
UPPER SCHOOL FACULTY HANDBOOK 2026-27



HARKER®

Upper School Campus

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

WELCOME LETTER TO THE FACULTY

Dear Teachers,

On behalf of the Board of Trustees and the administration, I would like to welcome you to the 2026-27 academic year at The Harker School. 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 encourages students to learn deeply across all domains and apply that learning towards making a difference in the world. We also believe in being the best educational institution we can be. At the heart of this commitment to excellence is the recognition that the teacher is the most important element in establishing the quality of the school. It is our sincere desire to support you in every way possible. The best way for the administration to assist you is through clear communication, and I urge you to contact us at any time.

Each of you is an important team member, and together we can make this year an experience on which we will look back with pride. Our efforts will have a significant, long-range impact on the lives of our students, and on the world we share. I wish you the very best this year.

Sincerely,

A handwritten signature in cursive script, reading "Brian Yager".

Brian Yager Head
of School

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."

I. INTRODUCTION

The purpose of this handbook is to inform all faculty of the school's policies and procedures as well as to give a sense of our culture and in general, what we are working to accomplish during the K-12 journey on which our students embark. It is important that experienced personnel review this handbook thoroughly at the start of each school year as there are always some policy or other changes each year.

The first section is somewhat general and includes varied information pertinent to everyone. Subsequent sections are more specifically directed to individual departments. The scope and impact of this policy statement will be greatly enhanced by frequent review.

Teachers need to be familiar with the contents of this handbook, the personnel policies handbook for faculty and staff, and the Parent/Student Handbook. This will ensure maximum consistency in our dealings with students, parents and each other. If there are questions about any content in this handbook, it is the responsibility of the faculty member to ask the department chair or division head.

A. THE HARKER PHILOSOPHY

The Harker School is a coeducational, independent, college-preparatory day school serving students in K-12. Our goal is to develop lifelong learners and well-rounded global citizens. Through comprehensive academic and 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.

B. HARKER'S EXPECTED SCHOOLWIDE LEARNING RESULTS

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

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

ACADEMICS

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

BROAD PROGRAMS

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

PERSONAL GROWTH

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

COMMUNITY

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

D. ADMINISTRATION, DIRECTORS, DEPARTMENT CHAIRS AND CLASS DEANS

ADMINISTRATION

Assistant Head of School, Academic Affairs	Jennifer Gargano
Assistant Head of School, Student Affairs	Ken Allen
Chief Financial Officer	Martin Bradford
Director of Admission	Danielle Holquin
Director of Advancement	Kimberly Lobe
Elementary Division Head	Kristin Giammona
Executive Director of Strategic Initiatives	Joe Rosenthal
Facilities Director	Shayne Hayle
Head of School	Brian Yager
Middle School Division Head	Liz Davis
Office of Communication Director	Pam Dickinson
Primary 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 and Travel Experiences	Patty Mears Clardy
Director of Health Services	Debra Nott
Director of Information Technology	Jesse Lara
Director of Security	Tor Warmdahl
Executive Chef & Food Service Manager	Steve Martin
Human Resources Manager	Marissa Locketti
Learning, Innovation & Design Director	Lisa Diffenderfer
Library Director	Meredith Cranston
Summer School Director	Cindi Gonsalves
Transportation Manager	Heather Armada

DIRECTORS, MANAGERS & OTHER PERSONNEL - UPPER SCHOOL

Assistant Upper School Division Head	Kelly Horan
Athletic Director	Daniel Molin
Campus Librarian	Amy Pelman
College Counselors	Kevin Lum Lung, Andrew Quinn, Martin Walsh
Dean of Students	Carol Green
Director of Admission, Upper School	Jennifer Hargreaves
Director of College Counseling	Nicole Burrell
Director of Community Service & Activities Coordinator	Kerry Enzensperger
Director of Learning, Innovation and Design, Upper School	Diane Main
Director of Standardized Testing & Scheduling, 9-12	Troy Thiele
Learning Specialist	Kadar Arbuckle
Librarian	Naomi Hwang
Nurse	Jennifer Olson
Upper School Counselors	Jonah Alves, Hui Hui Chang, Kelly Leahy McKeown, Rosalyn Schreiman

DEPARTMENT CHAIRS - UPPER SCHOOL

Computer Science, 6-12	Eric Nelson
English	Pauline Paskali
History	Mark Janda
Mathematics	Anthony Silk
Modern and Classical Languages	Abel Olivas
Performing Arts, K-12	Laura Lang-Ree
Science	Anita Chetty
Speech & Debate	Jenny Achten
Visual Arts, 6-12	Joshua Martinez
Business and Entrepreneurship	Juston Glass
Journalism Director	Whitney Huang

CLASS DEANS

Grade 9 Class Dean	Jeanette Fernandez
Grade 10 Class Dean	Christopher Hurshman
Grade 11 Class Dean	Bronwen Callahan
Grade 12 Class Dean	Brian Larsen
Transitional Dean	Meredith Cranston

II. TEACHER PROFESSIONAL EXPECTATIONS

A. CRITERIA FOR TEACHER EVALUATION

The outstanding faculty at The Harker School is one of the cornerstones that make an education here exceptional and unique. Harker teachers actively strive to reach the highest standards of teaching and professionalism in their work. While we recognize the unique talents and personal styles of individual teachers, we share a common vision of the exemplary Harker teacher. In articulating this vision, we drew inspiration and expertise from multiple sources: current and past Harker teachers, The National Board for Professional Teaching Standards, the California Commission on Teacher Credentialing, the National Association of Independent Schools, and even our own fond recollections of teachers who have inspired us in the past. The following criteria represent our aspirations and commitments to the Harker community and to ourselves as professionals.

1. Exemplary Harker teachers demonstrate their commitment to students by
 - modeling proper behavior and promoting the Harker community;
 - establishing a cooperative, respectful and positive rapport with students;
 - maintaining professional boundaries with students;
 - being effective, energetic and supportive as advisors;
 - communicating their role as supportive advocates to students;
 - supporting students by coaching, sponsoring clubs, and attending events, performances and contests.
2. Exemplary Harker teachers demonstrate knowledge of their subject areas and of instructional methodologies by
 - creating well-structured, thought-provoking classes and challenging assignments;
 - having a thoughtful approach to teaching that includes a variety of techniques and appropriate use of technology;
 - establishing an appropriate pace for students and keeping them positively engaged;
 - designing long- and short-term plans that incorporate curricular content and reflect grade-level expectations;
 - teaching concepts and skills in meaningful ways, such as encouraging students to apply them to real-life contexts;
 - exhibiting mastery of the content they teach.
3. Exemplary Harker teachers assume responsibility for managing and monitoring student learning by
 - maintaining a classroom environment of respect and rapport;
 - developing a culture of learning, in which high expectations are the norm and students take pride in their work;
 - devoting ongoing attention to students who are having academic difficulties;
 - assisting all students to become self-directed learners who can demonstrate, articulate and evaluate what they learn;
 - answering questions in a variety of ways when a student does not understand a concept;
 - incorporating a variety of teaching techniques that demonstrate a knowledge of students' varied approaches to learning;
 - communicating information effectively to students;
 - providing students with appropriate, explicit and timely feedback on their work so that they understand their strengths and can learn from their mistakes;

- communicating with parents, counselors, administrators and appropriate personnel in a timely and effective manner;
 - involving all students in the assessment of their own learning.
4. Exemplary Harker teachers think systematically about their practice and learn from experience by
 - initiating growth and change in their own intellectual and professional development;
 - creating annual goals and concrete steps to achieve them;
 - eliciting feedback from students, parents, administrators and peers;
 - modeling the actions of an educated person: reading, questioning and innovating;
 - critically examining their teaching practice on a regular basis.
 5. Exemplary Harker teachers participate in learning communities by
 - sharing best practices with the wider community;
 - pursuing opportunities to develop professional knowledge and skills and by participating in the extended professional community;
 - engaging with local and/or extended communities to improve professional practice.
 6. Exemplary Harker teachers are active and supportive members of the school community by
 - acting as ambassadors for the Harker community and its mission;
 - demonstrating enthusiasm for the Harker community;
 - meeting deadlines consistently, including – but not limited to – the prompt submission of grades, progress reports and reachouts;
 - carrying out supervisory tasks;
 - modeling consistent attendance and punctuality;
 - participating in the establishment and maintenance of an atmosphere of collegial support;
 - assisting in identifying and solving student, curricular and school problems;
 - collaborating with colleagues and the school's leadership in the design and implementation of programs and curriculum within the context of the school's mission.

The above criteria were created by a committee of teachers; some ideas were adapted from the following sources:

- teacher criteria already published in the Harker faculty handbook
- National Board for Professional Teaching Standards,
- California Standards for the Teaching Profession
- NAIS Principles of Good Practice

B. FURTHER QUALITIES OF A SUCCESSFUL HARKER TEACHER

The successful Harker teacher gives **HEC** every day. They have **H**igh expectations, are **E**ngaging and are in the students' **C**orners.

It is also imperative that Harker teachers be **positive role models** for the students, constantly bearing in mind the considerable impact they have on the personal growth, academic achievement and emotional stability of students. Teachers also therefore exhibit and foster a love of learning in their subject areas. Teachers are also expected to display the same level of integrity that we expect of the students.

Each teacher is expected to establish a warm, cordial relationship with students while maintaining good classroom control. Verbal abuse, humiliation, name-calling, yelling or screaming at students and physically handling students are both unprofessional and unacceptable. Students should feel confident that the teacher respects them and wants them to be successful. It is imperative that everyday teachers make sure that students feel that they are part of a **safe and nurturing environment**, per our mission statement. To ensure a safe and nurturing environment, teachers must also be mindful to follow through and be consistent in all areas, at all times. The importance of doing so cannot be underestimated or overemphasized.

Furthermore, teachers are expected to develop strong faculty relations – a cooperative and collaborative relationship with their colleagues. We expect that all faculty interactions, including emails, reflect a tone of professionalism and respect. In the event a problem or concern with another faculty or staff member arises, employees may decide to resolve the issue between them. However, certain situations may be uncomfortable or unsuitable for the parties to resolve informally. In those cases, employees should consult with human resources or the appropriate manager/division head for guidance on how best to proceed.

C. TEACHER EVALUATIONS

The purpose of teacher evaluations is developmental; they exist to help teachers continually improve the quality of teaching and, thus, of our students' learning. We therefore ask that teachers receive the feedback in the spirit in which it is given. Since we can all improve in our crafts, teachers should expect to receive regular informal feedback from their department chair, division head or other administrators.

All teachers will be formally evaluated during their time at Harker, as well. The head of school, assistant head of school for academic affairs, division head and department chairs will formally evaluate teachers according to the following minimum observation schedule. All classroom visits for the purpose of formal evaluations will be unannounced.

- First-year teachers will be observed by the head of school, division head and department chair.
- Second-year teachers will be observed by the assistant head of school for academic affairs and the department chair.
- Third-year teachers and up – department chairs will observe them every year.

