



# The Harley School

MIDDLE SCHOOL  
**HANDBOOK**

2021–2022

# Welcome from the Head of Middle School

Dear Middle School students and parents/guardians,

After a lengthy hiatus—another gift of the COVID pandemic—we are pleased to publish this updated Middle School Handbook. Here students and parents will find a great deal of information about our wonderful Middle School Community, from expectations for behavior to important school traditions to school safety.

Parents, thank you for entrusting your children to The Harley School and the Middle School team; it is a privilege to work with them. Students, we look forward to working with you and welcome the positive contributions that you make to The Harley School community and the Middle School.

Best Regards,

Lydia Okutoro-Seck (Mrs. O)  
Head of Middle School

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## The Harley School Mission

We are a diverse, inclusive school. We provide a balanced education that prepares our students to meet the challenges of tomorrow and lead lives of great purpose.

1. We inspire academic excellence.
2. We foster joy in learning in both the arts and sciences.
3. We promote physical and mental fitness.
4. We show how to care for the world and other people.
5. We empower our students to become confident, lifelong learners.

*Adopted by the Board of Trustees, May 2015.*

## Student Rights and Responsibilities

Acceptance of differences. Respect for others. Self-respect. These are the pillars of a Harley education. The following principles are taught and practiced from Nursery to graduation.

I have the right to have the respect of others.  
I have the responsibility to respect others.

I have the right to feel safe.  
I have the responsibility to help others feel safe.

I have the right to an atmosphere that promotes learning.  
I have a responsibility to promote learning through my preparation and participation.

I have the right to have my property respected.  
I have the responsibility to respect the property of others.

I have the right to expect the best of others.  
I have a responsibility to be my personal best.

## School Motto

“Become What Thou Art.”

## Commitment to Diversity

The Harley School believes diversity enriches all groups and communities and the individuals who are part of them. Diversity of race, ethnicity, geographical origin, religion, gender, gender identity, sexual orientation, familial or economic status, etc., forms the fabric of our society. The Harley School seeks out students, families, and employees who value and contribute to the diversity of our institution and community.

## Community Expectation for Students

The Harley School expects all students to work to their highest capabilities, to join as fully as possible in the opportunities of the School, and to become independent learners and responsible citizens of the community. Our program necessitates that students have strong motivation and abilities in order to succeed in a challenging academic atmosphere.

The Harley faculty aims to support all of our students in becoming progressively independent as learners. From Lower to Middle to Upper School, we prepare Harley graduates to be both intellectually self-reliant and collaborative as problem solvers. We believe these habits of achievement are not inborn, but that they can be mastered with the proper education and support.

We are prepared to offer accommodations for students with specific learning differences who are able to compensate in ways that allow them to meet grade-level or course requirements. We work in close partnership with our families toward these ends. However, Harley does not have the resources available to serve students with learning differences which prevent them from meeting the demanding reading, writing, analytical, and behavioral requirements of our academic program. For this reason, Harley reserves the right to determine whether the needs of the student can be met in our educational program. For more detail regarding accommodations and modifications at each division level, contact the appropriate Division Head.

When student behavior is disrespectful or disruptive, Harley reserves the right to take appropriate disciplinary or educational steps to restore confidence and community in a way that aligns with the Harley School Mission and our community values. When a student is unable to meet the School's academic or behavioral expectations, the School reserves the right to separate from the student.



# The Middle School Team

## Middle School Head

The Middle School Faculty teams are led by the Middle School Head (MSH) who oversees the divisional curriculum, resources, scheduling, budget, and personnel. The MSH meets weekly with the Head of School and other Division Heads. The MSH works with School leadership to communicate across departments and among the three divisions (Lower School, Middle School, and Upper School) to encourage interdisciplinary connections and vertical alignment of school-wide priorities.

The Middle School Head's duty is to lead the Middle School faculty as they support the academic and social-emotional growth of every student. The MSH collaborates with faculty leaders in the coordination of curriculum and programming, along with the Head of School and other division leaders. The MSH represents the Middle School at events and functions, including Parent Council and Board of Trustee meetings. The MSH is available to students and families for academic counseling and problem-solving.

## Middle School Administrative Assistant & Registrar

The Middle School Administrative Assistant & Registrar is the parents' first point of contact with the Middle School Office. General questions should be directed to the Assistant & Registrar who reports directly to the Middle School Head. The role of Middle School Administrative Assistant & Registrar is broad and encompasses all general day-to-day office functions, including attendance, scheduling, and student records.

## Academic Teams

Middle School faculty members are divided into two grade-level teams, one for Grades 5 and 6, the other for Grades 7 and 8. The small class groupings provide a comfortable atmosphere that allows faculty to better serve and nurture student needs. The teachers on each team meet weekly to discuss academic and social issues pertinent to classes and/or individual students. Team leaders coordinate the annual outdoor education trips and outings, as well as other grade-level social activities.

## Middle School Advisors

The Middle School advisors serve as advocates for students. The advisor collects appropriate input about each student and is the first contact for parents for general academic or social concerns. The advisor also serves as parent liaison and meets with parents during fall conferences. When an advisor has a concern about a student's work or behavior, that advisor will speak directly with the student. If there is a disciplinary problem, the student's advisor is included in discussion and plans. Middle School teams know who a student's advisor is and communicate with them as often as necessary.

The central objective of the advisory system is to provide each student in the Middle School with at least one teacher who takes a special and continuing interest in the student's total growth. The advisor seeks to know the student, not merely as a student but as a person, and tries to ensure that all of the student's experiences at Harley contribute to that student's growth.

# Academics

## Academic Integrity

The integrity of a student’s work is the building block of any academic community and should never be taken lightly. Students’ work must be their own work, in every instance.

That said, the faculty encourages students to work and study together. Being able to explain concepts to one another is an important step in the learning process. Students may help classmates and peers learn by showing them where information can be found, asking leading questions or clarifying the assignment, but not by doing others’ work for them or letting them see or copy work. Teachers will work with students to help them understand what constitutes acceptable collaboration, and what crosses the line into violations of academic integrity. Some specific types of academic dishonesty:

- **Uncited material and/or ideas:** When a student finds ideas, information, images, sounds, etc., in a source and includes it in his or her work without citing the source.
- **Verbatim phrase or passage that is not quoted:** When a student finds an exact phrase/sentence/passage and writes it into their paper without citing the source.
- **Dual or overlapping submissions:** When a student passes in a paper or part of a paper to two or more teachers without the prior permission of the teachers to do so.
- **Improper use of electronic media or technology:** When a student uses such tools inappropriately (for example, using an online translation program in a foreign language course).

