



Menlo School Student & Parent Handbook

2026-2027



Dear Menlo Families,

A strong partnership between home and school is essential in fulfilling our mission. Please read the 2026-2027 Menlo Student-Parent Handbook and acknowledge that you and your student(s) accept and will honor our values 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. Thank you for your support, trust, and collaboration.

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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 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.

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

INITIATIVE

- Completes work with attention to detail
- Practices self-advocacy
- Seeks challenge
- Demonstrates resilience
- Identifies strengths and areas for growth
- Seizes retake and revision opportunities when available
- Exhibits independence and academic integrity

ORGANIZATION

- Follows directions accurately
- Brings materials to class
- Uses planner effectively
- Manages time efficiently
- Completes assignments on time
- Maintains organized physical and digital documents

COLLABORATION

- Works flexibly to build partnerships with all peers
- Listens actively and responds with thoughtfulness
- Contributes new ideas to deepen the work
- Steps up and steps down appropriately in both words and workload
- Disagrees respectfully to expand the thinking
- Resolves conflicts calmly and respectfully
- Models inclusive and gracious communication skills

ENGAGEMENT

- Expresses attention through body language
- Stays focused and on task
- Participates productively
- Asks relevant questions during class
- Contributes positively to classroom culture

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.”

Attendance, Absences, and Schedules

Daily Schedule and School Hours

Middle School 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 campus opens at 8:00 am and instruction begins at 8:35 am. The Middle School is dismissed at 3:20 pm every day except on rotation Day 1s, when it is dismissed at 2:50 pm. The Middle School campus is supervised from 8:00 am to 4:00 pm, and until 3:30 pm on Day 1s. Children should be picked up 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.

Upper School Hours

The Upper School operates on a seven-day rotating [block schedule](#) with four class periods each day, plus lunch and either Tutorial or Student Life time, depending on the day. Classes begin promptly at 8:45 am and are dismissed at 3:00 pm. Many faculty members offer office hours before and after school in addition to during Tutorial, which is held during Student Life time at 10:00 am three days per week.

Library Hours

Menlo's Library is open Monday-Thursday, 7:30 am-7:00 pm, and Friday, 7:30 am-5:00 pm. It is closed on weekends and school holidays and closes at 5:00 pm the evening before a school holiday.

Middle School students should be picked up from the library by 6:30 pm, Monday through Thursday, and 5:00 pm on Fridays. 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.

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 for 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 except in the case of illness, a family obligation, a religious holiday, or being excused for a school-sponsored activity. For guidance as to when a student should remain home due to illness, see "[Guidelines for Absences due to Illness](#)" below.

Students must attend a minimum of two classes in order to participate in any extracurricular activities (including practices, games, rehearsals, and performances) on the day of the absence unless special permission is given by the Middle School Director or 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.

- An **excused absence**, as detailed below, is defined as when a student is absent, but the parent or guardian has notified the School by contacting either the Middle School Office or the Upper School Student Life Office of the reasons why (e.g., college visit, illness, appointment).
- An **unexcused absence**, as detailed below, 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.

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 for disciplinary action), the School will address with students and their families any pattern of chronic absenteeism, regardless of the reason.

Tardiness

Students are expected to arrive promptly for class and 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 class begins.

Students who arrive late to school should get an admit slip at the Middle School Office or Upper School Student Life Office before going to class.

If a student accumulates multiple tardies during a semester, the School will inform the student as well as their parents and/or guardian and Advocate. In Middle School, excessive tardiness is first addressed by the Advocate and may lead to a meeting with the Assistant Director. In Upper School, repeated tardiness may result in a meeting with the Grade-level Dean, Dean of Student Life and Culture, and/or the Assistant Director. Ongoing lateness following such conversations will lead to further disciplinary action.

Since most 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.

Reporting Tardies or Absences

For legal and safety purposes, Menlo School is required to keep accurate records of student attendance. If a student is going to miss school for any reason, a parent or guardian needs to notify the School as follows:

Middle School Office

650.330.2001 ext. 2400

msattendance@menloschool.org

Upper School Student Life Office

650.330.2001 ext. 2300

studentlife@menloschool.org

Students who are late for class will be given an admit slip after checking in with the respective office.

Students may not excuse their own absences. Unreported absences and missing school for reasons such as outings with classmates, extended vacations, staying home to do homework, or oversleeping are considered unexcused absences. If a student in grades six through nine needs to leave campus during the school day, a parent or guardian must let the School know by contacting the appropriate office, as noted above.

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 Middle School or Upper School Assistant Director will reach out to the family with their concern.

Upper School per Semester Absence Policy

Any extended absence from class denies the student a complete understanding of the curriculum. Upper School 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.

Excused Absences – Full or Partial Day

Illness

Parents or guardians must notify the School of a student's illness. If a student feels sick during the day, they should inform their teacher and go to the Health Office (Room 501, on the Middle School Campus). If the nurse is unavailable, they should go to the Middle School Office or the Upper School Student Life Office. Students should not leave campus without checking out. (*Please see the guidelines for [absences due to illness](#) below.*)

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 parent/guardian must inform the School of their student's absence by contacting the division office, as noted above. (*Please see more details regarding [religious holidays](#) below.*)

Appointments

Menlo expects students and parents to schedule medical and other appointments after school. Communication about early dismissal for an appointment must be shared with the appropriate division office by 9:00 am on the date of the request. The excuse must include the type of appointment and the date and time of dismissal. Before leaving campus, the student should check out with the appropriate Middle School or Upper School Student Life Office and check back in upon returning to campus.

** Note for Middle School Families:* Rotation Day 1s, which have an earlier dismissal at 2:50 pm, are an ideal day for planning appointments when possible.

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. As noted above, the student's parent or guardian must inform the School of their student's absence by contacting the division office.