Additional observations may be scheduled as deemed necessary by the administration. Teachers may also request observations or feedback from their department chair, division head or the assistant head of school for academic affairs should they desire additional feedback.

D. PROFESSIONAL DEVELOPMENT

As part of a teacher's professional growth, each teacher creates a goal for the year that centers on a schoolwide or department initiative.

Teachers are also encouraged to seek out the various, unique internal opportunities provided at The Harker School for professional growth. These opportunities include, but are not limited to: working with the directors of learning innovation and design to learn how to meaningfully enhance the curriculum; working with the global education director to learn how global education can be used to meaningfully extend a lesson or unit; or working with the librarians to better understand information literacy and how it may be meaningfully integrated into a lesson, unit or curriculum.

Teachers are also encouraged to observe other teachers' classrooms within or across campuses, to better understand and appreciate the school as a whole and/or articulation of curriculum in a given discipline.

Harker teachers are also highly encouraged to share their expertise with educators outside of the Harker environment at conferences and workshops. We feel it is our responsibility to share our

professional expertise in an effort to benefit the education of all students. Harker faculty are encouraged to attend diversity, equity and inclusiveness professional development conferences and activities to be better prepared to handle discriminatory incidents and to better understand how to help build a safe and inclusive community.

There are professional development monies budgeted for every teacher annually, to use to enhance their professional skills. If a teacher's professional interests require an amount greater than the \$800 allotted annually, they must request this amount from their department chair during the budget submission time (November) for the following school year. The faculty member will then be told if this additional amount is not approved.

For professional development interests that are particularly expensive and will make impacts beyond a teacher's individual classroom, teachers may also apply for a Vegesna Foundation Teacher Excellence Grant. Information about that grant is given in November and applications are due in early January.

We support teachers missing school time in order to read AP exams at the College Board. However, since this is a paid opportunity, professional development monies have generally not been used to support the opportunity.

If teachers need ideas for how they can best further their professional growth, they should consult with their department chair, their division head or the assistant head of school for academic affairs.

E. PERSONAL QUALITIES OF A HARKER STUDENT & MODELING

We expect Harker students to exhibit the following four aspects of our mission: kindness, personal accountability, respect and integrity. These aspects reveal themselves in a variety of ways. Harker students greet adults and peers respectfully, help those in need, use "please" and "thank you," and think about how others will receive a comment before they speak. Students are still developing these qualities and learning appropriate and positive ways to behave and interact with others. As educators, it is our responsibility to help students develop these qualities and to reinforce positive behaviors. One of the strongest tools we have to help students develop these lifelong and critical qualities is to model them. It is important to remember that you are role models in the lives of the students you encounter, by the way you acknowledge others or show care and concern for others. Exhibiting the school's values in action (VIA) strengthens our community in many ways, including the modeling it provides for the students in our care.

F. CIVIL DISCOURSE AND CIVIC ACTION

At Harker, we value civil discourse and believe that meaningful learning occurs when students are able to explore a wide range of perspectives on complex issues. In our classrooms, students are encouraged to share and examine differing viewpoints so they can better understand the many dimensions of political and global topics.

As an independent school committed to thoughtful dialogue, it is important that all employees, while acting in their roles at the school, refrain from sharing their own personal political perspectives. Instead, we should facilitate balanced discussions that invite students to consider multiple viewpoints and engage thoughtfully with one another.

At times, students may feel strongly about a particular political or world issue and may wish to advocate for their perspective through activities or actions outside the classroom. In order to maintain the neutrality that supports civil discourse and ensures a sense of safety and belonging for all students, faculty and staff should not participate in or organize political advocacy activities with students. Should you have any questions, we encourage you to speak to your division head.

G. MODELING: DISCRIMINATION, HARASSMENT, AND OTHER UNWELCOME BEHAVIOR

Harker does not tolerate any act of harassment or discrimination based on race, ethnicity, socioeconomic status, gender, gender identity, religion, ability, sexual orientation, and physical and neural ability.

Harker also expects all faculty and staff, including coaching and extracurricular staff, to report any incident of actual or suspected discrimination or harassment to an authoritative figure, including the division head, or dean of students, to ensure that Harker has a safe and inclusive community. Review said policies in the student handbook.

III. COUNSELING DEPARTMENT: SUPPORTING OUR STUDENTS SOCIALLY, EMOTIONALLY AND ACADEMICALLY

A. AREAS OF RESPONSIBILITY

The counselor's primary goal is to nurture our students' well-being by encouraging, supporting and fostering positive emotional, social, academic and personal development. Counselors ensure our students are able to emotionally, socially and academically thrive in their everyday school experiences.

Counselors and teachers work together to make sure our students can be fully present and benefit from the experiences and overall education at Harker. In that vein, should teachers have emotional or social concerns about a child, a teacher needs to contact a counselor and the counselor will speak with the student and provide support as needed. Please note that the counselors must not only follow the policy and guidelines of the school, they are also bound by their clinical licenses which requires them to keep information confidential. Therefore, because of confidentiality, counselors are not able to disclose information without the consent of the student.

B. COUNSELOR AVAILABILITY

If a teacher believes a student's underperformance is a result of an emotional, social or learning issue, the teacher should contact the counselor, letting the counselor know exactly what the concern is. Anytime a teacher needs advice about how best to work with a student who may be struggling academically, the counselors are available for support and guidance.

C. RESOURCES FOR STUDENTS WHO NEED ADDITIONAL GUIDANCE

Office Hours

When any student's grade falls below 83% in honors or AP sections or 80% in regular sections, office hours will be required. When a faculty member requires students who are not making satisfactory progress to attend office hours, this becomes a mandatory commitment, and students must attend. Failure to report will result in an hour of detention.

Tutoring

When a teacher is concerned about the performance of a student, the teacher needs to communicate those concerns to the parent. In such communications, teachers should give recommendations for what a child can do to remedy the issues the teacher is seeing. Prior to any suggestion that additional help outside of Harker may be needed, teachers need to ensure that students are attending and fully utilizing office hours. If assistance beyond extra help becomes necessary, counselors should be notified. so they can determine whether additional strategies may be of help in each situation. Not every family may be able to obtain a tutor, so counselors can

determine the best plan of assistance for a given family. Should it be determined that tutoring is the best step for a student, please note that all referrals for tutoring go through the counseling office. Once a referral is received, the counseling office gives the family the names and contact information for three appropriate and available tutors. Those tutors may and will be encouraged to reach out to the students' teachers so that they can work with the Harker teacher to best determine how to optimize a given student's learning and growth in the area in which they are being tutored. If a Harker teacher tutors, it is important that the teacher keeps the counseling department updated with the names of the students being tutored so that counselors, teachers and tutors can work together as a team to best support the efforts of the students. That Harker teacher tutor is also responsible for reading and knowing all of the information on the document "Tutoring Information Policies," which is found on the faculty and staff portal under Resources.

Psychoeducational/Psychological Evaluation

Occasionally, a student's lack of performance is indicative of a significant learning or emotional challenge, or may be a result of a medical condition. Should a teacher have concerns that a student has serious challenges, the teacher should contact the division head or the counseling department. Teachers should not discuss potential disabilities or diagnoses with a student or a student's parent. The counseling department may recommend psychoeducational or psychological evaluation by an outside licensed professional 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. The assistant head of school for academic affairs must approve any accommodations given to students with learning or social/emotional disabilities. Reports, accommodations and relevant paperwork for a given child will be documented and kept on file in the counseling office.

D. COUNSELING PROTOCOLS FOR IDENTIFYING CONCERNING BEHAVIORS/RECEIVING REPORTS OF ABUSIVE BEHAVIOR

Any time a teacher notices a student behavior that is concerning (the student writes a distressing poem or journal entry, draws a picture containing violence, exhibits a drastic change in appearance, social interactions or moods, etc.) we ask that the teacher notify the appropriate division head and/or counselor right away. The division head and assigned counselor will investigate the matter and, with the assistant head of school for academic affairs as well as necessary outside resources, determine whether the student is a threat to themselves or others, and what, if any, further steps need to be taken to ensure the safety of our students. In general, teachers should always be watchful for signs that might be indicative of concerning behaviors. Submitting work that is of poor quality or incomplete, conducting oneself in a manner that is disruptive, inappropriate or unusual, and exhibiting academic patterns that may indicate a special need are just a few of the behaviors that teachers must analyze, review and then handle appropriately. Teachers should notify counselors or the division head should there be any such concerns.

Teachers are mandated reporters. If a child reports that they are being abused or if you have reasonable suspicion that a Harker student is being abused, as a mandated reporter, you must report your concerns or suspicions to Child Protective Services (CPS). If you have heard an allegation of abuse or neglect from a student, it is your responsibility to make the CPS report. If you would like a counselor's assistance when making a report, please contact the counselor and the counselor can provide the needed support. All CPS reports are required to be made within 36 hours of hearing the concerning information. If a counselor or administrator is not available for consultation (summer, late evening, weekend, etc.), you must call Child Protective Services for Santa Clara at 408.299.2071 or at the phone number of the CPS agency where the incident occurred, to file the report. Please know that it is not the faculty member's responsible to investigate the matter; rather, it is the responsibility of the faculty member to report reasonable suspicions of child abuse to CPS. The responsibility of the mandated reporter is to report, in their professional capacity, or within the scope of their

employment, when they have reasonable suspicion of child abuse or neglect. Their responsibility is not to prove that the child abuse or neglect occurred. It is the responsibility of CPS or another governing agency to investigate the matter and decide whether the child abuse or neglect occurred. All faculty at The Harker School must annually complete the online mandated reporter training that outlines legal expectations as it relates to reporting abuse. If you have further questions, we also encourage you to review the information on the Child Abuse Mandated Reporter Training website given to you at the beginning of the year:

<https://www.mandatedreporter.ca.com/training/general-training>

IV. COURSE PLACEMENT

A. COURSE PLACEMENT PROTOCOLS

What makes Harker a unique institution is our ability to customize our students' educational experience to meet their needs and foster their talents and interests. Harker's customization of classes allows teachers to meet each child where they are so that each student can receive the challenge and skill development needed in order to optimize their education. At Harker, we value all children for who they are and we value all placements. As such, it is important that we as a faculty and staff do not inadvertently reinforce the idea that some performance groups or placements are inherently better than others. Words matter, and when referring to placements or performance groups, words such as "levels," "up" or "down" suggest a verticality and may suggest that our performance grouping system is a ladder that is to be climbed. We ask that faculty and staff refrain from saying that students are moving "up" or "down"; rather, it is important to state that a student is changing their placement or performance group. Additionally, we ask that faculty and staff refrain from stating that a student is changing "level"; rather, it is important that we say that a student is changing placement or performance group.

