



Menlo School Student & Parent Handbook

2025-2026

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Dear Menlo Families:

Please read the 2025-2026 Menlo Student-Parent Handbook and acknowledge that you and your student(s) accept and will honor our values statement and the policies outlined herein. While the School has tried to account for all aspects of the student experience at Menlo in this handbook, adjustments may be needed when unexpected situations arise. We will update you of any such changes as needed throughout the year.

Our Values

Menlo School is a values-driven institution that holds its members to high ideals. Our values guide everything we do, shaping both who we are as a community and who our students are becoming.

Together, We Value...

A Joyful Learning Environment That Is Engaging, Challenging, and Supportive

Together, we inspire transformative learning experiences that spark wonder and love of learning. We stretch and empower our students to explore broadly, question deeply, think critically, and grow in competence, confidence, and curiosity.

A Culture of Kindness, Trust, and Belonging

Together, we nurture a culture where all feel welcomed, included, and valued. We collaborate and communicate respectfully and productively and honor diverse backgrounds, identities, and ideas by engaging with curiosity, care, and compassion.

A Commitment to Ethical Behavior and Purposes Larger Than Ourselves

Together, we embody integrity, empathy, and courage. We act with humility and grace and contribute to the betterment of our school, our community, and the world.

A Caring Community Centered around Connection, Growth, and Well-Being

Together, we cultivate a community where students thrive through meaningful relationships with their teachers, coaches, and peers and an aligned school-family partnership. We collectively strengthen their minds, bodies, and hearts and entrust them to take progressively more responsibility for themselves and their education.

This is what Knights do!

We strive to live these values in all areas of the School, and they are manifested through our [Middle School Habits](#), our [Upper School Honor Code](#), and our [School-Family Partnership](#).

Middle School

This section focuses on policies, procedures, and guidance that pertain specifically to the Middle School. Other more general matters are covered in the All School section of this Handbook.

Middle School Habits

The Middle School “Habits” are a shared set of values that have become the foundation for much of what happens in Menlo’s Middle School. They are:

The Habits of the Heart and Mind

- **SELF-AWARENESS** – Recognizing emotions, tendencies, actions, and reactions within myself.
- **ETHICAL BEHAVIOR** – Acting with integrity and moral values.
- **KINDNESS** – Showing thoughtful and compassionate behavior towards others, regardless of the relationship and without expecting anything in return.
- **EMPATHY** – Understanding and honoring another’s emotions and point of view.
- **CURIOSITY** – Exploring and questioning the world beyond myself.
- **RESILIENCE** – Recovering and growing from challenges.

The Habits of Learning

LEARNING ATTITUDE

- Identifies strengths and areas of growth
- Accepts and seeks challenges
- Exhibits independence
- Demonstrates resilience
- Practices self-advocacy
- Completes work with attention to detail

ORGANIZATION

- Brings materials to class
- Follows directions accurately
- Manages time efficiently
- Organizes documents
- Completes assignments on time

COLLABORATION

- Contributes productively towards the group work
- Builds on others’ ideas
- Steps up and steps down appropriately
- Offers and receives feedback from peers

ENGAGEMENT

- Listens actively
- Stays focused and on task
- Participates regularly
- Asks questions and makes connections
- Contributes positively to classroom culture

Middle School Daily Hours and Attendance

Daily Schedule Regular Hours

The Middle School operates on a seven-day rotating block schedule with five class periods each day plus lunch and student life time. The Middle School campus is supervised from 8:00 am to 4:00 pm, and until 3:30 pm on rotation Day 1s. Parents should pick up their children either at the end of the school day or at the Library after 4:00 pm, unless their child is participating in a school-sponsored activity. Students are to be in the Library only if they are involved in quiet work, such as homework. Please note that this is not an after-school program; the librarian is present as an academic resource for students. Middle School students must be picked up from the library by 6:30 pm, Monday through Thursday, and 5:00 pm on Fridays.

Attendance and Absences

A clear, positive relationship exists between school attendance and academic achievement. Good attendance, timely arrival at school, and productive work habits are important components of a student's overall preparation in becoming an efficient learner and a responsible individual. Because of the block class schedule as well as the active and participatory nature of Menlo classes, regular attendance is essential. Students are expected to attend all classes, including PE, except in the case of illness, a family obligation, or a religious holiday. Students may not participate in any school-, arts-, or sports-related activity (including practices, games, rehearsals, and performances) on a day they are absent for two or more periods of the school day.

For guidance as to when a student should remain home due to illness, see "Guidelines for Absences due to Illness" in the All School section of this Handbook.

Reporting Tardies or Absences

Students who are late for class should report to the Middle School Office for an "admit slip." If a student is going to miss school for any reason, a parent or guardian needs to notify the Middle School Office by phone 650.330.2001 ext. 2400, or email msattendance@menloschool.org—students may not excuse their own absences. Unreported absences as well as missing school for reasons such as outings with classmates, extended vacations, staying home to do homework, or oversleeping, may be deemed unexcused absences. If a student needs to leave campus during the school day, a parent or guardian must let the Middle School Office know in advance.

Middle School Academics

Grade-Level Teams

The teachers and advocates for each grade are organized into grade-level teams led by a Team Lead. Grade-level teams monitor the progress of every student in the grade and work together to integrate and coordinate all areas of the curriculum and grade level activities.

Department Chairs

The primary responsibilities of the department chairs involve working with the Middle School Director to lead and nurture department members and develop the department's curriculum. Inherent in the role are responsibilities for planning, program alignment and evaluation, personnel management and evaluation, and financial and resource management. Should you have a question about the curriculum, the department chair is the place to start.

Team Leads

Team Leads are in charge of grade-level team meetings and serve as the contact person for all grade-level events, programs, and field trips. The Team Lead can answer all questions about what is happening in the grade as it relates to grade-specific initiatives or projects, the advocacy program (the advocate should be the first point of contact for this), the class dynamic, and social and academic patterns.

Grading and Report Cards

Grades, rubrics (an outline of course expectations and grading criteria), and comments reflect each discipline's core competency skills. Report cards are made available on the Veracross portal each trimester for Math, English, Social Sciences, Science, World Language, Computer Science & Design Engineering, Human Skills, Learning Seminar, and semester for 7th and 8th grade Creative Arts electives, with 6th grade Creative Arts reported on the quarter. Parent conferences are scheduled during the beginning of the second trimester, and student-led conferences are scheduled during the end of the third trimester.

Homework Policy

Homework is part of the [Middle School Habits of Learning](#). We believe that homework should be meaningful and help students both to reinforce what they learned throughout the school day and to prepare for the future. Homework may, at times, introduce a concept or allow students to work at different paces. Homework allows students to practice organization and self-management skills and to steadily gain a feeling of self-reliance; it encourages students to reflect and add meaning to what was taught in class. Increases in homework from one grade to the next prepare students for the next grade level. **Because each student's work style varies, homework guidelines are approximate.** Approximate homework times for students in 6-8 grades may vary from 1 hour and 30 minutes to 2 hours and 30 minutes per school night.

Homework will be posted on the class Canvas (course management system) website by 4:00 pm each school day. The faculty strives to be sensitive to added academic and Menlo-related extracurricular demands placed on the students at certain times in the school year because of athletic contests, arts events, or special school activities. In advocacies and in class, teachers discuss time management strategies and organizational skills, and they monitor how students are managing their homework load. **If a student is doing significantly more homework than the suggested time above, they should meet with their classroom teacher, advocate, or learning specialist.** If it continues to be an issue, the parents and students should meet with the teacher.

What can parents do to help?

- Provide regular study times each day with a defined start and stop time.

- Establish a study area away from distractions (social networking sites, cell phones, video games, etc.) but close to a parent, with good light and space.
- Encourage your child to organize materials and sequence tasks before starting their homework. Recognize that some students need to take modest breaks throughout homework time to stay focused.
- Encourage your child to finish homework before watching TV, using social media, or playing video games.
- Encourage your child to communicate with their teachers to clear up any misunderstandings or to troubleshoot problems. **It is best that the student speaks to the teacher before the parent contacts the teacher about homework difficulties. This helps students learn to advocate for themselves.**
- Make sure your child is getting enough sleep every night and is eating a healthy breakfast and dinner.
- Consider displaying a monthly calendar. This can be very helpful for students to see the big picture, noting important project and test dates, athletic games, arts practice, and important family events.

Testing Days and Due Dates

To avoid overloading students, no more than two major tests and/or presentations will fall on one day. Teachers may give quizzes or short papers in addition to scheduled larger assessments.

Math Placement

All sixth grade students take the same comprehensive math course. At the end of sixth grade, math placement for seventh grade will be determined based on student performance over the course of the year. Students and families will be notified towards the end of the third trimester. In seventh grade, students will be placed into either Math 7 or Math 7E, which are both Pre-Algebra courses. Students placed in 7E are those who have demonstrated exceptional maturity in their mathematical reasoning and critical thinking, are able to apply concepts to a broad range of contexts, and have excelled consistently in sixth grade mathematics. Teachers continually assess and monitor a student's placement throughout the year and will move students between classes as warranted to ensure that students are appropriately challenged during the academic year. All eighth graders take Algebra 1 and are placed into either Math 8 or Math 8E.

It is important to note that a student's math placement in middle school is in no way the beginning of a permanent track. Teachers add rigor through application, depth, and investigation, not by introducing new concepts outside the curriculum. Placement in the enriched class is appropriate for some during the middle school years; however, for others, it could actually erode confidence at this critical skill-building time in their lives.

World Language Placement

Upon entering sixth grade, students choose one of five language options offered at Menlo: French, Latin, Mandarin Chinese, Spanish, and Spanish for Spanish Speakers. With the exception of Spanish for Spanish Speakers, Menlo's world language programs are geared toward learners with no or little prior exposure to the language. Students with previous experience in a language should consult the World Language Department before choosing it as their language selection. Middle school world language classes are a three-year commitment. Incoming sixth graders are encouraged to speak with the instructors of the languages they are considering to learn more about the classes. Switching to another language after classes start is generally not possible due to the constraints of our schedule.

The Spanish for Spanish Speakers class is designed for Spanish-speaking learners with native or near-native oral fluency. A typical candidate would be a student whose home language is Spanish or a graduate of a Spanish immersion program. The class is conducted entirely in Spanish. To determine whether a student has the necessary speaking and listening skills to be successful in the class, a speaking assessment is conducted prior to placing a student into the Spanish for Spanish Speakers class. Reading and writing skills, while an emphasis of the class, are not a prerequisite. As with other world language classes, the Spanish for Spanish Speakers class is a three-year commitment.

Promotion

In order to be promoted to the next grade level, all students must demonstrate the Habits of the Heart and Mind, Habits of Learning, and the ability to progress toward proficiency in the core competencies. If a student has had poor attendance, behavioral, social, emotional, medical, or other issues that exceed the School's resources, or if other factors indicate to Menlo School in its discretion that admission to the Upper School would not be appropriate, the student may not be offered enrollment in the ninth grade. Disciplinary incidents are addressed through the School's discipline system as outlined in this School Handbook and may result in a student leaving the school before the end of the school year or before promotion to the next grade level.

Although eighth graders do not need to apply to the Upper School, all students are reviewed for promotion by a committee of Middle School and Upper School administrators.

Academic Integrity and Expectations

Academic integrity is essential to every healthy academic institution. All students are expected to honor this value by acting honestly in every aspect of their academic lives. Violating academic integrity in any manner is contrary to Menlo School's values, Habits of Heart and Mind, and Habits of Learning, and will be grounds for disciplinary action. [Please review the all-school policy and our expectations for academic integrity.](#)

Classroom Preparation

Classroom preparation is an integral part of our Habits of Learning, and we believe that every minute of the school day holds potential for engaging and challenging students in intellectual endeavors. To maximize opportunities for all students to learn, we expect students to be on time and prepared for each class. In addition to completing the homework, they should have the necessary books, laptop, pens, pencils, paper, binders, and any other supplies requested by the teacher to complete the coursework.

Making up Missed Work

When students are absent due to illness, we hope that they will focus their energy on getting well rather than doing homework. If a student is absent for one or two days, the student should check Canvas (Menlo's web-based course management system) and email their teachers for clarification or additional instructions.

Students who are sick have at least an extra class period for each day of absence to make up work. Whether an absence is long or short, students who have been sick are responsible for scheduling extra time with their teachers as needed when they return in order to review any material they missed. If students must miss school because of a family obligation, they are responsible for notifying the School in advance, obtaining any available assignments and test schedules well in advance of the time away from school, presenting the work upon their

return, and scheduling make-up assessments. For extenuating circumstances or extended absences, please coordinate with the health office and advocate to create an individualized plan.

Office Hours and Tutorial

Teachers provide office hours and tutorial sessions during the school day on Days 1, 3, and 5 of the Middle School's rotating block schedule. Students are assigned to an advocacy but may check out to work on group projects and/or see other teachers. Students also have tutorial time on Day 7 while their Advocate conducts individual check-ins. These sessions should be regarded as an ongoing support system for all students to do homework, ask questions, and get extra help, and are intended for all students (not merely those who may be experiencing academic difficulties). Students who feel the need to meet with a teacher for extra help after or before school should schedule an appointment with that teacher in advance. Please note that there is always the possibility that other students will be present who also need help.

Middle School Behavior Expectations

We are committed to promoting the values of trust, honesty, and respect for people and property, appreciation of differences, and commitment to the community. Students are seen as the foundation of the Menlo community; we value their diversity of talents, interests, ideas, behaviors, backgrounds, and cultures. It is our expectation that all members of the community will take part in creating and maintaining a positive school climate that promotes inclusion and belonging. It is also our expectation that all members of the community will avoid or minimize behavior that is disruptive to any aspect of the learning environment or that invades the rights of others.

