



Thayer Academy Student Handbook 2019-2020

Revised August 2019

TABLE OF CONTENTS

Essential Information	4
Attendance Reporting	4
Emergency & Closing Information	4
Thayer Academy Mission Statement	5
Thayer Academy Core Values	5
Thayer Academy Honor Code	5
Thayer Academy Guidelines and Expectations Regarding Conduct	6
Discipline	6
Consequences	7
Thayer Academy Anti-Discrimination Statement	9
Anti-Bullying Policies & Plan	9
Sexual Harassment & Misconduct Policies	14
Anti-Hazing Policies	15
Illegal Drug & Alcohol Policy	17
Appropriate Use of Mobile Devices, Social Media, and Technology	19
THAYER ACADEMY AUTP (Appropriate Use Of Technology Policy)	20
School Events on Campus	22
School-Sponsored Off-Campus Trips	22
Dress Code	23
Monday Dress	23
Tuesday - Friday Dress	23
Parental Communication Guidelines	24
The Hale Learning Center (HLC)	24
Tutoring	25
Middle School Policies & Procedures	25
General Information	25
Attendance, Arrival, Early & End-of-Day Dismissal, After-School Study Halls & Supervision	25
Bookstore	26
Computer Use	27
Lockers	27
Lost & Found	27
Lunch & Break	27
Study Periods	28
Middle School Activities	28
Student Ambassadors Program	28
Social Life	28
Valuables & Non-Essentials	28
The Advisor System: A Home/School Partnership	28
Advising & Support	28
Extra-Help Periods	29

Parent Conferences	29
Parent Awareness Forms (PAs)	29
Middle School Library	30
Middle School Academic Program	30
Homework	30
Placement (For Accelerated Math & English Classes)	31
Grades	31
Honor Roll	32
Academic Warning	32
Academic Probation	32
Exams	32
Promotion	32
Upper School Policies & Procedures	33
Academic Life & Expectations	33
Graduation Requirements	33
Course Selection	34
Add/Drop Deadlines	34
Honor Roll	35
Cum Laude Society	35
Valedictorian	36
Academic Probation	36
Promotion to the Next Grade	37
Attendance & Class Credit	37
Late Work	37
Incompletes	38
Upper School Test Day Schedule	38
Test Day Schedule	38
Health & Wellness Classes	38
Study Hall	39
Expectations of Student Conduct	39
General Expectations	39
Scholarly Integrity & Responsibility (Academic Honesty)	39
Definitions of Disciplinary Consequences	39
Disciplinary Procedures	40
Food in School	41
Use of Cell Phones and Headphones	41
Attendance Procedures & After School Supervision	41
Advising & Counseling	43
Southworth Library	43
Online Resources	44
Loan Period & Lost Book Policy	44
Computer Use in the Libraries	44

Passes to the Library	44
The Hanflig Technology Center	44
Upper School Extracurricular Activities	45
Athletic Policies & Offerings	45
The Thayer Athletic Philosophy	45
ISL Athletic Guidelines for Students and Parents	45
Athletic Department Staff & Coaches Contact Information	47
Anti-Hazing Policy (see Thayer Academy Guidelines and Expectations Regarding Conduct)	47
Middle School Athletic Programs (Grades 5-8)	47
Middle School Athletic Offerings	48
Middle School Waiver Program Policies	48
Upper School Athletic Policies (Grades 9-12)	49
Upper School Pre-Season Optional Workouts	49
Upper School Athletic Requirements	49
Upper School Athletic Offerings	51
Upper School Waiver Program Policies	51
Coaching Expectations and Communication with Coaches	52
Practice & Game Information	52
Weekly Practice & Game Schedules	53
Transportation	53
Lockers, Equipment & Uniforms	53
Athletic Health & Safety Policies	53
ISL Statement on Drugs, Medication, or Food Supplements	53
General Information	54
Safety & Security	54
Guidelines for Specific Emergency Situations	55
Contacting Emergency Police or Medical Services	55
Health Services & Medical Emergencies	56
Concussion Guidelines	59
Thayer Academy Parent Association (TAPA)	67
Transportation	67
Thayer Academy Upper School Class Schedule	69
Thayer Academy Middle School Class Schedule	70

Essential Information

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

Main Number: 781.843.3580
Telephone Hours: 8:00 a.m. – 5:00 p.m.

OFFICE	PHONE	FAX
Admissions	781.664.2221	781.843.2916
Alumni & Development	781.380.0500	781.380.0510
Athletics	781.664.2327	781.848.1027
Business Office	781.380.0503	781.380.0521
Camp Thayer	781.848.7255 or 781.848.7258	781.380.0514
College Counseling	781.664.2201	781.848.2042
Health Services (Nurses' Office)	781.664.2299	781.848.7261
Middle School	781.380.0513	781.380.0520
Technology Office	781.664.2266	781.380.0515
Upper School	781.664.2302	781.380.8785

Thayer Academy Head of School Ted Koskores '70 P '10, '13
Upper School Director/Division Head Highley Thompson P '20, '23
Middle School Director/Division Head Carson Smith P '25

Attendance Reporting

If a student will be absent, tardy, or in need of early dismissal, parents must either call the Middle School Office at 781.380.0513 or the Upper School Attendance Desk at 781.843.3580.

Emergency & Closing Information

Emergency information is sent out in a variety of ways:

- **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.
- **Radio/TV:** To find out if school is closed or delayed, you can check the radio (WBZ 1030 or WRKO 680) or TV (CBS, ABC, or NBC).
- **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 school is closed or classes are starting late.

Decisions about closing school will be based on weather reports and an early morning drive around the area. We recognize, however, that conditions vary widely for our families, so 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.

Class Year Guide

Upper School	Middle School
'20 Senior	'24 Grade 8
'21 Junior	'25 Grade 7
'22 Sophomore	'26 Grade 6
'23 Freshman	'27 Grade 5

Thayer Academy 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.

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 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.

Thayer Academy 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 whole 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.

Thayer Academy Guidelines and Expectations Regarding Conduct

The Academy's guidelines for conduct are based on the school's Mission and reflect our Core Values and all applicable state and federal laws and regulations. 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 and regulations as may be established by the Academy from time to time. 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 school. All members of the Thayer community share the responsibilities of being part of our community.

Discipline

While these rules and principles represent good-faith efforts to clearly state school policies, do note that in all disciplinary matters, Thayer Academy reserves the right, at its own discretion and in its best judgment, to vary from these procedures or to impose such penalties as it deems appropriate. Only in 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, 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 campus, or while visiting another school or institution.

Consequences

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. 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 list below gives examples but is not exhaustive. For specific 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
- Chewing gum (MS only)
- Disrupting other students' ability to learn or the school environment
- Dress Code violation
- Inappropriate, impolite, or profane language
- Littering and/or not cleaning up after yourself
- Being present in an unsupervised or prohibited location in the school
- Repeated tardiness to school or class
- Violation of classroom rules or other disruptive behavior
- Throwing snowballs on campus
- Inappropriate use of cell phones
- Repeated minor offenses

Tier I infractions are usually handled in the moment through a conversation with faculty and staff. The consequence for 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 makes alternate arrangements with the student.
- Conference with the Division Director
- Written notice to parents/guardians
- Conference with parents/guardians
- Disciplinary Committee hearing (Upper School)

At the discretion of the Division Directors, certain instances may warrant additional consequences.

Tier II Behavioral Infractions

- Repeated behavior 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 school's, or another person's
- Disrespect, disobedience or defiance to any member of the faculty or staff. Such behavior would include disruptiveness, or the ability 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 AUP)
- Unauthorized departure from campus

- Cutting class or study hall, or other scheduled commitments
- Skipping school
- Gambling or any inappropriate exchange of money

Tier II infractions usually begin with a referral to an administrator and an investigation into the circumstances of the incident. 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 Discipline Committee (Upper School) and will be considered possible causes for suspension or dismissal whether committed on the way to or from school, during school hours, or at school-sponsored functions. If the circumstances warrant, a student may be expelled or dismissed even for a first offense.

Tier III Behavioral Infractions

- Repeated behavior 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
- Endangering the welfare of other students
- Physical assault, including fighting, hitting, kicking, etc.
- Verbal or physical harassment of any kind
- Harassment, bullying (including through social media and other forms of cyber-bullying) and hazing (For specific definitions and procedures regarding Bullying, Harassment, and Hazing, see [Anti-Bullying Policies & Plan](#)).
- Use of derogatory language, including but not limited to racist, sexist, and/or anti-LGBTQ remarks.
- Use, possession, transfer, or being under the influence of illegal drug or banned substance, alcoholic beverage, tobacco product, e-cigarette/vaping device, or intoxicant of any kind
- Possession, transmission, or use of weapons (The term “weapon,” as used in this policy, will be broadly construed to include items that are in the nature of or have the appearance of weapons, including, for example, pellet guns, toy weapons, and model weapons. The prohibition against weapons also applies regardless of whether a weapon is loaded or otherwise operational.)
- 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
- Violation of state or federal law [Please note: 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. However, Thayer is in no way 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.]

Tier III infractions begin with a referral to an administrator and an investigation into the circumstances of the incident. Decisions about the consequences for these most serious infractions are made by the

division director. Tier III infractions will most often result in suspension, dismissal, or expulsion from school.

Thayer Academy Anti-Discrimination Statement

Thayer Academy is proud of its diverse educational community. Thayer Academy does not discriminate with respect to educational opportunities on the basis of race, color, religion, gender, gender identity and expression, national origin or ancestry, family structure, sexual orientation, disability, or any other category protected under state or federal law. All qualified students are entitled to all rights, privileges, programs, and activities generally afforded or made available to students at Thayer. The Academy complies with and adheres to all state and federal anti-discrimination laws with respect to its educational policies, admission policies, financial assistance programs, and athletic or other school-administered programs.

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 cyber-bullying. In addition to supporting the maintenance of a safe learning environment, please see Thayer Academy's "Sexual Harassment Policies" and "Anti-Hazing Policies" in the Student Handbook immediately following the section on Thayer's Anti-Bullying Policies and Plan.

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 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, 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 take action 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 from 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, and respond to incidents of bullying, cyber-bullying, and retaliation.

II. Bullying & Cyber-Bullying Defined

The Massachusetts Anti-Bullying Law (initially implemented in 2010 and amended in 2013 and 2014) defines bullying as:

"Bullying," the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 himself or of damage to his 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 a school. For the purposes of this section, bullying shall include cyber-bullying.*

** The law defines a "hostile environment" as "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."*

Bullying includes "cyber-bullying," which Massachusetts law defines as:

"Cyber-bullying," 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, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Thayer Academy's definition of bullying and cyber-bullying 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 School reserves the right to 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 School 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 school 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 school; or
- Through the use of any technology or any electronic device owned, leased, or used by the school.

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 school.

In addition, 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 he or she or any other student has been the subject of bullying or retaliation should immediately report the matter to his or her Principal (e.g., Upper or Middle School Director) 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, the report of bullying should be directed to the Head of School. 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 no disciplinary action will 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 (i.e., Middle or Upper School Principal). Such reports of bullying may be made anonymously, although the school is prohibited from taking any 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 school 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 Principal's office.

** Although there are circumstances in which an anonymous report can be better than none at all, the school 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 school cannot promise strict confidentiality because information must be shared in order to conduct an*

effective investigation, the school releases information concerning complaints of bullying, cyber-bullying, 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 become aware of any bullying or retaliation must, by law, report it to the appropriate Division Director. If a teacher or staff member witnesses an act of bullying, cyber-bullying, 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 behavior is considered unacceptable, offensive, or inappropriate. Employees may NOT make reports under this policy anonymously. The Upper School Counselor Amanda Acutt (aacutt@thayer.org / 781.664.2281) and Middle School Counselor Jarvis Wyche (jwyche@thayer.org / 781.664.2241) 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 school 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/Principal*. The nature and extent of the investigation will depend on the circumstances.

