day Dismissal, After-School Study Halls & Supervision

All students are expected to be present at 8 a.m. (9 a.m. on Thursdays) and to remain on campus through their last obligation each day. Attendance at all scheduled classes, activities, meetings, study halls, and athletic commitments is required.

On Monday, Tuesday, Wednesday, and Friday, school begins at 8 a.m., but students must arrive before the opening bell at 7:55 a.m. Doors open at 7:30 a.m., and students should report to the Forum until the opening bell. On Monday and Wednesday, students attend our Middle School Morning Meeting; on Tuesday and Friday, students begin with advisory. Thursdays have a late start for students, who should arrive between 8:45 and 8:55 a.m. They begin with their first period class at 9 a.m. and have an extended advisory later in the day. Students arriving early on Thursdays can attend a study hall from 7:30 to 8:45 a.m. in the Forum.

Daily attendance is taken in advisory or, on Thursdays, in their first block of the day. Students arriving after 8 a.m. (after 9 a.m. on Thursdays) will be considered late and must check in to the Middle School office. The office needs to hear from a parent/guardian via email, phone call, or note to excuse any tardiness.

When students are in school for only part of a day because of illness or important off-campus appointments, the Academy expects the following:

- Students arriving late or leaving early must present a note/email of explanation to the Middle School office, signed by a parent or guardian, upon arrival at school. In emergency situations, parents/guardians may call the office at 781.380.0513 and provide a note the next day.
- Students must check in with the office staff whenever those students are leaving or returning to school during the academic day.
- Students who leave school before a test or any kind of scheduled assessment must see the teacher before leaving unless excused by a School Nurse.
- Students who miss a test or any scheduled assessment because they arrive later the same day must see the teacher that day to take the assessment or to schedule a makeup at the teacher's convenience.

In after-school study halls, students either do homework or read a book, and they should arrive with all books and materials needed. Students may not leave the study hall without permission from the proctor. Once study hall is underway, students will not be allowed to wait outside. After-school study hall is held in the Student Commons at the Upper School until 6 p.m.

When classes end, students proceed to the afternoon program. All Middle School students are required to participate in our afternoon program, a sport or arts activity for each season, and every student must participate in at least one athletic activity a year. The afternoon program lasts until 3:45 p.m. Pickup is at the bus lane of Main Campus. If a student needs to be picked up early (before classes end at 2:30 p.m.), parents and guardians must sign them out at the Middle School office.

If a student will walk or bike home or to the T or to another location, please complete the Middle School

arrival/departure permission form. Student-athletes missing a game or practice must submit a note to the Middle School office. If a student will be riding the bus home with another student, parents/guardians must notify someone in the Middle School office in writing.

Absence or Tardiness and Participation In Extracurricular Activities

Students who are absent from school may not participate in or attend extracurricular activities. In order to participate in any extracurricular activity, a student must be in class by 8:15 a.m. and must remain on campus for the entire day. Any exceptions to this rule must be approved by the Grade Dean or Middle School Director. This includes situations in which a student becomes ill during the day, misses one or more classes, and wishes to attend an extracurricular activity. Students cannot participate in extracurricular activities that day unless they have spoken to any teacher whose assessment they have missed.

Attendance and Impact on Classes

Students' presence in class and advisory is imperative for their learning. While we understand some absences will naturally occur, there will be review and consequences if a student accumulates five tardies or is absent from school for five days during any trimester. A student's case will be reviewed by their Grade Dean and Middle School Director as appropriate. A parent/guardian conference may be scheduled to discuss the circumstances surrounding the absences. At that time, a plan for making up missed work and for preventing more absences will be developed. In all cases, it is the responsibility of the student to make sure that work is made up promptly. Any missed work will be graded a 0 until completed. If, in the opinion of the Middle School Director and Grade Dean, the absences that a student has accumulated are unacceptable, then the student may be placed on probation. If, for any reason, a student misses 20% of the classes in a particular course in one trimester, the Middle School Director and Grade Dean will review the absences and determine the consequence; possible consequences include a lower grade, assigned additional academic support, and an "incomplete" grade for the class until assessments are completed.

Bookstore

School supplies can be purchased at the Campus Store in Cahall Campus Center. Books can be ordered only online (www.thayer.org/bookstore) or by phone (877.477.6217).

Computer Use

Once a student has signed and submitted the Appropriate Use of Technology Policy (AUTP), and subject to the standards contained in the AUTP, students may use their Thayer-issued MacBook Air laptops in classrooms.

Cell phones

Generally, phones should be silenced or powered off and stowed in backpacks or lockers from the start of the day until the end. Phones should never be seen at any school assembly, in the dining hall, at recess, in bathrooms, or in class/study hall unless with the permission of the teacher. Misuse of the phone (including, but not limited to, texting, engaging in social media, or gaming) will lead to confiscation. Phones should never be used to photograph or videotape others without their consent. Phone calls should be made only with faculty permission and then with discretion. If a student needs to communicate with their parents/guardians during the school day, they can always use the office phone or send an email.

Lockers

Lockers are provided when possible in the Middle School. Students should attempt to gather their books and materials before morning meeting for the morning classes and at recess for the afternoon classes. Students may not go to their lockers during class without teacher permission. Students are expected to keep their lockers orderly and to make sure they are locked to protect their personal belongings. Students should not leave valuables in their lockers. Students may not open another student's locker without permission. Decorations must be in the spirit of good taste and judgment (at the sole discretion of the Academy) and need to be taken down within two weeks of the end of the academic year.

These lockers are the property of the Academy and may be searched and inspected by school officials at any time at the Academy's discretion.

Thayer cannot be responsible for theft of or damage to items stored in student lockers. Students are prohibited from storing perishable food in their lockers. Students can purchase locks for their book lockers at the Campus Store.

All sports equipment should be stored in the student's locker, athletic storage room, or advisory. The state fire code prohibits leaving books and book bags in the halls. Items left in the hallways will be taken to the Middle School office or placed in the Lost & Found.

Lost & Found

Students who have lost or misplaced a book, a coat, or another item should check the Lost & Found. Items not claimed by the end of each term will be discarded or donated to Goodwill. Students may not use another student's materials without permission from the owner.

Lunch & Break

Lunch and snack are provided by the school. There is a 10-minute snack break at 9:50 a.m. on most days. Students may also have a snack from 2:35 to 2:45 p.m., before their afternoon program. Bagged snacks, cheese sticks, and fruit are provided. Students may bring their own bagged snack — chips/pretzels, Goldfish crackers, fruit, or a nut-free protein bar.

- Snacks are to be eaten at the designated snack time — morning snack time and 10 minutes before afternoon program — and in the designated snack areas — the patios or dining hall.
- NO snacks containing peanuts or tree nuts are allowed.
- Snacks should be kept in a container (snap-top plastic containers are suggested) or a closed wrapper in a student's locker until snack time.
- Snacks must be shelf-stable or dry to prevent spoiling food in lockers. No snacks needing refrigeration are permitted.
- Students should only bring in one day's worth of snacks for themselves.
- Student beverages are limited to water and drinks provided by the school.
- Candy is not permitted.

Students eat lunch with their advisory or in other groupings.

Middle School Extra Help

Monday through Thursday, students have 30+ minutes for studying, doing homework, or seeking extra help. Students must first check in with their advisor in their advisory, and then they may sign out to seek extra help with one or more of their teachers. It is a student's responsibility to seek out and set

up these meetings. Students are also encouraged to set up other meeting times if more help is needed or there is a schedule conflict.

Study Periods

Middle School students have a limited number of study periods during the school day. Three activities are permitted during study periods: studying, doing homework, or reading for pleasure. Students are expected to plan ahead and bring all the needed materials to study hall. Students who have an assignment requiring the use of library materials must obtain permission from the teacher giving the assignment before going to the study hall.

Arts Electives Block

On Monday, Tuesday, Thursday, and Friday, there is a schoolwide arts electives block. This is an opportunity for students to participate in a trimester-long arts experience during the school day. There will be various opportunities each trimester that include the musical, ensemble, chorus, and TATV as well as working on the yearbook or *Tiger's Tale*. If a student does not select one of these in a trimester, they will attend an assigned study hall. Sign-ups will occur via a student survey prior to each trimester.

Middle School Activities

Twice per year, students participate in an activity of their choosing between sports seasons for 10 days from 2:35 to 3:45 p.m. These activities are a chance for students to explore new interests or familiar passions with different age groups. Students can lead an activity if they choose, and they are invited to find a faculty sponsor and propose new activities. There are many activities to choose from. In the past, activities have included Book Club, Recycling/Garden Club, Positiviteam (service), Dungeons and Dragons, Creating Marble Runs, Fishing, Board Games, Baking, and many more. Students are asked for their top activity choices prior to the end of the trimester and are then placed in an activity.

Class Representatives

Class representatives provide a student voice to faculty and administration by representing their peers. They are the student leaders of our school in shared meetings and events. Class representatives will unite and lead their grade. Annually, students create a short application video (three minutes or less) to be viewed by the faculty. From the videos, faculty then choose a select group to move on to class election. These candidates will share an in-person, three-minutes-or-less speech with their class in a grade meeting. Classmates will vote on the representatives for the class.

The number of representatives for each class is based on the size of the classes. Class of 2028: 4; Class of 2029: 4; Class of 2030: 3; and Class of 2031: 2.

Social Life

The Middle School sponsors several special events throughout the year. Students must be in school for the entire day to attend these special events. School rules apply to all school-sponsored events.

For social events held by individuals, Thayer requests that unless all students in a grade (for example, all of Grade 7) are invited, the Academy should not be used to distribute invitations. It is easy to hurt others unintentionally.

Valuables & Non-Essentials

Non-essential items, large amounts of money, and items of value (such as expensive jewelry and watches) should be left at home. Electronic games and video or music players should not be brought to

school. Items used in school programs, such as musical instruments and cameras, should be left in the Middle School until needed and returned there when no longer in use. Students should remember to take these items home at the end of the day.

The Advisor System

Advising & Support

The advisor system is vital to the Middle School program. Advisors devote time to build community and to discuss topics ranging from making friends to academic honesty. The Advisor should be the first person the parent or guardian calls with questions or concerns unless the issue pertains to only one specific class or activity, in which case first contacting the teacher or coach directly is encouraged.

Parents/guardians may call the Academy and leave a voicemail message requesting a return call, or they can send an email message. Faculty email addresses can be found in the Faculty/Staff Directory at www.thayer.org/about/directory. It might also help to know that faculty and staff email addresses follow this pattern: first initial + last name@thayer.org.

The Middle School Counselors assist Advisors and the Grade Deans in their work with students. Students enter the counseling process by contacting the Middle School Counselor themselves or at the request of faculty, administration, parents/guardians, family, or friends. The Counseling Department has established working relationships with area professionals and, upon request, coordinates contacts for Thayer families. Parents or students who have questions about counseling should contact Middle School Counselor Mysha Kuhlmann (mkuhlmann@thayer.org / 781.664.2241).

Stephen Moran (smoran@thayer.org) is the director of the Middle School Hale Learning Center. His role is to work with faculty, parents/guardians, and students to facilitate academic achievement and create the most effective learning environment. In addition to teaching skills courses, Mr. Moran works in conjunction with Hale Learning Center staff to implement support plans for students when needed.

In the Middle School, each grade has a Grade Dean who builds relationships with and serves as the leader of each grade. The Grade Deans lead orientations, team trips, and activities; support student ambassadors; lead grade team meetings; work with faculty and students to build relationships and resolve conflicts when they arise; and investigate student misconduct and disciplinary matters.

5th: Katie Currie (kcurrie@thayer.org)

6th: Jon Butler (jbutler@thayer.org)

7th: Katie Riley (kriley@thayer.org)

8th: John Reid (jreid@thayer.org)

Mr. Reid is also the Middle School's director of student activities and athletics. Parents/guardians with questions about Middle School activities and sports should contact Mr. Reid (jreid@thayer.org / 781.664.2289).

Parent/Guardian Conferences

The growth of each student depends on the success of the home-school partnership. Communication is clearly essential to this teamwork. Parent/Guardian conferences are typically offered once in the fall with all teachers. In the winter, advisors meet with students and their parents/guardians to discuss the student's progress and any concerns parents/guardians may have. Conference times are assigned and sent home to parents/guardians well in advance of the conference date.

There may be other times when a parent/guardian, an advisor, or a teacher will request a conference. A

parent or guardian may request a conference by calling the student's teacher. Many conferences with teachers are scheduled before school to avoid conflicts with coaching and other after-school obligations.

Middle School Library

The mission of the [Middle School Library](#) is to provide a wide range of print and electronic resources, help students develop research skills, and encourage literacy through library programming. Middle School students have access to electronic and print nonfiction, fiction, and reference materials. Blodine Francois (bfrancois@thayer.org) is the director of the Middle School Library and helps students to learn research skills by creating online research guides based on required research assignments with supplemental instruction on research and citation skills. The Librarian also assists students with troubleshooting any technical issues with their computers. The Librarian organizes and hosts book fairs, author visits, and the Middle School Book Swap to encourage student reading.

Middle School Academic Program

The Middle School's goal is to provide a rigorous academic program within a supportive and nurturing environment. Please refer to www.thayer.org/academics for more information on specific courses. For all core academic classes (those meeting four or more times per week), grade reports are issued at the end of each trimester, and they include personalized comments from teachers. For all other courses, reports include grades for effort and comments from teachers. The Honor Roll is determined at the end of each trimester. In the second and third terms, progress reports are written only for those students earning a C- or below at the midpoint of the term. Teachers may also send progress reports to students whose grades have changed markedly since the end of the previous term, or they may choose to write a progress report simply to provide an update to parents and guardians.

Homework

Homework is regarded as a valuable part of the educational experience at Thayer. Homework may be given as a review, for practice, as a challenge, or as an introduction to new learning. We expect students to be thorough and thoughtful and to complete all assignments on time. The use of computers for writing and research is encouraged.

Middle School students historically have received up to half an hour of homework per core subject area on days in which the class meets. However, since there can be variation in the amount of time that it takes students to complete their assignments, students who experience more than the recommended amount of homework in any subject area should consult their teacher or advisor. When a student is absent for one to two days, it is the responsibility of the student to contact a classmate or teacher to gather missed material and assignments. In addition, a student should make every effort upon their return to class to meet individually with the teacher to review any material missed. If a student is absent for more than two days, the parent/guardian or student should contact the Advisor or someone in the Middle School office for assistance in collecting missed assignments. Calls to the office and/or an Advisor should be made prior to 11 a.m. in order to provide sufficient time to collect materials. If a student is out for an extended period of time (for example, one week), the student might be asked, upon return, to use after-school time instead of class time to meet with teachers and make up missed work.

Middle School faculty members strongly recommend the following guidelines for completing homework:

- Each student should have a well-illuminated desk area and/or computer area.
- Two hours minimum should be set aside each afternoon/evening for homework.
- Social phone calls and the use of email, instant messaging, or text messaging should be banned during these two hours.
- Students should collaborate on work only when encouraged by their teachers to get help from

classmates or parents/guardians. In such cases, the emphasis must be on the process of how to solve the problem, not on what the answer is. The Middle School faculty discourages students from collaborating over the phone; too often, one student does the work and the other just records the answers.

- If all assignments have been completed, the remaining time should be spent reading or reviewing.
- Screen time should be restricted during weeknights, and study areas should be free of music players and cellphones.
- Because of the considerable academic and athletic rigor of the Middle School program, faculty members strongly recommend that no parties or social events be scheduled Sunday through Thursday and that students limit their outside commitments.

Scholarly Integrity & Responsibility (Academic Honesty)

Students are expected to do their own work and to cite sources they use. When more than one student is involved in any way in an act of dishonesty, all participating students are regarded as guilty of being dishonest. When plagiarism or cheating is identified, the teacher will bring the evidence to the Academic Dean. Together they will decide the appropriate consequences for the infraction. A first offense will usually result in a loss of score, and the student may be required to still redo the assignment. A second offense may result in far stronger consequences such as in-school or out-of-school suspension and the addition of an incident letter to the student's file. In every case, the parents/guardians will be notified by the teacher.

Placement For Accelerated Math Classes

Students entering the Middle School may be placed in accelerated Math classes based on their ISEE scores, teacher recommendations, transcripts, and, in some cases, a placement test. Students enrolled in accelerated classes must maintain an average of B or better to remain in those sections for the following academic year, and students who are hoping to join those sections in math must typically earn A's to be considered for accelerated placement the following year. It should be noted that achievement of the above standards will not guarantee placement in accelerated classes the following year; all decisions are based on faculty recommendations and are made in June, after year-end grades have been submitted. Please direct questions about placement to the appropriate teacher or department head. Placement for students rising to the Upper School will be made at the conclusion of their 8th grade year, after final exams and grades have been completed. The Middle School faculty will make recommendations to the Upper School Department Heads at the close of the academic year. In most cases, these recommendations are noted in the final report card. For English and history, the Upper School teachers will select a group of students for Honors sectioning based on past performance and a reading/writing assessment. In May, all students interested in Honors English and/or Honors World History will sit for the assessment. Again, the guidelines above represent the minimum expectations for placement in accelerated classes.

Grades & Honor Roll

Students earn a letter grade at the end of each term in their core classes. In all other classes, they earn a Pass/Fail and an effort grade on a scale of 1-5.

