

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 Middle School Students:

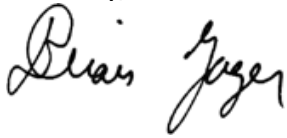
On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2024-25 academic year at The Harker School. This handbook has important information about all aspects of the school; we hope you'll keep it handy and refer to it often.

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,

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

Brian Yager
Head of School

RIGHT TO AMEND HANDBOOK

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

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

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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

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

Reasonable Documentation of Disability

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

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

Interactive Process Discussion

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

Case-by-Case Determination

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 middle school division head, dean of students, academic counselor or any trusted faculty or staff member on campus.

Sexual Harassment Policy

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

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

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

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

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

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

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

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

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

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

Discriminatory Harassment Policy

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

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

Such harassing conduct includes but is not limited to:

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

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

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

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

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

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

Policy Regarding Bullying, Hazing, Teasing and Similar Disruptive Behavior

Bullying, hazing, teasing and similar actions are forms of aggression that may be physical (such as hitting or kicking), verbal (name calling, insults, ridicule, or subjecting an individual to unwarranted embarrassment), relational (gossip or ostracism), or reactive (taunting that invites retaliation). These sorts of behavior, in or out of the classroom, violate school 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 middle school division head, the assistant division head, one of the counselors or any trusted staff or faculty member on campus.

F. Soliciting Harker Families and Employees

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

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

Student Fundraisers

All student fundraisers at Harker must be approved by the pertinent faculty advisor and division head.

Promotion of student-run fundraising activities must be through student channels, such as assembly and meeting announcements, campus posters, etc.; students may also use their personal social media to publicize fundraisers.

Parent Fundraisers

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

III. ADMINISTRATION

MIDDLE SCHOOL STUDENT HANDBOOK 2024-25



HARKER®

Middle School Campus

4525 Union Ave., San Jose, CA 95124

408.553.0300 • www.harker.org

, DIRECTORS, MANAGERS & DEPARTMENT CHAIRS

ADMINISTRATION

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

DIRECTORS & MANAGERS - K-12

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

DIRECTORS, MANAGERS & OTHER PERSONNEL - MIDDLE SCHOOL

Assistant Division Head, 6-8	TBD
Athletic Director, Grades 4-8	Theresa Smith
Before- and After-School Enrichment (BASE) Director	Lorena Martinez
Campus Librarian	Bernie Morrissey
Counselors	Kara Seeger (A-L), Melinda Gonzales (M-Z)
Director of Admission, Middle School	Danielle Holquin
Learning Specialist	TBD
Nurse	Traci Senegal

DEPARTMENT CHAIRS - MIDDLE SCHOOL

Computer Science

English

History

Mathematics

Modern & Classical Languages, Grades 1-8

Performing Arts, K-12

Performing Arts Lead Teacher

Physical Education

Science

Visual Art, 6-12

Eric Nelson

Arabelle Aguirre-Chow

Keith Hirota

Vandana Kadam

Julie Pinzás

Laura Lang-Ree

Paul Vallergera

Samantha Sellu

Kathy Peng

Josh Martinez

IV. ACADEMIC PROGRAMS AND PROCEDURES

A. GENERAL CURRICULUM

The Harker School's academic program is divided into five divisions: transitional kindergarten; primary, K-2; elementary, grades 3-5; middle, grades 6-8; upper, grades 9-12.

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

The Harker School - Middle School Academic Plan

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

ADDITIONAL COURSE INFORMATION

Study of Languages

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

Fine Arts

We believe all students should have experiences with the fine arts. The fine arts are not only important in and of themselves; we believe they enhance all other academic disciplines in which our students engage. All grade 6 students take required music and drama classes that serve as a continuation of the K-5 music program. In grades 7 and 8 all fine arts classes are offered through our elective program.

Physical Education

All students must participate in physical education classes unless excused for medical or health reasons. On rare occasions, exceptions may be made to the on-campus physical education requirement. This exemption application can be obtained online or from the front office and must be submitted to the division head three

weeks prior to the start of each semester. No forms will be accepted after that time. The requirements will be reviewed by the physical education department chair and division head. Please consult the form for complete details before submission.

Students are issued a P.E. locker.

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

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

B. LEARNING ENVIRONMENT

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

ACADEMIC PLACEMENTS

For a variety of classes at Harker we place students in courses that give each student a pace of learning that is challenging but not stressful. We place them in classes where the information is taught in such a way that each student's learning is optimized. Teachers and administrators review placements on a consistent basis to ensure students are placed in courses where they are challenged appropriately; as such, placements are not static.

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

History

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

Language

Current grade 6 students must receive a grade of 96% or more to be placed in grade 7 Spanish 1B Honors. Current grade 8 students in languages other than Spanish must receive a grade of 93% or more to be placed in honors Mandarin, Japanese, Latin or French in grade 9.

Math and English

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

Science

Current grade 6 students must receive a grade of 90% or more in both semesters and consistently demonstrate collaboration, active involvement, and attention to safety during labs to be placed in grade 7 Science Honors.

PERFORMANCE GROUPING OVERVIEW

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

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

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

- Encourage a growth mindset.
We commend our students on the progress they make and encourage them on a path to further growth. We revel in the process of learning. As such, we ask that you support us in that mission and inquire about and celebrate their learning process. Honor progress, not perfection. Encouraging a growth mindset will set these children up for greater long-term success. It will help foster their love of learning and it will encourage them to reach and take risks. A growth mindset is integral to the academic success that our students achieve.
- Honor all Harker students.
Our teachers honor and appreciate all students for who they are and where they are on their learning path. All of our courses lead the students to rich and challenging paths throughout their career at Harker. We ask that parents celebrate and honor all the students at Harker for the paths they are on. To that end, we ask that parents refrain from discussing placements with others.
- Trust the Process.
We want all students to be appropriately challenged in order to maximize their potential. We monitor how each student is responding to the level of challenge received and if we feel that a new placement is needed to most appropriately challenge a student, we will reach out to the parent. We ask that parents trust in our process and teachers. Allow our teachers to reach out to the parents should they believe a student's learning would benefit from a different placement.