If the Division Director determines that bullying or retaliation has occurred, that director will (i) notify the local law enforcement agency if that director believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of the perpetrator; (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (v) assess the victim's need for protection and take appropriate steps as necessary to restore a sense of safety for the victim; and (vi) in consultation with the Upper and Middle School Counselors or others as appropriate, refer perpetrators, victims, and appropriate family members of such students for counseling or other appropriate services.

** If a bullying incident involves the Division Director, the Head of School or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged target. 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 alleged victim.*

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

An impartial investigation of the complaint is conducted by the Principal/Division Head 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, cyber-bullying, or retaliation; with the person or persons against whom the complaint was made; and with any students, employees, or other persons who witnessed or who may otherwise have relevant information about the alleged incident.

Depending on the circumstances, the Head of School or designee conducting the investigation also may choose to consult with other teachers and/or the School Counselor.

Following interviews and any other investigation undertaken, as the school deems appropriate, the Division Head or designee will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. If it is determined that the policy set forth in this Plan has been violated, the Division Head or designee will determine what 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 School Counselor, refer perpetrators, targets, and family members of such students for counseling or other services as appropriate.
- Take appropriate disciplinary action, up to and including dismissal. In accordance with Massachusetts law, any disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.
- Notify local law enforcement if the Division Head or designee believes that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, the crimes of stalking; making threats; harassment; or making harassing, annoying, or molesting electronic communications. In addition, retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.
- 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.

For all reports of bullying or retaliation, the respective Division Head or designee will keep a file of the report, the investigation, and any steps taken in response to a finding of bullying or retaliation.

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 cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. Faculty and staff shall also review annually Thayer Academy's Anti-Bullying Plan, the content of which is included in the Staff/Faculty Handbook.

VI. Additional Notes

The entire Plan is posted on the Thayer Academy website (<http://www.thayer.org/parents/antibullying-policy>), and the parent 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 reserves the right to modify these policies and plans during the year, and it will formally notify parents prior to the effective date of any changes. 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 school's compliance with the Plan and any laws or regulations relating thereto.

Sexual Harassment & Misconduct Policies

Thayer Academy is committed to maintaining a learning and working environment in which all members of our community are treated with respect and dignity. Any student who feels he or she or any other student has been the subject of sexual harassment or misconduct should immediately report the matter to his or her Principal (e.g., Upper or Middle School Director) or to any other staff member or teacher with whom they would feel more comfortable making the report. If an incident involves the Division Director, the report should be directed to the Head of School. If an incident involves the Head of School, the report should be directed to the Board of Trustees Chair. Reports can be made anonymously, although no disciplinary action will be taken solely on the basis of an anonymous report.

Any person who has reason to suspect that a school employee has engaged in any inappropriate conduct with or toward a student should promptly report that information to the Head of School, one of the Division Heads, or any other Thayer teacher with whom that person is comfortable sharing such concerns.

The School will take all steps necessary to end the harassment or misconduct, remedy its effects, and prevent its recurrence, including taking disciplinary action against the offending party – up to and including expulsion or termination of employment. The Academy also will refer matters to the Department of Children and Families, the local police, or other authorities as appropriate under the circumstances.

For purposes of this policy, the term "sexual harassment" can include any unwelcome conduct of a sexual nature – whether the conduct is by an employee, another student, or any other member of the school community – including, for example, unwelcome touching, explicit or implicit requests or pressure to engage in sexual activity, staring at a person's body, sexual jokes or innuendoes, comments about a person's body or sexual activity, the display of sexual images, or any other conduct of a sexual nature

which creates a hostile environment or otherwise interferes with a person's ability to participate fully in the life of the school.

For purposes of this policy, the term "sexual misconduct" includes ANY sexual contact, or attempted sexual contact, between a school employee and a student, REGARDLESS of whether the contact is welcome or unwelcome. The term "sexual misconduct" also includes any other inappropriate behavior of a sexual nature, including, for example, the inappropriate taking or sharing of photos, videos, or other depictions of a person's body or sexual activity; voyeurism; and disseminating information or spreading rumors about a person's sexual activity or interests.

It is also a violation of this policy to engage in or encourage any other person to engage in any form of retaliation or intimidation against a person who makes a report of sexual harassment or misconduct, supports a victim of sexual harassment or misconduct, or participates in an investigation of a report of sexual harassment or misconduct.

Anti-Hazing Policies

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 he or she has been the subject of hazing by anyone in our school community must immediately report the facts of such hazing to his or her Division Director.

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 acknowledgement 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 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.

Illegal Drug & Alcohol Policy

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

Illegal Drug & Alcohol Abuse – Education

Thayer has educational programs in the Middle and Upper Schools designed to help students come to their own conclusions about the health and safety risks of drug and alcohol abuse. Similarly, our Parents Association and the school's administration are partners in sponsoring evening programs for parents to heighten awareness, offer informed guidance, and build a sense of common purpose. Not the least of these efforts is Thayer's support of the Safe Homes concept. For parents who have already received *A Parent's Guide for the Prevention of Alcohol, Tobacco and Other Drug Use*, published by the Community of Concern, please consult its contents for helpful information and guidelines. Parents new to Thayer will receive the booklet in the fall.

Illegal Drug & Alcohol Abuse – Intervention

Any student or family who would like assistance regarding teenage use of illegal substances should contact the Middle School Counselor Jarvis Wyche (jwyche@thayer.org / 781.664.2241) or Upper School Counselor Amanda Acutt (aacutt@thayer.org / 781.664.2281). When made aware of substance abuse issues before they become disciplinary issues, the school will 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.

Illegal Drug & Alcohol Abuse – 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, 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 re-apply 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 re-admission 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, and the specific circumstances of the event in question. Additionally, any application for re-admission 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. Re-acceptance of a former student is at the sole discretion of the Head of School, in consultation with the appropriate Division Director.
- b. **At events not supervised or sponsored by Thayer personnel:** In cases where a student has used, possessed, or was under the influence of alcohol or illegal drugs at an event not under Thayer's supervisory jurisdiction, the school reserves the right to take whatever action it deems

appropriate, including dismissal or expulsion. (See also Athletic Policies & Offerings on pages 19-25 for a discussion of consequences in cases where the Athletic Director learns that an athlete has violated training guidelines, even if such activity took place at an event not supervised by Thayer personnel.)

- 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. In such cases, we certainly would call you if we heard anything about plans to use your home for an unsupervised party. Furthermore, we know that most parents 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 are presumably in agreement about their ethical responsibilities to other people's children, and all parents are undoubtedly mindful of the Massachusetts Social Host Law, pursuant to which parents 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 also may 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 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 shall certainly weigh options that might include severing the Academy's relationship with the family in question.

Thayer Academy Safe Homes Program

The Thayer Academy Parents Association (TAPA) is committed to doing all it can to encourage parents to work together to provide Safe Homes where students and parents can be reasonably confident that alcohol and illegal drugs will not be distributed or consumed. To that end, parents are encouraged to go to the Thayer website and both register their support of the Thayer Academy Safe Homes Program and to learn of other parents who have also done so. Additionally, you are invited to visit the website of the [Community of Concern organization](#), which has done much nationally to advance the prominence and effectiveness of the Safe Homes Program. There, you can access important information and guidelines to help children avoid unhealthy and potentially dangerous situations. Furthermore, Community of Concern, upon request, will send you a booklet on this topic containing additional resources.

The following are respectfully offered as a summary of the basic guidelines associated with safe homes:

- 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 should be present to supervise a party.
- Parents should call host parents before their children attend an event.
- Students should not be permitted to attend un-chaperoned parties.

Thayer Academy Anti-Tobacco Policy

In keeping with the School'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 School's campus.

Scope of Policy

For the purposes of this Policy, “tobacco product” is defined as a product containing, made 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, and visitors at all times, whether or not school is in session, and 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 at 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, 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 appropriate disciplinary action as determined by the School in its sole discretion. 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 of student activities, mandatory community service, probation, suspension and/or expulsion.

Faculty and Staff

Any violation of this Policy by a member of the Academy’s faculty or staff will result in appropriate disciplinary action, as determined by the School and in accordance with applicable law. Depending on the severity and frequency of the infraction(s), such disciplinary action may include, without limitation, written warning, mandatory tobacco prevention education, probation and/or termination of employment.

Parents and Visitors

Any violation of this Policy by a parent or visitor to campus will result in appropriate disciplinary action as determined by the School, 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.

Enforcement Responsibility

This Policy shall be enforced by the Head of School and/or the Head of School’s designees.

Appropriate Use of Mobile Devices, Social Media, and 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 affirm 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. This policy is in effect for the use of school-issued mobile devices on the Thayer Academy campus and on other off-campus networks that are not affiliated with the school.

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, and third-party software, 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 Director of Technology Theresa Jay. The email accounts and data of graduating seniors will be deleted on August 31st, in the year of their 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.

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.

THAYER ACADEMY AUTP (Appropriate Use Of Technology Policy)

- Students may only use Thayer Academy's email service (@thayer.org) to communicate with faculty and staff.
- 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 head, 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.
- The Academy reserves the right to monitor, inspect, and/or record all data stored in or transmitted via the TigerCloud. Use of the TigerCloud is a privilege, not a right. The Academy reserves the right to suspend or terminate a user's access privileges.
- 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.
- 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 onto 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 reserves the right to suspend or terminate a user's access privileges.
- When using Thayer's electronic resources, students must not give out personal information about themselves unless it requested by the Academy. Students must never use Thayer's electronic resources to share private information about other students on the internet.
- Inappropriate usage of Thayer Academy's technology resources also includes, but is not limited to, unauthorized use of social media platforms (e.g., Facebook, Twitter, Snapchat, Instagram, etc.).
- All official Thayer clubs that have an Instagram account, Facebook page, Twitter account, or any other social media presence must have a club advisor. The advisor will monitor the club's social media activity and address any inappropriate activity as warranted under the circumstances. Any content that a student would like posted on Thayer Athletic social media channels should be submitted to the Assistant Athletic Director.
- 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 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 school are not to be changed by anyone except technology department. The Academy reserves the right to suspend or terminate a user's access privileges.
- Bullying, cyber-bullying, 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 Harassment and Anti-Bullying Policies in this handbook.
- Much of what has been outlined here refers to activity that takes place within the TigerCloud, at Thayer-related functions, or on Thayer electronic resources, but it must be understood that harassment of other students or employees of Thayer Academy by any means – on or off campus – is not acceptable, and the Academy reserves the right to respond with appropriate

disciplinary action if such harassment should occur. In sum, students are representatives of Thayer Academy, and in that role, they must act in ways that conform to the values of Thayer Academy.

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, 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. 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.

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. Everyone should greet the chaperones on arrival and thank them on departure.

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. We have often been complimented by restaurant owners, theater managers, bus drivers, and coaches for our students' courteous behavior during off-campus trips. We are proud of this tradition and trust it will continue.

Students must bring an official *Consent, Release, and Assumption of Risk for Special Event Form* (a permission slip) from their parents whenever they are going on a field trip scheduled by the school. This does not apply to team members going on regularly scheduled athletic trips because they already have a permission slip on file. Faculty members who sponsor field trips will notify parents about trip details and

transportation arrangements and, when the trip is over, will remain at school until all students have secured a ride home.

Dress Code

The purpose of the dress code is to reflect respect for the discipline and seriousness of academic pursuits. Thayer students are expected to be neat, clean, and dressed appropriately for an academic environment. Clothing should allow students to participate actively in class and should not serve as a distraction to teaching or learning. Students are expected to remain in dress code for the entire day. The dean of Students in each division is the final arbiter of appropriate dress. 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.

