
TRANSITIONAL KINDERGARTEN
PARENT
HANDBOOK
2025-26



HARKER®

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THE HARKER SCHOOL MISSION STATEMENT

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

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

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

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

The school tries to maintain consistency when referring to our various schoolwide goals. The mission statement explains our values as they relate to the tenets in the crest. Please note the way these words are used:

Tenet

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

Pillars

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

Values

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

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

WELCOME LETTER TO PARENTS

Dear Transitional Kindergarten Parents,

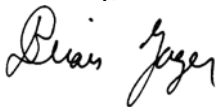
On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2025-26 academic year at The Harker School. This handbook has important information about all aspects of the school, so we hope you'll keep it handy and refer to it often.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Yager". The signature is fluid and cursive, with the first name "Brian" and last name "Yager" clearly distinguishable.

Brian Yager, Head of School

RIGHT TO AMEND HANDBOOK

The Harker School may amend this handbook from time to time within the sole discretion of the school. The Harker Office of Communication follows the guidelines of the Associated Press Stylebook for all informational publications.

I. ALL ABOUT HARKER

A. The Harker School History

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

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

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

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

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

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

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

B. The Harker School Philosophy

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

Students and Families

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

Teachers

Harker seeks to attract teachers who are experts in their fields, love working with children, and who, through their teaching, inspire students to reach their highest potential. The Harker teacher creates a rich learning environment within and beyond the classroom so that students can find their place in the world today. Harker teachers, like the students, also care about the community, fostering the values that contribute to a successful

and happy life.

Curriculum

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

Learning Environment

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

Tradition of Philanthropy

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

C. Expected Schoolwide Learning Results

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

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

Academics

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

Broad programs

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

Personal growth

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

Community

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

II. POLICIES

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."

A. Principles of Good Practice for Parents and Independent Schools

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

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

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

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

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

Parents and the Board of Trustees

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

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

Parents and the Faculty and Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events.

The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by

its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

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

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

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

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

B. 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.

C. 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 primary school division head. The request must identify: a) the goods, services, or operations to which the student requests full and equal access; and b) the desired accommodation(s).

Reasonable Documentation of Disability

Following receipt of the request, the primary school division head may require additional information, such as

reasonable documentation of the existence of a disability. In order for accommodations to be considered, the disability must be documented via an evaluation report by an appropriate licensed professional that will be reviewed by the school counselor or learning specialist.

Interactive Process Discussion

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

Case-by-Case Determination

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

D. Policy Prohibiting Harassment

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

Sexual Harassment Policy

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

- Submission to the conduct is explicitly or implicitly made a term or a condition.
- Submission to or rejection of the conduct by the individual is used as a basis for decisions affecting the harassed individual; or
- The harassment substantially interferes with an individual's school or work performance or creates an intimidating, hostile, or offensive school or work environment.
- Sexual harassment can include the following types of conduct (whether in person or online):
 - Explicitly or implicitly making sexual conduct a term or condition of academic status or progress.
 - Using sexual conduct, or the rejection of a request for such conduct, as the basis for making academic or other decisions.
 - "Sexting" or the possession or distribution of pornographic material or material that may be an invasion of personal privacy with respect to the physical appearance of another person.
 - Use of epithets, derogatory jokes, innuendo, comments or slurs of a sexual nature, unwanted advances, inappropriate advances, or remarks having express or implied sexual content.
 - Non-verbal conduct, such as leering, staring at certain body parts, or making sexually suggestive gestures.
 - Physical conduct such as unwanted touching, blocking normal movement or assault.
 - Retaliation for reporting or threatening to report harassment, or for participating in an investigation of alleged harassment.

Sexual harassment does not need to be motivated by sexual desire to constitute a violation of this policy. For example, hostile acts toward an individual because of gender can amount to sexual harassment irrespective of

whether the behavior is motivated by sexual desire. And sexually harassing conduct can occur between students of the same or different gender.

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

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

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

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

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

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

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

Discriminatory Harassment Policy

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

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

Such harassing conduct includes but is not limited to:

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

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

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

Students who violate this policy are subject to disciplinary action, up to and including suspension or expulsion.

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

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

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

Policy Regarding Bullying, Hazing, Teasing and Similar Disruptive Behavior

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

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

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

E. Soliciting Harker Families and Employees

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

All fundraising efforts must be pre-approved (see specifics below). Emails to families or employees from students, parents, faculty or staff soliciting funds or donations are not permitted unless they are doing so on behalf of Harker’s advancement office. Approved fundraising would include the school’s annual giving, capital giving, Harker Day, etc. Additionally, the use of student, parent and faculty directory information for commercial solicitation or notifications is forbidden.