Grading Key

A+ = 98 - 100

A = 93 - 97

A- = 90 - 92

C = 73 - 76

C- = 70 - 72

D+ = 67 - 69

B+ = 87 - 89
B = 83 - 86
B- = 80 - 82
C+ = 77 - 79

D = 63 - 66
D- = 60 - 62
F = Below 60

Effort Grading Key

- **5: Excellent** (exemplary attitude at all times – concentrates and participates eagerly in all activities, keen and always willing to try their best)
- **4: Good** (very good attitude, working hard, concentrates in lessons and participates well in a variety of tasks)
- **3: Acceptable** (positive and willing attitude most of the time, adequate concentration, will participate in tasks when asked)
- **2: Needs improvement** (does what is required but tends to lack self-motivation and concentration, only participates with encouragement)
- **1: Poor** (negative attitude to any task set, unwilling to participate, often distracted or distracting others in lessons)

Honor Roll

A's and B's are honor marks and are reserved for work of honor caliber. Certificates are awarded to students who earn Honor Roll or High Honor Roll each trimester, and this achievement is noted on their report cards.

- Honor Roll can be attained by earning a grade of B or better in each graded course and a Pass in a Pass/Fail course.
- High Honor Roll can be attained by earning a grade of A- or better in each graded course and a Pass in a Pass/Fail course.

Academic Warning

At the end of each term, a warning letter will be sent to any student who earns two or more grades of D+ or below or one grade of F. Students on Academic Warning are provided with short-term feedback through Weekly Academic Progress Reports that give updates on the student's effort and academic progress. Students will work with the Academic Dean and their teachers to set a schedule for weekly extra-help meetings.

Academic Probation

If a student is placed on Academic Warning and does not improve to an acceptable level by the end of the next term, the student is placed on Academic Probation. When a student is placed on Academic Probation, a message is sent to the student and the student's family making it clear that the relationship between Thayer and the student is not working as intended. The student may work their way off Probation, back to the Warning status, and then back to a clean slate one term at a time. Students on Academic Probation work closely with their Advisor and the Academic Dean. They receive short-term feedback through the Weekly Progress Reports (See Academic Warning, above.). Professional tutoring is usually required, and the student may be prohibited from participating in interscholastic sports and/or performance activities. Students placed on Probation are then reviewed by the Middle School faculty, and a decision is made as to whether the student will be permitted to continue at Thayer. Final decisions are usually made at the end of the year, but in most cases, discussion is ongoing, and a decision could be reached before the end of the year.

Exams

Exams or final assessments are given at the end of the year to students in 7th and 8th grade classes.

Teachers spend time helping students organize materials and reviewing study techniques. Exams count for 10 to 15% of the final grade for the third trimester.

Promotion

To be promoted to the next grade, a student must pass all courses. If a course is failed, summer work, a reexamination, or summer school will be required. When indicated, the teacher(s) involved will confer with the parents/guardians, the student, and a tutor concerning the material to be reviewed.

Note:

- Eighth graders who perform poorly in Algebra I or a world language course may be promoted to the ninth grade but will be required to repeat the course in the ninth grade.
- Eighth graders must have a year grade of C- or better to progress to a second-year world language course in the ninth grade.
- Eighth graders must have a year grade of B- or better in Algebra 1 to progress to the Algebra 2 course in ninth grade.

Disciplinary Process

Middle School is a time of learning and growth through decision-making and seeking to establish one's individual identity. When students make choices in violation of school procedures and/or values, our two main goals in responding are student learning and behavioral change. Student behavior may be addressed directly by the adult who observes it. The Grade Dean is primarily responsible for Middle School conduct response and discipline. The Deans will work in consultation with the Middle School Director as needed and appropriate. In all disciplinary matters, the administration considers the student's school record and the particular circumstances of an infraction. As is appropriate, the administration may also consult with the student's Advisor, teachers, or coaches. In all disciplinary matters, Thayer Academy may vary from these procedures or impose penalties as it deems appropriate.

Disclosure to Next Schools

The Academy works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student's parents/guardians to notify such school about whether the student has ever been suspended from, dismissed from, or experienced any significant change in status at Thayer Academy. If a student's disciplinary status changes after applying to or being accepted at a next school, Thayer Academy similarly expects the student and student's family to notify such school of the student's discipline. The Academy may also communicate with any secondary or next school, or any other educational institution, regarding the student's disciplinary record.

Upper School Policies & Procedures

Academic Life & Expectations

The Upper School academic program emphasizes the skills and concepts necessary for successful college work. Many courses are offered at various levels: An AP designation indicates an **Advanced Placement** college-level course related to specific curricula developed by the College Board; **Honors** indicates an accelerated or advanced class; **no designation** indicates a competitive college preparatory class; and **Fundamentals** indicates a regularly-paced college preparatory class. Students are scheduled in courses that best suit their backgrounds and abilities, and it is not unusual for students to have an academic schedule that includes courses from different levels.

Credit values for courses depend upon the number of times a course meets per week and for how many semesters a course runs. For example:

- 1 credit for major core courses that meet three times per week for a full year.
- 1/2 credit for courses that meet two short blocks or one long block per week for a full year.
- 1/2 credit for core courses that meet three times per week for one semester (half-year).
- Thayer Academy does not award credits less than 1/2.
- Credits earned at other institutions may be approved on an individual basis.

Graduation Requirements

In order to graduate from Thayer Academy, all students must successfully meet the requirements stated in each of the areas cited below:

1. **Earned credits requirement:** To receive a diploma, a student must accumulate a minimum of 21 credits.
2. **Course distribution requirement:** The following credit distribution is required:
 - a. 4 credits of English, with a minimum of one credit in English each year
 - b. 3 credits of mathematics (typically Algebra I, Algebra II, and Geometry unless the student places out of one or more of these classes)
 - c. 3 credits of a world language (students are required to complete the third level of a language and should take three years of the same language in the Upper School)
 - d. 3 credits of science
 - e. 3 credits of history, including one year of United States History
 - f. 1 credit of arts (1/2 of which is the Grade 9 requirement, Foundation in the Arts)
 - g. 3 credits of electives
 - h. Health & Wellness: Health and Wellness (9), Nutrition, Current Issues, and Lifetime Activities (10), Decisions (11), and CPR (12)
 - i. Required Anti-Racism (9th grade) and Common Good (10th grade) classes. Each course is worth 1/2 credit.
3. **Course load requirement:** Students must carry five core courses each year. Core courses fall into the following departments: English, mathematics, science, history, world language, and computer science. No more than two may be in the same discipline.
4. **Afternoon Program requirement:** Students must participate in school-sponsored afternoon program activities for two seasons each year. One of these seasons must be a physical activity.
5. Grade 12:
 - a. **Grade 12 Requirements:** Students are required to be enrolled at Thayer Academy for their entire 12th grade year.

- b. **Senior Independent Project:** Twelfth graders are required to successfully complete an approved independent project during the last four weeks of the spring semester. Projects must have an academic, career, or community service orientation, and all projects must include a research component. Each student's project is monitored and supported by a Thayer faculty member.
- c. Twelfth graders must pass all courses in the 12th grade year in order to graduate.

The Dean of Students and Director of Studies must approve any deviation from the above requirements in consultation with the Head of School.

Course Selection

Each spring, advisors provide information and counseling about courses for the next academic year. Registration takes place in early April. Students wishing to take more or fewer than the required major courses per semester must gain approval from the Director of Studies. Students are placed in AP (Advanced Placement) and honors-level courses based on teacher recommendations, with the approval of the appropriate Department Head.

Add/Drop Deadlines

- Deadline to add a class: Students have until Friday of the second full week of a term.
- Deadline to drop a class: For both semester-long and yearlong courses, students who wish to drop a class must do so before eight full weeks of a term have passed (by November 1 in the first semester and by March 10 in the second semester). After the eighth week, a student is committed to completing the course and getting a semester grade.

Honor Roll & Grades

Grading Key

A+ = 98 - 100	C+ = 77 - 79
A = 93 - 97	C = 73 - 76
A- = 90 - 92	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
	F = Below 60

The Honor Roll is calculated at the end of the first semester (January), at the second semester midterm (March), and at the end of the second semester (June). To achieve Honor Roll standing in any given marking period, a student must achieve a minimum grade-point average of 3.0 and have no grade below a B-. To achieve High Honor Roll standing, a student must achieve a minimum grade-point average of 3.65 and have no grade below a B-. An F in a Pass/Fail course also makes a student ineligible for Honors or High Honors. To determine a student's grade-point average, we use the grade value system shown below.

Semester Grade-Point Average: A weighted grade-point average for each student is computed at the end of each semester. The Semester GPA is calculated by multiplying the grade value (from the chart below) by the credits earned; these values are added and then divided by the number of credits attempted for the semester. Note: An additional 0.50 points is added to each numerical value for an Honors or AP course.

Cumulative Grade-Point Average: The Cumulative GPA is calculated by multiplying the grade value (from the chart below) by the credits earned; these values are added and then divided by the total number of credits attempted in all semesters. Note: An additional 0.50 points is added to each numerical value for an Honors or AP course.

A+	4.35	B+	3.35	C+	2.35	D+	1.35	F	0.00
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.65	B-	2.65	C-	1.65	D-	0.65		

For further details about this Cumulative GPA, please contact a member of the Pulsifer College Counseling Center:

- Thad Robey P '17, '19, Co-Director of College Counseling (trobey@thayer.org / 781.664.2222)
- Cicily Shaw, Co-Director of College Counseling (cshaw@thayer.org / 781.664.1607)
- Christine Woods P '25, '27, Associate Director of College Counseling (cwoods@thayer.org / 781.664.2218)
- Selene Carlo-Eymer P '14, Registrar (seymer@thayer.org / 781.664.2201)

Cum Laude Society

The National Cum Laude Society was founded in 1906, and Thayer Academy's chapter of the Cum Laude Society has been in existence since 1930. According to its mission, the Cum Laude Society “recognizes academic achievement in secondary schools for the purpose of promoting excellence (Areté), justice (Diké), and honor (Timé).”

Each chapter may elect up to 20% of the members of the 12th grade class in the college preparatory curriculum who have high academic achievement. In determining its inductees, Thayer Academy uses the weighted cumulative grade-point average. For a student with fewer than eight semesters (four years) in Thayer Academy's Upper School, the Academy expects that the student's non-Thayer academic record will be comparable to the student's record at Thayer, although non-Thayer grades are not calculated into the weighted Cumulative GPA. In addition to academic considerations, students with any serious disciplinary infractions may be ineligible for induction. Inductees must have been Thayer Academy students for at least four semesters (two years).

Valedictorian

Thayer Academy's Valedictorian is the top student of the 12th grade class, determined by weighted Cumulative GPA. For a student with fewer than eight semesters (four years) in Thayer Academy's Upper School, the Academy expects that the student's non-Thayer academic record will be comparable to the student's record at Thayer, although non-Thayer grades are not calculated into the weighted Cumulative GPA. An eligible student must have completed at least four semesters (two years) in the Thayer Academy Upper School.

Academic Probation

Students will be placed on academic probation if they meet any of the following criteria:

- Failed any course at the end of a term, semester, or year
- Earned two or more D's (D-, D, or D+) at the end of a term, semester, or year
- Shown consistent evidence of incomplete effort and minimal progress

Academic probation serves as a warning for those students who need to improve their academic

performance and/or effort. When students are placed on academic probation, the Academic Dean will notify students, their parents/guardians, and their Advisors in writing. The periods of academic probation run from September-January, January-March, and March-June.

Teachers of students on academic probation write progress reports more frequently (approximately every three to four weeks). To keep parents/guardians, students, and Advisors aware of academic progress, these reports are posted to MySchoolApp, a password-protected online site. Students on academic probation may continue to participate in extracurricular and athletic activities at the discretion of the Upper School Dean of Students.

Ninth and 10th graders on academic probation will be assigned to study hall during all of their free periods for the duration of the probation period. Eleventh and 12th graders on academic probation will be assigned to study hall for all of their free periods at least until the next round of progress or grade reports become available. If an 11th grader or a 12th grader shows significant improvement on these reports, that student will no longer have to attend study hall for the remainder of the period of academic probation unless, at the discretion of the Academic Dean, the student's academic progress indicates that additional study halls are warranted.

The Dean of Students and Academic Dean review all students on academic probation at the end of each probation period. At this time, students may be removed from academic probation if their performance merits such action, or they may remain on academic probation for a subsequent term.

Students whose effort and performance remain weak and/or who are unlikely to complete graduation requirements despite reasonable accommodations may be asked to withdraw or may not be reenrolled. Students who are placed on academic probation for three consecutive terms will likely be required to withdraw.

A student's academic probation status is not noted on that student's transcript.

Promotion to The Next Grade

Students are expected to pass all course commitments each year, regardless of the number of credits they may have at the end of any given year. Underclassmen with academic difficulties such as those described below may be required to repeat a course in a Thayer-approved summer school or at Thayer Academy in the following academic year. The Dean of Students and Director of Studies must approve the course of study in these cases:

- A student with an F average in a required course
- A student enrolled in sequential courses (such as those required for graduation in math and world languages) who does not earn at least a C-. In this case, the student may be asked to repeat the course the following year, take an approved summer school course, or work with a tutor over the summer and retake the final exam.

A student who fails a required course and cannot meet graduation requirements within four years will not be reenrolled for the following school year.

Repeating a Grade

Thayer Academy does not allow a student to repeat a grade if already enrolled in the Upper School.

Attendance & Class Credit

- If a student is absent from school for five days during any semester, a student's case may be

reviewed by their Upper School Class Deans and the Upper School Dean of Students, as appropriate. A parent/guardian conference may be called to discuss the circumstances surrounding the absences. At that time, a plan for making up missed work and for preventing more absences will be developed. In all cases, it is the responsibility of the student to make sure that work is made up promptly.

- If, in the opinion of the Dean of Students, the absences that a student has accumulated are unacceptable, then the student may be placed on probation. Academic and disciplinary penalties may be applied if a student who is on probation misses additional days for unacceptable reasons.
- If, for any reason, a student misses 20% of the classes in a particular course, the Dean of Students and Director of Studies may deny full credit for work done in that course. If a student misses a class or a day of school without a legitimate excuse, that student can expect to serve twice the time missed in work hours. Additionally, other academic and disciplinary measures may be applied. A student who skips school one day, for instance, would be expected to serve a two-day, in-school suspension and could be subject to other disciplinary and academic measures.
- If a student misses an assessment without a legitimate excuse, that student can expect a deduction on that assessment once it is completed.

Late Work

Students who turn in academic work late without prior arrangement with the teacher or without excuse can expect to lose points for each school day that assignment is late.

Incompletes

Students who are unable to complete all of the required work in a course by the end of the term will be given an Incomplete (I), which will remain on their transcript until they satisfy the course requirements. Students must complete all makeup work within two weeks of the end of the term, or they may not earn full credit or may earn a failing grade for the term. Exceptions to the two-week deadline must be approved by the Upper School Dean of Students.

Health & Wellness Classes

The Health & Wellness curriculum is an integral part of the total Thayer experience. The program is designed to give students the informational background they need to make responsible decisions when it comes to living a healthy, active, safe, and productive lifestyle. The Health & Wellness Department provides each student with an opportunity to experience a vast array of health- and fitness-related courses. The Health & Wellness Department hopes that each individual will find an area of interest so that they will continue to pursue that activity later in life.

- **Grade 9:** Introduction to Health & Wellness (required, yearlong)
- **Grade 10:** Nutrition, Current Issues & Lifetime Activities (required, yearlong)
- **Grade 11:** Decisions (required, first or second semester, one meeting per week)
- **Grade 12:** CPR/AED/First Aid (required, first semester, one meeting per week)

Study Hall

All 9th graders must attend study hall during free periods throughout their 9th grade year. Tenth graders who have earned Honors or High Honors for the second semester of their 9th grade year or during their 10th grade year are not required to attend study hall during free periods. Eleventh and 12th graders are exempt from study hall. Students may be assigned to study hall at the discretion of the Class Deans, the Academic Dean, the Director of Studies, or the Dean of Students.

Independent Study

The purpose of Independent Study is to afford students the opportunity to pursue a course of study on a topic that has significant import in the development of their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses. Thayer does not offer Independent Study in a course that is offered in the curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department. Students should identify a faculty sponsor with the expertise, interest, and time to support and supervise their study. Faculty are usually pleased, but are not obligated, to supervise Independent Study. At that point, students submit the Independent Study proposal to the relevant Department Head for the department's review. After that, students should sign up for the Independent Study when they sign up for their other classes in the spring. Grades and credit for Independent Study appear on a student's transcript. Independent studies generally earn one half credit and are graded as Pass/Fail.

Summer Projects & Courses

The Academy does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may elect or be required to take essential courses during the summer. In order to do so, they must enroll in a summer course approved by the Dean of Students or Director of Studies and the relevant instructor(s) and Department Head(s) and/or take a special school exam administered by the appropriate academic department. Arrangements and permissions should be secured well in advance.

Students passing a summer course and/or exam do not earn credit from the Academy, but successful completion may mean they have earned the right to advance to the next course in the Academy's curriculum.

The Academy does require summer reading to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family. Reading lists for students are posted online on the Thayer website.

Expectations of Student Conduct

General Expectations

The Academy's guidelines for conduct are based on its Mission and reflect its Core Values and applicable laws. It is critical that all members of the Thayer community understand the behavioral expectations and the Academy's expectations regarding conduct. By joining the Thayer community, each student agrees to abide by the rules and principles articulated in this Handbook and by additional rules as may be established by the Academy as necessary. If a student violates school policy or rules, or acts in a way that conflicts with our Honor Code and Core Values, appropriate disciplinary measures will be taken by the Academy. All members of the Thayer community share the responsibilities of being part of our community.

