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MIDDLE SCHOOL  
STUDENT HANDBOOK  
2021-22



HARKER®

**Middle School Campus**

4525 Union Ave., San Jose, CA 95124

408.248.2510 • [www.harker.org](http://www.harker.org)

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# 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.



# WELCOME LETTER TO THE STUDENT BODY

Dear Middle School Students:

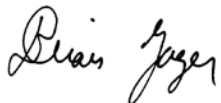
On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2021-22 academic year at The Harker School. This handbook has important information about all aspects of the school; we hope you'll keep it handy and refer to it often.

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, in fact, an important team member, 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

Note: Due to the continually shifting nature of COVID-19 protocols, we have not placed specific COVID-19 information in this handbook. Rather, we will continue to communicate with you via our portals and emails as we make the return to in-person learning.

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## NEW FOR 2021-22

The middle school handbook has undergone significant changes and revisions, due to the move to the campus on Union Ave. Please read the handbook carefully to develop a deeper understanding of what it means to be a middle school student at The Harker School.

# I. ALL ABOUT HARKER

## THE HARKER 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 extracurricular 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.

# 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 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. Donald L. Nichols assumed leadership of the Academy in 1950 and the Harker Day School in 1956, merged the two schools under the name Harker Academy and moved to the present location in 1972.

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 the spring of 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.

## EXPECTED SCHOOL WIDE 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

## 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."*

## 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, 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.

## **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.

## **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 upper 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 middle 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*

After consideration of all relevant information and documentation, 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 mission or 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 and the student's parents of its final decision as to requested reasonable accommodation(s) in writing.

## II. ADMINISTRATION, DIRECTORS, MANAGERS & DEPARTMENT CHAIRS

### ADMINISTRATION

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

### DIRECTORS & MANAGERS - K-12

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<b>Director of Global Education</b>	<i>Jennifer D. Walrod</i>
<b>Director of Health Services</b>	<i>Debra Nott</i>
<b>Director of Information Technology</b>	<i>Jesse Lara</i>
<b>Executive Chef &amp; Food Service Manager</b>	<i>Stephen Martin</i>
<b>Human Resources Manager</b>	<i>Marissa Locketti</i>
<b>Learning, Innovation &amp; Design Director</b>	<i>Elizabeth Brumbaugh</i>
<b>Library Director</b>	<i>Lauri Vaughan</i>
<b>Director of Security</b>	<i>Tor Warmdahl</i>
<b>Summer School Director</b>	<i>Cindi Gonsalves</i>
<b>Transportation Manager</b>	<i>Heather Armada</i>

### DIRECTORS, MANAGERS & OTHER PERSONNEL - MIDDLE SCHOOL

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<b>Assistant Division Head, 6-8</b>	<i>Patricia Lai Burrows</i>
<b>Athletic Director, Grades 4-8</b>	<i>Theresa Smith</i>
<b>Before- and After-School Enrichment (BASE) Director</b>	<i>Lorena Martinez</i>
<b>Campus Librarian</b>	<i>Bernie Morrissey</i>
<b>Counselors</b>	<i>Caitlin MacCalla (A-L), Melinda Gonzales (M-Z)</i>
<b>Director of Admission, Middle School</b>	<i>Danielle Holquin</i>
<b>Director of Learning, Innovation and Design, Middle School</b>	<i>Abigail Joseph</i>
<b>Learning Specialist, Grades 6-12</b>	<i>Josie Porcella</i>
<b>Nurse</b>	<i>TBD</i>



## DEPARTMENT CHAIRS - MIDDLE SCHOOL

<b>Computer Science</b>	<i>Eric Nelson</i>
<b>English</b>	<i>Arabelle Aguirre-Chow</i>
<b>History</b>	<i>Keith Hirota</i>
<b>Mathematics</b>	<i>Vandana Kadam</i>
<b>Modern &amp; Classical Languages, Grades 1-8</b>	<i>Julie Pinzás</i>
<b>Performing Arts, K-12</b>	<i>Laura Lang-Ree</i>
<b>Performing Arts Lead Teacher</b>	<i>Paul Vallerga</i>
<b>Physical Education</b>	<i>Samantha Salfen</i>
<b>Science</b>	<i>Kathy Peng</i>
<b>Visual Art, 6-12</b>	<i>Josh Martinez</i>

## RIGHT TO AMEND HANDBOOK

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

## III. ACADEMIC PROGRAMS AND PROCEDURES

### A. GENERAL CURRICULUM

The Harker School's academic program is divided into five divisions: transitional kindergarten; primary, K-3; elementary, grades 4-5; middle, grades 6-8; 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 event for each division, during which parents meet with their children's teachers and receive a more detailed outline of the year's curriculum. All grade levels hold additional orientation meetings at the beginning of the school year.

### The Harker School - Middle School Academic Plan

		Grade 6	Grade 7	Grade 8
1	English	Grade 6 English	Grade 7 English	Grade 8 English
2	Math	Pre-Algebra A Honors Pre-Algebra	Pre-Algebra B Honors Algebra 1	Algebra Honors Geometry
<i>Note: Above are common math progressions, but not all possibilities are shown here.</i>				
3	Science	Earth Science	Sem 1: Physics Sem 2: Chemistry	Biology
4	History	Ancient History	World Studies	United States
5	Language	Level 1a	Level 1b	Level 2
6	P.E./Health/ Computer Science	P.E. and Health	1 sem: P.E. and Health 1 sem: P.E. and Comp Sci	1 sem: P.E. and Health 1 sem: P.E. and Comp Sci
7	Electives/ Expository Writing	1 sem: Elective/Comp Sci 1 sem: Elect./Music & Drama	1 sem: Elective 1 sem: Expository Writing	1 sem: Elective 1 sem: Expository Writing

## **ADDITIONAL COURSE INFORMATION**

### **Study of Languages**

At Harker we require all sixth graders to take a beginning level (level 1A) of language in order to fully understand the study of a language. Students may switch languages at the end of their grade 6 year. Due to the fact that our language program represents high school-level curriculum we maintain some flexibility in the middle school for students moving through that program. Students whose performance in their language level is at the B- or lower range may be recommended or required to repeat the language level, cementing ongoing success in middle school as well as high school.

### **Fine Arts**

We believe all students should have experiences with the fine arts. The fine arts are not only important in and of themselves; we believe they enhance all other academic disciplines in which our students engage. All grade 6 students take required music and drama classes that serve as a continuation of the K-5 music program. In grades 7 and 8 all fine arts classes are offered through our elective program. If students are not taking a fine arts elective in either grade 7 or 8 they must participate in some fine arts experience which includes, but is not limited to, the following Harker-sponsored opportunities: performing arts weekend workshops, fine arts independent studies, after-school fine arts programs, or performing arts productions. A full list of such opportunities can be found on the parent portal.

### **Physical Education**

All students must participate in physical education classes unless excused for medical or health reasons. On rare occasions, exceptions may be made to the on-campus physical education requirement. **This exemption application can be obtained online or from the front office and must be submitted to the division head three weeks prior to the start of each semester.** No forms will be accepted after that time. The requirements will be reviewed by the physical education department chair and division head. Please consult the form for complete details before submission.

Students are issued a P.E. locker.

Harker has taken a number of steps to improve hygienic practices and help students to organize and manage their P.E./ athletic clothing. Every middle school student is required to utilize a drawstring backpack for these purposes. They are available through the Eagle online store.

Details regarding approved P.E. clothing can be found in the Dress Code section.

### **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 quiet sit-down games to vigorous team and individual 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 and should be delivered personally or digitally to the P.E. teacher, nurse and front office within the three-day period following the injury or diagnosis. Students excused from P.E. for medical reasons will be excluded from physical activity during recesses and recreation for the duration. Students who participate in the after-school sports or dance program will not be allowed to physically practice or participate in games that day if they have been medically excused from P.E. If the student remains on campus he/she will be required to attend practice as a spectator.

## **B. LEARNING ENVIRONMENT**

Teachers utilize a variety of mediums to engage students in their learning. This may include, but is not limited to, a mixture of projects, class discussions, group work, teacher-directed learning, traditional assessments and hands-on experiences.

### **ACADEMIC PLACEMENTS**

For a variety of classes at Harker 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.

As the academic program broadens in the middle school, teachers will make decisions so students are placed in the most appropriate learning environment. Placements are based on the criteria listed below.

### **History**

For grade 9 Honors World History 1 placement, current grade 8 students must receive a B (83%) or higher in Honors English or an A- (90%) or higher in Advanced Core English along with an A- or higher in U.S. History. Placement decisions are made based on semester 1 grades. Placements are not static; grade 9 students will be reviewed during the first six weeks and can move to honors with A work in all categories.

## **Language**

Current grade 6 students must receive a grade of 96% or more to be placed in grade 7 Spanish 1B Honors.

Current grade 8 students in languages other than Spanish must receive a grade of 93% or more to be placed in honors Mandarin, Japanese, Latin or French in grade 9.

## **Math and English**

The middle school follows the same placement structure for math and English that exists in the lower school. As in language and science, teachers review placements on a consistent basis to ensure that students are appropriately challenged and supported.

## **Science**

Current grade 6 students must receive a grade of 90% or more in both semesters to be placed in grade 7 Science Honors.

## **WORKING IN A COURSE ABOVE GRADE LEVEL**

Working in a course above grade level in grades 6-8 at Harker is intended for the exceptional student who has mastered all concepts in a given grade level, including the ability to abstract and infer from non-standard, complex problems. This 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. When a student is considered for this acceleration, the administration reviews the situation to ensure that in the long term, such a move is in the student's best interest. Exceptional grades, teacher recommendation, ERB scores, performance within 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 course at Harker and the implications it may have on the student's long-term success.

## **ADVISORY**

One of the fundamental community programs within the middle school is the advisory program. The advisor is an important contact point, cementing the relationship between the student, the school and the home. Students are placed in an advisory in sixth grade, and they remain with this advisory throughout middle school. Health and wellness, downtime, spirit and community, character and ethics, as well as support and advocacy, are key pillars of the advisory program. The mission of the program is to provide academic and personal support for each student and to promote activities and discussions which can lead each individual to "discover, develop, and enjoy their unique talents."

The school utilizes the Character Strong Advisory curriculum which focuses on developing meaningful relationships and serving students through social and emotional skills, character development, community building, cultivating growth mindsets and more.

## **HOMEWORK POLICIES**

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 parents or tutors. 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 best support the student or modify assignments in the future. Approximate total amounts of time that students are expected to spend on homework are as follows:

- Grade 6: 1.5 hours or 15-20 minutes per academic subject
- Grades 7-8: 2 hours or 20-25 minutes per academic subject
- Students in advanced languages, Algebra 2/Trig, Geometry, Precalculus or grade 8 Honors English may have a greater homework load.

