



HARLEM
ACADEMY

1330 Fifth Avenue New York, NY 10026

Middle School Family Handbook 2010-2011

The Family Handbook is an ever evolving document based on the essential partnership between home and school in the realization of the Harlem Academy mission.

We ask that prospective families use this handbook to learn more about the school's program and that attending families familiarize themselves with its contents each year.

For questions, comments, further information is available at the school's website:
www.harlemacademy.org or by calling 212.348.2600.

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Section 1: School Community

Mission Statement

Harlem Academy is an independent school that offers merit-based, needs-blind admissions. Working in partnership with families, our goal is to prepare each student to enter and thrive at a top secondary school, while setting a course for life-long learning and contribution to our world.

Core Habits

Our school is an “academy” in the most basic sense of the word: a community of learned persons organized to advance the study of mathematics, the natural sciences, the humanities, and the arts.

Philosopher Will Durant summarized the ethics of Aristotle by saying: “*We are what we repeatedly do; Excellence, therefore, is not an act but a habit.*” As such, our goal is to help students develop habits of thought and action that allow them to take confident possession of their innate talents, build the skills needed for success in top secondary schools, and establish values that will allow them to contribute within and beyond our school community. Our habit-building work is guided by two words:

Responsibility- We act with a strong sense of fairness, justice, and respect. We make healthy and informed personal choices, accepting and learning from the consequences of our actions. We understand our obligation as members of a community to act with empathy, compassion, and consideration for the needs and feelings of others.

Determination- We are committed to expanding our knowledge across a wide and balanced range of disciplines and acquiring the skills necessary to excel at top secondary schools. We challenge ourselves to learn new things and see mistakes and setbacks as essential parts of the learning process.

Advisory

The middle school advisory system provides each student with a faculty advisor and a small group setting with which to deal with ethical and character building issues. Each advisory group consists of students of the same gender and a range of no more than two grades (e.g. grade five girls, grade six and grade seven boys) and meets twice a week. Advisors lead formal and informal conversations, check in with individual students, and help students to set and follow through with academic goals. Advisors are also the first line of communication between school and families, which includes running fall and winter conferences to discuss a student’s progress in academic achievement and core habits.

Family Partnership

Harlem Academy parents and caregivers believe that a full and collaborative partnership between the school and the family is critical to educational success and healthy development. Such a relationship allows for the consistent reinforcement of skills, knowledge, and habits held by both the school and the family.

According to the National Longitudinal Study of Adolescent Health (1997)—a study of 90,000 students around the United States—there are two primary factors that help to protect kids from the negative outcomes that families fear, such as violent behavior, extreme emotional distress, and risky behavior. These two factors are **feelings of connectedness at home** and **feelings of connectedness at school**.

It is critical that families work together with the school to create these feelings of connectedness in students’ lives. At home, this feeling is described as “closeness to mother and/or father, perceived care by mother and/or father, satisfaction with relationship between mother and/or father, and feeling understood, loved, wanted, and paid attention to by family members.” At school, students

need to, “feel fairly treated, feel close to others at school, and feel that they get along with teachers and students,” (Hallowell, 2002).

For attending families, signing an enrollment contract is a commitment to tuition contributions and also a commitment to the mission and full participation in the life of the school, including:

- **Making sure your child is prepared for each day:**
 - A good night’s sleep and proper breakfast.
 - The required school uniform.
 - Well organized materials and completed homework.
 - On-time arrival and consistent attendance.

- **Communication:**
 - Open communication and conferencing regarding any information that pertains to a student’s ability to succeed at school
 - Informal meetings during daily arrival and departure.
 - Reading and following through on verbal and written requests from the school.
 - On-time attendance at the formal fall and winter conferences.

- **Monitoring the educational experience of their child away from school:**
 - Establishing a consistent time for homework and extra academic practice as needed.
 - Providing a quiet, well-lit place for study.
 - Supporting and encouraging the development of personal reading habits.
 - Creating opportunities for supplemental learning experiences away from school.

- **Active involvement:**
 - Understanding and supporting the student’s personal goals for learning and social development.
 - Constructive discussion/response to report cards and other school communication
 - A presence at key times during the day (in the morning, after school, at dinner, at bedtime).
 - Participation in workshops and discussions.
 - Attending special events and performances.
 - Establishing and enforcing household rules, expectations, and consequences.
 - Actively supporting and monitoring time with friends, behavior outside of school, etc.
 - Having access to student login information for all social networking sites (Facebook, MySpace, etc.)
 - Setting limits and monitoring the student’s use of phone, internet, television, and video games.

- **Contributing four (4) hours of service per month:**

Some examples of service roles are:

 - Helping the teachers with classroom preparation, activities, or field trips.
 - Helping in other areas such as library, technology, or administrative assistance.
 - Organizing mailings for the development office.
 - Participating on committees: Admissions, Hiring, Development, or Partnership.
 - Speaking or hosting at events.

Harlem Academy’s teachers and school administrators take an active role in communicating with families as part of their regular routine. Families can expect teachers to share an opening phone call (during or before the first week of school), two formal conferences, two formal reports, shared workshops and volunteer opportunities, and other communication as needed.

Teachers also welcome families to share in their child’s classroom- in a regular volunteer role, as chaperones for school trips, or as an observer of any aspect of the program in which a family member has special interest. Please give the teacher at least a day’s notice when planning your visit.

Community Meetings

Building character is central to all that we do at Harlem Academy. To that end, the middle school organizes a weekly community meeting to offer teachers, parents, students, and guests the opportunity to address ethical issues and character building topics from within our school or the greater world. During meeting, teachers have the opportunity to formally commend the positive contribution of individual students. Silent time is shared during these meetings and throughout the school week for personal reflection.

Our School Creed states:

This day has been given to me fresh and clear;
I can either use it or throw it away.
I promise to use this day to the fullest,
Realizing it can never come back again.
I realize this is my life,
to use or to throw away.
(Written by educational leader, Marva Collins)

This creed provides regular reinforcement of the school's positive, empowering approach to learning and character development.

Another element of our meeting that reflects this approach is the School Thanksgiving:

We are thankful for friendship and good health,
For our school and our teachers,
And for the families who have given us our homes.

We are thankful for the differences that help us learn,
And the common purposes that bring us together.

We are thankful for our city, our country, and the world around us,
For a hope to be shared with all people,
And the trials which help us to know ourselves.
(Adapted from Camp Timanous, Raymond, ME)

We ask for "a hope to be shared with all people" and work to instill this sense of hope in each of the students who attend our school.

In addition to meetings run by adults in the community, each advisory group in the middle school is organizes at least two community meetings each school year.

Family members and friends are welcome to join us for community meetings. The middle school meeting takes place each Thursday afternoon at 2:30 p.m. These meetings are intentionally designed to be inclusive of people of all faiths or no formal faith background.

2010/2011 Calendar

Family Partnership Meeting	Wednesday, September 1
New Family Meeting/All Adults Reception	Thursday, September 2
School Opens	Tuesday, September 7
Columbus Day	Monday, October 11, <i>School Closed</i>
Family/Teacher Conference Day	Friday, October 22 <i>School Closed for Students</i> <i>(Conferences on this day or as scheduled by teachers)</i>
Staff Development Day	Friday, November 5, <i>School Closed</i>
Thanksgiving	Tuesday, November 23 <i>End of Day Dismissal</i>
	Monday, November 29 <i>Classes Resume</i>
Winter Recess	Friday, December 17 <i>End of Day Dismissal/ Fall Trimester Ends</i>
	Monday, January 3 <i>Classes Resume</i>
Family/Teacher Conference Day	Friday, January 14 <i>School Closed for Students</i> <i>(Conferences on this day or as scheduled by teachers)</i>
Martin Luther King Jr. Day	Monday, January 17, <i>School Closed</i>
Presidents' Day	Monday, February 21, <i>School Closed</i>
Spring Recess	Friday, March 18 <i>End of Day Dismissal/ Winter Trimester Ends</i>
	Monday, April 4 <i>Classes Resume</i>
Spring Weekend	Friday, April 22, <i>School Closed</i>
ERB Testing	Thursday, May 19 through Friday, May 27
Memorial Day	Monday, May 30, <i>School Closed</i>
Summer Recess	Friday, June 17 <i>End of Day Dismissal/ Spring Trimester Ends</i>

Section 2: Educational Program:

English

Our English program (five classes weekly) is first and foremost a study of good literature. In each grade, novels are grouped thematically and accompany the history curriculum.

In grade five, the curricular theme is “community.” This theme accompanies an examination of the stories of legends and myths as students explore the ancient world in history. Grade five texts include:

- *Gilgamesh the Hero* by Geraldine McCaughrean
- *Pharaoh’s Daughter* by Julius Lester
- *Heroes, Gods, and Monsters of the Greek Myths* by Bernard Evslin
- *The Adventures of Ulysses* by Bernard Evslin
- *Love That Dog* by Sharon Creech
- "Reading Fictional Genres" unit (Adventure, Mystery, Fantasy, Science Fiction, Realistic)

In grade six, students examine the theme “evolution” as they focus on European history in history. Grade six texts include:

- *How to Write Your Life Story* by Ralph Fletcher
- *Knots in my Yo-Yo String* by Jerry Spinelli
- *A Midsummer Night’s Dream* by William Shakespeare
- *Naming the World* by Nancy Atwell (Part One)
- *Little Worlds* short story collection
- *Tuck Everlasting* by Natalie Babbitt
- *Walk Two Moons* by Sharon Creech
- *Crispin: The Cross of Lead* by Avi

In grade seven, students examine theme of “conflict” as they examine the history of the United States in history. The selected texts all focus on how individuals and groups deal with internal and external changes. The grade seven texts include:

- *Chains* by Laurie Halse Anderson
- *Macbeth* by William Shakespeare
- *The Other Side of the Sky* by Farah Ahmedi
- *Of Mice and Men* by John Steinbeck
- *Lord of the Flies* by William Golding
- *Bronx Masquerade* by Nikki Grimes
- Harlem Renaissance Poetry
- Short story unit including “A Telltale Heart,” “The Catbird Seat,” “A Jury of her Peers”

In grade eight, students examine theme of “identity” All of the novels and works in the grade five curriculum help to facilitate student exploration of themselves and the world in which they live. The selected texts focus on the struggle for individuals to balance civic responsibility with individual freedoms. Grade eight texts include:

- *Naming the World* by Nancy Atwell (Part Two)
- *Warriors Don’t Cry* by Melba Pattillo Beals
- *To Kill A Mockingbird* by Harper Lee
- *House on Mango Street* by Sandra Cisneros
- *American Born Chinese* by Gene Luen Yang
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Romeo and Juliet* by William Shakespeare

In English class, students have ample opportunity to practice creative and analytical writing while developing their skills as writers through weekly lessons. A clear and specific rubric is used to evaluate students' writing. The rubric emphasizes the importance of mechanics, content, and expression—skills taught in the context of the literature the students read and explicitly in lessons throughout the year.