The Harker School groups students in order to give each one a pace of learning that is challenging but not stressful. A student who cannot maintain an 83 average may be moved from an honors to a regular section. Students who move from an honors to a regular class receive a 5% boost to their cumulative averages. Placement is evaluated continuously. Students taking only five classes with an average of less than 83% in an AP course that does not have a course to move to, may have to remain in the AP course for the remainder of the semester or year.

B. PLACEMENT REVIEW PROCESS FOR STRUGGLING STUDENTS

In general, teachers are expected to carry out the following protocol for students who are struggling in their subject area.

For students earning below 83% in an honors or AP class, the following steps must be followed in order to help ensure appropriate student placement and efficacious performance.

1. The teacher contacts the registrar to confirm that the student is able to move or drop the class. It is important this step be taken since occasionally a student must keep a course despite struggling performance. This happens generally when a student is only taking five courses or there is no course that the student can move to because of schedule conflicts.
2. If a move is possible:
 - a. The teacher places the student on a review period based on time or target assessment. A minimum of two weeks is reasonable for placement review periods.
 - b. The teacher speaks to the student about the placement review. The teacher notifies the student of the current grade and offers suggestions of what the student can do to improve

performance, and what the teacher can do to support the student's efforts.

- c. The teacher contacts the parents to notify them of the placement review. The teacher notifies the parents of the student's current grade, describes the difficulties the student is experiencing, and offers specific suggestions of what the student can do to improve performance.
 - d. The teacher notifies their department chair and the student's academic counselor and advisor of the placement review.
 - e. The teacher requires the student to attend weekly office hour sessions. If the student does not attend the required office hours, the student and parent need to be notified. If the teacher feels this student would benefit from additional support from the counselor including, but not limited to, organization, motivation or study skills, the teacher should contact the counselor to request such additional support.
3. If a student is correctly placed but struggling or their schedule cannot accommodate a move:
- a. The teacher must email the department chair, the student's academic counselor, the student's advisor, the assistant upper school head and the upper school head to advocate for this exception in policy.
 - b. The teacher must email the student and parents about the student staying in the class and suggestions on how to improve the student's performance.

For students earning below 80% in a non-honors class, the following steps must be followed in order to help ensure efficacious performance.

1. The teacher speaks with the student to help determine areas of difficulty for the student.
2. The teacher contacts the parents to notify them of the student's current grade, describes the difficulties the student is experiencing, and offers suggestions of what the student can do to improve performance.
3. The teacher notifies the student's counselor and advisor if the teacher feels additional support or guidance is needed. This is particularly important when the student could benefit from additional support including, but not limited to, organization, motivation or study skills.
4. The teacher requires the student to attend office hours. If the student does not come to the required office hours, the student and parent need to be notified.

Any time a student is not handing in homework, the student should be assigned to academic study hall.

If, after requiring office hours and/or academic study hall and if, after all of the steps outlined above have been performed, a student's progress is still below that child's capabilities, communicate your concerns with the students and parents. Contact the student's counselor should you feel additional student or teacher support and guidance is needed.

C. PLACEMENT CHANGE TO A NON-HONORS OR NON-AP PLACEMENT

If, after following all the above steps, the teacher determines that the student must move to the non-honors or non- AP section, then the teacher must follow the outlined protocol:

1. After the time or target assessment has been completed, the teacher updates the students and parents of the student's current progress and the need to move classes.
2. If a move or drop is needed, the teacher emails the registrar.
3. The registrar emails the teacher, department chair, student's advisor and academic/college counselor, assistant division head and division head for feedback.
4. The registrar seeks final approval from the division head. Once the move is made, the registrar notifies the student's advisor and/or academic/college counselors, administration, assistant

division head and department chairs via email.

D. PLACEMENT CHANGES FOR STUDENTS FOR ADDITIONAL CHALLENGE

There are occasionally unique situations in which a teacher may encounter a student whose current placement does not provide an appropriate level of challenge and who would clearly benefit from additional rigor in the course. Any consideration for such a move must be initiated by the teacher. While there is no specific grade-based threshold, this would most likely apply to a student earning above 95% across all grading categories and who, as noted, appears to be underchallenged in the current placement.

Should a teacher identify such a student within their class, they should follow the protocol outlined below:

- By mid October in semester 1 or at the beginning of semester 2 the current teacher discusses with the department chair whether the student can comfortably move to the new placement at the given time of the school year. Occasionally, an honors and a regular course have diverged too far from one another by a given point in the year, so a move to a different course would be too difficult for a student to do successfully.
- The current teacher checks with the registrar to make sure the move is possible.
- The current teacher discusses with the student and parents.
- The current teacher discusses this option with the student's advisor and counselors.
- Once the above steps have been taken and it is determined the student will move, the teacher notifies the registrar via email. The register then communicates with the division head for approval. Once the move is made, the registrar sends an email to advisors, academic counselors, college counselors, administration, assistant division head and department chairs.

A student who is doing well in a regular section will continue to thrive in the regular section through the school year. When courses for the following school year are selected at the beginning of the second semester, the student may request to take an honors or sometimes an AP course. Earning an A in a regular course, along with earning departmental approval, is necessary to move to an honors or AP course in that department for the following year.

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

V. ADDITIONAL ACADEMIC POLICIES

A. CURRICULA

In order to maintain a well-articulated K-12 experience, it is important for each teacher to understand and closely follow the curricula for each course being taught. Since teachers need to cover the required curriculum in order for students to be equally prepared for subsequent courses, teachers must coordinate with colleagues in order to maintain consistency within the same courses and maintain course continuity from year to year.

While we are a traditional school when compared to progressive schools, we do encourage the faculty to incorporate new and creative methods of teaching and to develop personalized methodologies. We also urge teachers to share successful approaches and materials with colleagues. It is important for teachers to stay abreast of the latest innovations and methodologies that could potentially deepen and

further the students' understanding of a topic or course.

Should teachers want to propose a change in textbook or curriculum, teachers must first discuss the change with their department chairs. Assuming the department chair supports the change, the teacher should then submit the curriculum or textbook approval to the division head as well as to the assistant head of school for academic affairs. The link to the textbook and curriculum change form can be found on the faculty portal. The assistant head of school for academic affairs will ultimately approve the change if the request maintains the integrity of the course and the continuity of the K-12 student learning experience.

Please note that we expect all teachers to use good judgment when choosing appropriate resources and activities for their students. Teachers may not show R-rated movies to students younger than 18 years of age without approval from the division head and parental consent in the form of a permission slip. Please also note the curriculum is the property of The Harker School and should not be shared with anyone outside of Harker without approval from the assistant head of school for academic affairs.

B. STUDENT ASSESSMENTS

Assessing student understanding is an essential part of the learning experience. Classroom dialogues, questioning techniques and beginning of the class warm-ups that assess student understanding of a previous night's reading or assignment are only some of many effective ways of gauging student understanding or lack thereof. Graded assessments such as tests, quizzes, projects and papers are other ways to assess student learning. Pop quizzes should be avoided as a means of assessment.

Teachers should give an adequate number of graded assessments during each grading period, as too few cause too great an emphasis to be placed on too few samples of the student's work. Thus, no one assignment, test, essay, etc., should constitute more than 15-20 percent of a student's semester grade, with the exception of the final exam which can count for up to 20% of the student's semester grade.

Given the extensive length of the semester period, consistent or weekly testing is not always necessary to obtain an adequate number of grades. A healthy mix of graded and non-graded assessments should provide a teacher a sufficient awareness of the extent of the students' understanding of given topics in the curriculum.

Teachers must grade their own papers in a timely manner. It is imperative for teachers to be models for their students in this area; teachers need to return work promptly if they expect their students to return homework to them in a prompt manner. Tests and classroom assignments are to be graded and returned to the students with constructive corrections and comments; it is important that this occurs so that students can learn from past mistakes as soon as possible and use their tests as future study guides. We believe reviewing a test in detail after it has been graded is an important part of the learning process. As such, assessments should only be given once the previous assessment has been reviewed; that way, students have the opportunity to learn from past errors and/or misunderstandings.

In the case of winter finals, the exams must be returned by the first Friday after December break. This timely return allows students to frame their progress and assess their study approaches.

Since detailed teacher feedback is essential and since assessment performance is a personal matter for a student, students should not exchange papers to grade any assignments or assessments.

We believe that all students who put sufficient effort into an assessment should be able to recover from an occasional poor score, particularly when the poor score is an anomaly for a given student. In the case of such an anomaly, teachers should invoke a 50% minimum; they can invoke this minimum on one major and one minor assignment per grading period. The goal of doing so is to help students

recover from a special situation that might negatively impact a student's performance such as transition for a new student, personal situations that made studying or time management difficult, or unusual difficulty with a given concept. If students are receiving scores of less than 50% regularly due to ongoing difficulties with learning, time management or motivation, the division head and counselor should be contacted to discuss grades and possible further interventions.

Teachers should be constantly monitoring their assessments for efficiency and effectiveness. Given that our students take a variety of courses with many testing requirements, it becomes that much more vital for teachers to ensure that their assessments are necessary, efficient and accomplishing the intended goal.

In addition, all tests must be returned to students to use for review and processing of misunderstood concepts.

It is important for teachers to work with their department chairs to make sure the percentage makeup of their grade categories (tests, quizzes, homework, etc.) is appropriate and consistent with the rest of the department. Additionally, teachers need to plan all assessments, whether tests, quizzes or homework, to ensure that the value of each assessment grade is not significantly more or less than the teacher intended. It is good practice for teachers to review the worth of each assignment to see if adjustments for the following semester need to be made. For example, the teacher may calculate that one test is 50/200 points for the category of tests and the tests category is worth 60% of the overall grade; as such, that one test is 15% of the overall grade. In doing this kind of calculation, the teacher might determine that a given assignment is worth more or less than originally intended; in that case, the teacher is encouraged to work with the division head to better ensure that each assignment in the following semester better matches the intended assignment worth, relative to the overall course grade.

Because we believe that grades should reflect demonstrated mastery of course and skill content through assigned work, assessments and classroom participation, extra credit is not to be given.

To focus on the process of learning, rather than on the product, students are encouraged to meet with their teacher and make full use of Office Hours.

C. CLASSROOM EXPECTATIONS DURING ASSESSMENTS

Drawing upon the Honor Code's major tenets of respect, honesty and accountability, teachers will create a classroom environment during assessments which supports student learning, minimizes distraction, and lessens the opportunity for breaches of Harker's academic integrity standards.

To facilitate these goals while maintaining consistency, teachers will implement the following strategies:

- Teachers will have conversations with students about what academic integrity means in their classroom.
- Teachers will make clear if, when, why, and to what degree students may use AI as part of their coursework.
- In their course planning faculty are encouraged to think of alternative assessments to mitigate the temptation for students to compromise their academic integrity.
- Where feasible, teachers will use different versions of questions/tests among sections.
- For graded individual assessments, if teachers wish not to have electronics used in classroom or class assignments, have students place all backpacks, phones and smart watches at the back of the classroom or in a similar out-of-reach location.
- Teachers will not allow students on their own to remove the assessment from the classroom to take elsewhere.
- During an assessment, teachers may wish to randomize the student seating chart.