If a student is found to have violated the School’s academic integrity policy, disciplinary action will follow.

## Academic Expectations and Learning Accommodations

All students are expected to complete the assignments, quizzes, and exams given to them. When students have diagnosed learning disabilities specified in an Individual Education Plan (IEP) or require accommodations based on a 504 Plan, Middle School faculty are prepared to meet those needs with extended time, clarification of instructions, and separate exam-taking locations. However, the Middle School faculty and administration does not relax basic class assignments and expectations.

## Exams, Quizzes, and Tests

Tests are always announced ahead of time and posted on Schoology. Tests may cover an entire chapter or unit and may take a full class period to complete. Some quizzes are announced and some are unannounced. Less material is tested on quizzes. Quizzes do not usually take a full class period.

Final exams are only given in Grades 7 and 8 for all full-year academic courses. Exams are usually two hours in length and may count for up to 25 percent of the yearly average. For foreign language exams, there are two parts: oral and written. Each student should come to class prepared with pens and pencils. Review sheets are provided prior to each test, and teachers are available during review week. Midterm exams are given in some courses. Makeup exams are arranged with faculty.

## Homework Assignments

Homework is an important part of a student's education. This is an opportunity to master or fine-tune skills learned in class, expand knowledge in different areas, and review what a student has learned. Assignments vary by subject and time varies by student. The general guideline for Grades 5 and 6 is one to one and a half hours per day. Grades 7 and 8 homework takes approximately two hours. Homework assignments are given in class and details can be found on Schoology.

Long-term assignments and papers are due several days or weeks after being assigned. Outlines and due dates are provided. It is suggested that students break assignments down into small parts and use planners to schedule time to complete the assignment. In the event of an absence, parents and students should coordinate with the advisors to get the homework assignment. In general, students can find homework assignments posted on Schoology or email the subject teachers directly.

## Academic Status Indicators

Harley teachers work closely with students to help them achieve success in their courses. Inquiry learning, small classes, and longer class times all work to assist in each student's success. When students are struggling with material, a teacher may recommend that students come and see them for extra help. Students, in turn, should also seek help when needed.

All Middle School students are expected to maintain passing grades in their core academic subjects. In Grades 5 and 6, this means achieving a 3 or 4. In Grades 7 and 8 grade, it means maintaining a C or higher. Students who fail to meet these expectations will either receive a formal warning or be placed on academic probation.

- *Academic Warning* is a formal notice informing parents that a student is not meeting expectations in at least one core academic subject at the end of a trimester.
- *Academic Probation* is invoked when a student is not meeting expectations in two or more core academic subject areas at the end of a trimester. A student who remains on probation for more than one trimester is at risk of not being invited to re-enroll the following school year.

## Grades 5 and 6

In Grades 5 and 6, students will receive an academic warning if they have a 1 or 2 in more than half of the academic grids in one core subject area at the end of a trimester. Students will be placed on Academic Probation if they have a 1 or 2 in more than half of the academic grids in two or more core subject areas at the end of a trimester.

## Grades 7 and 8

In Grades 7 and 8, students will receive an academic warning if they earn a C- or below in one core subject area at the end of a trimester. Students will be placed on Academic Probation if they earn a C- or below in two or more core subject areas at the end of a trimester.

## Academic Probation Guidelines (may include)

- A study hall will be required and the student must check-in weekly with the teachers in the failing subject areas.
- A weekly academic progress form indicating how the student is doing in the subject areas where improvement is needed, must be signed by parents, and returned to the Middle School Head.
- The student will not be allowed to participate in extracurricular activities (i.e. sports, musical, etc.).
- Students on Academic Probation will not be issued a re-enrollment agreement, but may earn the agreement with demonstrated improvement.
- A review of the students' academic progress will take place every six weeks until the probation is lifted. Any student who remains on probation for more than one trimester is at risk of not being invited to re-enroll the following school year.

## Supplemental Support Program (SSP)

The Supplemental Support Program (SSP) is a fee-based program designed to assist capable students when learning in school presents special challenges. Our small team of learning specialists helps students in SSP to recognize and understand the specific difficulties they have with learning, identify strategies that work for them and assume responsibility for implementing these strategies, and take the lead in advocating for their own needs.

We address the individual needs of learners in developmentally appropriate ways that vary by academic division. The Lower School support program offers more individualization and addresses the development of basic skills and emerging competencies in a variety of settings. Starting in Grade 5, the program supports students in meeting the demanding curricular requirements of the Middle and Upper Schools, but it does not provide remediation of significant deficiencies in basic skills.

## Grades in the Middle School

### General Information

The Harley School’s academic emphasis in the Middle School is on cooperation, learning, understanding, and mastery, rather than on competition and achievement for the sake of grades only. Nevertheless, we must be realistic and aware that we need a balanced teaching and assessment approach, particularly given that (1) a number of our students are achievement-oriented and (2) our students are college-bound and therefore need exposure to traditional methods of grading and assessment. Grades and exams are part of the program in the Middle School; however, they are not the driving force behind teaching, nor are they a means of achieving a predetermined outcome or “product.”

### Grades 5 and 6 Reporting

Teachers remark on student progress in subject areas using a skill level checklist and personal commentary. Students do not receive letter or numerical grades on report cards in Grades 5 and 6; however, they do receive grades on daily work.

## Grading Key

Scale	Work Habits Key
<b>C</b>	<b>Consistently Demonstrates</b>
<b>I</b>	<b>Inconsistently Demonstrates</b>

## Content Skills Scale

Indicates feedback on behaviors in and out of the classroom that are important and reflect students' work habits and level of participation in their education.

Scale	Content Skills Key
<b>4</b>	<b>The student independently and consistently applies skills and concepts but also frequently extends and elaborates well beyond what is expected.</b>
<b>3</b>	<b>The student understands and applies skills and concepts presented with independence and consistency.</b>
<b>2</b>	<b>The student continues to make progress in developing an independent and consistent understanding of skills and concepts, but is having difficulty meeting the current marking period expectations.</b>
<b>1</b>	<b>The student needs more review and reinforcement and requires significant teacher support and assistance. This is a targeted area of improvement.</b>

## Grades 7 and 8 Reporting

Students in Grades 7 and 8 receive letter grades six times a year on report cards. Final grades are given in every class. Narrative summaries and checklists are used to convey student progress at the mid-trimester.