Monday Dress

Every Monday is a "dress up" day at Thayer Academy. The acceptable options for Monday dress include:

- A dress with a full back and that covers the shoulders, or a nice skirt or dress pants with an appropriate shirt.
- A shirt, tie, and dress pants (long pants only).
- A sweater or jacket when cold.

The following are NOT acceptable on Mondays:

- Shorts.
- Sweatshirts of any kind.

Tuesday - Friday Dress

On Tuesdays - Fridays, acceptable options include:

- A dress with a full back and that covers the shoulders.
- A skirt, pants, or shorts with an appropriate top.
- A sweater, jacket, vest, Thayer Academy sweatshirt, or solid-colored sweatshirt with consistent patterns when cold.

FOR YOUR REFERENCE, PLEASE KEEP IN MIND THE FOLLOWING DRESS CODE REQUIREMENTS:

1. All shirts must have a full back and must cover the waistband of a student's skirt, pants, or shorts. Shirts are expected to cover the shoulders.
2. Shirts may not have graphic images or words other than the brand insignia. Sweatshirts may not have graphic images or words other than the brand insignia, unless Thayer gear.
3. Footwear MUST be worn on campus at all times.
4. Hats, caps, or hoods may not be worn inside any building at any time.
5. No blue denim clothing.
6. Leggings, tights, yoga pants, etc., may ONLY be worn under a dress or skirt.
7. Athletic wear, including sweatpants, athletic shorts, non-Thayer sweatshirts, etc., may not be worn to school.
8. Clothing with inappropriate or offensive messages is not allowed. This includes, but is not limited to, clothing with messages advocating violence, alcohol, or drugs; clothing expressing obscenities; and clothing that is derogatory to one's self or others.
9. Extremely short, revealing, tight, soiled, frayed, or ripped clothing may not be worn to school.

10. Undergarments should never be visible.
11. All hemlines should be at least mid-thigh length. Students should be able to move comfortably through their day, including up and down stairs, without underwear being exposed.

Parental Communication Guidelines

The school works not just with students but 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 children and much is lost without it. Because such a positive and constructive working relationship is essential to the accomplishment of the school's educational mission, Thayer reserves the right not to renew a student's enrollment contract if the school reasonably concludes that the actions of a parent or guardian make such a positive and constructive relationship impossible or if they otherwise interfere with educational objectives.

Parent/teacher communication is often the key to nipping a problem in the bud and ensuring 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 parent/teacher relationship. Experience has shown that email exchanges containing expressions of opinion or interpretations of events can lead to misunderstandings. The reader may perceive a tone not intended by the author, or one party may respond to incomplete or incorrect information without first clarifying the facts. In both cases, the written word may create a tense situation where no friction is necessary, since both parties have the interest of the student at heart. Faculty members are expected to abide by these same guidelines and to follow up with a phone call whenever there is even a remote chance that an email message will not be clear. Our parent/teacher partnership is too important to be jeopardized by miscommunication.

The Hale Learning Center (HLC)

Thayer Academy designs, implements, and coordinates approaches to learning and teaching that offer students the best chance of success. The Hale Learning Center (HLC) provides additional support to students who may face challenges with the Academy's rigorous academic environment. The center'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 admission selection process, and consult with the Academy's educational psychologist to develop additional learning strategies for students requiring support.

With designated space at both the Upper and Middle schools, the HLC's services fall into three interrelated categories: direct support for students; partnership with parents, and support for faculty. Students who need added support may be referred to the HLC by their advisors, teachers, or parents. When appropriate, extra support may be provided 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.

The Upper School director of the Hale Learning Center is Erica Archabal. She can be reached at 781.664.2202 or earchabal@thayer.org.

The Middle School director of the Hale Learning Center is Kerri Brosnan. She can be reached at 781.664.2322 or kbrosnan@thayer.org.

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

Tutoring

Typically outside (non-Thayer faculty) tutors are not allowed to tutor Thayer or non-Thayer students on campus. In special circumstances, Thayer parents may apply for a waiver from the Hale Learning Center to allow a non-Thayer tutor to work with one of our students on campus. Do note that in those rare instances when a waiver may be considered, the Hale Learning Center must complete and sign an Application for Waiver which will include the following;

- The name, address, and contact information of the Tutor.
- Valid documentation of CORI/SORI background checks.
- The proposed schedule for the tutoring sessions (Note: all sessions must take place in the Hale Learning Center except if otherwise approved by HLC staff.)

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 8:00 a.m. 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.

Students should not arrive before 7:30 a.m., as there is no supervision before this time. Students arriving before 7:30 a.m. should wait in the forum and not go to their lockers until 7:30 a.m. Students will gather in Thompson Hall every morning prior to 7:55 a.m. Students arriving after 8:00 a.m must report to the Middle School Office with a note, or they will be marked with an unexcused tardy. Parents of Middle School students will receive notification by mail once a student has been tardy without excuse three times. A student will be assigned non-demerit detentions beginning with the fifth time he or she is tardy and for each subsequent time thereafter.

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 present a note of explanation to the Middle School Office, signed by a parent or guardian, as soon as they get to school. In emergency situations, parents may call the Office and provide a note the next day. (Call 781.380.0513)
- Students must check in with the Office staff 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 the 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.

After-school study hall is held from 2:30 to 3:45 p.m. every day, and it provides an opportunity for students with a medical excuse from sports, students participating on Upper School teams, or students taking Health & Wellness classes to get a head start on homework.

In after-school study, 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.

Students who sign out to another location must stay there until 3:45 p.m. or return to study hall. If students have a library or computer assignment, they should get a pass from the teacher giving the assignment, then show the pass to the study hall proctor before going to the library or computer lab. If the assignment is completed before 3:45 p.m., students must return to study hall and stay there until dismissal. These resources are open for student use only when a proctor is available. When Middle School teams have home games, students in after-school study hall may sign out at game time to cheer on their classmates. If the game concludes prior to 3:45 p.m., students must return to study hall.

After athletics, Health & Wellness class, or study hall, students taking the MBTA bus or train should take the Thayer Academy shuttle to the station. After 2:30 p.m., all students who are not participating in sports and are waiting for rides or buses must go to after-school study until dismissal at 3:45 p.m.

Student-athletes missing a game or practice must submit a note to the Middle School Office. All students should be picked up at the Middle School, take a Thayer bus, or walk to the T unless parents have notified someone in the Front Office in writing about another arrangement.

Parents picking up students before 2:30 p.m. must report to the Middle School Office to sign them out. Once study hall is underway, students will not be allowed to wait outside.

A proctored study hall is offered at the Middle School until 4:45 p.m. every day. At 4:45 p.m., the faculty member on duty will walk any students still at school to the Commons in Cahall. Parents picking up after 4:45 p.m. should pick up their child or children at the Upper School. Supervision in the Commons ends at 6:00 p.m., so students should be picked up by that time.

Bookstore

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

daily during lunch and from 2 - 5 p.m. Questions about the bookstore should be addressed to AnnMarie Leonard (aleonard@thayer.org / 781.664.2234).

Computer Use

Once a student has signed and submitted an [Appropriate Use of Technology Policy \(AUTP\)](#), students may use their Thayer-issued MacBook Air laptops in classrooms and in the two Middle School resource labs. During any study hall, students can use their laptops only with written permission from the teacher giving the assignment.

Lockers

Lockers are provided for every student in the Middle School (dimensions 15" w x 13" d). Adjustable locker shelves are recommended. Students may go to their lockers at the following times: before morning meeting; before and after lunch; and during recess, afternoon break, conference periods, activity periods, sports, and/or with 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.

These lockers are the property of the school and may be inspected by school officials to maintain health and safety standards or to investigate suspected storage of dangerous, unauthorized, or illegal items. Thayer cannot be responsible for theft of or damage to items stored in student lockers; valuables should be left at home. Students are prohibited from storing perishable food in their lockers. Students can purchase locks at the Campus Store for their book and athletic lockers.

All sports equipment should be stored in the sports closet until it is time for afternoon athletics. The state fire code prohibits leaving books and book bags in the halls. Items left in the hallways will be taken to the Front Office or placed in the lost & found box in the sports storage room.

Lost & Found

Students who have lost or misplaced a book, a coat, or another item should check the lost & found box in the sports storage room. 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

All students go to Cahall Dining Hall at lunchtime unless given permission by a faculty member to do otherwise. We ask that students do not bring special treats to share with friends at this time. Students may ask their advisor for an appropriate time to share snacks. After eating, students should remain seated until dismissed and then clear their trays on their way back to the Middle School. The Campus Store is also located in Cahall, so during lunch, students can buy school supplies there.

Unless students have an appointment with a teacher, they should not enter the gym or Upper School buildings at this time, as classes will be in session.

Morning break is designed to provide a few minutes to exchange books, have a snack, socialize, and go to the lavatory. Seventh and eighth grade students may socialize in the Courtyard or the Forum. Fifth and

Sixth grade students are supervised outside Thompson Hall. Snack food is not allowed outside of these areas.

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 materials they will need to study hall. Students who have an assignment requiring library materials or computer use must obtain a pass from the teacher giving the assignment before going to the study hall.

Middle School Activities

The Middle School offers a wide variety of extracurricular activities to satisfy almost every interest. These electives meet two times a week during the school day. Performance electives meet three times a week. Students sign up for one or two activities each term, although some may run through the entire year. Every effort is made to give students their choice of activities.

Student Ambassadors Program

The Middle School Student Ambassador Program is designed to provide leadership for the Middle School community. Ambassadors, after submitting an application, are elected by a panel of students and faculty in the preceding spring trimester.

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 are invited, the school 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 unless absolutely necessary. Items used in school programs, like musical instruments and cameras, should be left in the Front Office 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: A Home/School Partnership

Advising & Support

The advisor system is vital to the Middle School Program. Advisors devote conference periods once a month to topics ranging from making friends to academic honesty, and they may also use conference periods to meet individually with advisees. The Advisor should be the first person the parent calls with

questions or concerns, unless the issue pertains to only one specific class or activity. In some cases, contacting a teacher or coach directly might be more efficient. Parents may call the school and leave a voicemail message requesting a return call as soon as possible, 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. For example, csmith@thayer.org is the email address for Middle School Director Carson Smith.

Kerri Brosnan is the Director of the Middle School Hale Learning Center. Her role is to work with faculty, parents, and students in facilitating academic achievement and creating the most effective learning environment. In addition to teaching skills courses, Mrs. Brosnan works in conjunction with Hale Learning Center staff to implement support plans for students when needed. (kbrosnan@thayer.org / 781.664.2322)

Jeff Toussaint is the Dean of Students. He helps to create a positive culture of mutual respect among students and faculty at the Middle School. He also oversees and manages all disciplinary consequences and works with students to help them comport themselves appropriately. (jtoussaint@thayer.org / 781.664.2285)

John Reid is the Middle School Athletic Director. Parents with questions about Middle School sports should contact Mr. Reid. (jreid@thayer.org / 781.664.2289)

Extra-Help Periods

Extra-help periods are held during the last period, three days a week, and they take place in advisor meeting rooms with the advisor. Extra-help periods allow time for students to meet with teachers or to start their homework. Students are expected to take the initiative in seeking help from teachers. Students who have questions about a specific assignment or who would like additional assistance should request, in advance, an appointment to meet with the appropriate teacher. Students should obtain a pass from the subject teacher before conference period begins and show it to their advisor. The library, computer labs, and art room are usually available during conference periods as well. Teachers will often initiate meetings, but our goal is to help students take responsibility for their own learning.