WORKING IN A COURSE ABOVE GRADE LEVEL

Working in a course above grade level in grades 6-8 at Harker is intended for the exceptional student who has mastered all concepts in a given grade level, including the ability to abstract and infer from non-standard, complex problems. This affects a student's course sequence at Harker and therefore has long-term implications that may or may not be in a given child's best interest. As such, we are conservative and careful in making such moves. When a student is considered for this acceleration, the administration reviews the situation to ensure that in the long term, such a move is in the student's best interest. Exceptional grades, teacher recommendation, ERB scores, performance within the classroom and maturity are some of the items taken into consideration. For the exceptional and rare student for whom this is a good decision, parents are required to meet with the administration to understand how such a move will affect a student's course at Harker and the implications it may have on the student's long-term success.

ADVISORY

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

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

HOMEWORK POLICIES

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

- 35-40 minutes for each class meeting.
- Students in advanced languages, Algebra 2/Trig, Geometry, Precalculus or grade 8 Honors English may have a greater homework load.

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

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

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

C. ACADEMIC SUPPORT AND RESOURCES

OFFICE HOURS

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

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

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

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

TEST AND STUDY CENTER

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

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

- Two days have passed since a deadline, and the student still has not completed the work.
- Student needs to take a make-up test, and the teacher is unavailable to administer it.

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

FINDING A TUTOR

Should a student need additional support in a given discipline, we ask that the parent or student contact the teacher to determine how best to address the issues the student may be experiencing. We also encourage parents and students to fully utilize office hour periods, as that is a powerful tool to clarify concepts to ensure points of confusion do not become problematic. However, if a family is finding that help beyond what can be provided during office hours is necessary for a given student, a parent may consider seeking additional support in the form of a tutor. If that is the case, please note that as a service to our community, the counseling department maintains a list of tutors who have the expertise and training in the discipline in which they are tutoring. They are all employed by Harker, either as teachers, staff or substitute teachers, and thus are trained on best practices for tutoring, which include how to teach and guide students appropriately in a one-on-one situation. Once contacted, the counselors give parents a choice of three tutors from our list. Harker tutors also work with your child's teacher to make the most of your child's tutoring experience.

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

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

STANDARDIZED TESTS

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

D. COUNSELING SERVICES

Students attending Harker who have difficulties in academic, behavioral or social areas will work with one of our counselors. This is a routine procedure at Harker and part of the way we help all children move toward their maximum potential. These counselors continually monitor and track a child's progress.

- Counselors are responsible for academic monitoring and tracking of a student's progress, including monitoring students with grades of C and below. Counselors also track missing homework and assignments to the Test and Study Center period.
- Students may drop in to the counseling office at any time for problems they may be experiencing. Although the counselors will help the student through difficult times, they cannot provide ongoing therapy.
- Students may attend groups dealing with issues such as social skills, divorce, grief and loss.
- Counselors can help families obtain appropriate tutors.

Recommending Psychoeducational/Psychological Testing

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

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

Confidentiality of Personal Information Shared with School Counselor:

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

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

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

Notwithstanding the above, the following provisions apply:

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

"Information of a personal nature" does not include routine objective information related to academic and career counseling. While the school is committed to maintaining the confidentiality of student information, in order to best serve the needs of Harker students, the school encourages, but does not require, parents and, if

applicable, students 12 years or older, to give the counselor permission to communicate to the student's teachers pertinent information about any issues and/or concerns pertaining to the student (e.g., learning disabilities or emotional concerns) so that everyone involved in a student's education can help the child thrive to the best of the school's ability.

WHAT TO DO WHEN YOU HAVE A CONCERN

Ongoing communication between parents, faculty and administration is critical in order for all of us to work together for the success of our students. When you have a particular concern regarding your son or daughter, we encourage you to follow the procedures below:

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

ANNUAL AWARDS AND HONOR ROLL

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

The Harker School is filled with exceptionally talented and hard-working students and we recognize those students who have particularly excelled in the core values predicated on our mission statement. Our primary goal is to seek the most meaningful approach to ensure that all students receive the recognition they have earned. In middle school, semester Honor Roll certificates and annual awards are distributed directly to the families by mail. The Honor Roll designation, as described below, is awarded at the end of each semester.

Honor Roll Qualifications

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

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

Citizenship

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

Kindness

- shows courtesy towards others
- demonstrates concern for others

Personal Accountability

- makes appropriate choices

- demonstrates responsibility for one's actions and personal belongings

Respect

- shows respect towards self and others
- demonstrates respect for rules, guidelines and surroundings

Integrity

- demonstrates honesty in actions and communications
- demonstrates ethical conduct

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

- Exceeds (exceeds citizenship expectations)
- Meets (meets citizenship expectations)
- Approaches (inconsistently meets citizenship expectations)
- Below (does not meet citizenship expectations)

Effort

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

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

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

Annual Certificates

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

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

Students who are nominated for an annual award by multiple faculty will be invited to an evening celebration held during the last weeks of the school year.

E. ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

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

Helping students manage their time effectively

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

participation in these activities.

