
K-5 STUDENT/PARENT HANDBOOK 2025-26



HARKER®

4300 Bucknall Road, San Jose, California
408.871.4600

THE HARKER SCHOOL MISSION STATEMENT

Our mission is to educate students for success at college and beyond, and to foster kindness, respect, and integrity within a safe and nurturing environment.

We achieve academic excellence through the development of intellectual curiosity, personal accountability, and love of learning.

Our comprehensive program and exceptional faculty and staff help students discover, develop, and enjoy their unique talents.

We honor individuality, embrace diversity, and promote leadership and service, preparing students to take their place as global citizens.

The school tries to maintain consistency when referring to our various schoolwide goals. The mission statement explains our values as they relate to the tenets in the crest.

Please note the way these words are used:

Tenet

This word describes the four words on the crest:
Praestantia (excellence), Scientia (knowledge), Constantia (character),
Beneficium (service)

Pillars

This word is reserved exclusively for upper school honor code/code of conduct.

Values

Our values are the words in the mission that are considered the most important for our community to live by, shown in italics:

“Our mission is to educate students for success at college and beyond, and to foster *kindness*, *respect*, and *integrity* within a safe and nurturing environment. We achieve academic excellence through the development of intellectual curiosity, *personal accountability*, and love of learning.”

WELCOME LETTER TO THE STUDENT BODY

Dear Lower School Students:

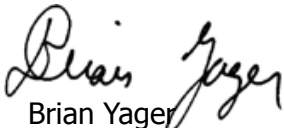
On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2025-26 academic year at The Harker School. This handbook has important information about all aspects of the school; we hope you will keep it handy and refer to it often.

The Harker School remains committed to its tradition of academic excellence, well-rounded programs, character education and global citizenship. These values, expressed in the mission and philosophy statements, have guided the school over the past century and will continue to guide us throughout the next century.

Harker allows you to learn deeply across all domains and encourages you to apply that learning toward making a difference in the world. We also believe in being the best educational institution we can be. At the center of this commitment to excellence is the recognition that the students are the heart of the school. Harker students are a joy to work with because they reflect all of the values expressed in our mission and philosophy statements such as love of learning, well-roundedness, kindness and global citizenship. That Harker students bring these values and attitudes to school makes the Harker classrooms and playgrounds exciting and vibrant places to be.

Each of you is an important member of this community, and together we can make this year an experience on which we will look back with pride. If you have any questions at all, please do not hesitate to contact any member of the faculty, staff or administration. We are here to help you. I wish you the very best this year.

Sincerely,



Brian Yager
Head of School

RIGHT TO AMEND HANDBOOK

The Harker School may amend this handbook from time to time within the sole discretion of the school.

The Harker Office of Communication follows the guidelines of the Associated Press Stylebook for all informational publications.

| | |
|--|-----------|
| WELCOME LETTER TO THE STUDENT BODY..... | 3 |
| I. ALL ABOUT HARKER..... | 1 |
| A. The Harker School History..... | 1 |
| B. The Harker School Philosophy..... | 1 |
| C. Expected Schoolwide Learning Results..... | 2 |
| II. POLICIES..... | 3 |
| A. Statement of Good Practices..... | 3 |
| B. Principles of Good Practice for Parents and Independent Schools..... | 3 |
| C. Notice of Non-Discrimination Policy as to Students..... | 4 |
| D. Title III of the Americans with Disabilities Act Reasonable Accommodation Policy..... | 4 |
| E. Policy Prohibiting Harassment..... | 5 |
| F. Soliciting Harker Families and Employees..... | 7 |
| III. HARKER ADMINISTRATION, DIRECTORS, MANAGERS & DEPARTMENT CHAIRS..... | 9 |
| IV. ACADEMIC POLICIES AND PROCEDURES..... | 11 |
| A. General Curriculum..... | 11 |
| B. Physical Education Classes..... | 11 |
| C. Performing Arts Auditions..... | 11 |
| D. What To Do When You Have A Concern..... | 11 |
| E. Homework..... | 11 |
| F. Extra Help..... | 12 |
| G. Finding A Tutor..... | 12 |
| H. Academic Follow-Up System..... | 13 |
| I. Counseling Services..... | 13 |
| J. Performance Grouping Overview..... | 14 |
| K. Placement Changes..... | 15 |
| L. Working In A Course Above Grade Level..... | 15 |
| M. Report Cards And Progress Reports..... | 15 |
| N. Re-Enrollment Requirements..... | 15 |
| O. Standardized Tests..... | 16 |
| P. Awards..... | 16 |
| V. DISCIPLINARY POLICIES AND PROCEDURES..... | 17 |
| A. General Goals..... | 17 |
| B. Classroom Behavior Expectations..... | 18 |
| C. Behavior Outside Of Class..... | 18 |
| D. Reach Of The School..... | 19 |
| E. Behavioral Referral..... | 19 |
| F. Minor Infractions..... | 20 |
| G. Major Infractions..... | 20 |
| H. Suspension..... | 21 |
| I. Behavioral Probation..... | 21 |
| J. Academic Integrity..... | 21 |
| K. Policy On Plagiarism..... | 22 |
| L. Policy on Bullying Prevention..... | 22 |
| M. Multimedia Citation Guidelines..... | 24 |

| | |
|---|-----------|
| VI. SCHOOL UNIFORMS AND DRESS..... | 25 |
| A. Personal Appearance - General Guidelines..... | 25 |
| VII. SCHOOL UNIFORMS GUIDE..... | 25 |
| A. Uniform Shoe Policy..... | 25 |
| B. Full Dress Uniform..... | 26 |
| C. Regular Dress Day Additions..... | 26 |
| D. Out Of Uniform Consequences..... | 26 |
| E. Free Dress..... | 26 |
| F. Birthday Free Dress..... | 27 |
| G. Physical Education Clothes..... | 27 |
| H. Marking Of Clothing With Names..... | 28 |
| I. Uniform Exchange..... | 28 |
| VIII. ABSENCE AND TARDY POLICY..... | 28 |
| A. Absences And Late Arrivals..... | 28 |
| B. Parent in Absentia..... | 28 |
| C. Homework Requests..... | 28 |
| D. Extended Absences..... | 28 |
| E. Tardy Policy..... | 29 |
| F. Early Departures..... | 29 |
| IX. CAMPUS AND FACILITIES..... | 29 |
| A. Closed Campus..... | 29 |
| B. Classrooms And Hallways..... | 29 |
| C. Stage..... | 30 |
| D. Seating For Assemblies And Productions..... | 30 |
| E. Cell Phones..... | 30 |
| F. Weekends..... | 30 |
| G. Recycling And Sustainability..... | 30 |
| X. RULES CONCERNING DAILY SCHOOL LIFE..... | 31 |
| A. Betting, Buying, Selling And Trading..... | 31 |
| B. Birthdays..... | 31 |
| C. Books And Backpacks..... | 31 |
| D. Borrowing..... | 31 |
| E. Card Playing..... | 31 |
| F. Care Of Property..... | 31 |
| G. Cell Phones & Watches..... | 31 |
| H. Comic Books..... | 31 |
| I. Electronic Devices..... | 32 |
| J. Gifts To Teachers..... | 32 |
| K. Glass Bottles And Containers..... | 32 |
| L. Gum Chewing..... | 32 |
| M. Knives, Matches, Lighters And Play Guns..... | 32 |
| N. Lockers..... | 32 |
| O. Lost And Found..... | 32 |
| P. Out Of Bounds..... | 32 |
| Q. Party Invitations..... | 32 |
| R. Pets On Campus..... | 33 |

| | |
|---|-----------|
| S. Public Display Of Affection..... | 33 |
| T. Roller Blades, Wheelie Shoes And Bicycles..... | 33 |
| U. Toys And Games..... | 33 |
| V. Visiting..... | 33 |
| XI. OUTSIDE THE CLASSROOM..... | 33 |
| A. Behavior Outside Of Class..... | 33 |
| B. Games..... | 33 |
| C. Equipment..... | 33 |
| D. Conflict Resolution..... | 34 |
| E. Playground Rules..... | 34 |
| F. Field/Blacktop Rules..... | 34 |
| G. Consequences..... | 34 |
| H. After-School Enrichment..... | 35 |
| I. Daily Snacks..... | 36 |
| J. School Lunches..... | 36 |
| K. Late Supervision..... | 36 |
| L. Post-Performance Pickup..... | 36 |
| XII. INTERSCHOLASTIC SPORTS..... | 36 |
| XII. TRANSPORTATION..... | 37 |
| A. General Bus Rules And Regulations..... | 37 |
| B. Intercampus Shuttle..... | 37 |
| C. Car Pools..... | 37 |
| D. Home-to-School Bus Service..... | 37 |
| E. Walking Home..... | 38 |
| XIV. STUDENT SAFETY AND HEALTH..... | 38 |
| A. Illness..... | 38 |
| B. Peanut And Nut Policy..... | 38 |
| C. Medical Excuses From P.E..... | 39 |
| D. Student Accident Insurance..... | 39 |
| E. Gymnasium..... | 39 |
| F. Pool Rules..... | 39 |
| XV. DISASTER PREPAREDNESS..... | 40 |
| XVI. CAMPUS TRAFFIC REGULATIONS..... | 41 |
| A. Parking..... | 41 |
| B. Loading Zones..... | 42 |
| C. Morning Drop-Off..... | 42 |
| D. Pickup..... | 43 |
| E. Rideshares..... | 43 |
| XVII. STUDENT LIBRARY POLICIES..... | 43 |
| A. Library Hours..... | 43 |
| B. The Learning That's Fun..... | 43 |
| C. The Fun That's Learning..... | 44 |
| D. Some Important Rules About Borrowing..... | 44 |
| E. Behavior Expectations..... | 44 |
| F. Library Computer Use..... | 44 |
| XVIII. TECHNOLOGY ACCEPTABLE USE POLICY..... | 44 |

| | |
|--|-----------|
| A. Philosophy..... | 44 |
| B. Purpose..... | 44 |
| C. Technology Use Policies..... | 45 |
| XIX. COMMUNICATING WITH THE SCHOOL..... | 48 |
| A. Communicating With Faculty/Staff..... | 48 |
| B. Contact Information..... | 49 |
| XX. SCHOOLWIDE COMMUNICATION AND MEDIA RELATIONS: OFFICE OF COMMUNICATION.... | 49 |

I. ALL ABOUT HARKER

A. The Harker School History

The union of two schools, the Palo Alto Military Academy and the Harker Day School, formed what is today The Harker School. Although these schools began independently, the first president of Stanford University inspired both.

In 1893 Stanford's president, concerned for the University's need for superior incoming students, encouraged Frank Cramer, a pioneer educator and civic leader, to begin Manzanita Hall, a college preparatory school for boys.

The program was dedicated to the premise that the successful future citizen and student of higher education is one who has a broad foundation not only in his classroom pursuits, but also in nonacademic areas. The development of high moral character and leadership qualities was emphasized.

Catherine Harker, a Vassar graduate and a professor of Greek and Latin at Mills College, recognized the need for a girls' preparatory school near Stanford and founded Miss Harker's School in 1902, which also emphasized superior scholarship, character, and leadership.

In 1919 Cramer's original school, Manzanita Hall, became Palo Alto Military Academy, a school for boys of elementary age under the direction of Richard P. Kelly. In 1950 Donald L. Nichols succeeded Kelly as owner and superintendent of the Academy. In 1959, Nichols purchased Miss Harker's School for Girls, transforming it into a coed day school. And in 1972, Harker Academy was created when the Harker Day School and Palo Alto Military Academy merged and moved to the Saratoga Avenue campus.

Howard E. Nichols assumed leadership of the school in 1973, dropping the military program and expanding academics and other program offerings. In 1992, the name was changed to The Harker School to more clearly reflect the character and diversity of the school. In 2002 Harker graduated the first class of seniors in their newly added upper school. Christopher Nikoloff assumed leadership of the school in 2005 following Nichols' retirement, and served through the 2016-17 year. Brian Yager, the current head of school, began in fall 2017.

Today The Harker School still retains the consistent core philosophy of the original schools.

B. The Harker School Philosophy

The Harker School is a coeducational, independent, college-preparatory day school serving students in K-12. Our goal is to develop lifelong learners and well-rounded global citizens. Through comprehensive academic and extra-curricular programs, Harker provides a challenging and balanced education. The Harker experience comprises the following cornerstones: students and families, teachers, curriculum, and a learning environment which includes inspiring facilities.

Students and Families

Harker students and families value learning and are kind, well-rounded global citizens. The students have passions within and beyond the classroom as they prepare to shape the world of tomorrow. Harker students are intrinsically motivated to pursue deep learning and extracurricular activities, and they take pride in contributing to a supportive peer culture where it is "cool to be smart and kind."

Teachers

Harker seeks to attract teachers who are experts in their fields, love working with children, and who, through their teaching, inspire students to reach their highest potential. The Harker teacher creates a rich learning

environment within and beyond the classroom so that students can find their place in the world today. Harker teachers, like the students, also care about the community, fostering the values that contribute to a successful and happy life.

Curriculum

The Harker School believes in a deep understanding of subject matter, broad thinking skills and a love of learning as the key ingredients for success in the future. Our program provides a robust academic experience at a pace that meets individual student needs. Beyond the classroom, we have rich extracurricular offerings for a well-rounded, complete experience, with opportunities for students to pursue their passions wherever they lead.

Learning Environment

There is no substitute for the special place that is the Harker campus. Motivated students, talented teachers, inspiring facilities and engaging programs, both within and outside the classroom, all combine to create the unique environment of The Harker School. The Harker experience extends beyond the campus walls as students reach out and serve the broader community. The school and its families are partners in helping the students achieve their highest potential.

Tradition of Philanthropy

As a private independent school, Harker's main sources of funding are tuition and donations. Charitable donations help to provide an exceptional education for our students and excellent facilities that match their abilities. Annual giving provides funds for ongoing student programs, and we ask every family to do the same thing: make a gift annually to the best of their ability to do so. Capital giving funds the construction and maintenance of our facilities on our campuses; we periodically ask families to support these important projects as well.

C. Expected Schoolwide Learning Results

Harker's Expected Schoolwide Learning Results (ESLRs) outlined below reflect the goals of the entire Harker community, and align with the accreditation expectations established by the Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS).

The Harker School focuses on four areas in the life of its students and the school: strong academics, broad programs, personal growth and community. We expect students to demonstrate the following ideals throughout college and life:

Academics

- love learning for its own sake
- possess a strong foundation in core subjects
- learn and work independently and collaboratively

Broad programs

- pursue a well-rounded education
- explore different activities and subjects
- develop lifelong passions

Personal growth

- demonstrate and encourage moral and ethical behavior
- show kindness, honesty and respect
- pursue wellness in all its forms

Community

- appreciate individual similarities and differences
- develop local and global understanding
- participate in school, local and global affairs

II. POLICIES

A. Statement of Good Practices

Students and parents are reminded of the following section that is contained in the enrollment contract for the current school year:

"I acknowledge and agree that my child's opportunity to attend The Harker School is conditioned at all times upon both the student and all other members of my family honoring the standards for civility, courtesy and mutual respect toward other students, faculty and staff set forth in the school's student handbook."

B. Principles of Good Practice for Parents and Independent Schools

Source: California Association of Independent Schools (CAIS) Deborah Dowling, Executive Director

To be successful, every independent school needs and expects the cooperation of parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty and respect.

In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools?

How are those decisions made? Independent schools must communicate their procedures to parents who, in turn, share the important responsibility to become informed members of the school community.

Parents and the Board of Trustees

In most independent schools, decision-making authority at the highest level resides in a volunteer board of trustees. The board of trustees does not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating or firing of faculty and staff. Instead, the board focuses on three areas critical to the success of any independent school: it selects, evaluates and supports the head of school, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the board acts only as a whole; individual trustees, including the board chair, have no authority to act unless specifically authorized to do so by the board acting as a whole.

Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the board of trustees to act as an appeals board. In a day school, trustees often interact with others within the school community and hear concerns about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the head of school.

Parents and the Faculty and Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates

for their children, they also support the faculty and administration through extensive volunteer activities and events.

The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

CAIS encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. Thoughtful questions and suggestions should be welcomed by the school. It is incumbent upon the school to provide parents with timely and pertinent information.

Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.

While parents may not agree with every decision made by the school, the parent and school will find, in most cases, enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

The Harker School reserves the right to discontinue a student's enrollment based upon the student's uncooperative, disruptive, or other unacceptable behavior and/or poor levels of academic achievement, as determined by the head of school at his sole discretion. Furthermore, a positive and constructive working relationship between The Harker School and the student's parent(s)/guardian(s) is essential to the fulfillment of The Harker School's educational purpose. The Harker School reserves the right to dismiss a student if the head of school, in his sole discretion, determines that the actions of a parent(s)/guardian(s) impair the positive and constructive relationship with The Harker School. The Harker School's expectations about the behavior and actions of its students and their parent(s)/guardian(s) include both on and off-campus behavior and actions.

C. Notice of Non-Discrimination Policy as to Students

The Harker School admits students of any race, ethnicity, socioeconomic status, gender, gender identity, religion, sexual orientation, and physical ability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of the aforementioned groups in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

D. Title III of the Americans with Disabilities Act Reasonable Accommodation Policy

Policy

The school adheres to the requirements of Title III of the Americans with Disabilities Act (ADA), which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations of The Harker School.

Procedure

Request for Accommodation

A student with a qualified disability who desires a reasonable accommodation in order to access the goods, services or operations of The Harker School, or the student's parents, should make a request in writing to the lower or primary school division head. The request must identify: a) the goods, services, or operations to which the student requests full and equal access; and b) the desired accommodation(s).

Reasonable Documentation of Disability

Following receipt of the request, the primary or lower school division head may require additional information, such as reasonable documentation of the existence of a disability. In order for accommodations to be considered, the disability must be documented via an evaluation report by an appropriate licensed professional that will be reviewed by the school counselor or learning specialist.

Interactive Process Discussion

After receipt of reasonable documentation of a qualified disability, the school will arrange for a discussion with the student and the student's parents. The discussion may include other individuals that may be helpful for the school to better understand the student's disability or limitations or the need for accommodations. The purpose of the discussion is to work in good faith to fully discuss all feasible potential reasonable accommodations.

Case-by-Case Determination

The school determines, in its sole discretion, whether reasonable accommodation(s) can be made, and the type of accommodation(s) to provide. The school will not provide accommodation(s) that would pose an undue hardship upon school finances or operations, or that would endanger the health or safety of the student or others, or that would fundamentally alter the nature of the school or the goods, services, or operations of the school, or that would cause undue burden to the school. The school will inform the student of its decision as to reasonable accommodation(s) in writing.

E. Policy Prohibiting Harassment

If you believe you are being harassed in any way, please contact the elementary or primary school division head, dean of students, academic counselor or any trusted faculty or staff member on campus.

Sexual Harassment Policy

The Harker School prohibits sexual harassment of any student by anyone in or from the school. Conduct which constitutes sexual harassment impairs the ability of students to make full and effective use of the school's instructional and other programs. Sexual harassment can cause embarrassment, feelings of powerlessness, reduced ability to perform schoolwork, and increased absenteeism and tardiness. Sexual harassment may include a wide variety of unwanted, unwelcome or repeated behaviors, including unwanted sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition.
2. Submission to or rejection of the conduct by the individual is used as a basis for decisions affecting the harassed individual; or
3. The harassment substantially interferes with an individual's school or work performance or creates an intimidating, hostile, or offensive school or work environment.
4. Sexual harassment can include the following types of conduct (whether in person or online):
 - Explicitly or implicitly making sexual conduct a term or condition of academic status or progress.
 - Using sexual conduct, or the rejection of a request for such conduct, as the basis for making academic or other decisions.
 - "Sexting" or the possession or distribution of pornographic material or material that may be an invasion of personal privacy with respect to the physical appearance of another person.
 - Use of epithets, derogatory jokes, innuendo, comments or slurs of a sexual nature, unwanted

- advances, inappropriate advances, or remarks having express or implied sexual content.
- Non-verbal conduct, such as leering, staring at certain body parts, or making sexually suggestive gestures.
- Physical conduct such as unwanted touching, blocking normal movement or assault.
- Retaliation for reporting or threatening to report harassment, or for participating in an investigation of alleged harassment.

Sexual harassment does not need to be motivated by sexual desire to constitute a violation of this policy. For example, hostile acts toward an individual because of gender can amount to sexual harassment irrespective of whether the behavior is motivated by sexual desire. And sexually harassing conduct can occur between students of the same or different gender.

Harker bars such conduct not merely on campus but also at and during school events off campus and during gatherings organized by students themselves.

Students who engage in sexual harassment are subject to disciplinary action up to and including suspension and expulsion from the school.

Any student at Harker who believes that they have been the victim of sexual harassment – or who has witnessed such improper behavior is urged to bring the problem to the attention of the division head or dean of students so that appropriate action may be taken to investigate and resolve the problem.

Such reports should ordinarily be brought to the attention of the dean of students or division head because they are responsible for maintaining a suitable learning environment on the school campus, are trained to investigate misconduct, and are authorized to impose appropriate discipline or take other appropriate remedial action.

However, the school recognizes that, due to the possibly sensitive nature of sexual harassment conduct, individual students may instead choose to make a report to another trusted adult employee such as a counselor, nurse or teacher. Harker employees who receive such reports are expected to take appropriate action to ensure that students are not subjected to sexual harassment. Additionally, if the sexual harassment has endangered or might endanger the health or safety of a student, Harker personnel may be obligated to make a report to Child Protective Services.

All Harker staff members involved in the receipt of or investigation of allegations of sexual harassment are to hold such information in appropriate confidence to the extent possible so as to ensure the privacy of the individuals concerned.

Harker will not retaliate against any individual who reports in good faith a concern with respect to sexual harassment or who participates in good faith in an investigation.

Discriminatory Harassment Policy

Discriminatory harassment is a particular form of personal disrespect that The Harker School does not tolerate among students, among employees, or between employees and students. Harker is committed to providing an educational environment free of discriminatory harassment.

Discriminatory harassment includes harassment based on actual or perceived race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age or sexual orientation.

Such harassing conduct includes but is not limited to:

- Verbal or written conduct, including profane language, epithets, derogatory comments, slurs, unwanted comments, jokes, flirtations or propositions.
- Visual conduct, including derogatory or otherwise suggestive posters, cartoons, drawings or gestures.
- Physical conduct, such as blocking normal movement, restraining, touching, or otherwise physically interfering with another individual.

- Threatening or demanding that an individual submit to certain conduct or perform certain actions.

Harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim. An individual who encourages or aids another student in violating this policy is equally at fault.

The Harker School bars such conduct not merely on campus but also at and during school events off campus and during gatherings organized by students themselves. Students who violate this policy are subject to disciplinary action, up to and including suspension or expulsion.

When dealing with violations of this policy, depending on the circumstances Harker may first consider taking a restorative justice approach by bringing the victim and offender together to encourage repairing the harm done to the victim and community. This may be done under the auspices of qualified adults at each division. Otherwise, and sometimes in addition, Harker will consider further discipline as determined by the administration.

All students should report any conduct that fits the definition of discriminatory harassment to the campus division head, dean of students or to other appropriate authority figure. Students are also expected to cooperate in any investigation of alleged discriminatory harassment. No student will face retaliation for reporting conduct that violates this policy or for participating in an investigation of any such violation.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal investigation except when disclosure becomes necessary for example, in order to take remedial action and to conduct ongoing monitoring.

Policy Regarding Bullying, Hazing, Teasing and Similar Disruptive Behavior

Bullying, hazing, teasing and similar actions are forms of aggression that may be physical (such as hitting or kicking), verbal (name calling, insults, ridicule, or subjecting an individual to unwarranted embarrassment), relational (gossip or ostracism), or reactive (taunting that invites retaliation). These sorts of behavior, in or out of the classroom, violate school and policy because they disrupt the learning environment, interfere with the rights of others and/or with their opportunities to learn, and impose undue burdens on maintenance of discipline.

Bullying, hazing, teasing, and any similar behavior carried out online or in any “virtual” forum are also prohibited. Examples include hurtful social media posts, Snapchat transmission or private/direct messages, mobile text, group chat, email messages, inappropriate cell phone photos and videos, creation of insulting avatar images, and harassing/hurtful images or messages posted to websites. Students are always expected to treat one another – as well as all other participants in the Harker community – with respect whether on campus or online.

Students violating this policy may be subject to detention, suspension and expulsion. Students who believe that they are being bullied, hazed or teased should contact the primary or elementary division head, the dean of students, one of the counselors or any trusted staff or faculty member on campus.

F. Soliciting Harker Families and Employees

We have a generous and active community that is involved in hundreds of fundraising efforts each year for various causes, and we applaud those efforts. Due to the variety and volume of these efforts schoolwide, and to protect families from excessive solicitation, the school has the following policies.

All fundraising efforts must be pre-approved (see specifics below). Emails to families or employees from students, parents, faculty or staff soliciting funds or donations are not permitted unless they are doing so on behalf of Harker’s advancement office. Approved fundraising would include the school’s annual giving, capital

giving, Harker Day, etc. Additionally, the use of student, parent and faculty directory information for commercial solicitation or notifications is forbidden.

Student Fundraisers

All student fundraisers at Harker must be approved by the pertinent faculty advisor and division head. Promotion of student-run fundraising activities must be through student channels, such as assembly and meeting announcements, campus posters, etc.; students may also use their personal social media to publicize fundraisers. To support our students' efforts, the school has created a student fundraiser section in the portal where Harker individuals and groups can post their approved fundraisers to reach all parents, faculty and staff schoolwide.

Details are in the student portal under "Student Fundraisers: Announcement Request." <https://www.harker.org/page.cfm?p=2470>

Parent Fundraisers

All parent-organized fundraisers at Harker must go through the advancement office for prior approval. Parent-run fundraisers should not go through official school channels, such as school email lists, grade-level coordinators, or room parents; parents may use their personal contacts and social media to publicize fundraisers.

III. HARKER ADMINISTRATION, DIRECTORS, MANAGERS & DEPARTMENT CHAIRS

ADMINISTRATION

| | |
|--|-------------------------|
| Assistant Head of School, Academic Affairs | <i>Jennifer Gargano</i> |
| Assistant Head of School, Student Affairs | <i>Ken Allen</i> |
| Chief Financial Officer | <i>Martin Bradford</i> |
| Director of Admission | <i>Danielle Holquin</i> |
| Director of Advancement | <i>Kimberly Lobe</i> |
| Elementary School Division Head | <i>Kristin Giammona</i> |
| Executive Director of Strategic Initiatives | <i>Joe Rosenthal</i> |
| Facilities Director | <i>Shayne Hayle</i> |
| Head of School | <i>Brian Yager</i> |
| Middle School Division Head | <i>Evan Barth</i> |
| Office of Communication Director | <i>Pam Dickinson</i> |
| Primary School Division Head | <i>Debra Cope</i> |
| Upper School Division Head | <i>Paul Barsky</i> |

DIRECTORS & MANAGERS - K-12

| | |
|---|-----------------------------|
| Director of Diversity Equity and Inclusion | <i>Patricia Lai Burrows</i> |
| Director of Global Education | <i>Jennifer D. Walrod</i> |
| Director of Health Services | <i>Debra Nott</i> |
| Director of Information Technology | <i>Jesse Lara</i> |
| Executive Chef & Food Service Manager | <i>Stephen Martin</i> |
| Human Resources Manager | <i>Marissa Lucketti</i> |
| Learning, Innovation & Design Director | <i>Lisa Diffenderfer</i> |
| Library Director | <i>Connie Hollin</i> |
| Director of Security | <i>Tor Warmdahl</i> |
| Summer School Director | <i>Cindi Gonsalves</i> |
| Transportation Manager | <i>Heather Armada</i> |

DIRECTORS, MANAGERS & OTHER PERSONNEL - LOWER SCHOOL

| | |
|--|--|
| Assistant Athletic Director | <i>Karriem Stinson</i> |
| Athletic Director, Grades 4-8 | <i>Theresa Smith</i> |
| Campus Librarian | <i>Kathy Clark</i> |
| Counselors | <i>Lianna Truong '10 (K-2), Ralene Wasielewski (3-5)</i> |
| Dean of Students | <i>Walid Fahmy</i> |
| Director of Admission, Lower School | <i>Diann Chung</i> |
| Director of Learning, Innovation and Design, Lower School | <i>Lisa Diffenderfer</i> |
| Learning Specialist | <i>Natalie Wager</i> |
| Librarian | <i>Judy Atterholt</i> |
| Nurse | <i>Katie Fortier</i> |

DEPARTMENT CHAIRS - LOWER SCHOOL

| | |
|--|------------------------------|
| Computer Science, K-5 | <i>Salma Baig</i> |
| English, K-5 | <i>Heather Russell</i> |
| Grades 1-2 | <i>Ali Bo</i> |
| Grade 3 | <i>Kathleen Ferretti</i> |
| History, K-5 | <i>Eric Leonard '94</i> |
| Kindergarten | <i>Katherine Lo</i> |
| Mathematics, 3-5 | <i>Mira Vojvodic</i> |
| Modern and Classical Languages, 1-8 | <i>Julie Pinzás</i> |
| Performing Arts, K-12 | <i>Laura Lang-Ree</i> |
| Physical Education, K-5 | <i>Megan Gregory</i> |
| Science, K-5 | <i>Enni Chen</i> |
| Visual Art, K-5 | <i>Gerry-louise Robinson</i> |

LEAD TEACHERS - LOWER SCHOOL

| | |
|-----------------------------|----------------------|
| Language Arts, K-2 | <i>Katherine Lo</i> |
| Mathematics, K-3 | <i>Cindy Proctor</i> |
| Performing Arts, K-5 | <i>Gail Palmer</i> |

IV. ACADEMIC POLICIES AND PROCEDURES

A. General Curriculum

The Harker School's academic program is divided into four divisions: primary, TK-grade 2; elementary, grades 3-5; middle, grades 6-8; and upper, grades 9-12.

The general curriculum for each grade level is described in the school brochure. At the beginning of each school year, there is a Back-to-School Night for each division, during which parents meet with their children's teachers and receive a more detailed outline of the year's curriculum. In addition, all grade levels hold orientation meetings at the beginning of the school year.

B. Physical Education Classes

Lower school P.E. classes meet Monday-Thursday. All students in K-5 must participate in physical education classes unless excused for medical or health reasons. The exception to this requirement is the student who is involved in a rigorous, ongoing athletic program outside of school. In this case, the school requires that a form be completed, including a letter from the coach outlining the program. The division head will review the application and determine if being excused from physical education is warranted.

The student must still attend and participate in the health component of the physical education class, even if a physical education waiver is approved.

C. Performing Arts Auditions

The performing arts department takes great care to treat all students with fairness and care during production and ensemble casting and placement.

If your child participates in performing arts programs, you are responsible for reading the casting and placement document for all performers. The Parent Portal link is:

<http://resources.harker.org/download/lower-school-casting-and-placement/>

Individual program directors will also provide information and policies for their specific productions.