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. This requires medical confirmation from the treating doctor or therapist. The duration will be determined by the School Health and/or Counseling Office and the division 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.

Unexcused Absence

A student absent from class or a school obligation for reasons other than illness, an excused absence, or early dismissal is considered unexcused. This means no adult has accounted for their whereabouts. The Middle or Upper School Office will notify the student and their parents/guardians of any unexcused absence. Parents/guardians have 48 hours to explain the absence by contacting the appropriate division office. If not resolved, the School may follow up with the student and notify parents and their Advocate. Unexcused absences are considered a serious disciplinary concern, and multiple instances of them may result in probation or dismissal from the School.

Guidelines for Absences Due to Illness

Regular attendance is essential for learning, but students must be well to fully engage and maximize the learning experience. Sick students should stay home to recover and prevent spreading illness. Keep your child home if they have:

- **Fever Over 100°F:** Return after 24 hours fever-free without medication.
- **Diarrhea/Vomiting:** Return after 24 hours symptom-free.
- **Conjunctivitis:** Return 24 hours after starting prescribed medication.
- **Rashes:** 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.
- **Colds:** Stay home if symptoms are severe, such as excessive coughing or nose blowing.
- **Antibiotics:** Wait 24 hours after the first dose before returning.

When a student returns to school, they should be able to participate in all school activities, including physical education. Keep in mind, it's a long day for a student who is still sick—not only is it hard to focus when coughing or blowing your nose, but it also disrupts the class and affects others' ability to learn. Coming to school while still contagious can also spread illness to classmates and teachers. Staying home until fully recovered helps keep everyone healthy.

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 observing 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 align with official school breaks. 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 by an extra day or two. While teachers support students who miss school due to illness or emergencies, it is unreasonable to expect that they will provide make-up work or exams for vacation-related absences.

College Visits – For Juniors and Seniors

Students are encouraged to visit colleges during school breaks. During a student's junior and senior years, a total of five days of excused absences for college visits will be granted. If a visit is scheduled when school is in session, the student should 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 Upper School Student Life Office at 650.330.2001 ext. 2300 or by emailing studentlife@menloschool.org.

College Representative Visits at Menlo – For Seniors

Each fall, over 100 college reps visit Menlo's College Counseling Office. A weekly updated schedule is available in SCOIR, and the College Counseling team provides a calendar, updated weekly, to help students plan ahead. Seniors may meet with visiting college representatives as long as they have advance teacher permission (requested at least 24 hours in advance) if they are to miss class. For attendance purposes, students should also alert the Student Life Office in advance and indicate which blocks they will be missing. They may not miss more than two sessions of any one class.

Behavior Expectations and School Policies

Menlo takes pride in fostering a culture of kindness, trust, and belonging, grounded in a commitment to ethical behavior and mutual respect among students, educators, and peers. We expect our students to carry themselves in a way that reflects well on them and the Menlo community, and to honor both the letter and spirit of our shared expectations and any applicable laws.

We recognize that middle and high school are times of exploration and growth, and that students may make mistakes along the way. Still, they are responsible for upholding the School's values in all aspects of school life—on campus, off campus, and online. This means being honest and trustworthy, treating others with respect and kindness, embracing inclusivity, and avoiding behaviors that disrupt learning or infringe upon the rights of others. Students must refrain from behavior that compromises these values, threatens the safety of any member of the Menlo community, or detracts from the educational environment.

Academic Integrity Expectations

Academic integrity is essential to every learning institution. Menlo students are expected to honor this value by acting ethically and honestly in every aspect of their academic lives.

Students are expected to perform, produce, and submit their own work. Discussing assignments with parents, tutors, or classmates, and using learning and study aids, including Artificial Intelligence (AI), can help deepen understanding. 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.

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, technological tool, 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. 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, and the parents will be contacted. In the Upper School, the Assistant Director may opt to convene a review by the Disciplinary Committee. In these or any other circumstances when expulsion is possible, the School will afford the student and parents the opportunity to respond and to discuss the matter with Menlo administrators before a final decision is made.

Academic Integrity and Artificial Intelligence (AI)

We embrace the use of AI tools in the learning process as part of our mission to prepare students for the world that awaits them. That said, 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, the 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 and citing 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.

Our Expectation of Respect, Safety, and Ethical Behavior

As is stated in our values, Menlo School is 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.

Any form of discriminatory, harassing, bullying, hazing, teasing, or similarly disruptive behavior defies our core institutional values and policies, is unacceptable, and will not be tolerated.

Our policy against discriminatory, harassing, bullying, and similarly disruptive behavior applies to all persons involved with operations at the School, including but not limited to students, parents, faculty, administrators, or other employees of the School.

Reports of student behaviors that abridge these expectations will be addressed through Menlo's [discipline process](#) as outlined in this handbook. 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 and/or referred to government authorities.

Because harassing, discriminatory, and bullying behaviors are not tolerated at Menlo School, a single violation may be grounds for expulsion. That said, 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 well-being of all students, which includes those impacted, witnesses, and the general student body. Depending on the seriousness of the conduct, consequences may include educational measures, probation, suspension, or expulsion.

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 Director or Assistant Director, the Upper School Director or Assistant Director, or the Head of School.

Discrimination

As an institution, Menlo School holds in high regard the racial, physical, cultural, linguistic, spiritual, and intellectual backgrounds of our diverse student body and community. We are an anti-discriminatory learning community that values and honors the individual dignity and well-being of all community members. 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 have a materially adverse impact with respect to on-campus or School-related experiences of our students.

Discriminatory conduct, all of which is prohibited at Menlo School, can take many forms and includes, but is not limited to:

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

Harassment

The School is committed to maintaining a harassment-free environment and upholding all applicable federal and state laws. 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 and prohibited at the School itself or in other school-related settings.

