
UPPER SCHOOL STUDENT HANDBOOK 2025-26



HARKER®

Upper School Campus

500 Saratoga Ave., San Jose, CA 95129

408.249.2510 • www.harker.org

THE HARKER SCHOOL MISSION STATEMENT

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

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

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

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

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

Please note the way these words are used:

Tenet

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

Pillars

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

Values

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

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

WELCOME LETTER TO THE STUDENT BODY

Dear Upper School Students:

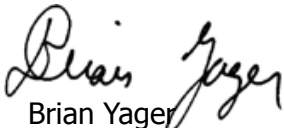
On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2025-26 academic year at The Harker School. This handbook has important information about all aspects of the school; we hope you'll keep it handy and refer to it often.

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

Sincerely,



Brian Yager
Head of School

RIGHT TO AMEND HANDBOOK

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

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

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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

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

D. Matriculation Oath

I understand that the fellowship within the Harker community comes with enormous opportunities and responsibilities.

As a member of that community, I agree with the school's philosophy concerning the importance of lifelong learning, personal integrity and accountability, positive support of and respect for others, and commitment to intellectual growth.

I agree to follow a healthy lifestyle and to contribute to the best of my ability to the general welfare of the Harker community, whether at Harker or elsewhere, whether during my days here or afterward.

Fully aware, therefore, of the import of what I am choosing today, I now take my place within this special and lasting fellowship, and with this signature I commit myself to the principles and values of The Harker School.

E. Honor Code

While we recognize the diversity of personal definitions of honor, we pledge to uphold the principles of the Harker community at large. This code outlines our collective and fundamental principles that apply even where rules do not exist. Therefore, we affirm that, within our community, we have a right to and are responsible for

- Respect: Valuing the thoughts, feeling, property, and identities of every person
- Honesty: Representing ourselves and our work truthfully
- Accountability: Accepting ownership of our actions and decisions toward each other and the school.

By upholding these rights and responsibilities, we, the Harker community, nurture trust within a safe, healthy and clean environment in which we are comfortable learning and exploring.

created by the 2001-02 Judicial Committee

updated by the 2008-09, 2015-16, and 2019-20 Honor Councils

Introduction

One mission of The Harker School is to foster an environment in which students can learn and thrive together. To achieve this goal, upper school students must uphold the three pillars of the Honor Code: honesty, respect and accountability. By embracing these pillars, we create a trusting community where students have an equitable opportunity to demonstrate their abilities, develop their intellectual curiosity, and achieve personal growth.

What follows is a brief expansion on the importance of the three pillars.

HONESTY maintains the integrity of the learning process. When students choose to represent themselves and their work truthfully, they ensure that every individual's knowledge and work is fairly evaluated and respected. Upholding honesty even where rules and regulations do not apply bolsters trust within our community and fosters stronger interpersonal connections.

RESPECT ensures a safe and accepting learning environment. When we treat ourselves with respect, we improve our mental and social well being. Mutual respect throughout our community allows us to present ourselves authentically without fear of judgment. By respecting each other and our campus, we embrace our diverse identities and enrich our school, giving us more opportunities to learn from one another.

ACCOUNTABILITY empowers us to take ownership of our learning. When we celebrate our successes and accept our failures, we grow as students. By taking responsibility for the consequences of our actions, we build trust, strengthening our community.

Conclusion

By embracing honesty, respect and accountability as guiding pillars, we create a safe and nurturing environment where students can challenge themselves to set and achieve their goals. Extending this mindset beyond Harker, we prepare ourselves to become global citizens. When we uphold the Harker Honor Code, we are successful as students and as a community.

II. POLICIES

A. Statement of Good Practices

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

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

B. Principles of Good Practice for Parents and Independent Schools

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

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

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

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

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

Parents and the Board of Trustees

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

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

Parents and the Faculty and Administration

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

events.

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

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

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

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

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

C. Notice of Non-Discrimination Policy as to Students

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

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

Policy

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

Procedure

Request for Accommodation

A student with a qualified disability who desires a reasonable accommodation in order to access the goods, services or operations of The Harker School, or the student's parents, should make a request in writing to the 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 upper school division head may require additional information, such as reasonable documentation of the existence of a disability. In order for accommodations to be considered, the disability must be documented via an evaluation report by an appropriate licensed professional that will be reviewed by the school counselor or learning specialist.

Interactive Process Discussion

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

Case-by-Case Determination

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

E. Policy Prohibiting Harassment

If you believe you are being harassed in any way, please contact the upper 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:

- F. Submission to the conduct is explicitly or implicitly made a term or a condition.
- G. Submission to or rejection of the conduct by the individual is used as a basis for decisions affecting the harassed individual; or
- H. The harassment substantially interferes with an individual's school or work performance or creates an intimidating, hostile, or offensive school or work environment.
- I. 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 values and policy because they disrupt the learning environment, interfere with the rights of others and/or with their opportunities to learn, and impose undue burdens on maintenance of discipline.

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

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

F. Waiver of Adult Rights

When students turn 18 years of age, they waive their adult rights. We as a school communicate with the student as we always have and will continue to keep parents informed. When officially traveling with or as a representative of the school to locations where certain adult privileges may be extended to 18 years old, the rules of the school will apply in full.

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

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

Parent Fundraisers

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

III. HARKER ADMINISTRATION, DIRECTORS, MANAGERS & DEPARTMENT CHAIRS

ADMINISTRATION

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

DIRECTORS & MANAGERS - K-12

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

DIRECTORS, MANAGERS & OTHER PERSONNEL - UPPER SCHOOL

Assistant Division Head, 9-12	<i>Kelly Horan</i>
Athletic Director	<i>Daniel Molin</i>
Campus Librarian	<i>Meredith Cranston</i>
College Counselors	<i>Kevin Lum Lung, Andrew Quinn, Martin Walsh</i>
Dean of Students	<i>Kevin Williamson</i>
Director of Admission, Upper School	<i>Jennifer Hargreaves</i>
Director of College Counseling	<i>Nicole Burrell</i>
Director of Community Service & Activities Coordinator	<i>Kerry Enzensperger</i>
Director of Learning, Innovation and Design, Upper School	<i>Diane Main</i>
Director of Standardized Testing & Scheduling, 9-12	<i>Troy Thiele</i>
Director of Student Organizations (Clubs, Programs, Societies)	<i>Eric Kallbrier</i>
Learning Specialist	<i>Kadar Arbuckle</i>
Librarian	<i>Amy Pelman</i>
Nurse	<i>Jennifer Olson</i>
Upper School Counselors <i>Jonah Alves, Kelly Leahy McKeown</i>	<i>Hui Hui Chang, Rosalyn Schreiman,</i>

DEPARTMENT CHAIRS - UPPER SCHOOL

Computer Science	<i>Eric Nelson</i>
English	<i>Pauline Paskali</i>
History	<i>Mark Janda</i>
Mathematics	<i>Anthony Silk</i>
Modern and Classical Languages	<i>Abel Olivas</i>
Performing Arts, K-12	<i>Laura Lang-Ree</i>
Science	<i>Anita Chetty</i>
Speech & Debate	<i>Jenny Achten</i>
Visual Art, 6-12	<i>Joshua Martinez</i>

CLASS DEANS

Grade 9 Class Dean

Jeanette Fernandez

Grade 10 Class Dean

Carol Green

Grade 11 Class Dean

Brian Larsen

Grade 12 Class Dean

Meredith Cranston

Transitional Dean

Christopher Hurshman

IV. ACADEMIC POLICIES AND PROCEDURES

The Harker School prides itself on offering an enriching academic journey for all students. The following section outlines the organizational systems and procedures that allow each student to have a fulfilling experience.

A. Graduation Requirements

Earning a diploma and graduating from The Harker School requires more than the successful completion of academic classes. There are other components to be considered.

To graduate from The Harker School students must:

- complete at least 22 academic credits. These credits must include all required courses and credit totals within each department and each semester, as described in detail in the current upper school Course of Study, available on the student and parent portals;
- complete at least two credits (four semesters or seasons) of physical education credit;
- complete the 30 hour community service requirement described in this student handbook; and
- abide by the behavior expectations described in the Honor Code and the Code of Conduct in this student handbook.

Academic credit will only be given for courses taken at Harker. In order to be granted a diploma and to graduate from The Harker School, a Harker student must also continue to meet the requirements of the behavioral expectations, as outlined in the school's Honor Code and the Code of Conduct, until graduation ceremonies have fully concluded.

B. Course Selection, Scheduling, and Scheduling Changes

Course selection for the next academic year begins in January when the assistant division head addresses students in grades 9-11 about changes in courses or course selection processes. Parents are updated about changes to the Course of Study and the course selection process at the grade-level college counseling events held in January. Students submit their course preferences for the following academic year in late January. These requests are vital to the planning process of the school as sections and teachers are determined by the numbers tallied in January. Therefore, the school makes every effort to accommodate the schedule requests from the January process. While a best effort is made, there is no assurance that all requests or later changes can be accommodated.

Harker does not honor requests for specific semesters, periods or instructors. If there is a documented academic/medical reason for the request, the matter should be pursued with the student's academic counselor.

Before the semester begins, students may request course changes through the Wednesday before classes begin. Course requests will then be closed through the first B day of the new semester. At that point, students may request changes through the end of the second week of the semester.

Students may add/drop or change courses through the end of the second week of the semester. The assistant upper school head must approve any course level changes and class drops thereafter. Student requests for class level changes or class drops will not be considered after Nov.1 in semester 1 and April 1 in semester 2. After Nov. 1, students would remain in the class from Nov. 1 until the end of the semester (excluding teacher initiated placement review).

Students are able to adjust their schedules at the beginning of semester 2.

Global Online Academy: Students in grades 10, 11 and 12 are eligible to take classes via the Global Online Academy (GOA) for credit during the academic year. GOA classes are academic courses, and therefore students who take six academic courses are not permitted to also take a GOA class. GOA courses will count toward the 22 academic credit graduation requirement but not specific required classes. Should a student drop

a GOA course after a specified date, a \$500 fee will be charged to the student account.

C. Homework and Assessments

Homework is an integral part of the Harker curriculum and is designed to introduce and reinforce course material and hone skills. Students are expected to complete their homework to the best of their abilities without substantial input from parents, peers or tutors. We at The Harker School recommend that students seriously consider our homework guidelines when signing up for courses. Our guidelines set reasonable time expectations with respect to the levels of course intensity: 75 minutes for AP classes, 60 minutes for Honors, and 45 minutes for all other classes per class meeting. Study time is included in this guideline, and homework should not be due earlier than the next class meeting. If students struggle with homework or find it difficult to complete within the recommended time, students should communicate with the teacher to strategize solutions.

Two Test Policy: If students have more than two tests scheduled for one school day, they are welcome to work with their teachers to reschedule test(s) in excess of two. At least two school days before the exams, the student must send an email to the teachers involved that details the classes, teachers and assessments that are scheduled. The student must also request the change of at least one specific exam and provide at least two viable time options for making up the test. Teachers will respond to requests within one working day.

D. Placement

Students are placed to give each individual a pace of learning that is challenging but not stressful. Placement is evaluated on an ongoing basis and can change if performance indicates that coursework is too demanding or insufficiently challenging.

Early in the fall, a student may be considered for a move from a regular to an honors section if the student is earning at least a 93% in every category that comprises the student's grade in the course. Along with the earned grades, approval from the department and the upper school head are critical components to such a move, as a course load and schedule change of this kind should not be taken lightly. Students earning below an 83% at any time during a grading period jeopardizes their continued placement in an honors or AP section. The teacher will place the student on placement review. If the grade is not raised within this period, the student will be placed in a regular section with a 5% grade boost.

A student who is doing well in a regular section but has not met the requirements to move to the honors or AP class early in the fall will continue to thrive in the regular section through the school year. When courses for the following school year are selected at the beginning of the second semester, the student may request to take an honors or sometimes an AP course. Earning an A in a regular course, along with earning department approval, is necessary to move to an honors or AP course in that department for the following year.

