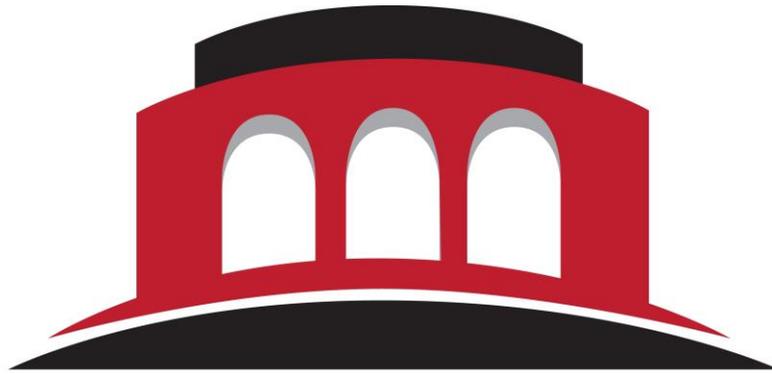


Menaul School

Student and Family Handbook



**MENAU
SCHOOL**

**2019 – 2020
Academic Year**

**301 Menaul Blvd NE
Albuquerque, NM 87107
(505) 345-7727
www.MenaulSchool.org**

Menaul School

We have read the Menaul School Student and Family Handbook and understand its contents, and the policies that will apply to our student during the coming school year.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Name: _____ Grade: _____

Student Signature: _____

Date: _____

Advisor: _____

Table of Contents

Information	Page Number
Student and Family Signature Page	2
Letter from the Head of School	4
Menaul School Mission and Core values	5
School Faculty and Staff Phone Directory	6
Upper School Daily Schedule	7
Middle School Daily Schedules	8
Section 1: Academics	10
Section 2: Religious Emphasis	17
Section 3: Attendance	18
Section 4: Student Services	20
Section 5: Student Leadership	22
Section 6: Student Activities	23
Section 7: School Uniforms	24
Section 8: Student Conduct	27
Section 9: Family Involvement	37
Section 10: Other Information	38
Quick Contacts List	44
Appendix A: Technology Responsible Use Policy	45
Appendix B: School-Issued Device Agreement	47
Appendix C: The Presbyterian Church and Education	49

Dear Menaul School families,

I'm excited to announce that this school year's theme is **Belong**. **Belong** is both descriptive and aspirational. After many informal community discussions, the Admin Team brainstormed to develop this theme. We are an inclusive community but there's more to do. We want every student, employee, and family member to feel like they are part of our Menaul School learning family.

Belong builds on both last year's theme of **Diplomacy** and Menaul School's 125-year commitment to inclusion. Called by God to educate New Mexico's rural and urban communities, Menaul School has always been a place that loves and respects folks from all creeds and backgrounds. In Acts (10:34) and Romans (2:11), we are told that "God is no respecter of persons" and at Menaul School we have sought to adopt that same open attitude towards all people.

This brings me to one of my philosophical pet peeves. I do not believe that we should just **tolerate** people different from us. Instead I think we are called to **respect** differences. **Tolerance** is putting up with someone until they are gone. It is like a pebble in a shoe, you put up with it as long as you can, then are happy when it is gone. At Menaul School our objective is learning to **respect** people who may pray different than us, who may have different cultural standards, who think about politics differently than us. By having healthy dialogues and an attitude of openness we can learn to hold our cherished beliefs but still "agree to disagree." As we see in our current political environment, our leaders and the media seem to encourage us to not work together and to disrespect each other. The climate at Menaul School is boldly different.

Reverend Takako has chosen a Bible verse that reflects this theme. "*Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.*" (Romans 15:7) Paul's advice to the Roman church was written at a time very much like our America today. Rome was the center of the world and full of people from different cultures and places. The new Christian church was struggling to be open to people from different religious traditions, radically different cultures and many unspoken expectations. Paul was setting a high bar because He understood that was God's will—to build a community where everyone **Belongs**. I love that Paul says the reason for being welcoming is because it brings "glory to God." How great is it that we can make God smile by being open to our fellow humans!

So, our challenge this year is to continue to create a culture where all young people and adults are welcomed and accepted joyfully. We all have rough edges and divots to repair. I promise that this year we will not fail in our attempts to live out this challenge. We all have much to learn about each other. By God's grace, this will be a year where our community shines as a beacon of love, acceptance and a place to **Belong**.