While we know that the middle school years are a time when students are experimenting with different behaviors and that students may make mistakes in this time of rapid growth and change, students are expected to behave in accordance with the School's values at all times, upholding the Habits of Heart and Mind and Habits of Learning. A demonstrated understanding of these values is one of the foremost criteria for admission. Once at Menlo, students are expected to be honest and trustworthy and to demonstrate respect toward all members of the community. Students should avoid behavior that compromises these values, threatens the safety of any member of the Menlo community, or detracts from the educational environment. Both on and off the campus, as well as online and on social media, Menlo School students are expected to conduct themselves in a manner that brings credit to themselves and the entire Menlo community.

Disciplinary Process

Our goal is to provide Middle School students support for personal growth and a clear understanding of our community values and behavioral expectations, as well as education when not meeting the expectations or embodying these values. We believe that when students understand the community's expectations and receive support for appropriate behavior, disciplinary situations become rare. If a student disregards Menlo's values, the violation will typically be addressed through a disciplinary process. Violations of community values include but are not limited to dishonesty, theft, cheating, plagiarism, threatening or inflicting harm on a person verbally or physically, bullying—either in person or online—abuse or destruction of property, invasion of privacy or similar acts, which may cause embarrassment to others, sexual or any other form of harassment, use of racist, homophobic, or sexist language, and the use or possession of nicotine and tobacco products (including vaping

devices), alcohol, drugs, or any type of weapon. Any other behavior that compromises School values, disrupts the learning environment, violates the rights or threatens the safety of any member of the community may also be deemed a violation.

Violations will be brought to the attention of the Assistant Director, who will conduct an investigation, formulate a course of action, and, in serious cases, involve the Director and/or the Head of School. Consequences for violations of school values are determined within the sole discretion of the School and may range from writing a reflection essay to expulsion. In especially egregious situations, the Director, Assistant Director, or Head of School may act immediately to suspend or expel the student. Students who repeatedly violate the School's behavioral standards in less egregious ways or do not demonstrate an appropriate effort to correct their unacceptable behavior may also lose the privilege of attending Menlo either permanently or for the following school year. A pattern of less serious disciplinary issues may also lead to the loss of this privilege. Should a student be denied promotion to the next grade for disciplinary or any other reason, the School will endeavor to alert parents of this decision in a timely manner so that alternative school plans can be made; however, this may not be possible in all instances.

Because the School's goal is to provide opportunities to learn and practice acceptable behavior, in most situations, the Assistant Director will provide the student with a chance to reflect on and practice alternative behaviors. In some instances, however, the School may consider expulsion or decide to not allow a student to attend Menlo the following year. When the School believes that such an outcome is possible, it will inform parents of the reasons for possible action and provide an opportunity to discuss the issues involved with School personnel before any final decision is made. We view discipline as a cooperative effort between parents and the School, and we expect parents to be supportive of School values. When the School and parents work together, any disciplinary situation can be an invaluable opportunity for learning and growth.

Cell Phones and Personal Electronics

To minimize classroom distractions and protect students' belongings, all personal electronic devices (cell phones, portable gaming devices, etc.) must remain at home or be kept in a locked locker during the school day. When students arrive at Menlo's campus, these devices must be stored in locked lockers. Cell phones may be used on campus after school hours. **Parents should not text or call their child during school hours.** If you have an urgent message for your child, please contact the office. The office phone is also available to students during the school day. If there is misuse, the device will be confiscated and returned to the student at the end of the day. Smart watches and other similar devices will also be confiscated if used like a cell phone. If there is repeated misuse on any device, the parents of the students will be notified and further consequences will be determined by the Assistant Director according to the Acceptable Use Policy signed by the students and parents at the beginning of each school year.

Closed Campus

In order to maintain an environment appropriate for Middle School students, the Middle School has a closed campus. In other words, students may not leave the Menlo grounds during school hours unless they have written permission from their parents or are accompanied by a faculty member or parent. This written permission should be sent to the Middle School office before the student arrives at school. While on campus, students enjoy freedom along with certain responsibilities. They may walk to shared parts of the campus for lunch, sports or library work, but should return to the Middle School in a timely fashion. Middle School students are not permitted to visit Menlo College.

Dress Code

Students should dress for school in a manner that allows them to participate fully, safely, and comfortably in school activities. Students are expected to set an appropriate example for their peers. Specifically, students must wear clothes that cover their underwear (no boxer shorts or bra straps showing) and are not transparent and must wear shoes at all times. Students may not wear offensive or inappropriate t-shirts or outfits that are excessively bare, such as tube tops, low-cut tops, bare midriffs, or skimpy shorts or skirts. Additionally, hats, hoods, or baseball caps should not be worn inside the classroom or during assembly. Expectations of field trip attire may differ depending on the location. Teachers will talk to students about appropriate dress before each trip.

Parents should address Menlo's dress code with their children at home before coming to school in the morning and also while shopping for school clothes. Teachers or advocates will address students who are not suitably dressed for school, and parents will be contacted if a pattern develops. As we view discipline as a cooperative effort between parents and the School, we expect parents to be supportive of School values.

Food, Drink, and Gum

To maintain an environment that is clean, inclusive, and conducive to learning, we ask that students refrain from bringing food and drinks into classrooms (water bottles are encouraged) unless there are special events specified by the teachers. Chewing gum and glass containers are not permitted on the Middle School campus. Students bear responsibility for maintaining a pleasant school community and therefore should clean up after consuming food or drinks on campus.

Middle School Technology Program

Bring Your Own Device: Device Care and Acceptable Use

All Middle School students are required to bring an Apple laptop with them to school each day, charged and ready to use. Because the laptop is the student's personal device, they may install any apps, music, or videos that parents or guardians allow, but students are expected to use their device ONLY for schoolwork during school hours. It is the student's responsibility to make sure that any textbooks and applications required by their teachers are available on their device. Instructions for accessing and installing required programs will be provided at the beginning of sixth grade, and tech help is available by email through techticket@menloschool.org or in person at the Tech Center. More information can be found at <https://www.menloschool.org/technology>.

Care and Repair

Students must take care of their devices and bring them to school fully charged every day. The device should be clearly labeled with the student's first name, last name, and grade. It should be kept in a case for protection, and students should avoid carrying it in a backpack in such a way that objects press against the screen, even through the case. It is the student's responsibility to charge their device overnight so that they have access to it in each class throughout the day. Teachers will not always have chargers/outlets available to students during the school day. If a student's device is damaged or lost, the

student will need to replace it as soon as possible as it is required for classes. The library may be able to issue a temporary loaner until the student's device is replaced.

Behavior and Acceptable Uses

The laptop is to be used for school purposes while on Menlo's campus. The device and any apps/websites are used only with permission from the teacher. While in class, the device stays on the tabletop, and the teacher may inspect a student's device at any time. Outside of class while on Menlo's campus, the device may be accessed by any administrator or teacher. Students must have the teacher's permission before recording or taking photos. Games, videos, and music are not allowed to be played during school hours unless assigned by a teacher. Students are cautioned not to leave a laptop unattended outside or in a classroom, the quad, dining hall, library, sports center, or athletic fields. Locking it in a locker will safeguard it when not in use. Devices are not allowed to be out during passing periods or lunch recess. Students not in compliance with this expectation will be reminded of the Acceptable Use Policy they signed, the device may be held in the office, and if the behavior continues repeatedly, the student may be subject to disciplinary action.

Student Google Accounts

Each student is assigned a Menlo School Google account that will act as the primary communication between the School and the student. Students are strongly encouraged to check their School email account daily. See the All School section for policies regarding email and computer use.

As with lockers and other facilities, the School reserves the right to access student Google accounts at any time for any reason. The Google Account is for school-related purposes only and may not be used for personal-oriented accounts or social networking sites such as TikTok, Twitter, Instagram, or Snapchat.

Each student should take reasonable steps to safeguard their account and should report any inappropriate or unauthorized use of their account to the School. Each account may only be used by the individual to whom the account is assigned and users may not authorize anyone, including family members, to use their account for any reason.

All school-related use of laptops is subject to the terms of the Computer and Network Use Agreement contained in this Menlo School Student and Parent Handbook.

Middle School General Policies and Information

Communication with Teachers

Parents may contact teachers by telephone (see website directory for teachers' extensions) or by email. Each of the teachers' email addresses is structured by first name, followed by a period, followed by the last name, and then followed by @menloschool.org (e.g., Jane Smith's email would be jane.smith@menloschool.org). Please note that teachers may not respond immediately to phone or email messages as they may be teaching class or in a meeting, but do expect a response by the end of the next working day.

Health Services

Health and medical services are provided by the Health Services Coordinator/School Nurses. Students who feel ill or need medical attention should inform their teacher and then proceed to the Health Office. The Health Office is located in room 501 on the Middle School campus and can be reached by phone at 650.330.2001 ext. 2530 or by email at nurse@menloschool.org. For further information, please refer to Health Services and Medicine in the All School section of this Handbook.

Parent Drivers for Field Trips and Sporting Events

It is inevitable that parents may drive students other than their own children in their personal vehicles. For the protection of our students, we ask that all parents who expect to drive Menlo students (other than their own children) provide Menlo's Transportation Manager (ext. 2562) with a copy of a valid driver's license and proof of insurance coverage. All drivers (teachers, administrators, and parents) who drive students are subject to a DMV record check and clearance by the Transportation Manager.

Parent Parking

During the school day, Middle School parents may park in the Valparaiso lot where several spaces are reserved for visitors. It is very important to keep the handicapped parking open for those who need it, and tickets will be given to violators. Parents also need to avoid stopping/parking in the "School Buses Only" section of the Loop in front of the Middle School and always keep fire lanes clear. For athletic events, parents may use these parking areas and walk to the fields or park in the Cartan Field Lot on Alejandra Ave. The parking by Wunderlich Field is reserved for Menlo College only. **Parents may not park in the Middle School parking lot or use it as a drop-off or pick-up location for their children.**

Parents Away From Home

Parents are asked to notify the Middle School Office and the student's advocate when they plan to be away from home and their child is in the care of another adult. In the event the School learns that a student is not being properly cared for and supervised by a responsible adult when parents are away, the School is obligated to and will report the matter to Child Protective Services.

School-Day Appointments

Parents are asked to make every effort to schedule medical and other appointments after school (3:20 pm and later). When possible, Rotation Day 1, with its earlier dismissal, is an ideal day for appointments. When that is not possible, a parent or guardian should email or call the Middle School Office at the start of the school day. Before leaving campus, the student should check out with the Middle School Office and check back in upon returning to campus. Please note: Only a parent or guardian can give permission for a student to be excused from classes.

Student Drop-Off and Pick-Up

Students must be safely dropped off in the morning and picked up in the afternoon. Parents should be sure to use the Loop for morning drop-off and to pull all the way forward to the curb before children disembark. Do not stop the flow of traffic on the loop during this busy time to drop off your eager child and do not use the Middle School parking lot for drop-off. Although the traffic on the Loop may be heavy and the Middle School lot a tempting

shortcut, it is much too small for a car to safely navigate the drop-off and U-turn. In the afternoon, students may be picked up on the Loop at 3:20 pm using the same parking guidelines. To avoid the peak times, students can be dropped off between 8:00-8:30 am and picked up between 3:25-3:35 pm.

Tardiness

The campus opens at 8:00 am and instruction begins at 8:35 am. Students should arrive at school with enough time to go to their lockers, gather the materials they need for class, and settle into their seats so they are ready to learn when the bell rings. Therefore, students should arrive at school between 8:10 and 8:25 am. Students who arrive after 8:35 am will be marked tardy. After 8:35, students must report to the office to obtain a pass before going to class.

Since most Middle School students are dependent on others for transportation to school, we ask parents to ensure the prompt arrival of their children each day. Some tardies are unavoidable, and in those cases, students are issued an “excused tardy” slip when they arrive. Examples of excused tardies include a family emergency, illness, and stalled traffic. We do not excuse tardies for students who oversleep, stay home to finish homework, or are simply late without a legitimate reason. This includes students who carpool with older siblings. If you know your child will be tardy for school, please contact the Middle School Office for attendance purposes.

Students who are tardy miss valuable instruction and disrupt class. Advocates will contact parents of students who are habitually tardy. If there is no improvement, students may be referred to the Middle School Assistant Director.

Telephone Use

Students may use the Middle School office phone during school hours but must ask permission first. There is also a telephone available in the Library. Daily plans should be made before coming to school so that the need to use the phone is limited. Please do not expect your child to call home each day to be picked up from school in the afternoon. **Cell phones, if brought to campus at all, should not be used during school hours. Students must turn any phones off and keep them in their locked lockers.**

zipNotes

Keep an eye out for zipNotes, emailed to parents and published online weekly, to keep the Middle School community informed. It includes up-to-date calendar items, information about sports events, field trip information, MSPA news, announcements, invitations, and requests. You will find zipNotes online at the Menlo School website at www.menloschool.org.

Middle School Student Support and Activities

Advocacy Program

The Middle School Advocacy Program provides the opportunity for a small group of students to build a close relationship with a caring adult on campus. Team-building activities, service learning days, spirit activities, mindfulness and wellness activities, character and ethics discussions, and academic problem-solving play an important part in creating vital connections. The advocate’s role is to provide support, promote constructive communication with peers and adults, counsel students on academic progress, promote efficient calendar

planning, and provide opportunities for social development within a structured environment. Advocacy groups meet two days during each seven-day rotation so students can receive the guidance, attention, and support they require. Parents are encouraged to call or email the advocate with any concerns relating to their child. If the concern is confined to an issue within a single subject area, then the classroom teacher of that subject should be contacted first and copy the advocate. There is a faculty Advocacy Coordinator for each grade level.

Clubs and Other Activities

Clubs and activities exist to provide students with opportunities to connect with others as well as to develop their talents and interests and explore new ones. A wide variety of clubs are offered each semester, such as Student Council, chorus, orchestra, yearbook, and robotics, among others. Students have a choice of drop-in and commitment clubs, and may participate in any club that interests them. Clubs meet once out of each seven-day rotation during the school day. There are also several clubs that meet after school.