The Harker School is committed to ensuring a well-balanced approach to academics for all of its students. If a student is not able to complete homework during the time allotment as written above, the school encourages parents to submit a note to their child's teacher indicating this. Students are not to be penalized for not completing their homework when such notes are submitted. Some assignments will be excused. If the assignment is of a larger nature that cannot be excused, the teacher will work with the student to find an appropriate timeline for the student to finish the homework.

Teachers' lesson plans are updated weekly online. Major assignments, tests and quizzes will be posted by Friday evening of the previous week. Details of daily homework assignments will be posted by noon on Monday.

Parents will be notified when a student repeatedly comes to class without completed homework. Students who do not complete a homework assignment on a given day may be sent to Test and Study Center period to complete the assignment.

## **C. ACADEMIC SUPPORT AND RESOURCES**

### **OFFICE HOURS**

Office Hours is time set aside in the weekly schedule for all students. Teachers are available to advise or provide support to any student. Teachers may also require students to attend Office Hours. Office Hours are offered Monday, Tuesday and Thursday after 7th period. Please see the bell schedule for the exact times.

During Office Hours students must be in one of the following areas:

- a classroom working with a teacher
- the library or working independently in a classroom
- outdoor tables for open study
- amphitheater and surrounding areas hanging out

If students choose to attend open study outdoors during Office Hours, we ask that talking and noise be kept to a minimum. Any non-academic use of personal electronics (ESCAPE TIME) is not permitted until 4 p.m. In the library, this is 5 p.m., or 4:30 p.m. on Fridays.

### **TEST AND STUDY CENTER**

The Test and Study Center is available Monday to Thursday from 3:45-4:30 p.m. It provides students with a quiet supervised space to work on their school work either of their own choosing or when required by a teacher.

A teacher may require a student to attend TASC for these reasons:

Two days have passed since a deadline, and the student still has not completed the work.

Student needs to take a make-up test, and teacher is unavailable to administer it.

Assignment to TASC is not a punishment. It is a resource to help students get back on track when they are behind. However, if a student does not attend TASC when it is required, then a behavior referral may be assigned.

### **FINDING A TUTOR**

Should a student need additional support in a given discipline, we ask that the parent or student contact the teacher to determine how best to address the issues the student may be experiencing. We also encourage parents and students to fully utilize extra help periods, as that is a powerful tool to clarify concepts to ensure points of confusion do not become problematic. However, if a family is finding that help beyond what can be provided in extra help is necessary for a given student, a parent may consider seeking additional support in the form of a tutor. If that is the case, please note that as a service to our community, the counseling department maintains a list of tutors who have the expertise and training in the discipline in which they are tutoring. They are all 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 counselors give 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.

If you 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 for tutors not employed by Harker, parents conduct reference checks and check for criminal background history. Parents may do the latter by logging onto [www.nsopw.gov](http://www.nsopw.gov). We also encourage parents to be present while their child is being tutored.

The Before- and After-School Enrichment (BASE) department offers a peer tutoring program that occurs after school. Upper school students volunteer to tutor middle school students in a specific subject area. Details about this program will be emailed to students at the beginning of the year.

### **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.

## D. 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. These counselors continually monitor and track a child's progress.

- Counselors are responsible for academic monitoring and tracking of a student's progress, including monitoring students with grades of C and below. Counselors also track missing homework and assignments to Test and Study Center period.
- 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.

### Recommending Psychoeducational/Psychological Testing

Occasionally a student's lack of performance is indicative of a significant learning or emotional challenge, or may be the 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.

**If parents do not want their child to see the counselor for nonacademic reasons, it is the responsibility of the parent to notify Evan Barth, division head.**

*Confidentiality of Personal Information Shared with School Counselor.*

The Harker School recognizes the confidentiality provided to personal information disclosed by students 12 years or older in the process of receiving counseling to a school counselor at a public school under Education Code Section 49602, and adopts these provisions for The Harker School as follows:

Harker considers any information of a personal nature disclosed by a student 12 years of age or older in the process of receiving counseling from a school counselor at The Harker School to be confidential. Such information does not become part of a student's record without the written consent of the person who disclosed the confidential information. The information also will not be revealed, released, discussed or referred to, except as follows:

- a) To discuss with psychotherapists, other health care providers, or the school nurse, for the sole purpose of referring the student for treatment.
- b) To report child abuse or neglect as required by the law.
- c) To report information to the head of school or parents of the student when the school counselor has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community, including administrators, teachers, school staff, parents, pupils and other school community members.
- d) To report information to the head of school, other persons inside the school as necessary, the parents of the student, and other persons outside the school when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses, will be or has been committed.
- e) To report information to one or more persons specified in a written waiver after the written waiver of confidence is read and signed by the student and saved in the student's file.

Notwithstanding the above, the following provisions apply:

- A school counselor will not disclose information deemed to be confidential to the parents of the student when the school counselor has reasonable cause to believe that the disclosure would result in a clear and present danger to the health, safety or welfare of the student.
- A school counselor will disclose information deemed to be confidential to law enforcement agencies when ordered to do so by order of a court of law, to aid in the investigation of a crime, or when ordered to testify in any administrative or judicial proceeding.
- A school counselor may confer with other school staff, as appropriate, regarding modification of the student's academic program.
- A counselor does not need a Release of Information to report academic concerns or other performance issues of a student to the head of school or other school officials including teachers who have a legitimate educational interest.

"Information of a personal nature" does not include routine objective information related to academic and career counseling. While the school is committed to maintaining the confidentiality of student information, in order to best serve the needs of Harker students, the school encourages, but does not require, parents and, if applicable, students 12 years or older, to give the counselor permission to communicate to the student's teachers pertinent information about any issues and/or concerns pertaining to the student (e.g., learning disabilities or emotional concerns) so that everyone involved in a student's education can help the child thrive to the best of the school's ability.

## 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:

1. Contact your child's teacher directly. If the problem involves a member of the coaching or enrichment staff, contact the athletic director or enrichment director.
2. If the problem is not resolved to your satisfaction, pursue the matter with Evan Barth, division head or Patricia Lai Burrows, assistant division head.
3. If the matter remains unresolved, discuss academic concerns with Jennifer Gargano, the assistant head of school for academic affairs. Nonacademic concerns should be discussed with Ken Allen, the assistant head of school for student affairs.
4. If the concern is still unresolved, you are welcome to speak to Brian Yager, the head of school.

## E. ANNUAL AWARDS AND HONOR ROLL

The top awards for the year are determined by joint consent of the teachers and administration at each grade level.

The Harker School is filled with exceptionally talented and hard-working students and we recognize those students who have particularly excelled in the core values predicated on our mission statement. Our primary goal is to seek the most meaningful approach to ensure that all students receive the recognition they have earned.

In the middle school, semester Honor Roll certificates and annual awards are distributed directly to the families by mail. The Honor Roll designation, as described below, is awarded at the end of each semester.

### Honor Roll Qualifications

Students will be notified by mail of their qualifications for the Honor Roll at the end of each semester. In addition to upholding our community expectations, a student can qualify to be on the Honor Roll for Citizenship Honors, Effort Honors and/or Academic Honors.

- Citizenship Honors: A student who has exceeded expectations in at least two classes for the entire semester and had earned meets in the remaining classes.
- Effort Honors: A student who has exceeded expectations in at least two classes for the entire semester and had earned meets in the remaining classes.
- Academic Honors: A student who has earned grades of at least A- (90%) or higher in science, history, math, English and language, and B (83%) or higher in remaining courses.

### 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 the 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)

## **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
- is consistently prepared and arrives to class on time

## **Annual Certificates**

Students may receive recognition within our annual certificates program as well. These certificates are described below.

- Love of Learning Certificate – Students may be recognized for their engagement in the classroom environment which enriches the learning experience for all.
- Mission of the School Certificate – This award will recognize students who exemplify the values of Harker's mission and philosophy.
- Leadership Certificate - The leadership certificate is presented to students who successfully lead and enlist the support of other students to accomplish goals that improve or enrich the community of the school. Nominations for certificates are made by faculty and staff with approval by the administration.

## **F. ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES**

We encourage students to explore their passions and interests beyond their core academic subjects. Many students participate in athletics, performing arts, and speech and debate which involve significant rehearsal or practice time. Learning how to properly balance their studies with extracurricular responsibilities is a necessary skill.

### **Helping students manage their time effectively**

When a student's academics falters due to being over-committed, the school follows procedures to help them learn how to prioritize their time more effectively by setting minimum grade expectations for continued participation in these activities.

Students who have a grade of C- or lower in any one class are in jeopardy of losing their ability to participate fully in athletics, performing arts (theater productions, dance performances, concerts, trips, etc.) and debate (tournaments, trips). Before this occurs, we proactively involve the team of coaches, teachers, counselors, etc., to track progress and support the student. The current protocol is intended to encourage, empower and motivate the student to use Office Hours, TASC, and other supports necessary to improve grades. By utilizing a system similar to the three-week timing of our placement review protocols, students have ample time to adjust study habits and make progress before limiting their full participation in extracurricular activities.

Every Monday (beginning of the week) counseling will create a list of students with grades C- and below. This list will be provided to the division head, counseling, athletics, performing arts and study hall supervisors.

### **First week on the list**

1. Counselors initiate a conversation with the student and the team is notified (teacher notifies parents of low grade), coaches, performing arts, debate, etc.)
2. Student is notified that there are three weeks to raise the grade before participation is limited.
3. Student must attend Extra Help (monitored by teacher) and TASC; student is proactively working to improve grades.
4. Extracurricular staff helps to motivate student and remind the student of OH/TASC support.
5. If student has study hall, study hall supervisors help to ensure the student's time is being used wisely.

### **Second week on the list**

1. The team continues to monitor and support the student's efforts to improve the grade.
2. The student is reminded that another week of C- will lead to limited participation in athletics, performing arts, debate, etc.
3. Positive reinforcement and encouragement from teachers/coaches is emphasized.

### **Third week on the list**

1. The student's participation in extracurricular activities is limited and counselors notify the coaches/teachers of the protocol.

2. Student cannot participate in games, tournaments, trips, performances, etc., until grade is above C-.
3. Student can attend athletic practices only on Wednesday and Friday (two of the three mandatory practice days).
4. Student can attend only two rehearsals/meetings for performing arts, dance, debate per week.
5. Student is required to attend Office Hours three times per week (monitored by teacher).
6. When grade improves, student returns to full participation.