Love and blessings,



Lindsey R. Gilbert, Jr.
President and Head of Menaul School

Menaul School Mission and Core Values

Mission

In Mind, Body, and Spirit, our mission is to prepare students to succeed.
Menaul School develops excellence, confidence, and integrity, and provides the foundation for lifelong learning and ethical leadership.

Core Values

The Menaul School community believes in educating for life, and to that end holds these core values at the heart of all our activities:

Diversity: Believing in the central importance of diversity – racial, ethnic, economic, intellectual, cultural, and personal – we provide an educational experience that opens understanding of our global community.

Respect: Inspired by God’s grace, love, and compassion, we honor each other as diverse, unique, and worth individuals.

Intellectual Curiosity: Promoting critical thinking, we foster lifelong learning through the development of intellectual curiosity, free and open inquiry, and teamwork for living in an ever-changing world.

Responsible Leadership: Cultivating a sense of call to responsible citizenship based on community service, environmental stewardship, non-violence, and peacemaking, our students can transform the world.

Spiritual Growth: Nurturing moral development in a community grounded in the Christian tradition, we encourage exploration, understanding, and respect of other traditions.

*Adopted by the Board of Trustees
May 10, 2013*

School Faculty and Staff Directory

Role	Name	Phone
Main Phone Line		345-7727
Attendance Line Voice Mail		341-7255
President / Head of School	Lindsey R. Gilbert, Jr.	341-7252
Assistant to the Head of School	Nicole Soriano	341-7252
Upper School Director	Troy Williamson	341-7234
Upper School Dean	Eric Moses	341-7242
Middle School Director	Julie Shuler-Misra	341-7264
Middle School Dean	Jim Doyle	341-7278
Assistant to Upper/Middle School Directors & Registrar	Pat Nunez	341-7212
Learning Support Specialist	Brigid Ovitt	341-7213
College Counselor	Chris Schifani	341-7216
Educational Technologist	Tiffany Lo-Finch	341-7237
Panther Camp Director	Emily Dawson	341-7219
Chaplain	Takako Terino	341-7241
Upper School Athletic Director	Gary Boatman	341-7226
Middle School Athletic Director	Jim Doyle	341-7278
Residential Life Coordinator	Julie Webb	341-7211
International Program Coordinator	Chris Ferrara	341-7261
Director of Finance and Operations & Human Resources	Nita Looks Twice	341-7236
Accounting Manager	Jennie Lo	341-7248
Technology Manager	Brian Higginbotham	341-7254
Facilities Manager	David Toledo	341-7224
Security/Facilities Rental	David Cook	681-2448 (cell)
Hospitality Coordinator	Nathan Kunkle	341-7228
Director of Advancement	Melanie Davis	341-7230
Advancement Associate	Maggie Beck	341-7233
Director of Admission and Financial Aid	Amy Boldt	341-7223
International Admission Associate	Laura Hille	341-7252
Admission Associate	Lara Brockway	341-7250
Upper School Humanities Department Chair	John Sitler	341-7268
Upper School STEM Department Chair	Eric Moses	341-7242
Middle School Humanities Department Chair	Christian Horning	341-7265
Middle School STEM Department Chair	Laurie Gilbert	341-7263
Fine Arts (US and MS) Department Chair	Cindy Crockett	341-7267
Physical Education	Gary Boatman	341-7226

Upper School Schedule – Monday, Tuesday, Thursday, Friday

Time	Class Period
8:55 – 9:45	1 st Period
9:50 – 10:40	2 nd Period
10:45 – 11:05	Chapel
11:10 – Noon	3 rd Period
Noon – 12:35	Lunch
12:40 – 1:30	4 th Period
1:35 – 2:25	5 th Period
2:35 – 3:25	6 th Period
3:30 – 4:20	7 th Period

Upper School Schedule - Wednesday

Time	Class Period
8:55 – 9:40	1 st Period
9:45 – 10:30	2 nd Period
10:35 – 11:05	Advisory
11:10 – 11:55	3 rd Period
Noon – 1:00	Lunch/Clubs
1:05 – 1:50	4 th Period
1:55 – 2:40	5 th Period
2:45 – 3:30	6 th Period
3:35 – 4:20	7 th Period