Letter Grades	Key
<b>A, A-</b>	Excellent. The student has a thorough comprehension of ideas and concepts and an ability to work with concepts fluently. Quality of work exceeds expectations.
<b>B+, B, B-</b>	Very good to satisfactory work that also meets the work demands of the course.
	Satisfactory.
<b>C-</b>	Needs improvement in one or more aspects of the course. Additional work may be recommended to move to the next level.
<b>D+, D, D-</b>	Requires substantial work to move to the next level, owing to either an inadequate grasp of essential concepts or a failure to meet the work demands of the course.
<b>F</b>	No pass/no credit. Student needs to repeat the course to move on in this discipline.
<b>I</b>	Incomplete. Indicates that work essential to the course has not been done or turned in. The comment report from the teacher will specify what has to be made up and the deadline for completion. If the work is not completed by the specified date (no later than six weeks beyond the end of the term in question), the grade automatically becomes an F. For a trimester course, this means that the course must be repeated if credit is required. For a full-year course, the F for a trimester is averaged in with other trimester and final grades.

Pass/Fail Grades	Key
<b>HP (High Pass)</b>	Excellent work.
<b>P (Pass)</b>	Satisfactory work
<b>F (Fail)</b>	Unsatisfactory work. No credit is given.

## Report Cards

The academic year is divided into trimesters. Grades as outlined above are reported to parents six times a year, at the middle and end of each trimester. At mid-trimester, parents receive the student's current grades and comments about their progress. At the end of the trimester, parents receive subject comments and the student's final grades for that trimester. Comments are included at that time for students in Grades 7 or 8 with Grades of C-, D, F, or Incomplete.

In addition to these reports, teachers will contact the parents, the student's advisor, and the Middle School Head in unusual circumstances or in situations where a grade has changed suddenly.



## The Advisory Program

### Advisory in the Middle School

Advisory is an essential and required part of the Middle School experience. We have an Advisory program so that students can grow together in a safe and welcoming community of individuals that care for one another. A key part of the Advisory program also is to support students in attending to their own social-emotional growth and wellbeing. Advisors guide their small groups through Middle School and help students connect with one another.

Through research-based, purposeful lessons, students engage in discussions with their advisors and peers on a wide variety of topics that promote their social-emotional learning. Advisory lesson topics and activities will be age-appropriate and vary by grade level. From time to time, all students might engage in community discussions or activities across the grades.

The Advisory group, or “homeroom,” consists of a teacher and 8-10 students from the same grade level. Advisory groups meet daily at the start of the school day from 8:10 to 8:30. Once a week, students and advisors gather as a grade level in the “The Barn.” Typically, the Grade 5 meets on Mondays, Grade 6 on Tuesdays, Grade 7 on Wednesdays, Grade 8 on Thursdays. Fridays are used for game days or other social activities. On the first Friday of each month we have an all-Middle School Assembly. During that time, students gather in the Theater and sit with their Advisory groups, according to their grade level.

## Attendance and Communication

### Attendance

Parents are asked to call the Middle School administrative assistant & registrar (585-442-1770 ext. 1161) or nurse (585-442-1770 ext. 1210) by 8:00 a.m. and email the student’s homeroom advisor if a student will be late or absent for illness or other reasons. Parents may call before hours and leave a message. If the reason for a student’s absence is not known by 9:00 a.m., the School will make follow-up phone calls. Absences should be reported each day of a prolonged absence, unless the School has been notified that the student will be out for an extended period of time.

Punctuality is expected. Students are expected to be at school with their homework completed on a daily basis. The first bell rings at 8:00 a.m. and the homeroom bell rings at 8:10 a.m. Middle School students must sign in at the Main office desk if they arrive after 8:10 a.m. or are returning to school after an appointment. During homeroom advisory, attendance is taken and information about the day’s events is shared. Attendance is reported on students’ report cards and includes the number of days late and absent.

## Prearranged Absences

On occasion, a family may choose to take a student out of school for reasons other than illness or emergency (a family trip, for example). The student must obtain a Prearranged Absence Form (the “orange form”) from the Middle School administrative assistant & registrar at least two weeks prior to the absence. Parents should notify the student’s Advisor and the Middle School office. It is important to note that while the School is flexible, it is not responsible for making special arrangements for those who choose to be absent. Parents and students should not automatically expect that teachers will give assignments in advance, or arrange tests, etc. Students are accountable for the work they miss.

## Signing In and Out

Students who enter or exit the School during the school day must only use the front entrance (through the Gallery) and must sign in/out at the receptionist’s desk. Students must have a note with parental permission to leave campus; this note should be emailed to or left with the Middle School office. New York State requires that a parent write the date, time, and reason for any early dismissal, absence, or tardiness. Students must sign in upon returning to school.

In an emergency, students may call a parent from the Middle School Office, and the parent can give the administrative assistant & registrar permission for the student to leave school. If a student becomes ill at school, they must go to the nurse. The nurse will contact a parent to arrange transportation home, if appropriate. The student must sign out at the front desk before leaving (or be signed out by a parent). If a student feels ill at school and is unable to attend a class or take a test, they must go to the Nurse’s office. The nurse will evaluate the problem.

## Messages and Phone Calls

Middle School parents should contact their child’s advisor via email to relay messages to their child, and copy the Middle School administrative assistant & registrar on communication. Middle School faculty and staff check email throughout the day. Parents may also call the Main office or Middle School administrative assistant & registrar with urgent messages. Students may use the phone in the Middle School office or the Main office to reach their parents. Emergency messages for students are delivered personally.

## Texting and Use of Cell Phones

The Middle School recognizes that cell phones are a useful way for parents to coordinate transportation and relay information to their child(ren). However, the use of cell phones is not allowed during the school day, 8:00 a.m. until 3:00 p.m., without permission from a faculty member. Students found using cell phones without permission or in an inappropriate manner will have the device taken and held in the Middle School office until the end of the school day. In some cases of misuse, parents will need to see the Head of Middle School to retrieve the phone.

## Tablets and Other Devices

Middle School students are provided with Chromebooks that they may take home and bring to school for academic purposes. The use of other electronic devices is not allowed during the school day, 8:00 a.m. until 3:00 p.m., without permission from a faculty member. Students found using electronic devices without permission or in an inappropriate manner will have the device taken and held in the Middle School office until the end of the school day. In some cases of misuse, parents will need to see the Head of Middle School to retrieve the device.

Parents should remind their child(ren) that they are responsible for protecting their own phones and electronic equipment from theft and accidental damage. The School cannot be responsible for phones, laptops, and other personal electronic devices brought on campus.