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.

Bullying, Hazing, Teasing, and Similar Disruptive Behavior

Bullying, 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). Such behavior, whether in or out of the classroom, violates Menlo School's values, disrupts learning, interferes with the rights of others or with their opportunities to learn and benefit from being at the School, unduly burdens the school discipline process, and will not be tolerated.

Virtual Bullying or Harassing Behavior

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 also considers virtual 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 a material impact upon any other member of the Menlo community. Students are urged to exercise care when engaging online because circulation and impact can often be unintentional, given the nature and operation of the internet and social networking websites and apps.

Examples of online behaviors that may lead to disciplinary action include but are not limited to harassing or hurtful social media posts, ephemeral transmissions, mobile text, group chat, or email or other direct messages; inappropriate cell phone photos and videos; the creation of insulting avatar images; the creation or distribution of fabricated or manipulated images, video, or audio (including but not limited to "deepfakes") intended to insult, harass, impersonate, or deceive others; and the posting of racist or sexist language or imagery or other harmful content to websites or other digital platforms.

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 the specific facts and circumstances of a given situation.

Sexual harassment in any form is unacceptable and will not be tolerated at Menlo School. 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.

Student Reporting of Behaviors that Fail to Meet School Expectations

Menlo School is committed to building a culture where students look out for one another and are empowered to report behavior that goes against our community standards.

Students who believe they have experienced or witnessed harassment, discrimination, bullying, or any other behavior that defies school expectations should report it immediately to a trusted adult on campus.

The School takes all reports seriously. Each complaint will be investigated carefully and addressed thoughtfully through the [discipline process](#) outlined in this Handbook.

We recognize that coming forward takes courage and are committed to supporting and protecting, to the degree that we are able, those who report an incident or participate in an investigation. Specifically, the School prohibits any form of retaliation against someone who, in good faith, reports a concern or takes part in a complaint or investigation, regardless of how the investigation turns out. Retaliatory behavior can lead to disciplinary action or other consequences. It can take many forms, including but not limited to: spreading rumors or making threats—either directly or indirectly—because they reported behavior or were involved in an investigation.

School Reporting of Student Health and Safety Issues

All campus employees are legally required to report to San Mateo County Child Protective Services if we learn about—or reasonably suspect—any abuse or neglect involving a student under 18. This includes situations where a student confides in a teacher, counselor, advocate, or any other school employee. For the safety and well-being of our students, the School and its staff are held strictly accountable for making appropriate reports, and we are committed to handling these matters with care, integrity, and a focus on supporting the student.

Menlo School is similarly 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.

Cell Phones and Personal Electronics

Menlo's philosophy around cell phones is designed to evolve with students as they grow, beginning with a cell phone-free policy during school hours in the Middle School and progressing to a model of more responsible use in the Upper School that balances the need for a focused learning environment with helping students develop healthy choices around technology. We will continue to assess, encourage dialogue, and make adjustments to our approach as needed.

Middle School

To minimize classroom distractions and safeguard students' belongings, all personal electronic devices (cell phones, portable gaming devices, etc.), if brought to campus at all, must be turned off and stored in students' lockers upon arrival until the end of the school day. Cell phones may only be used on campus after school. If there is misuse, the device will be confiscated and returned to the student at the end of the day. Smartwatches 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 Middle School's Acceptable Use Policy, signed by the students and parents at the beginning of each school year. Parents should not text or call their child during school hours. If you have an urgent message for your child, please contact the Middle School Office. The office phone is also available to students during the school day.

Upper School

In the Upper School, to promote learning and engagement, classrooms and advocacies are cell phone-free. Students should stow their phones in designated cubbies before each class, unless the devices are needed for learning exercises. Upper School students have access to their phones during tutorials, breaks, and lunch.

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. Arbitration shall be conducted on a confidential basis, including details of all demands, defenses, discovery, and awards, before a single mutual arbitrator. The arbitrator shall have experience adjudicating matters involving educational institutions, including in particular independent schools. Further details with respect to the arbitration process are provided each year as part of the annual Enrollment Agreement. AAA rules can be found at www.adr.org.

Dress Guidelines

All students should be clean, neat, and dressed appropriately for school in a manner that allows them to participate fully, safely, and comfortably in school activities.

For all students in grades 6-12, attire may not depict 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.

Middle School students must wear clothing that covers underwear (no visible boxer shorts or bra straps) and isn't see-through. Outfits must not be overly revealing—like tube tops, low-cut tops, bare midriffs, or very short shorts or skirts. To help create a respectful learning environment, hats, hoods, and baseball caps must not be worn in Middle School classrooms or assemblies. Shoes are required at all times.

Expectations of attire for school functions and field trips may differ depending on the location. Teachers will talk to students about appropriate dress before each trip.

Parents should discuss Menlo's dress guidelines with their children at home before coming to school in the morning and also while shopping for school clothes. School educators or advocates will address students who are not suitably dressed for school, and those conversations may include a request to change clothing. If a pattern develops, parents will be contacted.

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 account in the School's designated online health platform) 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 clears them, in accordance with California Assembly Bill (AB) 2127.

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 not to attend specific extracurricular 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.

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 not to 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, for example, involving community service, may confront circumstances with which they are not familiar and come 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 a 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 earthquakes 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.

Off-Campus Privileges

For students in grades six through nine, Menlo has a closed campus policy. Students in those grades may not leave Menlo School's grounds during school hours once they have arrived for the day, unless they have written permission from their parents/guardians or are accompanied by a faculty member or parent. Permission must be communicated to the Middle School Office or Upper School Student Life Office before the student arrives at school. Additionally, Middle School students are not permitted to visit Menlo College without supervision.

Students in grades 10, 11, and 12 are granted off-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'll be referred to the Upper School Assistant Director and disciplinary action may follow, including the possibility of losing off-campus privileges, either temporarily or permanently.