### **Impact of this protocol**

This protocol gives the student an opportunity to earn the return to full participation and allows for ongoing positive reinforcement. Being allowed to participate in practices/rehearsals honors the relationship with and dedication to the team, cast, ensemble, etc. Involving coaches and extracurricular teachers early in the process helps to build an effective support system outside of the classroom. Sharing that there is a support system in place for academic success with parents/students at athletic meetings (start of new seasons) and at performing arts meetings may help families understand the importance of commitment to extracurricular activities and the joint support.

### **G. RE-ENROLLMENT REQUIREMENTS**

All students must achieve specific academic and behavioral standards to qualify for re-enrollment. For re-enrolling into grades 1-8, the minimum standards are earning a yearly average of at least a C- (70%) or higher for the year in English, math, history and science with a D average or higher in foreign language and remaining courses, as well as good behavior, attendance and citizenship as outlined in this handbook.

To support a successful learning experience in the upper school, grade 8 students must earn a C average or higher for the year in English, math, history and science with a D average or higher in foreign language. They must also exhibit good behavior, attendance and citizenship as outlined in the handbook. The middle school faculty and counselors will make every attempt to assist students who are experiencing academic difficulties.

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 fulfil 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.

### **H. REPORT CARDS AND GRADE BOOK REPORTS**

Report cards are posted to the parent and student portals at the end of each academic semester. Progress or "snapshot" grade reports are posted online mid-month beginning in October.

## **IV. BASE AND ATHLETICS**

### **BASE AND AFTER-SCHOOL ENRICHMENT**

The goal of BASE is to cultivate a safe environment while hosting a variety of fun and relaxing activities built on the diverse interests of all our students. We have a student center called Activity Avenue that is open daily, where students can enjoy playing video games, board games, bumper pool, foosball, watch a movie or hang out with friends during appropriate times of the day.

BASE transforms after-school hours into an atmosphere where students can explore options, discover new challenges, build character, and learn responsibility through enrichment activities. On some Fridays the staff creates a mini-carnival called Fun Friday, where students can partake in music and games after school. Some past themes for Fun Friday were Candyland, Super Mario's and Harry Potter's World.

BASE leaders are energetic and dedicated staff members who serve as supervision aides and role models for appropriate relational interactions for our young adolescents. Most have significant experience working with children and previous experience in a camp or school setting.

After-school enrichment activities are available for all students. Students are welcome to participate in a variety of daily drop-in activities, or sign up for scheduled enrichment classes. Students who are not involved in any organized activity after school must remain in a supervised area of the campus.

### **Types of Activities**

1. Drop In: These activities do not require a registration form. Students can choose to stop by any time. Activities include arts and crafts such as perler beads, painting, friendship bracelet making, and more.
2. Enrichment Classes: Registration is required. These activities and classes are taught by BASE leaders and meet weekly in six- to nine-week sessions. Some of these classes may require a supply fee. They typically meet from 3:45-4:45 p.m.



3. Specialty: These classes are provided by private organizations and therefore require registration and an additional fee. (All fees are billed to your Harker account.)

4. Private Music Lessons: Registration is required. Private music lessons are offered daily on the middle school campus. Instruments may include guitar, flute, drums, saxophone, and more. There is an additional fee charged for these lessons (billed to your Harker account) to defray the cost of the specialized instruction.

#### Other Notes

- Camp Brain information will be available on the Parent Portal under the middle school BASE homepage.
- Email notification will be sent announcing when new information is online.
- Class capacities are limited, so we encourage students to enroll as soon as possible.
- Classes require a minimum enrollment and can, therefore, be cancelled because of low enrollment.
- Late supervision details are on the BASE website via the parent portal. If parents or students have questions or ideas for after-school workshops or classes, please contact Lorena Martinez, BASE director, at 408.553.0359.

### **INTERSCHOLASTIC AND INTRAMURAL SPORTS**

All students are eligible for after-school sports, and no student will be dropped from the sports program provided the student maintains regular attendance, displays proper sportsmanship and maintains an acceptable average in all classes. Students' eligibility for athletics will be reviewed if their average in any academic subject falls below a C.

The middle school athletic 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 in each sport at each grade level. If there are a large number of skilled players in a grade, and opponents to play, we will consider adding a second team.

In the middle school, if need be, we will form an instructional and developmental intramural program in sports where we have ample enrollment. These programs will combine students from several grade levels 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.

"Learning through sports," not winning and losing, is the cornerstone of our program. Students participate and compete in order to learn more about themselves, other people and the world around them. Through athletic endeavors a student learns to set goals, meet challenges, accept success and failure and to work cooperatively as a Teammate. Practices are held Monday – Friday, 3:45-5 p.m. with Wednesday's practice beginning at 3:30 p.m. Attendance is mandatory Tuesday, Wednesday and Friday, and all game days. Exceptions: Mandatory days for swimming are Monday, Wednesday, Friday. Track has no mandatory days. Varsity A tennis is Mon.-Thurs. and Varsity B tennis is only on Fridays.

#### **Athletic Schedule:**

Fall Sports (September – October): flag football, softball, cross country, swimming, golf tournament, girls lacrosse

Early Winter Sports (November – mid-January): boys basketball, girls soccer

Late Winter Sports (mid-January – mid-March): girls basketball, boys soccer

Spring Sports (mid-March – May): volleyball, baseball, tennis, water polo, track, golf tournament

#### **Interscholastic Middle School League – West Bay Athletic League (WBAL)**

Castilleja School	The King's Academy	St. Matthew's School
Crystal Springs Uplands	Menlo School	Woodland School
The Girls Middle School	Pinewood School	Nueva School
The Harker School	Priory School	Highlands Christian
Keys School	Sacred Heart School	Redeemer Lutheran

Additional and more detailed information is available in the LS/MS Athletic Handbook.

## V. ATTENDANCE POLICIES

### **ABSENCES, LATE ARRIVALS AND EARLY DEPARTURES**

When a student will be absent from school or late to school, parents should call the school by 8 a.m. of that day. Students who arrive late are required to check in at the main office to present any note when the tardiness is the result of a doctor's appointment, dental appointment or similar engagement. Students will be issued an admit slip to take to the nurse's office for a brief health screening followed by approval to go to class. Students who leave before the official end of the school day must be signed out.

The attendance phone line is 408.553.0388.

The attendance email is attendanceMS@harker.org.

### **ABSENCE POLICY**

Students are expected to be present on all days school is in session. In order to comply with truancy laws, after ten absences in one school year, including excused absences, the school requires a doctor's note.

A child's absence from school for more than fifteen 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 twenty 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.

### **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. The family will be asked to meet with the counselor to create a work plan to support the student's ongoing success.

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 may be lowered in the event of an 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 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, non-medical reasons. During the absence, assignments can be viewed online. Any papers/worksheets distributed during a student's absence will be collected and given to the student upon return, or digital copies may be forwarded. Teachers cannot be asked to prepare packets of work ahead of time.

### **HOMEWORK WHEN ABSENT**

When a student is absent, the student should check our learning management system, Schoology, for classwork, digital handouts, and homework assignments.

### **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 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 dean of student's office with all pertinent information.

### **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Participation in sports, awards, arts, performances, dances, etc. is allowed only if the student has participated fully in the academic program for that/those day(s).

## **TARDY POLICY**

It is important for all students to arrive to 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 10 in a semester will result in interventions from the school including but not limited to meetings with the division head and letters sent home to the families. Excessive tardiness may also impact a student's re-enrollment status.

# **VI. BEHAVIORAL POLICIES AND PROCEDURES**

At The Harker School, the character and behavior of the students in the community is of great importance. We believe that the kind of people our students are is just as important as their academic and social-emotional development. In keeping with this belief, students are expected to live by the four values of character and behavior highlighted in our mission statement. Those values are kindness, respect, integrity and personal accountability.

In all our actions at Harker, we encourage students to conduct themselves in a manner governed by the value of personal integrity. Students are expected to familiarize themselves with the expectations outlined in this handbook and to commit willingly to following the school's policies and procedures to the best of their abilities. Deliberate attempts to circumvent policies and procedures will be considered a violation. The school will do what is reasonable to protect a student from harm to himself or herself or others.

Harker students are expected to act in a manner reflecting favorably on the school both on and off campus. Students engaging in illegal activity or in any conduct prejudicial to the good name of the school, during or outside of school hours, are subject to disciplinary action.

The school reserves the right to check lockers, backpacks, or any other on-campus personal or school-issued property at any time.

## **A. THE HONOR CODE**

While we recognize the diversity of personal definitions of honor, we pledge to uphold the principles of the Harker community at large. As this document relates to honor in a broad sense, its purpose is to outline our school's collective and fundamental principles, which we pledge to respect even where rules do not apply. We, the Harker community, thus affirm these basic premises:

- Although we are individuals with our own principles and values, we agree to act according to the principles and values of the community, and we take full responsibility for our actions.
- We have the right to the respect and tolerance of our ideas and ourselves, and we have the responsibility to treat all others with the same tolerance and respect.
- We have the right to an honest environment, both in academic and nonacademic areas, and a responsibility to present ourselves truthfully to others.
- We have the right to the respectful treatment of our property, and the responsibility to respect the property of others.
- We have the right to a safe and clean environment, both in and out of doors, and understand our responsibility to maintain the safety and cleanliness of that environment.

We, the Harker community, understand these principles and accept the responsibilities to be active in supporting them.

## **B. COMMUNITY EXPECTATIONS IN AND OUT OF THE CLASSROOM**

Students and faculty together create a learning environment that is safe and supportive. This is created when there is mutual respect from all parties. When a student's behavior compromises this safe and supportive state in or out of the classroom, the teacher or staff member will manage the situation appropriately and help the student understand the relationship between intent and impact.

Clear communication is necessary and important to support the student's learning about the situation. The following are some of the behavior management strategies used to support this growth:

- Addressing the student's behavior directly when it occurs
- Communicating to parents to provide student with clear messaging
- Completing a behavior referral to Patricia Burrows, assistant division head, or Evan Barth, division head
- Assigning Introspective Study Hall to provide student with the opportunity to process and learn from the situation through a reflective writing exercise

Harker's standards of conduct, through either digital or personal interactions, apply on or off campus.

The following are the established community expectations for play on the field, courts, gymnasium, taking care of equipment.

### **Field/Blacktop**

- No tackling games of any kind are allowed.
- All snacks must remain off the field and courts.
- Litter must be picked up and the field and courts left clean.
- Books, binders, backpacks and laptops are not permitted on the field or courts.

- 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.
- No bats are allowed during recess or lunch without permission and supervision. 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.

## **Gymnasium**

- Students should wipe their feet on the doormats when entering the gym from an outside entrance.
- Walk around the playing court whenever possible.
- 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, 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 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 Patricia Lai Burrows, assistant division head, or Evan Barth, division head.