Counseling

The Middle School is staffed by a school counselor to provide social-emotional support to all students. Counseling services include crisis intervention, individual counseling, parent education and consultation, and referrals. The school counselor designs and teaches the Human Skills course, a comprehensive wellness curriculum that students take in all three years of Middle School. Topics vary by grade and include stress management, resilience, self-care, healthy relationships, effective leadership, and sexual health. The Middle School Counselor, along with grade-level team leads and Learning Specialist, also plans grade-level parent education nights. For more detailed information, see Student Support Services in the All School section. Please note that school counselors maintain confidentiality with students unless the counselor believes the student may harm themselves or others, or is being harmed by someone else.

Academic Support

The mission of the Middle School Academic Support Office is to empower middle school students to achieve academic success in partnership with teachers and families. The Learning Specialist provides a toolkit of learning strategies based on the strengths and challenges of students. Services range from consultations with parents, teachers, and students, one-on-one meetings with students and parents, and team teaching in the classroom. In the Learning Seminar class, the Learning Specialist teaches metacognition of learning and guides student practice. In partnership with the Counselor, the Learning Specialist facilitates parent education workshops to equip families with language and techniques to help solidify learning at home. The Learning Specialist also works with teachers, the Counselor, and parents to design student support plans for students with diagnosed learning differences, evaluate the need for educational testing, and helps to identify resources outside the Menlo community to address the learning needs of each student that Menlo is not in a position to address. Ultimately the program works to develop self-awareness, self-determination, self-advocacy, and reflection skills consistent with the individual strengths of students to ensure lifelong learning.

Service Learning

Students participate in a range of community service learning projects both on and off campus. The goal of this program is to educate students about the needs in their community and their roles as community members to affect positive change. 6th, 7th, and 8th grade Middle School Service Learning Coordinators plan each year with local agencies that provide services to those in need. Each grade level has a theme for its service and aims to

make it a part of the academic curriculum. In addition, the School organizes fundraisers as well as food, school supply, and toy drives and invites guest speakers to assemblies.

Student Government

The Middle School's Student Council strives to foster an inclusive and vibrant school community by promoting school spirit, empathy, service to our community, a sense of belonging, and fun. Student Council members embody Menlo's Habits of the Heart and Mind and work hard to cultivate a supportive and engaging atmosphere where students can thrive academically, socially, and emotionally. Student Council is composed of two branches, spirit and service, and together are dedicated to building a strong and loving community for everyone.

Upper School

This section focuses on policies, procedures, and guidelines that pertain specifically to the Upper School. Other more general matters are covered in the All School section of this Handbook.

Upper School Honor Code

Upper School students will sign the Upper School Honor Code each fall. It reads: “I have read and understand Menlo’s mission and values. I pledge to uphold them and honor the trust the Menlo community places in me. I will demonstrate kindness, courage, and a commitment to ethical behavior; embody the School’s spirit of mutual respect, intellectual honesty, and academic integrity; and act in ways that positively contribute to our culture of inclusivity, doing my part to ensure every person feels welcomed, seen, valued, heard, and cared for.”

Upper School Academics

Academic Requirements

The following courses must be taken as minimum academic requirements for graduation:

- *Creative Arts* – 4 semesters, including the completion of at least one year of creative arts before the end of sophomore year.
- *English* – 4 years, including both semesters of junior and senior year
- *World Language* – 3rd level, including 2 years minimum taken consecutively in Upper School
- *History* – 3 years, including:
 - Modern World History
 - U.S. History or U.S. History (H)
 - Junior-Year History electives (one elective per semester)
- *Mathematics* – 3 years, including Algebra 2
- *Science* – 3 years, including:
 - Conceptual Physics or Physics 1
 - Chemistry or Honors Chemistry
 - Biology
- *9th Grade Seminar*
- *Physical Education* – 4 credits – Participation for one season in a school sport and the Wellness portion of 9th Grade Seminar Rotation each count for one PE credit. If a student has already fulfilled the Creative Arts requirement, a year of dance can count for two PE credits. PE credits can also be earned by enrolling in a Menlo School wellness program or for pre-approved outside activities Menlo does not offer. Outside activities can earn a maximum of two credits. See the [Athletics Handbook](#) for more details.
- *Community Engagement* – Students must earn 10 community engagement credits each school year and have at least three unique experiences. Credits are earned by students writing reflections on [Fortress](#) after participating in approved types of experiences with and outside of Menlo. Please see the [Community Engagement section](#) of Menlo’s website for more information.
- *MTerm* – Grades 9-11 (Experiential, purpose-centered learning program that runs for two weeks at the end of May. More details at: <https://menloschool.org/mterm>.)
- *Life Beyond Menlo* – Grade 12

Academic Overview

The courses listed above are required. Menlo strongly recommends that students take additional coursework. Menlo's graduation requirements meet or exceed the minimum eligibility requirements for the University of California in all academic categories. While Menlo requires a minimum of four academic core courses each year for four years, students should plan on taking five academic courses for several years in order to meet the graduation requirements. Academic core courses include all the offerings from the English, World Language, History, Math, and Science, and all Computer Science offerings. Additionally, Advanced Topics in Music Theories and Advanced Topics in Art are considered academic core classes.

As the Menlo transcript represents a student's experience on campus (with the exception of GOA courses—see below), courses taken outside of Menlo generally will not appear on the student's transcript and are not included in the computation of Menlo's grade point average (GPA). Transcripts from other institutions will not be attached to the Menlo transcript. When applying to college, transcripts from summer enrichment programs or courses can be sent directly by the student.

Students can remediate a grade of a D or F by retaking the course at Menlo or via an outside summer course. In both instances, prior approval from the Upper School Director is required. For remediated classes, the transcript will show both of the grades: the old grade will have an asterisk next to it to indicate it has been replaced, and only the grade earned in the repeated course will be used in the computation of the GPA. If the student remediates only one semester—and most summer programs are set up to be a semester's length—Menlo will report and calculate in the GPA the higher of the two semester's grades earned at Menlo along with the remediation grade, each earning half a year's credit.

Students may add a new course to their schedule within the first two weeks of the semester. Students may drop a course, without any notation on their transcript, in the first several weeks of the semester (specific times and dates are published electronically and on campus). If a student drops a class after the "drop" date, they will receive a W (withdrawal) on the transcript.

When a student changes a course, the grades earned in the new class determine the end-of-year mark that is recorded on the transcript. We advise against students approaching course selection and the start of the year assuming they might add or drop courses or change levels once classes begin. In fact, we do not allow students to change levels very late in the semester if making such a move will not provide the student ample time to successfully catch up in the new class. In such instances, we require the student to wait until the start of the new semester to change levels. Students should also know that moving courses can be very disruptive to the rest of their schedule and may entail dropping an elective and/or being placed in new sections with new teachers.

Students who drop a yearlong academic class in the second semester lose credit for the first semester's work in addition to receiving a W on their transcript.

If a student withdraws from or is asked to leave Menlo School in the middle of a semester, the student will only receive credit on the transcript for the most recent full semester completed. For example, if a student withdraws in March, that student will receive a semester's worth of credit for all of the classes taken in the first semester. The grades for those classes will be determined by the grade the student received at the end of the first semester.

Menlo will communicate any additional progress that the student has made since then via a letter to the student's new school or program, but we do not grant partial-semester credit.

The ninth grade curriculum consists of required courses along with Math and World Language courses as determined through placement examinations. Sophomores, juniors, and seniors fill out course request forms with their Academic Advisor in the spring. Students may not request a specific teacher or block for a course, but if they are assigned to a teacher they have had previously, the Upper School Director or Registrar will make every effort to put them in a different section with a new teacher. This change is not always possible.

Menlo no longer offers AP courses, but, with the understanding that it will require additional independent preparation, students may elect to take an AP exam in May.

Community Engagement

Community engagement (CE) challenges students to engage with the core component of Menlo's mission to "become ethical, responsible, and engaged members of ever wider communities" and the school value of "commitment to purposes larger than ourselves." There are four areas of focus:

1. getting out of your comfort zone
2. growing social consciousness
3. building empathy
4. daring to lead on issues that matter to you.

These focus areas manifest in a variety of ways at Menlo including projects in academic courses, annual or monthly activities at which students can volunteer such as Community Cooks, math tutoring at a local elementary school, or Special Olympics.

Community engagement is also an overarching focus of the MTerm experiential learning program. Students explore questions from "How can an individual have an impact on a system?" to "What issues do I care about enough to address?" to "What tools are available to make social or environmental changes?" by visiting local organizations making impacts on their communities.

Global Online Academy

Students in grades 10, 11, and 12 are eligible to take classes online via GOA (Global Online Academy) for credit. Our website provides a link to the GOA catalog. GOA classes are full courses, and therefore students who take seven Menlo classes are not permitted to also take a GOA class. These classes are electives, and, as such, cannot replace a core academic class required for graduation from Menlo School. Students are allowed to take only one GOA course per term, including the summer. Grades from GOA classes are included on Menlo's transcript.

When choosing whether or not to drop a GOA course, the family should consider both Menlo's internal drop dates and the GOA drop dates. A student who drops a GOA course before the Menlo drop date will not receive a "W" on their transcript. If that date occurs after the GOA drop date, though, the family, rather than the school, will incur the cost of the class.

GOA courses are considered Menlo School courses for all intents and purposes; as such, students are expected to uphold all behavioral and academic expectations of Menlo School while enrolled in them. If a student struggles to meet those expectations in a GOA course, Menlo's GOA Coordinator and Student Support Team will collaborate to

ensure that the student gets back on track or is recommended to drop the course, just as they would with a core Menlo class. Finally, as GOA courses are online and largely self-directed, students who show recurring patterns of violating academic or behavioral expectations within a GOA course will lose the privilege to take additional GOA courses in the future.

Independent Study

Students may also pursue independent study or become a Teaching Assistant (TA) for a teacher in an existing class. Independent study courses may not be taken in lieu of a core course and do not count toward the minimum of four classes per semester. All independent study courses are taken on a pass/fail basis. Students must be taking 6 or fewer classes per semester in order to pursue an independent study or TAship, as both of these experiences count as a class toward the maximum of 7 classes per semester. These courses may be taken with permission from the Director of the Upper School and must be directed by a member of the Menlo staff. Petitions are available from the Registrar. Students cannot take an AP course via independent study.

Grades

Grades reflect the student's achievement and are based on examinations, classroom discussion, homework, and any other performance standards that the instructor considers relevant.

Year-long classes receive 10 credits; semester-long classes receive 5 credits. Pass/fail grades are awarded in CS1 and the 9th Grade Seminar. Students may also elect to take courses that are not required and are not Honors or Advanced Topics level on a pass/fail basis. Under this option, a passing grade is "C" or higher. These courses do not enter into the calculation of the GPA.

Students' grades are adjusted upward by .5 in Honors or Adv. Topics courses. Menlo does not rank individual students by GPA.

In order to remain in good academic standing, students must maintain a minimum GPA of 2.00 each semester in their academic core courses. Any student who falls below this minimum is placed on academic probation. Without significant improvement in the following semester, the student on academic probation may be asked to leave the School.

Seniors must pass all second-semester courses and clear all Incompletes (INCs) in order to graduate.

Eligibility

Students who have more than one D, any Fs, or below a 2.0 GPA at the end of a marking period may become ineligible for participation in interscholastic sports and major extracurricular activities, including Mock Trial and drama performances. Eligibility can be reinstated at the end of the next marking period or at the discretion of the Upper School Assistant Director.

Incompletes

The grade of INC (Incomplete) may be used if a teacher wishes to extend a student's opportunity to complete assigned work. Any case of an Incomplete status will be clearly communicated to the student, parents, and advocate at the end of each marking period. It is then the student's responsibility to work directly with their

teacher to make up the missing work in a timely manner as determined by the Upper School Director. Seniors are not permitted to graduate without first clearing any Incompletes.

College Entrance Requirements

“D” grades are considered passing at Menlo, and courses in which students receive grades of “D” earn credit toward Menlo’s graduation requirements. However, a “D” will not earn a promotion to the next level in a sequence without special department approval. Students should be aware that “D” grades do not meet the University of California and California State University “a-g” subject requirements for admission to those universities. This is the case even though the student’s overall GPA might be higher than the minimum GPA required to be eligible for admission. For example, both the University of California and CSU systems require applicants to complete four years of high school English with grades of “C-” or higher to be eligible for admission. Thus, any Menlo student earning a semester grade in an Advance English Seminar course below “C-” during junior or senior year will need to make up that subject deficiency in order to be eligible for admission to the UC or CSU systems.

Report Cards

Letter grades are reported mid-semester and at the end of the semester. Mid-semester grades are progress indicators and do not appear on the student’s transcript or affect GPA. Semester grades (for semester-long classes) and yearlong grades (for year-long classes) appear on the permanent transcript. These grades, except INC (Incomplete), are considered final. Report cards are sent home at the end of each mid-semester and semester grading period.

Changing Grades

A teacher may change a student’s grade only if a computational or clerical error produced an incorrect grade. A teacher may not change a grade after re-evaluating a student’s work. Any grade change must be approved by the Upper School Director.

Academic Make-Up Policy

- When students are ill, Menlo expects that they will stay at home and focus on getting well.
- Upon returning from an excused absence, students will be given the opportunity to make up major pieces of work (tests and presentations) without loss of credit.
- Make-up policies for daily work such as homework and quizzes will be determined by the teacher.
- All attendance decisions will be made by the Upper School Assistant Director.
- A student who is consistently absent on test or quiz days or when major work is due will be reported to the Upper School Assistant Director. The Upper School Assistant Director and the teacher will discuss the situation and determine an appropriate course of action. (See the [Semester Absence Policy](#) below for more information about repetitive absences.)

Study Away

Students who are interested in studying away from Menlo for any period of time or taking a year’s leave from Menlo need to get permission from the Upper School Director as well as consult with Menlo’s Director of Admissions and Financial Aid.

Academic and Learning Differences Support Services

Menlo School seeks to help all students reach their full academic potential and to become independent learners. For students who may need some foundational academic help or students with limited diagnosed learning differences, the School provides selective support through one-on-one coaching and the Learning Center. For example, we hold periodic individual and group meetings that address what students can do to help themselves become their own advocates; we help students develop an awareness of their academic strengths, weaknesses, and styles of learning; we refer students to outside tutorial help and to licensed professional evaluators; and we offer appropriate college counseling to ensure that students continue their higher education in a setting commensurate with their individual needs.