Parent Conferences

The growth of each student depends on the success of the home-school partnership. Communication is clearly essential to this teamwork. Parent conferences are held once in the fall and once in the winter so that parents have a chance to touch base with teachers or advisors and to discuss the student's progress and concerns. Conference times are assigned and sent home to parents well in advance of the date.

There will be other times when a parent, the advisor, or a teacher will request a conference. A parent 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.

Parent Awareness Forms (PAs)

Parent Awareness Forms are used at each teacher's discretion to notify parents of a student's exceptional (high or low) achievement, effort, attitude, or behavior. Such notices are given to the student

to take home. The form must be signed by the parent to acknowledge receipt and must be returned to the teacher the following day.

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 non-fiction, fiction, and reference materials. The Middle School Librarian 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 Apple computers. The library organizes and hosts book fairs, author visits, and the T.A.M.S. Book Swap to encourage student reading.

Middle School Library Staff: Blodine Francois, Director of the Middle School Library

Middle School Academic Program

The Middle School's goal is to provide a rigorous academic program within a supportive and nurturing environment. The focus of the Middle School curriculum is in two areas: 1) Learning and use of study skills, and 2) Mastery and application of basic facts and concepts. Please refer to www.thayer.org/academics for more information on specific courses. For all academic classes (those meeting four or more times a week), grade reports are issued at the end of each trimester, and they include personalized comments from the teachers. For all other courses, reports include grades for effort and comments from the teachers. The Honor Roll is determined at the end of each trimester.

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 word processing and research is encouraged.

Middle School students can expect between 2 and 2.5 hours of homework per night (approximately one half hour per academic subject). 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 material they have missed. If a student is absent for longer than a two-day period, the parent or student should contact the advisor or someone in the Front Office for assistance in collecting missed assignments. Calls to the office and/or an advisor should be made prior to 11:00 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 his or her 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. In such cases, the emphasis must be on the process of how to do 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 are completed, the remaining time should be spent on reading or review.
- Television should be restricted during weeknights, and study areas should be free of music players and cell phones.
- Because of the heavy academic and athletic demands of the Middle School Program, the faculty strongly recommends that no parties or social events be scheduled Sunday through Thursday, and that students limit their outside commitments.

Placement (For Accelerated Math & English Classes)

Students entering the Middle School will be placed in accelerated English based on their ISEE scores, transcripts, writing samples, and faculty recommendations submitted with their application for admission. Placement in accelerated math will be determined by a test taken in the first week of school and ISEE scores.

Students enrolled in accelerated classes must maintain an average of B or better to remain in those sections, and students who are hoping to move up in math or English must earn As to be considered for top placement the following year. All decisions are based on faculty recommendations and are made in June, after year-end grades are submitted. Please direct questions about placement to your child's advisor or the appropriate teacher.

Placement for students rising to the Upper School will be made at the conclusion of their 8th grade year, after final exams and grades are determined. The Middle School faculty will make recommendations to the Upper School Department heads at the close of the academic year. Then a mailing will be sent home informing families of the recommended placement. Again, the requirements noted above are followed and expected in all cases.

Grades

The criteria used to determine grades are:

- **Comprehension:** Learning and understanding the material being studied
- **Retention:** Being able to recall information that has been studied
- **Reasoning:** Being able to use information and to see relationships
- **Technique:** Organizing and presenting information in a useful or logical order
- **Communication:** Using both spoken and written language correctly and accurately

The interpretation of grades is as follows:

- A = Superior achievement (90-100%)
- B = Above average achievement (80-89%)
- C = Average or satisfactory achievement (70- 79%)
- D = Below average achievement (60-69%)
- F = Failing (below 60%)

- P = Passing grade

Honor Roll

Students who attain this honor roll meet the following criteria:

- As and Bs are honor marks and are reserved for work of honor caliber.
- Honor Roll can be attained by earning a grade of B or better in each graded course.
- High Honor Roll can be attained by earning a grade of A- or better in each graded course.
- Certificates are awarded to students who earn Honor Roll or High Honor Roll each trimester.

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.

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 will be placed on Academic Probation. The student may work his or her way off Probation, to the Warning status, and back to a clean slate one term at a time. When a student is placed on Academic Probation, a message is sent to the student and his or her family making it clear that the relationship between Thayer and the student is not working as intended.

Students on Academic Probation work closely with their advisor and the Academic Support Coordinator. They receive short-term feedback through the Weekly Progress Reports. (See Academic Warning, above.) Professional tutoring will usually be required, and interscholastic sports and/or performance activities may be prohibited.

Students placed on probation will be reviewed by the Middle School faculty, and a decision will be made as to whether the student should continue at Thayer. Final decisions are usually made at the end of the year, but in most cases, discussion will be ongoing, and a decision could be reached before the end of the year.

Exams

Exams are given at the end of the year. Teachers will spend time helping students organize materials and reviewing study techniques. Exams count for 10% of the final grade. An extended-time option will be offered to students who have recent evaluations on file indicating a need for extra time when taking an exam.

Promotion

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

Note:

- Eighth-graders who fail Algebra I or a foreign language course may be promoted to the ninth grade but will repeat the course in the ninth grade.
- Eighth-graders must have a grade of C- or better to progress to a second-year foreign language course in the ninth grade.

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 background and ability, 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 full-year core courses
- 1/2 credit for courses that meet four or more periods per week for one semester
- 1/2 credit for courses that meet two or three times per week for a full 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 five areas cited below:

1. **Earned credits requirement:** To receive a diploma, a student must accumulate a minimum of 20 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 (Algebra I, Algebra II, and Geometry)
 - c. 3 credits of foreign language (students are required to complete the third level of a language and should take 3 years of the same language in the Upper School)
 - d. 3 credits of science
 - e. 3 credits of history, including one year of Modern European History and one year of United States History
 - f. 1 credit of arts (1/2 of which is the Freshman requirement, Foundation in the Arts)
 - g. 3 credits electives
 - h. Health & Wellness: 9th PE and Health (9), Nutrition, Current Issues and Lifetime Activities (10), Decisions (11), and CPR (12).
3. **Course load requirement:** Students must carry five core courses each semester (English, mathematics, science, history, foreign language). No more than two may be in the same

discipline. If a student would like to take a sixth core course, he/she will need prior approval from the appropriate Department Head, the Director of Studies, and the Upper School Director.

4. **Physical activity requirement:** Students must participate in school-sponsored physical activities for two seasons each year. Freshmen and sophomores must participate in two interscholastic sports; juniors must compete for at least one interscholastic team, but can substitute one after-school physical activity for a team sport; and seniors must participate in two seasons of either interscholastic team sports or after-school physical activities.
5. **Seniors:**
 - a. **Senior Year Requirements:** Students are required to be enrolled at Thayer Academy for their entire senior year.
 - b. **Senior Independent Project:** Seniors 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.

The Upper School Director and Director of Studies must approve any deviation from these requirements.

Course Selection

Each spring, advisors will 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 five major courses per semester must submit a form in writing to the Director of Studies. Students contemplating taking six major academic classes should be advised that the weekly and daily schedules are designed for a five major/one or more minor load; adding a sixth major severely restricts study/conference time at school and adds to the volume of nightly homework. 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- and year-long courses, students who wish to drop a class must do so before 8 full weeks of a term have passed (by November 1 in the first semester and by February 28 in the second semester). After the eighth week, a student is committed to taking the exam and getting a semester grade.
- If a student withdraws from a year-long course after the first semester grade has been recorded, the grade for the first semester stands, and a notation of WP (Withdraw Passing) or WF (Withdraw Failing) will appear on the transcript.
- The deadline for dropping a year-long course mid-year is one week into the second semester, and students must receive the permission of the Upper School Director and the Director of Studies to withdraw from the course.
- If a student changes course level (e.g., honors to regular) after the first semester grade is recorded, the grade for that semester stands and will appear on the transcript. The new course will appear on the transcript for the second semester.

Students wishing to add or drop a course must complete a petition and must receive approval from the Director of Studies.

Honor Roll

The Honor Roll is calculated at the end of the first term/semester (January), at the second term midterm (March), and at the end of the second term/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 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 adding the values of the grade of each graded course using the chart below and then dividing the sum by the total number of graded courses for that semester. Half-credit courses count one-half a regular full-credit core course. Note: An additional 0.50 points is added to each numerical value for an Honors or AP level 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		

Cumulative Grade Point Average: The Cumulative GPA is calculated by adding the values of all graded courses in all semesters using the chart above and then dividing the sum by the total number of graded courses in all semesters. Half-credit courses count one-half a regular full-credit core course. Note: An additional 0.50 points is added to each numerical value for an Honors or AP level course.

For further details about this cumulative GPA, please contact a member of the College Counseling Department:

- Thad Robey, Director of College Counseling (trobey@thayer.org / 781.664.2222)
- Nellie Brennan Hall, College Counselor (nbrennan@thayer.org / 781.664.2227)
- Christine Woods, College Counselor (cwoods@thayer.org / 781.664.2218)
- Selene Carlo-Eymer, Registrar (seymer@thayer.org / 781.664.2201)

Cum Laude Society

The National Cum Laude Society was founded in 1906, and Thayer Academy's charter membership was presented in January 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 Senior 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 his or her 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 senior 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 his or her 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 Ds (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 academic probation is deemed appropriate, the Academic Dean will notify students, their parents, and their advisors in writing. The periods of academic probation run from September-December, 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, students, and advisors aware of academic progress, these reports are posted to OnCampus, 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 Director.

Freshmen and sophomores on academic probation will be assigned to study hall during all of their free periods for the duration of the probation period. Juniors and seniors on academic probation will be assigned to study hall for all of their free periods until the next round of progress or grade reports comes out. If a junior or senior shows significant improvement on these reports, he or she will no longer have to attend study hall.

The Upper School Director 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 chronically weak, and/or who are unlikely to complete graduation requirements despite reasonable accommodations, may be asked to withdraw or may not be re-enrolled. Students who are placed on academic probation for three consecutive terms will likely be asked to withdraw.

A student's academic probation status is not noted on his or her 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 Upper School Director 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 foreign language) who does not earn at least a C- for the second semester, as well as a C- for the year when both semester grades are averaged together. 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 will not be re-enrolled for the following school year.

Attendance & Class Credit

- If a student is absent from school for five days during a 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 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 Upper School Director, 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 Upper School Director may deny full credit for work done in that course. This decision will be made at mid-year (for first-semester courses) or at the end of the year (for second-semester or year-long courses).
- 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, plus 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, he or she 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 on that assignment. The grade for the assignment will be reduced for each school day the 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 Director.

Upper School Test Day Schedule

The following schedule was proposed by the Community Council to lessen the possibility of a student having more than two tests in a single day. Teachers are expected to adhere to these test days and to consider them when planning due dates for major papers and projects as well.

Teachers may give quizzes (less than a full period) on any day, as long as the students' preparation time doesn't exceed a normal nightly homework assignment. When circumstances necessitate a deviation from this schedule, the situation should be discussed well in advance with the class to minimize conflicts.

Test Day Schedule

Subject	Test Days
English	Monday, Tuesday
History	Tuesday, Thursday
Math	Any day
Foreign Language	Thursday, Friday
Science	Friday, Monday

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 be exposed to and 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 on in life.

Five courses of Health & Wellness are required for graduation. Ninth and tenth grade students take physical education courses; all students take one classroom course per year. In addition, juniors and seniors may opt for an elective course.