D. What To Do When You Have A Concern

- Ongoing communication between parents, faculty and administration is critical in order for all of us to work together for the success of our students. When you have a particular concern regarding your son or daughter, we encourage you to follow the procedures below:
- Contact your child's teacher directly. If the problem involves a member of the coaching or BEST staff, contact the athletic director or the BEST program director.
- If the problem is not resolved to your satisfaction, pursue the matter with your division head.
- If the matter remains unresolved, discuss academic concerns with Jennifer Gargano, the assistant head of school for academic affairs. Nonacademic or student concerns should be discussed with Ken Allen, assistant head of school for student affairs.
- If the concern is still unresolved, you are welcome to speak to the head of school.

E. Homework

Homework is an integral part of the Harker curriculum and is designed to reinforce the concepts taught during the school day. Students are expected to complete their homework to the best of their abilities without substantial input from those who may help a student, such as a parent or sibling. If students struggle with homework or find it difficult to complete within the allotted time, parents should notify the teacher. When teachers are notified of potential problems, it is only then when they may have to modify assignments in the future. Approximate total amounts of time that students are expected to spend on homework are as follows:

- Kindergarten: No formal homework, but we encourage parents to read to their children nightly and practice the weekly spelling words.
- Grade 1: 15-20 minutes, Mon.-Thurs.
- Grade 2: 15-20 minutes, Mon.-Thurs.
- Grade 3: 30 minutes, Mon.-Thurs.
- Grade 4: 45 minutes, Mon.-Thurs.*
- Grade 5: 1 hour, Mon.-Thurs.*

* Mathematics and Spanish can assign Friday homework. In grades 1-3, homework assignment sheets, which include the specific assignments for each night, are issued at the first class meeting each week to all students. Assignments for grades 4-5 are posted on the portal. The teachers' weekly lesson plans are posted by 6 p.m. on Sundays.

Any tests or major projects will be posted by 5 p.m. Friday to help families plan ahead for the new week. Homework assignments are to be completed properly and turned in on time. If students are unable to complete the assignments within the allotted time, parents must sign the assignment so the teacher can review the assignment and make appropriate adjustments if necessary. Parents are not expected or encouraged to "re-teach" if students struggle with homework. Parents are asked to have their students attend Extra Help should they have difficulty with a homework assignment. Please contact the teacher if your child has ongoing difficulty with homework.

Should students not have their homework completed on a given day, a teacher may assign students in grades 3-5 to 10th period to complete the assignment.

F. Extra Help

Extra Help is time set aside in the weekly schedule for all students. Teachers are available to give extra help to any student who is experiencing difficulties in a certain subject. Teachers may also require students to attend Extra Help. Absence from required Extra Help or supervised 10th period results in one hour of disciplinary 10th period for students in grades 4-5.

Extra Help times are:

- K-1: 8 - 8:15 a.m.
- Grade 2: 7:55 - 8:10 a.m.
- Grade 3: 7:50 - 8:05 a.m.
- Grades 4-5: 7:45 - 8:10 a.m.

G. Finding A Tutor

Should a student or parent feel additional support for coursework is needed, parents may obtain a tutor through the counseling office. As a service to our community, the counseling department has a list of tutors who have the expertise and training in the discipline in which they are tutoring. The tutors are employed by Harker, either as teachers, staff or substitute teachers, and thus are trained on best practices for tutoring, which include how to teach and guide students appropriately in a one-on-one situation. Once contacted, the counseling office gives parents a choice of three tutors from our list. Harker tutors also work with your child's teacher to make the most of your child's tutoring experience. Tutors are paid directly by the parent, not by The Harker School.

The option of seeking out tutoring support for your student's coursework is additional and, therefore, should be scheduled outside of standard school hours (Mon.-Fri., 8 a.m.-3 p.m.). Please coordinate with your tutor to find an appropriate time that works best for both the tutor and the student.

If parents decide to hire tutors not employed by The Harker School, we want you to feel safe and comfortable with your choice of tutor. We recommend that parents make sure the tutor is guiding the learning rather than doing coursework for the student. This will ultimately benefit your child's learning and performance in class.

We also encourage parents to have the non-Harker tutor contact the child's teacher so that the tutor and teacher may work to make the most of the child's tutoring time. Lastly, since tutoring is often done as a one-on-one activity, we highly recommend that parents conduct reference checks and criminal background checks on potential tutors prior to hiring. Parents may do the latter by logging onto www.nsopw.gov. We also encourage parents to be present while their child is being tutored.

H. Academic Follow-Up System

For all language arts and math classes, we place students in courses that give each student a pace of learning that is challenging but not stressful. We place them in classes where the information is taught in such a way that each student's learning is maximized. Teachers and administrators review placements on a consistent basis to ensure students are placed in courses where they are challenged appropriately; as such, placements are never static.

When students are having difficulties in a given course, teachers follow these steps:

- Talk to the student
- Have the student report for extra help or supervised 10th period
- Contact the parent

If these measures prove ineffective, the counselor will begin an academic follow-up system, which may include a placement review. At the end of the placement review period, the student's progress will be reviewed and appropriate placement decisions will be made. Teachers, parents, counselors and students work as a team to make the system work. We believe this system will encourage students to maximize their potential.

I. Counseling Services

Students attending Harker who have difficulties in academic, behavioral or social areas will work with one of our counselors. This is a routine procedure at Harker and part of the way we help all children move toward their maximum potential. The counselors will maintain confidentiality with respect to their discussions with students. However, if a student's needs extend beyond what a counselor can provide or in other appropriate circumstances, the counselor may need to contact parents to ensure appropriate additional support is in place. These counselors continually monitor and track the child's progress.

- Counselors track a student's progress, including monitoring students with grades of C and below in P1 or P2 classes, and B and below in P3 classes. Counselors also track missing homework, assignments to 10th period and extra help, and behavioral referrals.
- Students may drop in to the counseling office at any time for problems they may be experiencing. Although the counselors will help the student through difficult times, they cannot provide ongoing therapy.
- Students may attend groups dealing with issues such as social skills, divorce, grief and loss.
- Counselors can help families obtain appropriate tutors or other resources.
- If parents do not want their child to see the counselor for nonacademic reasons, it is the responsibility of the parents to notify the appropriate division head.

Recommending Psychoeducational/Psychological Evaluation

Occasionally a student's underperforming may be indicative of a significant learning or emotional challenge, or may be as a result of a medical condition. A psychoeducational or psychological evaluation by an outside licensed professional may be recommended by the counseling department for assessing students for possible learning or emotional disabilities. A copy of the comprehensive evaluation report is required in order to determine if a student qualifies for accommodations at school. Any accommodations given to students with learning or social/emotional disabilities must be approved by the assistant head of school for academic affairs. Reports, accommodations and relevant paperwork for a given child will be documented and kept on file in the counseling office.

J. Performance Grouping Overview

At Harker, we customize each student's academic experience to maximize optimal learning. We believe performance grouping is one of the most distinctive features of the Harker education; it allows our students to thrive as they do. In K-5, we place students in performance groups in both mathematics and language arts to target the learning and best meet the needs of each student.

Our K-12 curriculum is designed to challenge and inspire all students as they progress through Harker. As the students enter grades 6-12, there are a myriad of courses that students have the opportunity to take. Wherever students are placed, their K-12 path at Harker will be a rich one. We find that meeting students where they are in the lower school with these performance groups helps maximize learning to best prepare them for the diverse experiences that await them in the later grades. We take a broader view in the lower school as the curriculum is designed not only to help our students be successful learners now, but also throughout their K-12 experience.

Our K-12 curriculum is thoughtfully designed to challenge and inspire students at every stage of their journeys at Harker. As they advance into grades 6-12, they have access to a diverse array of courses tailored to their interests and abilities. No matter where they are placed, every student experiences a rich and fulfilling academic path. In the lower school, we take a holistic approach, ensuring that learning opportunities meet students where they are and set the foundation for future success. Through engaging performance groups and a well-rounded curriculum, we maximize learning, equipping students with the skills and confidence needed to thrive in the diverse experiences that await them in later grades.

We ask that you, as a parent, do the following to ensure that the benefits of performance group are realized:

- Encourage a growth mindset.
We celebrate our students' progress and encourage them on their journey of continuous growth. At Harker, we embrace the process of learning, and we invite you to support this mission by inquiring about and celebrating their learning experiences. We believe in honoring progress over perfection. Every course at Harker is designed to be both challenging and enriching. Therefore, by fostering a growth mindset, we empower students to embrace challenges, take risks, and develop a lifelong love of learning. This mindset not only enhances their academic success at Harker but also prepares them for future growth and achievements well beyond graduation.
- Honor all Harker students.
Our teachers honor and appreciate each student for who they are and where they are on their individual learning journey. Every course at Harker is designed to challenge and enrich students, guiding them toward meaningful academic growth throughout their time here. We ask parents to join us in celebrating and supporting all students on their unique paths. To foster a positive and uplifting environment, we need parents to refrain from discussing placements or comparing children. Comparison can diminish the joy of learning, and our shared goal is to provide every student with a challenging, fulfilling and joyful academic experience.
- Trust the process.
Our goal is to ensure that every student is appropriately challenged to reach their full potential. We continuously monitor each student's progress and engagement, assessing whether their current placement provides the right level of challenge. If we determine that a change would better support a student's learning, we will proactively reach out to parents. We ask parents to trust our process and the expertise of our teachers. Rest assured that if a different placement is in the best interest of a student's growth, our teachers will initiate the conversation to ensure the best possible learning experience.

K. Placement Changes

The students' math and language arts placements are fluid; students may change their performance groupings during or at the end of the year if the teacher finds that the level of challenge must be altered in order to enhance a child's learning. If a child earns less than an 83% in a P3 group, the teacher will speak to the parents and highlight areas of growth. If after several weeks, there is no significant grade improvement, a student will be placed in a P2 class. Alternatively, if a teacher feels that a P1 or P2 class is no longer sufficiently challenging a student who needs a faster pace or deeper exposure to math or language arts topics, the teacher will contact the parent explaining why a different placement will best address a student's learning needs.

Please understand that we consider placement changes only when the teacher has made the recommendation to the administration.

L. Working In A Course Above Grade Level

Working in a course above grade level in grades 1-5 at Harker is equivalent to skipping an entire grade level in a given subject. It is intended for the exceptional student who has mastered all concepts in a given grade level, including the ability to problem solve non-standard problems. Working in a course above grade level affects a student's course sequence at Harker and therefore has long-term implications that may or may not be in a given child's best interest. As such, we are conservative and careful in making such moves. Please understand that we consider cross grading only when the teacher has made the recommendation to the administration. Once the recommendation is made, the administration reviews the situation to ensure that in the long term, such a move is in the student's best interest. Exceptional grades, ERB scores, performance in the classroom and maturity are some of the items taken into consideration. For the exceptional and rare student for whom this is a good decision, parents are required to meet with the administration to understand how such a move will affect a student's path at Harker and the implications it may have on the student's long-term success.

M. Report Cards And Progress Reports

Report cards are posted on the Parent Portal at the end of each trimester. Midway through the trimester, progress reports are emailed home for students needing additional guidance, making significant improvement or performing at an outstanding level in one or more classes.

N. Re-Enrollment Requirements

All students must achieve specific academic and behavioral standards to qualify for re-enrollment. For students in grades 1-5, the minimum standards to qualify for re-enrollment include earning a yearly average of at least a C (73%) in English and math, at least a C- (70%) in history and science, at least a D (63%) in remaining courses, and good behavior and citizenship as outlined in this handbook.

For kindergarten students to qualify for re-enrollment, they must meet all academic and behavioral standards in a satisfactory manner, as determined by academic administration.

In order to matriculate to the next grade a student must also continue to meet the school's attendance requirements.

Being an engaged and successful student at The Harker School is more than a set of grades or assessments; the experience of being in the classroom interacting with one's teacher, given activities and peers is imperative to accessing the Harker experience in order to fulfill the school's mission and prepare students for matriculation to the next grade level. The Harker School understands and appreciates that certain unusual circumstances may affect a student's attendance. The school will consider how any such circumstances may impact a student's success or performance on a case-by-case basis.

O. Standardized Tests

At the end of each school year, the ERB (Educational Records Bureau) tests are given to all students in grades 1-8. Results are sent to parents at the end of the summer. The goal of the test is to help the school assess overall student mastery of a variety of math and language arts skills. It also allows the school and parent to monitor student progress over time. Should parents have questions about their child's results they should contact the appropriate division head or counselor.

P. Awards

Citizenship

Exhibiting a high level of character and citizenship is of utmost importance at The Harker School. Students receive citizenship grades from each of their teachers. A teacher assesses a student's citizenship by how well he or she met the citizenship expectations, which are based on four values of our mission statement: kindness, personal accountability, respect and integrity.

Kindness

- Shows courtesy towards others
- Demonstrates concern for others

Personal Accountability

- Makes appropriate choices
- Demonstrates responsibility for one's actions and personal belongings

Respect

- Shows respect towards self and others
- Demonstrates respect for rules, guidelines, and surroundings.

Integrity

- Demonstrates honesty in actions and communications
- Demonstrates ethical conduct

During each grading period, students receive one of four citizenship grades in each of their classes.

Exceeds

- Exceeds citizenship expectations

Meets

- Meets citizenship expectations

Approaches

- Inconsistently meets citizenship expectations Below
- Does not meet citizenship expectations

Citizenship Awards

Students earn citizenship grades from each of their teachers every trimester. Students must meet or exceed expectations in every class in order to receive their citizenship certificate during a given trimester. Students receiving more than two hours of disciplinary study hall in a grading period automatically lose their citizenship awards for the grading period.

Effort

Students will also receive an effort grade from each one of their teachers. Similar to citizenship, teachers will indicate whether students are exceeding, meeting, approaching or falling below the expectations of effort we believe support student success.

At The Harker School, we believe the elements of effort necessary to support student success include:

- actively seeks help when necessary
- uses class time appropriately
- participates in classes
- attends to obligations and responsibilities in a timely manner
- exhibits a strong, independent work ethic
- shows a positive attitude toward the learning process

Effort Awards

Students receive effort grades from each of their teachers every trimester. Students must meet or exceed expectations in every class in order to earn their effort certificate during a given trimester.

Academic Awards

Students in grades 4-5 earn academic honors certificates by earning grades of at least B (83%) in all subjects, with at least two grades of A- (90%) or higher in core subjects (English, math, history and science).

Students in grades 4 and 5 may also earn the following recognitions. Teachers may nominate students from their classes to earn the following awards.

Mission of The School Award

This award is given to students who exemplify the values of Harker's mission and philosophy. These students foster kindness, respect and integrity and are intellectually curious; they love learning for its own sake. The students given this award contribute to building a strong community by participating in activities outside the classroom and are role models for their peers.

Love of Learning Award

Students earning the love of learning award make a class better by just being a part of it. The quality of their questions and participation enrich the learning experience and classroom environment. These students are invested in improving the depth of their learning and view any academic setback as an opportunity for growth.

V. DISCIPLINARY POLICIES AND PROCEDURES

A. General Goals

We are committed to creating, nurturing and maintaining a learning environment which ensures our students' physical and emotional safety and well-being. To this end, Harker prescribes basic behavioral standards for all students, governed by the overriding expectation that kindness and respect prevail as each student progresses through the school day, both inside and outside the classroom. All students are expected to adhere to these standards and appropriate consequences will apply to students who do not.

Students are expected to be polite, helpful and cooperative in their interactions with peers and staff; it is this type of behavior that has led to the warm, friendly atmosphere that defines and distinguishes our campuses. It is our belief that students should clearly understand the policies established by the school as well as understand that they will be held personally accountable should they show a disregard for such rules. We base our approach to discipline on the premise that the children will learn from their mistakes and that they must be supported in their efforts to become increasingly responsible decision-makers. Students should be able to build

on these experiences and learn to conduct themselves in a manner that reflects heightened personal integrity and willingness to act according to the principles and values of the school community. The school will do what is reasonable to protect students from harm to themselves or others.