7th and 8th Grade Daily Schedules

Monday, Tuesday, Thursday, Friday		Wednesday	
Start - End	Class		
8:00 – 8:15	Advisory		
8:15 – 8:20			
8:20 – 9:05	Core Class: 7 th : Math or Science 8 th : English or Social Studies	9:00 – 9:40	Core Class: 7 th : Math or Science 8 th : English or Social Studies
9:05 – 9:10		9:40 – 9:45	
9:10 – 9:55	Core Class: 7 th : Math or Science 8 th : English or Social Studies	9:45 – 10:20	Core Class: 7 th : Math or Science 8 th : English or Social Studies
9:55 – 10:00		10:20 – 10:25	
10:00 – 10:40	Elective: Religion, Spanish, Robotics 1, Robotics 2, Ceramics, Printmaking, Intro to Choir, Intro to Drama, Math Enrichment	10:25 – 11:10	Elective: Religion, Spanish, Robotics 1, Robotics 2, Ceramics, Printmaking, Intro to Choir, Intro to Drama, Math Enrichment
10:40 – 10:45		11:10 – 11:15	
10:45 – 11:05	Chapel	11:15 – 11:55	Lunch
11:05 – 11:10		11:55 – 12:00	
11:10 – 11:55	Lunch	12:00 – 12:40	Arts Block: Musical Theater, Band, Visual Arts, Creative Writing
11:55 – 12:00		12:40 – 12:45	
12:00 – 12:45	Arts Block: Musical Theater, Band, Visual Arts, Creative Writing	12:45 – 1:10	Advisory
12:45 – 12:50		1:10 – 1:15	
12:50 – 1:35	Core Class: Math, Science, English, or Social Studies	1:15 – 1:55	Core Class: Math, Science, English, or Social Studies
1:35 – 1:45		1:55 – 2:00	
1:45 – 2:30	Core Class: Math, Science, English, or Social Studies	2:00 – 2:40	Core Class: Math, Science, English, or Social Studies
2:30 – 2:35		2:40 – 2:45	
2:35 – 3:25	Physical Education/Middle School Sports/Academic Support	2:45 – 3:25	Physical Education/Middle School Sports/Academic Support

6th Grade Daily Schedule

Monday, Tuesday, Thursday, Friday		Wednesday	
Start - End	Class		
8:00 – 8:15	Advisory		
8:15 – 8:20			
8:20 – 9:05	6 th Grade Elective Instrumental Music or Religion 6		
9:05 – 9:10			
9:10 – 10:40	Core Block STEM or Humanities	9:00 – 9:45	6 th Grade Elective Instrumental Music or Religion 6
10:40 – 10:45		9:45 – 9:50	
10:45 – 11:05	Chapel	9:50 – 11:10	Core Block STEM or Humanities
11:05 – 11:10		11:10 – 11:15	
11:10 – 11:55	Lunch	11:15 – 11:55	Lunch
11:55 – 12:00		11:55 – 12:00	
12:00 – 12:45	Arts Block: Visual Arts, Creative Writing, Musical Theater (Middle School Band 2 nd Semester)	12:00 – 12:40	Arts Block: Visual Arts, Creative Writing, or Musical Theater (Middle School Band 2 nd Semester)
12:45 – 12:50		12:40 – 12:45	
12:50 – 2:30	Core Block STEM or Humanities	12:45 – 1:10	Advisory
2:30 – 2:35		1:10 – 1:15	
2:35 – 3:25	Physical Education/Middle School Sports/Academic Support	1:15 – 2:35	Core Block STEM or Humanities
		2:35 – 2:40	
		2:40 – 3:25	Physical Education/MS Sports /Academic Support

Section 1: Academics

Philosophy

At Menaul School, we strive to graduate well-rounded and well-educated students, and our curricula reflect this goal. In both the Middle School and Upper School, students take courses in core subjects (math, language arts, social studies, religious studies, and science) as well as a variety of other areas (fine arts, performing arts, physical education, modern languages). To read more about specific offerings in the [Middle School](http://www.menaulschool.org/academics/mid-school/curriculum-guide/) (<http://www.menaulschool.org/academics/mid-school/curriculum-guide/>) or [Upper School](http://www.menaulschool.org/academics/upper-school/curriculum/) (<http://www.menaulschool.org/academics/upper-school/curriculum/>), please view our curriculum guides for those divisions.