- **Freshman Year:** Introduction to Health & Wellness, Fitness Concepts/Team Building (both required, year-long, one meeting per week each)
- **Sophomore Year:** Nutrition, Current Issues, & Lifetime Activities (required, year-long, one meeting per week)

- **Junior Year:** Decisions (required, first or second semester, one meeting per week)
- **Senior Year:** CPR/AED/First Aid (required, first semester, one meeting per week)

Study Hall

All freshmen must attend study hall during free periods throughout their freshman year. Sophomores who have earned honors or high honors for the second semester of their freshman year or during their sophomore year are not required to attend study hall during free periods. Juniors and seniors 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 Upper School Director.

Expectations of Student Conduct

General Expectations

Consistent patterns of honorable behavior and the ability of young people to grow and learn from their mistakes are of fundamental concern to the school. 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.

Students are expected to abide by Thayer Academy's Core Values of Responsibility, Integrity, and Respect at all times. In addition to the school-wide expectations regarding conduct articulated in this handbook ([Thayer Academy Guidelines and Expectations Regarding Conduct](#)), students should be aware of these additional/more specific behavioral expectations and disciplinary procedures for the Upper School.

Scholarly Integrity & Responsibility (Academic Honesty)

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
- A meeting with the Dean of Students
- A hearing before the Disciplinary Committee
- Addition of an incident letter to the student's file
- In-school counseling for the student

Definitions of Disciplinary Consequences

- **Detention:** Students will be assigned detention by their Class Deans, the Dean of Students, or the Upper School Director. Detentions are scheduled by the Dean of Students.

- **Probation:** Probation represents a warning to a student that any future serious offense will likely result in suspension, dismissal, or expulsion. A student placed on probation may be prohibited from serving as a class officer, Community Council representative, team captain, or any other school leadership capacity. Students who violate the Academy's expectations while on probation place their enrollment at Thayer in jeopardy.
- **In-School Suspension:** 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.
- **Suspension:** Students on suspension 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 Upper School Director. 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 re-admission, may not receive a diploma, and may not be present on campus without the permission of the Head of School.

Disciplinary Procedures

The Upper School Director 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 also consults with the student's advisor, teachers, and Class Deans. Since the disciplinary experience should result in learning and growth, this process is very important.

At the discretion of the Upper School Director, the Upper School Disciplinary Committee (a group of faculty members and an elected group of students) may hear cases involving very serious misconduct. In such cases, the committee will recommend appropriate disciplinary action to the Upper School Director. The Upper School Director, at his or her professional discretion, 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. If the student's advisor is unable to attend, another faculty member, approved by the student, will attend the meeting. At its discretion, the Disciplinary Committee may ask other individuals who have knowledge of the case to attend its deliberations. Parents, attorneys, and other persons not specifically identified in this paragraph are not permitted to attend.

Thayer Academy will maintain for each student a record of all formal discipline. Thayer Academy in its discretion always 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.

In all disciplinary matters, Thayer Academy reserves the right, at its own discretion, and in its best judgment, to vary from these procedures or to impose such penalties as it deems appropriate. Only in matters related to dismissal or expulsion may decisions be appealed to the Head of School.

Food in School

Beverages, candy, and other edible items (with the exception of water) are not permitted in the classrooms, hallways, auditorium, or libraries unless they are part of a class event approved by the supervising teacher. Snacks provided by the school during break can only be eaten in the Cahall or Sawyer buildings and should not be carried to other buildings on campus. Lunch food and desserts may only be eaten in the Dining Hall and Tiger's Den and may not be brought outside or to other parts of campus. Students may NOT order take-out or delivery from local restaurants during the school day.

Use of Cell Phones and Headphones

- Upper School students should use cell phones for school-related purposes only. Phones should never be seen at any school assembly, in the Dining Hall, 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. Camera 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. 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 students are not causing a distraction or disrupting the learning process, students may use headphones in study halls, common spaces, and the library. Students should NOT wear headphones while walking around campus between classes.

Attendance Procedures & After School Supervision

All students are expected to be present at 8:00 a.m. 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 present a note of explanation to Mr. Murphy in the student commons, signed by a parent or guardian, as soon as they get to school. In emergency situations, parents may call the Office and provide a note the next day. (Call 781.843.3580 or email USabsence@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 the 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 should report their child's absence by 9:00 a.m.

by calling 781.843.3580 or emailing USabsence@thayer.org. Teachers will not be expected to offer makeup work 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 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 with their advisors by 8:00 a.m. If students arrive between 8:00 and 8:05 a.m., they should report directly to their advisor, who will mark them tardy. Students arriving after 8:05 a.m. must report to the Student Commons desk and get a pass to enter the classroom.

Upper School parents will receive notification (usually by email) once a student has been tardy without excuse four times, and detentions will be given after six times.

Absence or Tardiness & 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 Upper School 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 or schedule makeup dates in a timely fashion. Students whose families are planning absences of more than two days must see their teachers a 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 Upper School Director.

Passes

If students are detained officially or unofficially, they need to obtain a pass from the teacher or administrator involved. Passes are also issued to give students permission to leave assigned areas, such as study hall, or to go to the library or to an advisor conference or to 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.

Attendance & Religious Holidays

The school's policy is to encourage students to observe their religious holidays. Faculty members avoid scheduling major exams or papers on those days. They also provide ample opportunity for students to make up work.

Early Dismissals When Students Are Sick

Thayer Academy has two registered nurses on staff, and students should consult them when they are ill. Parents will be called if a nurse determines the student should go home. Students should not contact

parents directly to request a dismissal from school. The nurses will also notify the Upper School Office if a parent is called to pick up a student. All students who are ill must follow this procedure.

Lockers

Lockers are available for student use. These lockers are the property of the school and may be inspected by school officials to maintain health and safety standards or to investigate suspected storage of dangerous, unauthorized, or illegal items. Thayer cannot be responsible for theft of or damage to items stored in student lockers; valuables should be left at home. Students are prohibited from storing perishable food in their lockers. Students can purchase locks at the Campus Store for their athletic lockers.

Advising & Counseling

Each grade has its own Class Deans who report to the Upper School Director and are responsible for 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 8-10 advisees throughout the school year. Advisors meet individually and in small groups with advisees to address academic and personal issues. Students and parents should communicate frequently with advisors about any concerns they might have. The Upper School Counselor assists 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, 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 Upper School Counselor Amanda Acutt (aacutt@thayer.org / 781.664.2281).

Southworth Library

Southworth Library in the Upper School houses over 14,000 volumes as well as an extensive periodical collection. The print collection supports both research and pleasure reading. The library subscribes to over 50 databases, all of which are accessible on and off campus. In the library, students have access to a black & white laser printer, a color laser printer, and a scanner/copier. The library also has copies of most class textbooks, which are available for in-library use. Southworth Library is a member of the Greater Boston Collaborative Library Association and offers interlibrary loan service.

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, the Dean of Students, or the Upper School Director as necessary.

Online Resources

Course and assignment-specific pages on TigerGuides facilitate research in History, English, Science, and Foreign Language. 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 on the number of books that students can borrow. Books are typically loaned out for three weeks and can be renewed. Overdue notices are sent to students on a regular basis, and parents might be contacted if books are not returned. At the end of each semester, bills will be sent home for unreturned or lost materials.

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

Sophomores on honor roll, juniors, and seniors may use the library without a pass. Freshmen and sophomores 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

Sara Kelley-Mudie, Director of Southworth Library
Janet Langer, Upper School Librarian, Southworth Library
Stephanie Rando, Library Assistant, Southworth Library

The Hale Learning Center staff integrates, supervises, and coordinates services for grades 6-12. Each division has its own academic support coordinator and a designated space to provide grade- and age-appropriate strategies to support Middle and Upper School students.

The Hanflig Technology Center

The Hanflig Technology Center (<https://www.thayer.org/academics/technology>) under the direction of the Academy's Chief Information Officer Theresa Jay and supervised by Mike Landry, 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. 2) Hanflig Technology Fellows get hands-on training, participate in technology projects, and support faculty in the integration of laptops in the classroom.

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 are an area where students can share ideas and bring them to life with state-of-the-art tools such as a 3D printer, vinyl cutter, and laser cutter. The Upper School Lab is managed by Michael Landry and the Middle School Lab by to be determined. 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.

Upper School Extracurricular Activities

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

Athletic Policies & Offerings

The Thayer Athletic 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 athletic philosophy is devoted to meeting the school'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 Athletic, 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 athletic 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 expect students to plan their time around practices and plan ahead for conflicts which may have an impact on the team. Information about future events and commitments is readily available at school, and students should seek it out. Each student is also asked to take responsibility for certain equipment/uniforms that belong to the school.

ISL Athletic Guidelines for Students and Parents

Sportsmanship Creed: 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.

Eligibility:

- 1) Each student who participates in any ISL interscholastic contest must be a member of his/her ISL-recognized school team in that sport. Individual schools may make an athlete ineligible because of grades, but there is no ISL policy. Students are eligible as follows:
 - a) Postgraduate students ineligible: Member schools agree that students who have completed the 12th grade are not eligible to compete as part of ISL teams. Any 12th grade students who are reclassified during their 12th grade year shall not be eligible to compete as part of ISL teams in subsequent years.
 - b) Age eligibility: Any individual athlete who is or will turn 20 years of age on or after September 1 of an academic year is ineligible from participating in ISL competition during that academic year.
- 2) All students who receive financial aid do so only on the basis of demonstrated need and through each school's need-based financial aid process. There are no athletic scholarships offered by member schools.

Athletic Department Staff & Coaches Contact Information

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

Anti-Hazing Policy (see [Thayer Academy Guidelines and Expectations Regarding Conduct](#))

Hazing refers to any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of any student or any other person. Copies of legislation regarding hazing are distributed annually to all students and coaches. Incidents of hazing must be reported to law enforcement officials. (See also Thayer's Anti-Hazing Policies in [Thayer Academy Guidelines and Expectations Regarding Conduct](#).)

Middle School Athletic Programs (Grades 5-8)

Athletics at the Middle School function as an integral part of the school 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. Each student is required to participate on a Thayer team or in the Health & Wellness Program for all three seasons. Typical practice days are Monday, Tuesday, Wednesday, and Thursday, 2:15-3:30 p.m. Game days are typically Fridays and Wednesdays. All participants in team sports are expected to receive fairly equal playing time over the course of the entire season. All team information is available via www.thayer.org/athletics/teams-schedules-results.

Middle School Athletic Requirements

- Students must participate in the Athletic Program for three seasons
- Students have the option to play a team sport or participate in the Health & Wellness program
- A tryout selection process according to ability will be used when necessary

Middle School Athletic Offerings

	Boys	Girls	Co-Ed
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"> • X-Country
Fall Alternative			<ul style="list-style-type: none"> • Health & Wellness
Winter Interscholastic	<ul style="list-style-type: none"> • Basketball • Hockey 	<ul style="list-style-type: none"> • Basketball • Hockey (<i>Athletes participate only at the Upper School, JV or Varsity level based on ability.</i>) 	<ul style="list-style-type: none"> • Wrestling
Winter Alternative			<ul style="list-style-type: none"> • Rock Climbing • Dance
Spring Interscholastic	<ul style="list-style-type: none"> • Baseball • Lacrosse • Crew (<i>Athletes participate at the Upper School, JV, or Varsity level based on ability.</i>) • Tennis 	<ul style="list-style-type: none"> • Softball • Lacrosse • Crew (<i>Athletes participate at the Upper School, JV, or Varsity level based on ability.</i>) • Tennis 	<ul style="list-style-type: none"> • Track and Field
Spring Alternative			<ul style="list-style-type: none"> • Golf (instructional)

Middle School Waiver Program Policies

Middle School students with demonstrated ability and a major commitment to training for a sport/activity that Thayer does not offer (i.e. riding, skiing, swimming, figure skating) may apply for an Off-Campus Athletic Program Waiver. If a student is granted a waiver, he or she will be dismissed at the end of the academic day. Those students who cannot be dismissed at the end of the academic day will not qualify for a 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 must be submitted to Director of Athletics Rick Foresteire 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 seek approval. A decision will be made within five school days after submission. Seasonal tryout dates will be communicated to students and parents via www.thayer.org/parents/athletics and the seasonal Athletic Department Information Letter.