## Behavior and Discipline

### General Information

All Harley School students are held to high standards of behavior. The goals of disciplinary action are to teach individuals productive ways of managing themselves in a group and to protect the rights and responsibilities of other learners. Serious disciplinary action is considered under the following situations:

1. Repeated interference with the learning environment
2. Unsafe conduct which places self or others in jeopardy
3. An extremely distasteful, disrespectful, or dangerous act(s)

### Approach to Problem Resolution

When addressing chronic misbehavior, our disciplinary process is tailored to the individual and the presenting situation. There is an art to helping individuals: recognize their own problematic behavior, accept the need for change, and adopt corrective strategies.

We approach the resolution of problematic behavior and difficult situations by choosing among a variety of techniques:

- interventions by an individual teacher or teaching team to help the student correct the behavior; these interventions do not always require documentation
- reprimands and other consequences (missed recess, community restitution, suspension, etc.); these interventions will typically result in the documentation of concerns in an Incident Report or other written form;
- restorative practices as appropriate, such as restorative circles, facilitated group mediation.

In some circumstances, an incident (or repeated incidents) will result in the development of a behavioral plan. In these instances, the process will typically include:

- consultation with the Division Head or previous teachers
- notification of parents by Division Head or teacher
- conference among teachers, administrators, and/or parents and outside specialists
- development of an Action Plan

Disciplinary responses (probation, suspension, withdrawal of privileges) will be determined by the Division Head in line with the student's developmental stage and previous behaviors. When such disciplinary actions are still not successful in ending the problematic behavior, or in the event of an extremely dangerous, distasteful, or disrespectful act, the Division Head and Head of School will meet with the parents, and the Head of School will determine the student's continued enrollment status.

## Discrimination and Harassment

### Non-Discrimination Policy

The School admits students of any race, color, sex, sexual orientation, gender identity or expression, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national or ethnic origin, sex, sexual orientation, or gender identity or expression in the administration of its educational policies, admission policies, scholarship and loan programs, staff hiring practices, and athletic or other School-administered programs.

### Non-Harassment Policy

Harley recognizes the right of everyone to be in an environment where individual dignity is respected, and the School is committed to maintaining an environment free from all forms of harassment. The purpose of this policy is not to regulate

personal morality, but to ensure that, at Harley, no one harasses another individual. Everyone in the Harley community will be held accountable for accomplishing our goal of maintaining a harassment-free environment.

## Guidelines to Dealing with Harassment or Bullying

The Harley Middle School recognizes that we are teaching young children appropriate behavior, and there are varied levels of understanding when possible harassment or bullying occurs. It is first our job to educate students in a clear but empathic way. The general guidelines are below.

### Definitions

A. *Verbal harassment:* This refers to derogatory or vulgar comments directed toward any individual, or the distribution of written or graphic material having the same effect.

B. *Physical harassment:* This refers to physical acts such as hitting, pushing, physical intimidation or other physical contact.

C. *Sexual harassment:* This refers to unwelcome sexual advances, behavior that is intended to obtain sexual favors, or any verbal or physical conduct of a sexual nature that interferes with an individual's learning or performance, or which creates an intimidating, hostile, humiliating, or sexually offensive environment

### Process

The Harley Middle School uses a Confidential Bullying/Harassment Reporting Form, developed by the Counseling Team, to gather information about and address questions having to do with harassment or bullying. The Counseling Team and Middle School Administration take the confidential forms, investigate the claims, and make a determination about what may require a disciplinary response and what may call for a restorative or counseling process.

## General Information

### Afterschool Programs

After-school programs vary by trimester. Please contact the Middle School administrative assistant & registrar at (585) 442-1770 ext. 1161 for more information.

### Arrival and Dismissal

The school week is Monday through Friday, and the school day is from 8:00 a.m. to 3:00 p.m. Advisory begins at 8:10 a.m. Students arriving before 8:00 a.m. should report directly to the Theater Balcony. School is dismissed at 3:00 p.m.

Students are expected to be picked up by 3:00 p.m. After school care is available for a fee until 5:30 p.m. A snack is provided and students may study in the library. Please email the Director of Auxiliary Programs ([smurphy@harleyschool.com](mailto:smurphy@harleyschool.com)) with questions or contact the Middle School office for after school forms.

## Assemblies

Some special assemblies during the school year are opening day, Thanksgiving, the Lower School Pageant, and the Honors Assembly. Additional assemblies are arranged throughout the year. Parents are notified and invited to assemblies when students are featured.

## Athletics

In the Middle School, the physical and recreational needs of students are met through a wide variety of activities that help students develop coordination, strength, skills, and endurance. By participating in various physical education programs, students learn values that last a lifetime. Middle School students in Grades 7 and 8 are strongly encouraged to play on HAC (Harley-Allendale Columbia combined sports) after school teams. Team offerings are the same as in Upper School. Students may play on JV or Varsity teams if the coaches and parents determine they are ready.

## Awards and Scholarships

The Oak Leaf Award is given to a Grade 8 student at the end of the school year who best exemplifies qualities valued by the Harley community.

The Pollack Scholarship is given to a Grade 8 student who actively volunteers within and outside of the Harley community.

The Bill Dalton Humanities Award is given to a Grade 8 student who excels in the understanding and knowledge of the humanities.

The Carter Danforth Thomas '94 Leadership Award was established in 2019 in memory of Carter Danforth Thomas '94, by family and classmates, to recognize his way of "leading by example" and for his love for the outdoors. This award is given for the purpose of the Grade 8 outdoor education trip to a student who leads by example and demonstrates a love for the outdoors. Nominations are made by Grade 7 teachers.

## *Blast!*

*Blast!* is the School's premier fundraising event. There are two evenings of fun you can attend to support Harley. The proceeds directly impact every student and also provide funding for Horizons at Harley, a six-week summer enrichment program for Rochester City School District students.

## Coffeehouse

The Middle School/Upper School Coffeehouses are informal evenings of songs, music, poetry, and drama performed by Harley students and faculty. The Coffeehouse committee coordinates contributions of baked goods and beverages and sells these at the Spring and Fall Coffeehouses. Proceeds from the Coffeehouses go directly to the Drama and Music departments.

## Dances

Middle School dances are held two times a year, in the fall and spring, from 7:00 to 9:00 p.m. The exact dates vary and can be found on The Harley School calendar. The dances are combined events with Allendale Columbia and are rotated between campuses. The dances are for Grades 6, 7 and 8. Parental permission slips must be returned for students to participate in Middle School dances.