All students enrolled at Thayer Academy represent not only themselves and their families but also Thayer through their conduct, on or off campus, and whether school is in session or not. Thayer has the right to impose disciplinary sanctions, including dismissal or expulsion, on any student whose behavior on or off campus violates reasonable expectations of conduct or in any way damages or impugns the reputation of Thayer Academy or any member of its community. Such behavior may include, but is not limited to: harassment, bullying, illegal use of drugs and alcohol, shoplifting, vandalism, and disruptive or

inappropriate behavior on or off campus, including, but not limited to, while visiting another school or institution.

Consistent patterns of honorable behavior and the ability of young people to grow and learn from their mistakes are of fundamental concern to the Academy. We believe, therefore, that repeated offenses should carry heavier penalties. Our goal is to foster in all students a strong sense of individual responsibility and a clear understanding that they are expected to treat others with respect and to act with honesty and integrity.

Since honesty is expected in all dealings, lying about the facts in a disciplinary case increases both the student's culpability and the severity of the penalty. The disciplinary process may take into account any factors that Thayer deems appropriate and in the interest of the Thayer community.

Scholarly Integrity & Responsibility (Academic Honesty)

As a reminder, plagiarism and cheating have different forms. Although not exhaustive, here are matters of **black and white**:

- Copying and pasting words or imagery from the internet, including AI-generated material without citation or when such resources are not permitted
- Typing something into an assignment that you read as a hard copy (newspaper, magazine article)
- Purchasing a paper from an online source
- Copying a classmate's work
- Borrowing a classmate's homework and presenting it as your own when the teacher checks
- Submitting as your own the paper of an older sibling or a friend who has already taken the class
- Submitting as your own the writing of a parent or tutor

The following actions fall in the **gray zone** for most students. Though less blatant, they are still considered plagiarism and merit significant consequences:

- Using analysis from an online guide like SparkNotes or Shmoop as the basis for your argument on a paper, test, or reading quiz, *even if you use your own words*
- Paraphrasing or summarizing the ideas of an author of a secondary source (article, critical essay) using language too similar to the author's, *even if you properly cite the author's work*
- Using quotations and citations from an online guide like SparkNotes or Shmoop instead of from your original text
- Submitting an assignment for one class that you also used for another class, either in the same year or in the past
- Talking to another student about an assignment and then using that student's ideas in your paper, *even if you use your own words*
- Using unauthorized internet sources during an in-class assessment
- Forgetting to cite

When more than one student is involved in any way in an act of dishonesty, all participating students are regarded as guilty of being dishonest. For every case of academic dishonesty, one or more of the following consequences may result:

- A grade of zero for the work
- In- or out-of-school suspension
- Notification of the student's parents/guardians
- A meeting with the Dean of Students
- A hearing before the Disciplinary Committee
- Documentation of the incident

- In-school counseling for the student

A teacher may recognize that work submitted by a student does not appear to be the student's own (for instance, the work may appear distinct from the work the student produces during school); however, the teacher may not be able to confirm that the student engaged in academic dishonesty. Under such circumstances, the teacher may request the student to resubmit the work or an alternative assignment, and the student will be expected to comply.

Definitions of Disciplinary Consequences

- **General Warning:** A General Warning is an indication that a student's behavior is unsatisfactory. The problematic behavior will be recorded, and any future incident will likely result in more significant consequences.
- **Detention:** Students will be assigned detention by their teacher, Advisor, Class Deans, or the Dean of Students for smaller daily infractions such as dress code violations, missing study hall, not signing in or out, etc. Detentions are scheduled by the Dean of Students. All detentions must be completed within one week unless the Dean of Students makes alternate arrangements with the student.
- **Behavioral Contract:** A behavioral contract with the Academy requires that a student comply with guidelines established by the Academy. Contracts may cover a wide range of behaviors; examples include behaviors related to tardiness or attendance or interactions between peers. Failure to adhere to a contract may result in additional consequences.
- **Probation:** Probation represents a warning to a student that any future serious offense may result in suspension, dismissal, or expulsion. A student placed on probation may be prohibited from serving as a class officer, Student Government representative, team captain, or a holder of any other school leadership position. Students who violate the Academy's expectations while on probation place their enrollment at Thayer in jeopardy. A student may petition off probation at a determined time. To petition off probation, a student must provide a letter of support from their Advisor and schedule a meeting with the Dean of Students.
- **Loss of Privileges:** Loss of privileges may result when a student fails to meet the expectations associated with those privileges, in addition to the disciplinary consequence associated with the rule violation. For instance, students who fail to honor specific space use standards may lose the visitation permission (e.g., media lab or pottery studio).
- **Loss of Leadership Positions:** Loss of Leadership Positions may be a consequence when misconduct raises concerns about the student's ability to be an appropriate role model or representative of the Academy. The loss of a leadership position may be in addition to the disciplinary consequence associated with the rule violation.
- **Suspension:** Suspension may be served in or out of school. Students who serve an in-school suspension report to school for regular hours but are restricted to a designated location. Students generally remain in a room to complete any school work, to take tests assigned that day, and/or to complete work hours. Students may not participate in any school activities or attend school functions. Students serving suspension off campus are not allowed to be on campus or attend school events for the duration of the suspension.

- **Dismissal:** A student who is dismissed is no longer a member of our community and may not be present on campus without the permission of the Head of School or Dean of Students. A dismissed student may be given the option to apply for readmission after the passage of a designated amount of time and the completion of such preconditions as the Head of School deems appropriate or necessary.
- **Expulsion:** A student who is expelled will have no option for readmission, may not receive a diploma, and may not be present on campus or at Thayer-sponsored events and activities without the permission of the Head of School. A student may not receive credit for the semester in which the expulsion occurs.
- **Withdrawal:** If a student withdraws from the Academy while a disciplinary response is pending, the transcript may include such designation.

Disciplinary Procedures

The Dean of Students is primarily responsible for Upper School discipline. In all disciplinary matters, the administration considers the student's school record and the particular circumstances of an infraction. As is appropriate, the administration may also consult with the student's Advisor, teachers, and Class Deans. Since the disciplinary experience endeavors to promote learning and growth, this process is very important.

The Upper School Disciplinary Committee (a group of faculty members and an elected group of students) may hear cases involving serious misconduct, including but not limited to repeated offenses, incidents causing damage to the community, and offenses where the possible result is suspension, dismissal, or expulsion. In such cases, the committee will recommend appropriate disciplinary action. The Dean of Students may accept, reject, or amend those recommendations.

If the Disciplinary Committee is convened to review a student's alleged misconduct, the student will attend the meeting accompanied by the student's Advisor or another adult chosen by the student. At its discretion, the Disciplinary Committee may ask other individuals who have knowledge of the case to attend part of the meeting. Parents/guardians and attorneys are not permitted to attend.

In any situation, the Head of School may impose disciplinary action up to and including dismissing a student from school and removal of academic credit, regardless of whether the Discipline Committee is convened and regardless of the Discipline Committee's recommendation.

Thayer Academy will maintain for each student a record of all discipline. Consistent with the Academy's Next School Reporting and Disclosure to Colleges policy, Thayer Academy may, and in some cases may be required to, disclose information about student conduct or discipline to other schools and colleges to which a student may apply or enroll, as well as to law enforcement officials or other third parties.

Disclosure to Colleges

Typically, Thayer will not directly report disciplinary matters to colleges/universities. Instead, students are expected to self-report when asked. As a school and when appropriate, Thayer views disciplinary matters in 9th and 10th grades as developmental in nature and/or a function of adjustment to the structure and demands of high school life. Therefore, the school generally supports a practice that disciplinary matters

in 9th and 10th grades (particularly related to single or minor instances of disciplinary violations) do not need to be self-reported to colleges by students; however, students/families should consult with a college counselor on this topic for guidance.

If a student has been suspended/separated from school during 11th grade or 12th grade, that student is expected to self-report the matter to the colleges/universities to which the student has applied if asked by the college/university.

Students should work closely with college counselors to ensure that all student responses are provided in an honest and thoughtful manner. If a student's disciplinary status changes after the filing of college applications, the student is obligated to inform all schools to which an application has previously been submitted or the institution at which the student has submitted an enrollment deposit within two weeks from the date of the change in status.

Thayer may share information about disciplinary matters with a college/university/institution, including when Thayer has a reasonable concern about safety.

Students who may be transferring to another secondary school should refer to the Next School reporting policy in the Middle School section of the Handbook for information about potential disclosures to such institutions.

Disclosure to Community

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the school community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise.

Food in School

Students may NOT order takeout or delivery from local restaurants during the school day.

Use of Cellphones & Headphones

Upper School students should use cellphones for school-related purposes only, and only with the advance permission of a faculty or staff member. Phones should never be seen at any school assembly, in the dining hall, or in class unless with the permission of a teacher. Misuse of the phone (including, but not limited to, texting, engaging in social media, or gaming) will lead to confiscation. Phones should never be used to photograph or videotape others without their consent. Phone calls should be made only with faculty/staff permission and then with discretion. Generally, phones should be silenced or powered off and stowed in backpacks or lockers from the start of the day until the end.

As long as they are not causing a distraction or disrupting the learning process, students may use headphones in study halls, common spaces, and the library. Students may NOT wear headphones while walking around campus between classes.

Attendance Procedures & After-School Supervision

All students are expected to be present at 8 a.m. (9 a.m. on Thursdays and optional 9 a.m. on Tuesdays) and to remain on campus through the final bell of the day each day. Attendance at all scheduled classes, activities, meetings, study halls, and athletic commitments is required.

When students are in school for only part of a day because of illness or important off-campus appointments, we expect the following:

- Students arriving late or leaving early must have a parent/guardian notify the school by contacting John Murphy, receptionist in the Student Commons, as soon as those students get to school. (Call 781.843.3580 or email jmurphy@thayer.org.)
- Students must sign in and out with the office staff at the Student Commons desk whenever they are leaving or returning to school during the academic day.
- Students who leave school before a test or any kind of scheduled assessment must see the teacher before leaving unless excused by a School Nurse.
- Students who miss a test or any scheduled assessment because they arrive later the same day must see the teacher that day to take the assessment or to schedule a makeup at the teacher's convenience. Students cannot participate in extracurricular activities that day unless they have spoken to the teacher whose assessment they have missed.

Absences

Students should be present at school except for reasons of illness, urgent appointments, religious holidays, family bereavement, or emergencies. Parents/guardians should report their child's absence by 9 a.m. by calling 781.843.3580 or emailing jmurphy@thayer.org. Teachers will not be expected to offer makeup work or extra help to those who miss school for reasons other than those listed above.

When an absence results from a suspension, students are responsible for all work missed. Students who are suspended are also responsible for submitting all written work, including homework, by the due date. All tests are to be made up within one week of the student's return.

Tardiness

All students are expected to be in their first class of the day by 8 a.m. (9 a.m. on Tuesdays and Thursdays). If students arrive after the expected time, they should report directly to the Student Commons desk and get a pass to enter the classroom. Upper School parents/guardians will receive notification by email once a student shows an unacceptable pattern of tardies.

Absence or Tardiness And Participation In Extracurricular Activities

Students who are absent from school may not participate in or attend extracurricular activities. In order to participate in any extracurricular activity, a student must be in class by 8 a.m. (9 a.m. on Tuesdays and Thursdays) and must remain on campus for the entire day. Any exceptions to this rule must be approved by the Dean of Students. This includes situations in which a student becomes ill during the day, misses one or more classes, and wishes to attend an extracurricular activity.

Absence & Missed Work

Students are responsible for missed work unless the obligation is waived by the teacher who assigned it. It is the student's obligation to approach the teacher and seek help and/or schedule makeup dates in a timely fashion. Students whose families are planning absences of more than two days must see their teachers one week in advance to make arrangements to complete missed work before or immediately after the absence. No additional time is allowed for work missed because of suspension from school unless approved by the Dean of Students.

Passes

If students are detained officially or unofficially, they need to obtain a pass from the teacher or

administrator involved and present it upon arrival at their next assigned location. Passes are also issued to give students permission to leave assigned areas, such as study hall, or to go to the library, an Advisor conference, or an extra-help session with a teacher. Students must obtain a pass in advance so it can be presented to the teacher or study hall proctor at the beginning of the designated period. Students are then excused from that period to report directly to the location indicated on the pass.

Early Dismissals When Students Are Sick

Thayer Academy has three registered nurses on staff, and students feeling ill should consult them to assess the need for the student to be dismissed home. Parents or guardians will be called if a School Nurse determines the student should go home. Students should not contact parents/guardians directly to request a dismissal from school. The School Nurses will also notify the Upper School office if a parent/guardian is called to pick up a student. All students who are ill must follow this procedure.

Lockers

Lockers are available for student use. Every Upper School student is assigned a lockable locker in the Student Commons (Grades 9-11) or the Brickyard (Grade 12). In addition, Upper School students have access to athletic lockers in the main athletic locker rooms in Cahall. Students should purchase a lock for athletic lockers. Thayer cannot be responsible for theft of or damage to items left around campus; valuables should be left at home.

Advising & Counseling

Each grade has its own Class Deans who report to the Dean of Students and are responsible for monitoring the well-being of the class and its members. Class Deans are assisted by a team of faculty Advisors at each grade level, so there are more than a dozen faculty members paying close attention to the welfare and progress of each class.

Each Advisor monitors the progress of approximately 6-10 advisees throughout the school year. Advisors meet individually and in small groups with advisees to address academic and personal issues. Students and parents/guardians are encouraged to communicate frequently with Advisors about any concerns they might have. The Upper School Counselors assist Advisors and Class Deans in their work with students. Students enter the counseling process by contacting the Upper School Counselor themselves or at the request of faculty, administration, parents, guardians, family, or friends. The Counseling Department has established working relationships with area professionals and, upon request, coordinates contacts for Thayer families. Parents/guardians or students who have questions about counseling should contact the Director of Counseling.

Southworth Library

Southworth Library in the Upper School houses nearly 13,000 volumes as well as access to a collection of ebooks. These collections support both research and reading for pleasure. The library subscribes to over 50 databases, all of which are accessible on and off campus. The library also has copies of most class textbooks, which are available for in-library use.

The library provides spaces for both quiet and group study. There are three small study rooms where classes can meet or where students can collaborate on projects. Students are expected to behave appropriately at all times and to be respectful of others who are studying. Students who do not follow a librarian's direction will be referred to their Advisor or the Upper School Dean of Students, as necessary.

Online Resources

Course- and assignment-specific pages on TigerGuides facilitate research in history, English, science, and world languages. The online library catalog, which includes holdings from both the Middle and Upper School libraries, is available from any computer with an internet connection.

Loan Period & Lost Book Policy

In most instances, there is no limit to the number of books that students can borrow. Books are typically loaned for three weeks and can be renewed. Overdue notices are sent to students on a regular basis, and parents/guardians might be contacted if books are not returned.

Computer Use in The Libraries

Students using computers in a library space are expected to follow the guidelines in Thayer's Policy for Appropriate Use of Technology. At any time, librarians may withdraw computer privileges for misuse.

Passes to The Library

Tenth graders on Honor Roll, 11th graders, and 12th graders may use the library without a pass. Ninth and 10th graders assigned to study hall need a pass to do work in the library. These students must request a pass from the teacher who gave the assignment, get the pass signed by the study hall proctor, and then give the pass to the librarian at the circulation desk. If a student leaves the library before the end of the period, the pass must be signed by a librarian, and the student is expected to bring the pass back to the study hall proctor.

Upper School Library Staff

Amy Perry, Director of Southworth Library
Kerri Brosnan P '25, '28, Librarian
Stephanie Rando '88 P '18, '20, Library Assistant

The Hanflig Technology Center

The Hanflig Technology Center (<https://www.thayer.org/academics/technology>) promotes the advancement of technology in service of learning and teaching in two ways: 1) The HTC serves faculty and students by providing a demonstration, testing, and learning site for state-of-the-art hardware and software applications appropriate to an educational setting; and 2) Hanflig Technology Fellows get hands-on training, participate in technology projects, and support faculty in the integration of laptops in the classroom.

Upper School Extracurricular Activities

For information on Upper School activities, organizations, and clubs, go to www.thayer.org/student-life/clubs-activities.

College Counseling

The College Counseling program officially begins in January of a student's 11th-grade year with individualized counseling sessions and a variety of supportive programs. Three dedicated College Counselors are available to students and families at all grade levels, and the College Counselors provide age-appropriate programming to 9th and 10th graders through workshops, Advisor meetings, and one-on-one conferences. The Pulsifer College Counseling Center section of Thayer Academy's website is an excellent resource for students and families, including the comprehensive College Counseling

Handbook; in their 10th-grade year, students also open an account in Scoir, an online resource, through which they conduct their college research and submit supporting documents when they apply for admission.

Thayer's College Counseling program emphasizes individualized support and guidance; each student works closely with a College Counselor with the goal of finding the best college match. The College Counselors advise each student on building an appropriate college list and assist in the completion of effective college applications and essays while also advocating for every student at the colleges where they apply. Programs include essay writing workshops, college planning and application classes, and Q&A sessions with college admissions officers. The Pulsifer College Counseling Center hosts well over 100 college admissions officers each year to meet with Thayer Academy students.

Athletics Policies & Offerings

The Thayer Athletics Philosophy

Thayer Academy's mission is to inspire a diverse community of students to moral, intellectual, aesthetic, and physical excellence so that each may rise to honorable achievement and contribute to the common good.