Students seeking assistance with learning differences may choose to meet periodically with the Director of Learning Resources to discuss how best to approach their academic program and to review academic issues and progress. Whenever a student seeks to obtain accommodations with respect to standardized tests, appropriate testing and assessment records from a qualified professional must be filed with Menlo School following the documentation guidelines developed by Educational Testing Service's Office of Disability Policy (available through the Director of Learning Resources). At the latest, the comprehensive report and supporting documentation must be submitted to Menlo School by October of sophomore year in order for the student to be eligible to apply for accommodations for standardized tests such as the SAT and ACT.

In order to ensure your child receives the learning accommodations they need, Menlo requests that families submit the following documentation the summer before their first day on campus (or as soon as such documentation becomes available):

- A copy of your child's most recent psycho-educational, psychiatric, or medical evaluation (a summary letter of diagnosis is not an acceptable substitute).
- A copy of your child's most recent accommodations plan (except in cases where Menlo will author the first such plan).

Menlo will use the documentation you provide to partner with your family to compose a Student Success Plan (SSP). Every student—whether your child is new to Menlo or a current student receiving their first diagnosis—must have an SSP in order to receive accommodations.

Menlo recommends families concerned that their child may have a learning difference that impairs their ability to access Menlo's curriculum seek teacher feedback and counseling from Menlo's Learning Center staff, ideally no later than the spring of their child's ninth grade year. The Learning Center will be happy to discuss your concerns and—if appropriate—write an evaluation referral to a trusted provider. Moreover, students who receive financial aid are eligible for testing assistance under the terms of their Menlo financial aid agreement.

Menlo School also seeks to help students with physical disabilities achieve their full academic potential. Assistance in this regard is also arranged through the Director of Learning Resources and School Nurses. Menlo School additionally provides temporary medical accommodations for students who are recovering from various

medical conditions, such as concussions, surgery, or other extended medical absence. Please reach out to nurse@menloschool.org if your student is injured or experiencing a medical complication.

Upper School Behavior Expectations

Students are expected to behave in accordance with the School's values and rules at all times, including when they are on campus, off campus, or interacting online. Any behavior that denigrates or insults another student or detracts in any manner from others' ability and opportunity to learn is not acceptable. The same is true with respect to behavior that intrudes upon or violates the rights of others. Menlo students are expected to conduct themselves in a manner that brings credit to themselves and to the entire Menlo community.

Open/Closed Campus Policy

Ninth graders arriving at the Upper School are encouraged to foster strong relationships with their peers, use Tutorial time wisely, and acclimate to the culture of the School. For that reason, 9th graders are not allowed to leave campus during school hours once they have arrived for the day, unless they have been excused by a family member for an appointment. They are, though, able to leave campus between the end of classes and any extracurricular commitments they have, if needed.

Grades 10, 11, and 12 are granted open campus privileges as long as they continue to attend all their classes and arrive on time to all their academic and extracurricular commitments. If a student is frequently absent from class (without excuse) or tardy to one or more periods as a result of having gone off-campus during the school day, they will be referred to the Upper School Assistant Director, and disciplinary action may be taken or the student's off-campus privileges temporarily or permanently revoked.

Behavior in the Classroom

Menlo prides itself on fostering a culture of kindness, trust, and belonging, built on mutual respect between students and their educators as well as their peers. Students are expected to adhere to the School's values and rules in the classroom and to treat their classmates and teachers with civility and respect. Teachers typically will familiarize students with specific behavioral expectations at the beginning of each course. Most difficulties between teacher and student are resolved privately through discussion. We recognize, however, that on occasion a serious problem may arise. In such a case, the teacher will ordinarily consult with the student's advocate, the Upper School Assistant Director, and parents as appropriate.

Dress Code

Students should be clean, neat, and dressed appropriately for school. Student dress may not depict the following: the use of tobacco or alcohol products, electronic cigarettes or similar devices, the use of illegal or mind-altering substances, drug paraphernalia, an act of violence, any other illegal act, profanity, explicit sexual material, nudity, explicit sexual acts, or racist or sexist language. Students whose dress is determined to be inappropriate by the Upper School Assistant Director will be asked to change clothing. For official School functions, the School will determine the standard of dress.

Prohibited Substance Use

Any student found to be in possession of or to have consumed, sold, or distributed any of the prohibited substances listed below (or any other substance that has like effect) while at school, while traveling to or from school, during school activities, or traveling to or from such events will be referred to the Disciplinary Committee and may be subject to immediate expulsion. This policy applies as well to possession, consumption, sale, or distribution of a prohibited substance at any off-campus location prior to attendance at a school event. In addition, students found to be in the presence of these substances at school, during school activities, prior to, or traveling to or from such events may also be referred to the Disciplinary Committee.

Prohibited substances: alcohol, nicotine, and tobacco products (including e-cigarettes, vaping devices, and any other means of delivering nicotine or similar substances), illicit drugs, hallucinogenic or mind-altering agents, and anabolic steroids.*

*See the Athletic Trainer for information about dietary, nutritional, and performance-enhancing supplements. Menlo Steroid and Performance Enhancing Supplements Policy can be found [here](#).

Expectations of Parents

Menlo considers the [partnership](#) between the School and home to be essential for the success and well-being of students and for the fulfillment of the School's mission. Such a partnership involves parents respecting and upholding the values and policies stated in the Student and Parent Handbook. All School policies are important; perhaps among the most important relates to drugs and alcohol. Parents who knowingly allow minors to use drugs or alcohol in their homes should understand that they are violating California law, Menlo School policies, and, most importantly, creating an unsafe environment. Because this is such a serious issue, in such circumstances, as well as in any other situation where drugs or alcohol are involved, Menlo will take appropriate disciplinary action. This may include the termination of the student and family's affiliation with the School.

Academic Integrity and Expectations

Academic integrity is essential to every academic institution. All students are expected to honor this value by acting honestly in every aspect of their academic lives. [Please review the all-school policy and our expectations for academic integrity.](#)

If a student is suspected of academic dishonesty, the teacher or test proctor will review the incident with the student first. If it is determined that the student engaged in academic dishonesty, the student's parents or guardians will be notified as will the student's advocate. The Upper School Assistant Director will then review the incident and determine an appropriate course of action, which may include a review by the Disciplinary Committee. In certain instances, Menlo School has the discretion to consider whether expulsion is appropriate. In these or any other circumstance when expulsion is possible, the School will afford the student and parents opportunity to respond and to discuss the matter with Menlo administrators before a final decision is made.

Upper School Disciplinary Process

Disciplinary Committee

Menlo seeks to provide students with support for personal growth and with a clear understanding of our community values and behavioral expectations as well as an understanding of the consequences for transgressions. On occasion, students may fall short of Menlo's expectations and values by behaving at School, at a School activity, or in any other setting in a way that compromises School values, threatens the safety or reputation of themselves or another member of the Menlo community, violates the rights of other members of the community, or detracts from the learning environment. For example, the following are considered violations: dishonesty; theft; verbal or physical abuse; bullying; hazing; defamatory statements; sexual or any other form of harassment; substance abuse (including the sharing of prescription drugs); abuse or destruction of property; use of racist or sexist language; academic dishonesty; any act or statement that invades the privacy or violates the rights of another member of the Menlo Community. Behavior taking place in cyberspace is of equal concern and will be treated no differently from behavior taking place in person. The above are only illustrations, and other types of inappropriate behavior may be referred to the Disciplinary Committee.

When a possible infraction has occurred in the Upper School, the Upper School Assistant Director may (but is not required to) convene the Disciplinary Committee. The Disciplinary Committee consists of the Upper School Assistant Director (chair), faculty members, and select student representatives. The Disciplinary Committee often serves as a "sounding board" for the Head of School, the Upper School Director, the Upper School Assistant Director and others as appropriate when general issues of behavior and integrity arise within the community. It also reviews specific instances and makes recommendations when School values and rules may have been violated by a student. A student whose behavior is in question is normally invited to meet and discuss the matter with the Discipline Committee as part of its review, usually accompanied and assisted by their Advocate. The course of action recommended by the Committee is forwarded to the Upper School Director and/or the Head of School for further consideration and possible action after which it is communicated to the student and parents.

A student who has violated School values or rules may be referred to counseling with teachers, their Advocate, one of the School Counselors, and/or the Upper School Assistant Director to provide the student with opportunities to reflect on and learn from the matter. In situations involving more serious violations or repeat offenses, within the School's sole discretion—and with or without consultation with the Disciplinary Committee—discipline can also include restriction of privileges, probation, suspension, or expulsion.

Whenever the School comes to believe that expulsion is a possible outcome of its disciplinary process, it will notify the student involved and their parents of this fact and of the reasons expulsion might take place. The student and parents will have an opportunity to discuss the matter with the appropriate Menlo administrators before any final decision to expel (or not) is made. In some circumstances where the student's continued presence on campus may be disruptive or pose a danger to safety, the School may direct the student to stay at home while the disciplinary process takes place.

The final results of the disciplinary process, whether involving the Disciplinary Committee or not, will be communicated to the student, their parents, and the Advocate(s), and become part of the student's disciplinary file maintained by the Upper School Assistant Director. In addition, the administration reserves the right to share the

results of the disciplinary process with the School community in an effort to help students understand the relationship between the incident and the School's values.

Students who violate the School's major behavioral standards or do not demonstrate an appropriate effort to correct unacceptable behavior may lose the privilege of attending Menlo, either immediately or for the following school year. A pattern of less serious disciplinary issues may also lead to the loss of this privilege. Should a student be denied promotion to the next grade for disciplinary or any other reason, the School will endeavor to alert parents of this decision in a timely manner so that alternative school plans can be made; however, this may not be possible in all instances.

Reporting of Disciplinary Incidents to Colleges and Universities

Because colleges and universities place a high value on personal and academic integrity, applicants and their college counselors are often asked to report disciplinary violations that have involved the student who seeks admission. If requested by a college or university to which a student has applied, Menlo School will report incidents in 9th through 12th grade that resulted in the student being dismissed, suspended, or placed on citizenship probation. Depending on the severity of the case, a student may be permitted to petition to be cleared from citizenship probation before such time as they have to apply to colleges; if a student is put on probation, the School will articulate at that time whether or not the student will be permitted to apply for a change of status in the future, as well as on what timeline and under which conditions. Menlo School will also report voluntary withdrawals when disciplinary action is possible or pending whenever such information is requested by a college or university.

College admission officers generally seek additional information from the School to determine whether a reported violation was an isolated incident or part of a pattern of behavior. Our experience is that it is to a student's advantage to deal with questions relating to disciplinary incidents in an honest, straightforward way; the student is well served by writing directly to the college or university's admissions office to explain the incident. It is also our experience that it is often to the student's advantage to address the matter with college or university admissions personnel even before the School makes its report.

The School reserves the right to inform a student's prospective college or university of any significant change in behavior that required disciplinary action or resulted in departure from the School through the very end of senior year. In fact, most colleges and universities require that the School report such information even after the student has been accepted for admission. This policy (because of the requirements of most colleges and universities) also encompasses behavior that takes place prior to graduation, which does not come to the attention of the School prior to the end of senior year and thus cannot have been the subject of the formal disciplinary process.

Upper School Attendance Information

Students are expected to attend all scheduled classes except in the case of verified illness or when excused by the Student Life Department.

An *unexcused absence* is defined as when a student is absent from school without explanation from a parent or guardian (e.g. cutting classes or not informing the School of an appointment or illness in advance). These

absences are particularly concerning because they may indicate that a student's whereabouts are unaccounted for. An *excused absence* is defined as when a student is absent, but the family has notified the Student Life Department of the reasons why (e.g. college visit, illness, appointment). Both types of absences count towards a student's overall time out of class. While unexcused absences are more severe than excused ones (and may result in immediate referral to the Upper School Assistant Director for disciplinary action), the School will address with students and their families any pattern of chronic absenteeism, regardless of the reason.

Students must attend a minimum of two classes in order to participate in any extracurricular activities on the day of the absence unless special permission is given by the Upper School Assistant Director. In the event of a Friday absence, the student may be ineligible to participate in extracurricular activities on Saturday or Sunday.

Per Semester Absence Policy

Any extended absence from class denies the student a complete understanding of the curriculum. Students who miss six or more days, excused or unexcused, in any class during a semester, will have their status reviewed by the Upper School Assistant Director, and they may lose credit for the class. For legal and safety purposes, Menlo School is required to keep accurate records of student attendance.

On occasion, families may request to excuse a student's absence from one or more classes for personal or mental health-related reasons. Though we will generally accommodate these absences, we do take note of them. We ask that families request them sparingly and, ideally, after consultation with school counselors so as to ensure that the student remains supported and in sync with their classes. If the school identifies a chronic pattern of absences of this nature, the Upper School Assistant Director will reach out to the family with their concern.

Excused Absence – Full Day

Illness

In the event of illness, the student's parents must inform the School by calling the Attendance Line at 650.330.2001 ext. 2300 between 7:30 am and 9:30 am or by emailing the Student Life Office at studentlife@menloschool.org.

Extended Absence

Students who expect to miss two or more days of school due to appointments or family obligations are required to communicate with their teachers at least 48 hours in advance to develop a plan to minimize the effects of missed class time on their learning. The student's parents must inform the School of their student's absence by calling the Attendance Line at 650.330.2001 ext. 2300 or by emailing the Student Life Office at studentlife@menloschool.org.

College Visits

Students are encouraged to visit colleges during school vacations. A total of five days of excused absences for college visits will be granted over the span of a student's junior and senior years. If a visit is scheduled when school is in session, the student is required to communicate with their teachers at least 48 hours in advance to develop a plan to minimize the effects of missed class time on their learning. The student's parents must inform the School by calling the Attendance Line at 650.330.2001 ext. 2300 or by emailing the Student Life Office at studentlife@menloschool.org.