Students may not audit classes. Students may only attend classes in which they are enrolled and earning credit.

Our K-12 curriculum is thoughtfully designed to challenge and inspire students at every stage of their journeys at Harker. As students advance through this journey, they have access to a diverse array of courses tailored to their interests and abilities. No matter where they are placed, every student experiences a rich and fulfilling academic path. Through engaging courses and a well-rounded curriculum, we maximize learning, equipping students with the skills and confidence needed to thrive in the diverse experiences that await them.

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

- Encourage a growth mindset.
We celebrate our students' progress and encourage them on their journey of continuous growth. At Harker, we embrace the process of learning, and we invite you to support this mission by inquiring about and celebrating their learning experiences. We believe in honoring progress over perfection. Every course at Harker is designed to be both challenging and enriching. Therefore, by fostering a

growth mindset, we empower students to embrace challenges, take risks and develop a lifelong love of learning. This mindset not only enhances their academic success at Harker but also prepares them for future growth and achievements well beyond graduation.

- Honor all Harker students.
Our teachers honor and appreciate each student for who they are and where they are on their individual learning journey. Every course at Harker is designed to challenge and enrich students, guiding them toward meaningful academic growth throughout their time here. We ask parents to join us in celebrating and supporting all students on their unique paths. To foster a positive and uplifting environment, we need parents to refrain from discussing placements or comparing children. Comparison can diminish the joy of learning, and our shared goal is to provide every student with a challenging, fulfilling and joyful academic experience.
- Trust the process.
Our goal is to ensure that every student is appropriately challenged to reach their full potential. We continuously monitor each student's progress and engagement, assessing whether their current placement provides the right level of challenge. If we determine that a change would better support a student's learning, we will proactively reach out to parents. We ask parents to trust our process and the expertise of our teachers. Rest assured that if a different placement is in the best interest of a student's growth, our teachers will initiate the conversation to ensure the best possible learning experience.

E. Honors and AP Classes

An additional 0.5 grade point is added for honors and AP courses. All students who enroll in AP classes are required to take the corresponding AP exams in May.

The Harker School believes strongly in the strength of our curriculum and the value of learning on our campus with our teachers. Therefore, we do not encourage a student to take AP® exams in which the student did not take the corresponding AP course at Harker (referred to as "Self-Study exams.") If a student chooses to self-study while enrolled at Harker, the student may not take the corresponding AP course after sitting for the AP exam in the subject. For example, if a student takes the AP Statistics exam, that student may not take the AP Statistics course at Harker in a subsequent year.

F. Grading and Evaluation

Grades are the expression of a student's performance in a given class. All for-credit courses except P.E. are included in a student's grade point average. The academic year is divided into two semesters and students receive report cards at the end of each semester. The semester grade comprises a student's cumulative average over a given semester and a student's grade on the final exam for that course. Final exams are given in December for the first semester courses and in May for the second semester courses. The semester grade that is reported in January and June becomes part of the student's permanent record and appears on the Harker transcript. Three to four times during each semester, students also receive a progress report. This internal report, available in the student and parent portals, provides a snapshot grade taken at that point in the semester. Students have access to real-time grades through Schoology, the learning management system.

A student's overall GPA is a cumulative average of performance while attending Harker's upper school. While a student's GPA is always provided on the Harker transcript, a tutorial and sample calculation is provided here.

Letter Grade	Numeric Equivalent	Grade Points
A+	97 – 100	4.3
A	93 – 96	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
D-	60 – 62	0.7
F/I	59 and below	0.0

- Boost = 0.5 for Honors or AP classes, otherwise Boost = 0.
- For Unweighted GPA, Boost = 0 for all courses.
- Credit = 0.5 each semester
- For Extra Period Option courses (Orchestra, Journalism, etc.), credit = 0.25 each semester

SAMPLE GRADES

Course	Sem. 1	Sem. 2
Honors English 1	A	B+
Honors Geometry	B	A
Physics	B-	A
Orchestra	A	A+

SAMPLE GPA CALCULATION

$$[(4+0.5) \times 0.5 + (3.3+0.5) \times 0.5 + (3+0.5) \times 0.5 +$$

Honors Eng. Sem 1 + Honors Eng. Sem 2 + Honors Geo Sem 1 +

$$(4+0.5) \times 0.5 + (2.7+0) \times 0.5 + (4+0) \times 0.5 + (4+0) \times 0.25 +$$

Honors Geo Sem 2 + Physics Sem 1 + Physics Sem 2 + Orchestra Sem 1 +

$$(4.3+0) \times 0.25] / 3.5$$

Orchestra Sem 2 / Total credits for two semesters

$$\text{GPA} = 3.879$$

G. Transcripts, Report Cards and P.E. Reports

Transcripts, report cards and the P.E. reports offer updates on student performance. The transcript includes all graded classes completed, overall grades earned in all graded classes completed, academic credit earned for each class and in total, and the yearly and cumulative GPA. Transcripts do not include dropped classes, outside classes taken at community colleges or summer programs, Advanced Placement exam scores (both ones taken through the school and self-study), standardized test scores, disciplinary consequences, or visits to the mental and physical health professionals (i.e., academic counselors and school nurse).

Families can access unofficial transcripts through the student and parent portals after the first semester of grade 9's grades have been posted. Official transcripts are requested through a third-party vendor and are never sent to the family. Students receive information about this process through their advisory at the end of the first semester of grade 9 as official transcripts are often needed when applying to summer programs.

The report card details grades earned within a single academic year. Report cards include all graded classes completed, teacher, the semester coursework grade (mark), the final exam grade (if applicable), and the overall grade (final grade). Grade Point Averages are not included on the report card.

The P.E. report details the physical education credits earned by a student. Students need to earn 2.0 P.E. credits to graduate. Both the report card and P.E. report are housed on the student and parent portals from the end of January and of June to 90 days after the conclusion of the school year.

H. Summer Guidance and Summer School Policies

The Harker School believes there are many valuable ways to spend time in the summer. Harker offers limited advice in this realm as the final decision on how to spend resources is for the family to decide.

Should students apply to a summer opportunity that requires a teacher recommendation, they should ask the teacher in person first. The next step would be to submit a request via the Summer Recommendation form found on Schoology. Ideally these requests should be made four weeks in advance, but not less than two

weeks prior to the deadline.

Summer Institute for-credit classes should be pursued only after assessing the entire four-year course plan. While taking a for-credit class during the summer may be advantageous for some academic plans, most students have the ability to fit in all their classes within the four academic years. For-credit classes taken through the Harker Summer Institute are included on the Harker transcript.

A student who takes a non-honors class during the summer session at Harker will not be moved to an honors section in the fall based on summer performance. Balancing the demands of multiple courses is an important part of the approval process for movement from a regular class to honors. Also, students who have been approved at the end of the year to take an honors course for the following school year will not be placed in the honors level during the summer; such placements will begin in the fall. Due to the fast paced nature of the summer course, it is not in the student's best interest to begin the honors sequence in the summer.

I. School Awards

Students in grades 9-12 are nominated by their teachers and other school officials for the following awards. Students nominated for an award will receive a certificate in the mail. Students nominated two or more times for the same award will receive an award presented at a year-end ceremony.

- a. Mission of the School: This award is given to students who exemplify the values of Harker's mission and philosophy. They consistently foster and model kindness, respect, integrity, academic excellence, intellectual curiosity and personal accountability.
- b. Love of Learning: This award recognizes students whose engagement in the classroom environment enriches the learning experience. They approach their education with a genuine desire to learn.
- c. Leadership: This award is given to students who successfully lead and enlist the support of other members of the community to accomplish goals that improve the community of the school.

Valedictorian: Following the recording of end of first semester grades of senior year, cumulative grade point averages (GPAs) will be calculated for the senior class. These GPAs will include all for-credit coursework taken at The Harker School since summer prior to the ninth grade year. No coursework taken outside of Harker is included on the transcript or the cumulative GPA. The student (or students, in case of a tie) with the highest GPA will be named valedictorian(s). In order to be named valedictorian, a student must have attended The Harker School upper school for at least one full year in addition to the senior year. The student(s) named valedictorian is/are expected to uphold the principles enumerated in the Honor Code and Mission Statement. Student(s) designated as valedictorian will receive a plaque and have their name(s) included on a plaque on display in the main office.

Student Graduation Speaker: The student graduation speaker will be selected by the upper school faculty in the spring. Students who earn the Mission of the School Award as a senior will be eligible to become the student graduation speaker.

J. Re-Enrollment

A student must have a yearly average of 2.2 or above to re-qualify for the next year. Students who do not have at least a 2.2 GPA or have been put on academic review during a given year may not qualify for re-enrollment. A student must earn a D- or higher grade to pass and earn credit for a course. If a student does not receive credit for a required course, it must be made up in subsequent years or in our summer program.

K. Academic Review

A student receiving a semester grade below a C- or earning a GPA below 2.2 at the end of the semester will be placed on academic review for the following semester. The assistant division head will notify parents in writing when a student is placed on academic review. Students who are placed on academic review are required to attend study hall. Students who are on academic review are not eligible to participate in extracurricular activities.

Students may request a re-evaluation at the mid-semester mark.

Semester grades between D- and D+, while considered passing for high school credit, do not meet many college requirements, including with the University of California and the California State University systems. Students earning a D-, D or D+ in a course required for UC or Cal State admissions are encouraged to meet with the assistant division head to discuss remediation. A remediated grade, through coursework completed outside of Harker, does not change the student's Harker transcript but can be used to meet college eligibility requirements.

L. Upper School Communication Protocol

A. Communication Methods

Voicemail and email are viable ways for teachers, students and parents to communicate with one another. If a response is needed, we encourage all parties to aim for no more than a 24-hour response time in order to share information and maintain a productive relationship. All emails received after 5 p.m. will be considered as received the next working day as we do not expect Harker employees to check email between the hours of 5 p.m. and 8 a.m.

B. Concerns

Ongoing communication between students, parents, faculty and administration is critical in order for all of us to work together for the success of our students. If students have a particular concern regarding their coursework we encourage the following communication process. As the upper school supports the continued maturation and development of the student, these steps should be student-initiated.

The table below outlines steps that should be student-initiated beginning with Level 1 and, then, progressing to the next level if the concern is not resolved.

Type of Concern	Level 1	Level 2	Level 3	Level 4	Level 5
Academic	Student meets with teacher	Student & parent meet with teacher	Student & parent meet with department chair &/or assistant division head	Student & parent meet with division head	Student & parent meet with assistant head of school for academic affairs
Athletic	Student meets with coach	Student & parent meet with coach	Student & parent meet with athletic director	Student & parent meet with division head	Student & parent meet with assistant head of school for student affairs
Other	Student meets with support staff	Student & parent meet with support staff	Student & parent meet with division head		

If the concern is still unresolved, students are welcome to speak to the head of school.

V. STUDENT SUPPORT

A. Office Hours

Office hours are a period of time during which students may meet with teachers in their classrooms. This affords students an opportunity to seek additional guidance or clarification in a subject.

When a student in any grade level falls below an 83% in honors or an 80% in a regular section, attendance at office hours will be required. When a faculty member requires students who are not making satisfactory progress to attend office hours, this becomes a mandatory commitment which students must attend. Failure to

report to office hours as required by a teacher will result in detentions being assigned.

B. Study Hall

Study Hall is a teacher-supervised space held on Monday, Tuesday and Thursday from 3:45-4:45 p.m. Since students are expected to complete their daily homework assignments, an after-school study hall can be assigned to students who do not submit their homework when it is due. Study Hall takes precedence over any athletic practice or after-school commitment that may occur at the same time.