Student Fundraisers

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

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

Parent Fundraisers

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

III. ADMINISTRATION, DIRECTORS, MANAGERS, STAFF

ADMINISTRATION

Assistant Head of School, Academic Affairs	Jennifer Gargano
Assistant Head of School, Student Affairs	Ken Allen
Chief Financial Officer	Martin Bradford
Director of Admission	Danielle Holquin
Director of Advancement	Kimberly Lobe
Elementary School Division Head	Kristin Giammona
Executive Director of Strategic Initiatives	Joe Rosenthal
Facilities Director	Shayne Hayle
Head of School	Brian Yager
Middle School Division Head	Evan Barth
Office of Communication Director	Pam Dickinson
Primary (TK-2) Division Head	Debra Cope
Upper School Division Head	Paul Barsky

DIRECTORS & MANAGERS - TK-12

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

IV. DAILY LIFE

The campus is open from 7 a.m.-6 p.m. The full-day TK program starts at 8:20 a.m. Students are considered tardy if they arrive after 8:30 a.m.

In addition, we offer morning extended care from 7-8:20 a.m. and afternoon extended care from 3:30-6 p.m.

A. Traffic & Student Drop-Off/Pickup

Please cooperate with instructions given by loading zone personnel at all times. They are on duty to ensure safety in the loading zones and to facilitate a smooth and effective traffic flow. Park only in designated parking spaces. It is essential that we keep the driveway lanes clear and open for bus access and emergency vehicle. This includes spaces that are marked and reserved for staff.

B. Extended & Morning Care

Extended Care is an optional extension of your child's school day from 3:30-6 p.m. During Extended Care your child will continue to learn, grow, discover and flourish in a safe and nurturing environment. Striking a balance of child-directed experiences with teacher-guided learning, we place an emphasis on outdoor play and open-ended materials, aiming for at least 45 minutes to an hour of outdoor exploration every afternoon. Each day will feature a different structured activity, including art, music, yoga and cooking. The open-ended nature of our activities allows for us to engage in projects inspired by the interests of your child.

Morning Care, offered from 7-8:15 a.m., is a relaxed, nurturing way for your child to start the day. The children have an opportunity to explore their favorite materials and socialize in a small group environment.

C. Lunch and Snacks

Lunch is provided to all children. Harker's lunch program will offer healthy meals for children as part of the total learning environment. Food will be prepared by Harker kitchen staff and delivered to the classroom. Not only are meals and meal times designed to nourish, but to also practice important social and developmental skills.

Harker's transitional kindergarten is a peanut-free and tree nut-free environment, so no peanuts or tree nut products will be served to the children. Parents are asked to refrain from sending items containing peanuts or tree nuts to school, in any form. There are no accommodations for heating or cooling home lunches, so all items sent from home should be packed in ready-to-eat form. See the Nut Policy section for more details.

Children with food allergies will be accommodated during snacks and meals to the best of our ability. Unfortunately we cannot guarantee we can always provide appropriate alternatives, so parents may be asked to supplement.

Weekly menus are available to parents on the website, posted in classrooms and are available at the front desk. Our meals meet the daily recommended values of whole grain. Fruit juices are 100 percent real fruit juice (no sugar added). Milk is 1 percent and organic.

D. Rest Time

Full-day children will have a rest time daily. Resting is very important and helps children rejuvenate and prepare for afternoon activities.

E. Attendance and Late Arrivals

When a student will be absent from school or late to school, parents should email attendanceTK@harker.org by 8 a.m. of each day they are absent. It is important that children attend class regularly and arrive on time.

Please plan your mornings to allow for a stress-free transition from home to school for your child. Students may arrive as early as 7 a.m. for early morning care, and the classroom will be open at 8:15 a.m.

Absence Policy

Students are expected to be present on all days school is in session. Students are of course encouraged to stay home and rest in the event of an illness. To comply with truancy laws, after 10 absences in one school year, the school requires a doctor's note. A child's absence from school for more than 15 days during the entire year necessitates a retention warning. To complete TK, a student must be absent fewer than 20 days. After 20 days' absence in one year, a review will take place to determine whether a child should be promoted to the next grade or allowed to continue at the school.

Parent in Absentia

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

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. Participation is a vital component of a student's overall class performance and cannot be assessed if the child is not in school. 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. It is important to note that teachers are not expected to create or provide special assignments for students who miss school for unexcused reasons.