Accreditation

Menaul School is accredited by the State of New Mexico and by the Independent School Association of the Southwest (ISAS). Graduation requirements meet or exceed the minimum requirements established by these accrediting agencies.

Grading

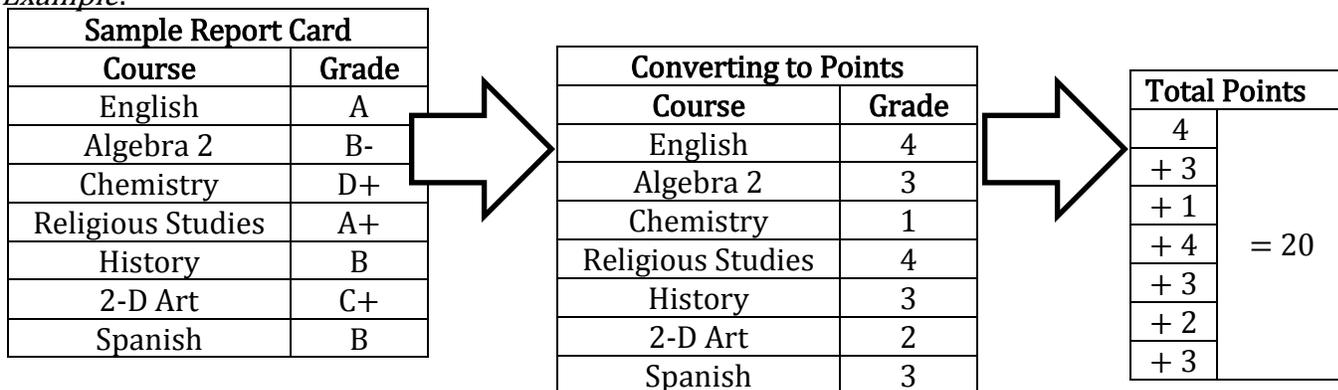
The grading guidelines for each course can be found in its course syllabus. Teachers will post their syllabi on our [learning management system](https://menaul.instructure.com), Canvas (<https://menaul.instructure.com>), which is available to students and families. Login information for Canvas will be emailed to families at the start of the school year.

Grade	Points
A	4
B	3
C	2
D	1
F	0

Grade Point Averages

Each student's grade point average (GPA) is calculated by converting grades into points, summing the points for all classes in which the student is enrolled, and dividing by the number of courses taken. Pluses and minuses (e.g., A+, A-, and so on) reported by a teacher are not factored into a student's GPA. Credit is awarded for courses with a grade of D or better. All courses are weighted the same; for example, no additional weight is given to advanced classes.

Example:



$$\text{Grade Point Average (GPA)} = 20 \text{ points} / 7 \text{ classes} = 2.86$$

Honor Roll

The Honor Roll recognizes those students who, at the end of a grading period, have earned GPAs of 3.25 to 3.74. The President's Honor Roll recognizes students who have earned a 3.75 or higher GPA for that grading period.

Academic Letters

Upper School students who demonstrate academic excellence are awarded academic letters by the School when a student achieves a GPA of 3.25 or better for two consecutive semesters (excluding the fall semester of the ninth grade year) while attending Menaul School.

National Honor Society

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. These characteristics have been associated with membership in the organization since its beginning in 1921.

The Menaul School chapter of the NHS is the Gladys E. Brown Chapter. Students with a GPA of 3.5 or better are reviewed by a faculty council after their sophomore year. Students interested in being reviewed must present a resume highlighting their leadership and service to the community. They must also submit letters of recommendation that reference their character. Students who are selected by the faculty council are formally inducted in a traditional ceremony. To remain members in good standing, students must maintain their GPA at 3.5 or better, participate in community service projects, and hold positions of leadership at school or in their communities. The NHS meets as needed to plan the induction ceremony or other projects. There are no membership dues.

Good Academic Standing

To be in good academic standing, a student must maintain at least a 2.0 cumulative GPA, including summer school grades. The Registrar will calculate a student's GPA at the end of each grading period (four quarters each year for the Middle School; two semesters each year for the Upper School).