Field Trips

Field trips, athletic contests, and special events approved by the Upper School Assistant Director will not count toward the semester absence policy as defined above. Teachers are informed of the student's absence through an approved roster of the event. Students are responsible for all work missed.

Religious Holidays

Religious holidays do not count toward the semester absence policy. The student's parents must inform the School of their student's absence by calling the Attendance Line at 650.330.2001 ext. 2300 or by emailing the Student Life Office at studentlife@menloschool.org.

Medical/Mental Health Extended Leave

In cases where a student is experiencing a protracted medical or mental health challenge, the School recognizes that an extended excused absence may be necessary and beneficial. Any extended leave must be accompanied by medical confirmation from a doctor or therapist directly treating the student. The length of extended absences will vary and will be determined in conversation with the School Health Office or Counseling Office in conjunction with the Upper School Director or Upper School Assistant Director. An academic plan will be implemented with the assistance of the aforementioned School parties that will be tailored to the specific situation. In some cases, a student may need to repeat a course or academic year if it is determined by the School that a student has missed too many school days in order to earn credit.

Excused Absence – Partial Day

Illness

A student who becomes ill during the school day must alert their classroom teacher and then report to the Health Office located in Room 501 on the Middle School Arrillaga Family Campus. If the School Nurse is unavailable, the student should report to the Student Life Office. Students may not leave campus without signing out with either the School Nurse or the Student Life Office.

**Please see the All School section for Guidelines for Absences due to Illness.*

Appointments

Communication about early dismissal for an appointment must be shared with the Student Life Office by 9:00 am on the date of the request. The excuse must include the type of appointment and date and time of dismissal.

College Representative Visits to Menlo

Each fall, over 100 college admission representatives visit Menlo's College Counseling Office. To assist in planning ahead, the College Counselors provide a calendar, updated weekly, of upcoming visits by representatives. This schedule is available in SCOIR and is posted in the College Counseling Office.

Seniors may meet with visiting college representatives as long as they have advance teacher permission (a minimum of 24 hours) if they are to miss class. Students should also alert the Student Life Office, in advance, to which blocks they will be missing for attendance purposes. They may not miss more than two

sessions of any one class. Juniors may meet with visiting college representatives only during their free periods.

Unexcused Absence

A student who is absent from a class or other School obligation for reasons other than illness, excused absence, or early dismissal will be considered unexcused. This means that no adult has yet explained the absence, which may indicate that a student's whereabouts are unaccounted for. The Student Life Office, therefore, will notify a student and their parents or guardians if they have been recorded as unexcused from any class. The parent or guardian will then have 48 hours to explain the absence, if applicable, by contacting the Student Life Office. If the unexcused absence is not explained by a family member within this 48-hour period, the Assistant Upper School Director and/or the Upper School Office Administrative Assistant may follow up with the student and notify the student's parents and advocate with their concern. Unexcused absences are considered a serious discipline concern and multiple instances of them may result in probation or dismissal from the School.

Tardiness

Students are expected to arrive promptly for class. Each teacher establishes a classroom policy regarding tardiness and communicates the policy to students at the start of each semester. Students who arrive late to school should get a tardy slip at the Upper School Office before going to class. If a student accumulates multiple tardies during a semester, the Student Life Office will inform the student, parents, and other relative stakeholders. If the problem persists, the student will meet with their class dean to develop punctuality strategies. Excessive tardiness will lead to a meeting with the Upper School Dean of Student Life and Culture and/or the Upper School Assistant Director, and further disciplinary action may occur.

Upper School Technology Program

Bring Your Own Device: Device Care and Acceptable Use

All Upper School students are required to bring a laptop with them to school each day, charged and ready to use. Menlo is an Apple-centric school. For students joining the Upper School in Fall of 2025 or later, Apple laptops are required. For those who joined the School prior to August 2025, Windows computers are permitted; however, their compatibility with some classroom technologies and learning applications maybe limited. Because laptops are the students' personal devices, they may install any apps, music, or videos that parents or guardians allow, but students are expected to ensure their devices are always available for school use. It is the student's responsibility to make sure that any textbooks and applications required by their teachers are available and can run error-free on their device. More information can be found at <https://www.menloschool.org/technology>.

Care and Repair

Students must take care of their device and bring it to school fully charged every day. We recommend the device be clearly labeled with the student's first name and last name. It should be kept in a case for protection, and students should avoid carrying it in a backpack in such a way that objects press against the screen, even through the case. It is the student's responsibility to charge their device overnight so that they have access to it in each class throughout the day. Teachers will not always have chargers/outlets available to students during the school day. If a student's device is damaged or lost, the student will need

to replace it as soon as possible as it is required for classes. The Library may be able to issue a temporary loaner until the student's device is replaced.

Behavior and Acceptable Uses

The laptop is to be used for school purposes while on Menlo's campus. The device and any apps/websites are used only with permission from the teacher. While in class, the teacher may inspect a student's device at any time. Students are cautioned not to leave their laptops unattended outside or in a classroom, the quad, dining hall, library, sports center, or athletic fields. Locking them in a locker will help ensure their safety when not in use.

All school-related use of laptops is subject to the terms of the Computer and Network Use Agreement contained in this Menlo School Student and Parent Handbook.

Student Google Accounts

Each student is assigned a Menlo School Google account that will act as the primary communication between the School and the student. Students are strongly encouraged to check their School email account daily. See the All School section for policies regarding email and computer use.

As with lockers and other facilities, the School reserves the right to access student Google accounts at any time for any reason. The Google Account is for school-related purposes only and may not be used for personal-oriented accounts or social networking sites such as TikTok, Twitter, Instagram, or Snapchat.

Each student should take reasonable steps to safeguard their account and should report any inappropriate or unauthorized use of their account to the School. Each account may only be used by the individual to whom the account is assigned and users may not authorize anyone, including family members, to use their account for any reason.

Upper School General Information

Driving Privileges

Driving at Menlo is considered a privilege, not a right. Students are expected to adhere to the following guidelines:

- Due to limited parking on the campus, driving privileges are extended to 11th and 12th grade students only.
- Students must apply for a parking permit through the Student Life Office, and a lottery may be held if more students apply for permits than there are parking spaces in the Upper School lot. Students are expected to display a parking decal on their vehicle at all times. Vehicles without parking decals will not be admitted into the parking lot.
- All student vehicles must be parked in the designated student parking lot. All cars must be parked entirely within a space. Unregistered or illegally parked vehicles will be ticketed and may be towed.
- To enforce handicapped parking laws, the School parking lots are patrolled by the Atherton Police Department (APD). Tickets will be issued and/or towing will be enforced by the APD.

- Cars parked in posted fire lanes or handicapped spaces are also subject to a fine and immediate towing by APD.
- Driving motor vehicles on School walkways is prohibited. Violators are subject to a fine and removal of driving privileges.
- Parking and registration fines are paid at the Student Life Office.
- Unless otherwise posted, the speed limit on campus is 10 mph.

Please also note that, for good cause, Menlo School may request access to a student's vehicle that is parked on campus.

Lockers

Each student is entitled to a book locker and an athletic locker. At the start of the school year, students select a locker in which to keep books and personal belongings. Lockers are selected on a first-come, first-served basis. 9th Graders will be assigned a lock and locker during 9th grade Orientation. Locker numbers must be registered with the Student Life Office. If a lock is lost or broken, replacements may be purchased at the Bookstore.

Athletes may only obtain an athletic locker for the duration of the sports season during which they are actively participating. Numbers for these lockers must be registered with the Athletic Department.

Only school-issued locks may be used on school lockers. Please be aware that the School reserves the right to inspect any student locker at any time and for any reason.

All School

Student Support Services

Counseling

Menlo School employs [four credentialed school counselors](#), three in the Upper School and one in the Middle School. They are available to students who wish to discuss personal issues in a relaxed, private atmosphere. The counselors also coordinate programs relating to overall wellness and social-emotional issues, including:

- Healthy school/life balance
- Media literacy and digital citizenship
- Personal challenges
- Transitions
- Loss
- Overall wellness and developmental social issues

The School Counselors operate in a private and supportive manner. They coordinate programs aimed at increasing student awareness of lifestyle choices such as healthy relationships, social norms and stress reduction, substance education, diversity of thought, management of depression and anxiety, and overall wellness.

The school counselors also sit on various parent education and student support committees aimed at proactive management of issues related to adolescent development. In addition, they teach:

Middle School Human Skills Program

Human Skills is a comprehensive wellness curriculum that students take in all three years of Middle School. During the Human Skills program, students learn skills that aim to develop their personal, social, and emotional competencies. In addition, these classes provide a trusting environment for students to explore the pre-teen and teen experiences. The Human Skills program is created and facilitated by the Middle School Counselor.

Human Skills 6: meets twice per rotation for a trimester. In this course, students explore personal development, emotional intelligence, and relationships with peers. Topics include new friendships, effective communication, self-esteem, bullying, and how to navigate the transition to middle school.

Human Skills 7: meets twice per rotation for a trimester. The course centers on the theme of fostering a healthy student-life balance. Students develop tools to advocate for themselves, build teacher rapport, and further explore their skills and interests. Topics include resilience, self-care, mindfulness, gratitude, healthy habits, and happiness and the brain.

Human Skills 8: meets twice per rotation for a trimester. In this course, students learn about human sexuality. Topics include anatomy and physiology, healthy relationships, sexual health, contraceptive choices, gender/sexual identity, and setting limits.

Upper School Human Behavior and Human Sexuality Curriculum

The Adolescent Human Behavior Course is part of the 9th Grade Seminar and is designed to educate students on internal and external aspects of Menlo life and beyond. The course provides a safe place that supports and educates students in making healthy choices and aids in the development of social consciousness, empathy, and proactive decision-making. The course offers opportunities for students to explore their attitudes on topics ranging from negative peer influences, substance use, sexuality, gender, mental health, social media challenges, and positive social psychology. In a rapidly changing world in which young people face many challenges, the inclusion of these topics within our curriculum is welcomed and embraced by the 9th grade class.

The School's Human Sexuality curriculum, also taught in 9th Grade Seminar, is centered around Teen Talk High School, a 10-hour comprehensive sexuality education course developed by [Health Connected](#). Teen Talk High School complies with [California's Healthy Youth Act](#) and meets the California Health Education Content Standards for "Growth, Development and Sexual Health." Both courses, *Human Behavior* and *Human Sexuality*, serve as a foundation for later 10th, 11th, and 12th grade workshops, presentations, and discussions related to decision making, healthy relationships, consent, sexual health, and substance education during Student Life time.

If you would like to discuss any of the counseling programs or if you have any concern about your child, please reach out to [any of our counselors](#).

Health Services and Medicine

Limited and only basic onsite health and medical services are provided by a licensed registered nurse. Nonprescription medications will be available and administered at the student's request from the Health Office only with written authorization by the parent or guardian when on file. The Health Office is located in Room 501 on the Middle School Arrillaga Family Campus.

Students who feel ill or need medical attention should inform their teacher and then proceed to the Health Office.

Prescription medications can only be dispensed by the School Nurse during the school day at the request of a parent or guardian. For safety, parents are asked to supply prescription medications in the original container, clearly labeled with the child's name and the prescribing physician's instructions. All medications are kept in a locked cabinet. If a student needs an over-the-counter medication that is not generally available on-site to the School Nurse, the medication should be delivered to the School Nurse in its original container for dispensing.

Middle School students are not allowed to carry prescription or non-prescription medication of any kind on their person, in their backpack, or stored in their locker unless the parent or guardian has spoken with and received approval from the School Nurse.

Upper School students who require prescription medication during the day may in most instances self-medicate. We request that an Upper School student not carry more than a one-day supply of prescription or over-the-counter medication while at school.

An Upper School student may not self-medicate if the medication involved is categorized by the government as a controlled substance. In those instances, the medication must be kept in the care of the School Nurse and dispensed to the student in the Health Office.

For the health and safety of every student, it is against School policy for students to share medications with each other. Violation of this policy will be subject to disciplinary action.

Immunization Policy

Menlo School is required by law to follow California statutes and rules concerning immunization. By law, California schools are required to check immunization records for all new student admissions and for students advancing to [7th grade](#) before entry. Parents must furnish a copy of their child's Immunization Record as proof of immunization. In accordance with California law, only medical exemptions issued through [CAIR-ME](#) will be accepted.

Head Injury Policy

Menlo School believes that the student's health and safety are of paramount importance. After a head injury, the student, their parents, the Athletic Trainer (for students in the Upper School), the School Nurse, and other appropriate School personnel will be involved in the process to determine when a student is ready to return to normal athletic and academic activity.

Parents or guardians, as well as students, must sign the concussion information sheet (found within your student's August Schools account) as it pertains to AB 25, passed into law in October 2014, to require school districts to immediately remove an athlete from a school-sponsored athletic activity if they are suspected of sustaining a concussion or head injury. In effect from August 2015, AB 2127 is an addendum to AB 25 and requires a step-wise return-to-play protocol, including clearance after a head injury by a licensed physician trained in the management and care of concussion. The purposes of this statement are to help educate parents, students, and athletes about head injuries, to define the signs and symptoms of a concussion, and to clarify our protocol by which we determine if and when a student or an athlete may return to normal athletic activity.

Concussions can occur with any head injury, as well as in all sports, but are more prevalent in contact sports. Individuals who suffer a concussion may display the following signs and symptoms following such an incident:

- Disorientation
- Confusion
- Dizziness
- Nausea
- Amnesia
- Headaches
- Disrupted hand-eye movements
- Loss of consciousness
- Blurred or double vision
- Increased fatigue, altered sleep patterns

If a student demonstrates any sign or symptom of a concussion after receiving a direct or indirect blow to the head, the School Nurse or Athletic Trainer will contact the parent or guardian, and the student will be removed

from athletic activity until a physician trained in the care and management of head injuries in accordance of AB 2127 clears them.

Additionally, the student will not be allowed to participate in athletic practice or events until they have been determined to be symptom-free by the Athletic Trainer and/or the School Nurse, achieves an acceptable score on the Sway Concussion test (a subjective and objective cognitive and balance evaluation system) and exhibits no further symptoms after a step-wise return-to-play protocol is completed. All students diagnosed with concussions will additionally need physician clearance to return to play.