Tardy Policy

A student who is not in class by 8:30 a.m. will be considered tardy. It is important for all students to arrive at school on time. It helps the students maintain continuity in their academics and to begin the day in a calm fashion. As such, chronic tardiness is a concern and may result in interventions from the school, including but not limited to meetings with the division head, letters sent home to the families, as well as a variety of other further interventions should the tardies continue.

F. Closed Campus/Visiting Campus

Harker is a closed campus. Transitional kindergarten students may not leave campus, even with written permission from their parents, except with their regular daily transportation, or when accompanied by their parents or other authorized persons. Parents must sign their children out in the transitional kindergarten office and sign them back in upon return. Students may only leave campus with authorized adults who are wearing the lanyard with such authorization. Parents wishing to walk on campus beyond the office area during normal school hours are required to display their official Harker visitor's lanyard. Parents may be asked to return to the office to obtain a lanyard if they are observed on campus without one. TK parents or any other authorized person must always walk their child into the classroom on campus and must pick up their child from the classroom. This protocol has been established to enhance identification of approved adults on campus and contribute to greater campus security.

G. Clothing and Sunscreen

The children will be participating in a variety of hands-on, indoor/outdoor and sometimes messy experiences throughout the day and therefore should be dressed appropriately for active play.

- Please send your child in comfortable play clothes that can get dirty.
- Layers work best and allow for morning to afternoon weather changes.
- Children will be playing and learning outside so please provide appropriate outerwear and include rain gear as needed during winter months (boots and rain jacket with hood, no umbrellas for outdoor play).

- Sturdy, non-slip, closed-toed shoes and socks that fit well are best.
- Children should bring a complete change of clothes (or two) to keep in their cubbies at all times as it is easy to get wet or dirty at school.
- All clothing items and backpacks should be marked with your child's full name.
- We ask that parents apply sunscreen to their children in the morning before school. If parents would like sunscreen to be reapplied after nap, please make this request to your teacher in writing; email is sufficient. To make sunscreen application more efficient, all children will be given the school's sunscreen, Rocky Mountain Sunscreen for Kids, SPF 35, unless there is a medical reason to supply their own from home. We suggest all students, especially those requesting the after-nap sunscreen application, wear a sun hat while outdoors.

H. Toys and Personal Objects

We prefer that children do not bring toys or personal objects to school. The school environment is a communal one and learning to share and regard all things as truly belonging to the group is an important learning experience for young children. If your child has an object that they will have difficulty leaving at home, please speak directly to your teacher, who will help guide you and your child through the process of separating from the object during school time.

I. Birthdays and Other Celebrations

Birthdays are often very special for children and we are excited to celebrate with your child at school. The school will provide a special snack and "moment in the spotlight" for the children on their special days. Children with birthdays that do not coincide with school days may choose to celebrate on a "half birthday" date or another date agreed upon by parent and teacher. These individual celebrations need not be tied to birthdays. For any reason that a birthday may not be the right time or way to celebrate a child, we encourage each family to find a day during the year that their child can be celebrated as an individual and a special member of our community. Please do not bring individual invitations or gifts for children to distribute at school. Please talk to your classroom teacher well in advance to plan the celebration for your child. Due to the various food allergies and sensitivities in any given TK class, please speak to the TK teachers at least 48 hours in advance if you intend to bring any snacks or other items to the TK classroom for any event. Safety is our first priority, so thank you for working with our TK teachers to keep the classroom as safe as possible and enjoyable for all.

J. Photo/Video Policy

TK parents and caregivers are welcome to take photos at school. We do ask that you understand that not every moment is a good moment to photograph, and teachers may occasionally direct you to hold any picture taking. Please follow their directions in such instances. We recommend seeking permission beforehand whenever possible (either in the moment just before, or further ahead of time).

K. Recycling and Sustainability Program

The Harker School maintains 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 youngest students say, "things that worms will eat") or "Other" (clean paper/cardboard, plastics, metals, glass). Harker also discourages the use of single-use plastics in the school setting. Please be aware of this, especially if organizing field trips or events where students' refillable water bottles can offset the need for disposable ones. This may be expanded when sandwiches are ordered through the catering system, to replace small condiment packages with larger, refillable and recyclable units that can be shared. These are just two examples of best practices we hope to exemplify whenever possible. Please set a great example for the students by following the guidelines and demonstrating your commitment to this waste-reducing measure to our community.

Pets on Campus

Pets are not permitted on the school campus. Even the most mild-tempered pet can become agitated and overwhelmed by groups of excited students, resulting in a scratch or bite.