The Thayer Athletics philosophy is devoted to meeting the Academy's mission in every way. To that end, we believe that every student should participate in physical activities in their pursuit of "physical excellence." The Middle and Upper School Athletics, Physical Education, and Health & Wellness requirements – comprised each year of opportunities on interscholastic athletic teams, in physical education classes, and with classroom components – allow students to learn, compete, and grow in mind and body.

The values of team sports, physical education, and health include:

- The experience of teamwork, competition, sportsmanship, success, and failure
- Development of relationships, self-confidence, and physical and life skills
- Knowledge of nutrition, fitness, and mental relaxation
- Maturation of leadership skills, discipline, and a strong sense of self

The athletics program strives to teach personal responsibility. **Participation on an athletic team is a commitment, a responsibility, and often a requirement. Attendance at practices and games is required.** It is important that each student understands that the entire team is affected when an athlete misses a practice. We believe that sport offers the opportunity for student-athletes to learn the value of commitment, dedication, and teamwork. Daily attendance is required of all student-athletes on all of our Upper School teams. Students must be present and participate in practices in order to compete in games on the varsity, JV, and IIIs teams. If a student-athlete misses more than three practices and/or games for any reason, they will be required to meet with the Athletics Director to discuss their commitment to the team. It is our intention to support student-athletes when an unforeseen circumstance arises; however, excessive absences from practice/games affect the entire team and may result in loss of playing time, loss of credit for the sport season, and/or removal from the team.

Student-athletes in the Middle School are expected to participate in daily practices and team games in each of the three seasons. Missing practices and/or games at the Middle School level will impact a student-athlete's playing time, and excessive absences may result in disciplinary action.

We believe that sport offers the opportunity for student-athletes to learn how to advocate for themselves and therefore request that any student-athlete in Upper or Middle School who expects to miss or arrive late to a practice will communicate directly with that team's head coach and include a parent/guardian on the email. Students may not ask a peer to communicate messages on their behalf. All email communication with a coach regarding absence or tardiness to any practice or a contest should be done in advance of practice/game date whenever possible and include a parent/guardian in the communication.

If a student-athlete at any level is injured, they are expected to communicate first with their coach and then see Thayer's Athletic Trainer. If a student is injured for a sustained period of time, the student is required to communicate daily with both that team's head coach and Thayer's Athletic Trainer. Unless otherwise stipulated by a physician, students are expected to attend daily practices in support of their team and, as able, assist the coaches. The exception to this is if a student is diagnosed with a concussion, in which case they may not be allowed to attend practices or games until they have completed the Return To Play (RTP) protocol with our Athletic Training Staff and have a letter from their physician clearing them for participation. Each student will be assessed on a case-by-case basis and in consultation with our Athletic Trainers, the student's physician, and our Academic Dean to determine whether or not a student may be allowed to attend practice(s) or game(s) in support of their team during the RTP process.

Eligibility

Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. No student will be allowed to participate until this form is on file. Students who are absent from school may not participate in or attend extracurricular activities. In order to participate in any extracurricular activity, a student must be in class by 8:15 a.m. (9:15 a.m. on Tuesdays for the Middle School; 9:15 a.m. on Tuesdays and Thursdays for the Upper School) and must remain on campus for the entire day. If an Upper School student must be late because of an appointment, they need to bring a doctor's note to Mr. Murphy in the Student Commons in order to participate. If a Middle School student must be late because of an appointment, they need to bring a doctor's note to the Main Office. Any exceptions to this rule must be approved by the Upper School Dean of Students or the Middle School Director. This includes situations in which a student becomes ill during the day, misses one or more classes, and wishes to attend an extracurricular activity.

ISL Athletics Guidelines for Students and Parents

Sportsmanship Creed: The Independent School League (the "ISL") is proud of the behavior and sportsmanship displayed by its players, coaches, and fans. We value spirited and fair play as well as positive support for our players and teams. In order to ensure that our expected level of decorum continues in each game and each season, we ask that all members of the ISL community continually renew their efforts to abide by the ideals of our league.

Athletic competition in the ISL is guided by the following ideals: Players and coaches shall at all times represent themselves and their school with honor, proper conduct, and good sportsmanship. They shall understand that competitive rivalries are encouraged but that disrespect for opponents is unsportsmanlike and lessens the value of the rivalries. They shall confine the competitiveness of the game to the field and behave properly on the sidelines and in the locker rooms before, during, and after the games.

The Players & Coaches: Players and coaches shall comply fully with the rulings of the officials. In no

way, either by voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made. Players must never forget that they represent their school.

The Spectators: ISL schools will not tolerate at their athletic contests any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches, or other spectators. Nor will ISL schools permit any type of spectator behavior that either detracts from the proper conduct of the game or serves to place a player or a team at a disadvantage. Some examples of unacceptable behavior are as follows:

- Use of profanity or displays of anger that draw attention away from the game;
- Booming or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talk or yells that antagonize opponents;
- Verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet stomping during an opponent's free-throwing attempts;
- Use of artificial noisemakers of any kind (legitimate pep bands, however, are encouraged). These guidelines apply equally to players, coaches, and spectators. The ISL asks officials to apply these guidelines strictly, especially with regard to players and coaches.

Athletics Department Staff & Coaches Contact Information

For Athletics Department contact information, please refer to www.thayer.org/athleticsdirectory. You will also find contact information for coaches on your student's team page via www.thayer.org/athletics/teams-schedules-results.

Athletics Health & Safety Policies

Certified athletic trainers are typically present at all after-school practices and games in order to help manage sports injuries, provide first aid, and coordinate emergency medical services when needed. Athletic trainers may also provide pre-practice or pregame treatments or preparations as needed to minimize the risk of injury. Athletes who have sustained an injury are required to receive the approval of the Athletic Trainer before they are permitted to return to play. For more information about our certified athletic trainers, please refer to www.thayer.org/athletics/sports-medicine.

More information on Thayer's concussion guidelines can be found in this Handbook.

- Head Athletic Trainer Ellen Malloy (emallo@thayer.org / 781.664.2273)
- Athletic Trainer Garrett Butkuss (gbutkuss@thayer.org / 781.664.2244)
- Athletic Trainer Anne Lally (alally@thayer.org / 781.664.2250)

Middle School Athletics Programs (Grades 5-8)

Athletics at the Middle School function as an integral part of the Academy curriculum. Student-athletes learn about leadership, adversity, teamwork, and self-discipline through participation and competition on the athletic fields. We believe that involvement at all levels helps students develop physically, socially, and emotionally. Emphasis is placed on skill development, sportsmanship, and character development. All Middle School students are required to participate in our afternoon program, a sport or arts activity for each season, and every student must participate in at least one athletic activity a year. If there is severe weather and athletics are canceled, students will have study hall with their respective coaches.

Middle School Athletics Requirements

- Students are required to participate in our afternoon program each season; at least one of these must be an athletic activity every school year.
- Students have the option to play a team sport or participate in a recreational sport.
- A tryout selection process according to ability will be used when necessary.

Middle School Athletics Offerings

Typically, the Academy offers the following Middle School athletic teams during the course of the academic year:

	Boys	Girls	Coed
Fall Interscholastic	<ul style="list-style-type: none"> • Football • Soccer 	<ul style="list-style-type: none"> • Field Hockey • Soccer • Volleyball 	<ul style="list-style-type: none"> • Cross Country • Flag Football
Fall Recreational			<ul style="list-style-type: none"> • Fitness and Games • Pickleball
Winter Interscholastic	<ul style="list-style-type: none"> • Basketball • Hockey 	<ul style="list-style-type: none"> • Basketball • Hockey 	<ul style="list-style-type: none"> • Wrestling
Winter Recreational			<ul style="list-style-type: none"> • Rock Climbing • Dance • Fitness • Ski Club • Yoga
Spring Interscholastic	<ul style="list-style-type: none"> • Baseball • Lacrosse 	<ul style="list-style-type: none"> • Softball • Lacrosse 	<ul style="list-style-type: none"> • Track & Field • Tennis
Spring Recreational			<ul style="list-style-type: none"> • Golf (instructional) • Tennis (intramural)

Middle School Waiver Program Policies

Off-Campus Athletics Program Waivers: Middle School students with demonstrated ability and a major commitment to training for a sport/activity that Thayer does not offer (e.g., horseback riding or figure skating) may apply for an Off-Campus Athletics Program Waiver. The Independent School League bylaws state: "Multi-season, single sport: Athletes may not receive credit for participating in a sport (offered) for

more than one season in an academic year.” All waiver requests and any additional season requests must be submitted to Athletic Director Bobbi Moran and Middle School Director of Student Activities and Athletics John Reid no later than the first day of classes in the fall and by the Monday before the first day of seasonal tryouts in the winter and spring in order to be eligible for approval. A decision will typically be made within five school days after submission. Seasonal tryout dates will be communicated to students and parents/guardians via www.thayer.org/parents/athletics and the seasonal Athletics Department Information Letter.

Medical Waivers: If a student is unable to participate in athletics due to a medical reason, please submit the following to the Athletics Training Staff: 1) medical documentation from the treating physician, including a diagnosis, 2) the period of time the student will be unable to participate in sports, and 3) the plan of care recommended by the doctor (if appropriate). Medical Waiver information will be communicated to school staff on a need-to-know basis. Waiver forms are available at www.thayer.org/parents/athletics and in the Athletics Department office.

Middle School Student Varsity Tryout / Participation Policy

There are situations when an 8th grade student, based on the student’s athletic ability and the needs of the varsity team, may be permitted to play a varsity sport even when that sport is offered at the Middle School level. In such cases, the Head Varsity Coach must initiate the request, with the approval of the parents/guardians. Middle School Director of Student Activities and Athletics Director John Reid and Athletic Director Bobbi Moran must then endorse that request. The Athletic Director will forward the request to the Middle School Director who, in concert with the Athletic Director, will make the final determination. The factors considered will include, but not be limited to: overall program, team dynamics, and possible concerns related to the Middle School student in question (e.g., academic standing, deportment, and any social or emotional concerns that might pertain to playing with Upper School students). In order to be considered for a varsity sport roster spot, the 8th grade student-athlete must be an “immediate impact player” with the ability to start and compete with significant minutes at the varsity level. Student-athletes in 8th grade will not be added to a varsity roster unless they are considered “starters” on a varsity team.

Upper School Athletics Policies (Grades 9-12)

Upper School Preseason Optional Workouts

Upper School Preseason Optional Workouts may be initiated by the players in order to prepare for the tryout stage of the season. Open field and gym space will be available for all players to use. Head Varsity Coaches should in no way emphasize/organize any workouts prior to tryouts. These sessions are not required, and a student’s attendance (or lack of attendance) at these optional workouts may not be considered by the Varsity Coaches when making decisions regarding team membership or playing time.

Varsity & Sub-Varsity Teams

Varsity coaches will make every effort to provide playing time to all student-athletes on the roster; however, coaches will make decisions on playing time based upon effort, experience, and enthusiasm as well as the opponent the team faces. Every effort will be made to assist varsity athletes develop; however, being on a varsity roster does not equate to equal playing time, and student-athletes who play at the varsity level do so with an understanding that the “success of the entire team” is at the center of the experience. While sub-varsity teams are more developmental in nature, our varsity programs are quite competitive. Playing on a team offers not only a chance to enjoy the sport but also a valuable participatory experience for each athlete. This applies to all team members from all-league standouts to substitutes

who play a supporting role. In keeping with the Thayer philosophy that athletics are an integral part of a student's curriculum, students should plan their participation with the help of their Advisors. This discussion will help everyone gain a better understanding of each student's overall school program. The varsity and sub-varsity teams are made up of those students who have demonstrated, through the tryout process, that they can successfully and comfortably compete at that level. All sub-varsity participants are expected to receive fairly equal playing time over the course of the entire season. Daily attendance is expected at all levels of play, and student-athletes who exceed three absences in any program will meet to discuss their commitment to sport with the Athletic Director. Please see "Attendance Policies" for more information. Sub-varsity teams may need to make roster adjustments based upon safety and size of team. If a student-athlete tries out for a team and does not make the sub-varsity roster, they will be given the opportunity to sign up for an alternative activity such as pickleball, yoga, strength & conditioning, or speech & debate, depending upon the season. All team information is available via www.thayer.org/athletics/teams-schedules-results.

League Affiliations

Independent School League (ISL) and New England Prep School Athletic Conference (NEPSAC): Students at Thayer are privileged to be a part of the Independent School League. This collection of 16 schools shares the highest ideals for school sports and competes in almost every sport Thayer offers. In addition to ISL opponents, we schedule contests against other members of NEPSAC when the level of competition is appropriate for both schools. At the end of the season, teams that have qualified are given the opportunity to compete in NEPSAC tournaments.

Upper School Athletics and Afternoon Program Offerings

Typically, the Academy offers the following Upper School athletic teams during the course of the academic year:

	Boys	Girls	Coed
Fall Interscholastic	<ul style="list-style-type: none"> ● Football V & JV ● Soccer V & JV ● Cross Country V & JV 	<ul style="list-style-type: none"> ● Field Hockey V & JV ● Soccer V & JV ● Volleyball V & JV ● Cross Country V & JV 	
Fall Alternative			<ul style="list-style-type: none"> ● Crew (Instructional) ● Pickleball ● Yoga ● Strength & Conditioning ● Manage a Team ● Speech & Debate ● Fall Musical ● Sports Information Intern ● Media Intern ● Orchestra and Choral Ensemble

			<ul style="list-style-type: none"> Assistant in the Equipment Room
Winter Interscholastic	<ul style="list-style-type: none"> Basketball V, JV & 3rd Hockey V & JV 	<ul style="list-style-type: none"> Basketball V, JV & 3rd Hockey V & JV 	<ul style="list-style-type: none"> Wrestling V & JV Skiing V Swimming & Diving V & JV
Winter Alternative			<ul style="list-style-type: none"> Yoga Strength & Conditioning Manage a Team Mathletes Speech & Debate Winter Play Sports Information Intern Assistant in the Equipment Room
Spring Interscholastic	<ul style="list-style-type: none"> Baseball V & JV Lacrosse V & JV Tennis V & JV Track & Field V & JV 	<ul style="list-style-type: none"> Softball V & JV Lacrosse V & JV Tennis V & JV Track & Field V & JV 	<ul style="list-style-type: none"> Golf V & JV Crew V & JV
Spring Alternative			<ul style="list-style-type: none"> Yoga Strength & Conditioning Manage a Team Spring Play Speech & Debate Sports Information Intern Assistant in the Equipment Room

For students in grades 9-12, it is possible that enrollment in alternative programs might be granted – please refer to the policies listed below. Managing a Team, Sports Information Internships, and/or working as an Assistant in the Athletic Equipment Room all require the permission of the Athletic Director. Students who are interested in participating in athletics via an alternative program should make an appointment with the athletic director to discuss their commitment and understand expectations.

Upper School Waiver Program Policies

Off-Campus Athletics Program Waivers: Students with demonstrated ability and a major commitment to training for a sport/activity that Thayer does not offer (e.g., horseback riding, squash, figure skating) may apply for an Off-Campus Athletics Program Waiver. The Independent School League bylaws state: “Multi-season, single sport: Athletes may not receive credit for participating in a sport (offered) for more

than one season in an academic year.” All such proposals and any additional season requests (fall, winter, or spring) must be submitted to the Athletic Director no later than the first official day of seasonal tryouts in order to be eligible for approval. Seasonal tryout dates will be communicated to students and parents/guardians via www.thayer.org/parents/athletics and the seasonal Athletics Department Information Letter. Waiver forms are available via www.thayer.org/parents/athletics and in the Athletics Department office.

Alternative Programs: Students with a major commitment and demonstrated ability in the arts may request an exemption from the athletics requirement for the season of their involvement. All students who receive Artistic Waivers must participate within the athletics program for at least one season per academic year unless a special request is granted. Proposals (fall, winter, or spring) must be submitted for approval to the athletic director no later than the first day of seasonal tryouts.

Seasonal tryout dates will be communicated to students and parents/guardians via the seasonal Athletics Department Information Letter. Waiver forms are available via www.thayer.org/students/athletics and in the Athletics Department office.

Medical Waivers: If a student is unable to participate in athletics due to a medical reason, please submit to the Athletics Training Staff: 1) medical documentation from the treating physician, including a diagnosis, 2) the period of time the student will be unable to participate in sports, and 3) the plan of care recommended by the doctor (if appropriate). Medical Waiver information will be communicated to the School Nurses and also to other school staff on a need-to-know basis. Waiver forms are available at www.thayer.org/parents/athletics and in the Athletics Department office.

Coaching Expectations & Communication with Coaches

Thayer draws its coaches from the faculty as well as from off campus. We expect our coaches to present themselves in a manner that will earn the respect of players and spectators. We want coaches to model the same standards of behavior and sportsmanship that we expect from our students, and we ask them to be sensitive to the needs of individual students while keeping the goals and interests of the team and Academy in mind.

The coach is the key contact person for your student’s athletic program. Questions and messages regarding games, playing time, equipment, absences, or lateness should all be directed to the coach. Direct communication between athletes and their coaches fosters a greater sense of student responsibility and independence than having parents/guardians act as go-betweens. A list of head coaches with email addresses is provided at www.thayer.org/athleticsdirectory. Typically, that list will also be provided to families through an informational letter sent prior to each sports season. Parent/guardian(s) should reach out via Thayer email to a coach any time there is a mental/emotional concern. Coaches will not discuss playing time with parents/guardians and will not discuss other student-athletes.