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

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

First week on the list

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

Second week on the list

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

Third week on the list

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

Impact of this protocol

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

F. RE-ENROLLMENT REQUIREMENTS

All students must achieve specific academic and behavioral standards to qualify for re-enrollment. For re-enrolling into grades 1-8, the minimum standards are earning a yearly average of at least a C- (70%) or

higher for the year in English, math, history and science with a D average or higher in modern and classical language and remaining courses, as well as good behavior, attendance and citizenship as outlined in this handbook.

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

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

G. REPORT CARDS AND GRADE BOOK REPORTS

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

V. BASE AND ATHLETICS

A. BASE AND AFTER-SCHOOL ENRICHMENT

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

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

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

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

Types of Activities

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

additional fee. (All fees are billed to your Harker account.)

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

Other Notes

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

B. INTERSCHOLASTIC AND INTRAMURAL SPORTS

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

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

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

In middle school, if need be, we will form an instructional and developmental intramural program in sports where we have ample enrollment. These programs will combine students from several grade levels in order to make it viable and fun for all. The goal of the intramural program is to help and support the developing athletes in order to better prepare them for an interscholastic experience in the future and to meet the needs of recreational athletes.

"Learning through sports," not winning and losing, is the cornerstone of our program. Students participate and compete in order to learn more about themselves, other people and the world around them. Through athletic endeavors a student learns to set goals, meet challenges, accept success and failure and to work cooperatively as a teammate. Practices are held Monday-Friday, 3:45-5 p.m. and some off-campus practices may run from 4-5:15 p.m. or later. Attendance is mandatory Tuesday, Wednesday and Friday, and all game days. Exceptions: Mandatory days for swimming are Monday, Wednesday, Friday. Track has no mandatory days. Varsity A Tennis practice is Monday, Wednesday and Friday. Varsity B practices Tuesday and Thursday.

Athletic Schedule:

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

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

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

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

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

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

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

VI. ATTENDANCE POLICIES

ABSENCES, LATE ARRIVALS AND EARLY DEPARTURES

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

The attendance phone line is 408.553.0388.

The attendance email is attendanceMS@harker.org.

ABSENCE POLICY

Students are expected to be present on all days school is in session. In order to comply with truancy laws, after ten absences in one school year, including excused absences, the school requires a doctor's note. If your child must be excused from P.E. we require a detailed note as to the nature of the ailment or injury and the restriction on activity. If the excuse is for more than three consecutive days a doctor's note is required and should be delivered personally or digitally to the P.E. teacher, nurse and front office within the three-day period following the injury or diagnosis. Students excused from P.E. for medical reasons will be excluded from physical activity during recesses and recreation for the duration. Students who participate in the afterschool sports or dance program will not be allowed to physically practice or participate in games that day if they have been medically excused from P.E. Students who remain on campus will be required to attend practice as a spectator.

A child's absence from school for more than 15 days during the entire year necessitates a retention warning. In order to receive full credit for a course, a student must be absent fewer than twenty days in a yearlong course.

After 20 days' absence in one year, a retention review will take place to determine whether a child should be promoted to the next grade or allowed to continue at the school.

EXTENDED ABSENCES

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

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

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

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

It is important to note that teachers are not expected to create or provide special assignments for students who miss school for unexcused, non-medical reasons. During the absence, assignments can be viewed online.

Any papers/worksheets distributed during a student's absence will be collected and given to the student upon return, or digital copies may be forwarded. Teachers cannot be asked to prepare packets of work ahead of time.

HOMEWORK WHEN ABSENT

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

PARENT IN ABSENTIA

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

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

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

TARDY POLICY

It is important for all students to arrive at school on time. It helps the students maintain continuity in their academics and to begin the day in a calm fashion. As such, chronic tardiness is a concern and tardies exceeding 10 in a semester will result in interventions from the school including but not limited to meetings with the division head and letters sent home to the families. Excessive tardiness may also impact a student's re-enrollment status.

VII. BEHAVIORAL POLICIES AND PROCEDURES

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

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

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

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

A. THE HONOR CODE

While we recognize the diversity of personal definitions of honor, we pledge to uphold the principles of the Harker community at large. As this document relates to honor in a broad sense, its purpose is to outline our school's collective and fundamental principles, which we pledge to respect even where rules do not apply. For more specific information regarding academic integrity, please refer to Section G.

We, the Harker community, thus affirm these basic premises:

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

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

B. COMMUNITY EXPECTATIONS IN AND OUT OF THE CLASSROOM

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

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

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

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

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

Field/Courts

- No tackling games of any kind are allowed.
- All snacks must remain off the field and courts.
- Litter must be picked up and the field and courts left clean.
- Books, binders, backpacks and laptops are not permitted on the field or courts.
- Climbing fences, trees, basketball poles, soccer goals or backstops is not allowed.
- Softball may be played only with supervision at a backstop, and all participants must be behind the backstop before the batter bats. Catchers must wear the proper equipment.
- No hardballs are allowed on campus.
- No bats are allowed during recess or lunch without permission and supervision. Bats may be brought from home for use in P.E. classes or after-school sports. Bats must be stored with coaches or in the locker rooms.

Gymnasium

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

Students who do not adhere to these rules after a first warning will receive a suspension from gym play or receive a behavioral referral. All infractions should be reported to Patricia Lai Burrows, assistant division head, or Evan Barth, division head.