If a student sustains more than one concussion in a twelve-month period, they will not be allowed to return to participation in sports until evaluated by a neurologist or concussion specialist. If your student is diagnosed with a concussion, contact the School Nurse as soon as possible at nurse@menloschool.org. The School Nurse may initiate temporary academic accommodations appropriate for the student's symptoms. During the period of recovery from concussion, and while receiving temporary academic accommodations, a student may be asked to not attend specific extra-curricular events (according to the discretion of the school).

The process and procedure outlined above are also applicable when a student is injured as a result of an incident that does not involve a Menlo School athletic event or program. A student's parent or guardian should notify the School Nurse and/or, for Upper School students, the Athletic Trainer promptly about any such injury. The School can then assist with observation, testing, and clearance as the student recovers and help ensure that the student is not subjected to unnecessary risk of further harm.

Lost and Found

Middle School: Lost and found items are placed in barrels in the closet outside of Room MS 301 classroom near the Middle School parking lot for clothes, books, and other items that are lost or misplaced. Lost and found items will be given to charity periodically. Parents are strongly encouraged to label their child's clothing and personal items.

Upper School: Students who lose personal property should check with the Student Life Office or with Security for the location of the Lost and Found. Students who find lost property should bring articles to the Student Life Office.

Lunch Etiquette

Lunch is provided each day, at no cost, for all students, faculty, and staff. There are designated lunch times for each division. Students should line up for food politely, treat the staff with respect, take only what food they will eat, clear their own tables, and leave plates and utensils in the appropriate receptacles.

Transportation

Menlo School is committed to transporting students in the safest manner reasonably available. In most cases, students will be transported in yellow school buses or charter buses with SPAB (School Pupil Activity Bus) certified drivers.

Upper School students may not drive themselves to school-sponsored activities without parent permission and prior approval by the Upper School Assistant Director or Athletic Director, and at no time may a student drive another Menlo student to such an activity.

Shuttle to the Train Station

A Menlo School-operated shuttle takes students to and from the Menlo Park train station free of charge every morning and afternoon. The shuttle runs from the train station to Menlo between 7:30 am-8:30 am each morning and 3:20 pm-5:45 pm each afternoon. No advance sign up is necessary. For questions, contact the Transportation Department at 650.330.2001 ext. 2562, or see the School's [website](#).

Menlo School Buses

Yellow school buses, operated by Zum, transport students free of charge from locations around the Peninsula to campus and back in the afternoon. Buses are scheduled to arrive in the morning at 8:20 am and leave in the afternoon at 3:35 pm. Students should arrive at the bus stop five minutes before departure time to keep bus operations running smoothly. Families can get more information about the bus routes, times, and how to sign up with Zum on the School's [website](#).

Traffic Mitigation

Menlo has an agreement with the Town of Atherton to limit traffic coming to campus during peak drop-off and pick-up times, especially between the times of 8:15 and 9:15 am on weekday mornings. Every trip in and out of the Loop counts. The School needs the support of all Menlo families to meet this goal and reduce our environmental impact by walking, biking, carpooling, or riding the train or bus. (See the [Go Menlo](#) webpage for transportation details.)

Parking on Campus

Parking privileges are extended to 11th and 12th grade students only, and all cars parking in designated student lots on campus must display a permit distributed through the School's Student Life Office. For details on student parking, please see "Driving Privileges" above in the Upper School section. Visitors should only park in the designated "Visitor" spaces or park off campus to help mitigate traffic coming to campus, especially during peak hours. Please avoid stopping or parking along the red curb section of the loop, which is reserved for bus parking.

Behavior on School Buses and Other School Transportation

When traveling on a bus or in any other School vehicle, students are expected to behave in accordance with School values and rules. Students should treat their classmates and the driver with civility and respect. Most difficulties between driver and student are resolved privately through discussion. However, if safety is jeopardized by failure to follow directions or rules, disciplinary action and/or suspension of riding privileges will be decided at the discretion of the Upper or Middle School Assistant Directors. Students must wear seatbelts while the bus or other vehicle is in motion. Buses and other vehicles should be kept clean. Bus exits and aisles are to remain clear at all times. No portion of a student's body (hand, arm, head, etc.) may be extended outside the bus at any time. Instructions from the bus or vehicle driver must be followed. Federal law and School policy require all Middle School students crossing a street before or after riding a bus to be escorted by the driver.

Parent/Teacher Drivers

It is inevitable that parents and teachers may drive students other than their own children in their personal vehicles. For the protection of our students, we ask that all parents and teachers who expect to drive Menlo students (other than their own children) provide Menlo's Transportation Coordinator with a copy of a valid driver's license, proof of insurance coverage, and an "authorization to drive students" form. All drivers (teachers, administrators, and parents) who drive students are subject to a DMV record check and clearance by the Menlo School Transportation Coordinator.

All School Policies

Academic Integrity and Expectations

Menlo School is committed to promoting the major values of trust, honesty, respect for people and property, appreciation of diversity, and commitment to the community. We expect students to demonstrate a commitment to ethical behavior; embody the School's spirit of mutual respect, intellectual honesty, and academic integrity; and act in ways that positively contribute to our culture of inclusivity.

Academic integrity is essential to every academic institution. Menlo students are expected to honor this value by acting honestly in every aspect of their academic lives. To this end, students are expected to perform, produce, and submit their own work. Students can improve their understanding of a topic by discussing assignments with parents, tutors, or other students, as well as by appropriate use of a variety of learning and study aids, including Artificial Intelligence (AI). However, substitution of another's work for one's own without proper attribution constitutes plagiarism and is no less an academic offense than cheating on a test. Academic dishonesty not only impedes the intellectual growth of the student, it is also a violation of the School's expectation of academic integrity and will be grounds for disciplinary action.

We embrace the use of generative AI tools in the learning process as part of our mission to prepare students for the world that awaits them; however, these tools can also be abused in ways that bypass key learning objectives and defy our academic integrity expectations. Without specific instruction from a teacher, use of AI shall be treated as the equivalent of assistance from another person. Using AI to substantially complete an assignment and submitting the output as one's own is not allowed. Students should default to acknowledging the use and assistance of AI tools in their work, and when unsure about whether an AI source—or any source for that matter—is a permitted aid for a given assignment, they should check with their teacher.

The following are some examples of academic dishonesty:

- Presenting as one's own an idea or statement taken in full or in part, or even paraphrased, from some other source, whether another person, a technological tool, a published work (including material in electronic form), or another student's work.
- Using unauthorized notes or other aids in a test/assessment; or copying from or being influenced by another student's work (orally or visually) during a test, quiz, etc.; or seeking unauthorized information about a test or quiz to be taken.

- Giving unauthorized aid to another student; allowing another student to copy or use one's test, paper, or homework; telling another student what was on a test that can reasonably be expected will be given to that student at a later time.
- Submitting papers or other work already produced for another course without the approval of both teachers.
- Obtaining help (from a parent, tutor, another teacher, or another student) on tests or any assigned work that exceeds the limits specified by the teacher assigning the work (in effect, plagiarism).
- Stealing, deceptively using, or deliberately destroying or altering library or other educational materials not one's own, including computer programs and laboratory procedures or notebooks. (This might be vandalism, but it is also academic dishonesty.)

The preceding situations are only illustrations. Inappropriate academic behavior may take other forms as well.

If a student is suspected of academic dishonesty, the teacher or test proctor will discuss the incident with the student as well as the student's parent or guardian. Then, the teacher will report the incident to the Middle School or Upper School Assistant Director who will then review the incident with the teacher or proctor. If the Assistant Director believes that the student may have engaged in academic dishonesty, an appropriate course of action will be determined. In the Upper School, this may include a review by the Disciplinary Committee. In certain instances, Menlo School has the discretion to decide and may conclude that immediate expulsion is appropriate.

Data Privacy Policy

Menlo School collects certain personal information about students and parents in order to fulfill our mission or as required by law. We collect only the information that we are required to collect. We do not use or distribute any such information for commercial purposes; nor do we make it available to any third party without express consent obtained in advance. We are committed to safeguarding that information whether it is stored on-site or off-site, in our offices, on our systems, or on those of outside data processing services vendors, regardless of the storage media. We have strong controls on our systems to try to ensure that the information is used only for its intended purposes and we only do business with vendors that have equal or stronger controls and policies to enforce them. Because not all information we collect needs to be seen by the same group of people, we segregate access to information accordingly. Medical information (in accordance with federal and state laws), financial information provided by families applying for need-based aid, and student academic records are examples of information that is carefully and securely handled and segregated. Consistent with our mission, we do disclose certain information to other schools, colleges, and universities, or potential employers, as directed by parents and students eighteen years of age or older. This disclosure is made only in conjunction with an application initiated by the student or, if solicited by the other party, after obtaining a release from the parent or student eighteen years of age or over. We do not provide email addresses or mailing lists to anyone outside the Menlo School community. All email mailing lists that we create are solely for regular School or MSPA- or School-related communications. Any use of email addresses or mailing lists by anyone in the Menlo School community for any purpose other than Menlo School or MSPA-related communications is strictly prohibited.

In contrast to personal information about parents and students, for reasons of safety and security, the School reserves the right to access and inspect a student's locker, Menlo Google account, and tote bag or backpack (while the student is on campus including in a School parking lot) at any time for any reason.

Dispute Resolution

As an educational institution, Menlo School expects that students and their parents will accept and fully respect the exercise of professional judgment by faculty and administrators in academic matters, assessment of student abilities, and application of community standards through disciplinary and similar processes. In any instance (except as to tuition and/or fee collection disputes) where the School's discretion or judgment in such matters is not accepted, the sole and exclusive remedy for the student and/or parent is to submit the dispute for resolution by final and binding arbitration administered by and pursuant to the rules of the American Arbitration Association (AAA) then in effect for commercial disputes. Further details with respect to the arbitration process are provided each year along with the annual Enrollment Agreement. AAA rules can be found at www.adr.org.

Guidelines for Absences Due to Illness

While regular school attendance is necessary for optimal learning, a mere presence at school does not ensure effective learning. A student must feel well in order to maximize the learning experience. In addition, a student who is sick and comes to school may spread the illness to other students and staff. We recommend that a student remain home if any of the following conditions are present:

- Fever. Any student with a fever greater than 100 degrees should stay home. They can return to school after they have been fever-free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin/Advil).
- Diarrhea/Vomiting. A student with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours.
- Conjunctivitis. Following diagnosis of conjunctivitis, the student may return to school 24 hours after the first dose of prescribed medication.
- Rashes. Common infectious diseases with rashes are most contagious in the early stages. A student with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the student's return to school.
- Colds. Consider keeping your student at home if they are experiencing excessive nose blowing and coughing.

A student who has started antibiotics needs to be on the medication for 24 hours before being considered non-contagious and able to return to school. When a student returns to school, they should be able to participate in all school activities including physical education. Remember, it is an extremely long day for a student who is sent to school ill. Not only is it difficult to concentrate and learn if repeatedly coughing or blowing your nose, but it also creates disruption in the classroom and affects the concentration and learning of your student's classmates.

Any student who has a lengthy absence due to illness should work directly with the School Nurse to coordinate missed academic work with the student's teachers.

Religious Holidays

Menlo fully supports students' opportunity to celebrate religious holidays and ceremonies, and our guiding principle is that students should bear no negative academic consequences for observing these occasions. Teachers will understand that students celebrating a religious holiday may not have completed their homework, and will make accommodations to allow students to catch up without academic penalty. If school is in session during the major religious holidays of Rosh Hashanah, Yom Kippur, Eid-al-Fitr, Lunar New Year, or Good Friday, teachers are asked not to give exams on those days or the following day.

Family Vacations

Family vacations should be planned to coincide with official school vacations. Students who miss school for family vacations may lose academic credit, and their absence will become part of their attendance record.

Families may be tempted to extend school vacations an extra day or two. However, the time teachers have available to work with students is limited. When a student misses school because of illness or a family emergency, the faculty will do what it takes to make up the work the student has missed. Missing school for family vacations is quite a different matter. In these cases, faculty members are not responsible for providing make-up work or examinations missed because of an extended school break.

Parents Out of Town

Parents must notify the School when they plan to be away from home or leave a child in the care of another adult. In such instances, the School must know how to reach the parents and must also have the name and number of an adult who can be contacted in case of an emergency. Upper School families should inform the Student Life Office of the emergency contact. Middle School families should notify the Middle School Office with this information.

Reporting of Student Health and Safety Issues

Menlo School is required by law to report to the San Mateo County Health Department circumstances that impact the general health of our student population. This includes instances of infectious and highly contagious diseases, extreme outbreaks of flu, outbreaks of head lice, and so forth.

When students confide in teachers, counselors, advocates, or others employed by the School with respect to a situation of known or suspected abuse or neglect of a student, the School and its employees are similarly required by law to report the matter to San Mateo County Child Protective Services. For the safety and welfare of the child, the School and its personnel are held strictly accountable for making appropriate reports in all such instances.

Inherent and Unavoidable Risks

Menlo is committed to the health and safety of its students and always seeks to exercise full diligence in carrying out and overseeing the wide range of programs in which they are involved both on campus and elsewhere within and outside the US. Yet given the very nature of these activities, some level of risk is inherent and cannot be eliminated no matter how much care the School takes. Many such risks are identified in waiver forms parents are asked to sign, both generally and with respect to specific activities such as athletics and foreign travel. At the same time, it is important for students and their parents to recognize that not all risks can be identified in advance and that some risks are unavoidable. Students and parents must

recognize these realities and should assume their own responsibility accordingly. In other words, if a student and/or their parents are not comfortable with a particular activity and associated uncertainties and risks, they can and should elect to not participate.