C. Advisory Program

The upper school advisory program is designed to further develop a supportive environment for both our students and parents. It is one of the cornerstones of our community. Advisors will help students make the most of their high school years by serving as mentors who provide academic and personal advice. Advisors will serve as advocates for students with parents, other teachers and administrators. The advising system seeks to provide each student with an opportunity to find guidance and trust in a relationship with an adult member of the community. We accomplish this by integrating the following areas of focus into the program: Health and Wellness, Downtime, Spirit and Community, Character and Ethics, and Support and Advocacy.

Advisors and their advisees have a weekly period during which they meet. This is a time when academic work is put aside and community becomes the focus.

We encourage students and parents to develop a close working relationship with the advisor, who will be aware of the advisee's academic progress and involvement in the school community. The advisor is available to help with any concerns a student may have, though students are always welcome to discuss concerns with any member of the faculty or administration.

D. Academic Planning & College Counseling

A student's high school experience at The Harker School is unique and multifaceted. During ninth grade, students focus on successfully transitioning to the upper school and learning about the multitude of available opportunities. Parents and students are strongly encouraged to attend an academic planning meeting in which they examine Harker's graduation requirements and draft their four-year plans. This educational session will provide families with all the information needed to develop an educated plan for high school. If more information is desired, parents and students can visit the Academic Planning tile on the parent and student portals. With a four-year plan draft, students will have questions answered at a LIFE session, and individual planning meetings can be requested as needed.

In semester two of grade 11, students begin working with the college counseling department and are assigned to a college counselor. Through classes and scheduled individual and family meetings, the college counselors guide students through the college search and application process.

In the second semester of grade 11, college counselors focus on student self-reflection as well as in-depth research on the colleges, working with each student to identify college opportunities and to build a college list appropriate for a student's interests and abilities. In the fall semester of grade 12, college counselors assist students with all aspects of college applications, reviewing application essays and other elements of the application.

The college counseling department hosts grade-level parent nights for grades 9-12 throughout the academic year.

E. Counseling Department

The counselors at The Harker School play a vital role in the lives of students. The counselors work with students having problems in the academic, behavioral or social/emotional arenas. This is a routine procedure at Harker and part of the way we help all students move toward their maximum potential. Counselors have five

major areas of responsibility:

- A. Academic monitoring and tracking of a student's progress, including assessing academic concerns and working toward making appropriate interventions.
- B. Crisis intervention. If in the course of a counseling department meeting it is determined that a student may be a risk to themselves or others, the counseling department does reserve the right to take proactive steps to preserve the safety of the student and/or others. This process may include support and/or evaluation from outside professionals to determine the student's safety risk through a clinical interview, psychological testing or other manner of risk assessment.
- C. Seeing students who drop into the counseling office for problems they may be having; recommending outside counseling or other support services for students. Although the counselors will help the student through difficult times, they cannot provide ongoing therapy. The counseling department is held to both ethical and legal professional standards regarding the sharing of a student's personal/confidential information. We will require a signed Release of Information from the parents or guardians of a student in order to communicate information with an outside professional (except in situations where the student may be a risk to self or others). The counseling department will request permission of the family to disclose personal/confidential information with pertinent faculty in order to facilitate an understanding of how best to support a student through a difficult time.
- D. Recommending Psychoeducational/Psychological Evaluation: Occasionally a student may experience challenges that could be connected to an underlying learning, social-emotional or medical diagnosis. A psychoeducational or psychological evaluation by an outside licensed professional may be recommended by the counseling department to better understand the student's behavior and learner profile. 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 difficulties 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. Should a parent initiate an evaluation, the evaluating psychologist, mental health professional or other health care provider may request that forms or rating scales be completed by the student's teachers in order to get information about the student's current level of functioning at school. Such requests must go through the counseling department and this information can be provided by the school only if it is requested for the purposes of an evaluation or for provision of support by an evaluating professional. Completed rating scales or forms are returned back directly to the evaluator by the counseling department.

Additionally, to facilitate the evaluation process, parental consent by way of a signed Release of Information form will be requested by the counseling department to allow the counselor, learning specialist and evaluation professional to relay observations and pertinent information regarding the student.

Confidentiality of Personal Information Shared with School Counselor

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

Students seen by a counselor will have a counseling file created for them to ensure continuity of services. These files are kept in a locked filing cabinet at all times so that the records are NOT accessible to any Harker employees outside of the counseling department. In addition, information contained in the counseling record is NOT a part of the students' academic record as these records are kept separate.. Unless a parent or guardian of the student signs an official Release of Information form, information from the counseling department will not be revealed, released or discussed with any persons outside of Harker, such as psychotherapists or other health care providers. Once the Release of Information has been received by the counselor, the counselor may

communicate in writing or verbally with the named psychotherapists or other health care providers. **A counselor does not need a Release of Information form in order to report child abuse or neglect as required by the law. A counselor also does not require a release of information in order to report a disclosure of information related to the safety of self or others.**

Harker considers any information of a personal nature disclosed by a student 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:

- to discuss with psychotherapists, other health care providers, or the school nurse, for the sole purpose of referring the student for treatment.
- to report child abuse or neglect as required by the law.
- to report information to the head of the 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 their school community members.
- 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.

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 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 or to report an allegation of crime as reported by a student as part of mandated reporting requirements.
- 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 legitimate educational interest. "Information of a personal nature" does not include routine objective information related to academic or career counseling. While the school is committed to maintaining the confidentiality of student information, 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 the student's education can help the child thrive to the best of the school's ability.

The counselors will maintain confidentiality with respect to their discussions with students. However, if a student's needs extend beyond what a counselor can provide or in other appropriate circumstances, the counselor may need to contact parents to ensure appropriate additional support is in place.

If parents have questions about the counseling process they should feel free to speak to the appropriate division head.

F. Finding a Tutor

Should a student or parent feel additional support for coursework is needed, parents may obtain a tutor through the counseling office. As a service to our community, the counseling department has a list of tutors

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

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

If parents decide to hire tutors not employed by The Harker School, we want you to feel safe and comfortable with your choice of tutor. We recommend that parents make sure the tutor is guiding the learning rather than doing coursework for the student. This will ultimately benefit your child's learning and performance in class. We also encourage parents to have the non-Harker tutor contact the child's teacher so that the tutor and teacher may work to make the most of the child's tutoring time. Lastly, since tutoring is often done as a one-on-one activity, we highly recommend that parents conduct reference checks and criminal background checks on potential tutors prior to hiring. Parents may do the latter by logging onto www.nsopw.gov. We also encourage parents to be present while their child is being tutored.

VI. ATTENDANCE POLICIES

A. Absences

State law mandates student attendance at school. During the course of the school day, students are expected to attend all classes, school meetings, advisor sessions and school assemblies. Absences that can be excused are:

- Illness or injury of the student – A doctor's signature is required after the third absence due to illness or injury in a given semester.
- Dental or medical (including eye) appointments – Every effort should be made to schedule appointments outside the academic day.
- Religious holidays.
- Death in the family or serious family emergency.
- Mandatory court appearance.
- Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment, to a combat zone or combat support position.
- Mandated county or state quarantine.

When a student returns to school after an absence of any length, the reason should be contained in a written note from the parent.

In the case of illness or injury, the specific illness or injury does not need to be disclosed; however, the doctor's signature required after the third day of absence for illness or injury must affirm that the student was not able to attend school because of the student's illness or injury.

Depending upon the circumstances, a meeting with the upper school division head, the student's counselor, and the nurse will be scheduled before the student returns to classes. The goal is to provide support to help ensure a smooth transition back to school.

Students who are absent from school for an excused reason will be permitted, and expected, to complete all assignments and tests missed during the absence that can be reasonably provided, and upon satisfactory completion within a reasonable period of time, shall receive full credit. In most cases, the length of time that a

student has to make up missed work is directly proportional to the number of days missed. In other words, a student who is out of school for two days will have two days to make up missed work. Work turned in after that time will be considered late and credit may be reduced or denied. These recommendations are guidelines and may be changed based upon input from the teacher and upon the particular circumstances.

Participation in a school sanctioned event that takes place during the academic day, such as athletics or debate, does not count as an absence. However, students must be present for 50% of their for-credit classes in order to participate in extracurricular activities such as: a school dance or performance, or an athletic event or practice on the day of the absence. In the event that a student has only one class on the day of absence, the student must be present for that class in order to participate in extracurricular activities. The dean of students must approve any exceptions.

B. Reporting Absences

All absences or early dismissals must be cleared, by a parent, with the attendance office prior to 8 a.m. by calling the upper school's attendance phone line at 408.345.9247 or by emailing attendanceus@harker.org.

Notifying a teacher does not clear an absence. The upper school records student attendance by period, so calls to the attendance line requesting a late arrival or an early dismissal should include the approximate time of arrival or dismissal for accurate attendance recording. A student who has an unexcused absence may be subject to suspension and may be reported to the local school district's Truancy Review Board.

When a student is absent for an extended period of time without a valid parent or guardian excuse and the approval of the school, Harker will notify the local school district's Truancy Review Board. Parents are responsible for knowing and complying with the state's legal requirements regarding absenteeism and compulsory education laws. Please contact Harker's attendance office if you have any questions.

C. Pre-Approval Process for Planned Absences

Students are expected to be in school while classes are in session. Faculty instruction, collaborative group work and class activities cannot be duplicated for the absent student. Requests for planned absences should be made by contacting the attendance office **at least 10 school days in advance**, by a parent or legal guardian. If this communication does not occur and/or the request is not granted, normal rules regarding turning in work for approved absences does not apply and credit for work submitted late can be lowered or denied. It is important to note that teachers are not expected to create or provide special assignments for students who miss school for unapproved reasons.

D. Parent In Absentia

Parent(s)/guardian(s) must notify the attendance office 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.

E. Class Absences and Loss of Course Credit

Accumulating in excess of five absences in a class (course of study) per semester, whether excused or not, may result in a loss of credit for the course or courses involved. This policy applies to all absences except school- sponsored trips and events. Any student who is denied credit for a course may appeal to an administrative review board. A student who loses credit for a course may be in jeopardy of not meeting graduation requirements and may be ineligible for re-enrollment for the future. Senior college visits are exempt providing the student submits verification of the visit from the admissions office of the school(s) to which he or she is applying. This documentation must be presented to the attendance office, upon return to school, to be eligible.

F. Cuts

A “cut” is an absence from an academic class or school commitment without parent notification. School commitments include, but are not limited to, assemblies, mentoring sessions, advisory meetings, college counseling sessions, required office hours sessions and weekly school and class meetings. A cut is considered a major disciplinary violation. Recommended discipline for cutting school is as follows:

- Cutting a school day: first offense – Saturday School Service and a referral to the school’s Honor Council.
- Cutting an academic class: first offense – Saturday School Service; second offense will result in an appearance before the Honor Council.
- Cutting other school obligations: first offense – three hours of detention; second offense – Saturday School Service; a third offense will result in an appearance before the Honor Council.

The dean of students in his sole discretion may impose additional or other discipline as determined by him or her to be appropriate.

G. Tardies

Students are expected to be on time for all classes. A tardy to class is defined as arriving in the classroom after the final bell has rung. A student that is more than 30 minutes late to the school’s first period of the day, or 10 minutes late to any other period, will be marked absent, rather than tardy, for that class.

Students who are tardy to any period are assigned to after-school detention beginning with the third reported tardy in the quarter for each class, regardless of the reason. Each subsequent tardy during the quarter will result in an additional after-school detention. Being chronically late to school or classes will result in a Saturday School Service or other disciplinary action.

H. Closed Campus

Students must have prior parental approval to check out of the school before the end of their academic day. This can be done either by written notification brought to the attendance office or a phone call from the parent to the upper school’s attendance phone line: 408.345.9247.

Students are always required to sign in and out at the attendance office when arriving at school late or leaving the campus during the academic day. Students must obtain an admit slip if they have missed any class time due to their absence or tardiness.