As a reminder, the School does not supervise or take responsibility for students who choose to leave campus during school hours for non-school-related off-campus activities or for any resulting consequences.

Prohibited Substance Use

Drugs and underage drinking have no place at Menlo School or any school-sponsored activity, including off-campus events. Students may not use, possess, sell, or distribute alcohol or mind-altering substances on campus, while traveling to or from school, or before attending school events. Prohibited substances include, but are not limited to, alcohol, nicotine, tobacco products (including e-cigarettes and vaping devices), illicit drugs, hallucinogens, mind-altering agents, and anabolic steroids.*

Any student found in violation of this policy—whether by possession, use, sale, or distribution of a prohibited substance—will be subject to Menlo's [disciplinary process](#) and may face immediate expulsion. Students who are present where these substances are being used, sold, or distributed may also face disciplinary action.

*(*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 Regarding Substances

Menlo considers the partnership between the School and home to be essential for the success and well-being of students. This partnership requires that parents and guardians respect and uphold the values and policies stated in this Handbook, including those relating 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. Menlo may take appropriate action, including disciplinary action (e.g. education, probation, suspension, or the termination of the student and family's affiliation with the School), in certain situations, such as when school-sponsored activities or the instructional environment, either on campus or off, could be or have been materially impacted.

Parents and Guardians Out of Town

Because we are a community raising children together, the School asks that parents inform us whenever they will be away, or their child will be in the care of another adult. This helps ensure that a responsible adult is always available should an emergency arise. Upper School families should share this information with the Student Life Office, and Middle School families should notify the Middle School Office. Student safety and well-being are our highest priorities. If the School becomes aware that a student is not being properly cared for or supervised by a responsible adult while parents are away, we are required to—and will—report the situation to Child Protective Services.

Our Approach to Discipline

At Menlo School, we strive to foster a culture where every student feels safe, welcomed, and cared for, and where kindness, integrity, ethical behavior, and belonging are core values. As a school, we recognize that adolescents make mistakes—it's a natural part of growing up. Therefore, the overarching goal of our discipline process is to balance the needs of the individual to learn and grow from their mistakes with the need to honor the core values and standards we hold ourselves to as a community. We aspire for discipline to be a cooperative effort between parents and the School, and we expect parents to be supportive of school values. When we work together, a disciplinary situation can be a valuable opportunity for learning and growth.

At times, students may fall short of Menlo's expectations—on campus, at school events, or elsewhere—by engaging in behavior that violates the [policies above, either directly or indirectly](#), or otherwise compromises safety, disrupts learning, or goes against our School values. Such conduct may result in disciplinary action. This includes online behavior, which is treated with the same seriousness as in-person conduct.

Every misconduct issue we learn about, we take seriously, meeting with the involved students (along with parents if appropriate) and carefully reviewing the circumstances surrounding each situation. Rather than relying on a laundry list of rules with corollary consequences, we handle each case individually. Our process is fair and thoughtful as it considers the context of each incident and provides students reasonable opportunity to know what issues are involved, respond to those concerns, reflect on their actions, understand the impact on themselves and others, repair and restore relationships, and ultimately, learn and grow from their mistakes.

Depending on the severity of the behavior, a student who has violated school values or policies may be referred to a reflective conversation with teachers, their Advocate, one of the School Counselors, and/or the Middle or 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, discipline may also include other educational opportunities, restriction of privileges, probation, suspension, or even 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 accordingly 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 and to respond and to provide additional information 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 will be communicated to the student, their parents, and the student's Advocate(s), and become part of the student's disciplinary file maintained by either the Middle School or Upper School Assistant Director. In addition, school leadership 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 commit serious violations of the School's behavioral expectations or who do not make a meaningful 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.

Middle School Disciplinary Process

In the Middle School, violations will be brought to the attention of the Middle School 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 education opportunities, such as writing a reflection essay, counseling, probation, and even expulsion. In especially egregious situations, the Director, Assistant Director, or Head of School may act immediately to suspend or expel the student.

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 not to 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.

The School reserves the right to share information in the Middle School discipline record with the Upper School Assistant Director as needed.

Upper School Disciplinary Process

In the Upper School, violations will be brought to the attention of the Upper School Assistant Director, who will investigate possible infractions, determine next steps, and involve the Upper School Director and/or Head of School in serious cases. They may also (but are not required to) convene the Disciplinary Committee to consider the incident.

Upper School Discipline Committee

The Discipline Committee, which is chaired by the Upper School Assistant Director, consists of appointed student representatives and faculty members, all of whom have received specific training. The committee keeps strict confidentiality, is not a court with formal procedures or rules of evidence, and serves in an advisory capacity only to make recommendations to the Upper School Director or Head of School. During a typical committee meeting, the student, with the support of their Advocate, has an opportunity to share their response, reflections, and perspectives on the incident and its impact, to provide additional information that they believe is relevant, to discuss what they've learned, and respond to questions. The committee will then deliberate, guided by our values and behavior expectations, and make a recommendation from a range of consequences (e.g., education/learning opportunity, probation, suspension, or even expulsion) depending on the severity of the behavior. The committee does not make formal evidentiary findings. The Head of School will consider the Discipline Committee's recommendation, but isn't bound by it. Possible actions will then be communicated to the student and parents, who will be welcome to respond further to the Head and Upper School Director. Prior to finalizing any disciplinary decision, the Head and Upper School Assistant Director are available to have a conversation with the family about the situation to hear their perspective and update the student and family about the possible disciplinary actions being considered.