To aid such decisions, here are some—but by no means all—inherent and unavoidable risks associated with personal circumstances and particular types of activities:

- *Individual health* – The student and parents usually know best whether they have the physical ability and mental capacity to perform a particular task or participate in a particular activity. Menlo staff and others involved in supervising a program can make such judgments but are not in as good a position as the student and parents to know what the student can and cannot, or should or should not, do.
- *Conduct* – A student, other students, or sometimes even a third party unaffiliated with the School may act recklessly or carelessly. Risk of injury, trauma, or worse could arise as a result. This can happen during supervised activity, during free time before or after supervised events, or when the student is not supervised. The student shares responsibility for their own well-being in many such situations.
- *Classes and Projects* – Some classes involve handling and/or exposure to chemical or biological agents. Great care is taken by the School to avoid problems in these settings, but accidents can happen. Some projects, as for example involving community service, may confront circumstances with which they are not familiar and into contact with individuals who act in unexpected ways. Other projects may involve physical labor and/or using various tools (such as hammers or ladders) that can cause injury.
- *Equipment and Vehicles* – There is always risk of failure or misuse, even with equipment intended to enhance safety such as helmets or seat belts. And when a student uses their own equipment or parents use their own vehicle, even in connection with or to attend a Menlo event, they bear responsibility if something goes awry.
- *Water Activities* – Hazards are manifest when water is involved, whether indoors at a pool or outdoors in a river or other body of water. Often these risks, such as currents and undertow, are not visible. Watercraft can capsize or be involved in a collision. However strong a swimmer a student is, adverse consequences may be unavoidable.
- *Location* – School activities take place in urban areas, the suburbs, in rural settings, and sometimes in the wilderness. Each distinct location presents different inherent risks, as for example crime in urban areas, traffic in the suburbs, exposure to agricultural chemicals in rural settings, and primitive living conditions and lack of access to communication facilities and medical care in the wilderness. Outdoor environments in particular can present additional challenges as well such as altitude, rough terrain, extreme weather, falling trees, flooding, landslides, disease carried by insects or wild animals, poisonous plants, contaminated water, and exposure to open cooking fires or propane stoves.
- *Travel* – Delay for any number of causes is always possible. In addition, there are always chances of mechanical breakdown, interruptions to communication systems, and difficulty overcoming difficult weather conditions and natural disasters such as earth movement or flooding.
- *Foreign Travel* – This frequently raises concerns beyond those associated with travel generally. Civil disruption and terrorist activity are two such possibilities. Exposure to unusual diseases and access to and quality of medical care are others. The U.S. State Department, the U.S. Centers for Disease Control, and similar organizations provide detailed information about

relevant conditions in particular regions and countries that the student and parents may wish to review when considering a program involving foreign travel and related activity.

- *Homestays* – Homestay families are normally selected by third-party organizations through which Menlo off-campus programs are arranged. And, while the School believes these organizations exercise reasonable care in making homestay arrangements, it has no direct involvement. Privacy, hygienic facilities, and security therefore cannot be assured by Menlo.
- *Diet* – While the School accommodates student dietary needs and restrictions on campus, it cannot guarantee the same for off-campus activities and events. Whenever off-campus projects, travel, and stays are involved, each student and their parents should consider this factor in deciding whether to participate.

None of this is meant to discourage students from taking advantage of the full range of learning opportunities that Menlo School offers. Again, the School takes all reasonable steps to keep its students safe. However, as a matter of practical reality, it cannot guarantee that result.

Insurance

Menlo School urges and expects that all families carry medical and possibly other insurance for their children who are students at the School. That insurance is the only insurance on which students and their families can rely with certainty.

Menlo School does carry student accident insurance, but that is an “excess” policy, which may not apply when something happens to a student. This coverage may provide payment for costs (up to \$25,000.00 total lifetime maximum, per covered person, per accident) incurred that are over and above payments made by the primary insurance carried by the parent/guardian of a Menlo student. Further:

1. The claim for benefits under this policy must arise from a Menlo-sponsored activity.
2. The policy may pay only costs that are not reimbursed by the health insurance policy carried by the parent/guardian of the injured student.
3. The policy may only pay a portion of the costs not reimbursed by the health insurance carried by the parent/guardian of the injured student.
4. Reimbursed costs paid under the policy are determined by and at the sole discretion of the insurance carrier. Menlo School has no control or influence over the carrier’s decision. Parents cannot and should not assume that any payment will be made under this policy.
5. A claim for reimbursement under the policy must be made within 59 days of the date the injury occurred, and treatment must commence within 59 days from the date of injury. Claim forms are available from Menlo’s Athletic Trainer.
6. Only costs incurred within 365 days of the accident are eligible for coverage.
7. In maintaining this coverage, Menlo School assumes no liability for medical conditions being treated or for any costs not covered by the primary insurer for the Menlo student.

As set forth in the preceding section, participation in school activities, including but not limited to athletics, involves the risk of injury or worse. Menlo parents and students assume those risks. A student should not participate in an activity if they and/or their parents are not comfortable with it or if the student and family have not obtained adequate insurance coverage on their own.

Anti-Discrimination: A Non-Neutral Commitment to Equity, Equality, and Safety

As an institution, Menlo School holds in high regard the racial, physical, cultural, linguistic, spiritual, and intellectual backgrounds of our diverse student body. We are an anti-discriminatory learning community that values and honors the individual dignity and well-being of all community members, and we will not tolerate discriminatory or disruptive actions toward any group or class of persons on the basis of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. The School is firmly committed to disrupting and working to end discriminatory behaviors on campus, and off campus or online, when they negatively impact the on-campus or School-related experiences of our students.

Discriminatory behaviors include, but are not limited to:

- Discriminatory epithets of any kind
- Cultural appropriation
- Taunting
- Hate speech or action (including but not limited to racism, homophobia, antisemitism, and Islamophobia)
- Religious/spiritual insensitivity
- Identity-related slurs and/or sexist language

The aforementioned behaviors and beliefs are utterly unacceptable at Menlo School and defy our core institutional values and policies. When we learn about incidents of such behavior at school endeavors, we take them seriously. Each instance will be addressed judiciously and thoughtfully through our discipline process as outlined in this Handbook and may involve education opportunities as well as a range of disciplinary consequences (i.e. probation, suspension, or even expulsion), depending on the severity of the behavior. As the School does not want to develop a culture of fear, whereby students are not provided the opportunity to reflect on, learn, and grow from their mistakes, the School reserves the right to make a decision that is aligned with the best interests, collective safety, and emotional health of all students, which includes those impacted, witnesses, and the general student body.

As is stated in our school values, we are committed to fostering a culture of kindness, trust, and belonging. Together, we nurture a culture where all feel welcomed, included, and valued. We collaborate and communicate respectfully and productively and honor diverse backgrounds, identities, and ideas by engaging with curiosity, care, and compassion.

Non-Harassment Policy

The School is committed to providing an atmosphere free of harassment and will not tolerate any form of harassment. The School supports federal and state laws, which prohibit harassment on the basis of race, religion, creed, color, national origin, disability (physical or mental) or medical condition, age, genetic information, sex, sexual orientation, gender identity, gender expression, marital status, military status or any other characteristic protected by state, federal, or local law. This includes but is not limited to situations where submission to such harassment is a term or condition and/or such harassment interferes with academic or work performance or

creates an intimidating, hostile, or offensive environment. This behavior is unacceptable at the School itself or in other School-related settings. All such harassment is prohibited.

The School's anti-harassment policy applies to all persons involved with operations at the School, including but not limited to students, faculty, administrators, or other employees of the School.

Harassing conduct can take many forms and includes, but is not limited to:

- Verbal or written conduct, including profane language, epithets, derogatory comments, slurs, unwanted comments, jokes, flirtations, or propositions
- Visual conduct, including derogatory or sexually suggestive posters, cartoons, drawings, or gestures;
- Physical conduct, such as blocking normal movement, restraining, touching, or otherwise physically interfering with another individual
- Threatening or demanding that an individual submit to certain conduct or perform certain actions or conditioning benefits on such conduct
- Retaliation by any of the means listed above for having reported harassment or discrimination, or having assisted another individual to report harassment or discrimination, may constitute harassment as well

Menlo students are expected to honor and follow both the law and its spirit. Because Menlo has no tolerance for such activities, a single violation may be grounds for expulsion of a student. Other sanctions that a student may suffer for violating this policy include one or more of the following:

- Verbal warning or reprimand
- Referral for a psychological assessment
- Restriction from extracurricular activities
- Suspension

Faculty members and other School employees who violate this policy are subject to discharge. In situations where an individual who violates these policies is not an employee or otherwise directly connected with the School, that person will be dealt with as effectively as possible—for example, by being banned from campus or by being referred to government authorities for investigation and possible prosecution.

Sexual Harassment

Sexual harassment and other related forms of inappropriate behavior can take many forms. It can be blatant and overt, or subtle and indirect. It can occur between individuals of any gender, between peers, or between people in a hierarchical relationship. Determination of what constitutes sexual harassment or related inappropriate behavior depends on specific facts and circumstances of a given situation. However, again, because Menlo has no tolerance for such activities, a single incident may be grounds for expulsion of a student or other disciplinary action.

Sexual harassment may include a wide variety of unwanted, unwelcome, and repeated behaviors, including unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either an explicit or implicit condition;
- Submission to or rejection of the conduct is used as a basis for decisions affecting the harassed individual; or,
- The harassment substantially interferes with an individual's school or work performance or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can include the following types of conduct (whether in person or online):

- Explicitly or implicitly making sexual conduct a term or condition of academic status or progress
- Using sexual conduct, or the rejection of such conduct, as the basis for making academic or other decisions within the School
- "Sexting" or the possession or distribution of pornographic material or material which may be an invasion of personal privacy with respect to the physical appearance of another person (and which may also be a violation of California law)
- Use of epithets, derogatory jokes, innuendo, comments or slurs of a sexual nature, unwanted advances, inappropriate invitations, or remarks having express or implied sexual content
- Non-verbal conduct, such as leering, staring at certain body parts, or making sexually suggestive gestures
- Physical conduct, such as unwanted touching, blocking normal movement, or assault
- Threats or demands to submit to sexual requests as a condition of receiving some benefit in exchange
- Retaliation for reporting or threatening to report harassment, or for participating in an investigation of alleged harassment

Sexual harassment does not need to be motivated by sexual desire in order to constitute a violation of this policy. For example, hostile acts toward an individual because of gender can amount to sexual harassment, irrespective of whether the behavior is motivated by sexual desire.

Reports of sexual harassment made in good faith should be made without fear of reprisal. The School will take appropriate action to address concerns brought forward. The School will undertake a timely, thorough, and objective investigation of the concerns raised, and will take appropriate remedial action. The School will not retaliate against individuals who report concerns in good faith or participate in good faith in an investigation.

Whenever a student believes they have been subjected to sexual or other harassment or discrimination, the matter should be reported immediately by the student or by a parent. Reports can be made to a school counselor, Middle School Assistant Director, the Upper School Director, the Upper School Assistant Director, and/or the Head of School.

If you have questions or concerns about this policy or any aspect of its application, either generally or with regard to a particular situation, please speak with the Middle School Assistant Director, the Upper School Director, the Upper School Assistant Director, or the Head of School.

Bullying, Harassment, Hazing, Teasing, and Similar Disruptive Behavior

Bullying, (non-sexual) harassment, hazing, teasing, and similar actions are forms of aggression that may be physical (hitting or kicking), verbal (name-calling, insults, ridicule, racist comments, or subjecting another person to unwarranted embarrassment), relational (gossip or ostracism), or reactive (taunting that invites retaliation). An

essential principle of our community is mutual respect. Bullying, harassment, hazing, teasing, or any similar behavior, in or out of the classroom, violates Menlo School's values, disrupts the learning environment, interferes with the rights of others or with their opportunities to learn and benefit from being at the School, imposes undue burdens on the maintenance of appropriate discipline, and will not be tolerated.

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

The School considers online behavior that originates off-campus (e.g., from home) to be subject to its policies against harassment, hazing, teasing, and similar disruptive behavior if the action involves circulation to or impact upon any other member of the Menlo community. Students are urged to exercise care in this regard because circulation and impact can often be unintentional given the nature and operation of the internet and social networking sites.

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Social Media and Networking Sites

When using social media and networking sites, as well as personal websites and blogs, all members of the Menlo community must use discretion in posting information and images. Any posting (even if meant to be transitory and limited in distribution such as a Snapchat) (even if meant to be transitory and limited in distribution such as a Snapchat) may be widely circulated within the School community or become public, even without the author's knowledge or consent. Any posting that becomes public can damage in an irreparable way the reputation of the School, faculty members, employees, fellow students, or others. Some types of postings, along with related Internet activity, may also implicate federal and/or state criminal statutes, and obviously should be avoided by members of the Menlo community.

Menlo School strongly encourages all students and their families, as well as faculty members and staff, to carefully review privacy settings on any social media and networking site they use (such as TikTok, Facebook, Instagram, Twitter, Flickr, LinkedIn, or others) and to exercise care and good judgment when posting content on such sites. Faculty and staff are strongly discouraged from using social media and networking sites to communicate with students. All members of the Menlo community are urged to respect the privacy rights of others at all times, and especially when using social media and networking sites.

If Menlo believes that a student, faculty member, or employee's activity on a social media or networking website, blog, or personal website may or does violate School policies, the School may request that such activity cease

immediately. Depending on the nature and severity of the incident, individuals involved also may be subject to disciplinary action.

Menlo School Website Access and Privacy Guidelines

Menlo School's website is located at www.menloschool.org. This site has been developed as a way to keep our families in close and current contact with the daily life of our school, and we hope you will visit it often. Strict guidelines are employed to ensure the safety and security of our students and their families (see below).

1. The following personal information may not be displayed in non-password-protected sections on the website:
 - Home phone numbers
 - Personal address
 - Personal email
2. In photos, Upper School students may be identified by first and last name. Middle School students will be identified by first name and grade level only unless explicit parent permission is provided in advance of any usage.
3. In text and articles, students may be identified by full name within text as long as there is no identifying photograph accompanying the text.
4. For student-submitted articles, Upper School student work may indicate authorship by using the student's first and last name, as long as no photograph of the student accompanies the article. For Middle School work, only the first name and last initial may be used to identify authorship.
5. Adult members of the community (including parents and alumni) may be identified by name in photographs.
6. Menlo reserves the right to disclose personal information where needed to enforce Menlo's rights; protect the rights, property, or safety of others; to support external auditing and similar functions; or when required by law.