Practice & Game Information

At the beginning of each season, the Academy is given a designated date before which official practice/tryouts cannot begin based upon ISL guidelines; in the fall this date is always the last Wednesday before Labor Day. Each Varsity Head Coach works with the Athletics Department to determine the exact starting date for their team. These dates are established in consideration of our ISL guidelines and with reasonable breaks between seasons. Student-athletes who are completing one

season and moving on to the next season are strongly encouraged to take one day off before immediately starting the next athletic season to give their body a rest. Student-athletes who take a day off between seasons will not be penalized in the tryout process for the next season.

The Athletics Department Information Letter will clearly outline all preseason requirements. Varsity teams are often expected to practice during vacations. During both Winter Recess and Spring Recess, one week is reserved for practice while the other is designated as a non-practice period. In the spring season, the second week of spring recess is designated for team practices/travel and any student-athlete who participates on a varsity team should plan accordingly to participate in these practices/games.

Weekly Practice & Game Schedules

Please refer to your student's team page tab via www.thayer.org/athletics/teams-schedules-results.

Transportation

Our teams are generally transported by private bus companies or school vehicles. We arrange for these vehicles each season, and each company tries its best to accommodate our varied needs.

Students are allowed to drive to practice or games only when special permission is granted by the Athletic Director and only with parent/guardian approval (in the interest of clarity, students must have both special permission from the A.D. and parent/guardian approval). After a practice or game off site, a student may go home with the student's parent/guardian or the parent/guardian of another student after checking with the coach. These arrangements need to be made ahead of time and with the approval of both parent/guardian and the Athletic Director.

Lockers, Equipment & Uniforms

- Gym lockers are available for athletes. It is strongly recommended that students store and lock all of their belongings in their lockers. The Academy is not responsible for lost or stolen items.
- The locker rooms will be locked during the academic day (8:30 a.m. - last period)
- Some equipment is issued to athletes for their use during the season, with the expectation that such equipment will be returned at the end of the season.
- Uniforms are issued at the beginning of each season and are expected to be returned at the completion of each season.
- Athletes who do not return their uniforms or equipment within two weeks after the end of the season will be billed double the cost of the uniform or equipment.

Sports Clothing & Equipment

- For practice, students are required to wear appropriate clothing such as shorts, T-shirt, sweatpants, and sweat tops.
- Cleats are required for football, baseball, and softball. Turf-style shoes are required for field hockey, soccer, and lacrosse; metal cleats are not allowed. Lacrosse players are required to wear protective eyewear. Shin guards are required for field hockey and soccer. Mouthguards are required for field hockey and lacrosse, and they are encouraged for all contact sports.
- Shin pads, mouthguards, and spandex will be distributed at field hockey and lacrosse practice to those who do not have them, and parents/guardians will be billed through the Business Office.
- Athletes are also required to have the appropriate sports equipment for their sport (e.g., stick, softball glove, tennis racquet).
- Jewelry may not be worn during practices and/or during competitive events.

All athletes who wear glasses when playing any sport must have polycarbonate lenses in their frames. No substitute is acceptable. A note from the student's optometrist or a receipt stating that the lenses are polycarbonate must be mailed to the Athletic Director prior to a student's participation in athletic activities.

Athletics Health & Safety Policies

Certified athletic trainers are typically present at all after-school practices and games in order to help manage sports injuries, provide first aid, and coordinate emergency medical services when needed. Athletic trainers may also provide pre-practice or pregame treatments or preparations as needed to minimize the risk of injury. Athletes who have sustained an injury are required to receive the approval of the athletic trainer before they are permitted to return to play. For more information about our certified athletic trainers, please refer to www.thayer.org/athletics/sports-medicine.

More information on Thayer's concussion guidelines can be found in this Handbook.

- Head Athletic Trainer Ellen Malloy (emalloy@thayer.org / 781.664.2273)
- Athletic Trainer Garrett Butkuss (gbutkuss@thayer.org / 781.664.2244)
- Athletic Trainer Anne Lally (alally@thayer.org / 781.664.2250)

Medical & Other Excuses

Any student who is to be excused from physical education or athletics must communicate with their head coach, copying a parent/guardian on the email, and bring a medical excuse signed by a doctor and present it to one of the School Nurses. For the first day of an excused absence from physical education, a parent's/guardian's note is acceptable. For excused absences from physical education for more than one day, a doctor's note is necessary.

Student Health, Safety & Support

School Nurses & Illness

School Nurses are clinical health providers who are vital in a school setting and who play a strategic role in meeting the myriad health needs presented in schools. Please feel free to contact Thayer Academy's School Nurses regarding your child's health considerations.

There are three School Nurses at Thayer Academy:

- Kathy Cunningham RN, MSN P '07, '10 (kcunningham@thayer.org)
- Nancy Burgess RN P '08, '11 (nburgess@thayer.org)
- Kristin Haskell RN, BSN P '29, '29 (khaskell@thayer.org)

Additional nurses will also work with the school.

A School Nurse is available on campus from 7:45 a.m. until 4 p.m. when school is in session and can be reached at 781.664.2299 (or any one of the nurses at nurse@thayer.org).

The Nurses Office (also referenced as the Health Center) for the Upper School is located in the Health and Wellness Center at 19 Hobart Ave. The nurse's Office for the Middle School is located to the right after entering the main entrance of the Middle School.

Minor Illness or Injury During the School Day

Parents/guardians are expected to communicate with the School Nurses when their child has any

symptoms of illness before allowing their child to attend on-campus classes, and parents/guardians are encouraged to communicate with the School Nurses when their child has had an injury that will affect attendance at school or completion of classwork. The School Nurses will provide appropriate communication with the team of faculty and coaches as necessary.

We understand that students can become ill or injured while at school. One of the primary goals of Health Services is to support students to attend all of their classes. Therefore, whenever possible for on-campus school days, a visit to the Health Office should be made between classes or during a break or free period. Students who need to go to the Health Office during class time must obtain a pass from the teacher whose class they will miss. The School Nurse is available during the school day to assess discomfort or illness and to provide interventions that will facilitate the student feeling well enough to go back to class. If the student feels better, a pass validating the range of time spent in the Health Office will be issued by the School Nurse for the student to present to the teacher.

If dismissal is needed, the parent or guardian will be contacted by the School Nurse to arrange for the student to be picked up or to obtain permission for the student to travel home alone (if determined by the School Nurse to be medically feasible). If the student needs a ride, the student must wait in the Health Office until a parent or guardian arrives. If deemed medically necessary, the School Nurse may request a note from a physician documenting that medical care was administered and that the student has been cleared to return to school.

Please note that students who are not feeling well should not be dismissed before they have checked in with the School Nurse; they are required to first come to the Health Office for assessment. This assures safe accountability for students on campus and accurate communication to faculty and coaches about absences from classes or activities.

Health Requirements for School Attendance

Thayer Academy uses an online student health record system, Magnus Health ([click here for more information about Magnus Health](#)), to make the process of submitting health requirements as simple and efficient as possible for all. Access to Magnus Health is via the Thayer Academy Parent Portal, using your Thayer-provided username and your chosen password.

After logging in to the Parent Portal and selecting Magnus Health, you will see your student or students listed. You will need to submit health requirements for each student listed. Click on the individual name, and you will be presented with a “Student Tracker” which lists the status of the health requirements (either completed or still needing response).

Some of the most important health requirements are:

- Vital Health Record, which includes emergency contacts, health history, and current health issues such as food allergies or asthma.
- An authorization to treat and share health information as needed.
- Annual physical examination with a complete immunization record.
- Specific medical forms for provision of care at school for severe allergies, asthma, diabetes, or other health conditions.
- Baseline ImPACT test (related to management of concussions) to be taken every two years.

The information that is entered in the Vital Health Record when the student begins at Thayer will remain in the system. It is critical that a parent/guardian reviews the information each year, making sure to

include any new health updates that have developed over the summer, before submitting the requirement for review by the School Nurses.

Annual Physical Exam & Up-to-Date Immunizations

A physical exam is required every 12 months for all students at Thayer Academy, and a printed report of the annual physical exam needs to be uploaded by the parent/guardian to Magnus Health each year. We understand that for insurance purposes, each student's date of renewal is different. If needed for scheduling purposes, a 30-day extension is allowed for submitting the annual physical exam. Otherwise, students without updated physical exam reports on file in Magnus Health will not be allowed to participate in any physical activities and may be restricted from school or extracurricular activities.

All students must have a copy of required immunizations submitted to Magnus to be eligible to attend school. Immunizations are most often automatically listed on the physical exam report. (Please refer to MA state regulations 105 CMR 220.000: Immunization of Students before Admission to School that require each child, in either private or public schools, to meet grade-entry immunization requirements.) Immunizations are a vital control mechanism for communicable diseases. Exemptions to this requirement are allowed (per MA state regulations) only for documented medical or religious reasons. In the event of occurrences of communicable disease among Thayer Academy students or employees, students who do not have documented immunity to the disease may need to be excluded from school.

Communicable Illnesses

The Academy may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness if the Academy determines that such exclusion is appropriate for the welfare of the student or the school community. Thayer Academy may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The Academy's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the Academy will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the Academy may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Medications at School

A parent/guardian is required to digitally sign in to Magnus Health to provide permission for their child to be treated as needed for first aid or emergency situations.

Also, a parent/guardian needs to indicate yes or no for permission for their child to receive over-the-counter (OTC) pain medications through the Health Office, which are Tylenol (or generic acetaminophen), maximum of 1000 mg, or Motrin (or generic ibuprofen), maximum of 400 mg. They are available as needed (under the prescription of the Thayer Academy School Physician Consultant) if the parent/guardian signed off for permission in Magnus. These OTC medications are administered only by one of the School Nurses after assessing the physical complaint. If a higher dose is needed, a separate

prescription must be provided by the individual's physician (consistent with the guidelines below).

Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings. Parents/guardians are expected to attend to a student's medication needs outside of school whenever possible; however, if a student must take a daily prescription medication, parents/guardians are expected to provide the Academy with a Permission to Medicate Form signed by the student's doctor and parent(s)/guardian(s). The School Nurses, in collaboration with the parent/guardian and the student's physician, will establish an individualized medication administration plan for any student who must take medications at school.

A responsible adult should deliver medications to the Academy in a pharmacy- or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for school and home. Medications will be dispensed by school nursing staff or by Academy personnel who have been designated and trained in accordance with the Academy's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. Any medications left after one week of school closure in June will be destroyed.

The School Nurses, in collaboration with the parent/guardian and the student's physician, will also establish an individualized medication administration plan for any student requesting medication self-administration privileges. The student will be involved in the decision-making process, and the student's preferences will be respected to the maximum extent possible. In a collaborative effort, the School Nurses, together with the student, the student's parent/guardian, and the physician, will determine the student's understanding of the student's medication(s) and competency in the administration of the student's medication(s). Based on this determination, the School Nurses will allow or disallow self-administration privileges in accordance with state and federal laws. The self-administration of medication(s) shall include self-administration while on Academy property or during Academy-sponsored trips. A duplicate dose of life-saving medication provided by the parent/guardian will be stored at the Academy's Health Office. It is the sole responsibility of the parent/guardian to notify the School Nurses in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes.

Misuse of the privilege to self-administer medication(s) will result in immediate revocation of said privilege(s). The Academy will not assume any responsibility for students not in compliance with this medication self-administration policy.

Medical Marijuana

The Academy treats the use of medical marijuana by students similarly to the way the Academy handles the use of other prescription medications: parent/guardian consent is required, and the student must have a Medication Action Plan on file with the School Nurses covering the use of medical marijuana. Because the use of medical marijuana is subject to additional regulations beyond the regulations in place for the use of other lawful prescription medications, students with valid authorization to use medical marijuana must abide by the following rules:

- Students may only use medical marijuana in their homes or in a medical treatment facility that permits such use; students may not use or possess medical marijuana, be under the influence of medical marijuana, or possess any related paraphernalia while on the Academy campus or while attending any Academy-affiliated or Academy-sponsored events, whether on or off campus.
- Students may not operate, navigate, or be in physical control of any motor vehicle or operate any other motorized equipment while under the influence of medical marijuana.

If, in the Academy's judgment, a student is impaired due to the influence of medical marijuana while at school or while participating in an Academy-sponsored or Academy-affiliated activity, the Academy will contact the student's parents/guardians to come to the school and dismiss the student to their care.

Food Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the school community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies and to encourage the development of empathy and the skills needed to become supportive allies for their peers. As a school, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety.

Parents/guardians of students who have severe allergies with the potential for developing anaphylaxis must submit an Authorization Form for Epinephrine Auto-Injector to the School Nurses, via Magnus Health, *prior to the start of the school year*. This authorization plan must be renewed prior to the start of each school year. Classroom management will be distributed to faculty and staff via a Critical Alert list prepared by the School Nurses.

In consideration of the number of students with food allergies, the Academy has the following guidelines for the management of these allergies:

- Food prepared by the food services staff is tree nut-free and peanut-free;
- Food prepared by the food services staff will be labeled regarding allergens;
- Sharing of food is prohibited;
- Frequent and appropriate hand washing will be encouraged;
- Surfaces will be cleaned to prevent cross-contamination;
- Snacks provided for the entire class will be prepackaged, commercially prepared, unopened, and have an ingredient label indicating there are no nuts or peanuts; and
- For students with severe allergies, the Academy will be provided with an Emergency Care Plan written by a primary care provider or allergist with parent/guardian input.

Successful management of food allergies is the jointly held responsibility of the Academy, families, and students. Education encompasses the entire school community, including employees, parents/guardians, and students with a focus on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students while recognizing that students should learn to assume increasing responsibility for their own health and safety as they mature.

Asthma Management

Parents/guardians of students with asthma need to submit in Magnus Health a physician order for the student to carry and use an inhaler at school, or an Asthma Action Plan.

Head Lice

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause

permanent problems. Nonetheless, the Academy understands the unpleasantness of the condition and the desirability of limiting its spread across the school community. The Academy therefore has a “no nit” policy.

Students with lice and/or any nits will be sent home. A parent/guardian will be contacted by phone, and written information will be sent home to the parents/guardians of grade-level students. If the student participates in the bus program, written information will be sent to bus families.

It will be at the discretion of the School Nurses whether to check other students or the whole classroom.

In cases where nits have been found, the student must be treated before returning to school the following day. A School Nurse must evaluate the student before the student returns to the classroom.

On occasion, the professional judgment of the School Nurses may warrant exceptions to this guideline.

Medical Appointments

Parents/guardians are encouraged to arrange appointments outside of academic school hours whenever possible. However, when medical appointments are necessary during the academic day, we request that a note from the physician be submitted to the Upper or Middle School office to designate the time away from school as excused.

Health Screenings

Please note that Thayer Academy does not conduct the same health screenings that the state of Massachusetts requires for all public-school students (*i.e.*, hearing, vision, and scoliosis screenings). We recommend that you consult with your healthcare provider to conduct these screenings during the annual physical exam. You may also consult with your local school committee or local board of health about having these screenings completed.

Mental Health

Counseling Services

School Counselors are available to speak with students to help facilitate educational, social, and emotional support on an as-needed basis. In addition, the Academy may require a student to see a School Counselor.

School Counselors are part of a team of faculty members and administrators who collaborate with respect to students' educational experiences at the Academy. As part of this collaborative effort, School Counselors may share information obtained from parents/guardians and students on a need-to-know basis with other employees of the Academy and a student's parents/guardians. The Academy Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality Policy in this Handbook for more information.

Should the Academy determine that it is in the best interest of a student to obtain the services of a psychologist or other mental health professional not employed by the Academy, a School Counselor may assist in a referral for such services.

The School Counselors are also available to talk with parents/guardians on issues regarding their children.

Other Counseling

The Academy maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations should parents/guardians wish to consult with the Academy regarding such an evaluation. Families who need guidance in this area are encouraged to consult the Director of Counseling or Assistant Head of School for Student Engagement and Well-being. It is recommended that the results of such evaluations be shared with school personnel so that appropriate recommendations can be implemented.

Concussion Guidelines

Concussion is a mild traumatic brain injury, often caused by a direct hit to the head or a blow to the body that sends whiplash-type forces to the brain. The understanding, definition, and management of concussion have significantly changed over the past decade. Aggressive management of concussions in pediatric and adolescent individuals is recommended due to a growing body of evidence that suggests these age groups are more vulnerable to concussions, may require longer recovery time, and may suffer more long-term consequences.

Concussion typically results in the rapid onset of short-lived impairment of neurologic function that resolves spontaneously. However, in some cases, signs and symptoms may develop over a number of minutes to hours or even days. Concussion results in clinical symptoms that may or may not involve a loss of consciousness. Resolution of the clinical and cognitive symptoms typically follows a sequential course. However, it is important to note that each concussion is different and that, in some cases, symptoms may be prolonged.

Signs and Symptoms Of Concussion

The diagnosis of concussion usually involves the assessment of a range of domains including clinical symptoms, physical signs, behavior, balance, sleep, and cognition.

The suspected diagnosis of concussion can include, but is not necessarily limited to, one or more of the following clinical domains:

- A. Symptoms — somatic (e.g., headache), cognitive (e.g., feeling like in a fog), and/or emotional symptoms (e.g., emotional lability);
- B. Physical signs (e.g., loss of consciousness, amnesia);
- C. Behavioral changes (e.g., irritability);
- D. Cognitive impairment (e.g., slowed reaction times);
- E. Sleep disturbance (e.g., drowsiness).

Please note: additional information, including a list of the specific symptoms of concussion that are assessed, is available by contacting the Athletic Trainers directly.

Concussion Management Program and Guidelines

Recognizing the significant impact of concussions on the health and well-being of students, Thayer Academy has established a comprehensive Concussion Management Program for education, prevention, management, and return to academics and physical activity to provide the best support of students with concussions.