Students may not leave campus without parent approval until they have fulfilled their school commitments for that day. These obligations include, but are not limited to: classes, school meetings, class meetings, assemblies, advisory meetings and required office hours commitments. Students who have completed their academic day and wish to leave campus before the final school bell for the day must first sign out in the attendance office. Once students leave campus at the end of their school commitments, they may not return until after the end of the academic day. Students who do not sign out when leaving campus or who are found off of the premises during the school day without permission will be subject to disciplinary consequences.

VII. DISCIPLINARY POLICIES

The Code of Conduct and Honor Code

As an academic institution, The Harker School must establish an environment that ensures that all students have the opportunity to pursue freely both intellectual and personal growth. To that end, the school has adopted the Code of Conduct to govern behavior and create an atmosphere conducive to learning.

The code, therefore, is not designed merely to punish misbehavior, but rather to promote and enforce the values of the Harker community as expressed in the school's Honor Code.

Being Responsible

Students must remember that they are accountable for their actions, both on campus as well as off campus or outside of school hours. Inappropriate behavior – anywhere or at any time – that negatively affects our students, that disrupts the school environment – or that is prejudicial to the good name of the school may be subject to disciplinary action. Consequences for violations of the school's rules and expectations apply any time students are on campus, attend any school-affiliated trip or event or attend an athletic contest in which school teams are participating. In addition, electronic communications through use of personal resources that takes place off-campus or outside of school hours may be disciplined when they 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. As a condition for attending The Harker School, all students are expected to abide by both school rules and policies and the laws of the community in which they live. The school cooperates completely with all investigations conducted by law enforcement agencies. Violation of state and federal laws off campus may result in disciplinary action being taken by the school as well as possible referral to local law enforcement agencies.

In several places throughout the discipline policy and this handbook, The Harker School provides specific examples and guidelines of types of conduct that is prohibited and of potential consequences. These should be treated as examples and guidelines only. The Harker School at all times reserves the right to discipline any conduct that violates school rules and policies, and to provide the level of discipline that the head of school, at his sole discretion, determines is appropriate.

The three pillars of the school's Honor Code are: Respect, Honesty and Accountability.

First Pillar: Respect

Sensitivity to others and mutual respect are basic values of The Harker School community.

Student Expectations with respect to Anti-Harassment Policy

Discrimination against or harassment of any individual or group 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 is prohibited. Students are expected to treat every member of the community with respect both on and off campus and not to take any action that is prejudicial to The Harker School. 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.

Harker is committed to maintaining a safe environment for all students that is free from harassment, whether physical, verbal or sexual. Harker recognizes that 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. Some examples include, but are not limited to, the following:

- leering, stalking and repeated unwelcome flirting;
- inappropriate or sexually suggestive pictures, emails, graffiti, etc.;
- any form of intimidation or bullying, whether it be in person, by email or the Internet, which would include social networking sites;
- inappropriate and unauthorized physical contact, which may include blocking of movement, touching, grabbing, hugging, kissing, patting, poking, brushing against, or any other form of sexual assault;
- repeated verbal taunts or teasing or highly inappropriate statements made to another student or staff member.

No student shall create a hostile or offensive educational or 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 or employee of The Harker School.

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

All students shall report any conduct, which fits the definition of discriminatory harassment, to the upper school division head, the upper school dean of students, or one of the academic counselors.

All complaints or allegations of discrimination or 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.

Policy against Hazing Practices

Hazing is not permitted at The Harker School. "Hazing," as defined by the "Hazing Prohibition Act of 2003," is "any assumption of authority by a student whereby another student suffers or is exposed to any cruelty, intimidation, humiliation, embarrassment, hardship or oppression, or is required to perform exercises to excess, to become sleep deprived, to commit dangerous activities or to curry favor from those in power, to submit to physical assaults, to consume offensive foods or alcohol, or the threat of bodily harm or death, or the deprivation or abridgement of any right."

Policy on Bullying Prevention

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

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

Cyberbullying Defined

Cyberbullying is bullying committed by means of an electronic act, directed specifically toward another student or school personnel. An "electronic act" for the purpose of cyberbullying is the transmission of a communication, including, but not limited to: a message, text, sound, video or image, by means of an electronic device, including but not limited to a telephone, wireless telephone, computer, or other electronic communication device. It includes acts committed through use of either school or non-school equipment/electronic communication devices.

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

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

- creating, sending, or forwarding emails or other electronic communications
- texting
- voicemail or other recorded messaging

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

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

Examples of Cyberbullying

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

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

Consequences for Bullying

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

Preventing Bullying

At the upper school, we are deeply committed to cultivating a safe, inclusive and respectful learning environment where every student feels valued and supported. Preventing bullying is not only a disciplinary matter but a community-wide responsibility that requires intentional education, compassionate intervention, and a shared culture of accountability and kindness.

To this end, we implement a comprehensive, schoolwide bullying prevention strategy anchored in our LIFE (Living with Intent, Focus and Enthusiasm) program. Through targeted curriculum, faculty development and peer education, we work to instill a deep awareness of what constitutes bullying, how to recognize it, and how to respond effectively and empathetically. This initiative promotes a culture grounded in empathy, respect and the courage to stand up for others.

Our counselors play an integral role in this effort by offering individual support to students impacted by bullying - whether as targets, bystanders or aggressors. They are trained to address harmful behaviors with sensitivity, providing approaches that promote healing and behavioral growth. Students who exhibit bullying behavior are engaged with accountability measures as well as opportunities to reflect and change, rather than simply face punitive action.

Harker's values-based developmental approach is reinforced across all grade levels as an anchor in our anti-bullying efforts:

Grade 9 – Personal Accountability

Grade 10 – Respect

Grade 11 – Integrity

Grade 12 – Kindness

Ultimately, our goal is to foster a school culture where bullying is actively challenged and every student can thrive - academically, socially and emotionally - in an environment that exemplifies safety, respect and community.

Stopping and Reporting Bullying

Staff are expected to immediately intervene when they see a bullying incident occur.

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

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

Complaints of bullying can be made anonymously. An anonymous complaint should be in writing, directed to the upper school division head or the upper 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 upper school division head or upper school dean of students in investigating and addressing the alleged bullying.

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

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

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

Public Displays of Affection

Students should refrain from engaging in displays of affection that go beyond social norms at all times while on campus. As an example, holding hands or a friendly brief hug is acceptable behavior. Kissing or sitting in someone's lap is not appropriate behavior while at school or at a school related function.

Community Expectations

Fashion, as well as how it is used and understood, is always evolving. At The Harker School, we believe that your clothing is a powerful tool to express your unique identity. Our community benefits greatly from your choice of clothes because it demonstrates the diverse perspectives of our student community. Students must dress in a manner that is germane to the situation that they are in, with health, safety and comfort as priorities.

Please be advised there are specific requirements provided by teachers regarding safety and function in labs, workshops and athletic environments which must be followed when in those spaces.

Even though health, safety and comfort are paramount there are some guidelines that must be followed during the academic day. They are:

- For safety reasons shoes must be worn
- Sleepwear, swimwear and undergarments should not be worn as an outer layer during the academic day.

Reinforcement

The above guidelines are not meant to be punishable, but to empower students to make intentional decisions about their attire. If a student's clothing is perceived to fall outside of these guidelines, this can be addressed by any adult on campus. Repeated disregard for our community expectations will be addressed by the dean of students.

Special Dress

The school will highlight occasions that require special dress. Special dress requirements are semi-formal or dressy casual attire which includes collared shirts and ties, blouses, dress pants/skirts, dresses, and dress shoes (dress socks, as needed).

Community Guidelines

Clothing that creates an infraction of policies pertaining to hate speech, violence, sexual harassment, public displays of nudity, and drugs/alcohol will be addressed directly by the dean of students. Please see the following sections in this handbook.

- Harassment, Hate Speech, Bullying: Section II F; B
- Sexual Harassment and Public Displays of Nudity/Sex: Section II E; VII B
- Drugs and Alcohol or Advertisement of Drugs and Alcohol: Section VII

Second Pillar: Honesty

Learning takes place best in an environment built on honesty and trust. Students are expected to represent themselves truthfully at all times and to be familiar with the school's policy regarding academic integrity and plagiarism. Lying is a serious offense and is grounds for suspension or dismissal.

Academic Integrity and Policy against Plagiarism

At the start of each academic year, all students sign the Honor Code, promising to uphold the principles of academic integrity at Harker. In addition to the pillars of the Honor Code, students shall adhere to departmental academic integrity and plagiarism policies published on teachers' course pages.

Violation of academic integrity constitutes a serious breach of The Harker School's Code of Conduct. Teachers have the responsibility to uphold the Honor Code and to report violations to the dean of students when they occur. Violations may be subject to Honor Council review and academic penalties. Offenses are treated as opportunities for students to learn how to function successfully in an academic environment. Students are encouraged to consult teachers and school librarians whenever questions regarding academic integrity arise.

Violations of the Honor Code include but are not limited to the following:

- lying about or misrepresenting your work, falsifying data or statistics in labs or projects;
- taking unauthorized notes or other aids into a test; copying from or being influenced by another student's work during an assessment;
- giving unauthorized aid to another student, such as allowing him or her to copy or use a test, paper or homework, including any form of descriptive information about an assessment given by a student who has taken the test, or passing information about a test to students in another section;
- collaborating on group work that goes beyond the limits set by the teacher;
- submitting work that was produced by someone other than the student, such as a tutor, parent, online service or AI;
- using translation software to complete modern language assignments;
- the theft of, deceptive use or deliberate destruction of educational materials, such as teacher manuals, tests and assessments, or library resources;
- using AI in ways that are not approved by the teacher
- Students may not use their cell phones as hotspots, and must be on the Harker network during any academic activity, assignment or assessment while on school grounds.

How Plagiarism is Identified

Students are responsible for producing their own work in completing school assignments. Downloading and copying another individual's work from the Internet without crediting the author is plagiarism.

Plagiarism is defined as using another person's ideas, words or creative work and presenting it as your own or resubmitting the same paper or project for two different courses. Intellectual honesty and originality are core principles of the academic enterprise and must be applied to every assignment, project and test which students submit. All student work submitted to local, national and international organizations and competitions must also comply with these same Harker principles.

Avoiding plagiarism requires students to master a complex set of skills including paraphrasing, summarizing and citation. Attribution of sources is taught throughout the curriculum by teachers and librarians, using discipline specific style manuals. Textual and digital resources of all types (text, images, music) must be cited. The school uses NoodleTools citation and note taking software, and every student is instructed in its use. In addition to starting research projects early, students should consult librarians or teachers with questions about proper citation of source materials.

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. That is, when the student cannot meaningfully recreate the paper in a manner that shows a solid understanding of the content;
- when the material is found to be copied from another source and is not paraphrased or cited properly;
- using AI to complete any assignment when such use is not explicitly authorized by a teacher.

Plagiarism can be, but is not limited to, the following: one complex sentence or two or more phrases or clauses, or a number of short, simple sentences, whether these are located close together or spread throughout a written assignment.

In order to paraphrase, cite or quote appropriately, students must state the name of the source for all ideas and writings they include that are not their own and they must use quotation marks for all language that is not their own. At a minimum, this should 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 pages or multimedia production requires proper attribution, which should be immediately adjacent to every instance of a borrowed element, in a bibliography or according to teacher guidelines.

Copyright/Licensing

The Harker School is responsible for maintaining appropriate records showing that all software is appropriately licensed before it is used on any Harker owned or controlled equipment. It is expected that all faculty and staff will make themselves aware of all relevant copyright laws and will honor them, and require students to honor them.

Copyright violations include the copying of computer software or written materials without the permission of the author. Materials found to be in violation of copyright will be removed from the network, and may be removed without notice.

Accuracy and Rules of Conduct in Published Information

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.

The Harker School provides school-sponsored opportunities to post or publish information in school-sponsored publications and through school-generated resources as part of a supervised learning experience for students. Any posting or other publication through use of these school resources and school-sponsored opportunities that is vulgar, lewd, or obscene; is contrary to the educational mission of the school; infringes upon the rights of other students; or causes or reasonably might lead to substantial disruption or material interference with school activities, may be the subject of disciplinary action.