Harlem Academy's teaching team values a shared approach to writing instruction. Although writing primarily occurs in English, history, and Reason & Rhetoric, the rubric is also used to evaluate significant writing projects in other subjects. This minimizes confusion for students because effective writing is explicitly defined regardless of the teacher or the discipline.

Independent reading skills are reinforced and assessed with the Accelerated Reader program and through book reviews, letter essays, and book talks throughout the year. Teachers use the school's resources and the New York Library system to help the students develop their own criterion for selecting books to read independently.

The Accelerated Reader program helps students practice responding to analytical and comprehension questions about their independent reading choices. After completing an assessment at the beginning of the year, each student is assigned a reading level. Students take quizzes on computers to demonstrate their comprehension of books they have independently chosen and read. Students are required to read within their reading level for all school-related independent reading activities, working towards the goal of consistent 90% achievement before moving to the next level. Reading achievement is recorded throughout the year and can be shared with families at conferences, in reports, or whenever appropriate.

Mathematics

In mathematics (five classes weekly), students develop a thorough understanding of mathematical concepts and facility with an arsenal of robust problem solving strategies. Content is presented using Singapore Math, a rigorous and challenging curriculum that focuses on teaching fewer topics with greater depth as compared to a typical United States program.

Encouraging the growth of sound mathematical habits of mind is a primary component of every middle school math course. Students acquire the confidence, master the techniques, and employ the reasoning skills of rugged problems solvers and mathematicians. The goal is to provide students with an unshakeable mathematical foundation from which they can successfully launch into the increased complexity.

Subjects studied include number systems, algebra, and geometry. Exposure to new material begins in concrete and pictorial settings. Students then learn the corresponding formulas in order to synthesize their observations into meaningful mathematics. Students graduate well-versed in mathematics through algebra I and have been introduced to many ideas that will be expanded on in geometry and algebra II.

Time is set aside for differentiated mathematical instruction. Students who need extra assistance work with teachers and classmates on individualized assignments designed to address particular weaknesses. Advanced students have the opportunity to tackle problems from nationally recognized mathematics contests including MOEMS and MATHCOUNTS. Multiple forms of evaluation and assessment are used to better understand the needs of specific students and build upon their existing strengths. Students also explore connections between mathematics and other disciplines. Particular attention is paid to quantitative literacy, especially as it pertains to students' annual research symposium and science fair projects.

Science

Middle school students hone the skills of scientists through appropriate scientific inquiry, analysis, and validation of experimental information and data. Each grade explores three units in a core area: environmental science (grade five), Earth science (grade six), life science (grade seven), and physical science (grade eight). Full Option Science System (FOSS) and Delta Science modules are a foundation to many units, and trips to museums, other educational institutions, and outdoor spaces are always integral to our work. Middle school students participate in a school-wide science fair each spring, designing and conducting independent investigations to address a scientific question.

Scientific inquiry, with an emphasis on observation, reasoning, methodology, classification, and analyzing evidence opens the grade five year. Students are introduced to formal classification schemes, view specimens under the microscope, outline events in the evolution of life on Earth, and explore the vast diversity of life through multiple visits to the American Museum of Natural History's Hall of Biodiversity. In the second unit, students examine ecosystem components and interactions, as well as natural cycles and processes of change, in order to investigate human impacts on these systems, and engage in studies that involve environmental research. Students end the fifth grade year by building upon conceptual knowledge of ecological interactions as they examine the importance and function of plants in their lives and in the environment. Through a series of inquiry-based investigations, an eight-week field collaboration with the New York Restoration Project, and participation in Grow NYC's Greenmarket Youth Education Project, they learn how plants obtain energy, respond to their environment, reproduce, and contribute to our overall health and well-being.

The first unit in grade six, weather, encompasses not only meteorology but also an in-depth exploration of our planet's atmosphere and the special role water vapor plays in creating the Earth's unique climate. Students begin their study of astronomy by investigating important figures that shaped the history of the field, by conducting in-depth research, and by presenting their findings to the class. Equipped with an understanding of how the field of astronomy has developed over time, students closely study Earth within the context of the solar system while exploring its potential origins and how the current celestial orientation evolved. The astronomy unit is built on a close relationship with the American Museum of Natural History's Hayden Planetarium to coordinate with different aspects of the unit. The final unit of the year focuses on the connection between the earth's weather and the role it continuously plays in shaping the earth's landscape. Furthermore, students are constantly reminded that the current state of the earth lacks permanence and it is in a constant process of geological change.

To begin the grade seven year, students explore the elements shaping the characteristics of our features and the genetics of our makeup. They discover how cells work to gather, release, store, and use energy to carry out life processes and consider some cutting-edge applications of biotechnology. After examining life processes at a microscopic, cellular level, students investigate the functional and structural organization of the human body. The unit takes a holistic approach to the study of the human body and concludes with exposure to career opportunities in the medical field, including visits from medical doctors and physician-scientists. Students finish the year with a practical exploration of the topics covered in the previous two units. Emergency medicine is designed to equip students with the knowledge and skills to make good decisions in emergency situations. Utilizing curriculum resources from the National Outdoor Leadership School's Wilderness First Responder Program, students elicit knowledge about human body systems and functions to approach emergency medical procedures.

By grade eight students are ready to use the scientific knowledge they have amassed to plunge into a more traditional exploration of chemistry and physics. The eighth grade year begins with an examination of electricity and magnetism. After detecting static charges with electroscopes, students differentiate between static and current electricity. The rest of the unit focuses on the transfer of electrical energy by electric current. Students build, operate, and analyze circuits, becoming skilled in assembling bulbs, batteries, wires, and switches. In the second unit, young chemists hypothesize, test, record, and draw conclusions about the nature of matter. In this chemistry primer, students calculate liquid densities and apply filtration and evaporation to suspensions and solutions. They

measure gas volumes and pressures to demonstrate Boyle's law. They investigate atomic structure, learn to read the Periodic Table, and explore the covalent and ionic molecular bonds of compounds, including double bonds of fats. Students end grade eight by studying two of the most critical concepts in science: forces and motion. Interaction and outcomes are represented graphically to help students think mathematically about their observations. The units studied in eighth grade place a greater focus on mathematical validation of data and students use their algebra skills to support their conclusions and expose potential sources of error. By the end of the year, students complete labs independently and are able to present their results to their peers.

History

The history curriculum instills an understanding of the complex factors that shape the rise and fall of civilizations. Each civilization is analyzed through a structural framework of six components: government, geography, economics, religion, social groups, and history. Each year also culminates with a research symposium where students exhibit the research skills they have worked on all year to explore a topic of interest that is related to the civilizations they have studied. To prepare for daily work and larger projects, all lessons in the history curriculum emphasize the following skills.

- Using evidence to construct and evaluate historical arguments.
- Using primary and secondary sources to analyze point of view and context, and to understand and interpret information.
- Assessing continuity and change over time and over different cultures and geographic regions.
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference.
- Considering human commonalities and differences
- Exploring the persistent relevance of history to contemporary developments.

In grade five, students examine culture by exploring the development of human behavior and thought from the dawn of early humans through several major world civilizations: Mesopotamia, Ancient Egypt, Greece and Rome. There is also a strong focus on basic geography and mapping skills.

Grade six focuses on the foundations of western civilization. This provides students with a context for understanding European history by moving through historical periods of the Middle Ages, Renaissance, Reformation, Enlightenment, Scientific Revolution, and Age of Exploration.

Throughout the course, students continue to build skills, develop a practical understanding of how historians work, and improve their analytical thinking.

In grade seven, students examine how the United States developed into its present day form through three snapshots from American history: the Boston Massacre, Sherman's March, and the Great Depression. Through the exploration of the events leading to and from each snapshot using our six curricular themes, we study a few seminal events with depth instead of attempting to survey all of US history.

In grade eight, students cover three more American history snapshots: the march from Selma to Montgomery, the fall of the Berlin Wall, and the September 11th terrorist attacks. Focusing exclusively on the most recent half century, students develop a context to understand contemporary American society and politics.

Reason and Rhetoric Curriculum

In Reason and Rhetoric, students grapple with issues from science, history, current events, and their adolescent lives. Our goal is to create a community of critical thinkers and give them the tools to identify and use good logic and strong arguments in their reading, writing, debates, and discussions.

We start with inquiry, a process for identifying meaningful evidence and causal relationships in historic, scientific, and adolescent dilemmas. Students learn to:

- Identify, distinguish, and create relevant and actionable questions in the context of a dilemma
- Collect and organize information (quantitative and qualitative) to answer those questions
- Analyze information, distinguishing evidence from claim
- Draw understandings based on evidence.

We move to argument, a process of justifying and defending a central thesis against one or more competing theses. Students learn to:

- Recognize that respect for individuals is not incompatible with serious debate of the ideas these individuals hold
- Generate, support, and evaluate reasons for a given position
- Distinguish between claims and evidence in argument
- Anticipate and defend against counter-positions
- Identify and understand the rules of logic and logical fallacies.