If for any reason you do not wish your name and/or photograph or that of your student to appear on our website, please contact the Communications Office at 650.330.2001 ext. 2322, as soon as possible.

Student Google Account and Canvas Learning Management System

In order to fully participate in the learning process at the School, students need access to a computer and an internet connection at home. If this presents a financial hardship, please contact the Financial Aid Office.

All students will be issued a Menlo School Google account and a login for Canvas, our web-based system for teacher/student collaboration. Students must secure their devices with a password that they do not share. The Google account is not restricted to receipt of email from other Menlo School email accounts. While Menlo School uses appropriate spam filters, we cannot guarantee that all unwanted email will be captured in the filter. We strongly encourage parent supervision of email and Internet usage by students when off campus.

Thoughts on Issuing Institutional Statements

In our interconnected world, the impact of strife beyond our campus may affect members of our community in personal and profound ways. When high-profile tragedies or conflicts arise, there is often an expectation that

schools, universities, and other institutions issue statements in response. While it truly saddens us—and we want to be supportive—when anyone experiences harm or hurt for any reason, it’s been our experience that these communications, though well-intended, don’t always bring the comfort or resolution they aim to and may sometimes feel inadequate. During such times, we will channel our expertise and energy toward our highest and best purpose, supporting and nurturing the children in our care and, as always, insist we all treat one another with kindness and compassion. When we communicate during these times, we will focus our correspondence on our work caring for and educating students and how we can best partner with families in this endeavor.

Safety and Emergency Information

Safety and Emergency Information

The health and safety of Menlo students are of paramount concern. Menlo School uses the [Big Five](#) emergency plan adopted by all San Mateo County school districts and law enforcement agencies. Created by San Mateo County's Coalition for Safe Schools and Communities, it provides five immediate action responses in any given emergency: Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

Students are expected to follow all safety directions and guidelines communicated by teachers, coaches, administrators, and security personnel.

Weapons of any kind, including pepper spray or mace, are strictly prohibited on school grounds. If a student or parent becomes aware of a suspicious situation or any possible or actual threat, whatever the nature or source, the matter should be reported immediately to School Security, the Head of School or another administrator, a faculty member, or—if appropriate—directly to the police. Students, in particular, are directed not to personally confront a dangerous person or incident on campus but rather to take all appropriate steps to ensure their own safety.

No motorized vehicles are allowed in either courtyard areas or on the ramps, hallways, or stairs. Students are mandated by law to wear protective helmets and other safety gear while riding on wheeled vehicles to and from school and may not ride the vehicles under covered walkways. Students are not allowed to walk/balance on railings or drop any object from one floor to the next.

Emergency Preparedness

Menlo School mirrors the city, county, and state emergency structure through the SEMS (Standard Emergency Management System). The plans are reviewed regularly by local authorities to ensure that Menlo School policies are in compliance with local, county, and state agencies. An essential part of this plan is to familiarize students and staff with procedures related to all emergency situations through a series of drills and simulations.

Emergency Evacuation and Secure Campus Drills

The School has regularly scheduled fire drills. When the fire alarm signal is heard, everyone is to vacate the buildings quietly and calmly, proceed to the loop, and line up by class. Teachers will check to see that all students are present. Students are not to leave the area until they are instructed to do so. Additionally, we intermittently hold earthquake and secure campus drills in order to familiarize our students with the appropriate procedures for other emergency situations.

Emergency Procedures

Medical/Accident

- **Using a school phone, dial extension 1122** to connect to Security (or call 650.799.4993), who will contact the appropriate personnel. Give your exact location on campus and give a concise account of what happened.
- If Security is unreachable and you must call outside for emergency help from a campus phone, remember to dial 9 first and then dial 911.

- When giving directions to 911, be specific about your location on the campus. Remember to state that Menlo School is located in Atherton and the main entrance is at 50 Valparaiso Avenue. The entrance to the Cartan Athletic Field is 30 Alejandra Avenue, and the entrance to Wunderlich Field is 65 Alejandra Avenue.

Earthquake/Disaster

Students and Staff

After an earthquake or other disaster, all students and faculty should evacuate all buildings. Upper School students should group by graduating class in the designated Upper School assembly point: the grass oval “Loop.” Middle School students should also proceed to the grass oval Loop and line up by class. Faculty members and/or adult leaders will take roll for each class. Students will be expected to remain on the grass Loop and be quiet so that they can hear instructions. If the disaster does not cause serious damage, students will remain at school until the regular dismissal time.

Family Information

If the disaster is severe such that there is damage to buildings, communication systems, and power, students will be evacuated and cared for on-site at Menlo School until a parent or previously designated representative on file with the School comes to pick up the student.

In order to maintain accurate records about the release of each student, please observe the following guidelines:

- **DO NOT TRY TO CALL THE SCHOOL.** If telephone lines are working, they will be needed for emergency communication.
- When it is safe to do so, come to the main entrance to the School, located at 50 Valparaiso Avenue. There will be School personnel posted who will reunite you with your child.
- You or your previously designated representative on file with the School will need a photo ID for your student to be released to you.

As a General Precaution:

- Stay away from bookshelves, windows, and heavy objects that might fall. Identify nearby fire extinguishers.
- Know all possible EXITS from each room. Know the location of the EMERGENCY ASSEMBLY POINT: for all students, the grass oval “Loop.”

During an Earthquake:

- **If inside,** stay inside. Take cover under a desk or table. Do not get in a doorway. Stay away from windows, mirrors, and chimneys. Do not use elevators.
- **If outside,** stay outside. Move to an open space away from buildings, power lines, poles, trees, and plate glass windows.
- If driving, pull to the side and stop, away from overpasses, buildings, and power lines.

After an Earthquake:

- Wear shoes to avoid injuries from broken glass and debris.

- Evacuate the building and go directly to the EMERGENCY ASSEMBLY POINT (Loop).
- Help the injured, elderly, and disabled to evacuate.
- Do not remove the seriously injured unless they are in danger of further injury. Report their location to the Emergency Operations Center.
- Be alert to aftershocks, which may occur from a few minutes to a few hours after the main quake.
- Do not light a match or turn on a light switch.
- Leave the phone lines open for disaster services.

In Case of Fire:

- Leave the room, making sure all persons are out, and close the door behind you (DO NOT LOCK THE DOOR).
- If trapped in a smoke-filled room or space, stay low, crawl to the nearest exit and cover your nose and mouth with a damp cloth.
- Activate the nearest fire alarm box.
- If you are familiar with fire extinguisher usage, control the fire until help arrives.
- If your clothes catch fire, DO NOT RUN. Smother the flames by rolling on the ground.
- Know the location of the EMERGENCY ASSEMBLY POINT, which is the grass oval in front of Stent (the Loop) for all students.

For a full description of the Menlo School Emergency Plan, please contact Menlo's Director of Security.

Appendix – Additional Consents and Agreements

Use of Name and Likeness

In connection with entering the Enrollment Contract, each parent agrees to permit the Student's name and likeness (however captured or recorded whether by photograph, video, or other means, including surroundings on and off campus) to be used in School-related publications, including but not limited to, the yearbook, *Menlo Magazine*, KnightLine, eNotes and zipNotes, website, social media, press releases, and promotional literature and videos. Upper School students in photos will be identified by first and last name. Per the Children's Online Privacy Protection Act (COPPA), Middle School students in photos will be identified by first name and grade level only unless explicit parent permission is provided in advance of any usage. The Menlo Knightbook (Menlo's school directory) will include, for families in both divisions, student photos, student first and last names, student birthday (month/day), student Menlo School email addresses, family addresses, and family phone numbers. Personal and private information about students and their families is confidential and restricted for school purposes only. Any misuse of such information, by a parent or by a student, may result in the Student's immediate dismissal from the School. If for any reason you do not wish your name and/or photograph or that of your student to appear in Menlo's print and online publications, please contact the Communications Office at 650.330.2001 ext. 2322 or communications@menloschool.org, as soon as possible.

Participation in School Activities, Athletics, and Sponsored Trips

In connection with entering the Enrollment Contract, each Parent agrees that the Student may participate in all school activities, including athletics, and any school-sponsored trips away from campus unless the School receives written notice to the contrary. Additional permission documents, including release forms, are provided to each family at various times during the school year, including by electronic means. Each parent agrees that acceptance of this Enrollment Agreement also constitutes consent that the electronic signatures and authorizations provided to the School with respect to any and all such forms are effective and that the School may rely upon them.

Community Health Responsibility Agreement

In connection with entering the Enrollment Contract, each parent agrees to the terms of the Menlo School Community Health Responsibility Agreement set forth immediately below.

Menlo School's mission is to empower students to explore and expand their interests, reach their fullest potential, develop the skills necessary for success in college, and become ethical, responsible, and engaged members of ever wider communities. We ask that all our community members commit to doing their part to behave with the highest level of respect for each other's health and safety in mind. Together, we can create a campus environment that is inclusive, safe, and upholds the highest standards of mutual care and respect.

All those who teach and learn on campus are asked to pledge to:

- Conduct a self-assessment of their health every day before coming to campus.
- Stay home if they don't feel well and/or have any symptoms of illness.
- And, remember hand washing is the most effective way to reduce the spread of infection.

Computer Use Agreement

In connection with entering the Enrollment Contract, each parent agrees to the terms of the Menlo School Computer Use Agreement set forth immediately below and agrees as well to cause a copy of the Computer Use Agreement to be given to her/his student.

Computer and Network Use Agreement

Access to the Menlo School Network ("Network") and to the Internet (via the Network) is available to all computer users ("users"). Menlo School recognizes the educational value of such electronic services and their potential to promote educational excellence by facilitating resource sharing, innovation, and communication.

Menlo requires that all users of these electronic services agree to abide by certain guidelines. In general, inappropriate and illegal interaction with information services is prohibited. Use of the Network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Menlo may revise this Computer and Network Use Agreement at any time and any changes will be effective immediately upon being posted. Any material changes will not be applied retroactively.

Usage

Users must respect the rights of other users. Menlo School provides mechanisms for the protection of private information from examination by others. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system or another person's information are prohibited. Authorized system administrators may access a user's files and track network and internet usage for maintenance or security purposes. System administrators will report suspected unlawful or improper activities to the Director of Technology. The School also reserves the general right at all times to control fully any use or access to its computer equipment, network, and facilities, and although safeguards are in place, there is no guarantee of privacy. Users should not expect that communications or information stored or transmitted using school technology facilities are private, confidential, or secure. Users acknowledge that all files and data created, transmitted, or stored on or through any of Menlo's systems belong to Menlo. Menlo reserves the right to monitor and record the activities. Users must not use Menlo's systems for any commercial purposes.

Abuse of Computing Privileges

Users of Menlo information resources must not access computers, computer software, computer data and information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software data, information, or network in question is owned by the School.

Modification or Removal of Equipment

Users must not attempt to modify or remove computer equipment, software, or peripherals owned by others without proper authorization from the Director of Technology.

Password Protection

A user authorized to use a password, or otherwise protected account, may be subject to both civil and criminal liability if the user discloses the password or otherwise makes the account available to others without permission of the Director of Technology.

Unauthorized Access

Users should not attempt to gain access to files, voice or data communications, or to any portion of the Network that they are not authorized to view and/or use regardless of whether the files are unprotected. An effort to do so—either directly or in conjunction with a third party—may be subject to both civil and criminal liability. Such an act is also likely to result in cancellation of Network privileges and, in the case of a student, disciplinary action. A user should report immediately any breach of Network security to the Director of Technology.

It is equally essential that a user who obtains access inadvertently to files or information stored on the Network that she/he is not authorized to view and/or use report the event immediately and not read, use or distribute the files or information.

Unauthorized or Destructive Programs

Users must not intentionally develop or use programs that disrupt other computer or network users or that access private or restricted information or portions of a system and/or damage software or hardware components of a system. Users must ensure that they do not use programs or utilities that interfere with other users or that modify normally protected or restricted portions of the system or use accounts.

Reporting Problems

Users must report suspected abuse, especially any damage to or problems with their files. Users, when requested, are expected to cooperate with the Director of Technology in any investigation of system abuse.

Copyrights and Licenses

Users must respect copyrights and licenses to software and any other legally protected digital and non-digital information.

Prohibited Use

Use of Menlo computers, accounts, and the Network to purposely send, view, or download fraudulent, harassing, obscene (e.g. pornographic), threatening, or other messages or material that might contribute to the creation of a hostile academic or work environment is prohibited. All computer use must be consistent with Menlo policies generally, as well as consistent with Menlo policies with respect to bullying, harassment, hazing, teasing, and similar behavior.

Consequences of Misuse of Computing Privileges

A user who is found to have purposely or recklessly violated any of these policies will be subject to disciplinary action.

If the School has compelling evidence of misuse of computing resources, and if that evidence points to the computing activities or the computer files of a user, the School shall pursue one or more of the following:

- Provide notification of the investigation to the Middle School Assistant Director or the Upper School Assistant Director.
- Temporarily suspend or restrict the user's computing privileges during the investigation.
- Ask the Director of Technology to inspect the user's files, and/or other computer-accessible storage media on School-owned and operated equipment.
- Refer the matter to the Middle School Assistant Director or the Upper School Assistant Director for possible disciplinary action.

Virtual Meeting & Classroom Recording Policy

Virtual Meeting Recording Policy

Menlo School teachers, Advocates, counselors, administrators, coaches, and teaching assistants may periodically meet virtually with students to discuss a range of educational, social, and developmental topics or provide learning support services through online platforms, such as Zoom or Google Meet. Meetings that occur through online platforms may be recorded for reference purposes. By enrolling your student in Menlo School, you are providing informed consent to record online sessions, as needed.

Classroom Recording Policy

In accordance with California State Law, the use of any electronic listening or recording device or application in any Menlo classroom or learning space without prior consent of the educator is prohibited.