## **Equipment Maintenance**

All equipment on the Union campus is stored in the ball closet. Students will learn the following procedures for equipment use:

- Equipment is school property and should always be used respectfully.
- When a student takes equipment from the ball closet, it is the responsibility of the student to return it at the end of the break or lunch recess. If the student fails to return the equipment, he/she will be restricted from using equipment for a given period of time.
- Using school equipment is a privilege. The school will not tolerate poor sportsmanship or improper use of equipment. Students should be courteous and allow others to join them in games.
- Students who take equipment and then use it in a large group may not simply take the ball away whenever they wish. A large group game or team sports such as basketball should be recognized as a sharing game. The student responsible for the ball should finish the game or make alternate ball arrangements before removing the ball from play.
- Any equipment found on campus should be returned to the ball closet as soon as possible

## **C. BEHAVIORAL PROBATION**

It is the school's expectation that all students will meet citizenship expectations. Students who accumulate too many behavioral consequences may be placed on behavioral probation. A student can qualify for behavioral probation by accumulating four or more introspective study hall hours in one semester.

Failure to achieve minimal, acceptable behavioral standards will result in a faculty/administrative review to determine eligibility for re-enrollment the following year. The school reserves the right to place a student on behavioral probation as a result of a suspension or for any serious incident or pattern of incidents.

A student who meets the criteria for behavioral probation during the second semester may be placed on behavioral probation for all or part of the first semester of the following school year.

## **D. INTROSPECTIVE STUDY HALL, IN-HOUSE RESTRICTION, SUSPENSION OR DISMISSAL**

- Introspective Study Hall is usually held Friday afternoons from 3:45-4:30 p.m. The students required to attend that week's study hall will be notified directly through email. Their advisor and parent(s)/ guardian(s) are also notified of the violation and study hall requirement.
- Each student assigned to introspective study hall will receive an email that summarizes the situation that led to this assignment and states the date, time and location of ISH assignment.
- Students are expected to serve ISH when assigned. Students needing to postpone study hall from one week to the next (for example, for a doctor's appointment) may do so by asking permission from Patricia Lai Burrows, assistant division head, or Evan Barth, division head.
- For serious or chronic behavior management violations, an in-house restriction, suspension or a Saturday five-hour study hall may be assigned by the administration.

- A student who accumulates a total of five or more sessions of introspective study hall is subject to additional disciplinary action, which may include an in-house restriction, suspension or five-hour Saturday study hall. This action may be implemented solely at the discretion of the administration and only once during the school year.
- Parents are financially responsible for the cost of supervision for a Saturday study hall. Following a Saturday study hall or in-house restriction, accumulation of more than two additional ISH sessions during the same half-semester may result in suspension. For serious offenses or a continual pattern of noncompliance with school rules, a student may be placed on in-house restriction, suspended or dismissed.
- Suspension is removal of the privilege of attending classes, athletic contests, dances and all other school events.
- 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.
- Honesty is highly valued, and lying to an administrator during a behavior management follow-up meeting may result in suspension regardless of the consequence of the original incident.
- 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 behavior management record. While on suspension, students are responsible for all academic work missed and will be required to take make-up tests and hand in academic class work 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.

## **E. MAJOR INFRACTIONS**

Certain types of behavior are considered major infractions and may result in immediate suspension or expulsion from The Harker School.

These include but are not limited to the following:

- The use or possession of drugs, tobacco in any form or alcoholic beverages. It is important to note that involvement with drugs of any kind, on or off campus, is cause for immediate dismissal from Harker.
- Taking, using or finding and keeping anything that belongs to someone else without specific permission is considered stealing. If students find any item on campus, they should immediately turn in the item to lost and found.
- Honesty is a value that we stress. Lying to an administrator during a disciplinary follow-up may result in suspension.
- Physical aggression and fighting will not be tolerated. Learning to control one's emotions is considered an important part of character development. Ganging up on another student will not be tolerated.
- Harassment/bullying by any means (electronic, verbal, physical, other) of another person's perceived or actual identity (racial, gender, sexual, religious, political, etc.).
- Public acts of embarrassment or humiliation to another student.
- Issues of academic integrity such as forging signatures, copying/ sharing work, violation, cheating, violation of test procedures, etc.
- Cutting class or cutting school (leaving campus without permission).
- Public display of non-platonic affection beyond holding hands.
- Flagrant disrespect to faculty or staff.
- Excessive assignment of Introspective Study Hall sessions.
- Being sent from class on three or more occasions within one year.
- A second violation of the Harker Honor Code.
- Any conduct that is disruptive to the maintenance of a safe learning environment.

Important: Repeated academic or behavioral violations may ultimately lead to suspension or expulsion. The school reserves the right to use discretion when dealing with any behavioral situation.

## **F. MINOR INFRACTIONS**

Less serious offenses include, but are not limited to the following:

- being unprepared for class
- tardies
- gum chewing
- repeated uniform violations (three times in the same semester)
- littering
- bringing prohibited items to school
- books/loose materials on the campus grounds
- leaving books/loose materials, personal possessions on the campus grounds

- inappropriate use of electronic devices
- missing required assignment to extra help or TASC without an acceptable excuse

### **Consequences:**

For minor infractions, any (or combination) of the following consequences may be implemented. The teacher or staff member may:

- assignment of campus beautification projects
- counsel the student
- call parents to enlist support
- involve the office. This step could include:
  - counseling by the assistant division head, division head or counselor
  - issuance of a behavioral referral

### **G. POLICY ON PLAGIARISM**

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. Plagiarism can be, but is not limited to, the following:
- 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.

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.

### **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.

### **H. 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, 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, voice-mail, cellular telephones, pages, personal digital assistants, mobile email and/or Internet devices, 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
- voice-mail or other recorded messaging
- chatting in chat rooms

- micro-blogging (such as twittering) or blogging
- messaging or posting messages, images or other communications via social networking sites (such as Snapchat, Instagram, Discord, Google Chat, or other social networking applications or sites)
- talking, 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, Instagram, Snapchat, Discord, 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 have a nexus to 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 environment.

### **Examples of Cyberbullying**

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

- Harassment, including sexual harassment, such as repeatedly sending mean, vulgar, insulting or offensive messages to another, that has a negative impact on the recipient's academic/work performance 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 identity, nationality, race or ethnicity, religion or sexual orientation;
- Threats or intimidation about or against 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 person in trouble;
- Sharing confidential information, personal, sensitive or embarrassing information, or embarrassing pictures or videos that the person would not want shared with others online;
- Forwarding private information sent by another without their permission and with the intent to cause harm, hurt, humiliation or embarrassment;
- Sending or posting rumors about another to harm or embarrass another or damage that person's reputation;
- Intentionally excluding someone from an online group with the intent to be cruel or cause harm, hurt, humiliation or embarrassment to the other 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 and include 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 its commitment to a safe and healthy school environment, The Harker School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build and maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.

All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents.

### **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 witness 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 middle school division head, the middle assistant division head, or one of the academic counselors.

Complaints of bullying can be made anonymously. An anonymous complaint should be in writing, directed to the middle school division head or the middle school 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 middle school division head or middle school assistant division head 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.

### LEADERSHIP COUNCIL EXPECTATIONS

In order for a student to run for student body office, the student must meet or exceed citizenship standards.

Leadership Council officers who are assigned to two sessions of Introspective Study Hall or have made repeated minor behavioral infractions will undergo a review process with faculty advisors and Patricia Burrows, assistant division head. The student will be placed on an inactive status and may not participate in student government activities for a minimum of one-month up to and including permanent removal from office. The school reserves the right to use discretion when dealing with any behavioral situation.

## VII. DAILY SCHOOL LIFE

The middle school campus is open from 7 a.m.-6 p.m. Outside of the academic periods, students have a wide variety of places to spend their time which include both outdoor and indoor spaces.

The chart below is a sampling of middle school schedules.

### SAMPLE GRADE 6 COURSE SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science	Science	History (double period)	Science (double period)	Science
2	History	History			History
3	Sem 1: Elective Sem 2: Elective	Sem 1: Drama Sem 2: Comp Sci	Sem 1: Elective Sem 2: Elective	Sem 1: Elective Sem 2: Elective	Sem 1: Music Sem 2: Comp Sci
4	Math	Math	Math	Math	Math
5	P.E. - Girls; Health - Boys	P.E.	P.E. - Boys; Health - Girls	P.E.	P.E.
6	English	English	English	English	English
7	Language	Language	Language	Language	Language

### SAMPLE GRADE 7 COURSE SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	History	History	Science (double period)	History (double period)	History
2	Science	Science			Science
3	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective
4	Math	Math	Math	Math	Math
5	P.E.	Sem 1: Health Sem 2: Comp Sci	P.E.	P.E.	Sem 1: Activity Sem 2: Comp Sci
6	English	English	English	English	English
7	Language	Language	Language	Language	Language



## SAMPLE GRADE 8 COURSE SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science	Science	Science (double period)	History (double period)	Science
2	History	History			History
3	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective	Sem 1: Expos Writing Sem 2: Elective
4	Math	Math	Math	Math	Math
5	P.E.	P.E.	Sem 1: Activity Sem 2: Comp Sci	Sem 1: Health Sem 2: Comp Sci	P.E.
6	English	English	English	English	English
7	Language	Language	Language	Language	Language

### #MORETHANYOURGRADE

In these important years of adolescent development, students will make mistakes and falter. Because of this, we strongly discourage students from comparing their grades and test scores. This allows students to feel more relaxed and focused more on a growth mindset rather than a fixed one. We encourage students to explore a wide variety of interests beyond their academic subjects. Students can participate in clubs, athletics, performing arts, speech and debate, and many other opportunities.

### ESCAPE TIME: EXPECTATIONS WITH CELL PHONES AND OTHER PERSONAL ELECTRONICS

Upon arrival to the middle school campus, cell phones must be stored in lockers or backpacks. Parents should communicate with students ahead of time regarding plans for the day. If students need to be contacted regarding changes, parents should contact the middle school office. We understand that at the end of the school day, students need opportunities for leisure. However, use of cell phones, smart watches or other personal electronics (including, but not limited to laptops) for **non-academic** activities is NOT permitted until 4 p.m. In the library, students cannot engage in non-academic activities until 5 p.m., or 4:30 p.m. on Fridays. This allows students with time to work on homework assignments, projects, or simply interact with one another without the use of technology. This policy encourages self-restraint and time management regarding student devices. If any electronic device creates a distraction in the classroom or wider school community, and it does not aid or enhance the student's performance, the device must be left at home.

While on campus, cell phones must be turned off and stored in students' lockers or backpacks prior to school dismissal. Students must obtain permission from staff before using a school telephone. Permission will be granted for emergencies and change of schedules, games, etc. Cell phones may not be used to take pictures without permission from a school official. Teachers have the option to allow use in class for supervised activities.