We conclude with rhetoric, a process of using written and spoken language to influence by framing an argument based on audience and context. Students learn to:

- Write persuasively for speeches and essays
- Speak publicly and perform in formal debate
- Further develop their respect for serious debate of ideas in more public forums.

Grade five begins with an exploration of the brain and metacognition to better understand how to learn and remember new information. From there, students explore a needs hierarchy to examine the factors that lead all people to fulfilling, rewarding lives. They next explore the ways in which societies must balance the needs of the individual with the needs of the group through units on responsibility, morality, and the philosophy of friendship. Using the Basic Writing Skills progression, grade five students begin to learn the framework behind successful expository, process-based, and persuasive writing.

In grade six, students explore how the concepts of truth and beauty have changed over time. They begin with an exploration of aesthetics, examining classical and medieval art and architecture, with trips to St. John the Divine and the Cloisters. Students then move to the Renaissance, examining the rebirth of art, science, medicine, and religion through an in-depth look at the life of Leonardo DaVinci. Grade six students also begin to examine the structure of a formal argument and how to support your ideas using different types of evidence.

Students begin to explore political philosophy in grade seven, closely examining some Enlightenment thinkers like Mill, Locke, Hobbes, Rousseau to better understand the impact these theories had on the formation of the American republic. They then move into an exploration of the underpinnings of American slavery, reading primary source documents and slave narratives and examining the political decisions that sustained U.S. slavery for such a long period of time. Students then move into a media studies and journalism unit that examines advertising and photography and learn how to craft a successful editorial. Finally, grade seven students continue to develop their persuasive writing and speaking by examining formal rhetoric, logical fallacies, and how to develop counterarguments.

Grade eight students use this course as a primary avenue in the preparation of applications for secondary schools, including the drafting and revising personal essays. Additionally, grade eight students focus on contemporary issues in the United States including abortion, capital punishment, and euthanasia and participate in formal debates on the topics. Students move into a study of advanced rhetoric and learn how to construct an argument based on logical reasoning, emotional appeals, and argument through character.

Etymology and Academic Vocabulary

While students are always building their vocabularies through their reading, students can learn even more through explicit vocabulary instruction. The study of weekly word lists is complimented by a specialized etymology class where student learn the classical origins of prefixes, suffixes, and root words that form the foundation for the English language. Additionally, students learn an academic vocabulary in each subject. An average student is expected to learn around 3000 words a year, which translates to about six to eight words each day.

Athletics

The athletics program is divided according to season. Students play soccer in the fall, developing technical skills and participating in intramural scrimmages. The winter season is divided between a cross-country running program and a Fitness Challenge (HAFC), where each student is taught and tested three times during the year in four fitness areas: push-ups, sit-ups, shuttle (sprint) run, and endurance (distance) run, with everyone working to demonstrate improvement. In spring, students participate in a choice program where each day of the week has options such a basketball, yoga, running, football, and jump rope. Through athletics, we focus on five major objectives:

- 1) Valuing and modeling aspects of good character, responsibility, self-improvement, sportsmanship, teamwork, and perseverance
- 2) Mastering the fundamental skills of soccer, running, and other sports in a fun, safe, and encouraging environment
- 3) Developing small and large muscle groups, motor skills, and acquiring knowledge of game rules and strategies through a variety of structured activities and drills
- 4) Promoting life-long enthusiasm for healthy living with physical activity, general fitness, and good nutrition as central components.
- 5) Preparing students for a rewarding experience in inter-scholastic team sports during seventh and eighth grades.

Lower School Service

Each middle school student in grades six and seven serves as a role model to one or more lower school students throughout the year. They meet with that student once a week to read, help with homework or academic skills, and to teach them how to play new games like chess and mancala that they may have learned as lower school students. Grade five students meet weekly with a focus on team building and service to the larger community.

Arts and Clubs

Harlem Academy students develop a range of talents in both visual and performing arts. Full-time classroom teachers include arts activities in multi-dimensional projects and help students learn public presentation skills through plays and other celebrations of learning. In two periods weekly, clubs offer students a range of options for further developing talents and just having fun with classmates who share an interest. Club offerings include: Newspaper, Jazz and Hip-Hop Dance, Logic Games, Drawing and Painting, Improv Theater, Fantasy Sports, Science Fiction, Lego Robotics, and A Cappella Singing

Choice

On Friday afternoons, middle school students choose from a range of games and arts activities, often in follow-up to their work in clubs. This period serves as a more relaxed time to look forward to at the end of a productive week.

Daily Schedule: Grade Five

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 to 8:10	Arrival	Arrival	Arrival	Arrival	Arrival
8:10 to 9:10	English	English	English	English	English
9:10 to 10:10	Math	Math	Math	Math	Math
10:10 to 10:30	Snack	Snack	Snack	Snack	Snack
10:30 to 11:30	Reason and Rhetoric	Reason and Rhetoric	Reason and Rhetoric	Etymology	Reason and Rhetoric
11:30 to 12:30	History	History	History	History	History
12:30 to 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 to 1:45	Recess	Recess	Recess	Recess	Recess
1:45 to 2:45	Science	Science	Science	Independent Reading	Community Meeting
2:45 to 3:30	Service	Science (w/ Snack)	Science (w/ Snack)	Advisory (w/ Snack)	Advisory (w/ Snack)
3:30 to 4:00	Service Ext. (w/ Snack)				
4:00 to 5:00	Clubs A	Athletics	Athletics	Clubs B	Athletics
5:00 to 6:00	Study Hall	Study Hall	Study Hall	Study Hall	Choice
Key	Blue Rm.	Humm. Rm.	Lab	Mixed	

Optional Periods:

1. Arrival and Morning Reading from 7:30 until 8:00 is an optional, but encouraged, period. All students are required to arrive by 8:05 a.m.
2. The end of the day Homework Help and Extension Activities is also optional. Students may depart as of 5:00 p.m. and are required to depart by 6:00 p.m.

Please refer to the “Arrivals and Departures” section of the Family Handbook for more information.

Daily Schedule: Grade Six

Grade Six Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 to 8:10	Arrival	Arrival	Arrival	Arrival	Arrival
8:10 to 9:10	Math	Math	Science	Math	Math
9:10 to 10:10	Science	Etymology	Science	Science	History
10:10 to 10:30	Snack	Snack	Snack	Snack	Snack
10:30 to 11:30	Reason and Rhetoric	Reason and Rhetoric	Math	Reason and Rhetoric	Reason and Rhetoric
11:30 to 12:30	English	English	English	English	English
12:30 to 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 to 1:45	Recess	Recess	Recess	Recess	Recess
1:45 to 2:45	History	History	History	History	Community Meeting
2:45 to 3:30	Service	Reading (w/ Snack)	Reading (w/ Snack)	Advisory (w/ Snack)	Advisory (w/ Snack)
3:30 to 4:00	ServiceExt. (w/ Snack)	Athletics	Athletics		Clubs B
4:00 to 5:00	Clubs A				
5:00 to 6:00	Study Hall	Study Hall	Study Hall	Study Hall	Choice
Key	Blue Rm.	Humm. Rm.	Lab	Mixed	

Optional Periods:

1. Arrival and Morning Reading from 7:30 until 8:00 is an optional, but encouraged, period. All students are required to arrive by 8:05 a.m.
2. The end of the day Homework Help and Extension Activities is also optional. Students may depart as of 5:00 p.m. and are required to depart by 6:00 p.m.

Please refer to the “Arrivals and Departures” section of the Family Handbook for more information.

Daily Schedule: Grade Seven

Grade 7 Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 to 8:10	Arrival	Arrival	Arrival	Arrival	Arrival
8:10 to 9:10	English	English	English	English	English
9:10 to 10:10	Reason and Rhetoric	Etymology	Reason and Rhetoric	Reason and Rhetoric	Reason and Rhetoric
10:10 to 10:30	Snack	Snack	Snack	Snack	Snack
10:30 to 11:30	History	History	History	History	History
11:30 to 12:30	Science	Science	Science	Science	Math
12:30 to 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 to 1:45	Recess	Recess	Recess	Recess	Recess
1:45 to 2:45	Math	Math	Math	Math	Community Meeting
2:45 to 3:30	Service	Reading (w/ Snack)	Reading (w/ Snack)	Advisory (w/ Snack)	Advisory (w/ Snack)
3:30 to 4:00	Service Ext. (w/ Snack)	Athletics	Athletics		Athletics
4:00 to 5:00	Clubs A			Clubs B	
5:00 to 6:00	Study Hall	Study Hall	Study Hall	Study Hall	Choice
Key	Blue Rm.	Humm. Rm.	Lab	Mixed	

Optional Periods:

1. Arrival and Morning Reading from 7:30 until 8:00 is an optional, but encouraged, period. All students are required to arrive by 8:05 a.m.
2. The end of the day Homework Help and Extension Activities is also optional. Students may depart as of 5:00 p.m. and are required to depart by 6:00 p.m.

Please refer to the “Arrivals and Departures” section of the Family Handbook for more information.

Annual Projects and Events

Harlem Academy emphasizes unique educational opportunities in and out of the classroom. The middle school dedicates several days to trips when regular classes are suspended in favor of an all-day experiential curriculum focused on a particular educational theme. Middle school students also participate in major annual projects and events that foster a sense of school pride and showcase their talents.

Fall Trip- October- To open each year, the entire middle school travels beyond the New York-area to explore a wilderness camp environment and jump-start their work together with a character and team building experience. This year students will travel to the Delaware Water Gap where an outdoor education team will lead our students through several days of cooperative challenge activities at their facility.

English Anthology- November- Middle school students compile an anthology of work from their English classes. The English Anthology celebrates selections from the individual work students have amassed over the previous year. With the help of their teachers, students choose the pieces of work they are most proud of and prepare them for entry into the Anthology. Although the middle school curriculum focuses on specific forms of writing and literature in different years, students are free to showcase work they have done outside of class as well. Anthology entries take many different forms, such as creative writing, persuasive essays, poetry, or reflective writing.

The annual English Anthology serves as a tangible record of the students' creativity and literary prowess. This project also allows students to track the progress of their work over time.