V. DISCIPLINARY POLICIES AND PROCEDURES

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

Students are expected to be polite, helpful and cooperative in their interactions with peers and staff; it is this type of behavior that has led to the warm, friendly atmosphere that defines and distinguishes our campuses. It is our belief that students should clearly understand the policies established by the school as well as understand that they will be held personally accountable should they show a disregard for such rules. We base our approach to discipline on the premise that the children will learn from their mistakes and that they must be supported in their efforts to become increasingly responsible decision-makers. Students should be able to build on these experiences and learn to conduct themselves in a manner that reflects heightened personal integrity and willingness to act according to the principles and values of the school community. The school will do what is reasonable to protect students from harm to themselves or others.

A. Classroom Behavior Expectations

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

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

Common Classroom Rules

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

Discipline Guidelines

1. Quiet warning
2. Discussion with teacher
3. Discussion with teacher and parent contact
4. Visit with division head

B. Managing Behavior

We are committed to providing a learning environment that supports the development of young children's social and behavioral competence.

- We treat all children with respect and dignity.
- Realistic expectations are set for children in all areas.
- Our environment is designed to enhance positive outcomes.
- Teachers provide guidance to help children develop the skills needed to control impulsive behavior and delay gratification.
- Natural and logical consequences are used to reinforce desired behaviors.

- Problem-solving skills and strategies are taught to help resolve conflicts.
- No methods that shame a child will be employed. No corporal punishment will ever be used.

In the rare case a child has continued or extreme difficulties interacting with others or following school routines, parents will be consulted and ideas for improvement will be strategized. Teachers and parents will continue to work together in these rare cases to support the child at school. If appropriate improvement does not occur, dismissal from the school may be necessary.

C. Policy on Mean Behavior

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.

Consequences for Mean Behavior

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

Stopping and Reporting Mean Behavior

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

Mean behavior should be reported to one of the classroom teachers or the primary division head.

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

The Harker School will make reasonable efforts to keep a report of repeated mean behavior 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.

Re-Enrollment Criteria

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

VI. FAMILY / SCHOOL COMMUNICATION

A. Phone

Teachers have direct phone lines into the classrooms but are often with the children and unable to answer. While you are welcome to call and leave a message with your child's teacher, please only do so if the communication is non-urgent. If urgent, please call TK's administrative assistant at 408.553.5703.

B. Email

Similar to phone conversations, teachers are with the children most of the day and do not have many opportunities to check their email between 8:15 a.m.-3:30 p.m. Teachers will respond to email within a 24-hour period, but email should not be used to communicate any information that is urgent.

C. Drop-Off and Pickup Communication

When dropping off and picking up, please feel invited to check in with a teacher, but keep in mind that communication must be kept succinct as teachers are also responsible for supervising and greeting other children and families at this time. Quick communication regarding sleep or illness changes at home, questions about the day, etc., are all appropriate – anything longer or anything that is sensitive to communicate should be saved for a more private phone conversation or parent-requested conference.

D. Classroom Communications

Teachers will send weekly communications to the TK families. This is where you will find information about what has been happening in the classroom during the week, and what to look forward to. Reminders and important dates will be included. This provides an opportunity for teachers to share information with you about a class project and delve deeper into the learning that takes place through the experience.

E. Written Assessments

Parents will receive written assessments from teachers in December and April. Assessments will provide information on the child's progress based on classroom learning goals and objectives.

F. Conferences

Parent-teacher conferences will be scheduled two times a year: one in August and one in November. Parents are welcome to request conferences on specific topics throughout the year. Teachers may also request parent conferences as needed.

G. Parent Participation

Parents are welcome and encouraged to participate in our classrooms and in a variety of school activities and events. Parents may volunteer in classrooms, help with special events, participate in larger school fundraisers, share family celebrations or traditions, etc. The advancement office will choose a Room Parent Coordinator (RPC) who will be responsible for assisting teachers in recruiting volunteers for classroom projects and activities. There are multiple ways for parents to get involved in the classroom and the school as a whole. Volunteer information sessions are planned at the start of each school year to inform parents of the opportunities and provide training. There are multiple ways for you to communicate with the TK program, and for us to communicate with you. We believe a strong communication between home and school is essential to your young child's growth and development.

H. What To Do If You Have a Concern

Our goal is to make your child's experience in transitional kindergarten the best it can be. We believe building trust and respect through open communication is the key to achieving that goal. Should you have questions or concerns throughout the year, we encourage you to contact the appropriate person so that we can resolve any questions as quickly as possible.

1. Ongoing communication between parents, faculty and administration is critical in order for all of us to work together for the success of our children. When you have a particular concern regarding your child, we encourage you to follow the procedures below:
2. Contact your child's teacher directly if the problem involves a classroom or program issue.
3. If the matter remains unresolved, please contact Jennifer Gargano, assistant head of school for academic affairs.
4. If the concern is still unresolved, you are welcome to speak to Brian Yager, the head of school.