The Concussion Management Program at Thayer Academy is led by the Athletic Trainers (who are nationally certified and Massachusetts-licensed) in consultation with licensed, certified neuropsychologists from Sports Concussion New England (SCNE). Team physicians from Mass General Brigham Orthopedic

& Sports Medicine Department, the Thayer Academy School Nurses, and the Academy's pediatric physician consultant may also be involved in the concussion guidelines and recommendations.

This document is meant to reflect general guidelines for concussion management at Thayer Academy, noting that each injury is unique and may require various evaluations, treatments, and steps to a graduated return to academics and athletics. The guidelines are disseminated to administration, faculty, staff, students, and parents/guardians and are reviewed and updated annually.

1. Prior to the start of each academic year, all students are required to have a CURRENT BASELINE cognitive test using the ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) program. A new baseline test needs to be repeated every two years or sooner if a concussion has occurred. The baseline test provides a personal, individual comparison to any test that may be taken after an injury. Instructions for completion of the baseline test at home are posted on the website (under the "Athletics" tab), and this requirement is highlighted in summer correspondence to all students and families. After the ImPACT Baseline Test is taken by the student, a parent/guardian needs to enter the date of the test into the Student Tracker in Magnus. (Please note that, occasionally, a student may produce an "invalid test" portrayed by a (++) after the results have been obtained. Should this occur, the student will be required to retake the baseline test after a reasonable amount of time {usually a week or two}.)
2. If a student experiences a particularly hard fall/check/tackle or hit to the head and there are concerns or observations that may indicate concussion, that student is to be removed from play/practice immediately and should not be allowed to return until evaluated by an Athletic Trainer or a medical professional (e.g., Physician, Nurse, Athletic Trainer) specifically trained in concussion management. If more serious symptoms are immediately observed by Academy employees (e.g., seizure, unconsciousness, vomiting), EMS will be notified immediately for transport to a hospital ER.
3. Should a student report an injury with resulting concussion symptoms, a Concussion Information Sheet and Symptom Checklist must be read & completed by the parents/guardians, who are also instructed to contact the student's Primary Care Physician (PCP). The PCP should advise what medical treatment/assessment is needed (ER versus office visit). The student, in conjunction with a parent or guardian, is to complete the symptom checklist twice per day. If their symptom score is at 12 or above in the morning, the student is advised to remain home. The first 48 hours are considered the most vulnerable, so remaining home for the first 24 to 48 hours is strongly advised. Parents/guardians are asked to communicate directly with the Athletic Trainers or the School Nurses. They, in turn, will inform the Academic Dean, the student's Advisor, teachers, and coaches of any pertinent information or instructions.
4. Within approximately 72 hours, depending on the severity of the symptoms the student is reporting, a post-injury ImPACT test will typically be administered by one of the Athletic Trainers at school. The results will be interpreted by a neuropsychologist on staff at SCNE and shared with the parents/guardians and the child's PCP.
5. If the post-injury ImPACT scores are BELOW their current baseline test scores and/or there are other signs and symptoms present, temporary academic accommodations will typically begin. The Academic Dean will be notified and will, in turn, be in contact with the parents/guardians and the student's teachers. Generally, one of the Athletic Trainers will typically notify the parents/guardians about the student's Color Stage of Concussion Recovery and explain any activity restrictions. Initial communication may occur by phone or directly in person if the parent/guardian is present. The Athletic Trainers will review the instructions with both the student and their parents/guardians together to emphasize the importance of the immediate steps to take to rest the brain. Additional information about concussions is available on the Thayer Academy

website, on Sports Concussion New England's website (www.sportsconcussion.net), or upon request.

6. Email correspondence regarding the student's Color Stage of Concussion Recovery from the Athletic Trainers will typically include the following: School Nurses, the student's Academic Advisor, the Academic Dean, and the Academy Counselor.
 - a. The Academic Dean & the student's Academic Advisor will inform the student's teachers in regards to any academic accommodations that are to be put in place. These will depend upon the student's Color Stage of Concussion Recovery.
 - b. Weekly reassessments are done by the Athletic Trainers, and the student's color stage of recovery is updated on the Concussion Tracking List posted in Google Docs for the faculty.
7. If the initial post-injury ImPACT scores are at or above their baseline with NO signs or symptoms of concussion, then no academic or athletic restrictions apply.
8. Students with a diagnosed concussion who progress through the Color Stages of Concussion Recovery and the Gradual Return to Physical Activity guidelines are given full clearance when: symptoms have abated without the use of any medications; ImPACT scores have returned to baseline, as confirmed by the neuropsychologist from SCNE; and a written note of clearance from the student's PCP has been received. The student must exhibit the ability to participate in their full academic day/program and be cleared by the Academic Dean with an approved academic makeup plan. All of these conditions must be met in order to attain FULL clearance in any extracurricular activities.
9. Parents/guardians and the Academic Advisor are notified when academic accommodations are no longer warranted.
10. If in the clinical judgment of the Concussion Management Team, a student's recovery appears to be more complex or is taking a prolonged period of time (usually greater than 2-3 weeks), the student will typically be referred back to their PCP, and Thayer Academy may require further evaluation by a Certified Concussion Specialist. A medical leave of absence may be necessary. (In such instances, parents/guardians who have purchased the Tuition Refund Plan should refer to the policy regarding qualifications for extended school absences and contact the Business Office with questions.)
11. For students who report a head injury that occurred outside of Thayer Academy-sponsored activities, the parents/guardians should contact their PCP immediately for direction about medical evaluation. The parents/guardian shall notify the School Nurses or the Athletic Trainers of the injury, and the Concussion Management Guidelines will be followed.

Medical Leave of Absence

For Thayer's policy on regular absences, please refer to Attendance Procedures & After-School Supervision.

When a student is absent for five consecutive days, a note from the student's healthcare provider is required and will be kept on file in the individual student's health record in Magnus. If a student is diagnosed with a medical or psychological condition that requires an extended absence or recurring absences throughout the school year, a note from the relevant healthcare provider is also required describing the nature of the illness and anticipated frequency and/or duration of absence. As soon as possible, the parent/guardian is encouraged to contact the School Nurses regarding specific concerns and information to be provided to teachers and other school staff.

If a student has frequent repeated absences due to illness, without a documented medical or

psychological condition, the School Nurses may contact the parents/guardians to request a healthcare consultation or to discuss a plan to facilitate improved school attendance. Occasionally, a medical leave of absence from Thayer Academy is warranted. A medical leave of absence, for a semester or longer, may be the result of a chronic illness, a newly developed medical condition (e.g., concussion with significant sustained symptoms), or a psychological or emotional condition.

Thayer Academy retains ultimate discretion as to whether or not to grant a medical leave of absence and the conditions of the student's return. While each situation is considered individually, the following procedures and guidelines will help inform the Academy's decision:

- Ongoing communication between the parents/guardians and Thayer Academy faculty is essential (via phone calls, emails, and face-to-face meetings).
- A written note from a healthcare provider is required for a medical leave of absence unless the medical leave is being initiated by the school at the best judgment of a school counselor. The note should describe the nature of the illness and the anticipated plan for care, including length of absence and the feasibility of completing academic work outside of school.
- An additional document providing medical clearance for safe return to school at a specific date is required.
- Team meetings will be scheduled to plan for the student's return to school (encompassing academic requirements plus health, social, and emotional adjustments for the student and family). A written plan for reentry will be documented, including the plan for periodic assessment of the transition back to school.

If circumstances allow, students who are on medical leave are encouraged to continue some academic work during their absence from school. The viability of a student's continued work will be reviewed throughout the medical leave by the Upper School Dean of Students or Middle School Director and the student's teachers. The Academy may withdraw a student from any class when, in the opinion of the Academy, a student is unable to meet the academic requirements of the class.

The Academy will attempt to support the student's progression in the student's academic grade during a medical leave. It is likely, however, that outside tutoring or summer school will be needed.

The Academy may require the family (parents/guardians and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the Academy will strive to minimize academic disruption, the Academy may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The Academy may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of readmission from medical leave is the Academy's confidence that the student can return safely and that the student's return will not compromise the student's continued recovery, interfere with the Academy's ability to serve other students' needs, or place an undue burden on the Academy. The decision regarding any student's return to the Academy from a medical leave remains at the sole discretion of the Academy. As a corollary to this principle, a student that the Academy determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or similar activities.

Thayer Academy's medical leave policy does not alter, in any way, its academic requirements, tuition refund rules, disciplinary procedures, or any other standards governing its students. The final decision about academic credit, tuition, and the impact of an extended absence on matriculation is made by the administration.

Safety & Security

While we are fortunate that our campus has traditionally been a safe environment, it is prudent to ensure that we continue to take appropriate steps to keep it so.

Campus Security Personnel

Campus Security is overseen by the Director of Safety & Security. There is security coverage at Thayer Academy 24 hours/day, 7 days/week.

- **Thayer Academy security cell: 617.371.5217**

Secure Campus Building Access

All building doors are locked and require a Thayer-issued swipe card for Thayer employees and students to enter the building during a set range of time. The five main entry points for visitors on campus (or for anyone who does not have a Thayer-issued swipe card) are:

1. Main Building, front entrance
2. Cahall Campus Center, front entrance, via the Courtyard
3. Middle School, front entrance
4. Business Office, 700 Washington St.
5. Operations Center

Each of these entrance points has a button to push for visitors to announce their presence. There are video cameras and audio for communication between the visitor and the Academy personnel responsible for buzzing open the door. In the interest of the security of the Academy and our community, students should not allow visitors to enter Academy buildings through the use of the student's swipe card, but instead, students should direct visitors to use the appropriate visitor entrance.

Security ID badges:

A student who loses their ID may have it replaced for free, twice. After that, families will be billed.

Before- & After-School Supervision

Upper School: Supervision is provided in the Student Commons from 7 a.m. (7:30 a.m. on Tuesdays and Thursdays). to 6 p.m. Students should not be on campus outside of these hours unless on a Thayer-sponsored activity under the supervision of a specific Thayer faculty or staff advisor.

Middle School: Supervision in the Middle School begins at 7:30 a.m. When sports end at 3:45 p.m., study hall is available for students in the Student Common; remaining Middle School students will be walked there by a Middle School faculty or staff member. Supervision in the Student Commons ends at 6 p.m., so students must be picked up by that time.

The main number of Thayer Academy (781.843.3580) will generally remain active during those hours (7 a.m. to 6 p.m.) If a parent/guardian needs urgent assistance outside of these hours, Security is the contact. (Security cell: 617.371.5217).

Security Cameras

The Academy has installed video cameras at certain open and public spaces on campus, such as areas

around the Student Commons, along the outside access points of some locker rooms, and at various entrances to some buildings. The Academy seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the Academy's employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right to privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. These surveillance cameras record visual footage in each location, but they do not record any audio.

Security Call Boxes

As an additional option to notify Thayer Security of an emergency situation, there are six Emergency Phone Stations located in outside areas across campus. They are easily identified by a steady blue light.

Locations:

- 2 in Glover parking lot (on Hobart Avenue side)
- 2 in CFA parking lot (on Central Avenue Side)
- 1 in Courtyard in between Main and Cahall buildings
- 1 in Middle School parking lot

Instructions for Use:

Push the button, which activates a phone call to the Thayer Security cell phone.

Testing of Emergency Procedures & Communication

Ranging from fire drills to lockdown drills, we periodically test and assess our responses and make adaptations as required. While we take comfort in knowing that our campus has been remarkably free of incidents that cause us alarm, we are committed to maintaining a school culture and environment that achieves the proper balance between reasonable access and appropriate considerations for security.

Contacting Emergency Police or Medical Services

Push button on Emergency "Blue Light" Outside Phones to reach Security.

Please dial 911 for local police and first responder assistance.

Guidelines for Specific Emergency Situations

Lockdown Response

Lockdown response would be used for an immediate danger/threat to campus safety.

While each situation may demand a distinct response, the general procedures for a lockdown are as follows:

- **Lock** – within the classroom, office space, or other inside location, install lockdown piece into the floor holder.
 - Shut off lights.
 - Close shades or cover windows as feasible.
 - Instruct students to a location away from doors and windows, if possible.
 - Begin to barricade the door.
- **Leave** – if an intruder is visibly approaching, run in the other direction and consider if it's best to run out of the building.
- **Live** – at all times, consider options to attack (heavy objects). When there is no other option, do what is necessary to incapacitate or distract the intruder.

Lockout

A Lockout means that the doors leading outside of the building are locked and people may not enter or exit the building. During a Lockout, teaching and normal work processes can continue within the building until the “All Clear” is given. Faculty/Staff may direct students to safe areas during this situation.

Shelter in Place

A Shelter in Place is a situation that requires the campus community to stay indoors, such as in a weather event but does not require the doors to be locked. Faculty/Staff may direct students to safe areas during this situation.

Evacuation

An evacuation is a situation in which we would need to leave campus or part of the campus and proceed to designated evacuation points. Faculty/Staff may direct students to safe evacuation areas during this situation.

General Information

Leave of Absence

Should a student’s extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the Academy’s Medical Leave policy in this Handbook. The Academy may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence may be made to the Head of School, Assistant Head of School, Division Director, or Dean of Students. The Academy requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the Academy.

The Academy makes the final determination as to whether to grant a leave of absence as well as the duration of the leave and the conditions necessary for a student’s return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the Academy.

Leaves of absence may be noted in the student’s educational record, including on the student’s transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the Academy’s code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Student Media Information

In order to portray its program accurately and vibrantly, the Academy makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the Academy, in a variety of media formats. Student Media Information — including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students’ voices, video recordings of students, and/or reproductions of students’ work and

likenesses — may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the Academy magazine, marketing materials, the Academy website, press releases, social media outlets (including, but not limited to, Facebook, Instagram, and X (formerly Twitter)), newsletters, and local newspapers.

While the Academy strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Parents/guardians are asked to contact the Academy if they would like to opt out of the use of Student Media Information.

Background Checks

With student safety as a priority at the Academy, Thayer conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the Academy who may have “direct and unmonitored access to children,” including any individual who regularly provides school-related transportation to students.

The Academy requires any volunteers who will work independently with students to undergo a state criminal background check or “CORI” (Criminal Offender Record Information) and a state sex offender registry check or “SORI” (Sexual Offender Registry Information). It is also Academy policy to require that volunteers with direct and unmonitored access to students undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation and provides access to national criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent/guardian volunteers involved with larger school functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the Academy grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, are contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed CORI and fingerprint-based check forms must be returned to the Business Office at least two weeks in advance of volunteering.

Students Age 18 & Older

Some students enrolled in the Academy will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that, legally, an 18-year-old student is able to enter into contractual obligations on the student's behalf (and is required to abide by those obligations). Therefore, the Academy requires all students, upon their 18th birthday, to review the Enrollment Contract that their parents or legal guardians signed on the student's behalf and execute an Addendum to that Agreement, which provides as follows:

- permission for the Academy to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the Academy, including, but not limited to, academic records, academic performance, health matters, disciplinary issues, and financial matters; and
- authorization for the Academy to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or guardian(s) will also continue to be responsible under the terms of the student's Enrollment Contract, including being solely responsible for the payment of all tuition and fees related to the student's enrollment at the Academy.

School Directory

The Academy has a directory of class lists and contact information for families, faculty and staff, and other members of the community. The directory is updated each September and made available to families in print and online. The directory may only be used for school-related purposes and not for personal or commercial purposes. Failure to properly use the directory may result in restricted use.

Confidentiality

Members of the Thayer Academy community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the school environment; or when legal requirements demand that confidential information be revealed.

Transportation

For the most complete and up-to-date information about transportation, go to www.thayer.org/transportation.

School Buses

Round-trip bus service is available on bus routes from specific, centrally located points. Bus schedule details are given at www.thayer.org/transportation.

On most school days, buses depart from school at 4 p.m. daily, which is while Upper School students are involved in athletics and other after-school activities. Middle School students involved in Middle School athletics and activities are finished by 3:45 p.m. and should therefore be able to make the 4 p.m. bus. If you have any questions about bus service, please call or email Yvette Jones-Bishop in the Business Office (yjones-bishop@thayer.org / 781.380.0503).

Thayer buses are driven by well-qualified drivers. To facilitate safe transportation, student passengers must abide by the following rules:

- All passengers must be seated at all times, with only one student per seat, unless they are from the same household.
- Heads and hands must remain inside the bus.
- Throwing things inside the bus or out of the windows is strictly prohibited.
- Roughhousing, yelling, or any dangerous/disruptive behavior is not allowed. Bus drivers have full authority to enforce these rules and will report the names of uncooperative students to school administrators for appropriate action, which may include, but is not necessarily limited to, detention and/or suspension from riding the bus.

Drop-off/Pickup on campus for students riding the bus: Unless otherwise notified, the drop-off and pickup area for students on the bus is at the Middle School on Hobart Avenue.

MBTA Passes

The MBTA bus from Quincy stops in front of Thayer en route to and from the Holbrook/Brockton town line. The Braintree stop for the Red Line train is just down the hill from campus. For students riding the train and/or MBTA bus to and from school, CharlieCards can be ordered directly from the MBTA. The school bus has a designated stop at the MBTA Braintree station as well.