Science Fair- March- The middle school science fair involves students working independently to choose topics related to the particular focus of their grade's science curriculum. These topics can range from creating experiments linked to global warming as students study Earth science in grade seven, to projects exploring devices used in hospitals to keep patients healthy when students study electronics in grade eight.

Many of society's philosophical beliefs and technological innovations are a byproduct of scientific discoveries. The science fair allows students to focus on these discoveries and the role they play in creating healthier lives for the planet and the creatures inhabiting it. The research component of the science fair allows students to practice their nonfiction reading skills and their abilities to analyze and validate quantitative data. The project also gives students an opportunity to present their material in front of a larger audience, enhancing their public speaking skills.

Research Symposium- June- A continual focus in the history curriculum is the effective interpretation of primary and secondary sources. Students use this developing skill set to pursue culminating research projects that extend beyond the scope of the subject matter discussed in class. Each student selects a topic of interest that is related to the time period they have been studying. Students use their inquiry skills to formulate a questions and they conduct qualitative and, when applicable, quantitative research to answer the question.

This annual project concludes with a symposium where Harlem Academy students present their research to the larger community. The symposium affords students an opportunity to practice their presentation and public speaking skills as well as a chance to show their peers the significant amount of work they have done.

University Trip- June- Middle school students travel world-renowned Rensselaer Polytechnic Institute in Troy, NY, for a three-day exploration of science and college life.

Section Three: Student Conduct and Development

Core Habits and Community Standards:

Our goal is to help students develop habits of thought and action that allow them to take confident possession of their innate talents, build the skills needed for success in top secondary schools, and establish values that will allow them to contribute within and beyond our school community. Our habit-building work is guided by two words:

- **Responsibility**- We are accountable for the things within our control.
- **Determination**- We keep trying, knowing that we must make mistakes to learn.

All students are expected to behave in a manner wherein Harlem Academy's core habits become their personal habits. While students will receive guidance and instruction for appropriate behavior throughout the school year, we feel it is important to clarify some expectations in this handbook so that everyone in the community has a reference for acceptable behavior. Therefore, we expect the following of all members of our community:

Responsibility:

- Be honest with yourself and others—and expect to be taken at your word
- Practice and promote intellectual and academic honesty
- Always consider your personal safety and the safety of others before making choices
- Make healthy decisions, resisting negative pressure from others
- Treat others with respect and courtesy
- Learn from your mistakes and make amends, knowing that actions speak louder than words
- Respect the property of individuals, the school and the larger community
- Respect the beliefs, ideas, lifestyles, and opinions of others
- Be attentive during class and listen to everyone—teachers and students
- Complete all of your work in a timely fashion
- Take care of your belongings and keep them organized

Determination:

- Understand that intelligence can be advanced through education and hard work.
- Do your best to stay positive, even when things are tough.
- Understand that no one learns without making mistakes and encountering setbacks
- Always try to do the best job that you can.
- Learning and personal growth takes time—often more time than you expect.

Disciplinary Philosophy

Under all but the most severe circumstances, the middle school responds to behavior that is not in keeping with our core habits in three steps:

- *An Inquiry Response*- As an initial step in this process, a class record has been created to help students and teachers track negative behavior. The teacher and/or middle school director use this information to help understand the student's perspective on any circumstance that may merit further action. As needed, the teacher and/or middle school director may ask students to provide a written reflection as well as make inquiries with other members of the school community with the goal of determining if and to what degree behavior compromises safety or learning for that student or others. The inquiry response conclusions are then used to inform the school's educational and institutional responses.
- *An Educational Response*- Harlem Academy recognizes that students are in the process of learning the right thing to do and are in various stages of social and moral development. We believe that it is far better for students to learn self management skills at Harlem Academy than later when the stakes may be higher. As such, we accept the fact that mistakes and

errors in judgment will be made as students grow and develop and set helping students assume ownership of the core habits as a primary goal.

How can the individual make amends and emerge from the situation with a better position towards success in the future? While the educational response will naturally follow from the infraction, the student will always be asked to reflect on their negative behavior and its consequences and about more appropriate choices that could have been taken.

- *An Institutional Response*- The school also recognizes the importance of an institutional response, particularly when Harlem Academy's faculty and administration have the utmost regard for the school's core habits and believe that the community is safer and more vibrant when individuals behave according to these standards. We maintain our community's standards by responding with fair and appropriate consequences when they are violated.

Positive Reinforcement

To ensure that Harlem Academy students become accustomed to practicing good habits of thought, speech, and action, the school uses a positive reinforcement system. Students earn "merit" points that can be used during on the special days when we open "Aristotle's Store."

Preparation Merit:

- Students receive a merit (√ on the daily record) if they are prepared at the beginning of each class with all of their material, including homework.

Focus Merit:

- Students receive a merit (√ on the daily record) if they maximize their opportunity to learn. If they are sitting up, engaged, and tracking the speaker, they are most likely to earn this merit.

Other Merits:

- Whole class merits can be given out by teachers for effort, participation, preparation, effective transitions, etc. to an entire class of students. Whole class merits should never become an expectation. Rather, they are used sparingly for particularly exceptional teamwork or focus.
- At the discretion of the middle school director, students may have the opportunity to earn additional merits upon the successful completion of an extra contest or task (memorization contest, caption contest, math problem of the week, etc.).

Aristotle's Store:

Twice a trimester, students will have the opportunity to redeem their merits at The Store. Merits can be exchanged for a variety of things such as class pizza parties, magazine subscription, Barnes and Noble gift cards, lunch from Subway, professional sports tickets, and movie tickets.

Demerit System

While Harlem Academy focuses on a positive reinforcement of productive behavior that helps to build our community, we also mandate consequences for negative behavior in the hope that such reinforcement will also help students learn. Because we know that every student will make mistakes, up to two demerits may be deleted from a student's total at the end of each month. However at five demerits and every multiple of five thereafter, a student will have to sit for a silent lunch and the student's advisor calls home to notify the family.

Preparation Demerit:

- Teachers use a class record to track student preparation for class. Students receive one demerit (X) if they are unprepared or "off their mark" when class begins

Focus Demerit:

- Students will receive a dash (— on the daily record) if they are mostly focused but need to be redirected or a demerit (X on the daily record) if they are unfocused and need to be redirected a number of times. The dash (—) demonstrates that the student lost their merit, but the infraction was not large enough to warrant a demerit.

Other Demerits:

- All teachers and school administrators may give students one or three demerits when a student is not meeting Harlem Academy's expectations for behavior as determined by that teacher.

The following is a partial list of offenses that earn one demerits:

- Failing to return a signed missing homework sheet
- Violations of the dress code (including athletics)
- Behavior that delays a class transition
- Running or loud voices inside

The following is a partial list of offenses that earn three demerits:

- Disregarding the instructions or authority of adults
- Inappropriate or disrespectful behavior or language
- Use of personal electronic equipment
- Repeated violation of one demerit behaviors

Major Violations:

Behaviors that teachers feel are deserving of more than five demerits are immediately referred to the middle school director and head of school and may result in an institutional response of detention, suspension, non-matriculation for the following year, or immediate expulsion. As such offenses involve the most significant breaches of our core habits, parents and legal guardians are notified as soon as possible as to the situation and involved in any way that can be productive. Any violation that breaks New York law may warrant the notification of New York law enforcement authorities. The determination of whether a student should be withdrawn from the school is within the sole discretion of the head of school. It should be noted that the entire amount of tuition is due for any student who fails to complete the school year for any reason. A partial list of severe offenses includes:

- Academic dishonesty
- Lying
- Jeopardizing safety or learning for others
- Leaving the building without permission
- Harassment (physical or verbal)
- Vandalism
- Fighting or physical endangerment
- Theft
- Possession of any of the following at school or during school events:
 - Weapons of any kind (including pocket knives)
 - Fireworks, or other pyrotechnics
 - Matches, lighters, or anything else that could contribute in the starting of a fire
 - Drugs (including tobacco, alcohol, and prescription medication) or drug paraphernalia

Other Notes on Discipline:

Self-Reported Infractions: Because personal responsibility is an important value in our school community, Harlem Academy appreciates any student who self-reports his or her violation of any school rule. We will consider favorably such honesty and accountability in deliberations.

Silent Lunch: After accumulating five demerits, a student will be held out of their lunch break to reflect on their behavior and make amends. Written reflections completed by students during this time will be signed by parents and documented in the student's file. The student's advisor shall call their family to notify them of the detention.

Suspension: For serious offenses or a pattern of negative behavior, students will be officially suspended out-of-school for a specific time. Students do not report to classes until their parent(s) or guardian has met with the head of school or the middle school director. During an out-of-school suspension, students may not attend classes, be present on campus for any reason, or participate in any extra-curricular activities. The suspension is documented in the student's file.

Disciplinary Probation: Students whose status at Harlem Academy has been called into question due to their behavior may be placed on disciplinary probation. The conditions for probation are determined by the head of school in consultation with the director of middle school and relevant members of the faculty. Students on probation may be subject to dismissal if they violate the conditions of the probation.

Lying: Reporting on classmates' behavior can be one of the hardest challenges facing a middle school student. However as a member of our school community, honesty is expected at all times including as required by teachers and administrators in the fair resolution of issues. Failure to honestly report information is a major violation of Harlem Academy's expectations for student behavior, which can lead to significant consequences even for students who may have otherwise had no involvement in an incident.

Transition Violations: Due to the limited space in the middle school, transitioning from one activity to the next is particularly important. Students need to remain quiet, attentive, and focused during transitional times so that we can move quickly and effectively from activity to activity without wasted time. Any behavior that detracts from a quick, quiet, focused transition will receive one or two demerits at the discretion of the teacher. Transition time will include arrival in the morning, before and after break, before and after lunch, after recess, and before and after athletics.

Missed Homework Sheet: When homework is not completed as assigned, students will receive a missed homework form. These forms are to communicate to the family that the assignment was not completed on time and to request the family's support in helping the student to complete the assignment. A parent or guardian must sign the form and return it with the completed assignment on the following day. Failure to return the form on the next day will result in a further demerit.