- Please walk around the room frequently during the assessment. In the words of AP instructions, when walking the room, "be active."
- If an assessment uses a computer, the teacher will position the students so that each computer screen may be seen by the teacher at all times.
- Students using personal calculators must show teachers cleared memory.
- As part of a regular in-class student survey process, teachers should include questions regarding how students are experiencing academic integrity in the classroom and inquire if students have suggestions on how to maintain the Honor Code in the classroom.

D. HOMEWORK

At all times, teachers should keep in mind the concept of efficiency of learning. Any time teachers assign homework, they need to ask themselves, "Could the same amount and level of learning be accomplished with fewer problems or less reading?" or "Could I assign a different set of problems or pages of reading that would take less time, yet still allow the students to learn at the same level?" Creating such meaningful yet efficient assignments is not always easy and takes time. However, we believe strongly that the time and effort is worth the gains that students achieve: deep learning, sleep and overall well-being.

All teachers should aim to meet the following guidelines for homework for each subject: 60 minutes for honors, 75 minutes for AP classes, and 45 minutes for all other courses. Study times need to be included in this guideline, and homework should not be due earlier than the next class meeting. Homework should only be assigned if the teacher believes the assignment will enhance the learning. For the majority of the class, the teachers should be working with the students – teaching, doing demonstrations, questioning or supervising group activities – but particularly given the 85 minute class, teachers may allow students to try working on concepts just taught before moving to new material.

The holiday breaks are intended to be a time that is free from schoolwork for students. No assignments should be given over the December break and any long-term assignments given before the break should not be due during the first week in January. Homework during the Thanksgiving, February and spring breaks should be limited to a regular night's assignment. No assessments should be scheduled on the first two days we return from any extended breaks.

Teachers are to post assignments, via the homework management system, that cover at least one full week. Teachers must enter the assignments in the assignment system by the end of the day each Friday. Changes posted to assignments should be rare. However, if changes are made mid-week, students must be notified and the assignments must be updated by 4 p.m. on the date of the change. Failure to keep weekly assignments up to date handicaps the students and is a breach of professional responsibility.

E. HOMEWORK/TEST MAKEUP

There is the expectation that all homework will be completed. Students should always have an opportunity to complete their homework for some credit. The purpose of assignments is to help students learn material on a regular basis and receive feedback from teachers. If homework is late, it is reasonable for a teacher to penalize the student. Teachers must make their policies regarding late penalties explicit to the students on their course syllabi.

In instances where a student establishes a pattern of chronically late or poor quality homework, the student, parent, advisor and counselor must be notified. In extreme cases, the student might be sent to after-school study hall and might miss an extracurricular activity.

Students needing to make up a test should be sent to the test center.

F. WHAT TO DO WHEN A STUDENT FALLS ASLEEP IN CLASS

This protocol is implemented for the student who is unable to stay awake in class. It is to address behavior that is not conducive to the learning environment and to support the teacher. The teacher has engaged the student to stay awake and participate. If those attempts have failed, the teacher is to send the student to the nurse for evaluation. The teacher should send a quick email or phone call to the nurse's office to inform the nurse that the student is being sent from class because of the inability to stay awake.

G. THE IMPORTANCE OF NAMES

At the beginning of a school year or semester, faculty are to give their students a survey to get to know each student. As part of this survey, faculty ask students name preferences and preferred pronouns. Names are important and learning students' names and using their preferred names is the first step in knowing who our students are. Referring to students by their preferred names communicates respect and helps them feel recognized as individuals.

As a school, we too want to recognize our students by their preferred names. If a teacher finds that a student prefers to go by a name that is different than what is currently in Infinite Campus, please speak to your division head or campus counselor to determine how best to make sure the student's name is reflected properly in our systems.

H. RELIGIOUS AND CULTURAL CELEBRATIONS

Teachers must be mindful of scheduling assessments and project due dates around spiritual, religious and cultural celebrations that are widely practiced by the student body, including but not limited to Diwali, Holi, Yom Kippur, Kwanzaa, Hanukkah, Easter and Lunar New Year. At Harker, there is a wide diversity of religious and cultural practices that are most important to and celebrated among your students and their families; some of those holidays may not be the more widely practiced ones as listed above. As such, it is important that teachers encourage their students to let them know if there is a cultural or religious holiday that they celebrate, such that they will require special consideration in terms of deadlines and assessments. To support these students, teachers need to demonstrate understanding and communicate with students as it relates to deadlines and assessments.

I. STUDENT GRADE REPORTING

Teachers grade on a semester continuum. Semester grades are calculated from the first day until the end of the semester.

Weighting of grades in each department should be determined by departments. Homework and class participation may be graded as well, but should generally only constitute a minor part of the grade, as determined by departments. We ask this since we want students' grades to be reflective of their mastery of the material.

It is important for new teachers to work with their department chairs to make sure the percentage makeup of their grade categories (tests, quizzes, homework, etc.) is appropriate and consistent with the rest of the department.

All grades must be entered in the teacher's electronic grade book, which should be kept up to date. The deadline for updating the Schoology gradebook and syncing to Infinite Campus is 4 p.m. Monday for work graded the previous week. All classes should have grades to report by the first gradebook snapshot of each semester. The feedback allows students to gauge their progress.

Since students are screened academically and behaviorally before they enter Harker, teachers should not expect to see a normal bell curve. Harker students are primarily A or B students, not the full

range of scores one might expect to see in a school where a greater ability range of students are accepted. Teachers should expect very few Cs, Ds or Fs.

Given that grades in the C range mean that students might not achieve their college aspirations, particularly for the University of California schools, unless performance changes dramatically, attention to these students is critical. If a student is not working at the B level or higher, it is imperative that the teacher must follow due process by following the counseling protocol outlined earlier in the handbook. Parental notification becomes vital in helping the student be successful and informing the parents of your concerns. Counselor and assistant division head notification of C, D, and F grades is vital to support the student and parents in achieving their goals in high school and in college admissions.

Students' overall GPA is a cumulative average of performance throughout their attendance at Harker's upper school. Grades and grade point averages are computed using the following matrix.

Letter Grade	Number Equivalent	Grade Points
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	.7
F	59 and below	0

An additional 0.5 grade point is added for honors and AP classes.

J. CONSEQUENCES FOR STUDENTS WHOSE GRADES ARE SIGNIFICANTLY BELOW REQUIRED LEVELS

Academic Review

If a student receives any grade below C- or receives a GPA below 2.2 in any semester, that student will be placed on academic review. The upper school office will notify parents. Students who are placed on academic probation are assigned to after-school study hall. This study hall meets from 3:45-4:45 p.m. daily.

Re-Enrollment Criteria

A student must have a yearly average of 2.2 or above to qualify for enrollment at Harker the next year. A student must earn a D- or above in each semester of a given course to pass the course. The division head notifies any student and parent should the student not qualify to return to Harker the following year.

K. GRADE BOOK SNAPSHOTS

Starting in mid-October, monthly snap shots of students' grades from the teachers' gradebook are available to parents via the Harker portal. Snapshots of grades are generally posted the middle of

each month; the division head will notify teachers of the exact dates.

L. REACH-OUTS

We believe in giving our parents timely, relevant communication that helps build strong relationships. Instead of sending a parent comment at a predetermined time of the year, all Harker teachers are asked to send one "reach out" to a parent of every one of the students they teach during the course of the year. This communication indicates to a family that you know their child, appreciate or notice their child's unique contributions to your classroom, and that you are in that student's corner. A "reach out" must have some reference to the academic subject the teacher has the child in. The teacher may reference performance in outside clubs and activities to show the parents the teacher knows the child outside the classroom but performance in the academic class must be the focus. A "reach out" is primarily a positive communication sent to a parent at the time of an earned recognition. While you may use these communications to guide the students' efforts, you are not required to make any type of constructive criticism. All "reach outs" are to be sent by spring break; however, it is recommended that teachers find a time to send such a communication during the first semester in order to establish a strong relationship early. Teachers are allowed more flexible timing so they can choose an appropriate occasion when such a communication would be relevant and genuine. Teachers must notify the division head once reach outs are complete by completing the Google form.

It is the teacher's responsibility to keep track of all communications to ensure a "reach out" is sent for all students. All teachers are expected to keep a record of when a "reach out" was sent or made to each one of their students.

Examples of a "reach out" follow.

Dear Mr. and Dr. Jones:

I wanted to let you know I have been quite impressed that after Shivani's setback with a low Chapter 3 test grade, she has been consistently coming to extra help every Tuesday asking specific questions she is confused about or desires further texture on. Last week, she had a particularly insightful question about trade restrictions influencing economic welfare, which resulted in a lengthy and enjoyable discussion during one of our Tuesday extra help sessions. Her dedication to improvement is impressive and her understanding of the course material appears to be advancing. I am enjoying having Shivani in class and look forward to Tuesdays.

Dear Mr. and Dr. Riley:

I hope you and your family had a wonderful weekend. All of the students in my English classes just completed presentations on their favorite poems and the authors of those poems. I was particularly impressed by Randy's explication of "The Raven" by Edgar Allan Poe. I gave each group class time to work on this presentation and it was obvious from what I observed, his group did quite a bit of research on various interpretations. Randy then facilitated a discussion on which interpretation they felt was most in line with Poe's intention. Randy's ability to interpret and work well with a group to create a presentation that was of such a high standard, particularly at this grade level, was something I have rarely seen during my years of teaching. I've attached a picture of Randy and his group in front of the class reading the poem before the explication that I thought you might enjoy. I look forward to observing Randy's continued work ethic and dedication to strong analysis.

Dear Mr. and Ms. Chan:

After having had Emilie as a student for a full semester, I have grown to appreciate how she approaches chemistry class. She consistently submits thoroughly completed homework, eagerly writes solutions to the warm-up on the white board when asked, and embraces other students' ideas when working in her lab group. Yesterday, Emilie asked an involved question about the Kinetic Theory of Matter, which led to a stimulating conversation with the class about Brownian motion. While Emilie may not participate regularly, the contributions she does offer makes for a richer

classroom environment. Emilie's work ethic and good attitude makes her the kind of student I am thankful I have the opportunity to teach.

Dear Mr. and Mrs. Shah:

I recently found out about Julie's amazing success in debate. I wanted to send my congratulations to you. As I mentioned to Julie today, I am not surprised she did so well, given the dedication she shows in history class. She always comes with her homework prepared and with insightful questions after a difficult reading has been assigned. Moreover, few students generally can identify a weakness in an assertion I might make in class; however, Julie always politely but directly proposes an alternate and sometimes even a more accurate point of view. She is an insightful thinker and I was thrilled to hear that those skills are not only translating to success in history but also to debate, her extracurricular passion.