Reporting of Upper School Disciplinary Incidents to Colleges and Universities

Because colleges and universities highly value personal and academic integrity, applicants and their college counselors are often asked to report disciplinary violations that have involved the student who seeks admission. In an effort to uphold our institutional commitment to integrity and safeguard the School's reputation, we will report any incidents from 9th through 12th grade that resulted in dismissal, suspension, or citizenship probation, if requested by a college or university to which a student has applied.

Depending on the severity of the case, a student may be allowed to petition for early removal from citizenship probation before college applications are due. If a student is placed on probation, the School will articulate at that time whether the student will be eligible to petition for a change in status, along with the timeline and conditions for doing so. Menlo will also report voluntary withdrawals when disciplinary action was possible or pending at the time of withdrawal, if 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. In our experience, it is to a student's advantage to deal with questions relating to disciplinary incidents in an honest, straightforward way, and students are generally well served by writing directly to the college admissions office to explain the incident, ideally before the School submits its report. Menlo's college counselors can support students with such communications.

The School reserves the right to inform a student's prospective college or university of any significant change in behavior that requires disciplinary action or results in departure from the School through the very end of senior year. In fact, many 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.

Academics

Menlo School offers a wide array of courses that allow students to chart their own paths through the School, and our dynamic educators continually refine the curriculum to keep it relevant, challenging, and engaging, prioritizing student-driven inquiry, interdisciplinary exploration, and the development of resilience, empathy, and critical thinking. More than ever, Menlo is preparing students not just for what comes after high school but to contribute to purposes larger than themselves.

Academic Integrity Reminder

As noted above, [Academic integrity](#) is essential to every academic institution, and Menlo students are expected to honor this value by prioritizing honesty in every aspect of their academic lives.

Communication with Teachers

Parents may contact teachers by telephone or email (see the website directory for teachers' contact information). Please note that teachers may not respond immediately to phone or email messages as they may be teaching class or in a meeting, but you can generally expect a response within 24 hours or the end of the next business day, whichever comes later

Middle School Academics

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

Grades, rubrics (an outline of course expectations and grading criteria), and comments reflect each discipline's core competency skills. Grade reports are made available on the Veracross portal each trimester for Math, English, Social Sciences, Science, World Language, Design Engineering & Computer Science, 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 at the beginning of the second trimester, and student-led conferences are scheduled at 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) platform. 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 exams and/or presentations will fall on one day. Teachers may give quizzes or short papers in addition to scheduled larger assessments.

Approach to Course Placement

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 in the latter part 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 Heritage Learners. With the exception of Spanish for Heritage Learners, 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, and students must remain in the same language through eighth grade.

The Spanish for Heritage Learners class is designed for learners whose primary home language is Spanish. Space permitting, this class is also available to graduates of Spanish immersion programs who wish to continue their Spanish studies. The class is conducted entirely in Spanish and students must possess the listening comprehension skills to understand native-level Spanish. Prior to placing a student into the Spanish for Heritage Learners class, an assessment is conducted to determine if the class is appropriate for the student's linguistic needs and readiness. Reading and writing skills, while an emphasis of the class, are not a prerequisite. As with other world language classes, the Spanish for Heritage Learners 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. While eighth graders do not need to apply to attend the Upper School, enrollment in ninth grade is not guaranteed. If a student has experienced ongoing challenges—such as poor attendance, academic struggles, or behavioral, social, emotional, or medical needs that exceed the School's resources—or if other factors lead Menlo School to determine in its discretion that Upper School enrollment would not be appropriate, the student may not be offered a place in 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.

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 and earphones, 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. When a student has been absent, they 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.

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 help 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 effect 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.

Middle School Physical Education/Athletics Program

Middle School Athletics is built into our PE program and is part of the school day, so all students participate. Across four seasons (quarters) spanning the academic year, students select from a wide range of interscholastic sports teams. PE classes and team practices meet six days out of the seven-day block rotation. Sixth graders have PE during the second-to-last block of the day, and seventh and eighth graders meet during the last block of the day. There are no PE practices/classes on Day 1s. Students should be equipped with appropriate clothing and footwear for their chosen activity on the days they have PE. Interscholastic competitions take place after school hours. Transportation is provided for away games. The Middle School Athletic Director will send sign-up forms to students prior to the start of each season and put reminders in zipNotes. Should your child be injured or unable to participate in PE for any reason, please contact the Middle School Athletic Director as well as the School Nurse.

Upper School Academics

Academic Requirements

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

- *Creative Arts* – 2 years, 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 Physics, 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 that 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: www.menloschool.org/mterm.)
- *Life Beyond Menlo* – Grade 12

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

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 English, World Language, History, Math, and Science offerings as well as all Computer Science courses. Additionally, Advanced Topics in Music Theories, Advanced Topics in Art, and Advanced Topics in Photo are considered academic core classes. Although Menlo no longer offers AP-designated courses, the School continues to host AP exams on campus each May. Students who choose to take these exams should do so with the understanding that independent preparation may be needed.

The ninth grade curriculum consists of required courses in English, History, Physics, 9th Grade Seminar, along with Math and World Language courses as determined through placement examinations, and one elective block. Students have progressively more choice as they advance through the Upper School program. Sophomores, juniors, and seniors request courses 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 Registrar will make every effort to put them in a different section with a new teacher. Please note that such changes are not always possible.

Approach to Course Placement

In determining class placement, whether for incoming ninth graders or students advancing to the next level, we aim to strike the right balance between challenge and support. For ninth grade placement, we consider placement tests and middle school grade reports to determine the best fit. For students progressing through our Upper School, teachers make placement recommendations based on performance history in their courses. Our teaching teams aim to place students so they are appropriately stretched without being overburdened by rigor.

At the start of the school year, we recommend students spend at least two weeks in their courses before raising questions about their placement level. This gives teachers time to fully assess each student's skills and make any necessary adjustments. We appreciate your patience and trust as we work to ensure the best fit for each child.