Secondary School Reported Infractions: Harlem Academy notifies secondary schools of any serious academic or disciplinary issue that affects a student's application and profile. Severe violations of school rules may be noted in the school recommendation and/or secondary school report forms. If a serious infraction occurs after application forms have been sent, Harlem Academy and the student will notify the admissions office of the schools to which the student has applied.

Academic Dishonesty: Academic dishonesty is not permitted under any circumstances, and appropriate disciplinary action may be taken up to suspension or expulsion. Students must understand that the giving of improper assistance is considered as dishonest as receiving it and may result in the same penalty. This includes:

- Plagiarism (handing in written work which contains material copied or paraphrased from any source without crediting that source through quotation marks and/or footnotes; turning in work done previously for another course; and/or using other people's work published from the internet as homework)

- Cheating (using material from unauthorized notes, copying from another student, or accepting the assistance of another student without prior approval of the teacher; using unapproved aid on an exam, test, quiz, or homework assignment)

Harassment: The school will view as a serious disciplinary infraction any conduct by a student which is motivated by or relates to another student's gender, race, color, national origin, personal appearance, physical disability, age, or religion where such conduct has the purpose or effect of interfering with that student's academic work performance or creating an intimidating, hostile, or offensive school environment. All allegations of such behavior will be thoroughly investigated by the director of middle school, advisor, and teacher, and appropriate disciplinary action will be taken up to suspension or expulsion.

Tobacco, Alcohol and Substance Abuse Policy

The Harlem Academy community is concerned about alcohol and substance abuse among minors. The school expects that families will not serve tobacco, alcohol or other unlawful substances to students. Harlem Academy encourages families to contact the parents of their children's friends to discuss this important issue.

Drug and alcohol use run contrary to our core mission to develop positive habits of thought and behavior at Harlem Academy. To foster the best learning environment for every student, the school strictly prohibits the following student behaviors on campus, at any off campus Harlem Academy-related event or activity, or anywhere the student acts as a representative of the school:

- The possession, use, sale, or distribution, of tobacco, alcohol, illegal substances, or drug paraphernalia.
- Being under the influence of alcohol or any other illegal or mood-altering substance.
- The misuse of prescribed medication. Medication should not be administered other than in accordance with the labeled use as prescribed by a physician. Students may not administer their own medication—prescription or non prescription. It can only be administered by authorized school personnel.

Any alleged infraction of the above standards of conduct should be reported to the director of middle school who will notify the student and the student's parents/guardians of the alleged infraction before the matter proceeds with a formal review.

Cases will be reviewed by the middle school director and school counselors. After reviewing the case, the person(s) undertaking the review will submit recommendations to the head of school. Depending upon the circumstances, recommendations may range from dismissal of the case to a student's expulsion from school. As in all disciplinary cases, the head of school makes the final decision.

If an infraction is determined to have occurred, at a minimum, the student will be placed on probation and may be required to agree to counseling, medical treatment, and/or ongoing drug testing as a condition of remaining enrolled in the school. Subsequent infractions are likely to result in expulsion from school. Communication of all decisions will be at the discretion of the Head of School.

Student Behavior (On and Off Campus)

Students should remember that their behavior at school activities is a reflection not only on themselves but on the Harlem Academy community itself. Therefore, Harlem Academy expects and requires appropriate behavior from all students both on and off campus. While Harlem Academy generally will not impose disciplinary consequences for off-campus conduct that does not affect the school, the school reserves the right to do so.

Computer Network Acceptable Use Policy

The technology available at Harlem Academy provides students with vast resources intended to advance and promote education. The power to collaborate and exchange information digitally can promote innovation and educational excellence. However, because the computer programs, databases, and Internet search engines available on the Harlem Academy network also allow students access to material that has no educational value in a school setting, students must behave in a responsible fashion when using such technology.

The ethical issues arising from the use of technology are really no different than those surrounding other aspects of behavior at Harlem Academy. Indeed, the school's core habits provide a basis for understanding good decision making with regards to technology and the computer network. The following guidelines are intended to make students aware of their responsibilities and to demonstrate a parallel between the school's core habits and the use of technology.

Responsibility: Because information is a form of property, it is easy to extrapolate some guidelines to ensure that students respect the intellectual property of others. The relative anonymity of online communication makes it even more important for students to be considerate, courteous, and fair with one another when communicating over email or instant messenger. Additionally, because the internet allows students to easily and quickly access a wide variety of information, the dangers of students encountering inappropriate material or succumbing to the temptation to plagiarize require the school to stipulate the following guidelines:

- Obtaining the password or access to another's files or e-mail account is a form of theft just as real as stealing a key to break into someone else's room. Taking advantage of another student who inadvertently leaves a computer without logging out is no different from entering an unlocked room and reading a personal letter, destroying property, or stealing.
- Generally speaking, Harlem Academy expects students to respect the privacy of e-mail messages. No one should read personal mail unless the recipient gives permission. As a matter of courtesy, no one should share an e-mail with a wide audience unless the author has agreed.
- Harlem Academy has an obligation to maintain a safe and ethical academic environment, and this obligation extends to the digital realm as well. Users should not expect that email or anything else stored on the Harlem Academy network will be private. Our faculty and staff may monitor such items at any time with or without notice, for any reason or no reason. The school reserves the right to inspect user files on the network and remove them if deemed inappropriate or damaging.
- The use or transfer of "pirated" software is considered theft. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained files or software. Although its use and sharing occurs, this does not—in any way—make it a legal or ethical practice.
- Willful damage of information can occur in many ways including making changes to or deleting programs and files other than your own, accessing or changing school computer databases or network system information, or knowingly distributing harmful or damaging software such as computer viruses, spyware, malware, etc.
- Since email is a form of speech, it should be clear that it should never be used to verbally harass others. E-mail messages may not include personal attacks and should follow ordinary rules of appropriate public language. Such messages should not include any language or content which the author would not be willing to share at a community meeting.

- Impersonating another person online is an offensive form of dishonesty and will be treated accordingly.
- Plagiarism—handing in work which contains material copied or paraphrased from any source without crediting that source—is no different for electronic sources than for print except that the process is made easier and more direct. Copying and pasting words, graphics, or programs from one source to another without giving credit to the original source is considered plagiarism.
- Accessing, uploading, downloading, transmitting, displaying, or distributing obscene or inappropriate material is never permissible.

Internet Use: The overarching standard for acceptable internet use at school is based on the standards and rules surrounding other aspects of Harlem Academy. All of the expectations discussed above likewise apply to internet access obtained through personal laptops, cellular phones, and other portable electronic devices. When using the internet through Harlem Academy's connection or at any time as an enrolled student, you are a representative of Harlem Academy and must comply with school standards and expectations.

All members of the Harlem Academy community should be aware that their use of social networking programs such as Facebook and Twitter are similarly considered public forums. The use of such forums at school is prohibited and Harlem Academy insists that families closely monitor a student's use of such platforms to ensure responsible use. *Families should have access to all student login information, and the school reserves the right to request that information from the families should an issue arise.*

Acceptable Computer Use Policy

1. Students must ask for permission to use computers.
 2. Computers may only be used during class or during homework time from 5-6 p.m.
 3. Students may only use computers in the morning to print documents and all printing must be completed by 8:05 a.m.
 4. Computers may only be used when students are seated at a table.
 5. Use of the internet is to be limited to educational purposes.
 6. Students may not use the computers to play games of any kind.
 7. Students may not use personal email accounts at school.
 8. Students may not use AIM, Google Chat, or other instant messaging programs at school.
 9. Students may not use social messaging forums at school (e.g. Twitter, Facebook, MySpace, etc.)
 10. Students must use either a USB drive or their Google Docs account. Files may not be saved to a particular computer.
- Violations of this policy will result in loss of computer privileges for a day and a demerit. Repeated violation of this policy will result in more significant consequences.

Over the course of the school year, students and faculty may be asked to create and host web pages as a component of their class work. These pages may only be for academic or school related purposes and must reflect positively upon the school and the community. Photographs used on the web page may not contain the image of a child whose families have not given the school permission to use his/her image. Additionally, no individual student in a photograph may be identified or referenced in any way.

Disclaimers: Harlem Academy makes no warranties of any kind, either expressed or implied, for the access being provided.

- The staff and the school are not responsible for any damages, including without limitation loss of data resulting from delays or interruption of service, loss of data stored on Harlem Academy resources, or for damage to personal property used to access Harlem Academy resources.
- Harlem Academy will not be responsible for the accuracy, nature, or quality of information stored on school resources or gathered through school-provided access.
- Harlem Academy does not filter or censor the middle school students' use of the internet, and students are personally responsible for their own use.

Sanctions:

- Violations of this policy will be subject to disciplinary action, which may include loss of access to electronic resources, suspension, or expulsion.
- Users will be financially responsible for damages resulting from improper use of the Harlem Academy network

Cell Phone and iPod Policy

It is critical that cellular phones, pagers, and all music playing and recording devices be turned off during the school day to prevent the disruption of the learning environment and to preclude the possibility of cheating. Therefore, the use of all telecommunication devices (including cellular phones, iPhones, and other PDAs) and all music playing and recording devices are prohibited during the school day. Students may possess such devices, but they must not be visible and must remain turned off during the school day.

Students are to go to the middle school director's office to make telephone calls home. Parents are encouraged to call Mr. Cunningham directly (x 307) if they need to communicate with their child during the day. Emergency telephone calls can always be made in the main office during the day, making it unnecessary for students to use their cellular phones during school hours.

Cell phones or music playing and recording devices used by students during the school day will be confiscated and returned at the end of the following day. A second offense will require that the student's parent or primary caregiver pick up the confiscated device. Students who cause further disruption will be subject to additional consequences.