I. Contact Information

TK Address: 888 Boynton Ave., San Jose, CA | Phone number: 408.553.5703

For general TK information, contact the TK administrative assistant at warren.volk@harker.org

J. 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.

VII. HEALTH POLICIES

A. Illness

Parents are responsible for assessing the health of their child before bringing him/her to school. Teachers and staff will visually screen children for wellness upon arrival. If a child exhibits signs of illness upon arrival, it will be determined if the symptoms indicate the need to be taken home. If that is the case, we will ask that they depart for home immediately. If a child becomes ill at school, parents will be called and the child will be separated from the others until pickup. Parents should be available for pickup within 60 minutes of the request.

A child exhibiting the following symptoms should be kept home and may not return to school until symptom-free (without the aid of medication) for 24 hours.

- fever of 100 or higher
- diarrhea (three or more watery stools within 24 hours)
- vomiting
- rash without an explanation from a doctor
- eye discharge or pinkeye
- lice or nits (Children may return to school when they have been treated and are nit-free based upon inspection by the school nurse or presentation of a document from a head lice service.)
- too tired or ill to participate fully
- sore throat
- headache

We have the right to send a child home and/or require a note to return to school if the teacher or nurse sees anything they believe to be of concern or contagious.

Parents should report any communicable illness (strep, hand, foot and mouth, pink eye, etc.) to the school on the first day of illness, so other families can be notified of the exposure. Exposure notices will be emailed to all TK families.

B. Medication

If your child is taking a prescription medication daily that needs to be administered at school, add the information to the Magnus record. We will only administer prescription medication that is delivered in the original pharmacy container with the doctor's directions clearly printed. If the dose of the medication changes, written documentation from the physician or a new pharmacy bottle is required. If your child begins a medication after the school year has begun, such as an antibiotic, bring it to school in the original pharmacy container. The teacher will administer the medication according to the doctor's order printed on the label. The teacher will administer non-prescription (over-the-counter) medication as indicated on the Permit to Take Medication form in Magnus.

C. First Aid

All teachers, aides and administrative staff are certified in CPR and First Aid and are trained and supported by Harker's health supervisor. Teachers will handle minor first aid issues in the classroom and will contact the

school nurse if necessary.

D. Medical Emergencies

In the event of a medical emergency we will first call 911, and parents will be contacted as soon as possible. If parents or emergency contacts cannot be reached the child will be appropriately transported at the instructions of the emergency medical personnel. The authorization for this action is contained in the enrollment contract on file

E. Severe Allergies

Transitional Kindergarten has policies in place for children with severe allergies. Families will be contacted by the health supervisor and individual policies will be set in place for each child based on the allergy and severity.

F. Nut Policy

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

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

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

VIII. EMERGENCY PREPARATION

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, lockdown 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 it by satellite if necessary.

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

- In the event of a major disaster, such as an earthquake, students will be held at school until picked up by their parent, guardian or persons authorized to secure their release. We will not want to release students into unknown situations or to homes where parents might not be present.
- 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 at the main office at the TK campus or with the office of student affairs on the upper school campus.

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.

Please contact the office at 408.553.5703 if you have questions.

IX. CAMPUS SECURITY

The Harker School takes all reasonable steps to establish and maintain a safe environment for the children, faculty and staff. It is the responsibility of each and every member of our community to know and follow our health and safety guidelines.

The safety and security of the children is at the center of all we do. A Harker security guard is on campus during operating hours and procedures are consistently monitored and updated to provide a safe and secure campus. Parents are encouraged to understand and follow all school rules pertaining to campus safety.

- All visitors must enter through the front lobby during program hours.
- Visitors and parents must always check in at the office and wear appropriate badges during program times.
- Newly designated pickup adults must show ID at sign-out.
- All members of our community should follow the instructions of security personnel at all times.
- Please report any unusual situations or concerns to the school faculty or staff immediately.

X. SCHOOLWIDE COMMUNICATION AND MEDIA RELATIONS: OFFICE OF COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

While we do our best to monitor Harker media coverage, please be aware that media companies and individuals over whom we have no control may take photos of the school, students, faculty and parents, both on and off campus. Also, social media has created a proliferation of information about the school, students and faculty over which we have little control, but that we monitor regularly.

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



TRANSITIONAL KINDERGARTEN
888 Boynton Ave.
San Jose, CA 95117
408.553.5703

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

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

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

OfC: 5/25 (CS)