Adding, Dropping, and Switching Courses

Students may add a new course or switch to a course with available space during the first two weeks of the semester. They may also drop a course without any notation on their transcript if the change is made by the published drop deadline, which occurs at or near the end of the quarter. Specific add/drop dates are shared in eNotes, Student Announcements, and the Student Planner. Dropping a course after the official drop date will result in a "W" (withdrawal) on the student's transcript.

When a student changes courses before the drop deadline, only the grades from the new class count toward the final transcript. We strongly encourage students to make thoughtful choices upfront, rather than assuming they can switch courses or levels after the semester begins. 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. 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.

Grading, Report Cards, and Transcripts

In the Upper School, GPA is cumulative from ninth grade, using all courses with the exception of any pass/fail classes. Menlo reports yearlong grades, with the exception of semester-long electives, where semester grades are reported on the weighted and cumulative transcript. Report cards with letter grades are sent home four times per year: at the midpoint of each semester and at the end of each semester. The mid-semester grade reports also include

personalized teacher comments. For yearlong courses, 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 year-long grades for year-long classes appear on the permanent transcript. These grades, except INC (Incomplete), are considered final.

In calculating GPA, an A is the highest grade a student can earn (4.0), plus and minus grades are weighted (e.g., B+=3.33, B-=2.67), and students receive an extra .5 of credit for each Honors (H) or Advanced Topics (AT) course. Menlo does not rank students by GPA.

To stay in good academic standing, students must maintain a minimum 2.00 GPA each semester in their core academic courses. Those who fall below this minimum are placed on academic probation. If the student is unable to demonstrate the necessary academic progress next semester, we will engage in a thoughtful conversation about next steps, which may include a transition to a learning environment better suited to support the student's needs.

At Menlo, a grade of D is considered passing and earns credit toward graduation. However, students who earn a D must receive department approval to advance to the next course in a sequence. It's also important to note that the University of California and Cal State systems do not consider a D a passing grade for college admissions.

Students can only remediate a grade with approval from the Upper School Director by retaking the course at Menlo or via an approved outside summer course. For remediated classes, the transcript will show both 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 semesters' grades earned at Menlo, along with the remediated grade, each earning half a year's credit.

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 factor into the calculation of the GPA.

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.

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

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.

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.

Making Up Missed Work

- 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.
- 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](#) above for more information about repetitive absences.)

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 seven 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.

Global Online Academy

Students in grades 10, 11, and 12 are eligible to take classes online via GOA ([Global Online Academy](#)) for credit. Students in 9th grade may also be eligible to take GOA classes, but only with prior permission of the Upper School Director and GOA Coordinator. 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.

Study Away

Students considering studying away from Menlo for a semester or full year, or taking a leave of absence, should meet first with the Upper School Director to discuss their plans and then with the Director of Admissions and Financial Aid to review enrollment status and financial obligations. Final written approval is required before committing to any external program.

Families should be aware that studying away from Menlo carries the following financial obligations to maintain the student's enrollment status and ensure a smooth transition back to campus.

- **One Semester Away:** 50% of annual tuition
- **Full Year Away:** 10% of annual tuition

These fees help cover administrative costs, maintain the students' place in their class, and support re-enrollment processes. The Upper School Director will review these financial obligations with families during the approval process to ensure transparency before any final decisions are made.

College Entrance Requirements

While grades of D earn credit toward Menlo's graduation requirements, 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 Advanced 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.

Academic Support

Menlo School is dedicated to helping all students reach their academic potential and grow into independent learners. Our Learning Support program provides a range of supports, including drop-in help with faculty, math and writing centers, personalized study skills coaching, and Student Success Plans for students with diagnosed learning differences. We also guide students with suspected or diagnosed learning differences through the evaluation process and ensure access to appropriate classroom and standardized testing accommodations. When needed, we refer students to trusted tutors or licensed professionals, and we offer college counseling tailored to students' individual learning needs.

To ensure your child receives the support they need, we encourage families to connect with the Director of Learning Resources and view more information on our website at: www.menloschool.org/academics/learning-support/

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.

School Life and Resources

Advocacy Program

Every Menlo School student belongs to an advocacy group of approximately ten to 12 students and one Advocate. Our Advocacy program bridges home and school by providing opportunities for a small group of students to build close relationships with a cohort of peers and a caring, trusted adult on campus. Beyond being the family's primary point of contact, the Advocate helps guide students academically, promotes healthy peer and adult relationships, and creates opportunities for social development in a supportive and structured environment.

Each Advocacy group establishes shared norms, supports one another through both challenges and successes, fosters positive learning experiences, and encourages collaboration. Groups meet regularly during scheduled student life blocks to engage in a developmentally-appropriate curriculum and a variety of activities, including team-building, service learning, spirit events, mindfulness and wellness practices, character and ethics discussions, and academic problem-solving. These shared experiences help students build strong relationships, deepen their sense of belonging, and form meaningful connections within the school community.

The Advocate is typically the family's first point of contact for any concerns relating to their child. If the concern is confined to an issue within a single subject area, contact the classroom teacher first and copy the Advocate.

Middle School Advocacy

Middle School Advocacy groups meet three days during each seven-day rotation, sit together during assemblies, and the advocacy room serves as a home base during Tutorials as well. Middle School students change Advocates and Advocacy groups each year of Middle School.

Upper School Advocacy

Upper School Advocacy groups meet several times per month during the Student Life blocks, and Advocates stay with the same group of students for all four years of high school.

Counseling

Menlo School employs [four full-time credentialed mental health 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. Services include crisis intervention, individual counseling, parent education and consultation, and referrals. They also 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. 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.

The school counselors also sit on various parent education and student support committees aimed at proactive management of issues related to adolescent development and help plan a range of parent education nights. 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, substance use, and setting limits.