M. PARENT-STUDENT-TEACHER CONFERENCES

Parent-student-teacher conferences are an essential tool to build relationships with parents and to help keep lines of communications open. In an effort to ensure that all parents have access to their child's teachers during the parent- student-teacher conferences, all faculty members who have scheduled appointments must be available during all available appointment times. It is important that all faculty members not make personal appointments during these two days as their attendance is vital to the success of parent-student-teacher conferences. Faculty members who need to make appointments to meet with their own child's teachers need to do so outside of the scheduled parent-teacher conference times. As such, all faculty members will need to make themselves available to faculty parents during mutually agreed upon alternate meeting times. Please note that the spouse/other parent is welcome to make an appointment on the conference days in the fall.

N. ACADEMIC INTEGRITY

Teachers must make clear to the students that academic integrity is a nearly sacred virtue. It is the fundamental tenet upon which all academic institutions are built, and violation of academic integrity is a serious Honor Code violation. Teachers are responsible for clarifying their own guidelines for student collaboration, research and citation of sources in a written document that is easily accessible. As a minimum, these policies must be reviewed at the beginning of each grading period, and a reiteration before major projects is suggested. All teachers should consult with their department chair regarding academic integrity policies specific to their department. Teachers are encouraged to consult the Honor Board for help in formulating an effective classroom policy.

Violations of academic integrity include:

- plagiarism
- using unauthorized notes or other aids, including but not limited to AI, on a test or copying from or being influenced by another student's work during a test
- giving unauthorized aid to another student; allowing another student to copy or use one's test, paper or homework
- using help on homework or take home tests that is beyond the limits specified by the teacher
- theft, deceptive uses or deliberate destruction of library or other educational materials
- improper use of computers (XV. Technology Code of Conduct)

Note: The same work may not be submitted for credit to more than one teacher unless both teachers give permission.

O. ADVISORY PROGRAM

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

Advisors are both advocates for their advisees and the primary faculty contact with parents. Within the first weeks of the school year **all advisors must contact a parent or guardian of each advisee before Back-to-School Day**. Class deans will have examples and recommendations for writing this first contact of the year. The contact should be made as early in the year as possible and should serve as a relatively brief, cordial introduction.

A mandatory 30-minute advisor meeting takes place on a weekly basis. At times, the upper school head, dean of students, class dean, LIFE program director or counselor may assign topics or activities for the period. Typically, advisors shall meet with the entire group; individual meetings can be scheduled during other mutually convenient times. During advisory meetings, the students are permitted to eat and drink in the classrooms; however, advisors are responsible for maintaining the cleanliness of the room or other meeting area. Advisor period is never to be used as a study hall.

Advisors will meet regularly with their class deans, as indicated on the Wednesday meeting schedule. Advisors are to attend school meetings and class meetings and take attendance, as well as during other required advisory functions. Since we value these meeting times, faculty should not be using their phones or computers at these times. One-on-one advisee conferences will be arranged throughout the year. Advisors are required to attend all sessions of the Wellness/LIFE program.

All full-time teachers serve as advisors. Teachers should be aware of their advisees' academic and extracurricular interests and serve as a mentor to help them reach their goals. Normally, students keep their advisors throughout their upper school years. We encourage teachers to develop a close working relationship with advisees and to be available to help them with any concerns. Of course, students will also be encouraged to share their concerns with any member of the faculty or administration.

P. STUDENT ASSEMBLIES AND PRESENTATIONS

Those who arrange for an outside speaker for our students are responsible for vetting the speaker. The OofC can help, if need be. One of the goals here is to ensure that the speaker represents the school well and is not affiliated with groups and/or have other allegations, records, etc., that might reflect poorly on the school.

VI. COMMUNICATION GUIDANCE

A. ACADEMIC COMMUNICATION

It is important to view the parent as a partner to optimize the student's learning experience. The importance of effective and supportive parent communications is therefore vital and cannot be underestimated.

Issues that teachers should be communicating to parents are:

- concerning patterns
- low scores on tests/quizzes
- not handing in homework (pattern)
- placement changes
- disruptive behaviors

All of the above mentioned issues and poor or declining performance in general should never come as a surprise to parents at the end of a reporting period.

Phone calls should be the primary mode of communication for all sensitive or serious communications.

This includes, but is not limited to, placing a student on or off of placement review or any serious matter that is best discussed, so a plan can be made that is customized to a student's needs. For example, sensitive information of news where a supportive tone could be easily lost should be communicated by phone or in person. Phone calls are always preferred for any communications that are complicated or for news that might be perceived as less than positive.

Concerns about possible learning disabilities or other sensitive counseling issues should never be discussed with parents. If teachers have concerns about issues such as learning disabilities or depression, teachers should notify the counselors, who will follow up with students and parents. Once a communication is made, the teacher must send a summary of the communication or a copy of the email to the appropriate counselor and advisor as outlined in the counseling portion of the handbook. Teachers should ensure that important communications are sent to or communicated to both parents if a student has two households.

"Reach outs" will be an important tool as well to ensure the teacher is sending parents positive, timely and relevant communications that will help to build strong parent, student and teacher relationships.

Communication Model

All communications, whether by phone or email, must contain the following:

- a greeting and positive introduction
- a description of the situation
- the teacher's expectations of student and family
- positive encouragement, which includes what the teacher can offer to support the student
- a follow-up plan
- a warm ending/salutation

Parents want to know that their child's teachers know and respect their child, and are in their child's corner. Following this model will ensure that is communicated. Communications that are curt or suggest frustration or anger will not hasten the student's improvement and may hurt the relationship between the parent and teacher.

The following samples follow the model above.

Sample 1

Dear Ms. Parent:

I enjoyed seeing you at Back-to-School Day.

I wanted to make you aware that Johnny has now missed three consecutive homework assignments and his grade has dropped to a B+ as a result. I shared with Johnny that he needs to turn in his

homework by this Friday in order to get partial credit for his work. I know Johnny generally has great follow-through so I am confident he will be able to do this. If he is having trouble with the homework, he can refer to the resources on Schoology or see me on Wednesday morning for extra help.

I will contact you after school Friday to let you know if the homework was submitted. Please don't hesitate to let me know if you have any questions.

Ms. Teacher

Sample 2

Dear Mr. Parent:

I hope your week is progressing well. I don't want to alarm you but I wanted to let you know that I did have to speak to Teddy after class today since his calling out during class became disruptive. I need your support by speaking to Teddy so he understands the importance of letting other students speak in class.

Teddy has generally been very responsive to feedback, so I am hopeful he will be able to turn his behavior around quickly. I will touch base in two weeks to discuss Teddy's behavior in class and whether or not he is still having difficulties refraining from calling out.

I hope to see you at the upcoming choir performance. I look forward to seeing Teddy shine.

Ms. Teacher

Sample 3

Dear Ms. Parent:

It was wonderful to see you at the recent dance show. I know you like to stay abreast of Nikhil's progress so I wanted to make sure you are aware that while his overall grade is strong, he has had some difficulties with his timed tests and understanding the concept of multiplication in general. I need Nikhil to review his multiplication flashcards for 5 minutes at some point each day. I also need Nikhil to come to extra help on Wednesday morning at 7:45 a.m. so I can review the concept of multiplication. I made an extra set of flashcards for Nikhil that he can use during extra help or at home.

I know Nikhil enjoys math so it is important we work together so he can thrive and continue to enjoy the subject. At the beginning of next month, I will contact you to let you know if the additional work at home is resulting in any improvements in his timed tests.

I am hopeful that with both of us working together, Nikhil can continue to thrive in math.

Dr. Teacher

Sample 4

Dear Mr. Parent:

I hope you had a great weekend. I feel it is important that you are aware that Sally's recent test score was lower than her usual performance. There is no need for alarm at this point but I need Sally to do test corrections and then come to extra help on Monday so we might review them. I know Sally is capable of correcting her test successfully. If she needs additional support, she can refer to the study guide we reviewed prior to the test or she can see me on Friday for the 9 a.m. extra help.

Our next test is on Nov. 14. I will let you know then if her test performance has improved. I will of course notify you as well if she does not submit the test corrections.

Thank you.

Mr. Teacher

Proactive and supportive communications often reduce the potential for negative parent interactions. However, if parents prove to be demanding or difficult in their communications, teachers should discuss the situation with their department chairs or division heads to determine the best next course of action. We do not tolerate parents who are excessively demanding or abusive, so division heads should be notified immediately if such a parent situation becomes uncomfortable.

B. SOLICITING HARKER FAMILIES FOR FUNDRAISERS

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, 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, Harker Day, etc.

Student Fundraisers

In an effort to limit the number of financial requests of families, we limit student fundraisers. We prefer to focus on student awareness and activism to support a cause. If there is a special request for a fundraiser, it must be approved by the division head.

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.

Faculty/Staff Fundraisers

Faculty or staff-run fundraisers at Harker must be approved by the pertinent division head. Faculty and staff who organize a personal fundraiser on their own outside of Harker should not go through official school channels, such as school email lists, grade level coordinators, or room parents. Faculty or staff may use their own personal contacts and social media to publicize fundraisers.

C. PROCESS FOR HOSTING PARENT PRESENTATIONS

There is an approval process in place for any employees interested in hosting a parent presentation at The Harker School. The first step in this process is to contact the assistant heads of school for both academic affairs and student affairs, who will then direct the host through a process that includes but is not limited to submitting a form that highlights information relevant to the presentation and receiving a document that highlights the responsibilities of a presentation host. Following this process allows us as a school to present our best selves to our community. This process also helps to provide the school sufficient time to promote the speakers to our parent community and identify the best audience for the presentation (K-12, 6-12, etc.). For presenters who are not members of The Harker School community, this process also helps to ensure all speakers are vetted thoroughly since it is important that those who present at Harker publicly model the values we represent.

VII. STUDENT & FACULTY ATTENDANCE

A. STUDENT ATTENDANCE

Teachers and advisors must take attendance every period of the day including advisory within the first 10 minutes of the class using Infinite Campus (IC). For the safety of the students and the protection of The Harker School and its teachers, it is imperative that this procedure be followed assiduously. Familiarize yourself with the specific attendance policies and procedures as delineated in the student handbook. Updates to attendance can be done during the period by making the changes in IC or emailing the distribution group Attendance US. Students coming to class late must get a late slip at the attendance office in the main building.

B. Substitute Teacher Procedures

The following procedures should be followed as early as possible if a teacher will be absent:

Contact your division head to request permission for a planned or known absence on a given day or during specific periods of the day. Examples of this include doctor appointments (for yourself, your spouse, or your child), conferences or work-related events, jury duty, and personal time off. Please note that all sick and PTO absences must be requested via Paycom prior to the closing of the given pay period.

Once your division head has approved an absence, input your request via the Google Form link provided by your division head; this will help us arrange for a substitute to cover your classes. Submitting via this Google Form allows our substitute coordinator to identify and secure a substitute who can cover your classes.

Substitutes are often difficult to obtain. Therefore, we ask that teachers provide advance notice and submit the Google Form as soon as possible so our substitute coordinator can work to secure a substitute for you.