Equipment Maintenance

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

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

C. BEHAVIORAL PROBATION

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

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

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

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

Introspective Study Hall is usually during lunch or after school. Prior to the assignment of Introspective Study Hall, the student will have met with the assistant middle school division head to discuss the incident/event that led to this assignment. During Introspective Study Hall, the student will complete a written reflective assignment. The purpose of this assignment is for the student to learn and grow from the situation with the goal of avoiding similar behaviors and actions moving forward.

For serious or chronic behavior management violations, an in-house restriction, suspension or a Saturday five-hour study hall may be assigned by the administration.

A student who accumulates a total of five or more sessions of introspective study hall is subject to additional disciplinary action, which may include an in-house restriction, suspension or five-hour Saturday study hall. This action may be implemented solely at the discretion of the administration and only once during the school year. Parents are financially responsible for the cost of supervision for a Saturday study hall. Following a Saturday study hall or in-house restriction, accumulation of more than two additional ISH sessions during the same half-semester may result in suspension. For serious offenses or a continual pattern of noncompliance with school rules, a student may be placed on in-house restriction, suspended or dismissed.

Suspension is removal of the privilege of attending classes, athletic contests, dances and all other school events.

Suspensions range from one day to one week, depending on the age of the student, the severity of the offense and the degree of honesty exhibited during follow-up by the administration.

Honesty is highly valued, and lying to an administrator during a behavior management follow-up meeting may result in suspension regardless of the consequence of the original incident.

Decisions to suspend or dismiss a student, and the length of the suspension, are made by the administration. Faculty and staff input is considered, as well as the student's overall performance, attitude and behavior management record. While on suspension, students are responsible for all academic work missed and will be required to take make-up tests and hand in academic class work and assignments upon their return.

A student is allowed only one suspension during a two-year period at Harker. A second suspension is cause for dismissal from The Harker School. Dismissal may also result from a student's failure to achieve the terms of behavioral probation.

E. MAJOR INFRACTIONS

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

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

- Any conduct that is disruptive to the maintenance of a safe learning environment.

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

F. MINOR INFRACTIONS

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

- being unprepared for class
- tardies
- gum chewing
- repeated uniform violations (three times in the same semester)
- littering
- bringing prohibited items to school
- books/loose materials on the campus grounds
- leaving books/loose materials, personal possessions on the campus grounds
- inappropriate use of electronic devices
- missing required assignment to extra help or TASC without an acceptable excuse

Consequences

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

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

G. ACADEMIC INTEGRITY

Harker's learning community is hard working and committed. We want students to do their best and focus on learning, growth and progress. When the focus is solely on the end product, a certain grade, this is when an individual may make a choice that is an academic integrity violation.

These violations are not aligned with the Honor Code and overall community expectations and will be dealt with seriously.

Academic Integrity violations are considered a major infraction and may result in both an academic penalty as well as a disciplinary one. Below are a list of the common situations that come up.

1. Submit work that you completed.
 - a. Do not plagiarize someone else's words, ideas or data. Always cite your source. Never purchase, copy or download essays. Never use artificial intelligence to create work and submit it as your own.
 - b. Do not copy someone else's work and submit it as yours. This means don't copy assignment, exam (test) answers, lab report, essays, computer code, etc.
2. Do not use unauthorized aids or assistance in an exam, test or other form of academic work.
 - a. Do not use a calculator, grammar checker, spell check, artificial intelligence applications, paper or online resources like cliff notes or peer review/edits without permission from the teacher.
 - b. Do not use any device/technology to record test materials for sharing or record keeping without explicit permission from the teacher. This includes but is not limited to using your phone, opening up a tab on computer to conduct internet searches, creating a cheat sheet and hiding it in your pencil pouch, looking at someone else's work for reference, messaging/texting questions and/or answers using discord, chat groups, email, etc., using artificial intelligence applications for an answer or to create an answer.

3. Know where the boundaries are set in group-work projects. Do not collaborate on the writing of a paper/lab report, etc., when each member of the group is required to submit their own individual paper unless otherwise instructed.
4. Do not falsify or alter a record, health slip or grade, or permit another person to do so.
5. Avoid even the suspicion of collusion. Do not allow any possibility that someone else could copy your work or assignments or exams. You do not want to be accused of helping/participating in someone else's academic misconduct.

H. POLICY ON PLAGIARISM

Whenever student work includes the ideas or writings of sources outside of those provided in the classroom, the source material must be mentioned. Aside from everyday, typical phrases commonly used in English, The Harker School defines plagiarism as using another person's ideas or writings, whether paraphrased or reproduced word-for-word or nearly word-for-word, without showing the source of that material. Plagiarism is identified:

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

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

Multimedia Citation Guidelines

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

I. POLICY ON BULLYING PREVENTION

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

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

Cyberbullying Defined

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

Electronic communication devices include, but are not limited to, the Internet, email, voicemail, cellular telephones, pages, personal digital assistants, mobile email and/or Internet devices, smartphones, music or game devices or players, computers/laptops, netbooks, tablets, telecommunication devices, video and audio equipment, wireless networks, data systems telecommunications equipment, transmission devices, data

processing or storage systems, computer systems, servers, networks, input/output and connective devices, software, and documentation that supports electronic communication services ("electronic communication devices").

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

- creating, sending or forwarding emails or other electronic communications
- texting
- voicemail or other recorded messaging
- chatting in chat rooms
- micro-blogging (such as twittering) or blogging
- messaging or posting messages, images or other communications via social networking sites (such as Snapchat, Instagram, Discord, Google Chat, or other social networking applications or sites)
- talking, posting or editing still or moving images and photographs
- creating websites or profiles
- sending or posting audio or video recordings, video streaming, or posting links or uploading video or audio recordings
- posting, uploading or linking to sites that include, but are not limited to, YouTube, Instagram, Snapchat, Discord, or another format accessible to others, through the use of electronic communication devices.