Upper School Human Behavior and Human Sexuality Curriculum

The *Adolescent Human Behavior* course, part of the 9th Grade Seminar, provides 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. The course creates a supportive space where students are encouraged to make healthy choices and develop social awareness, empathy, and thoughtful decision-making skills.

The School's *Human Sexuality* course, 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, *Adolescent Human Behavior* and *Human Sexuality*, serve as a foundation for additional student life curriculum in 10th, 11th, and 12th grades related to decision making, healthy relationships, consent, sexual health, and substance education.

Drug and Alcohol Education

As noted in the [All-School Policies section](#) above, drugs and underage drinking have no place at Menlo School, including all school-sponsored activities. Because teens encounter substance-related decisions throughout adolescence, we provide educational programs for students in grades 8-12 to help them and their families navigate the evolving landscape and risks of illegal use. As a school, we primarily see substance use through a lens of safety. Therefore, our aim is to offer a comprehensive, developmentally appropriate program focused on education, awareness, and harm reduction. We begin our substance education program in the eighth grade Human Skills course, and our Upper School provides a comprehensive four-year drug and alcohol education program. In addition, our counselors often serve in a more private and personal role, meeting with students individually to counsel and, if appropriate, refer them to other healthcare professionals.

As is true with most other aspects of education, any school's effectiveness is dictated by what happens at home. It's important for parents to educate themselves early about the realities of teenage exposure to drugs and alcohol. By the end of ninth grade, many students will likely have encountered situations requiring them to make decisions about these substances. Take time as a family to discuss your family's values, boundaries, and approach and the reasons behind them, recognizing that each teen may need something a little different. We've typically seen a combination of open communication and clear guidelines work best. Students without either are often those most at risk, and many teens tell us they wish the adults in their lives offered more guidance.

We also ask that families support Menlo's efforts to keep students safe. We encourage you to connect with other families to discuss shared expectations around social events. Please do not knowingly allow minors to use drugs or alcohol in your home—this violates California law, Menlo School [policies](#), and, most importantly, could put students in harm's way. When adults communicate and collaborate, we help create a safer environment for all our kids.

Health Services and Medicine

Limited and only basic onsite health and medical services are provided by a licensed registered nurse. 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.

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. 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.

Lockers

Lockers are available for students to store books and personal items. Each locker comes with either a school-provided lock or a built-in combination lock. Only school-approved locking mechanisms may be used on Menlo lockers. Sixth and ninth graders receive their locker information at orientation. Students in seventh and eighth are assigned a locker at the start of each year, while students in grades 10–12 may request one through the Student Life Office on a first-come, first-served basis.

Additionally, athletic lockers are available upon request to Upper School athletes for the duration of their sports season, with lock and locker numbers registered through the Athletic Department. Middle School athletes have access to a separate locker room as well.

Please be aware that the School reserves the right to inspect any student locker at any time and for any reason.

Lost and Found

Middle School: Lost and found items are placed in the storage closet outside MS Room 301, 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 and Dining Etiquette

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

Middle School Food, Drink, and Gum Guidelines

To maintain a clean, inclusive, and learning-focused environment, students are asked to refrain from bringing food or drinks—other than water bottles, which are encouraged—into classrooms unless approved by a teacher for a special event. Chewing gum and glass containers are not permitted on the Middle School campus. Students bear

responsibility for maintaining a pleasant school community and, therefore, are expected to clean up after consuming food or drinks on campus.

Transportation and Go Menlo

Menlo has an agreement with the Town of Atherton to limit campus traffic during peak drop-off and pick-up times, especially from 8:15-9:15 am on weekdays. Every trip in and out of the Loop counts. We rely on all Menlo families to help us meet this goal and reduce our environmental impact by walking, biking, carpooling, or taking the train or bus. (See the [Go Menlo](#) webpage for details.)

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 off-campus 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.

Menlo School Buses

Yellow school buses operated by Zum provide free weekday transportation to and from campus from various Peninsula locations. Buses arrive at school in the mornings by 8:20 am and depart at 3:35 pm each afternoon. Students should be at their stop five minutes before the scheduled departure time to ensure smooth operations. For route details, schedules, and sign-up information, visit the School's [website](#).

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](#).

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 the driver and the 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.

Student Drop-Off and Pick-Up

When dropping off students in the morning or picking students up in the afternoon, parents should use the Loop and pull all the way forward to the curb before children disembark. Please only park or drop off in designated spots, always keep fire lanes clear, and avoid stopping/parking in the “School Buses Only” section of the Loop in front of the Stent Hall and the Middle School.

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 using the same parking guidelines. To help ease traffic during peak times, please avoid entering the Loop for drop off between 8:00-8:30 am and pick up between 3:25-3:35 pm whenever possible. Students may be dropped off a few blocks away and walk to campus—just please be sure they use crosswalks and follow pedestrian safety laws. A crossing guard is stationed at Valparaiso and University to assist.

Student Driving and Parking 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, the privilege of on-campus parking is extended to 11th and 12th grade students only.
- Students must apply for a parking permit through the Upper School 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.

Parent, Guardian, and Visitor Parking

We love to have parents and guardians attend events on campus, but visitor parking on campus is limited, and yet, increased traffic during peak pick-up and drop-off times can lead to higher tardy rates for our students if they have to hunt for parking and walk to campus. During the school day, visitors are encouraged to park off campus in a

legally marked spot when possible. Additional event parking is available at the LDS Church. It's very important to keep accessible parking spaces open for those who need them, and tickets will be issued to violators.

Please respect our neighbors and do not park on Brittany Meadows, Alejandra Ave., Michaels Way, McBain Ave., Lee Drive, or the driveway along Wunderlich Field.