B. Classroom Behavior Expectations

We believe the foundation of learning and good behavior begins in the classroom. Students are expected to be respectful of the teacher and each other and do their part to promote a positive learning environment in each class.

Students are given clear and simple classroom rules and expectations and encouraged to make good choices. In all situations, positive management techniques are employed and students are acknowledged for good behavior. When limits are tested, students are given a clear warning and receive consequences.

Common Classroom Rules

- Raise your hands to speak.
- Listen carefully to the teacher.
- Respect each other and use kind words and tone.
- Remember your personal space.

DISCIPLINE GUIDELINES

K-2

1. Quiet warning
2. Discussion with teacher
3. Discussion with teacher and parent contact
4. Visit with division head (possible behavioral referral)

Grades 3-5

1. Quiet warning
2. Discussion with teacher
3. Discussion with teacher and parent contact
4. Visit with division head (possible behavioral referral; disciplinary study hall)

Sent From Class

Students who are so disruptive that they must be sent from class will report immediately to Debra Cope or Kristin Giammona.

C. Behavior Outside Of Class

Harker standards of conduct do not change when students are out of class on the playgrounds, athletic fields, field trips or involved in other school activities. Students are expected to treat one another with courtesy and respect, listen and follow the directions of BEST staff, coaches, etc., and support the rules for the activities in which they participate.

As in the classroom, rules are simple and clear, and positive management techniques are used. In K-5, behavior outside of class is managed as follows:

1. Warning
2. Discussion with staff, behavior report and possible self-reflection
3. Behavior Reports - Behavior reports accumulate to track repeated problems in a certain area. Parents are notified by the BEST director or dean of students if a concerning pattern of behavior is developing. Additionally, comments are written on the student's report card describing the progress that needs to be made.
4. When a student's behavior is not corrected through the discipline plan, or a teacher or staff member

feels administrative involvement is appropriate, a behavior referral is issued to the student. Referral forms help us share information with necessary faculty and staff as well as parents.

D. Reach Of The School

Students should remember that they are accountable for their actions off campus or outside of school hours; inappropriate behavior – anywhere and at any time – that negatively affects other students or that is prejudicial to the good name of the school may be subject to disciplinary action. Naturally, consequences for violations of the school's rules and expectations apply any time students are on campus, attend any school-affiliated trip or event, or attend an athletic contest in which school teams are participating.

The school cooperates completely with all investigations conducted by law enforcement agencies. Violation of state and federal laws off campus may result in some disciplinary action being taken by the school, as well as in possible referral of the infraction to local law enforcement agencies.

E. Behavioral Referral

When a student's behavior is not corrected through the discipline plan, or a teacher or staff member feels administrative involvement is appropriate, a referral is issued for the student. Referrals prompt a discussion with Debra Cope, Kristin Giammona or the dean of students and may or may not result in consequences. Referral forms help us share information with necessary faculty and staff as well as parents.

CONSEQUENCES

The goal of issuing consequences in all situations is to foster student growth. Harker understands that all students will make mistakes and that learning from mistakes is an important part of becoming a good citizen. Therefore, consequences will be age-appropriate and reflect our desire for the students to learn from their poor choices.

K-Grade 2

When a student receives a behavioral referral, Debra Cope or the dean of students will discuss the issue with the student, do a thorough examination of the problem and issue age-appropriate consequences. Students may be asked to write letters of apology, or draw pictures to illustrate their learning. More serious matters may involve loss of the citizenship award. The referral will be emailed home and, in some cases, parents may be notified by phone.

Grades 3-5

In grades 4-5, students will begin receiving consequences in the form of 10th period. Tenth period is designed as an official time out to help the student focus on the problem and learn to do better in the future. Kristin Giammona or the dean of students will issue hours of 10th period after a discussion with the student and a thorough examination of the issue.

Parents will be notified by phone and the referral will be emailed home.

10TH PERIOD

10th period meets Mondays, Tuesdays and Thursdays at 3:45 p.m. On Wednesdays 10th period begins at 3:30 p.m. The parent of each student who is assigned to 10th period for disciplinary purposes will receive a phone call or an email indicating the date scheduled and the number of hours that must be served.

Students are expected to serve 10th period as soon as possible after it has been assigned. Students needing to postpone their 10th period (for example, for a doctor's appointment) may do so by asking permission from the dean of students or Kristin Giammona.

During the 10th period students may be asked to complete an assignment designed to foster reflection and

learning. Assignments may include writing essays, apology letters or answering questions about lessons learned.

F. Minor Infractions

The following are examples of issues that will be handled in the classroom or on the playground by teachers and staff using the discipline plan:

- violation of a mission value
- being unprepared for class
- tardiness
- repeated uniform violations
- bringing toys to school
- leaving personal possessions around
- inappropriate use of playground equipment

G. Major Infractions

Certain types of behavior are considered serious and may result in immediate suspension or expulsion from The Harker School. These include but are not limited to the following:

- taking, using or finding and keeping anything that belongs to someone else without specific permission. This is considered stealing. If students find any item on campus, they should immediately turn in the item to Lost and Found or the campus front desk
- cheating in an academic setting
- lying to a teacher or an administrator
- physical aggression and fighting
- flagrant disrespect to faculty or staff
- deliberate acts of individual or collective bullying or harassment
- the use or possession of illegal substances. It is important to note that involvement with drugs of any kind, on or off campus, is cause for immediate dismissal from Harker.
- inappropriate language or discussions about uncomfortable or offensive topics
- any conduct that is disruptive to the maintenance of a safe learning environment.

EXAMPLES OF CONSEQUENCES FOR MAJOR INFRACTIONS

Administrators will issue the consequences that they deem appropriate for the individual situation. The following examples are guidelines used by administrators when issuing consequences for major infractions.

| Major Infractions | First Offense Penalties (10th period hours) |
|--|---|
| Taking, using or finding and keeping anything that belongs to someone else | 3 hours - Suspension; Loss of citizenship |
| Cheating in an academic setting | 3-5 hours |
| Lying to a teacher or an administrator | 3 hours - Suspension |
| Physical aggression and fighting Minor physical contact, roughhousing | 3 hours - Expulsion 1-2 hours |

| | |
|--|------------------------------------|
| Flagrant disrespect to faculty or staff | 1-3 hours |
| Deliberate acts of individual or collective bullying or harassment | 2 hours - Suspension |
| The use or possession of illegal substances | Suspension - Expulsion |
| Inappropriate language or discussions | 1-3 hours - Suspension |
| Any conduct that is disruptive to the maintenance of a safe learning environment | 1-3 hours - Suspension - Expulsion |
| Damage to school property | 1 hour - Suspension |

H. Suspension

For serious disciplinary infractions or a continual pattern of noncompliance with school rules, a student may be suspended or dismissed. Suspension is defined as removal of the privilege to attend classes, athletic contests, dances and all other school events. In the primary grades, a reflection day can be assigned before a suspension. This would depend on the seriousness of the infraction. Disciplinary suspensions range from one day to one week, depending on the age of the student, the severity of the offense and the degree of honesty exhibited during follow-up by the administration.

Decisions to suspend or dismiss a student, and the length of the suspension, are made by the administration. Faculty and staff input is considered, as well as the student's overall performance, attitude and disciplinary record.

A suspension results in the loss of citizenship for the trimester. While on suspension, students are responsible for all academic work missed and will be required to take make-up tests and hand in academic classwork and assignments upon their return.

A student is allowed only one suspension during a two-year period at Harker. A second suspension is cause for dismissal from The Harker School.

Dismissal may also result from a student's failure to achieve the terms of behavioral probation.

I. Behavioral Probation

When a student's behavior problems have a serious impact on the community due to their frequency or severity, the administration will review the student's record and determine whether to place a student on probation. The school reserves the right to place a student on probation as the result of a suspension or for any serious incident or pattern of incidents. Our expectation is that students on probation will earn a citizenship award for the remaining terms of the school year. If a student does not achieve this standard, the administration will examine the child's situation to determine eligibility for re-enrollment the following year.

A student who has serious behavior problems during the final trimester may be placed on behavioral probation for the first trimester of the following school year. If the student does not earn the citizenship award during the first trimester of the following year, an administrative review will determine eligibility for continued enrollment at Harker.

J. Academic Integrity

The Harker School faculty and administration believe that academic integrity and intellectual honesty are nearly sacred virtues. They are the fundamental tenets upon which all academic institutions are built. Violation of academic integrity is subject to disciplinary consequences as well as academic penalties.

Some examples of breaches of academic integrity include, but are not limited to, the following:

- plagiarism – “The American Heritage Dictionary” defines plagiarism as “using and passing off as one’s own the ideas or writings of another.” Similarly, the “MLA Handbook for Writers of Research Papers” defines plagiarism as “using another person’s ideas or expressions in your writing without acknowledging the source.”
- giving unauthorized aid to another student, such as allowing him/her to copy or use one’s test, paper or homework; using unauthorized notes or other study aids in a test; or copying from or being influenced by another student’s work during a test.
- using help on homework or take-home tests that are beyond the limits specified by the teacher.
- sharing the content of a quiz or test with students who have not taken it.

K. Policy On Plagiarism

Harker considers academic integrity to be essential in every assignment, project and test that students submit. Whenever student work includes the ideas or writings of sources outside of those provided in the classroom, the source material must be mentioned. Aside from everyday, typical phrases commonly used in English, The Harker School defines plagiarism as using another person’s ideas or writings, whether paraphrased or reproduced word-for-word or nearly word-for-word, without showing the source of that material. Plagiarism is identified

- when a teacher can recognize passages in an assignment that are very different from the rest of the student’s work;
- when the student cannot readily rewrite or restate the ideas included in those passages;
- when the material can be found in another source and is copied, paraphrased or not cited properly;
- using AI to complete any assignment when such use is not explicitly authorized by a teacher.
- Plagiarism can be, but is not limited to
- one complicated sentence or two or more phrases or clauses, or a number of short, simple sentences, whether these are located close together or spread throughout a written assignment.

In order to paraphrase, cite or quote appropriately, students must state the name of the source for all ideas and writings they include that are not their own and they must use quotation marks for all language that is not their own. At a minimum, this could include the title, the author’s name or a website address and date of access. Citation of sources will be done formally or informally, according to teacher guidelines.

L. Policy on Bullying Prevention

The Harker School believes that all students have a right to a safe and healthy school environment. All members of The Harker School community (including students, parents, teachers, staff, and administrators) have an obligation to promote mutual respect, tolerance, and acceptance.

The Harker School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name calling; social isolation or manipulation; and cyberbullying.

Cyberbullying Defined

Cyberbullying is bullying committed by means of an electronic act, directed specifically toward another student or school personnel. An “electronic act” for the purpose of cyberbullying is the transmission of a communication, including, but not limited to: a message, text, sound, video or image, by means of an electronic device, including but not limited to a telephone, wireless telephone, computer, or other electronic

communication device. It includes acts committed through use of either school or non-school equipment/electronic communication devices.

Electronic communication devices include, but are not limited to: the Internet, email, voicemail, cellular telephones, personal digital assistants, smartphones, music or game devices or players, computers/laptops, netbooks, tablets, telecommunication devices, video and audio equipment, wireless networks, data systems telecommunications equipment, transmission devices, data processing or storage systems, computer systems, servers, networks, input/output and connective devices, software, and documentation that supports electronic communication services ("electronic communication devices").

Examples of "electronic acts" include, but are not limited to:

- creating, sending, or forwarding emails or other electronic communications
- texting
- voicemail or other recorded messaging
- chatting in chat rooms, group messages, or private messages
- micro-blogging (such as tweeting) or blogging
- messaging or posting messages, images, or other communications via social networking sites (such as Facebook, Snapchat, Instagram, Tumblr, Discord, TikTok or other social networking sites)
- taking, posting or editing still or moving images and photographs
- creating websites or profiles
- sending or posting audio or video recordings, video streaming, or posting links or uploading video or audio recordings
- posting, uploading, or linking to sites that include, but are not limited to, YouTube, QuickTime, Windows Media Player, Vimeo, or another format accessible to others, through the use of electronic communication devices.

Cyberbullying is not limited to actions that take place on-campus or during school hours, and/or that take place through use of school electronic communication devices. Cyberbullying includes acts done off-campus or outside of school hours and/or through the use of student, third party, or other non-school electronic communication devices that impact school attendance/activities by either: (1) posing a threat or danger to the safety of students, employees, or school property, or (2) substantially disrupting the school or learning environment.

Examples of Cyberbullying

Examples of cyberbullying include, but are not limited to, the following acts directed against other students or school personnel:

- Use of discriminatory or offensive terms, such as racial or homophobic slurs;
- Harassment, including sexual harassment, such as repeatedly sending mean, vulgar, insulting, or offensive messages to another, that has a negative impact on the recipient or creates an intimidating, hostile or offensive educational/work environment for that person;
- Causing, attempting to cause, threatening to cause, or participating in acts of hate against another because of that person's actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation;
- Threats directed toward or intimidation of another, including placing a student or school personnel in reasonable fear of physical, emotional, or mental harm;
- Placing a student or school personnel in reasonable fear of damage or loss of personal property;
- Pretending to be someone else and creating or sending materials as if that person to humiliate or embarrass that person, or get that individual into trouble;
- Sharing private, personal or sensitive information, or photos or videos that the person would not want shared;
- Forwarding private information with the intent to cause harm, hurt, humiliation or embarrassment;
- Sending or posting rumors to harm, embarrass or damage a person's reputation;

- Intentionally excluding someone from an online group with the intent to be cruel or cause harm, hurt, humiliation or embarrassment by the exclusion;
- Engaging in online fights or “flaming” through the use of angry and offensive electronic messages;
- Harassment or cyberstalking of another on a repeated basis through the use of electronic acts that create fear or includes threats of harm.

Consequences for Bullying

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

Preventing Bullying

As part of our ongoing commitment to fostering a safe and healthy school environment, The Harker School has implemented for students a safety and boundary-setting program. This program supports bullying prevention efforts while promoting acceptance, empathy and understanding among all students. The ultimate goal is to nurture a positive and inclusive atmosphere that enables every student to thrive academically, socially and emotionally.

Teachers are encouraged to discuss this policy with their students in developmentally appropriate ways, reinforcing the message that no student should ever feel they must tolerate bullying or harassment of any kind.

To ensure schoolwide awareness, all teachers, students and their parents will receive access to a clear summary of the school’s anti-bullying policy, outlining expectations, reporting procedures and available support resources.

Stopping and Reporting Bullying

Staff are expected to immediately intervene when they see a bullying incident occur. Anyone witnessing or experiencing bullying is both encouraged and expected to immediately report the incident; such reporting will not reflect on the victim or witnesses in any way. Anyone who reports bullying in good faith is protected from retaliation and should also report any complaints of retaliation.

Bullying should be reported to the lower school division head, the lower school dean of students, or one of the academic counselors.

Complaints of bullying can be made anonymously. An anonymous complaint should be in writing, directed to the lower school division head or dean of students. The complaint should include the name of the person(s) alleged to have committed the acts of bullying, the name of the other person(s) involved in the incident including the person(s) being bullied, when the acts alleged occurred, and any facts that would help the division head or dean of students in investigating and addressing the alleged bullying.

Students can rely on staff to promptly and thoroughly investigate each complaint of bullying. A determination that the bullying occurred will result in appropriate action being taken.

The Harker School will make reasonable efforts to keep a report of bullying and the results of the investigation confidential to the extent possible.

If a complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent should contact the head of school. The Harker School prohibits retaliatory behavior against any complainant or any participant in the complaint process.