Dress Code- Middle School

Uniform items can be purchased through French Toast (www.frenchtoast.com), Lands End (www.landsend.com) or the Ideal department store (in the Bronx). An approved items list should be available from each store and includes the following items:

Boys Daily Uniform-

- Short Sleeve Pique Polo (in Navy)
- Long Sleeve Pique Polo (in Navy)
- Flat or Pleated Double Knee Pants (in Khaki)
- Pleated Shorts (in Khaki)
- Dark Belt
- Sneakers or Dark Shoes
- Solid Navy Sweater/Crew Neck Sweatshirt

Girls Daily Uniform

- Short Sleeve Pique Polo (in Navy)
- Long Sleeve Pique Polo (in Navy)
- Flat Front or Pleated Pants (in Khaki)
- Kick Pleat Skirt (in Khaki)
- Three-tab or Flare-cut Skort (in Khaki)
- Pleated Shorts (in Khaki)
- Dark Belt
- Sneakers or Dark Flat Shoes
- Solid Navy Sweater/Crew Neck Sweatshirt

Required Athletics Uniform

- Solid Navy T-Shirt
- Solid Navy Shorts
- Solid Navy Sweatpants
- Harlem Academy Sweatshirts
- White Athletic Socks
- Sneakers

Other Notes on School Dress

- It is not mandatory to purchase items from the listed retailers. However, uniform apparel by different manufacturers must look the same.
- School dress must always be neat and properly fitting.
- Socks (or tights with skirts) must be worn at all times. Socks must be white, navy, brown or black. Tights must be white or navy.
- Skirts/skorts should be no more than one inch above the knee.
- Turtlenecks, tee shirts, and long underwear (tops and bottoms) may be worn under school uniforms, but only in navy or white.
- Hooded tops are only allowed outdoors.
- Hats must be removed when entering a building.
- Before Halloween and after Spring Recess, shorts may be worn if the weather is appropriate.
- During cold or wet weather, students should bring appropriate coats, boots, and other apparel to change into for outdoor activities.
- Make-up (including lip gloss) is not allowed.
- Each student should have a small backpack.
- Judgment and final interpretation of school dress code is at the discretion of the faculty and administration.

Section Four: Responsibilities and Information for Students and Families

Attendance, Lateness, and Absence

Harlem Academy keeps attendance records for all of its students. In compliance with the law, these records are reported as required to New York State. Absence and lateness records are also sent to public and private secondary schools to which our students eventually apply. Good attendance records play a crucial role in both a student's success at Harlem Academy and also in his or her admission to secondary schools.

Harlem Academy uses a mid-year and end-of-year community meeting to honor students who have achieved outstanding attendance records. Honors attendance is achieved by all students who are present and on-time at least 85% of the time. High honors attendance is achieved by all students who are present and on-time at least 95% of the time.

Students who are late to school will be required to make up that time during their breaks. The family of any student who is late or absent 8 days or more during a semester will be required to meet with the school counselor to develop a plan for improvement. The school counselor will:

- 1) Talk with the classroom teacher about how the student is doing overall.
- 2) Schedule a meeting with family to cover the following topics:
 - a. Explain that we are meeting to facilitate an improvement in attendance as well as school-home partnership.
 - b. Discuss the family's perspective on how school is going.
 - c. Discuss morning routines.
 - d. Strategize ways to improve attendance.
 - e. Reinforce the critical value of good attendance.
 - f. Answer any questions and plan for a check in to see how things are going in four weeks.
- 3) Monitor attendance and overall school progress until four-week update.
- 4) Continue ongoing work family as needed.

If a student must miss school for a planned reason, please inform the teacher in writing prior to his/her absence. We also encourage families to speak with the classroom teacher about any implications their absence may have on their academics. The school respects absences for religious observances and asks families to notify the school in advance.

We strongly request that families avoid plans that will result in students missing school and ask that the head of school be notified in writing of any anticipated absences of more than one day. If absent from school, students should be prepared to make up tests and missed assignments in a timely fashion. In the event of an absence, students should contact teachers and classmates by e-mail to obtain instructions regarding missed assignments and check course Web sites to access resources.

Students have the responsibility to notify their teachers in advance about upcoming absences from school. If a student misses a test because of an unexcused absence, he/she must take that test on their first day back.

Arrival

All students can arrive starting at 7:30 a.m. and are expected to arrive by 8:00 a.m. During this arrival period, students read independently, do other work, or conference with teachers. A student arriving after 8:05 a.m. will be marked late, as the transition time is needed to begin class promptly at 8:10 a.m.

Grade five and six students enter via the corner entrance. Grade seven students enter via the 111th Street entrance for access to the blue room. Middle school students are responsible for signing in upon their arrival to school.

Whenever possible, we ask families to have students eat breakfast at home. Breakfast time is only set aside for students who arrive before 8:00 a.m., and all food and drink must be finished and cleaned-up before 8:05 a.m.

Dismissal

Students in the middle school may be dismissed beginning at 5:00 p.m. Students may remain at school for guided homework time or choice activities from 5:00 p.m. until 5:50 p.m., and all students must be dismissed to a caregiver by 6:00 p.m.

Parents and guardians have the option to allow students to sign themselves out at 5:00, 5:30, or 6:00 p.m., but the timeframe for a student's dismissal should be set with the school at the beginning of the year.

Alternatively, parents and guardians have the option of having their child dismissed to one of a designated list of adults. Each family must complete and sign a form indicating the names of designated caregivers to whom the student may be dismissed prior to the start of each school year. If changes occur in their child's dismissal arrangements, the teacher must be notified in writing at the beginning of the school day. Any caregiver to whom a student will be dismissed must be prepared to present photo identification.

The exception is in the case of afternoon study hall where students are assigned to stay until 6 p.m. to help them practice the habit of scheduling consistent times to do homework (see "Afternoon Study Hall" for details).

If a family is chronically late in picking up their child, they may be contacted by the school and assessed a fee for future lateness at a rate of up to \$5.00 for every five minutes after 6:00 p.m.

Lunch, Snacks, and General Nutrition

The school holds a strong commitment to wellness, fostering proper physical fitness and healthy eating habits. We urge families to provide their children with a healthy breakfast to start the day. The school's lunch and snacks (10 a.m. and 3:30 p.m.) are provided by Red Rabbit, a catering service, and are intended to provide a nutritious diet. Lunch and snacks are eaten in classrooms. With the exception of breakfast items finished by 8:05 a.m., students are not to bring outside food to school.

Students are allowed to bring a water bottle (filled with plain water only) to classes and other activities.

Exemptions from the school lunch program are only granted when a family has the direct approval of the middle school director or head of school and can demonstrate an alternative plan for best meeting the dietary needs that individual student.

Outdoor Activities

Harlem Academy students participate in outdoor activities most days. We determine whether to engage in outdoor activities based on a review of several factors including temperature and wind-chill; rain, ice, or snow conditions, and the time and duration of the activity. In general, students will not go outside for long periods of time when the temperature is below 25 degrees Fahrenheit.

Support Services

School counselors, administrators, and teachers work with families to provide each student, each classroom, and the school as a whole with a productive environment for healthy physical, emotional, cognitive, and social development. School counselors meet with individual students and groups of students as part of the regular program. Families are contacted whenever the school believes that a

student could benefit from ongoing, weekly counseling, whether from someone at the school or an outside provider. The counselors maintain a list of services that may be helpful to families and works in partnership with families to access services as needed. The school also holds evening workshops on a variety of parenting, education, and general interest topics and is always interested in hearing new ideas for topics or speakers.

Please contact your child's advisor or the middle school director if you have suggestions or would like more information about how to get help for your child or anyone else who may need it.

Birthdays

Families of students in the middle school are welcome to provide cake, cupcakes, or special individual snacks on or near a student's birthday to be shared by members of the student's class during afternoon snack time at 3:30 p.m. Please notify the teacher beforehand if you plan to send in a birthday treat. Please do not send additional treats or gift bags for your child's classmates. Coordination of non-school based events, such as birthday parties, should be done outside of school and in a manner that is as inclusive as possible.

School Closing

Harlem Academy follows the designations of New York Public Schools regarding school closing. If Manhattan Public Schools are closed or delayed, then the same holds true for Harlem Academy.

Security and Visitors

During regular school hours, Harlem Academy's doors remained locked from the outside. Only adults are to open these doors for people entering the school, and students may only leave under the supervision of an adult. Please allow staff members or designated volunteers to answer the door, as the person answering the door is not only responsible for greeting the person and directing them to their business at the school, but also for checking identification as needed and maintaining a secure environment. Volunteers should always work with students in the presence and supervision of a paid staff member unless paid staff has been specifically directed otherwise by the head of school.

Admissions, Tuition, and Fees

Harlem Academy selects families whose educational goals for their children are aligned with those of the school and children who have the potential to succeed in a rigorous academic program. The school looks beyond a single standardized test and draws on a range of factors when evaluating each applicant. Harlem Academy uses a rolling admissions system, with information sessions for parents and caregivers of a potential applicant beginning in November and consideration of completed applications beginning in February and continuing as spaces are available.

A family's capacity to pay tuition is not a factor in the admissions decision, though tuition payments are required for enrollment and critical to the operation of our school. Each attending family must make a fair contribution toward the school's operating costs as determined by their income. Further information is available on the tuition worksheet, which is included in the application packet and required for admissions consideration or reenrollment of attending students.

Harlem Academy rarely adds additional fees to a family's tuition. The extended-day program, daily snacks, text books, student supplies, and most field trips are included in the cost of tuition.

Section Five: Academic Policies

Standardized Testing

The Educational Records Bureau's Comprehensive Testing Program (CTP4) is administered each spring to middle school students. This test assesses student progress in Literacy and Mathematics against national standards. The purpose of administering the CTP4 is to analyze our curriculum and offer another barometer for measuring individual aptitude and achievement of middle school students. Through an understanding of what these tests are attempting to measure and what an individual's score reflects, families and school personnel can better support a student's efforts to learn.

The results of the testing become part of each student's record, and a copy of the scores is mailed to families in September. The school encourages families to set up an appointment with the director of middle school if they seek guidance in interpreting the test scores.