Please do **not** contact a potential substitute teacher directly, as our substitute coordinator is working to balance the many needs of the campuses. A substitute you contact may already be scheduled to substitute for another teacher, and/or there may be information known to the substitute coordinator that indicates another substitute would be better suited to teach your classes. If you have a preferred substitute whom you would like to use, please note that preference when contacting the substitute coordinator. Be sure to complete the Google Form to request a substitute and include all requested information.

Should the absence be unplanned, such as in the case of illness or personal emergency, please still use the Google Form to request a substitute teacher. If you realize that you need a substitute teacher for that day after 6:45 a.m., call your campus' office administrative team to ensure your message is received.

Even when a teacher will only miss one or two periods, this process must be followed when requesting a substitute teacher.

As you are aware, teacher presence and teacher quality are, by all measures and studies, among the most important aspects contributing to a successful academic experience. Using academic time wisely is one of the most important tools we have to optimize our students' academic experience. As such, it is important that teachers be present in their classes whenever possible. That said, we recognize that emergencies may occasionally take a teacher away from class. In the case of such an emergency in which a teacher is absent for four hours or more, the teacher must record the absence in the Paycom attendance program.

If you need to miss an obligation during a school day, such as a class, office hours, school meetings, faculty meetings, etc., you must notify your department chair and division head in advance by email. While we understand that such shorter absences may be necessary from time to time, the expectation is that you will meet all obligations of a given school day. We will reach out to discuss the recording of PTO if the frequency of such absences becomes greater than ideal for the consistency of our program or for student learning. If you have questions about the absence and the corresponding pay code to utilize, please contact Human Resources.

Additionally, when teachers plan to be absent, they are expected to make detailed lesson plans that allow the substitute to continue student learning in a productive manner. Each teacher should also maintain a substitute folder in the front office to assist substitute teachers. Be sure to keep this folder up to date as the year progresses, and ensure that all substitute plans are easy to understand and implement, yet meaningful for students.

Upon arriving at school, substitutes will check in with the receptionist in the front office and will pick up a substitute folder and classroom key at that time. Teachers are asked to keep at least five copies of their class lists, in addition to advisory lists if applicable, for attendance purposes. It is important that class lists are updated as often as necessary to keep the substitute folder current.

Since we ask families not to extend school breaks by lengthening vacations or leaving early, we likewise ask our teachers to honor class time and refrain from doing the same. Recall that all PTO requests must be made in advance with your division head.

Additionally, note that if a teacher is absent for the entire day, Paycom must reflect the full 8-hour absence, not just the class and advisory hours missed. This is to accurately reflect a teacher's missed time and to honor the broader community impact all teachers have, whether in the classroom or beyond.

We ask that you make your division head aware of any concerns you may have regarding a particular substitute. Positive feedback is also welcome.

Faculty Leaving Campus During Free Periods

All teachers must notify and sign out at the front desk if leaving campus during the school day. You may not take students off campus with you during a free period unless you have official permission slips for those students. Please refer to the personnel handbook for additional procedures around leaving campus during the school day. Also note that when faculty enter another campus, the faculty member must sign in at the front office.

Faculty Attendance Obligations

We realize that especially with the block schedule, teachers have some days that may have fewer obligations that they need to fulfill during the day. All faculty are expected to be present for the following:

- Classes taught
- Advisory and advisory responsibilities such as LIFE sessions and class meetings
- Office Hours
- School meeting

If faculty do not come to work on a given day but have missed one of the above responsibilities, the missed day will need to be marked as a PTO day. If there is a special circumstance, contact your division head.

C. HOURS OF CAMPUS OPERATIONS

The upper school campus is staffed by security from 6:30 a.m. to 11 p.m., Monday through Friday. Teachers should plan their on-campus presence accordingly. It is preferred that teachers limit their working schedule to daylight hours, which can fluctuate during the school year. If working on campus after dark, teachers should make contact directly with security to advise of their presence. That

phone number is 408.639.0743. It is recommended that if teachers are on campus after dark or in the morning prior to 7:30 a.m. that they work with their doors closed and locked unless students are present. If teachers want an escort to their cars after hours they may call security for that service.

Saturday hours for teacher access to campus are limited to 8am-7pm. There is usually no security present at that time, so teachers are responsible for locking and unlocking campus access gates, their classroom doors, and disarming and rearming the security system. Instruction on all of those can be gathered from the security team on campus. There is no campus access on Sundays.

If a teacher is to be working with a group (i.e., DECA, Robotics, etc.) on campus after normal school hours or on a weekend during approved hours, the event should be entered into RAR (Reserve A Room) for security purposes.

If coming to campus alone on Saturday, an email should be sent to the division head and/or dean so someone is aware of your presence on campus. In these instances, teachers should work in their classrooms with the doors locked. If teachers know in advance they will be working on a Saturday, they should use the RAR system to "reserve" their classrooms. This is another means of letting security and facilities know in advance of your planned presence on campus. If you need help with the RAR system, please contact the facilities coordinator.

Utilization of the campus for student tutoring on Saturday must be entered in RAR, and only between the hours of 12-5 p.m.

D. LENGTH OF SCHOOL YEAR

Should there be an extenuating circumstance such that the school has to close, and classes are unable to be delivered to students, the school reserves the right to add additional school days to the school year calendar. Teachers, of course, would then be required to carry out their usual duties during these days.

VIII. OTHER FACULTY POLICIES/EXPECTATIONS

A. FACULTY MEETINGS

Teachers are expected to attend all Wednesday after-school meetings. They must request permission from the division head to miss a meeting if they have a personal conflict. Such instances should be rare.

All teachers are required to attend all K-12 (all-faculty) faculty meetings. Games or practices for athletic teams involving teacher-coaches will not be scheduled during all-faculty meeting times; similarly, after-school club meetings or activity practices should not be scheduled during any all-faculty meeting times.

All-Faculty (K-12) Meeting Expectations

- Teachers needing to miss an all-faculty meeting must ask permission from their division head prior to the meeting.
- Teachers identify themselves to their department chair at the beginning of each all-faculty meeting. This will help the department chair ensure all of the teachers in the department are present.
- Teachers give each speaker the attention and respect they would expect to receive if they were speaking to adults or to their students. Teachers should therefore refrain from distracting behaviors including, but not limited to, grading papers, working on a laptop or phone, and chatting with fellow faculty members.

- Teachers should remain attentive to the speakers and information presented during the full time of the meeting. If sitting for such extended periods of time is physically uncomfortable, please notify your division head so that alternate accommodations can be found.

B. DETENTION/STUDY HALL PROCTORING/SUPERVISION

Faculty members are expected to proctor a week of detention or study hall within the school year. The proctoring responsibilities are assigned by the upper school head and distributed at the start of the school year. If coverage needs to be changed, it is up to the assigned proctor to coordinate coverage and notify the appropriate coordinator. It is important for the proctor to follow the protocol for detention/study hall coverage. The guidelines are distributed at the start of the school year along with the schedule assignment. While study hall is a required assignment for all full-time teachers, it is important to remember that general supervision is a shared responsibility of all faculty, extending beyond study hall or one's assigned classes. To ensure a safe and respectful community, all teachers are expected to actively and continuously monitor student behavior and intervene when necessary. Students who are in violation of any rules, whether related to our closed campus policy or any expectation that supports the strong and respectful community we strive to maintain, should be reported to the dean of students.

C. FACULTY APPEARANCE/PROFESSIONALISM

Please refer to the personnel handbook for faculty appearance and professionalism guidelines.

Please remember that teachers are also expected to maintain clean classrooms, and desks should be kept in a neat and clean condition. All students should refer to their teachers in a professional manner, with the use of one's surname (Mr. Jones, Dr. Lee, Ms. Shah, etc.).

D. TEACHER AS TUTOR

Teachers who provide tutoring to our students are vital and valued team members of our learning community. In an effort to avoid conflicts of interest, teachers are never allowed to tutor students they are currently teaching. In addition, teachers may not tutor during the school day. You must notify the counseling department with the names of the students you are tutoring so that counselors, teachers and tutors can work together as a team to best support the efforts of our students.

All tutoring relationships are professional relationships between teachers and students. When tutoring students on any Harker campus over the weekends, teachers must notify their division head of which students they are tutoring, the day and time they are tutoring, and where they are tutoring the students. They must also reserve the use of their own rooms through RAR (meeting room manager). Teachers should encourage parents to remain on campus while their child is being tutored on Saturdays. Teachers may never tutor students after 7 p.m. on campus. In addition, we do not want teachers tutoring students at the teacher's home.

For reasons of liability, teachers are also never allowed to tutor non-Harker students on any Harker facilities. All tutoring referrals go through the counseling department. Teachers do not make their own referrals.

All teacher-tutors must familiarize themselves with the tutor protocols and policies. A document titled "Tutoring Information & Policies" can be found on the faculty portal. All teachers need to read this document in its entirety before tutoring any Harker student.

E. TEACHER AS COACH

The after-school coaching hours vary at the upper school. Practices can start as early as 3:15 p.m. on Wednesday and Friday and at 3:45 p.m. on other days. The school draws its coaches from off

campus, but is also fortunate to have several Harker teacher-coaches on staff. Details regarding the general expectations for coaches are included in the athletic handbook, published annually.

During their season of sport, coaches are required to conduct daily practice and attend all games for their teams, whether they are head coaches or assistants. Faculty meetings are scheduled after school and may come in conflict with the after-school coaching schedule. The administration recognizes that coaches are teachers and have to be with their classes during their season of sport. As such, student practice needs to continue even if there are departmental, dean or divisional meetings. Solo teacher-coaches are relieved of the responsibility of attending all after-school meetings, with the exception of all-faculty meetings, during their season of sport. Teams with multiple coaches should coordinate with each other and the athletic director prior to a scheduled meeting to have practice led by one of the coaches so the other(s) may attend meetings. If this is a divisional meeting the attending coach should take notes and report back to the other coaches. Coaches missing divisional or department meetings are responsible for gathering information about the meeting from their division head, dean or department chair.

Coaches are expected, however, to attend all K-12 faculty meetings. Games or practices for teams involving teacher-coaches will be avoided during K-12 meeting times when possible.

F. COLLEGE RECOMMENDATIONS

College admission offices require faculty letters of recommendation from the upper school. Harker's teachers are expected to compose supportive letters that effectively advocate for each student, as requested.

G. VOICEMAIL/EMAIL/MAILBOXES

To ensure timely responses to parent, faculty or administrator needs, voicemail, email and mailboxes should be checked at least twice per day, and teachers must respond in a timely and appropriate manner. **A 24-hour response rate (one working day) is reasonable for parent/colleague responses, even if it's just to say, "I'll get back to you!"** Faculty should also be sure to check such communications for an appropriate tone to maintain and promote a positive community.