### LAPTOPS

The primary purpose of a 1:1 laptop program is to enhance learning. The basic rules are:

- Secure your laptop. Laptops must always be in a case when not in use. Cased laptops must be stored/kept in one of two locations: with a student or in a locker. Laptop cases must be labeled with the student's name.
- Laptops should not be used for non-academics except under faculty and staff direction and only in specified areas.
- No laptop use during break or lunch recess, except in the library or designated tables in the amphitheater. Before the school day starts, students may only use their laptops for academic purposes in the library or in a supervised classroom.
- Students may not carry their laptops without a case.
- Escape Time: Students will be allowed to use their laptops in the amphitheater or specified locations by BASE leaders for non-academic purposes beginning at 4 p.m. (Mon.-Fri.) until they are picked up. In the library, Escape Time does not begin until 5 p.m., or 4:30 p.m. on Fridays.
- Students may print if they have a teacher's permission but are strongly encouraged to print all necessary items at home.
- Areas where laptop use is permitted are supervised classrooms, library and amphitheater tables. Before- and after-school use is limited to these supervised laptop areas.

Violations of The Harker School's technology policies will result in disciplinary action at the discretion of the assistant division head and division head. For more details on laptops please see the Technology Acceptable Use Policy section of this handbook and the laptop guidelines on the portal.

## **CARE OF BOOKS AND SUPPLIES**

Students are required to keep their books and supplies in their lockers. Backpacks or book bags are permitted, but rolling backpacks or luggage on wheels are not. Upon arrival at school, students must empty the majority of their materials into their lockers. Loose books or materials left in an unapproved area will be collected and turned in to the lost and found. The student will be issued a behavioral referral for repeated offenses.

## **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. Students should keep their locker combinations to themselves. Valuables should be left at home or stored in a locked locker.

## **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.

## **OUT OF BOUNDS**

The following areas are off limits to all students: areas behind academic buildings, parking lots and driveways unless accompanied by a parent or a staff member. During break, lunch and after school, students are expected to remain in the designated areas on campus. Students are never allowed to leave campus without written permission from their parents.

## **LOST AND FOUND**

We believe that students should develop the responsibility to manage their belongings. Taking care of possessions is an important skill.

Harker maintains a lost and found service on each campus. Any item that is found, regardless of size or apparent value, should be turned in immediately. Items considered to be of more value will be brought to the front office. All other items will be dated and placed in the lost and found closet. The students have one month to claim their belongings before items are donated. Students are reminded that taking an object, marked or unmarked, that they know is not theirs will be considered stealing and a major behavior infraction.

## **VISITORS**

All visitors, including parents, are required to check in at the front desk for a visitor's badge before entering campus during the academic day.

## **TELEPHONES**

Students must obtain permission from staff before using a school telephone. Refer to similar restrictions for the use of cell phones in the Daily School Life section of this handbook.

## **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.

## **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](mailto: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 from time to time 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](mailto:communications@harker.org) or Pam Dickinson, Office of Communication director, at [pam.dickinson@harker.org](mailto:pam.dickinson@harker.org).

## **BUYING, SELLING, AND TRADING**

The buying, selling, trading of items at school is prohibited without the approval of Evan Barth, division head or Patricia Burrows, assistant division head.

## **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, available on the parent portal.

## **PETS ON CAMPUS**

Pets are not permitted on the school campuses. 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 Evan Barth, division head.

## **PUBLIC DISPLAY OF NON-PLATONIC AFFECTION**

Middle school students are reminded that expressions of affection are limited to holding hands. Other inappropriate or excessive displays of affection will result in disciplinary action and/or a parent conference.

## **ROLLER BLADES, SKATEBOARDS AND BICYCLES**

These items may not be used on campus on school days. Bicycles used by students to and from school should be stored in the bike rack located in the front of the school.

## **TOYS AND GAMES**

We discourage students from bringing expensive electronic devices, toys and games to school. The care and security of these items are the student's responsibility.

# **VIII. DANCES AND CAMPUS SOCIAL**

Dances are for current middle school students (grades 7-8) of The Harker School only, and are held on Friday evenings periodically during the year. There is also one Campus Social that is available for all middle school students, grades 6 through 8.

All events are held on campus with members of the administration and faculty providing supervision. Refreshments and snacks are provided, and professional DJs provide music.

Cell phones are not permitted in the dance area to discourage students from taking pictures and video of one another that can then be shared via social media. Cell phones are permitted in other areas.

Once students arrive to the event, they may not leave unless picked up by a parent or another person designated by the parents. Parents should pick up their children promptly when event ends.

Proper behavior and attire is expected at all times. Students who are out-of-bounds, roughhousing or not complying with Harker guidelines for appropriate display of affection or proper attire will be removed from the dance. Parents may be called and asked to pick up their child immediately. In addition, the student may be restricted from attending future dances.

For the safety of all students, break dancing and other potentially dangerous dance forms are not permitted. In addition, any dancing or other behavior considered inappropriate, such as freak dancing, will not be allowed and may result in a behavioral consequence.

### **Dress Guidelines for School Dances**

It is expected that students will "dress up" for dances and the campus social.

Students must be dressed in a clean, neat, attractive manner. Collared shirts or dress shirts with dress slacks, blouses with skirts, and dresses are common choices. The minimum acceptable level will be the dress requirements as outlined for free dress. The following are not allowed:

- sweats, shorts, pajamas, ill-fitting garments and T-shirts

## IX. UNIFORM GUIDELINES AND DRESS CODE

Students wear a school uniform. As a general rule, students should be in proper uniform when on campus.

Tommy Hilfiger is Harker's official uniform supplier, and items may be purchased at [eaglestore.harker.org](http://eaglestore.harker.org). Please direct questions to [eaglestore@harker.org](mailto:eaglestore@harker.org).

The Harker dress uniform is required for school pictures, field trips, award programs and other special events.

The BASE team manages a uniform exchange program, allowing parents to donate gently used uniforms their children have outgrown in exchange for larger sizes. Parents can also choose to purchase used uniform items at a reduced price.

### Full Dress Uniform

- Green Harker logo sweater (V-neck or zip-front)
- White polo shirt
- Black or khaki pants, or plaid skirt /skort
- Black, gray or white socks
- Black, gray or white leggings or tights
- Black, gray or white shoes (minimum of 75% base color)
- Black belt (for clothing items with belt loops)
- Shorts are not a part of the full dress uniform.

### Regular Uniform Dress

- All full dress uniform items may be worn, in addition to: Pullover half-zip polar fleece (logo required)
- Green hoodie (logo required)
- Green hooded nylon jacket (logo required)
- Green polo (logo required)
- Khaki skirt or skort Khaki pants
- Black or khaki shorts
- White turtleneck
- Black, gray or white socks
- Black, gray or white leggings or tights
- Black, gray or white shoes (minimum of 75% base color)
- Black belt (for clothing items with belt loops)
- The grey P.E. sweatshirt may not be worn in classes other than P.E. and after-school sports.
- Harker club sweatshirts approved by assistant head or division head

### BIRTHDAY FREE DRESS

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 immediately before or after their birthday. Students who have a summer birthday may have free dress on their half birthdays. Any birthday free dress is contingent on whether the uniform is required due to a field trip or special assembly.

### FREE DRESS

Students who have not violated uniform guidelines are allowed free dress every other Friday. In addition, special bonus free dress days may be announced. During free dress days, clothing is expected to be neat, clean and properly fitted. No ragged clothing of any kind is to be worn. Walking shorts (cargo- style or tailored) may be worn. All shorts and skirts should be of appropriate length. Note: Free dress passes must be used within the academic year of issuance.

Pay attention to these key points:

- Tops and bottoms may not be excessively form fitting or loose fitting.
- Sleeveless shirts or blouses are permitted provided they cover two inches of the shoulder.
- Printed clothing relating to drugs, sex, alcohol, tobacco, violence or other inappropriate topics or images (at the discretion of administration) is not permitted
- Students must wear shoes that are closed toed and with back straps; i.e., flip-flops or sandals/shoes without back straps are not allowed.
- Flannel/pajama pants are not permitted.
- Clothing may not be ragged, ripped, transparent or "distressed" in any manner.

## **OUT OF UNIFORM CONSEQUENCES**

- Violations of uniform will be documented.
- Repeated violation of uniform guidelines (e.g., shirt untucked, non-Harker sweatshirt, wearing a hat in class, improper shoes) will also result in loss of free dress. Three in one semester is considered a repeated violation.
- Continued violations following the loss of free dress will result in more severe consequences.
- When uniforms are required for assemblies or field trips, students not in proper uniform may not be allowed to attend the event, and they forfeit the next free dress.

## **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:

- Socks must be worn and shoes should be clean and in good repair.
- Hair should be clean, combed/brushed and trimmed so as not to impair a student's vision. Non-traditional haircuts or colors may not be acceptable. Students and parents who have questions as to the acceptability of a particular hairstyle should check with the division head or assistant division head prior to getting the hair cut or colored.
- Students are not permitted to have tattoos and should refrain from writing with ink pen on themselves or others.
- Clothing must fit properly. Excessively tight or baggy clothing items are not permitted. The waistband of pants and skirts must be worn above the hips. The hem of shorts, skirts and skorts must fall at mid-thigh or below with or without tights or leggings.
- Polo shirts must be tucked in at all times, except when a student is playing.
- Hats and hoods may be worn but must be removed upon entering indoor environments.

Failure to comply with the guidelines outlined above will be considered defiance of school authority, and students are subject to disciplinary action.

## **PHYSICAL EDUCATION CLOTHES**

- T-shirts, shorts, socks and sweats are needed for physical education classes.
- All students will need rubber-soled gym or tennis shoes, which should be a different pair than those worn by the student during the rest of the school day. Generally Keds and Vans-type shoes do not give the support needed for P.E. activities. It should be a true athletic shoe.
- Harker approved T-shirts, shorts and sweatshirts are available through the online Eagle store. There is a tile for the store on the homepage of the parent portal. Samples are located in the front office so students may try them on to ensure correct sizing.
- Only the grey Harker P.E. sweatshirt may be worn during P.E. class, and it can be worn only during P.E.
- All students are required to have the green P.E. shorts.
- Sweat pants are optional and are not available through the online Eagle store. They must be all black and can be purchased anywhere. P.E. clothes that are torn or are defaced must be replaced.

## **GRADE 8 SPECIAL PRIVILEGE**

We strongly believe that members of our "senior class" are role models for the community. At the start of the school year, grade 8 students will have free dress shoes and socks. In mid-May, they will transition from school uniform to middle school free dress for the duration of the year.