Cyberbullying is not limited to actions that take place on campus or during school hours, and/or that take place through use of School electronic communication devices.

Cyberbullying includes acts done off campus or outside of school hours and/or through the use of student, third party or other non-school electronic communication devices that have a nexus to school attendance/activities by either: 1) posing a threat or danger to the safety of students, employees or school property, or 2) substantially disrupting the school environment.

Examples of Cyberbullying

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

- Harassment, including sexual harassment, such as repeatedly sending mean, vulgar, insulting or offensive messages to another, that has a negative impact on the recipient's academic/work performance or creates an intimidating, hostile or offensive educational/work environment for that person;
- Causing, attempting to cause, threatening to cause, or participating in acts of hate against another because of that person's actual or perceived disability, gender identity, nationality, race or ethnicity, religion or sexual orientation;
- Threats or intimidation about or against another, including placing a student or school personnel in reasonable fear of physical, emotional or mental harm;
- Placing a student or school personnel in reasonable fear of damage or loss of personal property;
- Pretending to be someone else and creating or sending materials as if that person to humiliate or embarrass that person or get that person in trouble;
- Sharing confidential information, personal, sensitive or embarrassing information, or embarrassing pictures or videos that the person would not want shared with others online;
- Forwarding private information sent by another without their permission and with the intent to cause harm, hurt, humiliation or embarrassment;
- Sending or posting rumors about another to harm or embarrass another or damage that person's reputation;
- Intentionally excluding someone from an online group with the intent to be cruel or cause harm, hurt, humiliation or embarrassment to the other by the exclusion;
- Engaging in online fights or 'flaming' through the use of angry and offensive electronic messages;
- Harassment or cyberstalking of another on a repeated basis through the use of electronic acts that create fear and include threats of harm.

Consequences for Bullying

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

Preventing Bullying

As part of its commitment to a safe and healthy school environment, The Harker School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build and maintain a safe and healthy learning environment.

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

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

Stopping and Reporting Bullying

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

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

Bullying should be reported to the middle school division head, the middle assistant division head, or one of the academic counselors.

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

Students can rely on staff to promptly and thoroughly investigate each complaint of bullying. A determination that the bullying occurred will result in appropriate action being taken. The Harker School will make reasonable efforts to keep a report of bullying and the results of the investigation confidential to the extent possible.

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

J. LEADERSHIP COUNCIL EXPECTATIONS

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

VIII. DAILY SCHOOL LIFE

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

A sample schedule is shown below for a student in each grade. Each student has a different order of classes; these are just examples shown below. Most courses meet for the entire year, but elective classes and

Expository Writing meet for one semester. Each student has a “flex” period with courses that meet for a quarter. For sixth graders this includes Computer Science, Health, Music and Drama (called “Arts” below), and a Study Hall. For seventh and eighth graders this includes Computer Science, Health, and two quarters of Study Hall. The order of these courses in the flex period will be different for different students. Students and parents may not request specific quarters or semesters for these courses.

SAMPLE GRADE 6 COURSE SCHEDULE

	Semester 1		Semester 2	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	History		History	
2	Comp Sci	Health	Arts	Study Hall
3	P.E.		P.E.	
4	Science		Science	
5	Math		Math	
6	English		English	
7	Language		Language	
8	Elective 1		Elective 2	

SAMPLE GRADE 7 COURSE SCHEDULE

	Semester 1		Semester 2	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	History		History	
2	Math		Math	
3	Science		Science	
4	P.E.		P.E.	
5	Comp Sci	Study Hall	Health	Study Hall
6	English		English	
7	Language		Language	
8	Expository Writing		Elective	

SAMPLE GRADE 8 COURSE SCHEDULE

	Semester 1		Semester 2	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	History		History	
4	Math		Math	
3	Study Hall	Comp Sci	Study Hall	Health
4	P.E.		P.E.	
5	Science		Science	
6	English		English	
7	Language		Language	
8	Elective		Expository Writing	

#MORETHANYOURGRADE

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

ESCAPE TIME: EXPECTATIONS WITH CELL PHONES AND OTHER PERSONAL ELECTRONICS

Upon arrival to the middle school campus, cell phones must be stored in lockers or backpacks. Parents should

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

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

LAPTOPS

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

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

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

OTHER SCHOOL POLICIES

Buying, Selling And Trading

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

Care Of Books And Supplies

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

Care Of Property

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

Gifts To Teachers

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

Lockers

Tampering with any lock or locker other than the one assigned to a student is strictly prohibited. Care for the locker is the student's responsibility. It is important for students to learn how to use their combination locks efficiently. Placing personal items in their lockers and then locking them is the best way to safeguard their belongings. Students should keep their locker combinations to themselves. Valuables should be left at home or stored in a locked locker.

Lost And Found

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

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

Out Of Bounds

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

Party Invitations

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

Pets On Campus

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

Public Display Of Non-Platonic Affection

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

Roller Blades, Skateboards And Bicycles

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

Telephones

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

Toys And Games

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

Visitors

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

IX. DANCES AND CAMPUS SOCIAL LIFE

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

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

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

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

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

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

Dress Guidelines for School Dances

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

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

X. UNIFORM GUIDELINES AND DRESS CODE

Students wear a school uniform. As a general rule, students should be in proper uniform when on campus. Tommy Hilfiger is Harker's official uniform supplier, and items may be purchased at eaglestore.harker.org. Please direct questions to eaglestore@harker.org.