M. Multimedia Citation Guidelines

Borrowing images, texts, movies and graphics for Web page or multimedia production requires proper attribution and should be immediately adjacent to every instance of a borrowed element, in a bibliography or according to teacher guidelines.

VI. SCHOOL UNIFORMS AND DRESS

Students in K-5 wear a school uniform. As a general rule, students should be in proper uniform when on campus, regardless of the time of day. Students may change into play clothes or gym clothes after school. The items that may be worn at each grade level are reviewed below.

- All students are required to have at least one set of the full dress uniform. Full dress uniforms are worn by all students for special assemblies and designated field trips throughout the year. The dates are included in the calendar on the Parent Portal.
- If students are cold, they should wear their Harker sweaters, sweatshirts or jackets. A nonuniform jacket may be added in times of severe weather. If wearing a nonuniform jacket, a Harker sweater/sweatshirt must be worn underneath.
- The uniform should be checked periodically to ensure that all items are in good condition and fit properly.
- The white shirt, polo shirt or blouse should be properly tucked in at all times.
- Non-uniform caps and hats may not be worn with the school uniform. Hats should be worn outside only.

Tommy Hilfiger is Harker's official uniform supplier, and items may be purchased at eaglestore.harker.org. Please direct questions to eaglestore@harker.org.

A. Personal Appearance - General Guidelines

Neatness and cleanliness are expected of all students. Flagrant, unconventional appearance caused by clothing, makeup, jewelry, hair color or hairstyle, which may create a distraction to the learning environment, will not be permitted.

Students should note the following items:

- Shoes should be clean and in good repair.
- Socks must be worn and must be clearly visible above the tongue of the shoe.
- Clothing is to be clean, neat and fit properly.
- Fingernails are to be clean and trimmed.
- Hair should be clean, combed/brushed and trimmed so as not to impair a student's vision. Extremes in hairstyle, haircut and/or hair color are not acceptable at any time. Students and parents who have questions as to the acceptability of a particular hairstyle should check with the division head or dean prior to getting the hair cut. Final decisions on hairstyle, haircuts or hair color will be at the discretion of the division head or dean of students.
- Hair accessories, including headbands, should be moderate in size.
- Students may not wear makeup.
- Earrings and jewelry shall be moderate in size.
- Students are not permitted to have tattoos.
- Uniform items must fit properly. Excessively large or baggy pants, shorts or skirts are not permitted. The waistband of pants must be worn above the hips. Skirt and short length must be within four inches of the top of the knee.

VII. SCHOOL UNIFORMS GUIDE

A. Uniform Shoe Policy

Harker believes that shoes are an important part of the school uniform. We expect that students wear modest appearing footwear that complements the required uniform, is safe, comfortable and age appropriate. The

primary goal of the school shoe policy is to maintain a focused and conducive learning environment while allowing students to express their individual style. This policy outlines acceptable shoe colors and sets guidelines to avoid distractions in the educational setting.

Acceptable Shoe Colors

Students are permitted to wear shoes in a variety of colors, allowing for individual expression and personal style. Acceptable colors include, but are not limited to, black, brown, white, gray, navy and earth tones.

Unacceptable Shoe Colors

Neon-colored shoes are not allowed as they may cause distractions and disrupt the learning environment. Neon colors can be visually striking and can draw unnecessary attention away from educational activities. In addition to avoiding neon colors, students are encouraged to choose shoes that are appropriate for a school setting. Shoes with distracting elements such as flashing lights, sound effects, or excessively bright patterns are not permitted.

The following shoe options do not meet the shoe guidelines, and so cannot be worn to school:

- heels larger than one inch
- slip-on shoes with no backs
- boots (rain, snow/fleece, hiking, etc.)
- unusual patterns (flames, checks, flowers, plaids, etc.)
- canvas shoes (Keds, Vans, Converse, etc.)
- character imprints (superheros, princesses, etc.)
- gimmicks (lights, noises, wheels, etc.)
- sandals

The dean of students will oversee adherence to the school shoe policy. Students found in violation of the policy may be reminded of the guidelines and asked to make appropriate adjustments. Repeat violations may result in further disciplinary actions as outlined in the school's overall dress code policy. If you have any questions regarding the shoe policy, please check with Debra Cope, Kristin Giammona or Walid Fahmy before purchasing shoes.

B. Full Dress Uniform

- White polo (short or long-sleeved) Black pants
- Plaid pleated skirt or skort (optional Hilfiger purchase) Plaid jumper (K-2) (optional Hilfiger purchase)
- Green V-neck sweater with logo (required Hilfiger purchase) White, gray or black socks (visible above the shoe)

C. Regular Dress Day Additions

- Green polo with logo (optional Hilfiger purchase) Black shorts (no bicycle shorts)
- White or black tights
- White or black full-length leggings, open at the ankle, worn under skirt, skort, jumper, K-2
- Green hoodie with logo (optional Hilfiger purchase)
- The gray Harker physical education sweatshirt (available through the Eagle online store)
- Hats with the Harker logo on them are available through the Eagle online store.

D. Out Of Uniform Consequences

For students who repeatedly come to school out of uniform there will be follow through with the division head or the dean of students.

E. Free Dress

Students are allowed free dress approximately every other Friday. In addition, special bonus free dress days may be announced. Parents and students should check the Harker website for scheduled free dress days. On free dress days, students are expected to come to school in neat, clean, properly fitting clothes that are appropriate for the school environment.

The following are not permitted:

- halter tops/bare midriffs
- tank tops or tops with spaghetti straps
NOTE: Sleeveless shirts or blouses are permitted provided they cover 2 inches of the shoulder.
- printed clothing relating to drugs, sex, alcohol, tobacco, violence or other inappropriate language or images
- flip-flops or sandals without back straps or shoes with heels higher than 1 inch

Note: Students in K-3 must wear or bring to school athletic footwear appropriate for P.E. on free dress days.

F. Birthday Free Dress

All students have an additional free dress day on their birthdays. Students who have weekend birthdays may have a free dress on a day of their choice except for days when dress uniform is required.

Students who have summer birthdays may have free dress on their half birthdays.

Note: Free dress passes may not be used on days when dress uniform is required. Free dress passes must be used within one calendar year of issuance.

G. Physical Education Clothes

- P.E. teachers recommend two to three sets of P.E. uniforms, and will remind students to bring home their clothes for washing every weekend. We also recommend a spare pair of socks and sneakers for P.E. class in case of rain, mud, sweating, etc.
- For P.E. classes, students in grades 4-5 need the following clothing: T-shirts and shorts. Sweatpants and sweatshirts are optional. All students must wear athletic or running shoes for P.E. It is recommended that these shoes be different from the pair worn throughout the rest of the school day. Please note that Keds and Vans-type shoes do not provide the necessary support for P.E. activities; a proper athletic shoe is essential. Harker-approved T-shirts, shorts, sweatpants and tops can be purchased through Harker's Eagle Store. You can find a link to the store on the homepage of the Parent Portal.
- Students in grades 4-5 will be assigned a P.E. locker and a lock. Previous locks can be reused, but students should keep their P.E. clothes in their lockers from Monday through Friday.
- Harker, in its commitment to hygiene and student well-being, has taken a number of steps to help students organize and manage their P.E./athletic clothing. Every grade 4-5 student is required to utilize a Harker P.E. backpack for these purposes. They are available for purchase at the online Eagle Store. The bags have a space for the students' names to be written in permanent marker, ensuring their belongings are easily identifiable.
- All K-3 students should wear their athletic-type uniform shoes. Students must bring those P.E. shoes on free dress days.
- The P.E. swimming units for students in grades 1-5 are scheduled during the first and third trimesters. All students are required to bring their swimsuits each day. Girls must wear one-piece swimsuits that are appropriately cut, meaning no decorative cuts or holes. Boys should wear either swimming trunks or competitive swimming briefs; cut-offs and P.E. shorts are not permitted. The school provides towels, but students are also welcome to bring their own from home.
- P.E. clothes that are torn or are defaced must be replaced.

H. Marking Of Clothing With Names

Because all students wear similar school uniforms and P.E. clothes, it is essential that every item of clothing be marked with the student's first and last name. Marking a student's clothing with initials or first names only is insufficient. Please do not use nicknames. Items with names marked will be returned to either the student's homeroom or the designated lost and found areas. Students are expected to be responsible for their own belongings.

I. Uniform Exchange

BEST manages a uniform exchange program, where gently used uniform items may be donated in exchange for another uniform item, or used uniform items may be purchased at a reduction of the original cost. Any questions can be directed to Andrea Ledford, the director of lower school BEST.

VIII. ABSENCE AND TARDY POLICY

A. Absences And Late Arrivals

When a student will be absent from school or late to school, parents should call the school by 8 a.m. of that day. A student who arrives late is required to check in at the attendance office. The receptionist will issue an admit slip for class. Students should present a note when the tardiness is the result of a doctor's appointment, dental appointment or similar engagement. Frequent tardiness to school will result in communication from the division head. A student must be present for the entire academic day to participate in after-school activities and performances.

Absence Policy

Students are expected to be present on all days school is in session. Students are of course encouraged to stay home and rest in the event of an illness. In order to comply with truancy laws, after 10 absences in one school year, the school requires a doctor's note.

A child's absence from school for more than 15 days during the entire year necessitates a retention warning. In order to receive full credit for a course, a student must be absent fewer than twenty days in a year-long course. After 20 days' absence in one year, a retention review will take place to determine whether a child should be promoted to the next grade or allowed to continue at the school.

B. Parent in Absentia

Parent(s)/guardian(s) must notify the school when they plan to be away from home and leave their child. In such absences, the school must be able to contact the parent(s)/ guardian(s), be made aware of the dates and duration of the time away, and provide the name(s) and contact information of the adult(s) who can be contacted in case of emergency. Families must provide written notification to the division head's office with all pertinent information.

C. Homework Requests

If a child is absent, parents must request homework prior to 9 a.m. In-class handouts or assignment changes may be picked up at the front desk after 2 p.m.

D. Extended Absences

The school discourages extended trips during the time school is in session. While we recognize the value of extended travel, parents must be aware of the impact lengthy absences have on a child's academic progress and performance. Teacher-directed instruction, collaborative group work, hands-on activities and experiential learning cannot be recreated for the absent child. Therefore, an extended absence (non-medical) must be approved by the appropriate division head in advance of the trip. This can be done by a phone call, email or

personal contact. If this communication does not occur, credit for work submitted after the trip will either be lowered or denied.

It is the school's expectation that all missed work will be made up, including tests, quizzes, written assignments and special projects. The length of time a student has to make up missed work is directly proportional to the number of days missed. In other words, a child who is out of school for one week will have one week to make up the work; a child who has a two-week absence will have two weeks to submit the missed work, etc. Class work that is made up will not receive a grade; rather, a credit/no credit will be issued.

The child's participation grade will be lowered in the event of an unexcused, extended absence. Participation is a vital component of a student's overall class performance and cannot be assessed if the child is not in school.

For unexcused absences in excess of one week (five consecutive school days), parents may be charged to cover the services of a substitute teacher who will need to be hired to administer tests, quizzes and other assessments as well as to provide extra help in order to ensure that the child catches up following the extended absence.

It is important to note that teachers are not expected to create or provide special assignments for students who miss school for unexcused reasons. During the absence, assignments can be viewed on the teachers' websites. Any papers/worksheets distributed during a student's absence will be collected and given to the student upon the student's return. Teachers cannot be asked to prepare packets of work ahead of time.

E. Tardy Policy

A student who is not in class at the start of homeroom will be considered tardy. It is important for all students to arrive at school on time. It helps the students maintain continuity in their academics and to begin the day in a calm fashion. As such, chronic tardiness is a concern and tardies exceeding six in a trimester will result in interventions from the school including but not limited to meetings with the division head, letters sent home to the families, as well as a variety of other further interventions should the tardies continue.

F. Early Departures

Parents must notify the homeroom teacher or the front office or both if their child needs to leave campus before the end of the school day for an appointment.

IX. CAMPUS AND FACILITIES

A. Closed Campus

Harker is a closed campus. Lower school students may not leave campus, even with written permission from their parents, except with their regular daily transportation, or when accompanied by their parents or other authorized persons.

Parents must sign their children out in the office and sign them back in upon return. Students may only leave campus with authorized adults displaying a placard on the dashboard of their vehicles. Students in K-2 must be individually signed out by a Harker staff member. Parents wishing to walk on campus beyond the office area during normal school hours are required to display an official Harker visitor's lanyard. Parents may be asked to return to the office to obtain a lanyard if they are observed on campus without one. This protocol has been established to enhance identification of approved adults on campus and contribute to greater campus security.

B. Classrooms And Hallways

Students are to be quiet while in the walkways and classrooms. There should be no running, pushing or rough play in the walkways or in non designated areas. Students should be quiet when passing other classes that are

in session. They should take special care around lockers to avoid hitting other students with the locker doors.

Students should not enter a classroom, gym or locker room unless there is a supervisor in the room.

C. Stage

Students should not be on the stage except as part of a supervised activity and with a staff member present.

D. Seating For Assemblies And Productions

Doors will open and seating will be open in advance of the show/assembly start time. Doors open 30 minutes before the production start time unless otherwise stated. Seats may not be reserved in advance. One person from a party must be continuously present to hold seats for others. Individuals may save no more than three seats, the one they are sitting in and two others.

E. Cell Phones

Out of consideration for student performers and other parents in the audience, please turn off all cell phones and electronic devices during performances and assemblies. If it is necessary to take a call, please step outside of the auditorium.

F. Weekends

The Harker security staff does not provide weekend or late night weekday campus access to students or parents for the purpose of retrieving personal items or books.

G. Recycling And Sustainability

In 2014 The Harker School rolled out a wet/dry recycling program to reduce the percentage of our waste stream that goes to the landfill, following guidelines set forth by the City of San Jose and Republic Services (the waste management company for commercial users in San Jose). In fact, the City of San Jose presented an official commendation to the school for its outstanding efforts. All campus trash bins are labeled either "Compost" (food that will break down, dirty paper/cardboard – or, as our kindergarteners say, "things that worms will eat") or "Other" (clean paper/cardboard, plastics, metals, glass). Please set a great example for your peers by following the guidelines and demonstrating your commitment to this waste-reducing measure to our community.

Harker's sustainability mission is: "Modeling and teaching a sustainable relationship with the environment." To do this, Harker is dedicated to helping all members of the community (employees, parents, students & visitors) to act in ways that demonstrate our connection with and commitment to the environment. Harker recognizes that many of the activities that occur as part of running a school have a negative impact on the environment. To reduce this impact and hopefully one day be carbon neutral, Harker encourages all members of the community to be cognizant of their behaviors and reduce their negative effect on the environment whenever possible.

Harker has developed a Green Purchasing Policy that states each individual is responsible for seeking, requesting and purchasing environmentally preferred products, as appropriate. Harker is also dedicated to managing its waste stream in a way that minimizes waste, making sure to reduce, reuse and recycle where possible. For example, Harker uses 30% post-consumer recycled paper, follows Republic Services guidelines for managing our trash, adheres to Santa Clara county direction for reducing handling and disposal of hazardous waste, and encourages drivers to turn off their engines rather than idling.

As a certified green business Harker strives to use environmentally preferred practices for managing our resources and creating a healthy environment. The seven major areas of focus include energy usage, green schoolyards, toxics reduction, healthy food, waste and recycling, transportation and water quality. The Harker

community should feel empowered to make sustainable choices and make suggestions for how the school can operate in a more eco-friendly way.

X. RULES CONCERNING DAILY SCHOOL LIFE

A. Betting, Buying, Selling And Trading

These activities are not permitted at school.

B. Birthdays

Please do not send treats or gift bags from home. We will acknowledge and celebrate birthdays at school.