Parking on Campus & Parking Permits

Parking permits are distributed at the beginning of the school year to student drivers in the 11th- and 12th-grade years only. Licensed students in younger grades who have an exceptional and demonstrated need to park on campus may petition the Upper School Dean of Students for an exemption from this restriction. Students who drive to school must complete a Parking Permit Application to be signed by the student and a parent or guardian. Cars that do not display a current Thayer parking permit or that are parked in violation of the rules are subject to towing. Students who park on campus are subject to the following rules:

- Parking permits must be displayed. Cars without a properly displayed permit will not be allowed to enter.
- Students may park only in designated/assigned student parking areas.
- Students leaving campus without permission will forfeit their parking privileges.
- Parking regulations are in effect at all times, including, but not limited to, during school, after school hours, and during school vacation periods.
- Students must not stop or park in visitor or handicap accessible spaces at any time, for any reason.
- Students must not visit their cars during the school day without permission from the Upper School Dean of Students or their Class Dean.
- If a student damages another vehicle, that student should leave a note on the damaged vehicle, giving the student's name and telephone number, and that student must report the damage to the Upper School office.
- Students must enter and exit parking areas in a safe and appropriate manner. Excessive speed or unsafe actions that endanger others will result in the suspension of parking privileges.
- Students who violate parking rules will be assigned to a work detail or detention. Continued violation of parking rules and/or failure to complete an assigned work detail may result in the loss of on-campus parking privileges.

Parking/Carpool

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the Academy or on the grass. For safety, and in consideration of the Academy's neighbors, please drive slowly on school grounds and in the surrounding neighborhood and refrain from using cellphones while driving on campus.

Rideshare Services

Parents and guardians should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The Academy prohibits the use of these services by students and will not take responsibility for calling car services for students.

Permission to Leave Campus

Students may not leave the bounds of the Academy campus without the permission of the Division Director or Dean of Students.

Standardized Testing

In mid-October, 9th graders take the CCRA+, a performance-based assessment. Tenth and 11th grade students are registered for and expected to take the PSAT administered by the Academy on campus. The Academy recommends that 11th grade students take the SAT and ACT in the winter/spring and either or both tests an additional one to two times in the fall of their 12th-grade year.

For the ACT and SAT results, students must contact those testing companies directly. Please keep in mind that the Academy only registers students for the PSAT; students must register for the SAT and ACT through the respective websites: www.actstudent.org and www.sat.collegeboard.org.

The Academy also administers the Secondary School Admissions Test (commonly referred to as the "SSAT"). Students in 7th and 8th grades may choose to take this standardized test if they are considering attending a secondary school that requires testing for admission.

Jobs

The nature of the Academy's college preparatory program makes it difficult for a student to devote adequate time to school while holding a job. Any student who considers taking a job outside of school during the school year should discuss those plans with their parents/guardians and Advisor. Students who have jobs should understand that commitment to school should come first and going to a job is not an excuse for missing classes or other curricular requirements.

Search & Seizure

The Academy may conduct a search of a student and/or the student's belongings, including personal items such as bags and backpacks, personal electronic devices, and other effects if the Academy suspects a student may be violating the law or violating a School rule or code of conduct. Lockers are the property of the Academy. Students exercise control over their lockers from other students but not from the Academy and its officials. As a result, the Head of School and the Head's designees, as well as law enforcement officials, may search lockers as the Academy determines may be appropriate, which may include random searches. The Academy and law enforcement officials may seize items that may jeopardize the safety of others or property or constitute a health hazard.

Parking on school premises is a privilege, not a right. As such, any person who operates a vehicle on Academy property or in connection with any Academy-related activity is agreeing that the Academy may inspect and search the vehicle and its contents without notice and without further consent.

Gambling

The Academy prohibits gambling of any kind, including gambling over the internet.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the Academy. These plans are available and accessible to the public at the Academy's Business Office. This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

Child Abuse & Neglect Reporting

The Academy is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Massachusetts law, the Academy's employees (including, but not limited to, its faculty, staff, school administrators, counselors, etc.) are required to report to the Department of Children and Families (DCF) suspected abuse or neglect of children under the age of eighteen (18). This duty is triggered when there is reasonable cause to believe that a child is suffering from abuse or neglect. The responsibility to report rests both on the Academy and on Academy employees.

The following procedure is established to ensure that reports are made in a timely and effective manner and that information about students and their families is treated respectfully. We ask that families understand that the Academy and its employees are sometimes required to make a report to DCF, and we ask that families support our decisions to do so.

If an Academy employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the Middle School Director, Upper School Dean of Students, or Assistant Head of School for Student Engagement and Well-being about the situation so that appropriate action can be taken to protect the student and timely reports can be made to DCF. That administrator will review the situation and, at their discretion, may consult with the Academy's healthcare providers, the student's family, legal counsel, and/or a consultant specializing in the care and protection of children, as may be appropriate. If the abuse or neglect is suspected to come from the student's family, the Academy will identify an approach to help protect the student. In all instances, the Academy will protect the confidentiality of the student and the student's family to the extent appropriate.

If the Academy determines that a report should be made to DCF, the Middle School Director, Upper School Dean of Students, or Assistant Head of School for Student Engagement and Well-being will generally make the first report to DCF by telephone call. As required by law, a written report will follow within forty-eight (48) hours after making the oral report.

However, anyone who has a reasonable belief that a student is being abused or neglected may (and should) make a report to DCF at any time. In addition, in the event that it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement about the decision to report, any school employee who believes that the incident rises to the threshold for making a report is expected to make the report to DCF. Once again, the responsibility to report suspicions of abuse or neglect rests both with school employees and the Academy.

Family Involvement

Parent/Guardian Comportment & Support for School Policies

At Thayer Academy, we believe that a positive relationship between the Academy and a student's parents or guardians is essential to the fulfillment of the Academy's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The Academy understands and appreciates that parents and guardians may employ different means to

meet the expectations and responsibilities expressed in this policy. To assist in creating the most effective relationship, the Academy expects that parents and guardians will observe the following guidelines:

- 1. Share in the Academy's vision.**
 - a. Support the mission of the Academy.
 - b. Understand and support the Academy's philosophy, policies, and procedures.
 - c. Support the Academy's disciplinary process and understand that the Academy's authority in such matters is final.
 - d. Be supportive of the Academy's commitment to a diverse and inclusive community.
 - e. Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the Academy.
 - f. Support the Academy's emphasis on sustainable practices.
- 2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student.**
 - a. Create a schedule and structure that supports a student's study and completion of homework requirements.
 - b. Be aware of the student's online activities and use of computers, television, and video games.
 - c. Encourage integrity and civility in the student.
 - d. Be a role model, especially when it comes to behavior at school and at athletic events.
 - e. Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
- 3. Participate in the establishment of a home/school and school/community relationship built on communication, collaboration, and mutual respect.**
 - a. Provide a home environment that supports positive attitudes toward the Academy.
 - b. Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
 - c. Help build and maintain a positive school environment by not participating in or tolerating gossip.
 - d. Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
 - e. Respect the Academy's responsibility to do what is best for the entire community while recognizing the needs of an individual student.
 - f. Seek to resolve problems and secure information through appropriate channels (*i.e.*, teacher/advisor/counselor, Head of School, in that order).
 - g. Acknowledge the value of the educational experience at the Academy by making regular and timely school attendance a priority and scheduling non-emergency appointments outside the classroom day.
 - h. Support the Academy through volunteerism and attendance at school events.
 - i. Financially support the Academy to the best of one's ability.
 - j. Share with the Academy any religious, cultural, medical, or personal information that the Academy may need to best serve students and the Academy community.
 - k. Understand and support the Academy's technology policies.

Nevertheless, Thayer Academy, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the Academy, fails to comply

with this or any other policy or procedure of the Academy, engages in conduct either on or off the Academy's property that could undermine the authority of the Academy's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the Academy community. The Academy may refuse reenrollment of a student if the Academy believes the actions of a parent or guardian, on or off the Academy's property, make a positive, constructive relationship impossible or otherwise may interfere with the Academy's accomplishment of its mission and/or educational goals.

Current Family Contact Information

Parents and guardians are expected to keep the Academy informed of contact information for emergency situations. If a parent/guardian is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent/guardian can be reached as well as information regarding who will be responsible for the student and how that person may be reached in case of illness or other emergencies.

Multiple Households

In order for the Academy to communicate most effectively with parents/guardians and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the Academy, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent/guardian involvement in field trips, or other issues, the Academy should be informed. These situations can be stressful for parents/guardians and confusing for students, and assistance in minimizing the Academy's phone calls for clarification is very important. Unless otherwise specified, each parent/guardian for whom the Academy has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

Thayer Academy Parent Association (TAPA)

The Thayer Academy Parent Association has a threefold purpose: 1) to encourage and coordinate parent/guardian involvement; 2) to enhance communication between parents/guardians and the Academy; and 3) to financially support various special events and programs that benefit the entire student body. All parents/guardians of students in both the Upper and Middle Schools are automatically members of the Parent Association and are welcome to attend all TAPA meetings.

TAPA is overseen by an executive board consisting of officers. Each year, a nominating committee designates people who might fill these roles, and the new slate of officers is voted on at the last TAPA meeting in the spring. Meeting minutes and bylaws are available upon request from the TAPA president. [Click here for a list of the current TAPA Executive Board members.](#)

Volunteering

The TAPA board recognizes that the amount of time one is able to commit to volunteer activities varies from parent/guardian to parent/guardian, so we try to schedule meetings and activities accordingly. Whether you are available on a one-time basis or throughout the year, we welcome your participation. If you are interested in volunteering, please complete the online form at www.thayer.org/volunteer. For more about TAPA, go to www.thayer.org/parents.

Annual Fund & Fundraising

Your gift to Thayer Academy has a powerful impact that is felt each day by everyone in our vibrant

community. Regardless of its size, your donation is an investment in the success and achievements of our students — today and for the rest of their lives. We are grateful for the generous support of Thayer alums, families, and friends whose contributions help to preserve and enrich the traditions and legacy of Thayer Academy for future generations of Thayer students.

Thayer's Annual Fund raises money from parents/guardians, alums, grandparents, parents of alums, faculty, staff, and other friends of the Academy in support of the annual operations of the Academy. It provides funds for tuition assistance, faculty salaries, and the school's strong academic, arts, and athletics programs.

Enrollment and Financial Information

Enrollment Contracts

Enrollment contracts are typically sent to families each spring. Students may not attend classes unless a properly executed Enrollment Contract, signed by all responsible parties, is submitted to the Academy in a timely manner. Enrollment contracts will be sent to returning students only if all financial obligations are current and the Academy is generally satisfied with the student's academic performance and behavior. Please see the Reenrollment Policy for additional information.

Unless Tuition Refund Insurance is purchased and the insurance covers the reason the student is withdrawing, parents/guardians are responsible for the full annual tuition as stated in the Academy's Enrollment Contract. All students must complete 20 days of school before insurance covers the cost of tuition, regardless of the reason for withdrawal. Please see the Handbook's Tuition Refund Plan Policy or [DEWAR's website](#) for additional information.

Tuition Assistance

Our school community is committed to helping families effectively meet the cost of the Academy education to the extent that the Academy's resources permit. Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition are eligible to apply for financial assistance. To apply for financial assistance or receive additional information about financial aid, parents/guardians can access the links at <https://www.thayer.org/admissions/tuition-financial-aid>. Hard copies of the financial assistance packet are also available from the Business Office. Additional information is available on the Academy's website.

Tuition Billing Schedule

Tuition is due in full by June 15 or may be paid in either two or 10 installments, as follows:

- 50% of the annual tuition must be paid by June 1 and 50% of the annual tuition less the value of the Reservation Deposit must be paid by November 1.
- A 10-month direct debit plan for tuition less the Reservation Deposit. Each monthly payment will be debited June through March.

Billing

No student will be permitted to begin school in September unless the tuition has been paid in full or a family is participating in one of the payment plans and is current with payment. The Academy does recognize that families may experience extenuating financial circumstances. While the Academy is willing to work with families in these instances, all accommodating payment plans must be approved in writing by

the Head of School or Chief Financial & Operations Officer, and payments must be received as agreed.

Failure to make timely payments on the Student Account may result in significant consequences, including, but not limited to, the Academy's refusal to enroll or reenroll the student, suspension from the Academy or from examinations, restriction of the student's participation in extracurricular activities and sports, or dismissal of the student. A 12th grader will not be permitted to complete their program requirements until the Student Account is brought up to date. A Student Account will be considered delinquent if not paid within 30 business days of the due date; a payment charge of \$40 per month will be charged on a delinquent balance of \$250 or more. If the delinquent amount is not paid, and if other arrangements have not been made with the Head of School or Chief Financial & Operations Officer within an additional 60-day period, the family may be deemed to have voluntarily withdrawn the student. If tuition and other charges have not been paid by the due date, the Academy, to the full extent permitted by law, may not make available the student's academic record or issue a certificate/diploma until all tuition and other charges have been paid in full. The Academy may refuse future enrollment of the student unless all outstanding payment obligations are met or satisfactory arrangements for payment are made with the Academy.

Student Accident Insurance

The Academy provides parents/guardians with an opportunity to participate in an elective Student Accident Plan. Information about the plan is included with enrollment materials.

DEWARS Tuition Refund Plan

The Tuition Refund Plan offers enrolled families an insurance policy for recovering tuition in the event of certain absences, withdrawals, or dismissals. Insurance information and an application are included in the Enrollment Contract mailing. The plan is optional, but families are strongly encouraged to participate. Refunds for a withdrawal for any reason, other than that provided via Tuition Refund Insurance, will not be granted under any circumstance.

Reenrollment

The appropriate Division Director or Dean of Students and Assistant Head of School for Student Engagement and Well-being reviews the academic and behavioral records of students at the middle of each school year. A decision to reenroll a student and to subsequently forward a reenrollment contract to the parents/guardians is based upon a student's academic record, effort, attitude, and behavior throughout the prior year; upon the willingness of the parents/guardians to accept and exemplify their responsibility in the partnership of education; and upon the fulfillment the family's financial obligations. On occasion, reenrollment contracts are held until later (usually April or May) when the Academy decides that an appropriate decision about placement can be made, or are not extended at all, if the Academy determines that such a recommendation is in the best interest of the student and/or the Thayer community. The Head of School, at the Head's sole discretion, makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is only reached after careful consideration. While parents/guardians are obviously involved in this process, the Academy will make the ultimate decision and will assist, if possible, in the process of locating an appropriate alternative school.

Family Leave

Families who take a leave of absence from the Academy of a year or more are generally expected to apply to the Academy for readmission. The student will be considered on a space-available basis as well as within the context and competition of the applicant pool for the student's grade level. The strength of the applicant's file is important, including a strong finish to the student's last year at the Academy as well as a strong record of academic performance and citizenship while the student has been away. Ultimately, the Academy cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the Academy's high enrollment, there is never a guarantee of readmission for the following year. Enrollment decisions, regardless of a family's prior or current relationship with the Academy, are always made at the Academy's sole discretion.

APPENDIX A: Anti-Hazing Policy

The Commonwealth of Massachusetts requires schools to advise all students of An Act Prohibiting the Practice of Hazing (1985). Section 17 of Chapter 269 of the Massachusetts General Laws defines hazing as:

“Any conduct or method of initiation into a student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any student or other person, or which subjects such student or other person to extreme mental stress, including deprivation of sleep or rest or extended isolation.”

Violators are subject to fines and/or imprisonment. Any student who feels that they have been the subject of hazing by anyone in our school community must immediately report the facts of such hazing to the student’s Division Director or Dean of Students.

Massachusetts Anti-Hazing Law, M.G.L. C. 269, §§ 17-19

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not

constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and, in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing and that such policy has been set forth with an appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

APPENDIX B: Student Gender Diversity Guidelines

INTRODUCTION

Thayer Academy's ("Thayer" or the "Academy") mission is to inspire a diverse community of students to moral, intellectual, aesthetic, and physical excellence so that each may rise to honorable achievement and contribute to the common good. Consistent with that mission, Thayer is committed to providing a safe, welcoming, and inspiring environment for every student in this community. We value the commonalities that unite us and celebrate the diversity which we believe makes this community stronger and more vibrant — a diversity that embraces, but is not limited to: race, religion, age, ethnicity, sexual orientation, gender identity, gender expression, learning style, physical ability, family makeup, and socioeconomic status.

At Thayer, we believe that all students need a safe and supportive school environment to excel academically and developmentally. Administrators, faculty, staff, and students each play an integral part in creating and sustaining that environment. These Student Gender Diversity Guidelines (the "Guidelines") are intended to assist the Academy in helping students and their families navigate Thayer's practices that may uniquely impact transgender and gender non-conforming students. These Guidelines do not anticipate every situation that might occur with respect to transgender students; the needs of each student will continue to be assessed on a case-by-case basis. For questions about these Guidelines, please contact the Director of Diversity, Equity, Inclusion & Belonging.

DEFINITIONS

Dead-naming: Occurs when an individual, intentionally or not, refers to the name that a transgender or gender-expansive individual used at a different time in their life. Avoid this practice, as it can cause trauma, stress, embarrassment, and even danger. Some may prefer the terms birth name, given name, or old name.

Gender: Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or "feminine."

Gender Identity: A person's deeply held sense or psychological knowledge of their own gender which can include being male, female, another gender, or no gender at all. One's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual.

Gender Expression: The manner in which a person represents or expresses socially defined gender to others, often through behavior, social interactions, clothing, hairstyles, activities, speech, or mannerisms.

Gender Non-Conforming: This term describes people who have, or are perceived to have, gender characteristics and/or behaviors that do not conform to traditional or societal expectations.

Genderqueer: Refers to individuals who blur preconceived boundaries of gender in relation to the gender binary; they can also reject commonly held ideas of static gender identities. Sometimes used as an umbrella term in much the same way that the term queer is used, but only refers to gender, and thus should only be used when self-identifying or quoting an individual who uses the term genderqueer for themselves.