## Day Sheet

The day sheet, popularly known as “The Scoop Sheet,” is read every morning in homeroom advisory and contains general School messages, the lunch menu, lost and found, HAC sporting events, drama and musical performances, practice schedules, etc. Messages for the day sheet are collected by the main office receptionist.

## Discovery Block

The Middle School Discovery Block (formerly Flex Time) is the last period of the day, from 2:20-3:00. Discovery Block provides middle schoolers with opportunities for exploration and enrichment in a variety of areas that will continue to be developed based on student need and interest. Throughout the year, students rotate through trimester-long courses that focus on wellbeing, social-emotional learning, sustainability, the arts, science and technology, as well as diversity, equity, inclusion, and belonging.

Attendance is required in all Discovery Block classes. Students in Grades 5 and 6 follow a sequence of required trimester courses including French, Spanish, Transitions, Drama, Music, Health, and Technology, among others. Students in Grades 7 and 8 choose from a menu of options and sign up for Discovery Block courses in late August. The sign-ups require parental review and permission. In Grades 7 and 8, the Diversity, Equity, and Inclusion (DEI) courses, as well as Grade 8 Capstone courses, are taken on a Pass/Fail basis. Following are examples of Discovery Block offerings for Grades 7 and 8: Eco Science, Set Design, Podcasting, Food and Farm, Jewelry Making, Dramatic Scenes, Music Exploration, Study Hall, and Sports/Games.

## Displays of Affection

Students should refrain from engaging in personal displays of affection that are inappropriate for a school setting. Displays of affection are to be confined to holding hands.



## Dress Code

Harley has no dress code per se, and we understand that students' appearance is often an important expression of their individuality. However, in a community of learners with diverse ages and sensibilities, we must consider the impact of any behavior or habit on one's fellow community members. Mutual respect and consideration are the central principles at work. Middle School students are encouraged to be safe, appropriate, and confident when choosing clothing to wear to school. Students should dress appropriately for events such as Candlelight, athletics, and other special days or ceremonies.

## Drop-off/Pickup Guidelines

We have laid out the best traffic patterns for busy drop-offs and pickups. Parents are required to follow these guidelines:

- Never park in the bus lane or on any pickup or drop-off route. If you need to park, use a parking space.
- Never make a left turn against traffic during pickup! Plan your approach and departure strategically. At the busiest time of day, entering the School by turning left from Clover Street blocks through traffic.
- Never turn left onto Clover Street when leaving the School. It's safer to take the longer route around the block at pickup time.

School is dismissed at 3:00 p.m., but parents who come at 3:10 p.m. or so often have a much smoother pickup. If you don't have a pressing need to arrive early, consider showing up after the crowds have dissipated.

## Locations

- The *drop-off location* for Middle School students is the main office entrance.
- The *pickup location* for Middle School and Upper School students is the Field House entrance.

Using the correct drop-off and pickup locations greatly improves traffic flow and minimizes the need for students to walk where buses and cars are moving.

## Emergency Evacuation Location

In the event of a School evacuation, students will gather at the First Baptist Church of Rochester on the corner of Clover Street and Allens Creek Road. The address is 175 Allens Creek Road, Rochester, NY 14618, and the phone number is (585) 224-2468.

## Field Trips and Outdoor Education

All Middle School classes take field trips. Outdoor education trips are taken by Grades 6, 7, and 8. They are planned by teachers, and detailed parent information is sent home before trips. Outdoor education trips often include overnight camping.



Permission forms must be signed for student participation. A general list of trips can be found in the Curriculum Guide.

## Forms

Middle School forms, including enrollment, athletics, divisional, and nurse's forms, are located in My.Harley. Permission slips for special events/activities are sent home with students or emailed.

## Information Changes

If at any time during the school year, there is a change in a student's home address, phone number, or a parent's work information, the change should be input at My.Harley.org.

## Lockers

All Middle School students are assigned two lockers at the beginning of the school year, one in the Middle School hallway and one in the Field House. Parents and students receive a Welcome Back letter from the Head of Middle School in August. This letter contains dates and times for new and returning students to come in and set up lockers prior to the first day of school.

Students are asked to put everything in their lockers to protect personal belongings. Lockers should be kept neat, clean, and organized. Lockers are subject to periodic checks by faculty.

## Lost and Found

Students sometimes misplace personal items and clothing. Students should report missing items to their Homeroom Advisor first. Lost and Found locations for Middle School students are the Middle School office and the Main office reception area. A lost and found area is also located in the Field House for gym clothes and uniforms. Students are strongly discouraged from bringing expensive items to school.

## Lunch and Recess

We know a healthy lunch is important for a child's cognitive and physical growth, and we are proud of the Harley lunch program. Healthy choices are offered, and the School serves whole grain breads and pasta, fresh vegetables and fruits, 100 percent fruit juices, low-fat milk, brown rice, yogurt, homemade soups, and a salad bar with more than 30 different items daily. There is no additional fee for lunches. Middle School students have a 15-minute break called First Short each morning with a healthy snack and water. Lunch and recess is a 50-minute break. Students go outside for recess every day as long as the weather permits.

## Middle School News

The Head of Middle School communicates Middle School news to parents and families through email.

## Nurse's Office

The Nurse's office is located in the lower level near the dining hall. Students must ask a teacher before visiting the nurse, unless it is an emergency. The nurse will send a note to teachers and the Middle School office and contact parents if a student needs to go home. If parents have given permission, the nurse can administer medications. Medical forms can be found on [My.Harley.org](http://My.Harley.org) and are mailed out prior to the start of the school year.

## Parent Council

The Harley School Parent Council is an energetic and enthusiastic group of parent volunteers who strive to build a strong Harley community, and promote effective communication among the Board, parents, faculty members, and administrators.

All parents of Harley students are automatically members of Parent Council and are encouraged to participate in Parent Council activities.

## Parent Night

In September or early October, parents of current Harley students are invited for "Back to School Night" to meet teachers and discuss curriculum overviews from each class or subject.

## Parent-Teacher Conferences

There is one scheduled parent-teacher conference for Grades 5 through 8 in the fall. However, additional parent-teacher conferences may occur any time during the school year. The conference may be initiated by the parent(s) or by the School. All Middle School parents are invited to attend Middle School teacher conferences with the student's advisor after the Mid-Tri I (midway through the first trimester) grades are posted on [My.Harley.org](http://My.Harley.org). Parents of students who are new to the Middle School division are strongly encouraged to come to the fall conferences.