Homework and Testing Policies

Homework should take 60 minutes of focused study per weeknight and 90 minutes for the weekend. In addition to that, each student must spend at least 30 minutes reading independently a day. Teachers have divided the week so that only two or three courses have homework each night. Tests or project due dates must correspond with the dates that homework is received on the weekly schedule.

Afternoon Study Hall

Students are expected to complete all assigned schoolwork in a timely fashion. Failure to do so not only impacts a student's grade but makes it more difficult for that student to keep up with the next day's school work.

Typically, such issues are dealt with by the teacher according to the rules of that particular classroom. However, if the teacher begins to notice a pattern of missed assignments, the school will contact the student's family to determine the reasons for the problem. At the discretion of the director of middle school, the student may be assigned to attend afternoon study hall from 5:00 until 6:00 p.m. each afternoon until the student shows a pattern of improvement.

This consequence is not intended to be punitive. Instead, its goal is to help the student acquire the responsibility and determination necessary to complete such tasks on his or her own.

Evaluation and Reporting

An academic year is divided into three trimesters, ending with the start of the winter, spring, and summer holiday. Families can expect to receive written reports within a week of the end of a reporting period. The report contains grades for all classes; a checklist indicating whether your child is progressing towards, meeting, or exceeding grade-level expectations; and a narrative.

Ongoing communication with families about student progress is an essential element of our school philosophy. Formal conferences are held during the fall and early winter. Teachers will also schedule such meetings with families as necessary throughout the year. ***Most importantly, families are encouraged to schedule meetings with teachers throughout the year if concerns or questions arise about their child's progress in school.***

Evaluations provided during conferences or in written reports reflect our strong consideration of a student's cognitive, social, physical, and emotional development, their general strengths and areas of improvement, and the quality of their achievement evidenced in academic areas. The report cards also contain absence and tardy information for each course. Faculty evaluate student academic performance based on the following grading scale:

- A** Consistent and excellent performance and achievement in all areas of the course.
- B** Commended performance and achievement in all areas of the course.
- C** Adequate performance and achievement in the course, but lacking commendatory strength in all areas of the course.
- D** Partial completion of the minimum requirements of a course or inadequate performance and achievement in the course.
- F** Failure to meet the minimum requirements of the course.

A plus or minus may be given to a student's grade if his or her performance is rated as just exceeding or just short of a given category.

Harlem Academy records only semester grades on a student's transcript.

Faculty also evaluate student determination (which includes appropriate work habits, consistency, and participation) and responsibility (which includes cooperation, courtesy, respect for others) based on the following scale:

Exceeds Expectations
Meeting Expectations

Needing Improvement
Area of Concern

Incompletes

"Incomplete" grades are not given except in cases of extended illness or when there are special, extenuating circumstances. Incompletes must be resolved in a timely fashion as established by the school, or the student may receive a failing grade for the course.

Section Six: Medical Information

Illness

Students should not be sent to school if they are not feeling well or are unable to participate fully in the daily activities, including time outdoors. A student who is not well cannot benefit from the program and may jeopardize the health of others. Specifically, the main reasons for keeping your child home are:

- S/he is too sick to be comfortable in performing all of the daily activities, including outdoor play or learning.
- S/he might spread a contagious disease to other children.

As a general set of rules, a student should stay home if s/he has:

- fever higher than 100.5
- vomited more than once
- diarrhea
- very frequent cough
- persistent pain (ear, head, stomach, etc.)
- widespread rash, including symptoms of ringworm (for which a child must be diagnosed and under treatment before returning to school)

Following these rules is critical to maintaining a healthy school for everyone, and most of these issues need to be discussed with your child's pediatrician to determine if an office visit is needed. If a student is ill in school, a caregiver will be notified to come and take her/him home. A communicable disease or other infectious conditions must be reported so we may advise families of other students in the class about the exposure.

If a student will be absent due to sickness or for any reason, please call the school before 8:20 a.m. to let us know.

Parents and teachers should educate children about staying healthy. Two main rules for helping keep ourselves and our classmates healthy are:

- wash your hands frequently and completely
- cover your mouth with the inside of your elbow when you cough or sneeze.

We have also found it helpful to share information about colds:

“There is a lot of misunderstanding about how colds are transmitted from child to child. For example, despite myths to the contrary, you cannot catch colds from drafts, or from failing to wear a scarf or a heavy jacket in cool wet weather. Instead, colds are caused by viruses and are passed from one individual to another, usually through direct contact or by sharing objects such as utensils or handkerchiefs, as well as by coughs and sneezes. Colds are extremely contagious, particularly during the first day or two of the infection, when many of the symptoms may not yet be evident. Also, colds tend to be more prevalent in the fall and winter, when children are in school and are in closer contact with each other and the cold viruses.” From *Caring for Your School Age Child*, published by the American Academy of Pediatrics

We also teach children to understand the importance of:

- a good night's sleep
- healthy eating
- wearing the proper clothing for the season

Layers, warm jacket, long underwear, mittens, hats, and scarves help keep children safe and comfortable in the cold weather. Our students learn that we wear proper clothing to help keep our skin and body temperature protected from the elements.

At the request of a caregiver or teacher, a student may be held out of outdoor activities for one day in a five-day period, as long as supervision for that student is established with either a teacher or administrator. If symptoms lead a caregiver or teacher to determine that a student should be held from outdoor activities for more than one day, then that student should not be in school.

Children with asthma may face other issues as well; these should be discussed with the child's pediatrician and the school on an individual basis.

Medication

The school asks that families make every effort to ask doctors to prescribe medication that can be administered outside of school hours. The school requires that prescription or non-prescription medication be sent to the school in the original bottle accompanied by clear, written instructions that are signed and dated by a parent. All medication must be brought to school by a guardian and given directly to a staff member. Student use, possession, or distribution of prescription medication is a violation of the school's Drug and Alcohol policy and may result in disciplinary action.

General or Medical Emergencies

School teachers and administrators can administer general first-aid for minor injuries. In case of major injuries or illnesses, the school will make every effort to reach a parent by telephone. In the event that it is necessary, Emergency medical services will be summoned and a teacher or other responsible adult will travel with the student and his/her medical record to a local hospital. Parents will be notified and asked to meet the student and supervising adult at the hospital.

Medical Records

The Department of Health requires that an annual physical examination record be on file for each child. Students are not permitted to attend school or any school trips if these records are incomplete. Please ensure that your child's school medical form is completed and submitted no later than the first day of school. The Department of Health makes periodic inspections of school medical records. Any student found to have an inadequate medical exam or immunization status will not be permitted to attend school until the required certificates have been provided. If a medical or religious reason prevents the administering of any required immunization, a statement must be on file at the school that complies with the city and state guidelines.

Section Seven: Background Information

History and Facilities

Harlem Academy was incubated at St. Luke's Episcopal Church, whose congregation provided support and administrative offices for the school beginning in 2001. The school was originally named Harlem Episcopal School and held its first classes at the Children's Arts Carnival in September 2004. As the school grew and moved to an independent location at 1330 Fifth Avenue (at 111th Street), the board of trustees voted on the new name Harlem Academy in June 2006.

The school currently maintains classrooms for six grades, a library, and a common room. Students and teachers regularly travel to a variety of public facilities, most often for recess and athletics in the northern section of Central Park.

The school has three entrances. The 111th Street entrance is used for lower school student arrival and dismissal during designated time periods- mornings (7:30 to 8:15 a.m.) and afternoons (5:00 to 6:00 p.m.); this entrance is closed and alarmed for emergency use only during the rest of the school day. The corner entrance is used by grades five through seven throughout the day, but is only open for individual students and families at designated time periods- mornings (7:30 to 8:15 a.m.) and afternoons (5:00 to 6:00p.m.). The main entrance (further north on Fifth Avenue) is the only entrance guests and families should use from 8:15 a.m. to 5:00 p.m., and after 6:00p.m.

As the school continues adding one class each year, we will also grow our facility toward a plan to eventually serve 350 students through the eighth grade.

Staff Biographies

Chris Cunningham, middle school director, (2 years) holds an M.S.Ed. in educational leadership from Bank Street College and a B.A. in English literature from Princeton University. He previously served as the K-8 English chair and a middle year program coordinator at The Dwight School (NY), where he also earned certification as an International Baccalaureate curriculum coordinator, site evaluator, and workshop leader. Along with his leadership duties at Harlem Academy, Chris teaches grade five English and grade seven Reason and Rhetoric.

Vincent Dotoli, head of school, (6 years), holds an M.A. in educational administration from Teachers College, Columbia University and a B.S. in psychology from Union College. He began his career at South Bristol School and Camp Kieve in mid-coast Maine. Vincent also taught at the Pennfield School (RI), taught at Buckingham, Browne & Nichols School (MA), and spent 17 summers at Camp Timanous (ME) directing the wilderness trips and counselor-training programs.

Lorenzo Francis, middle school teacher (2 years) graduated from Georgetown University with a B.A. in English and previously worked at City Year, a tutoring and mentor program in Washington, D.C., and as a sports instructor at Oasis Children's Services. Along with Ms. Lefebber, he teaches grade five Reason and Rhetoric and grades five and seven etymology. He also will serve as the middle school coordinator for the Saturday Club, working with the Friends of Harlem Academy.

Sarah Lefebber, middle school teacher (1 year) recently graduated from Rollins College with a B.A. in elementary education. Prior to teaching at Harlem Academy, Sarah was both a student teacher and then a lead teacher at St. Aloysius Educational Clinic in New York City. Along with Mr. Francis, Ms. Lefebber teaches grade five Reason and Rhetoric and grades five and seven etymology.

Alex Munk, middle school teacher, (1 year) graduated with honors in mathematics from the University of Chicago and earned his M.A. in mathematics education at New York University where he was a 2009 Math for America Fellow. At Harlem Academy, Mr. Munk teaches math to grades five, six, and seven.

Allison Murray, middle school teacher, (3 years), graduated with an M.A. in science education from Teachers College, Columbia University. She holds a B.A. in biology and philosophy from the University of Miami and a certificate in print journalism from NYU. At Harlem Academy, Allison teaches science and serves as a coach and leader in our athletics program.