# **X. LIBRARY POLICIES**

## **LIBRARY HOURS**

The library is open from 7:30 a.m.-6 p.m. (Library phone: 408.553.0309)

The Library Portal contains our online catalog, database subscriptions, summer reading lists, library borrowing policies and more. For more details sign on to the library portal at [library.harker.org](http://library.harker.org).

The library is staffed with professional librarians who teach information literacy skills, including the love of reading, to students in grades 6-8. Students in many classes are brought into the library by their classroom teachers to work on research units. Students can come to the library on their own during lunch, recess, extra help and after school. The library's online catalog and subscription databases provide students with a wide variety of top resources.

## **SOME IMPORTANT RULES ABOUT BORROWING LIBRARY ITEMS**

- Students may check out as many print books as they can carry and reasonably expect to read. Students are especially encouraged to stock up before weekends, holiday breaks and summer.

- Students may check out up to five e-books and audiobooks in any combination by signing into soraapp.com with their students. harker.org Google account. Email librarians@harker.org if you require assistance.
- All items are checked out for three weeks, unless they are in high demand.
- All library items must be checked out at the circulation desk before they are removed from the library.
- Parents will be billed for lost or damaged items.
- There are no fines for overdue materials.
- Students will be sent two overdue notices during the month and then billed.

## **BEHAVIOR EXPECTATIONS**

The library is a place to study, read, think, research and daydream. The librarians follow similar discipline procedures as the classroom teachers and will send students outside if necessary. Students having difficulty following library procedures twice in a semester will not be allowed to use the library during their free time for one week. Those who are asked to leave the library three times in a semester will not be allowed to use the library during their free time for one week and will receive a behavior referral. Food or drink is not permitted. Students are encouraged to ask the librarians for research and book selection help.

## **LIBRARY 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, or engage in any other nonacademic use of the computer without prior permission from the library staff.

# **XI. TECHNOLOGY ACCEPTABLE USE POLICY**

## **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, the 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 create a meaningful product.

## **PURPOSE**

Technology tools are employed by all members of the Harker community, staff, faculty and students with a common purpose: to make users more effective in their work or 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.

## **TECHNOLOGY USE POLICIES**

### **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 prepublication clearance has been obtained.

### **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.

## **Discipline**

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

## **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.

## **Network Accounts**

All students 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.

## **Privacy**

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.

## **Photography and Video Recording**

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 shows and concerts are professionally recorded and photographed by the school and made available to parents in the Harker Video On Demand channel and photo galleries in the portal shortly after the performance. Therefore, we ask families not to videotape 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 since it is potentially dangerous to those on stage. 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.

## **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

The unauthorized use and distribution of licensed software (software piracy) is not permitted on any Harker computer or using Harker's network.

## **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.

## Technology Violations

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

Notes:

- Technology violations may 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.

### EXAMPLES OF VIOLATIONS:

- careless handling of computer resources
- 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

## XII. SCHOOL-FAMILY COMMUNICATION

### COMMUNICATING WITH FACULTY/STAFF

Our goal is to make your child's experience 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 whom you should go to with your questions, we have provided the information below. If you are unsure of whom to contact regarding a specific question please contact Evan Barth, middle school division head, and he will direct you to the appropriate person.

#### 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 also assist parents and students in finding appropriate tutors and in creating make-up schedules should students be out from 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](mailto:counseling@harker.org).

#### 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, awards, continuing concerns about classes, or general questions about the division, please contact your division head, Evan Barth, at [evan.barth@harker.org](mailto:evan.barth@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](mailto:jennifer.gargano@harker.org).

#### Non-Academic Questions

The assistant division head assists 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 behavior management, please contact Patricia Lai Burrows at [patricia.burrows@harker.org](mailto:patricia.burrows@harker.org). Should you have questions about the aforementioned topics that the assistant



division head cannot address, the student/parent will be directed to contact Ken Allen, assistant head of school for student affairs, at ken.allen@harker.org.

### 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 or the department chair.

### 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	408.248.2510	Billing:	408.553.5761
Main Fax	408.559.2014	Admission	admissionms@harker.org
Attendance	408.553.0388 attendanceMS@harker.org	Campus address:	4525 Union Avenue, San Jose, CA 95124
Nurse	408.553.0311		

### 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: 408.248.2502.

### SCHOOLWIDE COMMUNICATION (O OF C)

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](http://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 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. The community is welcome to submit story ideas, news and photos of general interest to the Harker community for consideration for Harker's magazine. Stories of student achievements can be submitted for consideration for publishing in Harker News – send to [news.harker.org](mailto:news.harker.org).

**Photos & Video:** We photograph events and activities at all four campuses regularly, and those photos can be found in our robust photo archive, linked from the parent portal, where families can download photos for free; they are also accessible from the eWeekly. We record major student performances and provide them for free on the Performing Arts tile. Photos and videos are available in the Parent Portal on the Photos tile and the Video on Demand tile, respectively.

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

**Would you like to help?** We're grateful to our families and alumni who share their Harker pride by following us on social media, sharing posts, and sharing your pride on review sites, such as Niche, Yelp and Great Schools. For more information on ways to support Harker through the O of C, contact [communications@harker.org](mailto:communications@harker.org).

For information about media relations, please see Media Relations section.

### 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, annual picnic, gala, 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.

# **XIII. CAMPUS AND FACILITIES**

## **AMPHITHEATER/LUNCH AREA**

This area is for lunch, socializing, relaxing or supervised activities. It is not an area for athletic-type games or running.

- All students are expected to help keep this area clean and neat.
- Any throwing or other inappropriate use of food or beverages may result in an immediate behavioral referral or the student will be asked to pick up trash during the lunch period.
- Students may not leave the area for play following lunch until they have cleaned up and play areas have opened.
- Students may not cut into or save spots in the lunch line.

## **ACTIVITY AVENUE**

Activity Avenue is a place where students can gather socially, learn or try a variety of activities and games, and relax before school, at lunch or after school. Students are expected to respect the rules, equipment and staff while enjoying this facility, which is also home to the BASE offices.

## **CLASSROOMS AND HALLWAYS**

Students are to be quiet while in the hallways and classrooms. There should be no running, pushing or rough play in the hallways or other community areas. They should take special care around lockers to avoid hitting another students with the locker doors.

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

## **CLOSED CAMPUS**

Harker is a closed campus. Middle school students may not leave campus except with their regular daily transportation, or when accompanied by their parents or other authorized persons. In special circumstances, parents may give written permission allowing their child to leave campus without adult presence. This written permission, approved by either Patricia Lai Burrows or Evan Barth, must be on file in the middle school office prior to the student's departure from campus.

Students who are picked up from school by their parents during the academic day must check out at the main office as they leave and must check back in at the main office if they return to school that day. The school must receive notification of any change in arrival or departure schedule. Students may leave only with authorized adults.

Parents wishing to walk on campus beyond the office area during normal school hours are required to display an official Harker visitor's badge. Parents may be asked to return to the office to obtain a badge if they are observed on campus without one. This protocol has been established to enhance identification of approved adults.

## **LATE SUPERVISION**

The Union campus closes each day at 6 p.m. Students who are not picked up by 6 p.m. will be charged for extended care based on the following schedule.

First, second and third time late: The charge will be \$10 for every 15 minutes, starting at 6 p.m. Beginning at 7 p.m. the charge increases to \$30 for every 15 minutes. Examples: 6:01 = \$10, 6:16 = \$20, 7:01 = \$70.

Fourth and above times late: There will be a \$10 surcharge for every 15 minutes, plus \$1 per minute. Beginning at 7 p.m. the surcharge increases to \$30 for every 15 minutes. Examples: 6:05 = \$15, 6:18 = \$38, 7:05 = \$135.

On the Friday before a vacation the campus closes at 5:30 p.m. Students who are not picked up by 5:30 on those days will be charged an additional \$10 surcharge based on the existing schedule.

## **LUNCH**

Lunch and beverages are included in tuition for all middle school students.

## **MENUS**

Lunch menus are posted on the middle school Parent Portal.

## **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 preschoolers 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. Suggestions can be made here: <http://resources.harker.org/link/environmental-sustainability-suggestion-form/>

## **SNACKS**

Students may purchase snacks from the snack bar during morning break or after school. Students may also bring snacks from home. Snacks are sold during morning break. A bowl of fresh fruit is available to students throughout the day, free of charge.

- Money should be kept in a wallet or in a backpack (not loose in a pocket).
- Students may not ask for money or snacks from other students.
- Snack garbage should be thrown in appropriate receptacles. All students should help keep the campus clean.

Most snacks and drinks cost 75 cents each.

Any questions regarding the snack bar should be directed to Steve Martin, executive chef, at [stevem@harker.org](mailto:stevem@harker.org).

## **SEATING FOR PARENTS AND GUESTS AT MIDDLE SCHOOL PERFORMING ARTS PRODUCTIONS**

Doors will open and seating will be available one hour before the start of the production, unless announced otherwise.

Seats may not be reserved in advance. One person from a party must be continuously present to hold seats for others. An individual may save no more than five seats.

## **STUDENT ASSEMBLIES**

Seating for invited parents or guests at student assemblies is limited. Therefore, parents and guests should await direction from faculty or staff prior to being seated.

## **STAGE**

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

## **SECURITY**

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.

## XIV. CAMPUS TRAFFIC REGULATIONS

### MORNING CAMPUS ACCESS

There are city-directed limitations on the number of vehicles which can enter and exit the campus during our peak hour of traffic in the morning. There are four acceptable choices on getting your child onto the school campus in the morning:

- Arrive before 7:15 a.m. and take advantage of morning supervision and breakfast service served between 7:15 and 7:30 a.m.
- Arrive in a carpool of at least two students. If you wish, you can use the Carpool-to-School app for which the school is licensed to locate and connect with other middle school families.
- Use the intercampus shuttle system coming from either the lower or upper school.
- Use one of the home-to-school bus routes or locational bus shuttles. Schedules for the intercampus, home-to-school and locational shuttles will be accessible on the parent portal.

Please note that all these requirements are subject to change at any time. As a new campus with a newly created traffic pattern, adjustments may be necessary.

**Respect neighborhood traffic by not using Barrett Ave. at any time when arriving or departing school. Students are not to be dropped off or picked up on Union Ave., in the Xilinx parking lot next door, or any other street near the campus.**

### ON-CAMPUS TRAFFIC GUIDANCE

Following our traffic regulations is of the utmost importance, and any personal inconvenience is a small price to pay for the safety of our children.