H. RECYCLING PROGRAM AND SUSTAINABILITY

The Harker School maintains a wet/dry recycling program to reduce the percentage of our waste stream that goes to the landfill, following compost and other 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). Harker also discourages the use of single-use plastics in the school setting. Please be aware of this, especially if organizing field trips or events where students' refillable water bottles can offset the need for disposable ones. This may be expanded when sandwiches are ordered through the catering system to also replace small condiment packages with larger, refillable, and recyclable units that can be shared. These are just two examples of best practices we hope to exemplify whenever possible. Please set a great example for the students by following the guidelines and demonstrating your commitment to this waste-reducing measure to our community.

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 an Environmentally Preferable Purchasing Policy (available in the portal resources tool) 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.

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

I. CLASSROOM SECURITY

All classrooms should be locked when not in use. No student should ever be in a classroom without a teacher present. In addition, no student may perform laboratory work unless supervised by a teacher. A negligent teacher is personally liable when a student is injured in an unsupervised classroom. Please place a maintenance ticket for all malfunctioning, faulty or broken windows and locks immediately.

J. STUDENT FILES

A cumulative file is maintained for each student. Contact an administrator or counselor if you feel you need further information about a given student.

K. USE OF AUDIO/VIDEO RECORDING DEVICES

The use of audio/video recording devices in school-related conversations or meetings is allowed only with the formal consent of every party involved. Teachers should feel free to prohibit the use of these devices unless there are extenuating circumstances.

L. TEACHERS AUDITING CLASSES

Teachers may not audit another teacher's course. A teacher's focus needs to be on the enrolled students. Moreover, it is important that teachers are able to create a unique rapport with their students.

M. FACULTY CHECKOUT

At the conclusion of each regular school year, all teachers must follow prescribed checkout procedures. Teachers receive a form for this purpose and must collect signatures from the appropriate supervisors. The completed forms are turned in to the upper school head for final approval.

N. VISITORS

Please note that all visitors on campus are required to check in at the front desk, wear Harker-issued lanyards visible while on campus, and follow any health/safety guidelines in place (such as wearing a face mask) at the current time. Faculty and staff expecting visitors should alert the front desk in advance. If you would like a visitor to observe or spend time with your class, you need to request approval from your division head in advance.

O. COPY MACHINES

Teachers should not send students to the faculty room and/or copy room to make copies or pick up materials from the printers. Faculty spaces need to remain areas for faculty only.

P. SCHOOL SUPPLIES

The school provides any supplies teachers need. However, a serious effort should be made to conserve in an effort to save costs.

Q. FACULTY & STAFF GIFTING

In a school, tradition is such that occasionally students, parents or vendors give gifts to employees, generally in recognition of appreciated efforts. While Harker does not prohibit employees' acceptance of gifts, all employees should make sure that doing so does not influence or give the appearance of influencing business or academic decisions, transactions or service.

As a guideline and to protect employees from the appearance of influence, if any gift appears to have a value above \$200, staff members should discuss options with their supervisor.

R. FURNITURE REQUESTS

Furniture requests should be thought about in advance so we can budget accordingly. Teachers need to submit all furniture requests to their division head during the budget process in late November, so the furniture can be bought the following school year. Should a teacher have an immediate need for furniture that falls outside the budget cycle, the teacher must contact the division head directly to see if the request can be accommodated. Furniture from home such as sofas and other seating can not be used in the classroom. Teachers wanting to bring in any furniture into the classroom that was not purchased through the school should seek approval from the division head.

IX. STUDENT DISCIPLINARY POLICIES

At The Harker School, the character and behavior of the students are of paramount importance. We believe that the "kind" of people who graduate from Harker is just as important as the skills and knowledge that they acquire. In keeping with this belief, students are expected to live by the four tenets of character and behavior highlighted in our mission, which our faculty and administration must reinforce in developmentally appropriate ways. Those tenets are:

- Kindness
- Respect
- Integrity
- Personal Accountability

As a member of the Harker faculty, you are expected to read the Upper School Student Handbook at the beginning of each school year, as changes to this important school document are made from year to year. As a member of the Harker faculty, you are responsible for not only knowing the rules, guidelines and expectations of the school, but you are also expected to enforce and clarify the rules for the students whenever you observe the rules being broken, both inside and outside of the classroom. Major violations of the Honor Code, as defined by the Code of Conduct, must always be brought to the attention of the upper school head, the dean of students or the senior faculty chair of the Honor Council.

A. THE HONOR CODE

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

- Respect: valuing the thoughts, feelings, property and identities of every person
- Honesty: representing ourselves and our work truthfully
- Accountability: accepting ownership of our actions and decisions towards each other and the school.

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

Each pillar is defined in detail in the upper school student/parent handbook.

B. INTRODUCTION TO THE CODE OF CONDUCT

As an academic institution, The Harker School must establish an environment that ensures that all students have the opportunity to pursue freely both intellectual and personal growth. To that end, the school has adopted a Code of Conduct to govern behavior and create an atmosphere conducive to learning. This code was created by the 2001- 02 judicial committee and updated by the 2008-09, 2015-16, and 2019-20 honor councils.

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

X. SCHOOLWIDE COMMUNICATION AND MEDIA RELATIONS: OFFICE OF COMMUNICATION

Harker's Office of Communication (O of C) 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.

A. Information & News

Portals: Harker's portals (Parent, Faculty, Alumni) are dashboards for information and resources. In these password-protected spaces, accessed from www.harker.org, and based on your role with the school, you can: update your 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 and employees 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.)

Harker News (online): The O of C publishes news and updates about the Harker community in our online Harker News on an almost-daily basis here: 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. We accept and vet submissions of newsworthy items of students' outside activities which can be sent to

news@harker.org.

News Express (email): The Harker News Express is emailed in the first week of each month to families, employees and alumni. It recaps the top stories from the previous month and includes event reminders for the coming month.

Harker Magazine (print): The biannual Harker Magazine includes in-depth features, alumni news and more. It is mailed home to families and alumni, distributed in school lobbies and linked in the portals. To submit story ideas and suggestions for any of these publications, email [news.harker.org](mailto:news@harker.org).

B. Photos & Video

The O of C photographs events and activities at all four campuses regularly, and those photos can be found in our portals. Parents and staff 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 by parents without the explicit consent of the instructor or coach.

To enable attendees to devote their full attention to performances, all major performing arts events are professionally recorded and photographed by the school and made available for free to parents and staff via the Performing Arts tile on the parent portal, and photo galleries in the portal shortly after the performance. Therefore, we ask families and staff not to video record or photograph these events so that all attendees can enjoy performances 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.

We also record athletic court events at the lower, middle and upper school campuses. These are available by clicking on the Athletics tile in the parent portal.

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

C. Logo Use

Harker's logo and tagline, "K through Life," are trademarked. Harker's athletic branding is also proprietary. Official Harker-branded items are available for purchase in Harker's Eagle Store. Any request for usage of Harker's graphic brands must go through Harker's Office of Communication at communications@harker.org. If approved, Harker files will only be provided directly to the vendor, and the O of C has final approval. For sustainability reasons, Harker continues to assess and reduce the production of one-off products.

D. Media Relations

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

Faculty, staff, students or parents who are contacted by the media for a Harker-related story should refer the reporter to news@harker.org or call 408.345.9273. 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 at news@harker.org, 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. Harker community members who have questions about a given topic or information requested, 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.

E. Social Media

Harker has social media accounts on Facebook, Instagram, LinkedIn and YouTube. (We encourage everyone in our community to follow our channels and share posts on their feeds!)

Facebook: <https://www.facebook.com/harkerschool>

Main Instagram: <https://www.instagram.com/harkerschool/>

Athletics Instagram: <https://www.instagram.com/harkerathletics/>

YouTube: <https://www.youtube.com/user/harkerschool>

When posting social media of school events on personal accounts, avoid using student names and be sensitive to privacy needs of others that may be different from your own.

Online parent social communities, such as WhatsApp, WeChat, etc., are not official channels of the school, but for some grade levels serve as an opt-in communication platform for parents. Only faculty and staff with children in that grade level may join these groups, but only as a parent, and not as spokespeople for the school.

It's important that employees exercise appropriate discretion when using social media (even for personal communications), monitor their sites to keep them safe and/or clear of spam and hijacking by inappropriate sites, and keep in mind that social media activities may be visible to current, past and prospective students, parents, colleagues and community members.

To ensure clear boundaries, faculty and staff can only "friend" or "follow" a Harker student in social media, such as Facebook, Instagram and SnapChat, after the student has become an alumna/us of the school and is 18 years of age or older (exceptions are of course made for faculty/staff parents following their own children). Using social media as part of a classroom, club or off-campus trip must be cleared by the division head and Office of Communication.

"Remind" is the school-approved and supported application for use on all field trips and for informal student-teacher communication in grades 6-12. Before planning a field trip, you must meet with a LID director to be trained in Remind's use at Harker. Additionally, if you find that your students are unable to use Remind (due to a lack of a mobile device, parental agreement or other such reason), you may collect cell phone numbers only for communication that is minimal, formal school business and includes a serious need to reach them immediately.

XI. BUSINESS OFFICE

For any information relating to the business office or to human resources, please refer to the personnel handbook.

XII. LIBRARY

The aim of the Harker library program is to ensure that students and staff are effective users of ideas and information. Our library staff empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

A. PROFESSIONAL SERVICES AND RESOURCES

Harker's professional librarians are eager to assist faculty with collaborative curricular planning with an eye toward infusing all disciplines with information literacy objectives. Librarians plan units with classroom teachers, and purchase excellent fiction and nonfiction titles in all formats for avid independent readers of all ages.

Access the Harker library website at library.harker.org. The lower, middle and upper school library websites provide 24/7 access to online resources including subscription databases, the library catalog and project LibGuides. See the "For Teachers" tab on any of the campus library websites to access professional resources.

The lower, middle and upper school libraries are open from 7:30 a.m.-6 p.m. on regular school days.

B. RECOMMENDING MATERIALS

Librarians welcome suggestions of materials for purchase, including books, eBooks, audio books, magazines and films. Contact your campus librarian or use the Recommend a Resource box on the For Teachers page on the library portal.

C. BORROWING MATERIALS

Faculty may check out materials from any Harker library for educational or personal use for three weeks. Items can be requested from and returned to your campus via the library catalog. Items may be renewed if they are not in demand. There are no fines for overdue materials. You can access adult print titles, eBooks and audiobooks on the upper school library portal.

D. LIBRARY PRIVACY POLICY

Among the many values important to The Harker School community is respect for the individual. Harker librarians adhere to a professional code of ethics that safeguards patron rights, including confidentiality of library records. Information on what patrons have checked out of the library will be treated confidentially by the library staff and volunteers.

XIII. FIELD TRIPS/SPECIAL EVENTS

A. SPECIAL CLASSROOM EVENTS

Any on-campus event must be approved by the dean of students and division head. Use of campus facilities other than one's classroom must be reserved online using RAR. The instructions for that process are printed in the personnel policies manual. These reservations are not to be entered until receiving the approval of the dean and division head as referenced above.