Medical waivers: If your child is unable to participate in athletics due to extended illness or injury, please submit the following to the Athletic 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. 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 Athletic Department Office.

Eighth grader varsity tryout/participation policy: There are situations when an 8th grade student may be able 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. Middle School Athletic Director John Reid and Director of Athletics Rick Foresteire must then endorse that request. The Director of Athletics will then forward the request to the Middle School Director, who, in concert with the Athletic Director, will make the final determination. The factors that will be considered will include but not be limited to: overall program, team dynamics, and possible concerns related to the Middle School student in question (i.e. academic standing, deportment, and any social or emotional concerns that might pertain to playing with Upper School students).

Middle School no sports/mud weeks: This term refers to the dates in between athletic seasons. During these weeks students are often dismissed at 2 p.m. After-school study hall is available until regular dismissal time.

Upper School Athletic Policies (Grades 9-12)

Upper School Pre-Season Optional Workouts

Upper School Pre-Season Optional Workouts may be initiated by the players in order to prepare players 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.

Upper School Athletic Requirements

Grade 9

- **Interscholastic Sports:** 2 seasons (after school) Note: Students can substitute their participation in a theater production for one of the interscholastic sports seasons.
- **Health & Wellness:** Introduction to Health (1 × week, full year – during school day).
- **Health & Wellness:** Fitness Concepts (1 × week, full year – during school day).

Grade 10

- **Interscholastic Sports:** 2 seasons (after school) Note: Students can substitute their participation in a theater production for one of the interscholastic sports seasons.
- **Health & Wellness:** Nutrition, Current Issues & Lifetime Activities (1 × week, full year – during school day)

Grade 11

- **Interscholastic Sports:** 2 seasons (after school) Note: Students can substitute a year-long Dance class or one of the following after-school activities for one of the interscholastic sports seasons (4 × week – after school):
 - Theater Production
 - Strength & Conditioning
 - Fitness Skills

- Managing a Team
- Specialized request adult-organized club activities (e.g., Ultimate Frisbee and Hiking)
- **Health and Wellness:** Decisions (1 × week, one semester – during school day).

Grade 12

- **Interscholastic Sports:** 2 seasons (after school) Note: Students can substitute their participation in a year-long dance class or one of the following after-school activities for both required seasons. (4 × week – after school):
 - Theater Production
 - Strength & Conditioning
 - Fitness Skills
 - Managing a Team
 - Specialized request adult-organized club activities (e.g., Ultimate Frisbee and Hiking)
- **Health & Wellness:** CPR / AED / First Aid (1 × week, first semester – during school day). Note: Students who are certified by the first day of senior year in Adult & Pediatric CPR/AED and Basic First Aid will be exempt from this course.

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 child'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. All team information is available via www.thayer.org/athletics/teams-schedules-results.

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 many teams that have qualified are given the opportunity to compete in the NEPSAC tournaments.

For students in grades 9-12, it is possible that enrollment in alternative programs might be granted – please refer to the policies listed after the Upper School Athletic Offerings shown below.

Upper School Athletic Offerings

	Boys	Girls	Co-Ed
Fall Interscholastic	<ul style="list-style-type: none"> • Football V & JV • Soccer V, JV & 3rd • X- Country V & JV • Crew (Instructional) • Tennis (Instructional) 	<ul style="list-style-type: none"> • Field Hockey V & JV • Soccer V, JV & 3rd • Volleyball V & JV • X- Country V & JV • Crew (Instructional) • Tennis (Instructional) 	
Fall Alternative (for Grades 11 & 12 only)			<ul style="list-style-type: none"> • Fitness Skills • Strength & Conditioning • Manage a Team
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 & JV • Swimming & Diving V & JV
Winter Alternative (for Grades 11 & 12 only)			<ul style="list-style-type: none"> • Fitness Skills • Strength & Conditioning • Manage a Team
Spring Interscholastic	<ul style="list-style-type: none"> • Baseball V & JV • Crew V & JV • Lacrosse V & JV • Tennis V & JV • Track & Field V & JV 	<ul style="list-style-type: none"> • Softball V & JV • Crew V & JV • Lacrosse V & JV • Tennis V & JV • Track & Field V & JV 	<ul style="list-style-type: none"> • Golf V & JV
Spring Alternative (for Grades 11 & 12 only)			<ul style="list-style-type: none"> • Fitness Skills • Strength & Conditioning • Manage a Team

Upper School Waiver Program Policies

Waiver Athletic Programs: Students with demonstrated ability and a major commitment to training for a sport/activity that Thayer does not offer (e.g., riding, squash, figure skating) may apply for an Off-Campus Athletic 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 Director of Athletics no later than the first official day of seasonal tryouts in order to seek approval. Seasonal tryout dates will be communicated to students and parents via www.thayer.org/parents/athletics and the seasonal Athletic Department Information Letter. Waiver Forms are available via www.thayer.org/parents/athletics and in the Athletic Department Office.

Alternative Artistic Programs: Students with a major commitment and demonstrated ability in the arts may request an exemption from the athletic requirement for the season of their involvement. All students who receive Artistic Waivers must participate within the Athletic 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 Arts Department Head Jeff Browne no later than the first day of seasonal tryouts. Seasonal tryout dates will be communicated to students and parents via the seasonal Athletic Department Information Letter. Waiver Forms are available via www.thayer.org/students/athletics, in the Athletic Department Office, and the Arts Department Office.

Medical Waivers: If your child is unable to participate in athletics due to extended illness or injury, please submit to the Athletic Training Staff medical documentation from the treating physician including a diagnosis, the period of time the student will be unable to participate in sports, and the plan of care recommended by the doctor. 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 Athletic Department Office.

Coaching Expectations and 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 school in mind.

The coach is the key contact person for your child's athletic program. Questions and messages regarding games, 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 act as go-betweens. A list of head coaches with email addresses is provided at www.thayer.org/athleticsdirectory. That list also will be provided to families through an information letter sent prior to each athletic season.

Practice & Game Information

At the beginning of each season, the school is given a designated date before which official practice/tryouts cannot begin. Each Varsity Head Coach determines the exact starting date for his or her team. These dates are established in consideration of our league guidelines and with reasonable breaks between seasons.

The Athletic Department Information Letter will clearly outline all pre-season requirements. Varsity teams are often expected to practice during vacations. During winter and spring breaks, one week is reserved for practice while the other is designated as a non-practice period.

Weekly Practice & Game Schedules

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

Transportation

Our teams are 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 with parental approval. After a practice or game off site, a student may go home with his or her parent or the parent of another student, after checking with the coach. These arrangements need to be made ahead of time.

Lockers, Equipment & Uniforms

- Every student will be assigned a gym locker. It is strongly recommended that students store and lock all of their belongings in their lockers. The school 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 within two weeks after the end of the season will be billed double the cost of the uniform.
- No refunds or credits will be made.

Athletic Health & Safety Policies

Certified athletic trainers are provided for all after-school practices and games. They are responsible for managing sports injuries, providing first aid, and coordinating emergency medical services when needed. Athletic trainers will also provide pre-practice or pregame treatments or preparations as needed to minimize injury and strengthen the capacity of an athlete to participate. Athletes who have sustained an injury cannot return to play without approval from an athletic trainer. 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)

ISL Statement on Drugs, Medication, or Food Supplements

The schools in the ISL agree that school personnel and coaches should not dispense any drug, medication, or food supplement except with extreme caution and in accordance with policies developed in consultation with parents, healthcare professionals, and senior administrative personnel of the school. Use of any drug, medication, or food supplement in a way not prescribed by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have negative short-term or long-term health effects.

In order to minimize health and safety risks to student-athletes, maintain ethical standards, and reduce liability risks, school personnel and coaches should never supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

General Information

Safety & Security

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

Campus Security Personnel

There is security coverage at Thayer Academy 24-hours/day, 7 days/week.

Thayer Academy security cell: 617-371-5217

Faculty and staff on campus can also reach security by dialing 800 on TA campus desktops or wall phones. All Staff, Faculty, Students, Parents, and Coaches should have Security's cell number in their phone contacts to facilitate quick notification of Security for any urgent safety concerns.

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 three 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 Building, front entrance, via the Courtyard
3. Middle School, front entrance

Each of these entrance points have a button to push for visitors to announce their presence. There are video cameras and audio for communication between the visitor and the TA personnel responsible for buzzing open the door.

Student Commons Supervision

Supervision is provided in the Student Commons during academic days from 7 a.m. to 6:30 pm (until 7 p.m. during the winter sports season). Therefore, students are allowed on campus during regular school days during these hours, unless with a specific Thayer-sponsored activity under the supervision of a specific Thayer Faculty or Staff Advisor.

The Main number of Thayer Academy (**781.843.3580**) will generally remain active during those hours (7 a.m. to 6:30 p.m.) If a parent needs urgent assistance outside of these hours, Security is the contact person. (Security cell: **617.371.5217**).

Security Cameras

There are cameras located in areas around the Student Commons, along the outside access points of some locker rooms, and at various entrances to some buildings.

Security Call Boxes

As an additional option to notify TA Security of an emergency situation, there are 6 Emergency Phone Stations located in outside areas across campus. They are easily identified by a steady blue light.

Push button on Emergency “Blue Light” Outside Phones

Locations:

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

Push the button, which activates a phone call to TA Security cell phone. If Security does not answer the call before it goes to voicemail, the call is automatically forwarded to the Massachusetts State Police. If the State Police are reached, please indicate your location immediately (i.e., Thayer Academy in Braintree) so they can connect the call to the Braintree Police.

Employees are required to notify Security when accessing any TA buildings during off-hours.

Testing of Emergency Procedures & Communication

Ranging from fire drills to lock-down 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.

Guidelines for Specific Emergency Situations

Contacting Emergency Police or Medical Services

Push button on Emergency “Blue Light” Outside Phones

As an additional option to notify TA Security of an emergency situation, there are 6 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 Ave. side)
- 2 in CFA parking lot (on Central Ave. Side)
- 1 in Courtyard in between Main and Cahall buildings
- 1 in Middle School parking lot

Push the button, which activates a phone call to TA Security cell phone. If Security does not answer the call before it goes to voicemail, the call is automatically forwarded to the Massachusetts State Police. If

the State Police are reached, please indicate your location immediately (i.e., Thayer Academy in Braintree) so they can connect the call to the Braintree Police.

Enhanced Lockdown Response

- Depending on the situation at hand
- **Lock** – within classroom, office space, or other inside location, install lockdown piece into floor holder.
- Shut off lights.
- Close shades or cover windows as feasible.
- Instruct students to a location away from door and windows, if possible.
- Begin to barricade the door.
- **Leave** – if 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 intruder.

Partial Lockdown

A Partial Lockdown means that the doors leading outside of the building are locked and people may not exit or enter the building. During a partial lockdown, teaching and normal work processes can continue within the building until the “All Clear” is given. Specific instructions about the resulting adjustment in the academic schedule will be provided via email, text messaging, or broadcasted messages.

Health Services & Medical Emergencies

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 two school nurses at Thayer Academy:

- Kathy Cunningham, RN (kcunningham@thayer.org)
- Nancy Burgess, RN (nburgess@thayer.org)

A school nurse is available on campus from 8 a.m. to 4 p.m. when school is in session, and can be reached at 781.664.2299 (or either one of the nurses at nurse@thayer.org).