For athletic events, keep in mind that there is limited parking at the Cartan Athletic Complex. The parking by Wunderlich Field and in the O'Brien lot across the street from Cartan Field is reserved for Menlo College only, and the college frequently issues tickets. Attendees are encouraged to park in the main Menlo School lot and walk to the fields when possible.

Parent, Guardian, or Teacher Drivers for Field Trips and Sporting Events

It is likely that at some point, parents and/or 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 Department 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 Transportation Department.

The Menlo School Parents' Association (MSPA)

The [Menlo School Parents' Association](#) (MSPA), led by Menlo parents and guardians, is focused on developing community amongst families, students, and Menlo faculty, staff, and administration. All parents and guardians are automatically members of the MSPA upon enrolling their student(s) at Menlo.

Throughout the year, there are several MSPA meetings organized by MSPA leadership for parents and guardians with the goal of informing the community about current activities and relevant issues on campus. Additionally, the MSPA hosts a variety of activities and social events to foster community and connection, which are funded primarily by parent donations during the annual enrollment process. MSPA volunteers for a wide range of activities are always welcome. Details for MSPA events and volunteer sign ups are posted on the website as well as in the weekly e-newsletters. More information is available on our website at www.menloschool.org/parents/mspa/.

Technology and Communications

Bring Your Own Device: Device Care and Acceptable Use

To fully engage in the learning experience at Menlo, students need a laptop they can use at school and at home, as well as internet access at home. If this creates a financial hardship, please contact the Financial Aid Office.

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 School in the Fall of 2025 or later, Apple laptops are required for all grades six through 12. For those who joined the Upper School prior to August 2025, Windows computers are permitted; however, their compatibility with some classroom technologies and learning applications may be limited.

Because laptops are the students' personal devices, they may install any apps, music, or videos that parents or guardians allow. All students are expected to ensure their devices are always available for school use, and Middle School students are expected to use their devices 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 and can run error-free on their device. Instructions for accessing and installing required programs will be provided during sixth and ninth grade orientations. Tech help is available by email through techticket@menloschool.org or in person at the Tech Center. More information can be found at www.menloschool.org/technology.

Care and Repair

Students must take care of their device and bring it to school fully charged so that they have access to it in each class throughout the day. We recommend that the device be clearly labeled with the student's first and last name. We also encourage families to enable "Find My" and ensure the app clearly indicates the student's first 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. 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 Handbook.

Student Accounts

All Menlo School students will be issued an Okta account, which provides a secure and centralized way to access the school's essential digital platforms. Through Okta, students can log in to their Google Workspace account (which includes email and Google tools), Veracross (our student information system used for class schedules and report

cards), and Canvas (our learning management system where students complete coursework and collaborate with teachers). In addition to these core services, other accounts for educational software may be provided to students throughout the year, depending on the needs of their specific classes or areas of study.

Students are expected to use their Menlo School Gmail account as their primary means of communication with the School. It is important that they check this account on a daily basis in order to stay informed about classwork, school announcements, and correspondence from teachers and staff. The email account allows communication from outside senders as well, and although Menlo School uses filtering tools to block spam and inappropriate content, we cannot guarantee that all unwanted messages will be blocked. For this reason, we strongly encourage parents to supervise their student's use of email and the internet when they are off campus.

Student accounts, like school lockers or other facilities, are considered school property, and the School reserves the right to access any student's Google account at any time and for any reason. These accounts are intended strictly for school-related activities and should not be used to sign up for personal services or social media platforms such as TikTok, Twitter, Instagram, or Snapchat. Students are expected to protect their accounts by securing their devices with a private password and should never share their login credentials. If a student becomes aware of any inappropriate or unauthorized use of their account, they should notify the School immediately.

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.

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 their full name within the 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.

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) 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.

Students, parents, and other community members are prohibited from creating, posting, sharing, or distributing deceptive or manipulated digital media—including but not limited to fabricated or synthetic images, videos, or audio (“deepfakes”)—that misrepresents, defames, insults, harasses, or falsely attributes words, actions, or characteristics to Menlo School, members of the Menlo community, faculty or staff, fellow students, or others. Such conduct is considered a violation of School policy. The School reserves the right to address any online behavior that disrupts the educational environment or harms the reputation, safety, or well-being of its community members.

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 may also be subject to disciplinary action.

Weekly Email Newsletters: eNotes, zipNotes, and Student Announcements

Parents and guardians are encouraged to read *eNotes* (Upper School) and *zipNotes* (Middle School), our weekly newsletters emailed and posted online each Monday (or the first school day of each week in the case of Monday holidays) to help our community stay informed about what’s happening at the School. They include calendar updates, sports info, field trip details, MSPA news, and more. They can also be found in the parent section of www.menloschool.org or by searching “eNotes” or “zipNotes.” Students also receive weekly announcement emails on Sundays for Upper School and Tuesdays for Middle School.

Emergency Notifications and Time-Sensitive Alerts

In case of emergency or School closure, we will send timely communications via a combination of email, text, and voice messages to the contact information listed for parents and guardians in the Knightbook. Please make sure your family’s information is kept up to date. We’ll also post updates on Menlo’s website at www.menloschool.org/alerts.

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, which is supporting and nurturing the children in our care and, as always, insisting 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

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 a safe, designated location, 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, and they 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 Information

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.

These emergency protocols can also be found online at: www.menloschool.org/emergency

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 you do not want 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.

Electronic Signature Authorization

Each parent agrees that acceptance of Menlo School's 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.

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 the 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 inadvertently obtains access 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, software licenses, and any other legally protected digital and non-digital content.

Prohibited Use

Menlo computers, accounts, and the network may not be used to access or share fraudulent, harassing, obscene (e.g., pornographic), threatening, or other content that could create a hostile academic or work environment. All use must align with Menlo's values and policies, including those with respect to bullying, harassment, and hazing.

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.