- At all times please cooperate with instructions from parking lot and loading zone personnel, especially when they are helping to manage bus access in the morning and afternoon. They are on duty to ensure safety in the loading zones and to facilitate smooth and effective traffic flow.
- All entry to campus is from the central driveway at the traffic signal.
- The lanes in and out of the drop-off/pickup turnaround are narrow. Please be mindful as you negotiate your way in and out.
- Please observe and adhere to the campus parking lot speed limit of 10 mph., and a loading zone limit of 5 mph.
- School buses have the right-of-way at all times when they are in motion.
- Park only in designated Visitor parking when visiting the campus during the school day. Do not park to unload between 7:45-8:15 a.m. Only use the loading zones during this busy timeframe. All other spaces on campus are reserved for staff.
- Please observe the signal and stop signs when leaving the campus.
- A map of the middle school traffic pattern is on page 37 of this handbook and on the parent portal.
- **Parking in the loading zones is not permitted at any time.**

### STUDENT DROP-OFF GUIDANCE

Follow the traffic pattern indicated on the map on page 38 of this handbook.

- Do not under any circumstances unload prior to the designated drop-off area.
- Check traffic to your left before pulling away from the curb.
- Drivers must pass through the loading zone in a single line.
- Drivers should not exit the car while in the loading zone.
- Students should have all belongings with them at their seat of the car if possible and should not have to access the car trunk when unloading. This causes much too great a delay in the loading zone.

Students will only be allowed to walk or bike to and from school if they have express written consent from their parents on file in the middle school office.

### STUDENT AFTER-SCHOOL PICKUP GUIDANCE

Though the same restrictions apply to vehicles entering and exiting campus in the afternoon, the variety of times at which students leave campus make it less critical that carpools operate to pick up in the afternoon. Carpooling is encouraged, as is use of the bus shuttle system, but not required after school at this time.

Students are to be picked up in the loading zone only, regardless of weather.

If you are picking up your child immediately after school, please do not arrive at school before the scheduled end of classes. There is insufficient room to allow cars to wait in line ahead of dismissal, and it will take your child a few minutes after the end of class to get to the loading zone.

If you are picking up your child following an after-school activity or practice, please do not arrive to campus ahead of the scheduled completion time, and if possible, reach out to your child via cell phone to verify that they are waiting in or near the loading zone area before you arrive.

If picking up a carpool group, be prepared to display the identifying carpool placard on your dashboard.

## **EXITING CAMPUS**

There are two ways to exit campus:

- The southern exit is right-turn-only and takes you toward the 85 freeway.
- The central exit includes the traffic light. During morning drop-off, the central exit is only for turning left to go north on Union Ave. After 8:30 a.m., you may exit left or right at our light.

When buses are making their way through campus, they must be given the right-of-way, so you may be asked by security personnel to wait in place so the bus can swing wide to enter the campus, or to smoothly exit while the light is green.

# **XV. DISASTER PREPAREDNESS**

## **INFORMATION FOR PARENTS REGARDING EMERGENCY PROCEDURES AT HARKER.**

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 regularly. Evacuation maps are also posted in each classroom and office space.
- Each division has regularly scheduled emergency drills that cover fire evacuation, earthquake response, Code Red management, central shelter and shelter-in-place. The middle and upper schools have a minimum of four drills annually in compliance with California law.
- Each campus has at least one designated off-campus assembly area should campus evacuation be necessary.
- We highly encourage parents to register their cell phones with the school so they can receive emergency notifications from the school as text messages (if they have text messaging enabled for their phones). The school also will post emergency information on the website in the event of any emergency. 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 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.
- 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 assistant division head and also with the office of student affairs on the Saratoga campus.

Please contact that 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. POLICY PROHIBITING SEXUAL AND OTHER FORMS OF HARASSMENT**

## **SEXUAL HARASSMENT POLICY**

The Harker School prohibits unlawful sexual harassment of or by any student by anyone in or from the school. Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the school's instructional programs. Sexual harassment can cause embarrassment, feelings of powerlessness, reduced ability to perform schoolwork, and increased absenteeism and tardiness. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status or progress.
2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, academic status or progress.
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment.
4. submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the school.

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

Any student of The Harker School who believes that she or he has been the victim of sexual harassment is urged to bring the problem to the attention of the middle school division head or assistant division head so that appropriate action may be taken to resolve the problem.

Such reports should ordinarily be brought to the attention of the assistant division head, middle school head or counselors, 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 disciplinary action.

However, the school recognizes that, due to the possibly embarrassing 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. The Harker School employees who receive such reports are expected to take appropriate action to ensure that students are not subjected to sexual harassment. Additionally, should the sexual harassment constitute child abuse, reporting shall be made in the manner provided in the Personnel Handbook.

All The Harker School 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.

## **ANTI-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. The Harker School is committed to providing an educational environment free of discriminatory harassment. This policy defines discriminatory harassment.

Discriminatory harassment of a student 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. Discriminatory harassment violates this policy and will not be tolerated. It is also improper to retaliate against any individual for making a complaint of discriminatory harassment or for participating in a harassment investigation. Retaliation constitutes a violation of this policy.

Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

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.

Sexually harassing conduct can occur between students of the same or different gender.

No student shall create a hostile or offensive work environment for any other person by engaging in any discriminatory harassment or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes discriminatory harassment against any student.

All students shall report any conduct which fits the definition of discriminatory harassment to the middle school division head or middle school assistant division head of students or other appropriate authority figure.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/ or formal complaint procedures except when disclosure is necessary during the course of an investigation, in order to take subsequent remedial action and to conduct ongoing monitoring.

All students shall cooperate with any investigation authorized or conducted by The Harker School into any alleged act of discriminatory harassment.

**If you believe you are being harassed in any way, please contact Evan Barth, Patricia Lai Burrows or one of the academic counselors.**

## **XVII. 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.

### **ILLNESS**

The school nurse takes care of children who become sick during the day. Nonprescription medications such as TUMS, Sudafed, Tylenol, etc. will be given to students as needed to make them more comfortable in accordance with the parent's written permission as indicated on the "Permit to Take Medication" form.

When students feel ill, their first contact should be the school nurse, not a direct call to the parent. The nurse will evaluate the student's condition and will notify the parents of the need to go home or seek further medical treatment.

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 hide 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 must bring the medication to the school nurse in the original pharmacy container labeled with the student's name and directions for administration. Medication can only 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.

No student may participate in an athletic game/tournament/ sports practice or music/dance/acting show or similar extracurricular activity on the same day the he or she was sent home sick or did not attend classes for the majority of the school day.

### **PEANUT AND NUT POLICY**

The Harker School food service staff will not 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 not allow food containing peanuts or peanut by-products to be served at school events including class parties, club meetings, team gatherings, etc. The teacher or staff member supervising the event will be asked to make sure that this guideline is followed.

Harker parents, primarily those of lower school students, will be notified of the extreme danger connected with peanut allergies and are strongly encouraged not to use peanut

products in food they provide for their own children for either snacks or lunch. Although sharing food may be unlikely, the chance does exist and we need to be cognizant of that fact.

### **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.

## **XVIII. TRANSPORTATION**

### **CAR POOLS**

Car pool information is available via the parent portal.

### **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 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. Electronic devices may not be used while on 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.

### **INTERCAMPUS SHUTTLE**

Harker will operate 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 ALL grades may take advantage of the shuttle service at no cost.

Students must have a shuttle permission slip on file and be registered in School Pass in order to ride the shuttle. Please turn in the shuttle permission slip to the middle school BASE director to ride the shuttle.

An updated schedule that includes information about registering for School Pass is available on the parent portal section of the school website.

### **HOME TO SCHOOL BUS SERVICE**

Harker operates home-to-school bus service from the Peninsula (280) area, as well as other locations when resources are available. Information regarding those routes is available on the parent portal.



# XIX. 2021-2022 MS BELL SCHEDULE

## MON • TUES • THURS

Period 1	8:15 - 8:57
Period 2	9:02 - 9:44
AM Block	9:49 - 10:20
Period 3	10:25 - 11:07
Period 4	11:12 - 11:54
L1	11:54 - 12:19
L2	12:19 - 12:44
Period 5	12:49 - 1:31
Period 6	1:36 - 2:18
Period 7	2:23 - 3:05
PM Block	3:05 - 3:35

### MONDAY

#### AM Block

Meeting: 9:49 - 10:09

Break: 10:09 - 10:20

#### PM Block

Office Hours: 3:05 - 3:35

### TUES • THURSDAY

#### AM Block

Break: 9:44 - 9:57

Advisory: 10:02 - 10:20

#### PM Block

Office Hours: 3:05 - 3:20

Clubs: 3:20 - 3:35

## WED

Period 1	8:15 - 8:57
Period 2	9:02 - 9:44
Break	9:44 - 9:55
Period 3	10 - 10:42
Period 4	10:47 - 11:29
L1	11:29 - 12:07
L2	12:07 - 12:44
Period 5	12:49 - 1:31
Period 6	1:36 - 2:18
Period 7	2:23 - 3:05