The Harker dress uniform is required for school pictures, field trips, award programs and other special events. The BASE team manages a uniform exchange program, allowing parents to donate gently used uniforms their children have outgrown in exchange for larger sizes. Parents can also choose to purchase used uniform items at a reduced price.

Full Dress Uniform

- Green Harker logo sweater (V-neck or zip-front)

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

Regular Uniform Dress

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

BIRTHDAY FREE DRESS

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

FREE DRESS

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

Pay attention to these key points:

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

OUT OF UNIFORM CONSEQUENCES

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

allowed to attend the event, and they forfeit the next free dress.

PERSONAL APPEARANCE – GENERAL GUIDELINES

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

Students should note the following items:

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

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

PHYSICAL EDUCATION CLOTHES

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

GRADE 8 SPECIAL PRIVILEGE

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

XI. LIBRARY POLICIES

LIBRARY HOURS

The library is open from 7:30 a.m.-5:45 p.m. (Library phone: 408.553.0309)

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

The library is staffed with professional librarians who teach information literacy skills, including the love of reading, to students in grades 6-8. Students in many classes are brought into the library by their classroom

teachers to work on research units. Students may come to the library on their own before school, during break, lunch periods, office hours, and after school. The library's online catalog and subscription databases provide students with a wide variety of top resources.

SOME IMPORTANT RULES ABOUT BORROWING LIBRARY ITEMS

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

BEHAVIOR EXPECTATIONS

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

LIBRARY COMPUTER USE

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

XII. TECHNOLOGY USE POLICIES

PHILOSOPHY

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

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

PURPOSE

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

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

TECHNOLOGY USE POLICIES

Accuracy

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

websites.

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

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

Appropriate Use of Resources

The Harker School maintains digital resources to facilitate student learning and the operation of the school. Access to these resources is a privilege, not a right. Recognizing that this is the first priority, it is expected that all users will minimize their use of school resources (including bandwidth) so that it is available for learning and professional activities. Do not abuse network resources by setting up peer to peer networks, open file sharing, or hosting any network streaming.

Discipline

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

Filtering and Blocking

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

Network Accounts

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

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

Privacy

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

Security & Care of Resources

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

Examples of harm include but are not limited to:

- using or having unauthorized passwords, or those belonging to another user
- possession of unauthorized network utilities or software that can bypass security systems, licensing, passwords, etc.
- any physical damage to any computer or network component

- spilling on or into the computer
- carrying a virus into the network

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

IMPORTANT REMINDERS

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

Technology Violations

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

Notes:

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

EXAMPLES OF VIOLATIONS

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

XIII. STUDENT SAFETY AND HEALTH

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

We also ask that parents take necessary precautions at home to safeguard against violation of these policies. This includes making certain that if weapons or any other type of dangerous instrument or device are kept in

or around the household, neither students nor any other child has access to these items. We also expect that parents will take appropriate precautions to prevent their children from obtaining access to such items from any other source.

ILLNESS

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

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

Children who are sick with a contagious illness should not come to school. It is especially important that children not take medication such as Tylenol or Advil to hide a fever and then come to school. Children with fevers of 100.0 or higher are contagious and are not able to do well academically in school. They should remain home until they have a normal temperature for 24 hours without needing Tylenol or Advil.

Students taking prescription medication to be administered at school must bring the medication to the school nurse in the original pharmacy container labeled with the student's name and directions for administration. Medication can only be given according to the doctor's orders printed on the container. If the medication, dosage or frequency changes from the directions printed on the container, a written order detailing the change and signed by the issuing doctor must be submitted to the school nurse.

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

If a student is participating in after-school activities, they should carry their emergency medication as the nursing office is locked after 4:30 p.m. and stored medications will not be accessible.

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.

PEANUT AND NUT POLICY

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

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

Harker parents, primarily those of lower school students, will be notified of the extreme danger connected with

peanut allergies and are strongly encouraged not to use peanut products in food they provide for their own children for either snacks or lunch. Although sharing food may be unlikely, the chance does exist and we need to be cognizant of that fact.

STUDENT ACCIDENT INSURANCE

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

XIV. CAMPUS AND FACILITIES

AMPHITHEATER/LUNCH AREA

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

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

ACTIVITY AVENUE

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

CLASSROOMS AND HALLWAYS

Students are to be quiet while in the hallways and classrooms. There should be no running, pushing or rough play in the hallways or other community areas. They should take special care around lockers to avoid hitting other students with the locker doors. Students should not enter a classroom, gym or locker room unless there is a supervisor in the room.

CLOSED CAMPUS

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

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

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

LATE SUPERVISION

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

First, second and third time late: The charge will be \$10 for every 15 minutes, starting at 6 p.m. Beginning at

7 p.m. the charge increases to \$30 for every 15 minutes. Examples: 6:01 = \$10, 6:16 = \$20, 7:01 = \$70.

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

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

LUNCH

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

MENUS

Lunch menus are posted on the middle school Parent Portal.

RECYCLING AND SUSTAINABILITY

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

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

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

As a certified green business Harker strives to use environmentally preferred practices for managing our resources and creating a healthy environment. The seven major areas of focus include energy usage, green schoolyards, toxics reduction, healthy food, waste and recycling, transportation and water quality. The Harker community should feel empowered to make sustainable choices and make suggestions for how the school can operate in a more eco-friendly way. Suggestions can be made by contacting your divisional sustainability leader.

SNACKS

Snacks are available from the snack bar during morning break or after school. Students may also bring snacks from home. In addition to snacks such as yogurt, chips, granola bars, and occasionally a pastry, a bowl of fresh fruit is available to students throughout the day, free of charge. A bowl of fresh fruit is available to students throughout the day, free of charge.