Non-Binary: A person with a gender identity other than male or female. Other terms that can have similar meanings include gender diverse, gender fluid, or gender-expansive.

Queer: A term used by some LGBTQ+ people to describe themselves and/or their community. Reclaimed from its earlier negative use — and valued by some for its defiance — the term is also considered by some to be inclusive of the entire community and by others who find it to be an appropriate term to describe their more fluid identities. Due to its varying meanings, use this word only when self-identifying or quoting an individual who self-identifies as queer (e.g., “My cousin identifies as queer” or “My cousin is a queer person”).

Sex: The designation of a person at birth as either “male” or “female” based on their anatomy and/or biology.

Sexual Orientation: A person’s physical, romantic, emotional, and/or spiritual attraction to another person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, homosexual, lesbian, gay, asexual, and bisexual. Sexual orientation is distinct from sex, gender identity, and gender expression.

Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. It can also be used to describe a broad range of identities and experiences that fall outside of traditional notions of gender.

- A person whose sex assigned at birth was female but who identifies as male is a transgender man (also known as female-to-male transgender person, or FTM).
- A person whose sex assigned at birth was male but who identifies as female is a transgender woman (also known as male-to-female transgender person, or MTF).
- Some people described by this definition may identify simply as a man, a woman, or non-binary, or may otherwise not identify as transgender.

Transition: The process that a person goes through as the person changes their gender expression and/or physical appearance to align with their gender identity. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected. This concept is very broad and varies depending on the person. For some transgender individuals, this process involves primarily a social transition, such as changing an individual’s first name, pronouns, clothing, and appearance, rather than any medical treatment.

GUIDELINES

In order to create and promote a safe and supportive educational environment, Thayer adopts these Guidelines to address the needs of gender diverse students.

BULLYING, HARASSMENT, AND DISCRIMINATION

Thayer does not tolerate verbal or physical behavior that constitutes bullying, harassment, or discrimination on the basis of sex, gender identity, or gender expression. Such misconduct is prohibited on the Academy’s campus and property immediately adjacent to Academy grounds, on Academy vehicles, and at Academy-sponsored events, activities, athletic contests, and off-campus trips. In addition, such misconduct is prohibited at a location, activity, function, or program that is not Academy-related or through technology, if such conduct substantially interferes with a student’s ability to participate in or benefit from the services, activities, or privileges provided by the Academy. Thayer seeks to provide all students, including transgender and non-binary students, with a safe school environment and promptly

address complaints of bullying, harassment, or discrimination.

Please refer to the Student Handbook for more information about the Academy's interpersonal student conduct policies.

AFFIRMATION OF GENDER IDENTITY

Thayer recognizes that the responsibility for determining a student's gender identity rests with the student. Thayer honors a student's assertion of gender identity when there is consistent and uniform assertion of gender identity or other evidence that the gender identity is sincerely held as part of the student's core identity. Confirmation of a student's asserted gender identity may include, but is not limited to, written or oral affirmation from the student, a parent/guardian, or a family member; a letter from a clergy member, coach, relative, or family friend stating that the student has asked to be treated consistent with the student's asserted gender identity; a letter from a health care provider stating that the student is receiving medical care or treatment relating to the student's gender identity; or other forms of confirmation. Thayer does not, however, require a medical or mental health diagnosis or treatment in order for students to have their gender identity recognized and respected by the Academy.

NAMES/PRONOUNS

Thayer strives to honor students' sincerely held gender identities by addressing students with their chosen name and pronoun. The Academy does not require students to undergo a legal name or pronoun change in order to recognize such requests. The Academy may communicate with a student's family about a request to use a chosen name or pronoun at school. The Academy will ask that community members also honor students' requests to be addressed with a chosen name and pronoun. While inadvertent slips or honest mistakes in the use of chosen names or pronouns may occur, Thayer will not tolerate intentional and persistent refusal to respect a student's gender identity by using the wrong name and/or pronoun. When contacting the parent or guardian of a transgender or non-binary student, Thayer will strive to adhere to the student's preferences regarding name and pronoun use for such communications.

STUDENT PRIVACY

Thayer seeks to ensure that all personally identifiable and medical information relating to all students, including transgender and non-binary students, is treated confidentially in accordance with applicable laws and the Academy's policies. In the rare instance that Thayer needs to disclose a student's transgender status, the Academy may provide the student an opportunity to make that disclosure first.

SCHOOL RECORDS

Thayer maintains official student records. If a student requests that a chosen name and/or gender be used on school documents and records, Thayer will strive to comply with that request. This may include, but is not limited to, updating school transcripts, schedules, attendance records, class rosters, school IDs, recommendation letters, and diplomas.

Thayer is sensitive to the private nature of discussions and documentation regarding students' names and/or gender and is committed to protecting students' confidentiality by restricting the use of, and access to, this information in accordance with applicable law. Records with the student's birth name and gender will be kept in a separate, confidential file. Thayer may be required by law to report a student's legal name or gender, in which case the Academy will follow practices to avoid the inadvertent disclosure of such information.

ACCESS TO GENDER-SPECIFIC AREAS

Thayer may maintain gender-specific facilities. Students may request access to restrooms, locker rooms, and changing facilities on campus that correspond to their gender identity. Any student who has a need or desire for increased privacy may request access to a single stall, a gender-neutral restroom, or a reasonable alternative changing area or locker room, regardless of the underlying reason. No student, however, shall be required to use these options or to use gender-segregated facilities that are inconsistent with their gender identity.

DRESS CODE

Students may dress in accordance with their gender identity and expression, within the constraints of Thayer's dress code policy.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Upon request, Thayer allows students to participate in athletics and extracurricular activities in a manner consistent with their gender identity. Students will be permitted to compete in interscholastic athletics in a manner consistent with their gender identity, to the extent that their participation complies with the rules and bylaws of the athletic associations and leagues in which Thayer competes.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES, AND PRACTICES

As a general matter, Thayer evaluates all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintains only those that serve an important educational purpose. Thayer allows students to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

COMMUNITY TRAINING AND EDUCATION

The Academy seeks to incorporate gender diversity, transgender, and gender non-conforming education into its curriculum, anti-bullying and non-discrimination programming, and faculty and staff professional development in order to help promote a safe and supportive school environment.

TRANSITIONING

While some students may come to Thayer after they have affirmed their gender identity, others may transition while attending the Academy. Students who transition during the course of their educational pursuits at Thayer can expect the Academy's support. Thayer may also work with a student's family to help support the student's social and emotional development at school.

Thayer recognizes that each individual has a unique process for transitioning. Students ready to socially transition should initiate a process with the Academy to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Thayer will work with each transitioning student and, as appropriate, the student's family to create an individualized transition plan and help promote a successful, safe, and supportive environment for the student's transition.

Transition plans may include, but are not limited to:

- The date the transition will officially and formally occur (e.g., the date that the student will change their gender expression, name, and pronouns and/or begin using the restroom and locker room associated with their gender identity);
- How, and in what format, the transitioning student's teachers and fellow students will be made aware of the student's transition;
- What, if any, information will be shared with the transitioning student's fellow students and/or teachers regarding that student's transition; and/or
- What updates may be made to the transitioning student's records and when they will be made.

If students or their families have any questions about creating a transition plan, they should contact the Director of Diversity, Equity, Inclusion & Belonging.

APPENDIX C: Anti-Bullying Policies & Plan

I. Overview

Thayer Academy is committed to maintaining a safe learning environment in which all members of our community treat each other with civility and respect and that is free from all forms of harassment, including bullying and cyberbullying. In addition to supporting the maintenance of a safe learning environment, please see Thayer Academy's other policies addressing interpersonal student conduct contained in this Handbook.

Thayer Academy will not tolerate any form of bullying that occurs on school grounds or in connection with any school activity or that otherwise interferes with the educational experience of any student at Thayer Academy. Thayer Academy will support this commitment in all aspects of our school community. Thayer Academy will provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. Furthermore, Thayer Academy will provide annual training for all employees on its Bullying Prevention & Intervention Plan. Thayer Academy will share information with parents and guardians about the Plan, at least annually.

Certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity, or expression; physical appearance; pregnant or parenting status; mental, physical, developmental, or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics. With this in mind, Thayer Academy will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the Thayer Academy community, and it will provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. Thayer Academy affords all students the same protection regardless of their status under the law.

Thayer Academy will respond promptly and effectively to any report of bullying or retaliation against any person who has any information about bullying or who has participated in an investigation of bullying.

Thayer Academy will promptly investigate the report. If Thayer Academy finds that bullying or retaliation has occurred, we will promptly act to end that behavior and restore a sense of safety for those who were the target of it. Thayer Academy will impose disciplinary sanctions in appropriate cases, up to and including dismissal from Thayer Academy or termination of employment. Thayer Academy will report to local law enforcement incidents of bullying that may constitute a violation of criminal law.

The following information details the Thayer Academy Bullying Prevention & Intervention Plan ("Plan") and reflects our comprehensive efforts to work with students, staff, families, law enforcement agencies, and the community to prevent, intervene in, and respond to incidents of bullying, cyberbullying, and retaliation.

II. Bullying & Cyberbullying Defined

For the purposes of this Policy:

"Bullying" is the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to the victim's self or of damage to the victim's property; (iii) creates a hostile environment* at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the Academy. For the purposes of this section, bullying shall include cyberbullying.

- A “hostile environment” is “a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Cyberbullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying also includes, but is not limited to, (i) the creation of a web page or blog in which the creator assumes the identity of another person, (ii) the knowing impersonation of another person as the author of posted content or messages, or (iii) the distribution by electronic means of communication to one or more persons or the posting of material on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, distribution, or posting constitutes bullying as defined above.

Thayer Academy’s definition of bullying and cyberbullying includes, but is not limited to, the definitions stipulated in Massachusetts law. Thayer Academy, at its discretion, may apply stricter standards of behavior in order to prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law. For example, the Academy may impose disciplinary measures or other corrective action in a case of a single expression, act, or gesture as well as in a case of inappropriate conduct that may not rise to the level of the legal definition of bullying. This may occur if the Academy determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action, or if the repetition of an expression, act, or gesture might result in bullying as defined under the Massachusetts anti-bullying law.

In sum, Thayer Academy prohibits bullying:

- On school grounds, which means any building or property that the Academy owns or uses for educational, athletic, or other purposes;
- At or in connection with any school-sponsored or school-related activity, function, or program, whether or not the activity occurs on school grounds;
- In any vehicle or other form of transportation owned or used by the Academy; or
- Through the use of any technology or any electronic device owned, leased, or used by the Academy.

Thayer Academy also prohibits bullying that does not meet any of the above criteria but that nonetheless:

- Creates a hostile environment at school for the alleged target;
- Infringes on the rights of the alleged target at school; or
- Materially and substantially disrupts the education process or the orderly operation of the Academy.

Thayer Academy also prohibits retaliation against any person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information pertaining to bullying.

III. Reporting Bullying or Retaliation

Students: Any student who feels that they or any other student has been the subject of bullying or retaliation should immediately report the matter to their Division Director/Dean of Students or to any other staff member or teacher with whom they would feel more comfortable making the report. If a reported bullying incident involves the Division Director/Dean of Students, the report of bullying should be directed

to the Head of School or Assistant Head of School for Student Engagement and Well-being. If a reported bullying incident involves the Head of School, the report of bullying should be directed to the Board of Trustees Chair. Student reports of bullying can be made anonymously, although disciplinary action will generally not be taken against a student solely on the basis of an anonymous report.

Parents/Guardians: Any parent or guardian who feels that any student has been the subject of bullying or retaliation should promptly report the matter to the appropriate Division Director/Dean of Students. Such reports of bullying may be made anonymously, although the Academy generally will not take disciplinary action against a student solely on the basis of an anonymous report*. Any parent or guardian who wishes to file a claim/concern or seek assistance outside of the Academy may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS).

Information about the PRS can be found at <http://www.doe.mass.edu/pqa/prs/>, emails can be sent to compliance@doe.mass.edu, or individuals can call 781.338.3700. Hard copies of this information are also available at each office of the Division Director/Dean of Students.

- *Although there are circumstances in which an anonymous report can be better than none at all, the Academy encourages students and their parents and guardians not to make reports anonymously. It is far more difficult to determine the facts of what occurred if complaints are made anonymously. While the Academy cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, the Academy releases information concerning complaints of bullying, cyberbullying, and retaliation only as needed to address concerns.*

Teachers and Staff: Any faculty or staff member of our school community who has witnessed or otherwise becomes aware of any bullying or retaliation must, by law, report it to the appropriate Division Director/Dean of Students or Dean of Faculty. If a teacher or staff member witnesses an act of bullying, cyberbullying, or retaliation in progress, the teacher or staff member is expected to take reasonable steps to stop the act by communicating directly with the person where the behavior is considered unacceptable, offensive, or inappropriate. Employees may NOT make reports under this policy anonymously. The Director of Counseling, Upper School Counselor, and Middle School Counselor are available to assist anyone who may need support in reporting such activity.

Note: A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal. If a parent or guardian knowingly makes a false accusation of bullying or retaliation, the Academy may terminate the enrollment of any child(ren) of that parent or guardian. An employee who knowingly makes a false accusation of bullying or retaliation or who fails immediately to report an instance of bullying or retaliation of which they are aware shall be subject to disciplinary action, up to and including dismissal.

IV. School Response to Allegations of Bullying or Retaliation

Once any allegation of bullying or retaliation is received, a prompt investigation of the charge will be conducted by the appropriate Division Director/Dean of Students or designee. The nature and extent of the investigation will depend on the circumstances.

If the Division Director/Dean of Students determines that bullying or retaliation has occurred, they may do any or all of the following as deemed appropriate at the Division Director's/Dean of Student's sole discretion: (i) notify the local law enforcement agency or other appropriate government agencies; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of the aggressor; (iv) notify the parents or guardians of the target and, to the extent consistent with state and federal law, notify the target of the action taken to prevent any further acts of bullying or retaliation; (v) assess the target's need for protection

and take appropriate steps as necessary to restore a sense of safety for the target; and (vi) in consultation with the Director of Counseling, Upper and Middle School Counselors, or others as appropriate, refer aggressors, targets, and appropriate family members of such students for counseling or other appropriate services. *If a bullying incident involves the Division Director/Dean of Students, the Head of School or designee of the Head of School shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged target(s). If a bullying incident involves the Head of School, the Thayer Academy Board of Trustees Chair or its designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the target(s).*

Outline of the Procedure Pursued Once a Complaint Has Been Brought to the Attention of the Academy:

An impartial investigation of the complaint is conducted by the Division Director/Dean of Students or designee. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint; with the student who was the target of the alleged bullying, cyberbullying, or retaliation; with the person or persons against whom the complaint was made; and with students, employees, or other persons who witnessed or who may otherwise have relevant information about the alleged incident. Depending on the circumstances, the individual conducting the investigation may also choose to consult with other teachers and/or the Academy Counselor.

Following interviews and any other investigation undertaken, as the Academy deems appropriate, the Division Director/Dean of Students or designee will determine whether and to what extent the allegation of bullying, cyberbullying, or retaliation has been substantiated. If it is determined that the policy set forth in this Plan has been violated, the Division Director/Dean of Students or designee will determine what (if any) disciplinary action and/or other remedial action is appropriate and how it will be implemented.

When necessary, the following steps may be taken:

- In consultation with the Academy Counselor, refer aggressors, targets, and family members of such students for counseling or other services as appropriate.
- Take appropriate disciplinary action, up to and including dismissal. Disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.
- As deemed appropriate, notify local law enforcement and/or other government agencies.
- Notify the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school. If an incident of bullying or retaliation occurs on school grounds and involves a former Thayer student under the age of 21 who is no longer enrolled in a school, Thayer Academy will contact law enforcement consistent with the provisions of the law.

V. Student & Faculty Education for the Prevention of Bullying or Retaliation & the Support of Community Members Who Have Been Victimized

Thayer Academy takes specific steps to create a safe, supportive environment for vulnerable populations in the Thayer Academy community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying and harassment that may interfere with a safe and effective educational environment. Indeed, the Academy supports this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The curriculum of required guidance classes in each division (a course called “Decisions”) includes topics that comprehensively address bullying, including case studies highlighting the toll on victims, school policies and procedures, state laws, etc. In addition, Thayer Academy periodically convenes assemblies, advisory meetings, and other student gatherings to address the topic of bullying.

In addition, annual faculty and staff professional development – including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals – will review the following topical areas related to bullying:

(i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to bullying incidents; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the Thayer Academy environment; (v) information on the incidence and nature of cyberbullying; and (vi) internet safety issues as they relate to cyberbullying. Faculty and staff shall also review annually Thayer Academy's Anti-Bullying Plan, the content of which is included in the Faculty/Staff Handbook.

VI. Additional Notes

[The entire Plan is posted on the Thayer Academy website](#), and the parent/guardian community will receive copies of the Academy's Anti-Bullying Policies & Plan at the start of each academic year. Thayer Academy has invited comments from various school constituencies and will continue to do so, periodically.

The Academy may modify these policies and plans during the year. The Plan will be reviewed and, as needed, updated at least once every two years. In connection with that update, the Head of School or designee will be responsible for reviewing the Plan, reviewing the file of reported incidents of bullying or retaliation in at least the preceding two years, and undertaking such other steps as may be appropriate to evaluate the effectiveness of this Plan and the Academy's compliance with the Plan and any laws or regulations relating thereto.