## Physical Exams, Immunizations, Medications, and Injuries

All students are required to have a current physical exam and completed medical history on file before the start of the school year. Immunization records are also required. The school nurse sends a reminder and forms home to families prior to the beginning of the school year. Forms are also available on [My.Harley.org](http://My.Harley.org). Grade 7 and 8 students participating in sports may be required to meet earlier deadlines. It is a good idea to make doctor appointments for students during the summer, prior to the August deadlines.

## Planners and Organization

Each Middle School student receives a Harley planner and is encouraged to record daily assignments. The goal is to help students become organized, independent, and responsible learners.

## Publications

*Becoming Magazine* is a school-wide publication that publishes online once a year. *The Acorn* is produced by Upper School students. Middle School students work on and produce a middle school news 'zine, which combines the features of a newspaper and a magazine.

## Recycling

Harley asks that students recycle in designated bins located around campus.

## Safety Drills

Mandatory fire drills are planned throughout the school year. Students are prepared for the drills by faculty. Students should listen to their teachers, exit the building quietly, and assemble in the designated grade-level area. The Harley School Safety Committee plans lockdown drills to prepare students and faculty in case of an intruder or other emergency within the School. Parents are notified prior to the lockdown drill and students are prepared in advance.

## School Closings

If Harley closes due to weather conditions, or for any other reason, announcements will be made through calls to parents by the Emergency Notification System, as well as on the radio, Harley's website ([www.harleyschool.org](http://www.harleyschool.org)), local news channels, and the School's voicemail greeting. Because Harley students come from a wide geographic area and conditions can vary greatly, the School stays open unless weather conditions are severe. Parents should use their own judgment in deciding if conditions are safe for travel. If the School is closed, after-school activities are also canceled.

In the event of a closing during the school day, it will be announced as stated above. Lower School students will be released according to instructions on record from parents; students in Grades 5 through 12 who ride the school bus will be sent home by bus. If you have any questions about bus transportation, please contact your district's transportation office.

## Schoology

Schoology is a secure online learning platform. Schoology provides a controlled environment that ensures safe interaction while nurturing students' social and academic development. Middle School students are required to use Schoology for class assignment notifications and comments, communication with teachers, and Middle School updates.

## Service Learning

Service Learning is educationally-related work done in school or in the larger Rochester community, and is highly encouraged at The Harley School. It is designed to teach students how to care for their community and others. Service Learning is an integral part of Middle School. Students participate in appropriate grade-level activities and projects that benefit the community at large. Service projects are chosen by students and teachers and vary each year. Parents are welcome to coordinate or help lead service projects.

## Standardized Tests

Harley is, emphatically, not oriented toward standardized testing. However, they are part of academic life, and we work to introduce students to the standardized testing formats and help prepare them for a future of PSATs, SATs, APs and ACTs. The data we collect from standardized tests is instructional and compares knowledge and retention skills over time. The tests measure the progress of students and the effectiveness of education programs, providing direction for the adaptation of curriculum. Middle School students take ERB (Education Review Board) tests in Grade 6 and Grade 8. The name of the test is the CTP4, Comprehensive Testing Program.

## Study Hall

Study hall is part of the Discovery Block. In Grades 7 and 8, study hall is offered daily as an elective option for a trimester. In Grades 5 and 6, it is incorporated in the Transitions and Health classes, respectively. Study hall provides a quiet place for students to complete homework, read, review their notes, and prepare for tests. Study hall also provides time during the school day for students to use the library or talk with an advisor. Time spent in study hall may be used effectively if students follow these guidelines:

- Be prepared
- Be quiet
- Be respectful
- Bring independent reading

## Summer Reading

Every grade has required summer reading. Lists are posted online and mailed home.

## Supplies

Supply lists are posted in the summer on My.Harley. Supplies should be purchased during the summer prior to the start of the school year and replenished as needed throughout the year.

## Supporting Harley

We can never thank our contributors enough for supporting The Harley School. Gifts are essential to the success of the School, helping extend a life-changing experience to numerous students and families for whom our programs would otherwise be out of reach. Your generosity not only funds student opportunities and daily operations in a given school year, but also reflects an ongoing commitment to our collective mission.

## Theatrical Productions

The Middle School produces a play/musical each year. Students in all Middle School grades are encouraged to audition for a role or volunteer for a behind-the-scenes position. Grade 5 and 6 students are most often cast in ensemble roles, and Grade 7 and 8 students are given major roles. The rehearsal schedule can be demanding. Students are responsible for completing homework and maintaining grades while participating in the play/musical.

## Transportation

For students who live within 15 miles of Harley, busing is provided by each student's home school district. Area school districts begin mailing transportation information to families in January. In most cases, the deadline to sign your student up for busing is April 1. Harley families are required to register their child in their home school district. School districts require a copy of the child's birth certificate for registration and transportation.

Most districts do not provide transportation to private schools when their own schools are not in session due to conference days, holidays, or superintendents' days. Please arrange alternative transportation for children on the days your district's schools are not in session.

Buses drop off and pick up is in the bus loop in front of the School. Afternoon buses load students between 3:00 p.m. and 3:30 p.m.

## Visitors

We absolutely welcome visitors to Harley—students may bring guests to classes for the day and to school dances if they have prior permission from the Head of Middle School. Visitors should sign in and spend the entire day or dance with their hosts. The hosts are responsible for their guest's behavior. Drop-in student visitors are not permitted.

# Ground Rules

## General Information

The rules and expectations outlined in the Middle School Handbook apply to events and behaviors in The Harley School community. It is very important, however, to note that the School does not limit its concern to events that happen literally on campus. Harley reserves the right to address student behavior at non-Harley events—perhaps off-campus, perhaps online—if the School determines the behavior has a negative impact on The Harley School community.

## During the School Day

- Electronics should be stored in lockers between the hours of 8:00 a.m. and 3:00 p.m.
- No gum chewing.
- Belongings and backpacks need to be kept in student lockers.
- Language and dress need to be acceptable.
- Academic honesty is expected at all times.
- All medicines must be distributed by the nurse.
- Appropriate community behavior is expected at all times.
- Snowball fights are not allowed on campus.
- Visitors must have prior permission from the Middle School Head.

## Serious Rules Infractions

- Will result in significant consequences.
- Serious infractions could include: skipping class, theft, intentionally damaging others' property, safety violations, illegal possession of or involvement with drugs and/or weapons, vaping, leaving campus, socially inappropriate, or chronic misbehavior.

## Alcohol, Drugs, and Tobacco

New York State mandates that legal drugs may be taken at school only if written authorization is provided by a doctor and the parents. This includes common medications that may be bought without a prescription. If a student must take any of these at school, the nurse must have a written statement of authorization from parents and a doctor.