Anyone who posts or publicizes anything off-campus may also be subject to disciplinary action if it poses a threat or danger to the safety of students, employees, or school property; or if it substantially disrupts the school environment.

No student-generated posting or publication will be deemed to represent the school's position unless the student first obtains appropriate approval from the school.

Third Pillar: Accountability

I: Fair Treatment of Property

All members of the Harker community deserve to have their property treated with respect. Likewise, students are expected to treat school property properly. Whether it is leaving behind plates and debris after eating a meal or the intentional destruction of school property or theft, misuse of items adversely affects the quality of life within the community. Students are expected to have an awareness of how their actions regarding the school grounds or property can impact others in the community. It is up to each student either to report violations of the fair treatment of property or, in minor incidents such as littering, to speak with the offender directly. Improper treatment of school or personal property is not acceptable behavior in the community.

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 daily life 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 available to 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 Honor Codes, and apply uniformly whether in digital or non-digital forms.

Appropriate Use of Resources

The Harker School offers its entire community a wide range of electronic communication resources and technologies to support its educational objectives and school operations, and to facilitate student learning. Its electronic communication resources and technologies include, but are not limited to, computers, network access, software, applications and the internet. Their use is a privilege and not a right. Proper usage is based on trust and judgment. Failure to adhere to these standards will result in discipline up to and including expulsion. The following terms and conditions are meant to provide families with examples of prohibited conduct, but are not intended to serve as an exhaustive list. Students may be disciplined for engaging in other conduct deemed, in the sole discretion of the school, as detrimental to the school, its mission, and/or harmful to other students.

Proper Usage

Technology resources are provided to promote educational excellence. During class time, computers are to be used for academic purposes only. Students agree never to use school computers, school servers, network access or school-issued accounts or shared spaces in the cloud and maintained by The Harker School for purposes such as the following:

- to set up peer-to-peer networks, open file sharing, or host any network streaming.
- to post, send, access or download copyrighted material without permission.
 - Users are to respect the rights of and the intellectual property of others in accordance with state and federal copyright laws. Transferring copyrighted material to or from the school's computer without the express permission of the owner is a violation of federal law.
- to access, send or retrieve pornographic material.
- to post inappropriate text files or files dangerous to the integrity of any network.
- to circumvent security measures on school or remote computers or networks (hacking).
- to attempt to gain access to another's resources, programs, or data.
- to falsify one's identity to others.
- to engage in the unauthorized exploration of the network operating system or to change any installed school software.
- to disclose personal information, such as address, phone number, age, on the school system.
- to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- to post chain letters or engage in "spamming."
 - Spamming is sending an annoying or unnecessary message to a large number of people

These same rules apply when using personal devices through or by accessing The Harker School network.

If you mistakenly access inappropriate information through use of The Harker School electronic communication resources or through accessing The Harker School network, you should immediately advise your teacher or an administrator. Failure to promptly do so may result in discipline should it be determined at a later time that you accessed inappropriate information through the use of The Harker School electronic communication resources or network.

Digital Device Use Guidelines

The primary purpose of making any digital devices available to teachers and students and for providing network access is to enhance student learning.

Users of school digital devices or other school electronic communication resources including school network access are expected to know and abide by all school rules regarding use of school electronic communication resources.

In addition, the following basic digital device rules apply to all digital device users:

- Secure your digital device. When not in your possession, it should be in your locker.
- Keep your digital device in a condition where it does not pose a risk to others (antivirus and antispyware up to date, all security patches current).
- Do not use your digital device in a way that creates a distraction to your learning or the learning of others.
- For non-Harker-owned digital devices, abide by all rules regarding "Proper Usage" (see above) of school electronic communication resources, including network access, while at school and when using The Harker School electronic communication resources, including school network access off campus

All non-Harker-owned digital devices may be subject to inspection, either physically or virtually, to ensure that they contain required security protections and when there is reason to believe that they may pose a threat to Harker's network or digital resources. This may include the requirement that Harker-owned security, antivirus or other software be installed to be sure that security, antivirus and anti-malware software are up to date.

Network Accounts and Password Protection Security Requirements

All students will receive a network account and email account. 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.

Students must not disclose or allow others to use their passwords. Students agree to respect others' privacy and not to use another person's account or password, even with that person's consent. Disciplinary action will be taken for any use of another's password. Students should change their password once a year.

Password Standards for Students

- Minimum number of characters: 8
- Required characters: at least one letter and one number Frequency of change: 366 days
- Administration: Randomly issued by tech department, administered by user following initial issue

Duty to Comply with All Policies regarding Respect and Honesty in Use of Electronic Communication Resources

All uses of the school's electronic communication resources must comply with all of the school's policies on Respect and Honesty, including, but not limited to, the school's Anti-Harassment policies, Policy on Bullying Prevention, and Academic Integrity and Policy against Plagiarism.

Lab Behavior

All Harker standards of conduct apply in computer labs. Labs may only be used when a staff member of The Harker School is present and agrees to supervise. No food or drink is to be brought to any lab or placed near any computer at any time.

Notice of Limitations on Privacy in Communications

Each student's online communication is a reflection of our school. Email to and from our school is like a

postcard; it is not private and may be monitored by the school as needed. Therefore, students have no right to privacy or expectation of privacy as it relates to the use of the school's electronic resources. The school has a right to monitor all communications on its servers and electronic equipment. All network traffic, as well as data storage, may be monitored, examined and evaluated by the school at any time.

With respect to personal devices not owned by the school, in general, the school will treat electronic and telephone information on personal devices 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 or when the school believes that a rule of the school has been violated. All school-owned digital equipment, and the data they contain, may have their content examined and evaluated at any time. This includes messages sent from a personal device through use of The Harker School network.

Email Expectations

Email is one of the primary means of communication at The Harker School. All email communications between students and The Harker School faculty or staff must be through their official school email account. Students are expected to check their email daily in order to assure that they can be reached by members of the faculty and staff.

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. Other technical means, including proxy servers, packet managers, etc., may be used. Any attempt to circumvent the filters or blocks (via passwords, tunneling, the use of unauthorized proxy servers or any other means) will be treated as a violation of the Honor Code. Requests for exceptions to this policy should be submitted to the library director. Additionally, students may not use their cell phones as hotspots, and must be on the Harker network during any academic activity, assignment or assessment.

Limits on Storage - Email and Personal User Folders

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

Security and Care of Electronic Communication Resources

It is essential that The Harker School computers never be disrupted by any virus.

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.

Vandalism of Electronic Communication Resources

Anyone causing harm to the Harker network or other Harker resources may be billed for the time and materials it takes to repair the damage. They may also be billed for the time and resources it takes to locate them as the source of unwarranted bandwidth consumption or other misuse/abuse of Harker's digital resources. There may also be disciplinary action.

The entire community suffers when computer systems are disrupted. Students agree to refrain from vandalism, which includes, but is not limited to, the following:

- attempting to access files or folders of others or to bypass the security of software;
- using or having unauthorized passwords, or those belonging to another user;
- revealing passwords to others;
- possession of unauthorized network utilities or software that can bypass security systems, licensing, passwords, etc.;

- unauthorized use and distribution of licensed software (software piracy) on any Harker computer or over Harker's network;
- unauthorized installation, removal, or copying of any software or data files;
- any physical damage to any computer or network component;
- spilling food or other substances on or into the computer, causing harm;
- carrying a virus into the network, either intentionally or from the voluntary disregard of the need to use reasonable care (such as through the failure to use due care to adequately protect against spyware, viruses, Trojan horses and other forms of malware);
- installation of unauthorized software on any Harker computer;
- modifying or circumventing any computer software or network settings;
- unauthorized configuration or reconfiguration (changing the setup) of any Harker computer;
- changing any hardware connections or cabling.

Duty to Report Misuse

Students agree to report any misuse of the school's system or any school electronic communication resources to appropriate staff members.

Loss of Privileges regarding Electronic Communication Resources

Violations of any of the policies and procedures regarding or relating to use of electronic communication resources may result in loss of network privileges and/or other penalties.

II: A Safe and Healthy Environment

A safe, healthy environment is absolutely essential to learning. Consequently, students must not engage in behaviors that can cause or threaten physical harm to another person, or engage in behaviors that threaten the safety or functioning of the school.

Examples of Prohibited Conduct and Consequences

Examples of such behaviors and their recommended range of consequences include, but are not limited to:

- Possession of weapons, firearms or explosives on or going to or from campus or any school-sponsored event, or off-campus without legitimate and legal right: dismissal
- Possession of knife or other dangerous object on or going to or from campus or any school-sponsored event: suspension to dismissal
- Selling or distribution of controlled substances/paraphernalia at any time: dismissal
- Use or possession of controlled substances/paraphernalia on or going to or from campus or any school-sponsored event: suspension to dismissal
- Use or possession of controlled substances/paraphernalia off campus: warning status and required counseling to dismissal
- Use or possession of substances such as but not limited to, marijuana, THC, vape devices and synthetic cannabinoids: suspension to dismissal and required counseling.
- Use or possession of alcohol on or going to or from campus or any school-sponsored event or any off campus event: a day suspension to dismissal
- Distribution of alcohol on or off campus or at any school-sponsored event: suspension to dismissal
- Use or possession of tobacco or any nicotine-based products and associated paraphernalia on campus or any school-sponsored event: Saturday Five and required counseling to suspension

Caveat regarding Violations of Policies

In some cases discussed above, The Harker School has provided specific examples of prohibited conduct and possible consequences. These are examples and guidelines only, and should not be viewed as the only type of conduct that may be prohibited or the only type of consequences that may apply. The Harker School at all times reserves its right to discipline any conduct that violates school rules and policies, and to provide the level of discipline that the head of school, in his discretion, determines is appropriate.

VIII. THE DISCIPLINARY PROCESS

A. Reporting Incidents and the Investigation Process

When a student is believed to have violated the Code of Conduct, the dean of students investigates the matter. When the facts surrounding an incident are clear and the student accepts responsibility for their actions, the dean of students normally addresses the matter along with other school administrators as appropriate. If the dean determines that a difference of opinion over factual evidence persists, or when the school's administration feels that a hearing would serve student growth or community interest, the Honor Council may be convened. When a student is scheduled to appear before the Honor Council, the dean of students will notify parents.

Students who believe they have been the victim of a Code of Conduct violation by another student should report the incident to their advisor, any faculty member or a member of the school administration. Such reports will be investigated with an effort to maintain the privacy of the students involved, but it must be clear that the school retains the right to pursue any such violation according to the principles outlined in this handbook.

The dean or another school administrator, utilizing the standard responses listed in this handbook, handles violations of school rules.

B. The Honor Council

As elected representatives of the student body, the Honor Council's mission is to uphold the Honor Code. As such, violations of the Code of Conduct may be referred to the school's Honor Council, which considers situations brought before it by the dean of students. The Honor Council formulates a recommendation that is then brought to the upper school head.

C. Honor Council Inquiry

Ten students and three faculty members serve on the Honor Council. The council hears inquiries recommended by the dean of students. The dean describes the situation and summarizes available information and is then excused. The council may then choose to hear from various participants in or witnesses to the event.

The student for whom the council has been convened is then asked a series of questions. The student's advisor may attend the hearing with the student or the student may request that a faculty or staff member appear on their behalf at the inquiry. Parents are not permitted to attend.

Following the interview, the student is excused. The council discusses its findings and gives a formal recommendation to the upper school head for review. This recommendation is not binding on the school administration.

Sessions of the Honor Council are conducted in private. Participants are asked not to discuss what is said by any participant during the session, and members of the council are asked not to discuss their deliberations outside of the council itself. In certain circumstances, however, the school may elect to disclose all or part of a particular decision to the school community in general, provided that no confidential information regarding any particular student is disclosed or reasonably revealed by the disclosing of the recommendation.