The primary location of the Health Services Office is on the first floor of the Sawyer Athletic Center, across from Memorial Gym. There is a smaller satellite office in the Middle School accessed through the front office.

Health Requirements for School Attendance

Thayer Academy uses an online student health record system, Magnus Health (hereinafter referred to as “Magnus;” [click here for more information about Magnus Health](#)), to make the process of submitting health forms and other-health-related 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 into 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
- Verified emergency contact information
- health history and current health issues
- Health insurance information
- Primary Care Physician (PCP) information

The information that is entered when the student begins at Thayer will remain in the system. It is critical that a parent reviews the information before the due date for the next school year, making sure to include any new health updates that have developed over the summer before submitting the requirement for review by the nurses.

Consent for medical treatment, and to receive over-the-counter (OTC) pain medications

A parent is required to digitally sign on Magnus to provide permission for their child to be treated as needed for first-aid or emergency situations.

Also, a parent needs to indicate yes or no for permission for their child to receive 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 signed off for permission in Magnus. These OTC medications are administered only by the nurse, after assessing the physical complaint. If a higher dose is needed, a separate prescription must be provided by the individual's physician.

Yearly physical exam and 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 to Magnus 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 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 report of physical exam. (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 the Thayer Academy students or employees, students who do not have documented immunity to the disease may need to be excluded from school.

Medication forms signed by parent and physician

If the student has allergies, asthma, diabetes or other health conditions requiring medications at school, specific forms are required, signed by a parent and physician. For any special health needs, parents should communicate with the nurses to clarify the plan of care.

The medication administration policy for Thayer Academy is per state regulations, and is managed by the school nurse. (Please refer to MA state regulations 105 CMR 210 .000: The Administration of Prescription Medications in Public and Private School.) With the exception of inhalers or auto-epinephrine injectors, students are not allowed to carry medications (prescription or OTC) on their person during the academic day, nor should they take their own medications. Medications are to be kept and administered in the Health Office.

Medications brought to the Health Office to be administered by a nurse, need to be in their original container, and if prescription, with the prescription label intact and with the correct student name.

Baseline IMPACT test done every 2 years and annual acknowledgement of review of concussion education resources. (See the Section about Concussions for more detail).

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, e.g. hearing, vision, and scoliosis screenings. We recommend that you consult with your healthcare provider to conduct these screenings during the annual physical exam. Or you may consult with your local school committee or local board of health about having these screenings completed.

Minor Illness or Injury During the School Day

One of the primary goals of Health Services is to support students to attend all of their classes. Therefore, whenever possible, a visit to the Health Office should be made between classes, during Break, or during a 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 service of a 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 Services Office will be issued by the nurse for the student to present to the teacher.

If dismissal is needed, the parent or guardian will be contacted by the 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 nurse to be medically feasible). If the student needs a ride, he or she must wait in the Health Services Office until a parent or guardian arrives. If deemed medically necessary, the 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 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.

General Guidelines for Deciding Whether a Student Should Stay Home or Be Dismissed (Due to Illness)

Students should not be in school if they are suffering from:

- A temperature of higher than 100 degrees F (by mouth). (The student should be without fever for 24 hours before returning to school, as measured without effects of fever-reducing medications.)
- Vomiting or diarrhea. (The student should be able to eat and drink sufficient liquids without vomiting before returning to school.)
- Discomfort or malaise not improved with rest.

Parents are encouraged to communicate with the nurses when their child has been diagnosed with an infectious illness or an illness or injury that will affect attendance at school or completion of class work. The nurses will provide appropriate communication with the faculty and coaches as necessary.

Medical Appointments

Parents 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.

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, symptoms and signs may develop over a number of minutes to hours. Concussion results in clinical symptoms that may or may not involve 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. A detailed concussion history is an important part of the evaluation of the injured athlete.

The suspected diagnosis of concussion can include 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).

See Form #2 for a list of specific symptoms of concussion that are assessed.

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 lead by the Athletic Trainers (who are nationally certified and Massachusetts licensed) [with consultation from licensed, certified Neuropsychologists from Sports Concussion New England (SCNE)], and in collaboration with the School Nurses [with consultation from the School Physician Consultant].

This document is meant to be management guidelines only, realizing that each injury is unique, requiring varying evaluation, treatment, and steps to return to academics and athletics. The guidelines are disseminated to administration, faculty, staff, students, and parents and are reviewed annually, and updated as needed, with input from Administration, the Athletic Director, and (from the Upper and Middle Schools) the Division Directors, Academic Deans of Students, and Faculty of the Hale Learning Center.

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. (To be current, a baseline test needs to be repeated every two years). The baseline test provides an individual comparison to the test taken after an injury. Instructions for completion of the 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 baseline test is taken by the student, a parent needs to enter the date of the test into the Student Tracker in Magnus.
2. If a student experiences a particularly hard fall/check/tackle or hit to the head and there are observations or concerns that may indicate concussion, they are to be removed from play/practice immediately and will not be allowed to return until evaluated by an Athletic Trainer or a medical professional specifically trained in concussion management (Physician, Nurse). If more serious symptoms are immediately observed, i.e., seizure, unconsciousness, vomiting (see Form #1), EMS is notified immediately for transport to a hospital ER.
3. After a student reports an injury with resulting concussion symptoms, a Concussion Information Sheet (Form #1) and Symptom Checklist (Form #2) will be sent home by the Athletic Trainers or School Nurses. The parents/guardians of the student are instructed to contact the Primary Care Physician (PCP), who will advise about what medical assessment is needed (ER versus office visit). The student is instructed to complete the symptom checklist (Form #2) twice per day. If the score is 12 or above in the morning, the student should 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 are asked to communicate directly with the School Nurses or Athletic Trainers in order that any information sent to teachers comes from Thayer's Healthcare Team.
4. Within approximately 72 hours, depending on the extent of concussion symptoms the student is reporting, a post-injury ImPACT test will be administered by one of the Athletic Trainers to help determine the extent of the suspected concussion. The results will be interpreted by a

Neuropsychologist on staff at SCNE as assigned by Neal McGrath, PhD, and shared with the PCP.

5. If the post-injury ImPACT scores are BELOW their current BASELINE test scores and there are other signs and symptoms present, temporary academic accommodations begin. As soon as feasible, one of the Athletic Trainers will notify the parents/guardian about the student's Stage of Concussion Recovery (Form #3) and explain the activity restrictions. Initial communication usually occurs via phone call or directly with the parent and then followed by an email. The Athletic Trainer will review the results with the student also to emphasize the importance of the immediate steps to take to rest the brain. Additional information about concussions is available on the website or provided upon request.
6. In email correspondence regarding the student's Stage of Concussion (Form #3), the Athletic Trainer will include the following: School Nurses, the student's Academic Advisor, the Academic Dean, and the School Counselor.
 - a. The student's Academic Advisor will inform the student's teachers regarding which academic accommodations to be put in place depending on the student's Recovery Stage (Form #3).
 - b. Weekly re-assessments are done by the Athletic Trainers, and the student's stage of recovery is updated on a Concussion Tracking list posted in Google Docs. Status updates will be communicated as above.
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 diagnosed concussion who progress through the Stages of Recovery and the Gradual Return to Physical Activity are given full clearance when:
 - a. symptoms have abated; and
 - b. ImPACT scores return to BASELINE, as confirmed by the Neuropsychologist from SCNE; and
 - c. a written note of clearance from PCP has been received.

Parents/guardians and the Academic Advisor are notified that academic accommodations are no longer warranted.

9. 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 3 weeks), the student will be referred back to the PCP and Thayer Academy may require further evaluation by a Certified Concussion Specialist. A medical leave of absence may be necessary.

(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.)

10. For students who report head injury 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.

Parent/Advisor Head Injury Information Sheet

Dear _____,

Your son/daughter needs to be monitored for a concussion. Unfortunately, you can't SEE a concussion. These injuries are common in many sports (and car accidents) and need to be taken very seriously. Some students may not experience or report symptoms until hours or even days after an injury. Students need to be carefully monitored by a medical professional that is educated in concussion management. (Physician, Nurse, or Athletic Trainer)

A student who returns to academics or athletics too soon risks slowing the recovery process and unnecessarily prolonging symptoms for weeks, months, or longer. In rare cases, an athlete can suffer more serious and permanent brain damage, if a second injury occurs before the first concussion is fully healed.

*NOTE: The following DANGER signs indicate the need for emergency medical care IMMEDIATELY:

- Seizures, uncontrolled body movements
- Unconsciousness, inability to arouse or awaken
- Fluid discharge from ears/nose
- Severe or increasing headaches
- Unequal pupils
- Excessive drowsiness
- Repeated vomiting

For the next 24 hours, do NOT take pain medication before consulting a physician; it may mask serious symptoms such as severe headache. Tylenol (acetaminophen) is usually recommended, if needed for headache. Avoid other pain relievers such as ibuprofen (Advil, Motrin) and aspirin because they may increase the risk of bleeding.

- REST is the best treatment for a concussion!
- Stay home from school & REST for the next 24 – 48 hours (minimum)
- Stay home from school if symptom score is 12 & above.
- NO physical activity of ANY kind
- NO text messaging; NO computer/iPad work, video games, or social networking
- NO studying/reading; NO tests or quizzes, projects, or papers
- NO music; NO reading, instrument playing, chorus, or drama participation

A post-injury ImPACT test should be taken (in the Athletic Training Office) within approximately 72 hours, depending on the severity of symptoms.

Recommendations:

- Go to the Emergency Room
- Contact the Primary Care Physician (PCP)
- Follow-up with the Academic Advisor
- Follow-up daily with the Athletic Trainers or School Nurses

Please note – ImPACT test scores must be back within normal limits of their baseline test AFTER taking an EXERTION test, before beginning the gradual return-to-play (physical activity) protocol. Any student with a suspected head injury MUST be cleared by the Thayer Academy Athletic Trainers and the Neuropsychology staff of Dr. Neal McGrath and SCNE and the student's PCP (written note is required) before they will be allowed to return to FULL athletic participation.

Concussion Symptom Checklist

Symptom Inventory	Morning	Evening	Morning	Evening	Morning	Evening	Morning	Evening
Headache								
Nausea								
Vomiting								
Balance problems								
Dizziness								
Fatigue								
Trouble falling asleep								
Sleeping more than usual								
Drowsiness								
Sensitivity to light								
Sensitivity to noise								
Irritability								
Sadness								
Nervousness								
Feeling more emotional								
Numbness or tingling								
Feeling slowed down								
Feeling mentally foggy								
Difficulty concentrating								
Difficulty remembering								
Visual problems								
Total Symptom Score								

Please RANK your symptoms on a scale of 0 – 6:

- 0 = No Symptom
- 1 or 2 = Mild Symptom
- 3 or 4 = Moderate Symptom
- 5 or 6 = Severe Symptom

Stages of Concussion Recovery

Stage (1) Red

Student typically does NOT attend school for 24 to 48 hours after injury.

- Sleep/REST as much as possible.
- NO computer/iPad work, video games, social networking, or text messaging.
- NO performing arts (instrument playing, singing, dancing, drama participation, etc.)
- NO sports, activities, or “roughhousing.”

Stage (2) Orange

Student may attend school HALF to FULL days, if possible (if symptom score 12 or less):

- Rest as much as possible, including naps.
- May sit passively in class and LISTEN only (NO NOTE TAKING; get notes from teacher or classmate).
- Go to Health Office for pain management and/or resting, if student becomes symptomatic at any time. If symptoms do not abate after 30 mins., parents will be contacted for student dismissal home.
- NO computer/iPad work, video games, social networking, or text messaging.
- NO tests, quizzes, projects, or papers.
- WALKING out in fresh air is fine.
- NO sports or physical activities; NO Health & Wellness activities.
- NO performing arts (instrument playing, singing, dancing, drama participation.)
- Begin school work, 5-10 minutes at a time ~ without increasing symptoms.
- Avoid school bus or long car rides - if at all possible.
- Avoid heavy backpacks, lifting heavy objects.