C. Books And Backpacks

For grades 3-5, books, materials and all personal belongings must be stored in students' lockers during the school day. Students are not permitted to leave their books in backpacks in the hallway. Backpacks are to be emptied upon arrival at school and stored in designated storage areas. Students are encouraged to use backpacks, including those with wheels and pull handles. Large suitcase-type bags or Zuca-like bags are not permitted due to the storage space required and the resulting congestion in the hallways. Book bags are limited in size to 20 inches high by 12 inches wide by 10 inches deep.

Students in K-2 are required to store their backpacks before and after school in the designated cubbie area or in areas designated outside of primary classrooms. Students in grades 3-5 must be able to fit their backpacks in their lockers.

The school may check backpacks and lockers or any other on-campus personal or school-issued property at any time.

D. Borrowing

Students are not to borrow from each other without permission from a staff member.

E. Card Playing

Card playing is not permitted on campus unless part of an after-school enrichment-sponsored activity. Students may play trading card games and other nontraditional card games in grades 4-5. These activities are permitted only after school and not during other periods of free time (including before school, lunch and recess).

F. Care Of Property

Students are encouraged to care for their own property, the property of others and school property. Students will be held responsible for any damage to school property, including items issued for home use. They will also be responsible for damage to the personal property of others.

G. Cell Phones & Watches

Students in K-5 are not allowed to have cell phones on campus at any time. Parents are encouraged to make plans at the start of the day for pick-up. Students needing to contact parents in an emergency may come to the main office to gain permission to use the phone. Communication devices such as telephone watches are not allowed to be worn at school. Acceptable watches should be simple, basic time telling devices which are moderate in size and color. Smart watches of any kind are not permitted.

H. Comic Books

Comic books, magazines and similar books are not permitted during school hours.

I. Electronic Devices

It is our preference that students use their free time on campus to interact socially and pursue more active play. Therefore, students are not permitted to use iPods, tablets, kindles or electronic gaming devices on campus. This rule includes games played on electronic calculators. Laptops may not be used for games or other nonacademic activities. The presence of laptops in the classroom is at the discretion of the teacher. If any electronic device creates a distraction in the classroom, or if it does not aid or enhance the student's performance, the device must be left at home. Tracking or smartwatch type devices are not permitted at any time.

J. Gifts To Teachers

To ensure no misunderstandings about equal treatment of students, parents and students are asked to refrain from purchasing extravagant gifts for teachers.

K. Glass Bottles And Containers

For safety reasons, no glass bottles or containers should be brought to campus.

L. Gum Chewing

Students in K-5 are not permitted to chew gum on campus.

M. Knives, Matches, Lighters And Play Guns

Knives, matches or lighters, play guns and play weapons of any kind are not permitted on campus. Simulating the use of weapons (finger guns) is also not permitted.

N. Lockers

Tampering with any lock or locker other than the one assigned to a student is strictly prohibited. Care of the locker is the student's responsibility. Locker combinations are considered private information and should never be shared.

O. Lost And Found

Since taking care of one's possessions is an important life skill, we believe that students should develop the responsibility to manage their belongings. Harker maintains a lost and found service on our campus. Any item that is found, regardless of size or value, should be turned in immediately and will be placed in division bins. Once a week, items will be displayed during recess and lunch. Students will then be called to collect their items. This process is supervised by the BEST staff. Lost and found items without names will remain in the Lost and Found bins until the end of each month, and those unclaimed items will be donated and no longer available for pickup.

P. Out Of Bounds

The following areas are off limits to all students: bushes, shrubs and trees surrounding athletic fields, areas behind academic buildings, parking lots and driveways unless accompanied by a parent or a staff member.

Q. Party Invitations

Invitations to birthday parties, sleepovers or other such events may not be distributed at school, as this practice results in hurt feelings for those students not invited. Invitations should be mailed using the class lists made available to parents each year.

R. Pets On Campus

Pets are not permitted on the school campus. Even the most mild-tempered pet can become agitated and overwhelmed by groups of excited students, resulting in a scratch or bite. Special arrangements for class demonstrations, etc. should be made through the division head.

S. Public Display Of Affection

Students in K-5 are expected to refrain from any public displays of affection.

T. Roller Blades, Wheelie Shoes And Bicycles

These items may not be used on campus.

U. Toys And Games

We discourage students from bringing expensive toys and games to school, and toys are not allowed at all in grades K-2. The care and security of these items are the student's responsibility. Although highly discouraged, if a toy or game is brought to school, it can only be used after school.

V. Visiting

All visitors, including parents, are required to check in at the front desk before visiting students.

XI. OUTSIDE THE CLASSROOM

A. Behavior Outside Of Class

Harker's standards of conduct do not change when students are out of class on the playgrounds, athletic fields, field trips or involved in other school activities. Students are expected to treat one another with courtesy and respect, listen and follow the directions of BEST staff, coaches, etc., and support the rules for the activities

B. Games

The following games may be available on the playground and specific rules for each game will be posted on the bulletin boards:

- Skill
- Handball
- Four square and Two square
- Elimination (limo)
- Lightning
- Softball/baseball
- Basketball
- Football
- Tetherball

C. Equipment

Equipment on the lower school campus is stored in the ball bins located near both the primary and elementary playgrounds, as well as in the kindergarten area.

- When equipment is taken from the ball bins, it is the responsibility of the student to return it at the end of the play period.
- Any equipment found on campus should be returned to the ball bins as soon as possible.

D. Conflict Resolution

Conflicts are inevitable when students are playing together. Therefore, it is the responsibility of students to resolve minor conflicts. Supervisors will allow students to resolve playground problems peacefully, yet will always be available should students need additional help. Students should understand that in the case of a major conflict such as fighting, teasing, hitting, spitting, bullying or biting, they should seek adult assistance.

Along with the tools from Toolbox, students should:

- Remain calm. Before students can settle any problem, they must be in control of their own emotions. Students who feel they cannot control their tempers should count to ten or leave the situation and return when they are calm.
- Talk over the disagreement. Students should make every effort to tell their side of the story and listen politely to another student's side. Students should try to come to a conclusion that will work for all parties involved.
- Walk away. If students cannot come to an agreement, they have the option to leave the game or activity.
- Ro-Sham-Bo. Aggressive words will not be tolerated. If students cannot come to an agreeable solution, then students may agree to Ro-Sham-Bo (rock, paper, scissors) to end the conflict quickly. Students must remember that Ro-Sham-Bo does not determine whether they are right or wrong in the original disagreement; it just brings about a quick and peaceful resolution to an otherwise hopeless situation. Students using Ro-Sham-Bo to "cheat" will be dealt with strictly.

E. Playground Rules

The playground is designed to be nondirectional with the exception of the slides and climbing apparatus. Students must be cautious and courteous when using the equipment. They should always watch for others coming up or down the play equipment and must wait their turn. The following specific rules apply to playground areas:

- Slide only on your bottom, feet first.
- Do not climb up the slides.
- There should be only one student at a time on the climbing wall. It may be used for going up only.
- Do not climb on top of horizontal ladders.
- Rocks, wood chips or sand are not to be picked up or thrown.
- On the elementary play structure only one person is allowed on the triple ring fling and swing out at a time.
- Running games are not allowed in the play structure areas.
- Food, toys and balls are not allowed in the play structure areas.

F. Field/Blacktop Rules

- No tackling games of any kind are allowed.
- Students are not to eat snacks while playing on the field.
- Climbing fences, trees, basketball poles, soccer goals or backstops is not allowed.
- Softball may be played only with supervision at a backstop, and all participants must be behind the backstop before the batter bats. Catchers must wear the proper equipment.
- No hardballs are allowed on campus.
- Bats are allowed during recess and lunch only if provided and supervised by the BEST staff. Bats may be brought from home for use in P.E. classes or after-school sports. Bats must be stored with coaches or in the locker rooms.

G. Consequences

Behavior reports and referrals are issued for not following established playground rules and procedures. Andrea Ledford, LS BEST director, reviews these reports on a weekly basis. For a first report, the student

receives a warning from the staff member on duty. The problem is explained to the student, and methods for changing the behavior are discussed. Accumulations are recorded for the trimester.

Harker standards of conduct do not change when students are out of class on the playgrounds, athletic fields, field trips or other school activities. Students are expected to treat one another with courtesy and respect; listen and follow the directions of the BEST program staff, coaches, etc.; and support the rules for the activities in which they participate. As in the classroom, rules are simple and clear and positive management techniques are used.

In K-5, behavior outside of class is managed as follows:

1. Warning
2. Discussion with staff and behavior report.
3. Behavior Reports - Behavior reports accumulate to track repeated problems in a certain area. Parents are notified by the BEST director if a concerning pattern of behavior is developing.
4. When a student's behavior is not corrected through the discipline plan, or a teacher or staff member feels administrative involvement is appropriate, a behavior referral is issued to the student. Referral forms help us share information with necessary faculty and staff as well as parents.

Students who continually or repeatedly are out of bounds or do not follow outside procedures may be required to leave the campus at the conclusion of academic classes.

H. After-School Enrichment

After school supervision, enrichment, and various activities are available to all students as a part of their tuition. Students are offered a variety of daily drop-in activities or may sign up for scheduled classes. This program runs on the quarter system which is different from the academic trimester system.

Types of Activities

- Free Play: Supervised by the BEST staff in grade level play areas.
- Drop-in: These activities do not require registration. Students can choose to drop in between 3:45-4:45 p.m. Activities are announced on a daily basis, and include both active and passive options (sports, games, movement, arts, crafts, board games, etc).
- Learning Workshop: Registration is required. Attendance is monitored. Students must make a commitment to attend for the entire quarter. These classes are included in tuition (e.g., art, dance storytelling).
- Specialty: Registration is required. Taught by outside organizations and additional fees are required. All fees are charged to your Harker account (e.g., cheerleading, gymnastics, science and karate, among others).

Other Notes

- In late July to early August an email will be sent home to inform you of the newest BEST offerings, as well as inform you of registration dates and times.
- Quarter dates are posted on the lower school's BEST homepage for planning purposes, and an email from the director of BEST will be sent quarterly.
- Prior to the start of the remaining quarters, information will be posted on the Parent Portal under LS Daily Life with a link to the BEST homepage.
- Class capacities are limited, so we encourage students to enroll as soon as possible.
- Classes require a minimum enrollment and may be canceled because of low enrollment.
- If parents or students have questions or ideas for after-school enrichment or classes, please contact Andrea Ledford, BEST director.

I. Daily Snacks

The school provides healthy snack options for students before and after school. Before school, cereal, fruit and milk are available to students in grades 1-5. After school, snacks include three options: a warm snack (e.g., muffin, quesadilla, samosa, etc.), a dry snack (e.g., goldfish crackers, granola mix, graham crackers, etc.) and fruit.

J. School Lunches

- Lunch is included in the tuition.
- Beverages are provided for all students.
- A vegetarian and a sandwich option are offered each day.
- Lunch menus for K-5 are posted online weekly.

K. Late Supervision

The lower school campus closes each day at 6 p.m. All children should be picked up by 6 p.m. Those students who are not picked up by 6 p.m. will be charged for late supervision and extended care at a rate of \$1 per every minute late.

L. Post-Performance Pickup

Students who are not picked up 15 minutes after the end of a performing arts production will be charged for late supervision and extended care. The initial charge will be \$10 per 15 minutes plus a \$1 per minute surcharge. After 16 minutes the surcharge increases to \$2 per minute. After 1 hour the surcharge is \$30 for every 15 minutes of supervision.

XII. INTERSCHOLASTIC SPORTS

All students in grades 4-5 are eligible for after-school sports. Students will not be dropped from the sports program provided they maintain regular attendance, display proper sportsmanship and do not lose eligibility due to low grades or failing to attain the "meets" level in effort. This also applies to other after-school activities.

The lower school program is structured to provide all interested students with an educational, enjoyable and appropriate experience. In order to accomplish these goals, we have created a structure that combines interscholastic opportunities for the most advanced students and a spirited and instructional intramural program for students who need to concentrate more on sport development.

Whenever possible, depending on the availability of competition, we will field an interscholastic team at the grade 5 level for all sports and one interscholastic team in grade 4 for the sport of basketball. If there are a large number of skilled players in a grade 5 and opponents to play, we will consider adding a second team.

In the lower school we will form an instructional and developmental intramural program in sports where we have ample enrollment. These programs may combine students from grades 4-5 in order to make it viable and fun for all.

The goal of the intramural program is to help and support the developing athletes in order to better prepare them for an interscholastic experience in the future and to meet the needs of recreational athletes.

Interscholastic sports practices are held Monday through Friday. Attendance is mandatory Tuesdays, Wednesdays and all game days. Exceptions: swimming is Tuesday/Thursday; track has no mandatory days.

- Practices are held Monday through Friday, 3:45-5 p.m. Practices start at 3:30 p.m. on Wednesdays.

- Sports offered include flag football, girls softball, swimming, basketball, soccer, baseball, girls volleyball and track.
- Parents are invited to watch games. Parents are not allowed to watch team tryouts or regular team practices.

Additional and more detailed information is available in the lower/middle school Athletic Handbook.

XII. TRANSPORTATION

A. General Bus Rules And Regulations

Transportation for field trips, athletics and other student activities will entail the use of Harker school buses or chartered vehicles. The safe transportation of students is the first priority of the transportation department. Students who do not follow established bus safety regulations may have their bus privileges suspended. Students are not permitted to board the bus without permission of the driver or staff member in charge. When a bus approaches for loading, students should line up in an orderly manner far enough back from the curb to be in no danger from either passing traffic or the school bus as it approaches the stop. No shoving or scuffling is allowed. When boarding the bus, students should wait until the bus is stopped, then walk toward the bus from a position a few feet ahead of where it is stopped.

Students are to go to their seats promptly after boarding the bus. On field trips when we will be transporting a full bus, students should take the first open seat closest to the rear of the bus. Students are to take - or change to - any seat assigned to them by the driver. Seats are not held for students boarding the bus at a later time. Students shall not leave their seats or speak to the driver while the bus is in motion, except in cases of emergency.

- No eating or drinking is allowed on the bus at any time. Paper and other debris must not be thrown on the floor of the bus.
- Students will open and close windows and doors only with the specific permission of the driver. Heads and arms must be kept inside the bus at all times.
- No object of any kind is to be thrown from the bus, and students are not to shout to pedestrians or motorists.
- The aisles of the bus must be kept clear of books, lunches, feet and all obstructions.
- Permission to leave or board the bus at other than normal stops must be cleared in advance with the supervising staff member. Written permission from parents must be presented to the teacher or coach in charge.
- Students are to report promptly to the bus driver any damage to the seats or any other parts of the bus near where they are sitting.
- No one, except regular passengers, may ride the school bus without written permission from the school authorities.
- Pets, animals of any size, or bulky school projects cannot be transported on school buses.

B. Intercampus Shuttle

Harker operates a shuttle bus between the lower school, middle school, and upper school campuses before and after school for the convenience of parents. Parents of students in K-12 may take advantage of the shuttle service at no cost. The schedule is available on the Parent Portal of the Harker website.

C. Car Pools

Car pool information is available on the Resources tile on the Parent Portal.

D. Home-to-School Bus Service

Harker operates home-to-school bus service from several areas around the South Bay. Information regarding those routes is available on the Parent Portal.

E. Walking Home

Students in grades 4 or 5 who live within two miles of the lower school campus may ask for permission to walk home from school. Students wishing to have this accommodation should see the elementary division head for approval. The parent or legal guardian must sign a waiver before a student will be allowed to walk home unaccompanied. The elementary division head reserves the right to deny this request at her discretion.

XIV. STUDENT SAFETY AND HEALTH

The Harker School takes all reasonable steps to establish and maintain a safe environment for students, faculty, staff and visitors on campus. We ask parents to assist in this effort by making certain that their children know the importance of and fully respect our policies regarding abusive behavior and regarding possession of any sort of weapon or dangerous device at any of the Harker facilities or at any event sponsored by the school. These policies are set forth in this handbook.