The Honor Council is not a court or a similar proceeding. There are no formal rules of evidence, and the council will receive and consider any information it believes may be helpful to understanding the situation and make an appropriate recommendation.

The purpose of the Honor Council is to uphold the school's Honor Code, an official article of the school that was written for the student body by the elected students and faculty of the council. Though it is necessary for the school's administration to reserve the right to take immediate action, including dismissal, without recourse

to the Honor Council, the council's recommendation can carry substantial weight in reaching a conclusion. Therefore an Honor Council hearing must never be taken lightly. If it is determined that the student (or any other participant in a council session) has lied before the Honor Council, this is grounds for immediate suspension or dismissal from school.

D. Disciplinary Consequences

After-School Detention

Students who are assigned hours of detention will serve their hours after school as assigned by the dean's office or a faculty member. Students will be detained from regular after-school activities and detention will take priority over extracurricular programs and athletic practices. Detention will last one hour and begin after school on Monday, Tuesday and Thursday. Repeated detention referrals can result in a Saturday Five assignment

Saturday School Service (Saturday Five)

Students who are assigned a Saturday Five are required to report to the campus for a period of five successive hours over the course of a weekend. The dean of students will determine the time and nature of the required service. Repeated Saturday Five assignments may result in suspension.

Suspension

While on suspension, students are not permitted to attend classes, activities, athletic or performing arts practices, games or performances, or to be on campus or in attendance at any school-sponsored event. Students are responsible for all academic work missed and will be required to take make-up tests within one week of their return to classes. All homework is due upon return to classes after a disciplinary suspension. Work not turned in during a student's second day of classes after suspension will not be awarded credit. Suspensions can be assigned for code of conduct violations or repeat infractions and are reported to the college counseling office.

Dismissal

For violations of the code of conduct/honor code a student may be dismissed from The Harker School.

ADDITIONAL INFORMATION

Warning Status for Code of Conduct Violations

Students who commit Code of Conduct violations may be placed on Warning Status. This can include a hold being placed on the student's re-enrollment contract until the student has successfully completed the Warning Status period, which is normally six school months, or the equivalent of one semester, from the time the infraction occurs. If a student is placed on warning status during senior year, the student cannot graduate before the warning status is removed. To have the Warning Status removed, a student must first write an essay and then interview with the dean of students.

Academic Penalties

Violation of academic integrity constitutes a serious breach of The Harker School's Code of Conduct. The school's policy is that compromised work cannot receive a passing grade. The teacher and department chair will determine the grade for the assignment within the range of 0 to 59 percent.

Removal from Leadership Positions

Students who are in a position of leadership at the school may be removed from the elected or appointed position for Code of Conduct violations or for academic reasons.

IX. COLLEGE COUNSELING

College Counseling begins working with students in the second semester of grade 11. Throughout second semester of grade 11 and fall of grade 12, students engage in group instruction and individual meetings with

an assigned college counselor. College Counseling works closely with students to identify college opportunities and build appropriate colleges lists; assists students with writing college applications that most effectively communicate a student's high school experience; and keeps students and families informed of college admission trends and policies.

A. Release of Information to Colleges and Universities

During the college application process, The Harker School shares information with colleges and universities. Information that will be shared includes, but is not limited to, letters of recommendation, transcripts, progress reports, midyear reports, test scores, and anything else that the college counseling office deems important for colleges/universities to have when considering a student for admission or enrollment. All college counseling student files and letters of recommendation are confidential, and students and parents waive all rights to access them. Harker personnel will not provide recommendation letters to students who decline to waive their rights through signature of the FERPA waiver.

B. Honor Code and the College Process

Students are expected to abide by the Honor Code in all aspects of their college search, application and decision process. This includes being truthful in all statements made and materials submitted as part of the college application process.

C. Reporting Honor Code Violations to Colleges

Colleges and universities may ask applicants to report their disciplinary records for any violations that have resulted in the school issuing a suspension or above (for more information on suspensions, refer to the preceding page titled Disciplinary Consequences) at any point during a student's years at the upper school. In the spirit of the pillars of the Honor Code, Harker expects that students will be truthful in reporting disciplinary history when asked by a college or university.

If a student is involved in a Code of Conduct violation after submitting applications to colleges that ask about disciplinary history, the student is required to report the violation to the college within one week of receiving a Code of Conduct disciplinary consequence. In these situations, college counselors will support students in this process and respond to direct inquiries from college admission offices.

The College Counseling office does not automatically report Code of Conduct violations to the colleges but will respond to any direct inquiries from a college admission office regarding an applicant's discipline record.

D. Restrictive Early Action and Early Decision Policy

Harker will support only one pending Early Decision or Restrictive Early Action agreement per student.

Students admitted under an Early Decision plan will commit to attending the Early Decision college. These students must promptly withdraw all other college applications within one week of receiving the decision and submit no additional applications. The college counseling office will notify remaining colleges on the student's list of the acceptance.

Failure to comply will be considered a violation of policy, and Harker is obligated to report to the colleges involved. Furthermore, such violation of Harker's Honor Code may result in internal disciplinary action.

E. College Enrollment and Single Admissions Policy

Students must confirm their intention to enroll and submit an admission deposit to only one college or university. Harker will send a final transcript to only one college or university per graduate.

X. LIBRARY POLICIES AND SERVICES

A. Library Services

The library is open school days from 7:30 a.m.-6 p.m.

The library portal is available 24/7 and contains links to our online catalog, databases, reading lists, research guides and other library services. Access the Library Portal directly at library.harker.org or via the Student Portal at www.harker.org.

- The library is staffed with enthusiastic professional librarians who provide research guidance, teach information literacy skills, and are available to suggest excellent titles for independent reading.
- Students in many classes come to the library with their teachers to work on research.
- Students can visit and work in the library during lunch, free periods, office hours and after school.
- The library's online catalog and subscription databases provide students with a wide variety of excellent resources, 24/7.
- Students are encouraged to seek one-on-one assistance from our librarians.

Students may also:

- borrow books
- write and read reviews of favorite books on The Book Blog; and
- participate in ReCreate Reading, our unique summer reading program.

B. Borrowing Library Items

- All items are checked out for three weeks, unless they are course textbooks, reference books or reserve items.
- There are no fines for overdue materials.
- Parents are billed for replacement of lost or damaged items. Students will be sent two overdue notices by email before parents are billed.

C. Behavior Expectations

The library is a place to study, read, think, research and collaborate. Food is not permitted, and only covered drinks are allowed.

D. Library Computer Use

Students must follow the Technology Acceptable Use Policy.

XI. STUDENT LIFE

A. Student Elected Organizations

There are three student organizations which are led by students elected in schoolwide elections: the Associated Student Body, the Honor Council and the Student Diversity Coalition.

The Associated Student Body (ASB) oversees the Student Council. Each class council consists of five class elected officers. The purpose of the Student Council is to represent the student body, foster its interests and well-being and promote the welfare of the Harker community. The ASB works with the upper school's head and dean of students, and each class council works with the corresponding class dean.

The Honor Council consists of 10 students and three faculty members. The purpose of the Honor Council is to uphold the school's Honor Code (found in section I-E), an official article of the school that was written for the student body by the elected students and faculty of the council. The students and faculty of the Honor Council work in conjunction with faculty and administrators of the Honor Board.

The Student Diversity Coalition (SDC) consists of five students, one sophomore, two juniors and two seniors.

The purpose of the SDC is to foster an inclusive and safe space for students to talk about diversity, equity and inclusivity topics and issues, to encourage students to pursue justice for all, and to act as global citizens. The SDC works with the adult members of the upper school Diversity Committee.

B. Clubs, Activities and Spirit

All students are encouraged to participate in clubs, activities and sports as a means of becoming involved in the Harker community. There are currently more than 60 clubs and organizations on the upper school campus. Students interested in forming a new club should receive an electronic Club Starter Form from the director of student organizations. Once the student has secured a faculty advisor, developed a list of students who share an interest in joining the club, and has filled out the Club Starter Form, the administration will review the proposal. All currently active organizations must apply for renewal at the end of each school year.

Student organizations may have their active status revoked, amended, or a student may be removed from a leadership position if: policies are not followed, behavior is not in keeping with the policies in the student handbook, or the organization is no longer meeting its mission. Active status is not guaranteed and the formation of an organization is a privilege. Students interested in joining an existing club may review the list of active clubs on the Harker website, or may speak with the director of student organizations. Students who do not actively participate in club meetings and events may be removed from the official club roster. Furthermore, all officers and their membership must adhere to the policies and procedures as detailed in the Student Organization Charter. Students may use up to seven leadership tokens for positions within student organizations. The number of tokens for each position is calculated based on workload, time, classes missed, and other factors. In addition, students may serve as president (or equivalent office) in no more than two organizations.

All members of the upper school community are encouraged to participate in activities offered by Harker Spirit. Activities offered by Harker Spirit are organized by the director of student activities/Harker Spirit Leadership Team, and include dances, rallies, community building events and class competitions. Students wishing to join the Harker Spirit Leadership Team are encouraged to speak with the activities director.

C. Community Service Program and Graduation Requirements

The community service program at The Harker School reinforces our commitment and mission to foster global citizenry in our students. We believe it is essential for our students to develop an awareness of the world and the needs of others outside of the Harker community. For our students to be true leaders while at Harker and beyond, it is important that they seek to be ethical, responsible and engaged members of their communities, committed to greater purposes beyond themselves.

Harker students are expected to complete a minimum number of community service hours, as we believe that service learning should not be compulsory beyond a basic introduction. We encourage students to explore many charitable organizations, and we hope that students will continue to volunteer their time far beyond the basic requirement. Through scholarship opportunities and awards we strive to recognize those students who accumulate meaningful hours beyond the minimum requirement.

Ten hours are required for all students during grades 9, 10 and 11, for a minimum graduation requirement of 30 hours. Five hours are credited to grade 9 students upon completion of the annual ninth grade service day. The minimum requirement of 10 service hours must be completed each year. The due dates will be communicated through Schoology posts and email. For this reason, students are strongly encouraged to complete the requirement during the summer or well in advance of the deadline during the academic year. Students may choose to complete all required hours ahead of time (e.g., 30 in the ninth grade).

The director of community service maintains a list of pre-approved organizations in the local area where students can go to complete their hours. These can be found at the Community Service homepage in the parent or student portal under "upper/student life" tabs: <http://www.harker.org/page.cfm?p=1570>.

Exceptions for community service hour credit, through organizations not on the list, must be approved by the community service director in advance.

While all student provided services for Harker are always helpful and needed, the goal of the Harker community service program is to bring to the students' attention the needs of the greater community outside of the school's borders. Therefore, any community service work completed for The Harker School, or in conjunction with its employees, either on or off the school's campuses, cannot count towards the minimum (30-hour) requirement and then must be approved by the director of community service in advance.

Advisors help monitor community service hours in conjunction with the director of community service. The dean of students oversees the community service program with the director of community service. Please contact any of these guides if you have questions about the community service program.

Students interested in representing an established 501(c)(3) nonprofit organization may apply for the Community Service Coalition. Approval must be obtained by the parent organization to determine the student's continued service, and the organization's permission to be represented on campus by the student. Members of the Community Service Coalition must maintain good standing in the community, continue service with the organization they represent, and attend quarterly coalition meetings and no less than three service fairs. Applications can be obtained through the director of community service. Membership in the coalition is designated for community education and the promotion of student service opportunities, and not for fundraising.

D. Extracurricular Commitment Policy

The Harker School offers quality extracurricular programs that allow students to pursue interests beyond the classroom, and fundamentally supports students having multiple interests in these activities. Students need to understand that participation in these activities, particularly at the higher levels, should be regarded as a serious commitment of personal time and effort and may also involve some sacrifice.