Snack garbage should be thrown in appropriate receptacles. All students should help keep the campus clean.

Any questions regarding the snack bar should be directed to Steve Martin, executive chef, at stevem@harker.org.

SEATING FOR PARENTS AND GUESTS AT MIDDLE SCHOOL PERFORMING ARTS PRODUCTIONS
Doors will open and seating will be available one hour before the start of the production, unless announced otherwise. Seats may not be reserved in advance. One person from a party must be continuously present to hold seats for others. An individual may save no more than five seats.

STUDENT ASSEMBLIES

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

STAGE

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

SECURITY

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

XV. CAMPUS TRAFFIC REGULATIONS

MORNING CAMPUS ACCESS

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

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

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

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

ON-CAMPUS TRAFFIC GUIDANCE

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

- At all times please cooperate with instructions from parking lot and loading zone personnel, especially when they are helping to manage bus access in the morning and afternoon. They are on duty to ensure safety in the loading zones and to facilitate smooth and effective traffic flow.
- All entry to campus is from the central driveway at the traffic signal.
- The lanes in and out of the drop-off/pickup turnaround are narrow. Please be mindful as you negotiate your way in and out.
- Please observe and adhere to the campus parking lot speed limit of 10 mph., and a loading zone limit of 5 mph.
- School buses have the right-of-way at all times when they are in motion.
- Park only in designated Visitor parking when visiting the campus during the school day. Do not park to

unload between 7:45- 8:15 a.m. Only use the loading zones during this busy time frame. All other spaces on campus are reserved for staff.

- Please observe the signal and stop signs when leaving the campus.
- A map of the middle school traffic pattern is on page 37 of this handbook and on the parent portal.
- Parking in the loading zones is not permitted at any time.

STUDENT DROP-OFF GUIDANCE

Follow the traffic pattern indicated on the map found on the parent portal Resources tile.

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

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

STUDENT AFTER-SCHOOL PICKUP GUIDANCE

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

After school prior to 4:30 p.m., students are to be picked up in the loading zone only, regardless of weather. If you are picking up your child after school, please do not arrive at school before the scheduled end of classes. There is insufficient room to allow cars to wait in line ahead of dismissal, and it will take your child a few minutes after the end of class to get to the loading zone. During busy times, and especially between 4:30-5:30 p.m., if you arrive and your child is not waiting at the pickup spot, you will be asked to park in the front. Similarly, after 4:30 p.m. you may park in an open parking spot, stay in your car, and message/call for your child to come through the lobby to meet you there. Important note: This is not the routine between 3:00-4:30 p.m.; but starting at 4:30 p.m. it is an option and will be the requirement if you are at the loading zone and your child is not present.

EXITING CAMPUS

There are two ways to exit campus:

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

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

XVI. TRANSPORTATION

CAR POOLS

Carpool information is available via the parent portal.

GENERAL BUS RULES AND REGULATIONS

- Transportation for field trips, athletics and other student activities will entail the use of Harker school buses or chartered vehicles. The safe transportation of students is the first priority of the transportation department. Students who do not follow established bus safety regulations may have their bus

privileges suspended.

- Students are not permitted to board the bus without permission of the driver or staff member in charge. When a bus approaches for loading, students should line up in an orderly manner far enough back from the curb to be in no danger from either passing traffic or the school bus as it approaches the stop. No shoving or scuffling is allowed. When boarding the bus, students should wait until the bus is stopped then walk toward the bus from a position a few feet ahead of where it is stopped.
- Students are to go to their seats promptly after boarding the bus. On field trips when we will be transporting a full bus, students should take the first open seat closest to the rear of the bus. Students are to take – or change to – any seat assigned them by the driver. Seats are not held for students boarding the bus at a later time.
- Students shall not leave their seats or speak to the driver while the bus is in motion, except in cases of emergency.
- No eating or drinking is allowed on the bus at any time. Paper and other debris must not be thrown on the floor of the bus. Electronic devices may not be used while on the bus.
- Students will open and close windows and doors only with the specific permission of the driver. Heads and arms must be kept inside the bus at all times.
- No object of any kind is to be thrown from the bus, and students are not to shout to pedestrians or motorists.
- The aisles of the bus must be kept clear of books, lunches, feet and all obstructions.
- Permission to leave or board the bus at other than normal stops must be cleared in advance with the supervising staff member. Written permission from parents must be presented to the teacher or coach in charge.
- Students are to report promptly to the bus driver any damage to the seats or any other parts of the bus near where they are sitting.
- No one, except regular passengers, may ride the school bus without written permission from the school authorities.
- Pets, animals of any size, or bulky school projects cannot be transported on school buses.

INTERCAMPUS SHUTTLE

Harker will operate a shuttle bus between the lower school, middle school and upper school campuses before and after school for the convenience of parents. Parents of students in ALL grades may take advantage of the shuttle service at no cost.

Students must have a shuttle permission slip on file and be registered in School Pass in order to ride the shuttle. Please turn in the shuttle permission slip to the middle school BASE director to ride the shuttle. An updated schedule that includes information about registering for School Pass is available on the parent portal section of the school website.

HOME TO SCHOOL BUS SERVICE

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

XVII. 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 parent, guardian or persons authorized to secure their release. We will not want to release students into unknown situations or to homes where parents might not be present.

Parents who wish to send another adult to pick up their student (e.g., a relative or co-worker) must send written permission authorizing the individual to pick up the student. These authorizations are best established in advance; cell phone grids may be overtaxed in the event of a natural disaster and we may not be able to make contact to verify your request for a non-parental authorization.