We also ask that parents take necessary precautions at home to safeguard against violation of these policies. This includes making certain that if weapons or any other type of dangerous instrument or device are kept in or around the household, neither students nor any other child has access to these items. We also expect that parents will take appropriate precautions to prevent their children from obtaining access to such items from any other source.

A. Illness

The school nurse takes care of children who become sick or injured at school. We have the right to send a child home and/or require a note to return to school if the nurse sees anything s/he believes to be of concern or contagious. Non-prescription medications such as TUMS, Sudafed, Tylenol, etc. will be given to students as needed to make them more comfortable during the school day with the parents' permission, as indicated in the OTC Medication section of the Magnus Health Record. Non-prescription medications brought to school must be given to the nurse. These medications cannot be stored in a student's backpack, desk or cubby/locker.

Children who are sick with a contagious illness should not come to school. It is especially important that children not take medication such as Tylenol or Advil to mask a fever and then come to school. Children with fevers of 100.0 or higher are contagious and are not able to do well academically in school. They should remain home until they have a normal temperature for 24 hours without needing Tylenol or Advil. Students taking prescription medication to be administered at school should bring the medication to the school nurse in the original pharmacy container. It will be given according to the doctor's orders printed on the container. If the medication, dosage or frequency changes from the directions printed on the container, a written order detailing the change and signed by the issuing doctor must be submitted to the school nurse.

B. Peanut And Nut Policy

The Harker School food service staff will not, to the best of their ability, serve peanut products of any type in any prepared or prepackaged foods. When serving other kinds of nuts, the nut will be visible to the consumer and the dish will be clearly marked at the point of collection.

We will do our best to not allow foods containing peanuts, tree nuts or their by-products to be served at school events including classroom parties, parent meetings, fundraisers, school gatherings, etc. The teacher or staff member supervising the event will be asked to make sure that this guideline is followed.

Children are not allowed to share food brought from home while at school. We are always mindful of students with allergies; as such, parents should always consult with the teacher before sending food to school to share. Parents may not bring food for sharing or provide food to their own child that contains any kind of nut.

C. Medical Excuses From P.E.

Physical education is a very important part of each student's day. The activities are performed in a structured, safe environment, controlled by a P.E. instructor. The activities range from motor skill development to small group games.

If your child must be excused from P.E., we require a detailed note as to the nature of the ailment or injury and the restriction on activity. If the excuse is for more than three consecutive days, a doctor's note is required. Students excused from P.E. will be excluded from physical activity during recesses and recreation for the duration. A student who participates in the after-school sports program will not be allowed to physically practice or participate in games that day. Students who remain on campus will be required to attend practice as a spectator.

D. Student Accident Insurance

Parents can purchase a low-cost accident insurance policy for their child. Harker does not carry any policy covering accidents that occur on campus.

E. Gymnasium

Students may use the gyms only when supervised by staff members. Only basketball or volleyball should be played unless there is another supervised class activity. Students should not kick balls or remove them from the gym at any time without the specific permission of a staff member.

Procedures

- Students should wipe their feet on the doormats when entering the gym from an outside entrance.
- Students should walk around the playing court whenever possible.
- No one may play on the gym floor in hard-soled shoes.
- The gym floor will be swept prior to practice and games each day.

Rules

- Students are not allowed to play in the gym without supervision.
- Students must be wearing rubber-soled shoes in order to be on the gym floor.
- No roughhousing, running around, playing keep-away with the ball, tag or footballs.
- No shooting from half-court or beyond the top of the key.
- No throwing balls at walls, scoreboard, stage, chairs or other equipment.
- Students may play half-court games and other ball shooting games only.
- No games may be played "without fouls."
- Lunch may not be eaten in the gym unless the weather is inclement.
- No footballs or softballs may be thrown in the gym.
- Balls may not be kicked in the gym.

Students who do not adhere to these rules after a first warning will receive a suspension from gym play or receive a behavioral referral. All infractions should be reported to the division head.

F. Pool Rules

Swimming Proficiency

Students must show a level of comfort in the water in order to participate in free swimming. Students must possess the following proficiencies:

- Be able to enter the pool using the steps or the ladder.
- Perform a float on their stomachs and on their backs for 30 seconds.
- Tread water for one minute.
- Swim 25 yards across the pool unassisted.

- Climb out of the pool unassisted on the sidewall.

Depending upon observed performance in these ability tests, students will be given appropriate access to areas of the pool and supervision assigned accordingly. If they cannot pass these tests, they may only be allowed in the shallow end of the pool with an instructor/lifeguard present.

Pool Rules

- No running in the pool area at any time.
- No pushing/shoving/horseplay allowed on the pool deck or in the pool.
- Girls must wear one-piece swimsuits that are appropriately cut, meaning no decorative cuts or holes. Boys should wear either swimming trunks or competitive swimming briefs; cut-offs and P.E. shorts are not permitted.
- No jewelry or wristwatches (other than waterproof divers' watches) should be brought to the pool area.
- No hairpins or barrettes.
- Other than water in unbreakable water bottles, no food or drink is permitted in the pool area at any time.
- Snacks and sport drinks brought in support of interscholastic teams should be stored at the lower school's athletic office and distributed outside the pool area.
- No hanging onto or sitting on the lane ropes when they are extended.
- After jumping or diving off the starting blocks, swim to the side of the pool.
- No head-first dives or jumps into the shallow area (1-1/2 to 3-1/2 feet); hands or feet must enter the water first. Supervised diving into the 8-foot section of the pool and off the starting blocks is allowed with direct observation of an adult supervisor.
- Towels are provided by the school; students may bring their own towels if they wish.
- Only authorized pool accessories may be used such as noodles, kickboards, or items pertinent to swimming instruction, etc. All must be approved by the aquatics safety director or assistant head of school for student affairs.
- When the emergency air horn sounds, get out of the water immediately and follow the instructions of the teacher or lifeguard present.
- Once on the pool deck, students may not leave without authorized permission.
- Wave anti-drowning detection head gear must be worn while swimmers are in the water for lower school P.E. swimming classes.

XV. DISASTER PREPAREDNESS

Harker's emergency procedures for each campus conform to the Standardized Emergency Management System (SEMS) tailored for the specific needs of that site and coordinated to the Civil Service system. The faculty and staff are presented with the details of the system and procedures at the start of each year and given updates during the year that are related to performance of drills and new procedures. The students are addressed in a similar fashion.

Each classroom and general work space has a copy of the school's Emergency Preparedness Guide posted for reference of faculty and staff in the event of an emergency. These are updated annually. Evacuation maps are also posted in each classroom and office space.

The lower school has regularly scheduled emergency drills that cover fire evacuation, earthquake response, lockdown, central shelter and shelter-in-place. Each campus has a designated off-campus assembly area should campus evacuation be necessary.

We strongly suggest that parents register at least one text-enabled cell phone with the school to receive text notifications from the school in emergency situations. In critical situations, the school also will post information on the website. Even in the case of a power outage at the campus, the website will still be operational as it is

hosted out of the area and we can access it by satellite if necessary.

We appreciate your cooperation and support of the following in the event of an emergency.

- In the event of a major disaster, such as an earthquake, students will be held at school until picked up by their parent, guardian or persons authorized to secure their release. We will not want to release students into unknown situations or to homes where parents might not be present. These authorizations should be established in advance; cell phone grids may be overtaxed in the event of a natural disaster and we may not be able to make contact to verify your request for a non-parental authorization.
- Parents who wish to send another adult to pick up their student (e.g., a relative or co-worker) must send written permission authorizing the individual to pick up the student. These authorizations are best established in advance; cell phone grids may be overtaxed in the event of a natural disaster and we may not be able to make contact to verify your request for a non-parental authorization.
- Parents and other individuals arriving on campus to pick up their children will check out their children curbside in the parking area. In every case students will be brought to their parents or authorized individuals from the staging area. Anyone coming to campus to pick up their student should follow directions as provided by staff on campus, and remain in their cars unless advised otherwise. As you can imagine, in a real emergency the staff will be working hard to maintain a safe and organized environment; protocols have been designed to move students to waiting vehicles and obtain release signatures from the adults picking them up. Adults who come on foot directly to the student staging area in search of their students may actually disrupt and slow down the process.

Information regarding the school's situation will be released for broadcast on selected radio and television stations. The selected stations are:

KLIV – 1590 AM, San Jose

KARA – 105.7 FM, Santa Clara

KGO – 810 AM, San Jose

NBC 11, San Jose ABC7 – KGO TV

KRON 4 News

Copies of the complete emergency plan for each campus are available for viewing with the campus dean and also with the office of student affairs on the upper school campus. Please contact the office at 408.345.9600 if you have questions.

Force Majeure

In the event the school operations are disrupted due to a force majeure, the school may, in its sole discretion, suspend or alter performance of operations. "Force majeure" means fire, explosion, weather-related event, governmental action, act of terrorism, epidemic, pandemic, or other event beyond the school's control. Normal performance of operations may recommence at such time as the school, in its sole discretion, determines is appropriate.

XVI. CAMPUS TRAFFIC REGULATIONS

Traffic on the lower school campus can be quite busy. Your child's safety is our main concern. The cooperation of all parents is essential in order to keep our students safe. The following are some important reminders about traffic and parking procedures.

A. Parking

We understand there is limited parking, and finding a space may be frustrating. Please follow the parking rules consistently. Please slow down when entering parking areas and focus on safe driving. We notice many parents distracted by dogs, phones, students in the backseat, etc.

Please observe and adhere to the campus parking lot speed limit of 10 mph., and a loading zone limit of 5 mph in the front loading zone on Bucknall Rd. and 5 mph in the back loading zone along Rincon Ave.

Park only in designated spaces. Parking in handicapped, reserved spaces and unmarked areas is prohibited!

Parking in the morning and walking your child to class can create congestion in the loading areas and surrounding neighborhood, and leaves limited spaces for teacher parking. Please do not park and walk your child to class unless it is absolutely necessary. Crossing in front of cars in the loading zone is dangerous and it slows down the process for all the other families.

If you must park and walk your student to class, please use a crosswalk and wait until cars in the loading zone are stopped and unloading before you cross. Please pay attention to the BEST staff loading zone attendants.

The school side of Rincon Ave. (adjacent to the field) is a no-stopping zone. In addition to the possibility of receiving a parking ticket, parking there (even for a short time) interferes with our loading zone line. Please do not park in the no- stopping zone on Rincon Ave. or Bucknall Rd. side!

Parking, loading or unloading in the bus circle is prohibited. This circle is for school vehicles only.

B. Loading Zones

Kindergarten and grades 4-5 utilize the front loading zone. Grades 1-3 utilize the back loading zone. With multiple children in the car, utilize the loading zone designated for the youngest child.

C. Morning Drop-Off

Help us unload your students quickly and safely. Plan ahead. Be at school well before class begins to ensure a pleasant experience. On the days when you may be running behind, please do not disregard safety to avoid tardiness.

The safety of students and staff is vitally important. Please focus your complete attention on driving while in the loading zones and parking lots, and refrain from using your cell phone.

Students should be ready to exit the car when entering the loading zone. Please have backpacks in the car with your child and ready to go. Stopping to open the trunk and getting out of the car causes delay.

Our staff is there to supervise the loading areas and assist where needed. Please wait for BEST staff to assist with K-3 students. Children in grades 4 and 5 may exit their cars onto the sidewalk unassisted in the front loading zone. Once your child exits the car, please focus your attention on the traffic ahead and leave the loading area quickly and safely.

Taking time to speak with your child after they have exited the car slows the process and creates more danger for students and staff. Please try to complete your conversations on your drive to school. Students may not be dropped off on the street or in parking areas. It is unsafe for them to walk unescorted through these areas. Students disregarding this policy will receive disciplinary action. Lastly, we ask that students are not dropped off in the bus loading area.

Please adhere to traffic signs posted at exits. Remember, right-turn only out of either the Bucknall or Rincon loading zones. Besides possibly being subjected to a traffic violation, waiting for a left turn causes back-up in the drop-off zone and creates consternation among those trying to get to their next destination.

Remember there is no left turn into the Rincon loading zone. Though not a city-mandated policy, left turns cause a back up in both directions on Rincon Ave. and creates frustration for non-Harker motorists. We ask that you modify your route, so you enter the loading zone with a right turn.

D. Pickup

The Green Placard must be displayed in the window when you arrive in the loading area and left there until your child is in the car. This placard is essential for the staff to identify your vehicle in the busy loading zone and make sure students are leaving with authorized persons. Students will NOT be released to cars without Green Placards, until identification is verified. All students must be checked out by a staff member prior to departing campus.

Each family is supplied with two placards for the car for each child in the family when the child begins kindergarten. Families will also be issued QR code stickers to adhere to each placard for staff to scan when arriving for pickup. These should be retained throughout the child's years at Bucknall. Grade-level stickers are then issued by the BEST staff at the start of each year that should be affixed to the placard for the car.

Please remember that lining up early causes backup. Students are excused from activities at 3:30 p.m. and 5 p.m. and they need time to come out to their loading zones. Students participating in after-school sports need 15 minutes. When parents are lined up before the children are excused, it is difficult for us to keep the loading zone moving. Please help us to create an efficient loading zone by arriving after your students are available.

Remember: Should you need to pick your child up early from a regular class (3:45-5 p.m.) please plan to park and retrieve your child from the class. If walking onto campus, please remember to bring the placard with you.

It helps to have a daily discussion about pickup. Make sure your child knows when you are picking up and where you expect them to be. Teaching them to manage their time responsibly is one of the goals of the after-school program.

Remember, your focus should be on safe driving. Please avoid looking for your child while entering the area and limit other distractions; so please refrain from using your cell phone while in the loading zone and parking lots.

E. Rideshares

If your family elects to use a rideshare company such as KidsKab for the pickup of your child, you must notify the school each time you use one of these services. The front and BEST offices should be notified in the morning of your planned afternoon pickup. For regular carpools, please request an additional placard for the carpool parent to ensure a smooth pickup. The school will not release your child from school to the driver unless we have written consent to do so from the parents. Drivers may not pick up or drop off students in the bus circle; they should drive through the appropriate loading zone or come to the front office and identify themselves for approval to pick up the child.

XVII. STUDENT LIBRARY POLICIES

Please visit the library portal for access to our online catalog, subscription databases, summer reading lists and much more. Links to the library portal can be found on the student and parent portals at portals.harker.org.

A. Library Hours

The lower school library is open from 7:30 a.m. to 6 p.m. All students are welcome in the library after school; students in kindergarten and grade 1 must be accompanied by a parent and students in grades 2-5 may come with a library pass.

The library phone number is 408.553.0551.

B. The Learning That's Fun

- The library is staffed with professional librarians who teach information literacy skills, including the love of reading, to students in K-5.

- Students in K-4 have weekly classes with time to check out books from our outstanding collection.
- Students come to the library with their teachers for information literacy instruction to support classroom projects.
- Students can come to the library before school, during recess, lunch and after school.
- The librarians provide many classrooms with rotating collections of pleasure reading and supplemental curricular materials.
- The library's online catalog and subscription databases provide students with a wide variety of quality resources in both print and digital formats.

C. The Fun That's Learning

- Borrow books that will take you on exciting adventures – both fiction or nonfiction.
- Write reviews of your favorite books in our online catalog.
- Attend our book fair in May.
- Read five books during the summer and get a free new book from the library.

D. Some Important Rules About Borrowing

- Students may check out up to five items depending on their grade. All items are checked for three weeks, unless they are in high demand.
- Parents are encouraged to check out books to use with their students.
- All library items must be checked out at the circulation desk before they are removed from the library.
- There are no fines for overdue materials. The library staff sends two overdue notices, after which parents will be billed for lost items. Parents may be billed for items returned in damaged condition.