### NOTE:

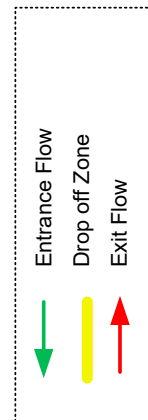
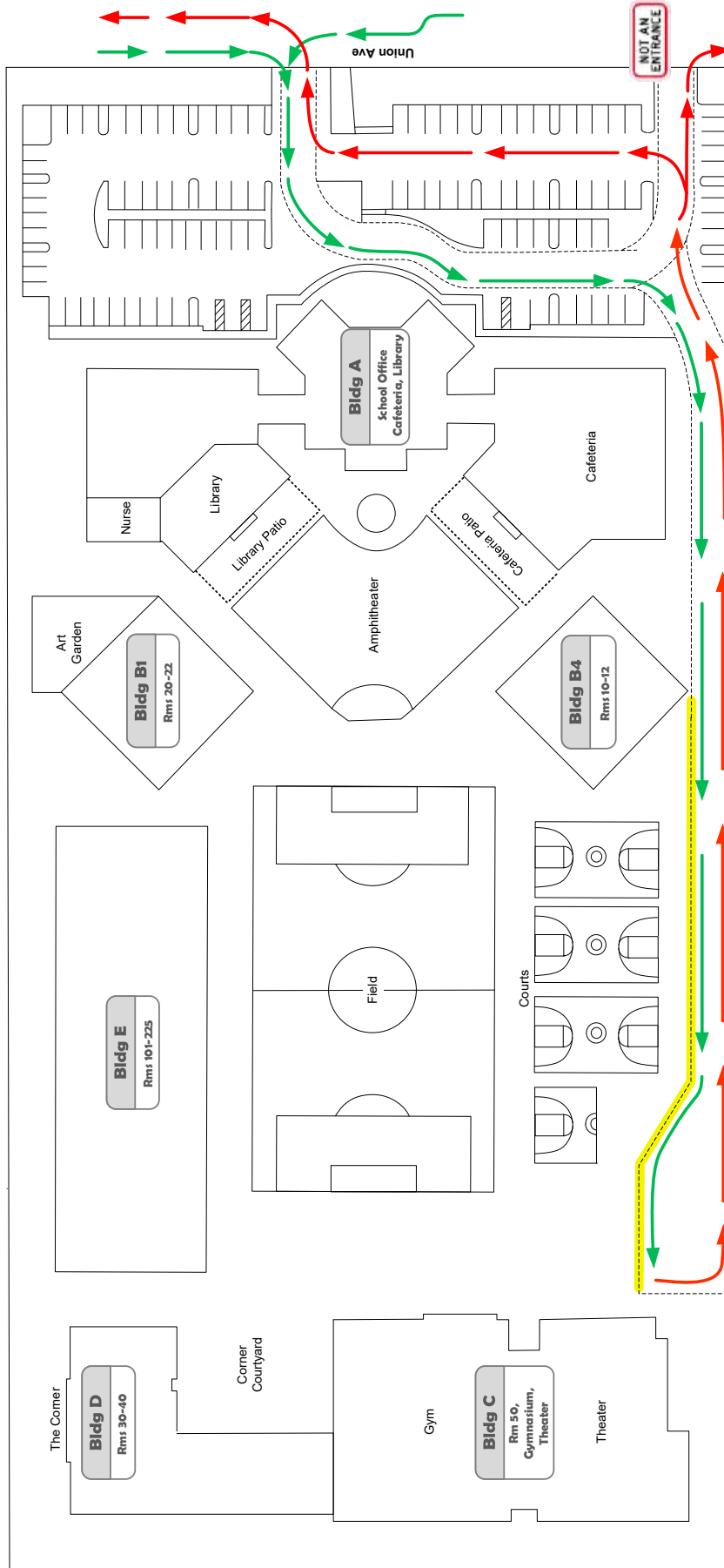
There are office hours by appointment on Wednesday from 7:45 - 8:10.

## FRIDAY

Period 1	8:15 - 8:56
Period 2	9:01 - 9:42
Assembly	9:47 - 10:32
Period 3	10:42 - 11:23
Period 4	11:28 - 12:09
L1	12:09 - 12:34
L2	12:34 - 12:59
Period 5	1:04 - 1:45
Period 6	1:50 - 2:31
Period 7	2:36 - 3:17

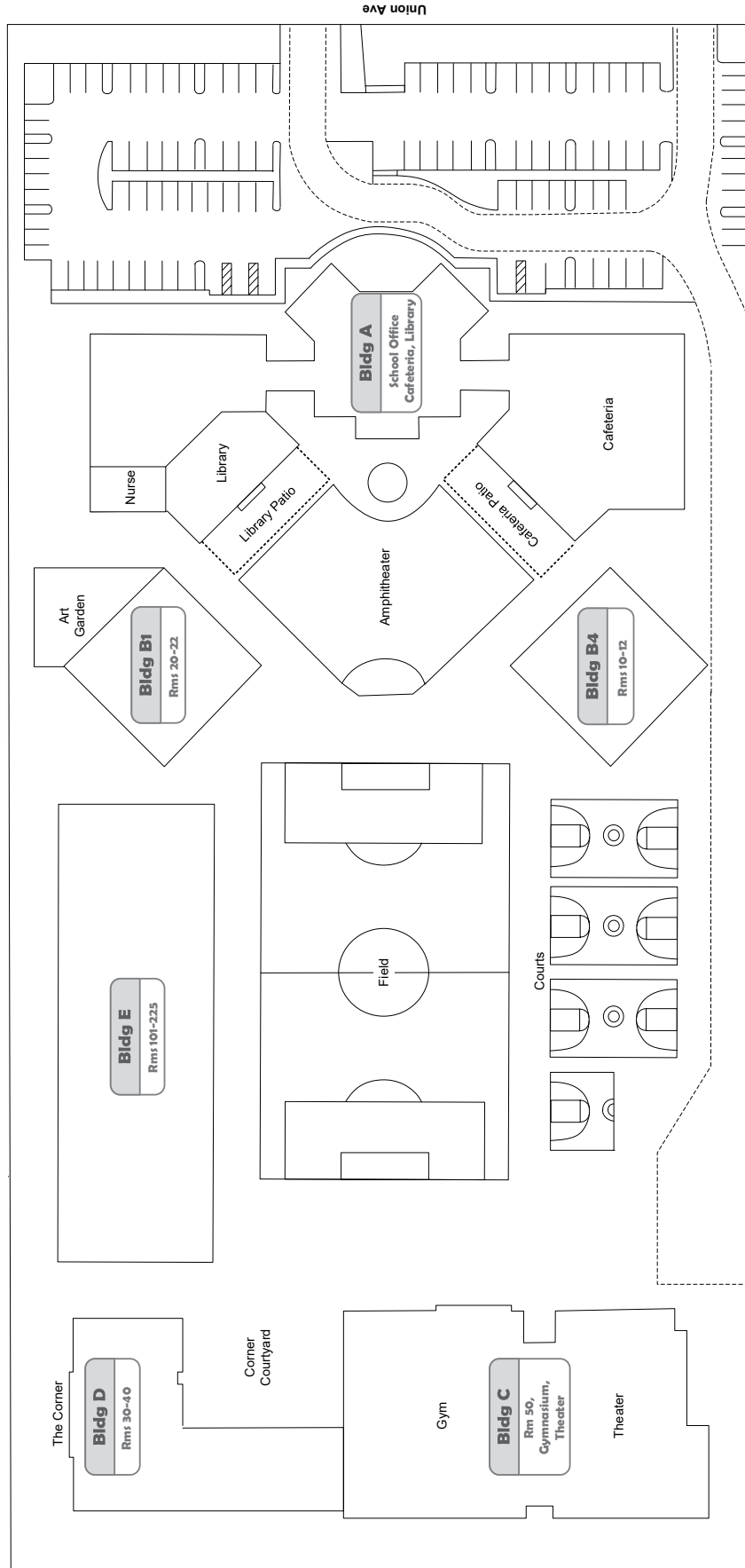
# XX. UNION CAMPUS MAPS - TRAFFIC MAP

Middle School Campus  
4525 Union Ave  
Traffic Management



# XX. UNION CAMPUS MAPS - SITE MAP

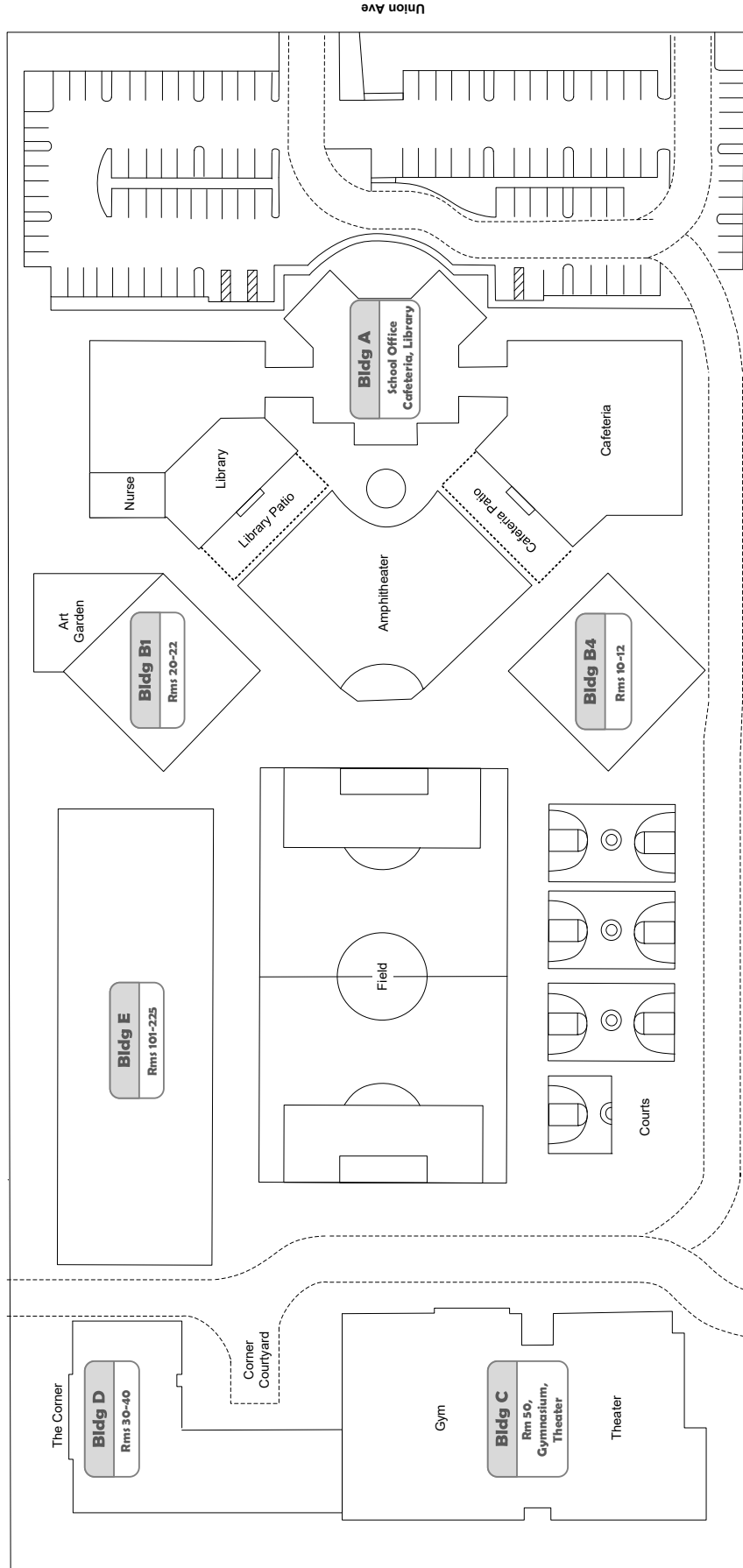
Middle School Campus  
4525 Union Ave  
Campus Map



# XX. UNION CAMPUS MAPS - CLASSROOM MAP



Middle School Campus  
Campus Layout











**HARKER.**  
*K through Life.*

**LOWER SCHOOL**

4300 Bucknall Rd.  
San Jose, CA 95130  
408.871.4600

**MIDDLE SCHOOL**

4525 Union Ave.  
San Jose, CA 95124  
408.248.2510

**UPPER SCHOOL**

500 Saratoga Ave.  
San Jose, CA 95129  
408.249.2510