Stage (3) Yellow

Student may attend school FULL-time, if possible:

- Continue to rest as much as possible. Consider a nap after school.
- School work in 15-20 minute blocks ~ without increasing symptoms.
- Work with Academic Advisor and teachers on plans for making up missed work.
- Utilize staggered due dates for make-up work. Tutor if needed, arranged by Academic Advisor.
- LIMIT one (1) make-up quiz/test per day, with possible extended time for testing.
- Go to Health Office for pain management and/or resting, as needed.
- NO Sports or Health & Wellness activities.
- Supervised by Athletic Trainers, LIGHT, CONTROLLED, non-contact exercise (e.g., elliptical, bike, treadmill) – as tolerated and asymptomatic.

Stage (4) Blue

Student attends school FULL-time ~ asymptomatic, without taking any pain medications.

- FULL academic participation.
- Make up all assignments, tests, quizzes (staggered due dates may be arranged by Advisor).
- Begin the Gradual Return-To-Play Protocol (Form # 4)
- Continue supervised LIGHT, non-contact exercise as long as asymptomatic.
- Resume FULL non-contact participation in Health & Wellness activities, performing arts activities.

- ImPACT Exertion (exercise) test after several days of asymptomatic light, non-contact exercise.

Stage (5) Green

- ImPACT Exertion test scores MUST be at or above baseline scores to be considered passing.
- Must be cleared by Neuropsychologist (Sports Concussion New England).
- Must have a written note of clearance from the Primary Care Physician.
- All Athletes MUST be completely asymptomatic for 7-14 days before participating in sports.
- Resume FULL participation in Athletics, following the Gradual Return-To-Play Protocol.
- GAME participation will be allowed only AFTER completing ALL ACADEMICS OR having an approved make-up plan in place by Academic Dean.

Gradual Return-to-Play (Physical Activity) Protocol

- You will begin this plan for gradual return to physical activity as directed by the Athletic Trainer when you have been without any symptoms for 24 hours.
- It is important to wait for 24 hours between steps because symptoms may develop several hours after completing a step.
- If any symptoms recur during or after the activities, please inform the Athletic Trainer. You will be directed to wait 24 hours before attempting the previous stage again.
- Do not take any pain medications while moving through this plan (no ibuprofen, “Aleve,” or “Tylenol”).

Intensity levels: 1 = very easy; 10 = very hard.

Steps	Activity	Objective
1. No activity	Complete physical and cognitive rest.	Recovery
2. Light aerobic exercise	Aerobic conditioning: Walking, swimming, or stationary bicycle. (No resistance training – no weights, bands, etc.) Intensity: 4 out of 10 (< 70% of maximum predicted heart rate). Duration: no more than 30 minutes.	Increase heart rate
3. Sport-specific exercise	Skating drills in ice hockey, running drills in soccer. (No head impact activities). Intensity: 5 or 6 out of 10. Duration: no more than 60 minutes	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey. May start progressive resistance training. Intensity: 7 out of 10. Duration: no more than 90 minutes	Exercise, coordination, and use of brain
5. Full-contact practice	Following medical clearance, participate in normal training activities Intensity: no restrictions. Duration: no restrictions	Restore confidence and allow coaching staff to assess functional skills

6. Return to play	Normal game play	
-------------------	------------------	--

Extended Absences

For Thayer's policy on regular absences, please refer to Attendance Procedures. 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 physician is also required describing the nature of the illness and anticipated length of absence. As soon as possible, the parent is encouraged to contact the 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 nurse might contact the parents 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 will, of course, make the final decision about granting a medical leave of absence and about 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 and Thayer Academy faculty is essential. (Via phone calls, emails, and face-to-face meetings)
- A written note from a medical professional is required for a medical leave of absence. 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.
- If not indicated in the initial medical note, 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 re-entry will be documented, including the plan for periodic assessment of the transition back to school.

If circumstances allow, students who are on a medical leave are encouraged to continue some academic work during their absence from school. However, because contact with teachers and other students in the classroom is considered an integral part of the academic experience at Thayer Academy, continuing work while on medical leave is considered a temporary measure only. The viability of a student's continued work will be reviewed throughout the medical leave by the Upper or Middle School Director and the student's teachers. The school reserves the right to withdraw a student from any classes when, in the opinion of the school, a student is unable to maintain his or her academic standing.

Every reasonable effort will be made to support the student's progression in his or her academic grade. It is likely, however, that outside tutoring or summer school will be needed.

Thayer Academy's medical leave policy does not alter, in any way, its academic requirements, tuition refund rules, disciplinary procedures, or school 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.

Thayer Academy Parent Association (TAPA)

The Thayer Academy Parent Association has a three-fold purpose: 1) to encourage and coordinate parent involvement; 2) to enhance communication between parents and the school; and 3) to financially support various special events and programs that benefit the entire student body. All parents 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 the 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 by-laws are available upon request from the TAPA president. For a list of the current TAPA Executive Board, please click [here](#).

The TAPA board recognizes that the amount of time one is able to commit to volunteer activities varies from parent to parent, 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 or contact Chrissy Dahlheimer, Director of Special Events, Stewardship & Parent Programming, at cdahlheimer@thayer.org.

Transportation

For the most complete and up-to-date information about transportation, including downloadable/printable forms and schedules, go to www.thayer.org/transportation.

School Buses

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

Buses depart from school at 4:00 p.m. daily, which is while Upper School students are involved in athletics and other after-school activities. With this in mind, Upper School parents might want to buy a one-way pass for the trip to school in the morning and make other arrangements for the ride home in the afternoon. Middle School students involved in Middle School athletics and activities are finished by 3:45 p.m. and are therefore able to make the 4:00 p.m. bus. If you have any questions about bus service, please call or email Lee Smith in the Business Office (lsmith@thayer.org / 781.380.0503).

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

- All passengers must be seated at all times, with only two students per seat.
- 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 the Division Directors for appropriate action, which may include detention and suspension from riding the bus.

Drop-off/Pickup On Campus: Unless otherwise notified, the drop-off and pick-up area for students riding the bus will be on Hobart Avenue, across from the Middle School.

Temporary Bus Passes

Students who have not signed up for regular bus transportation may need to ride the bus on occasion. If seats are available, students may purchase a bus pass either in the Business Office or the Middle School Office. A student who rides without using a bus pass will receive a charge on his or her account.

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 at www.thayer.org/transportation.

Parking on Campus & Parking Permits

Parking permits are distributed at the beginning of the school year to student drivers in the junior and senior class only. Licensed students in younger grades who have an exceptional and demonstrated need to park on campus may petition the Upper School Director for an exemption to 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.

- Parking permits must be displayed on the lower left inside windshield on the driver's side. 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.
- 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 Director or their Class Dean.
- If a student damages another vehicle, he or she should leave a note on the damaged vehicle, giving his or her name and telephone number. Details of the accident should be reported 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.

Financial Obligations

A reminder from Thayer Academy's enrollment contract: 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 re-enroll the Student, suspension from the Academy or from examinations, restricting the Student's participation in extracurricular activities, sports, or dismissal of the Student. A Senior Class Student 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 10 business days of the due date payment charge of \$40 per month will be charged on a delinquent balance of \$250 or more. If the delinquent amount is not paid within an additional 60-day period, I/We 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.

Thayer Academy Upper School Class Schedule

Upper School Schedule (M-F)

Upper School Class Year Guide

9th Grade (*Freshman*)
Class of 2023 ('23)

10th Grade (*Sophomore*)
Class of 2022 ('22)

11th Grade (*Junior*)
Class of 2021 ('21)


12th Grade (*Senior*)
Class of 2020 ('20)

Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 9:00 (B)	8:10 - 9:00 (A)	8:00 - 8:50 (A)	8:10 - 9:00 (A)	8:10 - 9:05 (A)
9:05 - 10:00 (C)	9:05 - 9:50 (B)	8:55 - 9:40 (C)	9:05 - 9:55 (B)	9:10 - 10:05 (B)
10:00 - 11:00 <i>Monday Morning Mtg</i>	9:50 - 10:05 <i>Break</i>	9:40 - 10:05 <i>Advisor/Class Meeting</i>	9:55 - 10:10 <i>Break</i>	10:05 - 10:45 <i>Advisor/Class Meeting</i>
11:05 - 12:00 (E)	10:05 - 10:55 (C)	10:05 - 10:50 (D)	10:10 - 11:00 (C)	10:45 - 11:40 (D)
12:05 - 12:25 (F1)	11:00 - 11:50 (D)	10:55 - 11:40 (E)	11:05 - 11:55 (D)	11:45 - 12:05 (F1)
12:30 - 12:55 (F2)	11:55 - 12:15 (F1)	11:45 - 12:05 (G1)	12:00 - 12:20 (F1)	12:10 - 12:40 (F2)
12:55 - 1:20 (F3)	12:20 - 12:45 (F2)	12:10 - 12:30 (G2)	12:25 - 12:45 (F2)	12:40 - 1:05 (F3)
1:25 - 2:15 (G)	12:45 - 1:10 (F3)	12:30 - 12:55 (G3)	12:45 - 1:10 (F3)	1:10 - 2:05 (H)
2:20 - 3:10 (H)	1:15 - 2:10 (G)	1:00 - 1:40 (H)	1:15 - 2:05 (G)	2:10 - 3:00 (E)
	2:15 - 3:05 (E)		2:10 - 3:05 (H)	
			3:05 - 3:35 <i>Activities / Clubs</i>	

To accommodate the entire student body at lunchtime, there are three lunch periods each day: Period F on Monday, Tuesday, Thursday, and Friday; Period G on Wednesday. Students assigned to Period F or G class/study hall have lunch either F1 (G1), followed by class F2-F3 (G2-G3), or class F1-F2 (G1-G2), followed by lunch F3 (G3).

Thayer Academy Middle School Class Schedule

Middle School 6-Day Schedule

 Thayer Academy Middle School 6-Day Schedule							Mon / Tue / Thu	Wed / Fri	PERIOD
PERIOD	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	8:00 - 8:10 <i>(HR)</i>	8:00 - 8:05 <i>(adv HR)</i>	HR
1	A	F	E	D	C	B	8:10 - 8:55	8:05 - 8:45	1
2	B	A	F	E	D	C	8:55 - 9:40	8:45 - 9:25	2
B	Break						9:40 - 9:50	9:25 - 9:35	B
3	C	B	A	F	E	D	9:50 - 10:35	9:35 - 10:15	3
E	Elective Period / Study Hall						10:35 - 11:20	10:15 - 11:00	E
L	Lunch / Recess						11:20 - 12:00	11:00 - 11:45	L
4	D	C	B	A	F	E	12:00 - 1:00 <i>(1 hour)</i>	11:45 - 12:45 <i>(1 hour)</i>	4
5	E	D	C	B	A	F	1:00 - 1:45	12:45 - 1:30	5
B	Break						1:45 - 1:55	1:30 - 1:40	B
X	Extra Help / Activity / Reading Block (Fri)						1:55 - 2:30	1:40 - 2:15	X

5th Grade
Class of 2027 ('27)

6th Grade
Class of 2026 ('26)

7th Grade
Class of 2025 ('25)

8th Grade
Class of 2024 ('24)

- Fitness & Games meets on Mon, Tue, and Thu from 2:30-3:45 p.m.
- Middle School interscholastic teams meet Mon-Fri until 3:45 p.m.
- Buses leave at 4:00 p.m.