A student whose cumulative GPA falls below 2.0 will be placed on academic probation by the Upper School or Middle School Directors. Conditions of academic probation are designed to guide students toward greater academic success, and may include requiring tutoring, weekly grade checks, attendance at academic support, family meetings, individual meetings with the School's learning support specialist, or other interventions. A student is released from academic probation when he or she makes significant academic improvement.

If a student's grades do not improve after one semester on academic probation, any of the following may occur:

- increased academic interventions
- regular family meetings
- separation from the School

Eligibility for Extracurricular Activities (Upper School Only)

Eligibility for sports and other activities is linked to overall academic performance. To participate in activities, a student must have a 2.0 GPA or better *and* may not have earned an F during the most recently completed six week grade check period. After having sat out for six weeks, a student again becomes eligible to participate in extracurricular activities at the beginning of the six-week grade check period following their probation, if he or she meets the grade requirements outlined above.

Weekly grade checks will be conducted throughout the sports and activity seasons. At any time, administrators, coaches, or sponsors reserve the right to remove students from practices, meetings, and/or competitions for them to have time to improve their academic standing.

If a student has a period of ineligibility, according to New Mexico Activities Association (NMAA) rules, he or she MAY practice with the team if it is determined by the school's administration that he or she is demonstrating academic progress towards eligibility. The Student may participate in team functions at the school only. Academically ineligible students CANNOT participate in any interscholastic event at any level of competition during the period of ineligibility. Authority for eligibility determination rests with school administration.

Note: To emphasize the importance of academics, Menaul School has purposely designed the eligibility requirements for extracurricular activities to be more stringent than those of the New Mexico Activities Association (NMAA) and the Albuquerque Parochial Independent Athletic League (APIAL). Menaul School students are bound to the more stringent requirements of the School in cases where there is a discrepancy.

Incomplete Grades

A student may receive a grade of Incomplete ("I") if he or she has been out of school for several days during the grading period due to illness or family emergency, and has therefore been unable to complete assignments. The student's teacher must agree to the "I" grade, and will inform the Registrar and Upper School or Middle School Director, as appropriate. The student has ten school days from the end of the grading period to complete the required work. If the missing assignments are not completed within those ten school days, the student's grade will be calculated with grades of 0 for missing assignments.

Grade Reports and Transcripts

- 1.) Grade reports are generated every quarter in the Middle School, and every semester in the Upper School.
- 2.) Transcripts are provided by the Registrar, and updated every semester.
- 3.) To request a transcript for a college or university, please fill out a transcript request form with the Registrar, who will make sure that an official copy of the transcript is sent to the college or university.
- 4.) Unpaid balances for tuition and fees, unreturned athletic uniforms or books, unpaid bills for dorm room damage, unreturned or damaged iPads, unreturned or damaged library books, unfulfilled community service requirements, or lunch charges will result in holding of grades and transcripts until those issues are resolved.

Credits and Course Requirements

Upper School Graduation Requirements

Courses	Credits
Social Studies	3.5
English	4.0
STEM (Science, Technology, Engineering, Mathematics)	7.0
Modern Languages	2.0
Visual and Performing Arts	2.0
Physical Education	2.0
Religious Studies	2.0
Capstone	0.5
Electives	1.5
Total	24.5

Middle School Course Requirements

All Middle School students will take core classes that meet daily: Language Arts, Social Studies, Science, Mathematics, Visual or Performing Arts, and Physical Education.

In addition, sixth grade students will also take one semester of Introduction to Instrumental Music (6th Grade Band), and Religious Studies 6. Seventh graders will take, in addition to daily core classes, four quarters of enrichment classes, including Religious Studies and Spanish. For eighth graders, four quarters of enrichment classes also round out the school year, and include Religious Studies and Spanish as well.

Credit Recovery

Upper School students who fail a class for which there is a specific academic sequence (e.g., Algebra 1 or Biology 1) must make up that class before they are permitted to take the next class in the sequence. Students may not take a sequentially ordered class at the same time as they are taking the first class in the sequence (e.g., Algebra 1 and Geometry).

Students taking summer school or online courses for credit recovery must consult with, and have approval from, the Upper School Director to ensure the courses meet Menaul School requirements.