E. Behavior Expectations

The library is a place to study, read, think, research and daydream. The librarians follow the same discipline procedures as the classroom teachers. Food or drink is not permitted.

F. Library Computer Use

- Students must follow the posted rules for appropriate computer use.
- All computers must be used for academic purposes only; check with the librarian if you need an exception.
- Students may not visit nonacademic websites or chat rooms, use instant messaging, non-Harker email, or engage in any other nonacademic use of the computer without prior permission from the library staff.

XVIII. TECHNOLOGY ACCEPTABLE USE POLICY

A. Philosophy

The effective use of technology has always been a hallmark of human success. Mastering the tools of one's time, place and culture is an essential part of any meaningful education. However, technology is only the vehicle for constructing meaning, solving problems and communicating with others.

We at The Harker School believe that developing fluency with the tools of the 21st century must be a part of every student's education. We also believe that the most important skills of the technology user are found not in any one tool, but in selecting the right tool, learning to use it and applying this skill to creating a meaningful product.

B. Purpose

Technology tools are available to all members of the Harker community, staff, faculty and students with a common purpose: to make the user more effective whether in their work or in their learning. The following policies exist to help assure that these tools are readily available and used wisely and safely.

No policies or rules set forth here should be construed in any way to supersede the relevant school rules. All policies regarding sexual harassment and academic integrity apply uniformly whether in digital or nondigital forms.

C. Technology Use Policies

Appropriate Use of Resources

The Harker School maintains digital resources to facilitate student learning and the operation of the school. Access to these resources is a privilege, not a right. Recognizing that this is the first priority, it is expected that all users will minimize their use of school resources (including bandwidth) so that it is available for learning and professional activities.

Do not abuse network resources by setting up peer to peer networks, open file sharing or hosting any network streaming.

Security & Care of Resources

All members of the community are responsible for using due care to maintain our digital resources whether physical or virtual. This means that all computing devices (including personal devices) accessing the Harker network must be adequately protected against spyware, viruses, Trojan horses and other forms of malware. Personal laptops may be examined when there is reason to believe that they are the source of potential harm to school resources.

Examples of harm include but are not limited to:

- using or having unauthorized passwords, or those belonging to another user
- possession of unauthorized network utilities or software that can bypass security systems, licensing, passwords, etc.
- any physical damage to any computer or network component
- spilling on or into the computer
- carrying a virus into the network
- installation of unauthorized software on any Harker computer
- unauthorized configuration or reconfiguration (changing the setup) of any Harker computer
- The unauthorized use and distribution of licensed software (software piracy) is not permitted on any Harker computer or using Harker's network.

Privacy

Electronic communications and storage are, by their nature, inherently insecure. As such, there should be no expectation of privacy with regard to the use of electronic information resources. Harker may log and monitor such information for the good of the school. All network traffic, as well as data storage, may be monitored, examined and evaluated by the school.

A student's privacy is a right that should be respected. Unauthorized entry or use of others' files or programs is a violation of privacy. In general, the school will treat electronic and telephone information as it would treat any other student property. Under circumstances where violations are suspected, the school may deem it necessary to investigate student resources just as it would with a locker search. Such policy and procedures are particularly relevant when the welfare of a student or of the institution is at risk. All school- owned digital equipment, and the data they contain, may have their content examined and evaluated at any time.

Accuracy

The school is not responsible for the accuracy or timeliness of information published on student-generated

websites.

All references and representations of The Harker School whether through posting, tagging, web publishing, letters to the editor, interviews, etc., are expected to be used responsibly. Any posting or other publication deemed inappropriate because of disclosure of confidential information, or inaccurate depiction of the school, its programs or policies; or disrespectful of the privacy or character of The Harker School, its faculty, staff or students, may be the subject of disciplinary action.

At no time will such publishing be deemed to represent the school's position unless appropriate pre-publication clearance has been obtained.

Copyright/Licensing

The Harker School is responsible for maintaining appropriate records showing that all software is appropriately licensed before it is used on any Harker-owned or Harker-controlled equipment. It is expected that all faculty and staff will make themselves aware of all relevant copyright laws and will honor them, and encourage students to honor them. Materials found to be in violation of copyright may be removed from the network without notice.

Network Accounts

All students, all faculty and many staff will receive a network account, including email and network storage. An initial, randomly generated password will be issued for each such account.

Passwords must be maintained in a secure fashion and changed periodically as per the policy noted below. If you believe your password has been compromised, you must change it as soon as possible. You must never disclose your password to anyone else. Disciplinary action will be taken for any use of another's password.

Students K-2 do not receive their unique Harker password. Students in grade 3 will receive an email account to access network resources, but the actual email function is not enabled. Grade 4-5 students have active email accounts, but they can only send/receive email from the Harker community (students, faculty and staff). Also, grade 4-5 email accounts are only to be used for academic purposes.

Limits

From time to time, the school may set limits on email and personal user folder storage.

Filtering and Blocking

The school uses a network filter to help maintain a safe environment. Additionally, the school may choose to block sites that it feels distract from the academic environment or unnecessarily consume network resources.

Chromebook Use Guidelines

When your Chromebook is not in use, it should be in its case. While in school, it should be either with you or in your locker. Chromebooks may not be used during recesses or after school unless under adult supervision in 10th period or in the library. Chromebooks may also be left on the racks at recess, lunch or after school.

Discipline

Violations of any of the policies and procedures noted above by a student may result in loss of network privileges and/or other penalties.

IMPORTANT REMINDERS

- You should always keep your password to yourself; it is your responsibility to protect your password.
- You should always avoid using negative or cruel language that can be hurtful to others.
- You always need a teacher's permission to use the Internet at school. You should be using the Internet for educational purposes only.
- You should always use great care when using computer equipment. Please keep all food and drink

away from the computer equipment.

- Students are not permitted to use personal Gmail, Yahoo or other social media accounts at school.

CONSEQUENCES

Violations of The Harker School's technology policies will result in disciplinary action at the discretion of the division head.

EXAMPLES OF VIOLATIONS:

- careless handling of computer resources (including Chromebooks)
- accessing the Internet at inappropriate times
- student use of a faculty/staff computer (without permission)
- transferring unapproved software to school computers or across the school network
- intentionally divulging passwords to others
- use of vulgar or obscene language
- reconfiguring software or hardware
- connecting a computer to the network without authorization
- accessing inappropriate content on the Internet
- copying or pirating software
- misrepresenting identity in electronic communication
- harassing, insulting others, sending offensive messages
- hacking or unauthorized access

| Violation (Partial List) | First Offense Consequence |
|--|---------------------------------------|
| careless handling of computer resources | Standard discipline consequences |
| exceeding storage limits or storing unapproved content | 1 hour |
| careless protection of password | 1 hour of disciplinary 10th period |
| accessing the Internet at inappropriate times | 1-3 hours of disciplinary 10th period |
| violation of home page guidelines | 2 hours |
| student use of a faculty/staff computer (without permission) | 2 hours |
| transferring unapproved software to network computers | 2 hours |
| intentionally divulging passwords to others | 2 hours |
| use of vulgar or obscene language | 2-5 hours of disciplinary 10th period |
| reconfiguring software or hardware | 2-5 hours of disciplinary 10th period |

| | |
|---|---------------------------------------|
| connecting computer to network without authorization | 3 hours |
| accessing inappropriate content on the Internet | 3-5 hours of disciplinary 10th period |
| copying or pirating software | 3-5 hours of disciplinary 10th period |
| misrepresenting identity in electronic communication | 3-5 hours of disciplinary 10th period |
| harassing, insulting others, sending offensive messages | 5 hours to suspension |
| hacking or unauthorized access | 5 hours to suspension |

Notes:

- All technology violations also include a restriction from use of technology resources at The Harker School. The length of the restriction will be determined by the severity of the offense and may extend to a permanent restriction for the remainder of the school year.
- Certain serious violations of the Technology Acceptable Use Policy may involve investigation by law enforcement agencies and reporting to legal authorities. The school cooperates completely with all investigations conducted by law enforcement agencies.
- The technology department requires all students to be aware of the plagiarism policies and consequences as outlined in the Disciplinary Policies and Procedures section.

XIX. COMMUNICATING WITH THE SCHOOL

A. Communicating With Faculty/Staff

Our goal is to make your child's experience at Harker the best it can be, whether that be academic, social or emotional. Should you have questions throughout the year, we encourage you to contact the appropriate person so that we can resolve any questions as quickly as possible. In an effort to help you better understand who you should go to with your questions, we have provided the information below.

Questions Regarding A Class

If you have a question about a class, we ask that you speak to the teacher first. Questions can usually be addressed more efficiently when discussed with the appropriate teacher directly.

Divisional Academic Questions

Division heads are a vital part of each campus. Should parents have questions about Back-to-School Night, orientations, parent teacher conferences, continuing concerns about classes, or general questions about the division, please contact your division head, Debra Cope for TK-2 at debra.cope@harker.org or Kristin Giammona for grades 3-5 at kristin.giammona@harker.org. Should you have questions about classes, teachers, or the academic program in general that the division head was not able to address, the division head will direct you to contact Jennifer Gargano, assistant head of school for academic affairs, at jennifer.gargano@harker.org.

Non-Academic Questions

Deans assist the division heads in a myriad of ways and deal with issues, mostly outside of the classroom. If you have questions about assemblies, traffic, emergency procedures, student behavioral issues or discipline, please contact the dean of students, Walid Fahmy at walid.fahmy@harker.org. Should you have questions about the aforementioned topics that the dean cannot address, the dean will direct you to contact Ken Allen, assistant head of school for student affairs, at ken.allen@harker.org.

Academic Management - Counseling

The counseling department is a wonderful resource for both parents and students. The counselors primarily work with the students on academic management and help to ensure the students are as academically successful as possible.

They assist parents and students in finding appropriate tutors and in creating make-up schedules should students be out of school for an extended period. They are also a resource for students who have emotional and social issues and a resource for parents who desire advice for dealing with children of a particular age in general. You can reach them at counseling@harker.org.

All Other Questions

If you are unsure of whom to contact regarding a specific question you have that does not fall under the categories listed above, please contact Debra Cope (TK-2) at debra.cope@harker.org or Kristin Giammona (grades 3-5) at kristin.giammona@harker.org.

B. Contact Information

To contact Harker, call the main numbers noted below. You can also find this information and more at the CONTACT US link at the bottom of each Harker website page and in the portal:

| | |
|------------|--|
| Main Phone | 408.871.4600 |
| Main Fax | 408.871.4320 |
| Attendance | 408.871.4600 |
| Nurse | 408.553.0562 |
| Billing: | 408.553.0362 |
| Admission | admissions@harker.org |

Address: 4300 Bucknall Road, San Jose, CA 95130

Emergency Note: In the event of a power and phone outage, our main analog fax line will be employed as an emergency phone. That number is: 408.871.4320. Also, this year we will add a fully-integrated urgent text messaging system to our emergency preparedness portfolio.

XX. SCHOOLWIDE COMMUNICATION AND MEDIA RELATIONS: OFFICE OF COMMUNICATION

Harker's Office of Communication oversees the public website, Parent Portal, internal and external publications, including the Harker Magazine, photo and video coverage, social media, media relations and the Harker News, Harker's daily digital news source. Email communications@harker.org with any questions or suggestions.

Parent Portal: Harker's Parent Portal is your dashboard for information and resources. In this password-protected space, accessed from www.harker.org, you can (depending on your student's division): update your family's information; view report cards, announcements, the staff directory, lunch menus and homework; find tuition and re-enrollment information; customize calendars; purchase tickets for events; access the photo database and video channels; sign up for after-school activities; and more.

eWeekly: The eWeekly is sent each Thursday to all Harker families with calendar and event reminders for the coming week, including links to RSVP or purchase tickets to events and access to our photo database for downloading. (Additionally, parents may receive unofficial reminders and updates regarding grade level social activities by Grade Level Coordinators or other parent volunteers from our advancement office).

Online News, News Express, Harker Magazine: We publish news and updates about the Harker

community in Harker News on an almost-daily basis here: <http://news.harker.org/>. You can subscribe to a daily digest, which we highly recommend so you don't miss interesting and exciting news of the community. The Harker News Express is emailed in the first week of each month to all families and to alumni. It recaps the top stories from the previous month, and includes event reminders for the coming month. The biannual Harker Magazine includes in-depth features, alumni news and more. It is mailed to homes and also linked in the Parent Portal. To submit story ideas and suggestions for any of these publications, email news.harker.org.

Photos & Video: Parents are expected to show consideration for students, teachers and coaches if video recording or photographing extracurricular events, such as performances and sporting events. No recording (audio or video) of in-class or athletic practice activity is permitted without the explicit consent of the instructor or coach.

To enable parents to devote their full attention to their child's performance, all major performing arts events are professionally recorded and photographed by the school and made available for free to parents via the Performing Arts tile on the parent portal, and photo galleries in the portal shortly after the performance. Therefore, we ask families not to video record or photograph these events so that all families can enjoy their children's performance without distraction. A quick phone photo is acceptable, but no flash photography is allowed. Specific guidelines will be announced prior to each performance. The public release or posting of any portion of any of these recordings is strictly prohibited without the explicit consent of the administration of The Harker School.

The school photographs and video records parent presentations and other events and activities at all four campuses regularly. Those photos and videos, along with the student performances, can be found in the Video On Demand tile and Performing Arts tile, and in the photo database, and all may be downloaded for free.

Social Media: Follow Harker on Facebook (<https://www.facebook.com/harkerschool/>), Instagram (<https://www.instagram.com/harkerschool/>) and YouTube (<https://www.youtube.com/user/harkerschool>). Follow athletics on Instagram (<https://www.instagram.com/harkerathletics/>).

We're grateful to our families and alumni who share their Harker pride by following us on social media, sharing posts, and sharing your great experiences on review sites, such as Niche, Yelp and Great Schools for prospective families.

Logo Use: Harker logos are trademarked, and any use must be cleared by the Office of Communication.

Media Relations: Harker's Office of Communication (O of C) oversees the school's media relations. The goal of the school's media relations is to maintain a professional working relationship with the press; seek opportunities to share timely news of the school, its people and its programs; ensure the accuracy and appropriateness of any information being disseminated about the school; and protect the school's reputation.

Faculty, staff, students or parents who are contacted by the media for a Harker-related story should refer the reporter to news@harker.org or call 408.345.9675. You can also contact the O of C with the information and they can approve or discuss any concerns and/or suggestions with you. Members of the media wishing to visit any of our campuses must contact the O of C who will clear and supervise the visit.

Note: Harker's student journalists are members of the community, as well as developing journalists, and we encourage the Harker community to participate in their learning process and to respond to their inquiries. Given that the stories covered by our students can be obtained by external media and could be considered in any legal matter, it is important that all Harker community members exercise good judgment when discussing any matter. If a Harker community member has questions about a given topic or information requested, he or she should inquire with the head of school or Office of Communication.

While we do our best to monitor Harker media coverage, please be aware that media companies and individuals over whom we have no control may take photos of the school, students, faculty and parents, both on and

off campus. Also, social media has created a proliferation of information about the school, students and faculty over which we have little control, but that we monitor regularly.

If you have any questions, contact communications@harker.org or Pam Dickinson, Office of Communication director, at pam.dickinson@harker.org.



LOWER SCHOOL
4300 Bucknall Rd.
San Jose, CA 95130
408.553.0501

MIDDLE SCHOOL
4525 Union Ave.
San Jose, CA 95124
408.553.0300

UPPER SCHOOL
500 Saratoga Ave.
San Jose, CA 95129
408.345.9200