Alcohol, tobacco, and illegal drugs are prohibited at all school-sponsored events whether on or off campus. Also, though the school assumes no responsibility for off-campus parties, it does reserve the right to discipline students for their off-campus behavior. Harley strongly opposes the use of alcohol and other drugs at any such gatherings.

Those who are involved with alcohol or illegal drugs in any way at school or at any school function risk legal consequences and a significant response from the School. Those who violate the School's policy regarding alcohol and other drugs can expect:

- Suspension or expulsion from School
- To undergo a substance abuse assessment with a specialist in the field
- To follow any recommendations that may come from that assessment as a condition of continued enrollment

## Property

The willful damage of property, personal or public, is a serious offense against the community and will have appropriate consequences. Theft occurs occasionally at the school, and students should not be careless with their personal belongings. Any student who is found to have stolen something at school can expect a very significant disciplinary response.

## Weapons and Other Unsafe Objects

Students are specifically prohibited from bringing any object to school that could be used as a weapon.

Other objects that could compromise the safety or wellbeing of students are also prohibited. Examples of such objects include skateboards, scooters, cycles, props or toys that have not been requested by teachers. When in doubt, students should check first with their advisors, teachers or the Head of Middle School.

# Library and Computer Resources

## General Information

The Library opens at 7:45 a.m. so that students may study there, use the copier and printer, use a computer, and return or check out books before classes begin. It remains open until 4:30 p.m. Monday through Friday.

Most materials are shelved in the main reading room. In this section, there are also computers for student use. Back issues of many periodicals are shelved in the library workroom.

Audiovisual equipment is kept in the library workroom. Arrangements for use of this equipment should be made with the librarian.

The Library is available for quiet individual study and reading, cooperative study for groups, copying and printing, computer use, and online research.

Books may be checked out for three weeks with the privilege of renewal for an additional three weeks. Laptops may be borrowed for a period or two.

## Student Acceptable Use Policy

The Harley School provides a variety of technological facilities to enrich the academic experience of the students. These facilities include computers, software, access to the internet, as well as other computing equipment. Students utilizing these resources are expected to follow these rules of conduct (adapted from guidelines from faculty and Upper School Student Council, 2009):

- Always use the computer with consideration and respect for others.
- Priority for computer use is given to students needing it for academic purposes.
- Use appropriate and respectful language at all times.
- Respect the integrity of computer resources by not relocating hardware, altering or modifying system files, desktop, or software configurations.
- Understand that files stored on Harley network servers are subject to review and/or monitoring by faculty and the School administration.
- Adhere to laws concerning the use and distribution of copyrighted software.
- Computer games are not permitted except after school hours
- Avoid abusing network resources
- Do not display, access, or send offensive messages or pictures.
- Do not attempt to log in through another person's account or access another person's folders, work, or files.
- Do not attempt to access websites blocked by school policy.
- Do not plagiarize works found on the internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.

Failure to follow any of these rules will lead to disciplinary consequences.



# School Traditions and Culture

*Not all of which pertain solely to the Middle School.*

## School Traditions by Month

### September

*Opening Day Assembly:* The beginning of the school year is marked by the first procession into the Theater by the Senior Class. The Head of School gives the address, recognizes faculty and staff for their service, and welcomes new students and faculty.

*New Parent Dinner:* This event is sponsored by the Enrollment Office and Parent Council to welcome new families into the Harley community. This dinner, held on campus, allows parents to meet Parent Council Coordinators, School administrators, Board members, and other new parents.

*Sundae Sunday:* Our ice cream social is held annually to celebrate the start of the school year. The entire Harley community is invited to attend.

### October

*Halloween Parade:* Harley's Lower School dons their creative best as they parade throughout the School. They are joined by the Senior Class and various faculty members. The parade culminates in the Centrum with a special assembly for the students and teachers only. Parents may watch the parade in the Gallery or Theater.

### November

*Grandparents and Special Friends Day:* Come share a fun morning on the selected date in November if you are a grandparent or special friend. This tradition for the entire School involves class visits and a special assembly. Invitations are sent based on information submitted by families.

*Thanksgiving Assembly:* The Thanksgiving Assembly is one of the times throughout the year when the entire School is brought together to celebrate. The Head of School addresses the students and faculty prior to the Thanksgiving recess.

### December

*Lower School Pageant:* Each holiday season, the entire Harley community is delighted by the annual Pageant. This colorful, enchanting musical presentation takes place in the Theater and every child in the Lower School participates. Usually, Pageant is during the second week of December. This is a not-to-be-missed event! Children are dismissed early after the Friday performance. This tradition began in 1934.

*Holiday Banquet:* The Holiday Banquet happens on the last day of school before December recess. The Senior Class prepares and serves a special meal for the rest of the School. They, along with members of the faculty, dress as elves and treat the whole School to a festive time complete with songs and stories.

*Candlelight:* The tradition of Candlelight began in 1926. This event happens in the evening on the last day of school prior to December recess. It is a formal event required for all Middle and Upper School students. This is one of two events during the year when Banner Bearers are chosen to represent their class in the procession and during the presentation of the banners. It is a beautiful celebration of the holiday season and it reflects the many cultural holidays observed by Harley's diverse student body. Alumni of the School also return to participate in the procession.

## January

*Martin Luther King Jr. Day On of Service:* Every MLK Day is a morning of service with projects open to all interested students and families. Projects and related activities will be communicated in advance.

## February

*Preview Night:* The Middle School faculty holds a preview night for parents to learn more about the following year's curricular program.

## March

*Blast!* is the School's premier fundraising event. There are two evenings of fun you can attend to support us. The proceeds directly impact every student and also provide funding for Horizons at Harley, a six-week summer enrichment program for Rochester City School District students.

*Blast! Reception and Silent Auction*— This reception and silent auction is a casual evening of cocktails and hors d'oeuvres with a chance to bid on more than 200 auction items.

*Blast! Gala and Live Auction*— the gala and live auction is a spectacular evening, complete with high-end auction items, a cocktail hour sponsored by Constellation Brands, a plated dinner by Root Catering, followed by dancing.

*Cabin Fever Reliever:* Kids and parents play and have fun in the Field House!

## April

*Lower School Focus Week:* The Lower School faculty choose a theme for all Lower School grades to study; the projects last about one month. The week culminates with a special celebration for the entire Lower School.