If students are involved, or wish to be involved, in activities that overlap, there will always be some conflict as the practice and performance schedules of these varying programs will not always mesh. It is the responsibility of the student to recognize these conflicts at the beginning of the attempted involvement in multiple programs, and communicate with the coach and/or director of each program. A clear understanding of the specific points of conflict is essential to an effective discussion and potential resolution.

A conflict may be determined to exceed the expected attendance levels of one or both of the programs involved, which may then affect the quality of individual performance or the experience of other members of the team or program. In these instances students will need to make a decision as to the program in which they will fully participate, as it will likely not be possible to fulfill the commitment requirements of both programs. In some cases a compromise may be reached, in others not. But it is imperative that the open discussions occur at the beginning of a season or rehearsal period. The discussion and resolution of a situation will ultimately involve the program directors. It will be up to them, provided with feedback from student, coach(es) and/or program leader(s), to assess the situation and define a solution. The assistant head for student affairs and upper school head may also be apprised of any discussions of this nature and consulted if necessary.

E. Dance Policies

Students who are absent (see "Attendance Policies" for a definition of an absence) from school on the day of a dance are not eligible to attend the dance. The dean of students must authorize exceptions.

There are no "in and out" privileges. Doors close one hour after the published start time. Students will not be admitted after that time. Once students have entered the dance, they are not permitted to leave until one half hour prior to the scheduled end of the dance, unless a parent is present or is contacted by the dean of students or a dance chaperone prior to the student departing. An upper class student or a student with driving privileges wishing to leave a dance early must have permission granted by a parent, and that parent must

Speak with a dance chaperone before the student departs the dance. All guests must have a guest pass turned in to the activities director two days prior to the dance and present a school ID at the door, along with any requisite fee.

All guests must be current high school students. Harker students hosting a guest at dances are responsible for the conduct of their guests.

General Behavior

- Regular rules of conduct in effect during the school day will apply during the dance.
- Students at the dance who are suspected of being under the influence of alcohol or drugs will be referred to the school administrator on duty and may be asked to take a Breathalyzer test. Failure to comply with a request to take a Breathalyzer test may result in disciplinary action, which can result in possible suspension or expulsion from Harker, and students may lose the opportunity to attend dances and future events.
- The bathroom is not to be used as a social gathering point. Keep the facilities available for those who need to use them.
- Aggressive or overt sexual dancing is not permitted. Students engaging in these behaviors may face disciplinary consequences and can be sent home.

After the Dance

Parents or guardians are to pick up students promptly at the conclusion of the dance. Students driving their own vehicles are expected to leave the campus promptly at the conclusion of the dance. Students not picked up within thirty minutes of the conclusion of the dance may be charged for supervision. Students will not be permitted to walk on or off campus.

F. Student Government

The Student Council is the core of student leadership at Harker. Students are elected by their peers each spring for the coming year (grade 9 elections occur in early fall). The Student Activities Board (SAB) is a group of elected officials with a focus on class spirit, elected separately from the Student Council. Students elected to the Associated Student Body, Student Activities Board and class offices are required to attend Student Council/SAB meetings 3:45-4:45 on Mondays as well as scheduled weekly meetings with the class dean. Student Council members are also expected to work and attend all student council events, which includes Harker Spirit activities. Attendance at summer leadership camps can be a required commitment for elected leaders. Students who run for school leadership positions may not hold more than one office simultaneously. In addition to elected student government positions, many clubs and other student organizations provide opportunities for assuming leadership positions.

G. Student Union – “The Edge”

Lunch is served daily in Manzanita Hall during the posted hours. At other times during the day, fruit is available to the students at no charge in Manzanita Hall. The office of the activities coordinator/director of community service is located adjacent to The Edge for those who wish to inquire about clubs, spirit, the community service program and other recreational activities that are available to students.

H. Club Director’s Office

Those who wish to inquire about clubs and associated details can visit the director of student organization’s office located outside the entrance to the main building adjacent to the dance room

XII. ATHLETICS AND PHYSICAL EDUCATION

The athletic department publishes a separate student athlete’s handbook. Any student interested in participating in athletics should consult that handbook for more information.

The Zhang Gym is closed during the school day (8 a.m.-3 p.m.) for student use. Students may access gym

lockers before the first period of the day. The gym is reserved for competitive sports programs and supervised class-use only, such as P.E.; there is no "open gym." Students leaving for sports commitments before the end of classes may again access lockers after 1 p.m., or as scheduled by the athletic department.

A. Physical Education Requirement

Two units of P.E. credit are required for graduation and can be accomplished by:

- Playing competitive interscholastic sports (0.5 units per season of sport);
- Enrolling in a school day P.E. class such as Personal Fitness (0.5 units per semester-long class)
- Completing an after school non-competitive P.E. activity such as fitness, yoga, capoeira, or fencing (0.5 units per semester-long class)
- Being a member of the Harker Dance Company (1.5 units per year);
- Being a member of Kinetic Krew (1.5 units per year);
- Participating in the annual dance production (0.5 units);
- Completing three after-school dance classes per week during spring semester (following the dance production). This option must be coordinated with the dance instructors (0.5 per semester);
- Participating in a full year of Downbeat (0.5 units);
- Participating in the spring musical (0.5 units)

Certain outside activities may be eligible for P.E. credit and must be pre-approved by the P.E. coordinator or athletic director. To qualify for 0.5 credit per semester, the outside activity must be: an outside activity/sport we do not offer at Harker; a formal program monitored/sponsored by a qualified coach or instructor, with each session at least an hour in length; and meet three times per week over a period of 15 weeks. Please remember you must have a signed pre-approval form and activity log sheets in hand prior to logging hours for credit. Proposals should be submitted through the P.E. information site by Sept. 15 for fall semester activities or in January for spring semester.

Non-conforming activities will be presented to the upper school P.E. panel for consideration.

B. Physical Examination

Prior to participation in competitive after-school athletics, students must have a physical examination by a physician and provide the school with evidence of the exam. The physical is valid for one year from the date of the exam. The student's online Magnus Health profile must also be brought up to date for any season in which the student will play a sport.

C. Transfer Students

Any student transferring into the 10th, 11th or 12th grade must meet with the athletic director to determine eligibility and to see if the proper paperwork has been filed. Failure to do so could result in the forfeiture of contests and the suspension of the student from California Interscholastic Federation (CIF) competition.

D. Outside Competition

According to CIF Rule 600, students on a high school team become ineligible if they compete in a contest on an "outside" team in the same sport during their high school season of sport. A violation of this rule will result in the student being declared ineligible for the remainder of the season and in the forfeiture of any games in which the student participated after this infraction.

E. Athletic Contests

Proper behavior is expected at all home and away athletic contests. Athletes and spectators should always display an attitude of good sportsmanship toward opposing players, coaches, fans and referees. Sportsmanship means treating one's opponents with fairness, courtesy and respect.

In accordance with CIF/CCS and league sportsmanship policies, the following behavior is considered

unacceptable at all high school athletic contests:

- insulting one's opponent's school or mascot
- insulting opposing players, coaches, game officials or spectators
- making unsportsmanlike, derogatory or obscene gestures or cheers
- signs meant to be derogatory toward one's opponent
- insulting officials verbally or through gestures
- using artificial noise makers
- proceeding onto the playing court or field before, during or after the contest
- acting disrespectfully during the national anthem or during opposing team introductions
- visiting an opposing team's campus before or after a contest with the intent to perform a prank or commit vandalism

XIII. HEALTH AND SAFETY ON CAMPUS

A. Nurse's Office

Students who need medical attention should report to the nurse's office. The nursing office is staffed from 7:30 a.m. to 4:30 p.m. Students are not permitted to remain in the nurse's office for extended periods of time. If students are unable to return to classes within one class period, parents will be called and the student sent home.

Students with a fever of 100 or higher must stay home from school. They should remain at home until "fever free" for 24 hours. Never mask a fever with Tylenol or Advil and send your student to school. These medications will reduce the fever, but do not make the students less contagious.

B. Administration of Medication

With the exception of inhalers and automatic epinephrine injectors, students are not permitted to carry or self-administer medications at school.

Prescription medications should be brought to the nurse in the original pharmacy container and will be dispensed according to the doctor's order transcribed on the bottle by the pharmacist. If the dose or frequency of the medication changes, a written note stating the change will be required from the physician.

Students participating in off campus and after school activities must carry their emergency medication as the nursing office is locked after 4:30 p.m. and stored medications will not be accessible.

Nonprescription medications are available from the nurse and are given with permission from the parent as indicated on the OTC Medication section of the Magnus Student Medical Record.

C. Peanut and Nut Policy

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

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

We also strongly advise that no tree nuts be brought for advisory, team or club snacks or parties. Check with your student's advisor, coach or teacher for up-to-date information on student food allergies.

D. Falling Asleep in Class

This protocol is implemented for the student who is unable to stay awake in class. Its purpose is to address behavior that is not conducive to the learning environment, support the teacher and help the student learn a

lifestyle skill that will assist with success in college. The first time a student falls asleep in class, he or she will be sent to the nurse for a health assessment, education on the importance of sufficient sleep and strategies for how to achieve it. The parent will be notified and both parent and student will be informed that if the student falls asleep in class a second time, it can result in being sent home to rest for the remainder of the day.

E. Concussions

A concussion protocol is implemented once the parent/guardian provides the school nurse or certified athletic trainer with a written diagnosis of concussion made by a physician. The physician outlines a plan of care that typically begins with an initial period of rest at home for 24-48 hours followed by returning to school.

The school nurse will be responsible for follow-up and coordination between the student, parents, teachers, school counselor and treating physician until that student has returned to full academic workload and participation in school activities with the exception of competitive sports, which is coordinated by the head athletic trainer. The student will be expected to check in with the nurse daily. The nurse will keep the student's counselor updated on their current status, and where they should fall on the return to learn framework.

F. Search and Seizure Policy and Procedures Statement

The Harker School considers its search and seizure policy and procedures to be part of its duty to protect the health and safety of students on campus and during school-sponsored events off campus. To that end, the following provisions apply:

School desks, school computers, school lockers, school network accounts, school network storage, and other school property are not private and may be searched without student knowledge or consent at any time.

With respect to student persons and property, the school has the right to perform physical searches of student persons and property while on campus or during participation in school-sponsored events off campus to determine whether they pose a danger to themselves and others or whether they have or are violating the law or school regulations.

Individual searches of student persons or property will be conducted upon reasonable suspicion that the student has violated or is violating the law or school regulations, and will be reasonably related in scope to the circumstances. Thus, for example, if the school believes that a student is using a cell phone during class time in violation of school rules, it may seize the phone temporarily, and if it also believes that the student is using the phone to look up answers on a test, it may review the phone's content.

A search may include a student's backpack, purse, pockets, gym bag, personal laptop, personal laptop case, cell phone, smartphone, automobile, or other personal property on campus or when present during a school-sponsored event, based upon reasonable suspicion, and as long as the search is reasonably related in scope to the circumstances.

No student may possess any illegal substance, object or contraband that constitutes a threat to the health, safety or welfare of any person or persons on school property. Contraband is all substances or materials prohibited by school policy or state or federal law, including but not limited to controlled substances, drugs, alcoholic beverages, cigarettes, guns, knives, weapons or incendiary devices. All items deemed to be illegal, illicit, disruptive or a general nuisance to the educational process may be seized by staff. Storage, return or destruction of such items shall be at the discretion of the head of school, or his designated agent, subject to legal impoundment.

XIV. 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, lockdown procedures, 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 parents, guardians 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 upper school 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.

Emergency Procedures

Fire

- If you detect a fire, activate the closest fire system pull station.
- If the fire evacuation signal sounds, follow the evacuation route posted in each classroom and campus area to the designated assembly area.
- Assemble by advisor groups as practiced during drills, and await further instructions. Please remain quiet. If this occurs before or after normal classroom hours, evacuate to the field and gather as directed by adults so that attendance may be taken.