Parents and other individuals arriving on campus to pick up their children will check out their children curbside in the parking area. In every case students will be brought to their parents or authorized individuals from the staging area. Anyone coming to campus to pick up their student should follow directions as provided by staff on campus, and remain in their cars unless advised otherwise. As you can imagine, in a real emergency the staff will be working hard to maintain a safe and organized environment; protocols have been designed to move students to waiting vehicles and obtain release signatures from the adults picking them up. Adults who come on foot directly to the student staging area in search of their students may actually disrupt and slow down the process.

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

KLIV – 1590 AM, San Jose

KARA – 105.7 FM, Santa Clara KGO – 810 AM, San Jose NBC 11, San Jose ABC7 – KGO TV

KRON 4 News

Copies of the complete emergency plan for each campus are available for viewing with the assistant division head and also with the office of student affairs on the Saratoga campus.

Please contact that office at 408.345.9600 if you have questions.

Force Majeure

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

XVIII. BELL SCHEDULE

Students attend five of their eight classes every day. Each class meets three times each week, as shown in the schedule below. Students will attend different events during the morning and afternoon blocks based on the day of the week. For example, on Mondays students attend a school meeting prior to their break. On Tuesdays and Fridays, students attend advisory after their break. After the last class on Mondays and Tuesdays and after community time and break on Thursday mornings, teachers hold office hours in their classrooms. This is an opportunity to ask questions or work on homework with assistance. On Thursdays, students are required to attend office hours.

	Monday	Tuesday	Wednesday	Thursday	Friday
			7:45 - 8:10 OH by appt.		
Slot 1 8:15 - 9:20	Class 1	Class 7	Class 1	Class 8	Class 1
Slot 2 9:25 - 10:30	Class 2	Class 8	Class 2	Community Time 9:25 - 10:20	Class 2
<i>AM Block</i>	10:35 - 10:50 Mtg 10:50 - 11:05 Break	10:30 - 10:40 Break 10:45 - 11:05 Adv	10:30 - 10:45 Break	10:20 - 10:35 Break 10:35 - 11:05 OH	10:30 - 10:40 Break 10:45 - 11:05 Adv
Slot 3 11:10 - 12:15	Class 3	Class 6	Class 5 10:50 - 11:55	Class 3	Class 6
<i>Lunch 1</i> 12:15 - 12:40	L1	L1	L1: 11:55 - 12:30	L1	L1
<i>Lunch 2</i> 12:40 - 1:05	L2	L2	L2: 12:30 - 1:05	L2	L2
Slot 4 1:10 - 2:15	Class 4	Class 3	Class 6	Class 4	Class 7
Slot 5 2:20 - 3:25	Class 5	Class 4	Class 7	Class 5	Class 8
<i>PM Block</i>	3:25 - 3:40 OH	3:25 - 3:40 OH			

XIX. COMMUNICATING WITH THE SCHOOL

COMMUNICATING WITH FACULTY/STAFF

Our goal is to make your child's experience the best it can be, whether that be academic, social or emotional. Should you have questions throughout the year, we encourage you to contact the appropriate person so that we can resolve any questions as quickly as possible. In an effort to help you better understand whom you should go to with your questions, we have provided the information below. If you are unsure of whom to contact regarding a specific question please contact Evan Barth, middle school division head, and he will direct you to the appropriate person.

Academic Management - Counseling

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

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

Divisional Academic Questions

Division heads are a vital part of each campus. Should parents have questions about Back-to-School Night, orientations, parent/teacher conferences, awards, continuing concerns about classes, or general questions about the division, please contact your division head, Evan Barth, at evan.barth@harker.org. Should you have questions about classes, teachers or the academic program in general that the division head was not able to address, the division head will direct you to contact Jennifer Gargano, assistant head of school for academic affairs, at jennifer.gargano@harker.org.

Non-Academic Questions

The assistant division head assists the division heads in a myriad of ways and deals with issues mostly outside of the classroom. If you have questions about assemblies, traffic, emergency procedures, student behavioral issues or behavior management, please contact Patricia Lai Burrows at patricia.burrows@harker.org. Should you have questions about the aforementioned topics that the assistant division head cannot address, the student/parent will be directed to contact Ken Allen, assistant head of school for student affairs, at ken.allen@harker.org.

Questions Regarding a Class

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

CONTACT INFORMATION

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

Main Phone	408.248.2510	
Main Fax	408.559.2014	
Attendance	408.553.0388	attendanceMS@harker.org
Nurse	408.553.0311	
Billing	408.553.576	
Admission	admissionms@harker.org	
Campus address:	4525 Union Avenue, San Jose, CA 95124	

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 to and, if needed, that 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.

EMERGENCY NOTE

In the event of a power and phone outage, our main analog fax line will be employed as an emergency phone. That number is: 408.248.2502.

XX. SCHOOLWIDE COMMUNICATION AND MEDIA RELATIONS: OFFICE OF COMMUNICATION

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

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

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

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

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

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

To enable parents to devote their full attention to their child's performance, all major performing arts shows and concerts are professionally recorded and photographed by the school and made available for free to parents in the Harker Video On Demand channel and photo galleries in the portal shortly after the performance. Therefore, we ask families not to videotape or photograph these events so that all families can enjoy their children's performance without distraction. A quick phone photo is acceptable, but no flash photography is allowed. 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.

Social Media: Follow Harker on Facebook (www.facebook.com/harkerschool), Instagram

(www.instagram.com/harkerschool/) and YouTube (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: The O of C also 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.



HARKER.
K through Life.

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