Sean Robertson, middle school teacher, (3 years), graduated from Providence College with a B.A. in history. In college, he earned a teaching certificate in history and saved enough time for a leading role in the school's radio station and newspaper. Sean is teaching grades five, six, and seven history, in addition to information technology and curriculum research and development.

Whitney Wood, middle school teacher (1 year), earned a B.A. in English and American literature and language from Harvard University and a M.A. in the teaching of English from Teachers College, Columbia University. Most recently she worked as a lead teacher for the Student Press Initiative at Teachers College. For fun, Whitney has performed, directed, and taught classical violin, a cappella singing, and musical theater. At Harlem Academy, Whitney teaches grade six and seven English and sixth grade Reason and Rhetoric.

Family Partnership Committees

As families and staff, we recognize the gifts that each person can bring to the school and encourage a generous and collaborative climate where people from diverse backgrounds share and learn from each other.

Admissions Committee- Staff Liaison, Jennifer Prince

Participates in the many stages of the admissions process.

- Evaluating admissions protocol
- Assisting in admissions outreach
- Presenting at admissions information sessions
- Participating in admissions interview sessions

Development Committee –Staff Liaison, Susan Johnson

Provides resources for Harlem Academy and cultivates a culture of stewardship within the school community.

- Organizing annual Parent-Run Fundraisers
- Participating in planning for Annual Spring Benefit and Climb for Harlem Academy
- Working with the Board Development Committee
- Coordinating volunteer participation for annual fundraising events, receptions, mailings, and other areas as needs
- Assist in development research and outreach

Hiring Committee – Staff Liaison, Vincent Dotoli

Participates in the hiring of teachers

- Reviewing candidate resumes
- Interviewing potential teachers and observing their demonstration lessons
- Presenting feedback to school administration for decision making

Outreach Committee- Staff Liaison, Jennifer Prince

Works to ensure productive partnership among attending families, the school, and our community

- Organizing off-site family or adult events (ie. skating, trips to cultural events, book club)
- Assisting in planning for Harlem Academy Game Nights and workshop series
- Researching and sharing information about relevant community events for families
- Researching and sharing information about potential community service opportunities for Harlem Academy classes.

Board of Trustees Biographies

Mark Johnston (Board Chair) is the president of Van Wagner Communications, LLC, the largest private outdoor advertising company in the United States and the dominant provider of scrolling advertising in basketball and baseball venues nationwide. He has degrees from Princeton University and the Fordham University School of Law.

Tony Asnes is the head of investor relations at Pershing Square Capital Management, L.P., a concentrated research-intensive fundamental value investor in long and occasionally short investments in the public markets. Prior to joining Pershing Square, from 2003 through early 2010, Tony was head of marketing and client service at Eagle Capital Management, LLC a long-only, value-oriented equity manager. He has seven years of experience in corporate strategy management consulting and was president and CEO of Pseudo Programs, Inc., an Internet television network. In the late 1980s he traded index options on the American Stock Exchange. Tony graduated from Yale with a degree in computer science and earned a master's in management from the Sloan School at MIT. He is the chair of the board of trustees of the Bank Street College of Education and is a trustee of the New York Hall of Science. He is also a founding trustee of Harlem Academy.

Jay Bargmann is the senior vice president at Rafael Vinoly Architects and manages the firm's 180 architects in offices in New York and London. He was born in Iowa, raised in Germany, and attended college in California and Iowa. Jay obtained his architectural degree from the University of Pennsylvania. Upon graduating, he moved to New York City where he has lived for the past 29 years. Jay and his family currently reside in Pelham, N.Y.

Pam Clarke is head of school at Trevor Day School, an N-12 independent school in New York City. Previously, Pam held the same position at St. Paul Academy and Summit School in St. Paul, Minn., and The Masters School in Dobbs Ferry, New York. Pam's educational credentials include an M. Ed. in counseling and consulting psychology from Harvard University, an M.A. in classics from Yale, and a B.A. from Vassar in ancient Greek.

Mary Ganzenmuller (Communications Committee Chair) was the founder of Bray Family Academy, an independent non-profit start up school project in New Jersey which is currently hibernated. She serves on the board of trustees of Purnell School in New Jersey and on the Education Committees of several New Jersey organizations. Mary is a former Chicago public school teacher and earned her M.Ed. in curriculum and teaching from Teachers College, Columbia University.

Hans Hageman served as the executive director of Boys and Girls Harbor, a 67 year-old youth development organization that serves approximately 4,000 young people a year. Hans is also the co-founder and former executive director of the East Harlem School at Exodus House, an independent middle school. He and his wife are the co-founders of the Sulaxmi School for Girls in Lucknow, India. He is the treasurer of the Harlem Congregations for Community Improvement. Among his awards are a 2001 Essence Award and a Robin Hood Foundation "Hero Award." Hans is a graduate of Princeton University and Columbia University School of Law.

David B. Peterson (Finance Committee Chair) is a managing director at Tegriss Advisors, a New York based advisory firm. Mr. Peterson has over 25 years of investment banking experience, with a primary focus on the media and communications industry, including most recently as head of Rothschild Inc.'s U.S. media practice. Prior to Rothschild, Mr. Peterson was an investment banker for Salomon Brothers and Citibank in their Global Media Group. Mr. Peterson has a broad range of client transaction experience, including work for MGM, Vivendi Universal, IMG, Yell Group and Weider Publications. Mr. Peterson holds a B.A. from Dartmouth College and an M.B.A. from New York University.

Tom Reycraft (Committee on Trustees Chair) is founder and CEO of Benchmark Education Company, LLC. Founded in 1998, Benchmark Education develops literacy materials and provides professional development training for the K-12 market throughout North America. It also distributes

its materials in the international market, primarily in Asia, for use in English Language Teaching (ELT) programs. Tom graduated from the American College of Switzerland and holds a master's in international management from the Thunderbird School of Global Management.

John Schmidlin recently retired as chief technology officer and managing director of JP Morgan Chase. He joined JP Morgan in 1969 and held leadership roles in a variety of banking and technology initiatives including a groundbreaking outsourcing effort with IBM. John earned a B.S. from St. John's University and completed the executive training program at Cornell University.

Timothy Speiss (Development Committee Chair), CPA PFS RIA, is partner in charge of the private client services at Eisner LLP, an independent member of Baker Tilly International. Tim is a member of various academic institutions' development committees, and a member of the American Institute of Certified Public Accountants Tax Resource Panel. He was cited in 2003 as an Outstanding New York Businessperson by the U.S. Senatorial Committee, and is a former staff assistant to U.S. Congressman Robert W. Edgar. He earned his B.S. and M.S. degrees at Widener University and completed postgraduate courses at Villanova University School of Law.

Alan Washington is a M.S. candidate in real estate development at New York University Schack Institute of Real Estate. Prior to entering graduate school, Alan worked as a private residential real estate developer. Alan has served as an advisor to several education programs and was the former director of Outdoor Leadership Experience, an outdoor education organization designed to teach middle school students self-confidence and leadership skills through challenging outdoor activities. Alan is an alumnus of Dartmouth College.

School-Wide Annual Events

Orientation is a required event for all students and families that takes place a few days before classes begin. It is a chance for families to get to know the teachers, classroom, and new classmates, while learning about communication routines and what to expect from the first week of school.

Back-to-School Night takes place in mid-October and is a chance to learn about how families can partner with the school in ensuring that students get the most out of the academic program.

Halloween is celebrated each year with an afternoon treat and a parade around the neighborhood starting at 3:00PM. Students may bring (but not wear) a costume to school on October 31st or the Friday before October 31st if the actual date falls on a weekend. Costumes are optional as some families do not celebrate this holiday, and weapons are not allowed as part of any Halloween costume at school. Also, parents should not send candy or other treats, as a special snack will be provided.

Formal Conferences Families and teachers share two formal conference periods. The first conference takes place in late October after students have had a chance to settle into the school routine and produce some substantive work in all subjects. The second conference takes place in mid-January as a follow-up to the December report and any goals that were set at the October conference. Conference days are designated on the school calendar but often take place during evenings preceding the actual conference date. Each class sends home notices so mutually convenient times can be organized. Additional conference should be initiated by either families or teachers as needed.

Spring Benefit takes place at the end of April and serves as a huge fundraiser in support of our sliding scale tuition. The event features music, silent auction and dancing. It's a grand party that requires extensive volunteer support. Volunteers serve on the Spring Benefit Committee in areas such as corporate sponsorships, silent auction, decorations, and entertainment.

The Climb for Harlem Academy is an annual cycling event in late September. Interested cyclists choose between several routes logging between 25 and 100 miles through scenic Westchester County, NY, and Fairfield County, Conn. Every dollar a cyclist raises through sponsorships directly benefits Harlem Academy students. Volunteers are critical to the success of this event and serve on the Climb

for Harlem Academy Committee in areas such as corporate sponsorships and donations, logistics and registering cyclists.

Harlem Academy Evening Series is designed to match and support the interests of the adults in our community. The series includes visits from political and community leaders, conversations with authors such as Dr. Lorraine Monroe, and workshops on topics like parenting with effective use of consequences or financial planning. Events are for adults-only, but child-care is often available.

Family Game Nights are opportunities for students to share the games (chess, checkers, mancala, and others) that they have learned in school with their extended family members. These Friday evening events are anticipated by all as is the accompanying music and pizza dinner.

Celebrations of Learning are the events that each class hosts several times a year to honor and share their work. Each class plans their two or three annual celebrations to match their curricular goals for the year and posts notices well in advance. Families always leave with a greater sense of the progress our students are making in their academic work and communication.

Field and Family Day occurs the last day of each school year. Students and teachers spend the morning in the park, sharing a variety of fun, cooperative challenges as well as time for friendship and reflection on the year. Families prepare a picnic lunch for their child's class beginning at 12:30 PM and join in the activities for the afternoon. Dismissal begins at 3:00 PM.