Earthquake

- In the event of an earthquake, take immediate steps to protect yourself.
- Indoors, use "duck and cover" techniques as practiced, and wait for an alarm or verbal signal that evacuation to the emergency assembly area is necessary, or that it is okay to remain indoors.
- Outdoors, move away from buildings and assume the "duck and cover" position. Remain where you are until the signal to evacuate and assemble is sounded.

Other Emergencies

- Other emergencies such as Lockdown or Shelter in Place will usually be signaled by public address announcement.
- Care should be taken to follow instructions in the announcement.
- Always follow the guidance of faculty, staff or emergency personnel, especially first responders.

Drills will occur throughout the school year to assist in preparing the campus for a variety of situations. Attentive participation is requested.

Personal Safety

- Students leaving or returning to campus during the school day are required to check in or out in the attendance office.
- Students are asked to report any unsafe condition on campus to the office of the dean of students.
- Visitors are required to sign in at the front desk when coming onto campus during the academic day, between 7:45 a.m. and 3:30 p.m..
- Students are not permitted in the kitchen or maintenance areas.
- Students may not loiter in the parking lots. If students must go to and return from a car during the school day, they are to notify the front desk prior to going to the parking lot.
- Skateboards and scooters (motorized or not), bicycles or rollerblades are not to be used on campus. If walked onto campus, these items must be locked or secured by the owner. They may not be carried about campus.

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 possession of a 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.

XV. GENERAL INFORMATION

A. Cell Phones/Personal Electronic Devices/Recording Devices

Upper school students are permitted to have cell phones on campus; however, cell phones must not disrupt class, nor are they to be used in class without the teacher's permission. Having a cell phone on campus is a privilege. Communication devices that disrupt classes will be confiscated and given to the dean of students. The dean of students may contact the parents and the student may receive detention. The second offense will result in, at minimum, a Saturday School Service and/or possible long-term prohibition of phone use during the academic day.

Students are permitted to use such personal devices as music players (including cell phones and laptops) any time they are not in class provided they use headphones. Students are responsible for the care and security of all personal devices. They may not be used in a classroom at any time without the teacher's permission. Students are reminded that audio or video recording of in-class activities is only permitted with instructor consent. Additionally, as the school is evaluating the impact of smart glasses on privacy and academic integrity, smart glasses are not permitted on campus without the express approval of the upper school division head.

B. Hallways and Academic Buildings

The hallways in the academic buildings are extensions of the classroom, and while classes are in session, the hallways may be used for academic purposes only. During the academic day, any disruptive or distracting behavior, including any nonacademic use of laptops, is prohibited in any academic building. Several areas are available for nonacademic use; these include The Edge complex, the quad, the gym and the plaza. Food is prohibited in the hallways of all academic buildings.

C. Lockers

Students may request a locker at any time during the school year. The student is responsible for the assigned locker throughout the year and is expected to use only this locker, unless the office of the dean of students has approved a change by written request.

Only locks issued by The Harker School may be used on lockers. Students may not post items on the outsides of lockers except for birthday greetings and athletic encouragement. Students are responsible for damage to their lockers. Lockers in need of repair should be reported to the dean of students. A student's locker is the property of The Harker School and is at all times under the control of the school. In the interest of public safety, the administration reserves the right to examine student lockers at any time, without notice, without student consent and without a search warrant. Personal items kept in lockers may be examined further based upon reasonable suspicion.

D. Lost and Found

Valuable items such as watches, calculators, cell phones, wallets, glasses and jewelry are held in the Dobbins Hall office or the front reception desk. Any item found on campus should be promptly turned in to facilitate the return to its owner. Clothing will be temporarily stored in the Lost and Found closet and textbooks will be turned in to the library. Lost cell phones, digital audio players, laptops and other digital devices will be held in the Dobbins office. Items not claimed within 10 school days will be donated to a suitable nonprofit organization.

E. Parking and Traffic

Seniors, juniors and sophomores (space permitting), may be permitted to park on The Harker School premises as a matter of privilege, not right. Permission to drive a vehicle on the campus or to park on school property is granted with the understanding that the student driver, the owner of the vehicle and the student's parent give consent to allow and cooperate in a search of that vehicle upon the school's request. Searches will be conducted based upon reasonable suspicion as determined by the school.

School authorities may perform periodic patrols of student parking lots and conduct exterior inspections of

student automobiles on school property. Interior searches of student vehicles can occur to determine if contraband or illegal materials are contained inside. While searches will be based upon reasonable suspicion, the refusal to allow access to a vehicle at the time of the search will be cause for terminating the privilege of parking on school property without further hearing.

Students wishing access to their vehicles during the academic day must have prior permission from the dean's office. For safety reasons, students are never permitted to loiter on any Harker campus parking facilities.

It is our intent to provide for as many students as possible while keeping a safe and organized campus environment. Violations of any policies or procedures outlined in the next section may result in the privilege being rescinded and reassigned to another student. Consequences can range from detention to suspension of parking privileges. Repeated disregard for these policies will result in additional institutional disciplinary action.

Additionally, regarding Uber/Lyft and other rideshare services, students and parents are responsible for reading the policies of these companies and abiding by them accordingly when utilizing them for student transport to or from school or other school events. There are instances in which certain programs within the school may limit the use of these services.

Parking Permits

All student vehicles parked at Harker must display a Harker parking permit. Parking permits will be issued by the office of the assistant head of school for student affairs. The following is a guide that explains how students

qualify to park their cars on the upper school campus. This summary also explains the procedure for acquiring a parking pass and policies related to adhering to our guidelines.

Parking Permission Policies and Procedures

Qualifications

- valid driver's license
- current automobile insurance
- registration of vehicle, whether prior to or after the semi-annual lotteries
- proof of vehicle available to drive to campus demonstrated record of responsibility toward school rules and expectations

Student drivers are expected to abide by the following. Violation of any of the items listed below will result in disciplinary actions that can include having the parking privilege revoked.

They must:

- register all vehicles that they drive and park on campus.
- display current Harker parking tags on the driver's side, lower inside corner of the windshields.
- park only in their designated numbered parking space.
- observe and adhere to the campus parking lot speed limit of 10 mph and 5 mph in a designated loading zone.
- respect all directions given by Harker security staff and faculty, including requests to search the vehicle.
- personally utilize their designated space 80 percent of the time.
- make sure that anyone with whom they choose to share their spot registers their vehicle and displays a Harker parking sticker.
- be prepared to park on campus on the first day they are authorized to do so. Other Conditions and Issues
- Students who arrive at school and find their space occupied should park in a designated visitor spot. They should then notify the office of student affairs that there is a vehicle in their spot, noting the make and color of the vehicle, and if present, the number on the Harker parking sticker.
- Illegal parkers may lose the privilege to park on campus the following semester.
- Spots will be assigned on a semester-by-semester basis through the parking lottery process.
- Spaces are only reserved from 7:30 a.m. to 3 p.m. on regular school days. Parking Application and

Lottery

- A lottery will be conducted before each semester. The schedule will be publicized in advance via email and class meetings.
- A deadline will be established for the submission of signed applications. Senior applications submitted after the deadline may lose priority to juniors for remaining parking spots.
- A copy of a valid California Driver's License must accompany the application, which will be logged in at the office of the assistant head of school for student affairs. Applications must be submitted online through a google document that will be provided to seniors and juniors. Only those with a valid license at the time of the lottery (not just a permit) may participate.
- If spaces remain after the senior lottery is completed, these options will be utilized to fill the lot:
 - If the lot is not full, a secondary lottery will be held that will include juniors who can fulfill all the terms and conditions above if there are not enough senior applicants to fill the lot.
 - Sophomores will be able to apply for any remaining spaces once the senior and junior lotteries have been conducted.
- Students who need to use designated handicap parking spaces must display a valid handicap placard or license plate, or be in the process of applying for one, in accordance with California state laws. Repeated violations may result in disciplinary action from the dean of students, including but not limited to detention and loss of parking privileges.

Parking at Boynton Campus and Daily Shuttle

We feel it's safest for those who wish to drive to school but who were not awarded a space in the parking lottery to park at the Boynton campus. Depending upon shuttle/bus driver availability and student interest, morning shuttles may be available to transport drivers to the upper school. All rules regarding driving practices apply to all Harker campuses. The school does not condone, nor can it be held responsible for students who park in the surrounding neighborhood instead of the Boynton campus.

F. Posting of Flyers and Announcements

The Harker School has designated bulletin boards for the posting of flyers and announcements by students on school activities. Any material posted on the designated bulletin boards must not be vulgar, lewd or obscene; must not be contrary to the educational mission of the school; must not infringe upon the rights of other students; and must not cause or reasonably lead to a substantial disruption or material interference with school activities.

G. Recycling and Sustainability

The Harker School has 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). 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). 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 by contacting your sustainability divisional leader.

H. Student Identification Cards

Students will be provided with a picture identification card for use at SAT and SAT II testing and for admission at student rates to other activities, such as dances hosted by other schools. Replacement cards can be obtained for a nominal fee from the dean of students office.

I. Student Visitors

Guests are not permitted on campus during the academic day without the expressed consent of the admissions office at least 24 hours in advance, and only under unique and special circumstances. Students may have guests on campus during after-school hours, or during special events, such as award ceremonies.

The Ambassador Shadow Program is specifically designed for applicants to the school who wish to experience classes and student life at Harker. Hosts are selected from the Ambassadors Club members and are assigned guests by the admission office. Contact the admission office with questions.

J. Use of Campus Facilities

Plans and permission for facility use for meetings, clubs or any other groups must be obtained through the office of the assistant head of school for student affairs. No campus facility or field may be used by students for pickup activities on weekends or during holidays or breaks without prior permission, proper reservation in the Reserve a Room system and supervision by an employee of the school.

K. Work Permits

The dean of students issues work permits. Students who receive employment may pick up an application to be completed by the employer and signed by a parent or guardian. Once this completed form is returned the actual work permit is usually issued on the next working day.

XVI. SCHOOL 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	408.249.2510
Main Fax	408.984.2325
Attendance	408.345.9247
Nurse	408.345.9611
Billing	408.553.0362
Admission	admissionus@harker.org
Campus Address	500 Saratoga Avenue, San Jose, CA 95129

A. 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: 408.984.2325. Also, this year we will add a fully integrated urgent text messaging system to our emergency preparedness portfolio.

B. Telephone Messages

Efforts will be made to deliver messages to students when necessary. We cannot assure delivery of messages received after 2 p.m.

C. Requesting Name or Other Student Information Changes

As a school, we feel it is important that we address students with the pronouns and names with which they identify. Should a family or student desire to adjust a student's gender viewable designation, pronouns, or wants to eliminate a legal name from view in the student information system, we ask that families contact their divisional counselors. They can work with the family and/or student to ensure the school understands how a student wants to be referred and if needed, our information systems or other data systems are reflective of the desired changes. If a student would prefer to communicate this information to an advisor or other trusted adult in the Harker community, we encourage that as well.

As a community, we also want to make sure that we are aware of all data changes to ensure that we can communicate well with parents and guardians, for the benefit of the students. As such, we ask that families update student or family information (home or email address, phone number, or student name, emergency contact, etc.) as those changes occur. Those changes should be sent to: familyinfo@harker.org and the requested changes will be processed.

XVII. 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: We photograph events and activities at all four campuses regularly, and those photos can

be found in our portal. 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/>), YouTube (<https://www.youtube.com/user/harkerschool/>). Follow athletics on Instagram (<https://www.instagram.com/harkerathletics/>).

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

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

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

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

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

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

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



LOWER SCHOOL

4300 Bucknall Rd.
San Jose, CA 95130
408.553.0501

MIDDLE SCHOOL

4525 Union Ave.
San Jose, CA 95124
408.553.0300

UPPER SCHOOL

500 Saratoga Ave.
San Jose, CA 95129
408.345.9200

OofC: 5/25 (CS)