B. FIELD TRIPS – GENERAL

The easiest way to determine if an activity is considered a field trip is to answer the following test questions:

1. Is Harker providing transportation?
2. Is a Harker faculty member providing direct supervision of the students?
3. Is it mandatory for a class, club or team?
4. Is it overnight?

If the answer to any of those is “yes” then it is a field trip and the following guidelines apply. Faculty and staff may not take any student off campus without prior notification to and signed permission from parents and without the approval of the dean and division head.

Teachers are responsible for scheduling their own field trips via the VersaTrans Trip Tracker system, found online in the faculty portal. Tutorials for use of the system are also available online. If possible all field trips for the year should be planned and submitted to the dean for approval prior to October 1. All day field trips for the year should be approved by the division head prior to October 1, and then immediately entered into Versatrans.

As a general rule, day-long field trips may not depart prior to 8:30 a.m. or return after 3 p.m. due to athletic, and performing arts needs. Trips extending beyond this time period must be specifically approved within the VersaTrans system, but notification must be provided directly to the athletic director and director of performing arts by the requestor prior to scheduling to identify and resolve any potential conflicts with those programs.

Please review Section G “Specific Procedures” to make sure you are fully informed while considering the creation of a field trip.

C. OVERNIGHT FIELD TRIPS

If you are taking students on a trip that involves an overnight stay of any kind, you must submit that trip for consideration to the assistant head of school for academic affairs’ Google form by April 1 of the school year prior to which the trip will be taken. This means for a trip taken in July 2027 the submittal and approval will be required by April 2026. The division head should be informed of this submission concurrent to its insertion on the Google form. The assistant heads of school will advise you of the trip’s approval by May 30 following the April submittal. No overnight trip is to be discussed with students or parents prior to submission to the assistant heads to avoid confusion or disappointment should the trip be modified or not be approved. Once approved, you and your team of chaperones must complete overnight trip leader training with the assistant head of school for student affairs and, for international trips, the director of global education. All other details are included in the Domestic Overnight Field Trip Handbook or International Field Trip Handbook located in Resources on the faculty portal.

All international trips will be overseen by the director of global education, who will coordinate the preparation of the affidavit for international travel. The assistant head for student affairs will coordinate with you on the permission form package for any domestic overnight trip. When the trip is approved in the previous school year, you will be advised the date at which time your permission/affidavit process will need to begin.

D. PERMISSION FORMS - GENERAL

Teachers must generate a permission slip for the parents of each student attending any field trip. Permission form templates for simple day field trips in editable PDF format are available online in the

faculty portal. Paste-in links to the forms are located within the VersaTrans email confirmation system. The signed forms are due in the attendance office five days before the scheduled departure so the attendance information can be entered into Infinite Campus.

No student may leave campus without submitting a signed permission slip. In the event that students fail to submit their permission slips on the due date, attempt to have the parents scan or email a signed slip. Emails from parents are not a substitute for the permission slip.

Permission slips are not required for intercampus travel such as those that take place for performing arts events and athletics. **Overnight field trips require a forms package created by the assistant head for student affairs office as mentioned above.**

E. FIELD TRIP TRANSPORTATION

Chaperones ride with students on field trips. All Harker students who are transported by bus, train or plane on a Harker field trip must be chaperoned from the start of the trip until the return to school and/or release back into the care of their parents on a face-to-face basis. If arriving back on campus at night or on a weekend, at least one chaperone/coach must stay on campus with the students until the last one is picked up.

Particularly in the case of bus travel, faculty and staff chaperones must ride to provide support and supervision while drivers concentrate on the road ahead. Bus drivers, whether Harker or chartered, cannot be responsible for supervision or check-in/out of students on field trips. In general, this rule can be followed: a bus that is half full requires at least one adult chaperone and a bus that is full requires a minimum of two. Consult the dean of students or division head for guidance.

Bus drivers are instructed not to leave the departure point unless the requisite numbers of faculty or staff members are on board. The transportation director will ensure that adequate space exists for both the students and chaperones riding on the bus.

In some cases, a shadow vehicle with other chaperones aboard accompanies a trip. These vehicles should stay in visual contact with the bus during the trip, unless required to go ahead and arrange logistics for the following group at the field trip site. All chaperones should share cell phone numbers for easy contact in case of an emergency or if they somehow become separated on the road.

All chaperones on the transport should have accurate attendance lists, and carefully check students onto the bus or other mode of transport prior to the start of the trip and after every stop during which students are allowed to leave the vehicle or other mode of transport. A copy of the original, verified attendance list must be left at the front desk of the campus from which the field trip departs; this should be done just prior to departure to insure accuracy.

For day field trips lasting longer than 3.5 hours, or occurring during the driver's normally required lunch break, the teacher who is organizing the field trip will be responsible for providing lunch for the driver or budgeting for the driver's reimbursement for lunch. Special transportation details for overnight trips are located in the appropriate field trip handbook posted on the faculty portal.

F. FACULTY AND STAFF DRIVERS FOR FIELD TRIPS

A teacher or staff member can only provide field trip transport for students if the teacher or staff member has completed the process of being added to the Harker Approved Driver List. The policy summarizing this procedure is online in the faculty/staff portal. In these cases, information regarding who is driving must be included on the permission slip to the parents. The approval, permission form and insurance combine to provide protection for the staff/faculty member and the school in the unfortunate case of an accident. Any faculty or staff member driving a Harker vehicle on Harker business who receives a moving violation/ticket, parking violation/ticket or toll road/gate violation/ticket will be held responsible for the fine levied for the violation. Approved drivers must have provided information regarding appropriate levels of personal vehicle insurance in order to drive

students in their own cars on a field trip. No one is allowed to transport a student alone with them by car on a field trip.

G. SPECIFIC PROCEDURES

All VersaTrans requests for recurring trips must be submitted by October 1 via the online reservation system in the faculty portal. These are the essential requirements for entry of field trip requests into the VersaTrans system:

- If approved after Oct. 1, trips must be entered a minimum of 14 days ahead of schedule.
- If you have not submitted a request before, you may need to contact the office of the assistant head of school for student affairs to establish an account in VersaTrans. Once that is done and you have submitted your request, the email response system will keep you informed of the approval chain. And, once officially scheduled for transport, you will receive a notice as well. Throughout the process, the trip request can be viewed online in the VersaTrans system. Instructions and training can be obtained from the office of the assistant head of school for student affairs.
- If the transportation request is for a charter bus rather than a Harker bus, a request for a quote should be forwarded to the transportation manager before entering the VersaTrans request. This is to maintain budget integrity and transport availability.
- Once initial approval is confirmed, you may contact the appropriate organization and solidify your off-campus reservation. There is a field trip fiscal information sheet, also available via the faculty portal, to collect all necessary information for the trip to be fully supported.
- You will receive a transportation confirmation email from the transportation manager via VersaTrans the week before your trip is scheduled. Any amendments to the schedule or location can be done online in VersaTrans prior to that time. However, significant changes should be communicated directly to those who have previously approved the trip to see if the changes may affect other school activities.
- Complete, distribute and collect permission slips for all trips as described above.
- At least one week prior to the trip, if a meal request has been previously submitted, forward the lunch/meal count (separately indicating the number of students and adults) to food service. It is the trip leader's responsibility to inform food service regarding the number of students who will not be present for lunch. Confirm from the prior request the number of vegetarian lunches needed and any special dietary requests.
- One week prior to the trip, teachers should be informed if any class time is to be missed, and after-school coaches or directors advised if absences may extend to that aspect of the school schedule.
- Five days prior to the trip, teachers should bring permission slips to the attendance office. This allows for permission forms to be reviewed for completeness and then maintained on file during the trip.
- The day before the trip leaves, trip leaders will visit the nurse's office to pick up first aid packs. They should be returned to the office upon return to campus.
- On the day of the trip, teachers will leave an accurate list of students taking part in the trip with the attendance office. In case of emergency during a day trip the teacher will contact the office to fax any necessary information to a treatment center as needed.
- Teachers should not dispense medications to students on field trips without calling and checking with the campus nurse first.
- Check to see that your students are appropriately dressed for the trip.
- If using a bus for transport, please be aware that the driver is in charge. State law prohibits teachers and other adults from standing or moving about on the bus while the vehicle is in motion. Chaperones should disperse throughout the bus to maintain supervision over the students.
- Throughout the trip maintain an accurate count of the students. A recount should be performed each time you move to a different location and each time you board the bus or

change to another mode of transport.

All faculty should be familiar with and abide by all of Harker's travel policies. The travel policy document can be found on the faculty and staff portal under the HR and Business Office tab.

H. GENERAL CHAPERONE EXPECTATIONS

These general guidelines can help create a successful experience when you are chaperoning a dance or other event:

- Be positive and flexible. Your attitude sets the tone for the students.
- Be proactive and pitch in where needed. Act as a team. Events always run smoother when everyone works together.
- Be on time. If you cannot make a chaperoning duty because of illness or dire emergency, contact the trip leader, dean or division head as soon as possible.
- Field trips, performances, games and events are a time for students to have fun and unwind. They are not a time for teachers to mention grades, assignments or other classroom-related issues.

When chaperoning a student trip, faculty and staff must uphold the same level of professionalism and responsibility as they do on campus. However, expectations for student supervision on trips are heightened, as the usual school support services (e.g., nurse, counselor, parents) are not available to assist chaperones.

Chaperones must always be present, attentive, and capable of acting appropriately and effectively. They are responsible for maintaining a state of readiness to exercise sound judgment. Therefore, chaperones must abstain from alcohol for at least 24 hours before their duties begin, as they serve as the primary caretakers of students. Additionally, chaperones are strictly prohibited from consuming alcohol or being under the influence of any substances at any time during the trip. The safety and well-being of the group is a shared responsibility. Chaperones must be able to rely on one another for support, particularly in the event of an emergency.

A detailed list of chaperone responsibilities and experiences for overnight field trips is maintained on the faculty portal under field trips.

I. SPOUSES, PARTNERS AND FRIENDS AS GUESTS WHILE CHAPERONING

The guidelines above should act as the basic guide when considering the attendance of a spouse, partner or guest when you are acting as a chaperone. All such requests for the presence of spouse, partner or guest while you are on chaperone duty must have the advance approval of the division head. Before considering such an invitation, consider the event and whether or not you will be able to fulfill your responsibilities to the students and the other chaperones while your spouse, partner or friend is present. Your division head can assist with that decision. If approved, any interaction between the spouse, partner or friend and the students can only occur in the presence of a faculty member, and cannot be directive in any way.

Overnight trips require special consideration, and trips such as grade-level trips have unique challenges to consider. There are occasions when the spouse, partner or friend may be able to chaperone on other trips, but to do so they must submit TB test results and submit to fingerprinting to be approved.

All faculty should be familiar with and abide by all of Harker's travel policies. The travel policy document can be found on the faculty and staff portal under the HR and Business Office tab.



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