## May

*Oak Tree Ceremony:* Every May, before the Seniors leave for their internships, each member of the Senior Class gives an oak tree sapling to each member of the Kindergarten class at a ceremony in the Centrum. Since the oak tree is a symbol of the School, each kindergartener is entrusted with a young tree to nurture, which symbolically commemorates the child's growth through the School.

*May Day:* When the trumpet sounds on a surprise day in May, all classes are canceled and the entire school goes outside for an afternoon full of activities and games to celebrate the arrival of spring. This long-standing tradition is eagerly anticipated by students and teachers alike

*EAT (Employee Appreciation Time):* This day of appreciation for our faculty and staff is sponsored by the Parent Council. The parents provide a sumptuous array of breakfast and lunch goodies for the faculty and staff to enjoy.

*Nursery Bike Day:* The Lower School bus loop is closed off for a day so that the “officers” in the 4-year-old Nursery can patrol the young bikers. Tickets are frequently given out for having too much fun!

*Grade 2 Overnight:* Nothing in the Lower School compares to the Second Grade Overnight. From roasting marshmallows to tie-dyeing T-shirts, the children spend a night here at the School. It is also the only night of the year that the famed Harley Ghost makes his presence known.

## June

*Grade 4 Moving-Up Ceremony:* As Grade 4 prepares to leave the Lower School, the faculty holds a ceremony to commemorate our journey together. Parents are invited to attend.

*Honors Assembly:* Honors Assembly is an important way for Harley to celebrate the accomplishments of many students and, in particular, to recognize departing Seniors. The assembly usually takes place on the last Thursday of the school year.

*Commencement:* The formal Harley Commencement is a beautiful and moving experience. This is the second event of the year when Banner Bearers are chosen. Speeches are given by a selected faculty member and members of the Senior Class. As a part of the ceremony, the longest-attending member(s) of the Senior Class presents their banner to a member of the incoming Grade 1.

## Alma Mater

*To thee, O Harley  
We our voices raise,  
Long may the green and white  
Before us blaze.  
As the great oak  
Must from the acorn start,  
So be our endeavor,  
Become what thou art!  
Dear Alma Mater,  
Thee we stand before,  
Pledging our loyalty  
Forevermore.*

Words by the Class of 1941

Music by Webbe

## Symbols

Lower School: The Acorn  
Middle School: The Oak Leaf  
Upper School: The Oak Tree

## School Colors

Green and White

## Class Banners



### Two Unicorns/Class of 2022

Two Unicorns symbolize the virtue and strength of mind and body. We cooperate in work and in play. We cherish goodness in others.

### Stag on Chevron/Class of 2028

Stag on Chevron symbolizes the cycles of renewal and growth. We gain agility as we leave shyness and solitude for playfulness and joy.

### The Horn/Class of 2023

The Horn symbolizes the strength to open a path for oneself. We protect those less strong, and we mature to appreciate beauty in all things.

### The Unicorn/Class of 2029

The Unicorn shows us as creatures of dreams, magic, and imagination. We develop virtue and strength of mind and body.

### The Crescent/Class of 2024

The Crescent represents a world of changing forms. It shows us as developing people in an orderly universe striving for peace and understanding.

### Fleur-de-Lis/Class of 2030

Fleur-de-Lis is the symbol of illumination, the flower of light and life. We strive toward balance and discipline, purpose and dedication.

### Deer on Slope/Class of 2025

Deer on Slope symbolizes swiftness and gentleness. It represents growth from awkward beauty into grace and longevity of commitment.

### The Torch/Class of 2031

The Torch shows us as a light to our School, our friends, our families. It represents the emblem of truth and illumination.

### Visor and Swords/Class of 2026

Visor and Swords shows the penetrating power of the intellect with newfound assurance. We combine ambition with courage and justice.

### The Eagle/Class of 2032

The Eagle is the bird living in the full light of the sun, representing the warmth of life. We strive to be bold, venturesome, and proud.

### The Dragon/Class of 2027

The Dragon represents us as creatures of courage and vigilance. We grow in wisdom as we grow in strength.

### The Griffin/Class of 2033

The Griffin represents the light of dawn turning to gold. We grow in our own vision of ourselves: vigilant, kind, and helpful to others.

## Middle School Faculty and Staff

Lydia Okutoro-Seck	Head of Middle School
Margaret Cusimano	Assistant to Head of MS/Registrar
Robert Brunelle	Middle School Counselor

### Grade 5/6 Advisors

Lee Allen  
 Carolyn Anderson  
 Andrea Chervenak  
 Patty Chodak  
 Patti Northrup  
 Lorie Rick  
 Raj Singaravelu (on leave)  
 Boris Zarkhi

### Grade 7/8 Advisors

Charline Fournier  
 Doug Gilbert  
 Tierney McKee  
 Elaine Mendola  
 Jonathan Ntheketha  
 Dan O'Brien  
 Sandy Ramirez  
 Carli Rivers  
 Rebecca Tracey

### Special Area Teachers

Sarah Bajus	Music
Lisa Barker	Commons/Food & Farm
Sierra Birmingham	Commons/Eco Design
Ben Burroughs	Choir
Liz Colombo	SSP
Jessica Densmore	Latin
Kima Enerson	Commons/Maker Space
Linda Foster	Drama
Maria Harvey	Spanish
Kristy Houston	Band
Jocie Kopfman	DEI
Lars Kuelling	DEI
Elaine Mendola	Library/Info Skills
Jonathan Ntheketha	Diversity, Equity and Inclusion Educator
Seth O'Bryan	Commons/Capstone
Kelly Stevenson	Strings
Meg Smerbeck	SSP
Jeanne Weber	Technology

## Administrators and Other Staff

Larry Frye	Head of School
Kim McDowell	Head of Upper School
Lydia Okutoro-Seck	Head of Middle School
Terry Fonda Smith	Head of Lower School
Lars Kuelling	Assistant Head of School for Academic Programs
Hugh Higgins	Chief Financial Officer
Kirsten Allen Reader	Director of Enrollment & Financial Aid
Beth Bailey	Director of Marketing & Communications
Holly Beaston	Director of Development
Peter Mancuso	Athletic Director
Robin Mitchell	Executive Director of Horizons at Harley
Jonathan Ntheketha	Diversity, Equity and Inclusion Educator
Seth O'Bryan	Commons Director
Debora Houghtalen	COVID Coordinator/Nurse
Vicki Pasternak	Dining Hall Supervisor
Amanda Patterson	Associate Director of Enrollment
Cheryl Skiba	Enrollment Office Assistant
Bioleta Calderon	Receptionist
Maria Sommerville	Executive Assistant to the Head of School