Concurrent Enrollment and Other Options for Earning Credits

Students may participate in a variety of special academic programs to broaden curriculum offerings, accelerate the pace of learning, or compensate for a coursework deficit. Options include independent study, approved online college courses, Advanced Placement courses online, concurrent enrollment programs at the University of New Mexico (UNM) or Central New Mexico Community College (CNM).

Students wishing to apply to these programs must communicate with the Director of their division requesting permission to do so, and document their progress with coursework and grades.

Students enrolled in special programs are responsible for arranging their own transportation. Costs associated with these programs are not covered by Menaul School tuition, and are therefore the responsibility of the student and his or her family.

Seniors who have completed the credits required for graduation before the end of their 12th grade year may apply for release time from school to pursue a part time job, volunteer opportunities, or additional coursework.

Determination of Valedictorian and Salutatorian

The student(s) with the highest GPA over six semesters of Upper School (grades 10 through 12) is/are named the Valedictorian(s) of the class. The student(s) with the second highest GPA over six semesters of Upper School (grades 10 through 12) is named Salutatorian. When multiple Valedictorians are named, there are no Salutatorians. Students eligible to be named Valedictorian or Salutatorian must attend Menaul School from grades 10 through 12.

Capstone

All 12th grade students are required to complete a Capstone project as a requirement for graduation. Details about the project are made available to students in print with the [publication *Capstone*](#).

Service Learning

Learning Expeditions and Mission Week

Middle School students will participate in a number of learning expeditions throughout the school year. During learning expeditions, classroom instruction will shift to a thematic focus, supplemented by field trips, presentations by experts, and service opportunities. Past themes for learning expeditions have included a journey to Mars, conflict, and migration.

Upper School students will participate in Mission Week as part of their regular school curriculum. Mission Week is a time during the spring semester when each class, grades 9 through 12, is involved in a community service project. Overseen by Menaul School faculty and staff, younger students engage in local projects and older students travel to areas of need outside of Albuquerque. The purpose of this week is to provide students with opportunities to interact with a variety of people, to serve those in need, to build relationships with Presbyterian churches and mission agencies, and to gain different perspectives through travel.

Community Service

All Menaul School students are encouraged to serve their communities, at a variety of levels. Community service requirements for Upper School students are as follows:

Freshmen: 10 hours
Sophomores: 15 hours
Juniors: 20 hours
Seniors: 25 hours

Menaul School utilizes x2VOL, a digital service tracking platform, to verify all community service hours. Students and their families will receive training for and access to x2VOL at the beginning of every school year. (see <https://x2vol.com/index.html> for more information about x2VOL). Service hours must be completed by May 31st of the school year. Any school-wide community service project, like Mission Week, does not count toward fulfilling community service hours. Students are responsible only for the number of hours listed when they joined our community.

Support Services

Testing and Evaluation

The School's Learning Support Specialist provides academic support services to students and coordinates standardized testing (e.g., PSAT 8/9, PSAT, TOEFL, AP testing). Consultation with the Learning Support Specialist is also a part of referring students for psycho-educational evaluations, whether that testing is done privately or through services provided by Albuquerque Public Schools (APS).

College Counseling

Menaul School's philosophy is to match students with opportunities for post-secondary education that best fit their life goals and academic strengths. The College Counselor works closely with juniors, seniors, and their families on selecting opportunities, by providing them with information about post-secondary school options inside and outside New Mexico.

English Language Learners

Menaul School expects that all international applicants have a strong desire to be successful and get into an excellent American university. To help achieve this, Menaul School believes that the ongoing efforts of the student to reach English proficiency will be the cornerstone of that success. Students are expected to be full community members to help them learn English and to ensure the best possible university placement. To develop competencies in the four areas of listening, speaking, reading, and writing, and to allow students to have the swiftest possible development, Menaul School, its international students, and their families agree to the following stipulations:

1. Menaul School will place incoming students in the appropriate ESL Support class.
2. ESL fees are a part of every international student contract and are unrelated to a student's level of English. They are non-negotiable and non-refundable.
3. Students not making sufficient academic and social progress will meet with the School's administrators and sign a remediation contract outlining what the student must improve to thrive at school. They may also be required to attend regular tutoring and extra study halls.
4. Students not making progress academically or integrating into our community may not be invited to return for the next academic year if they:
 - Are not in "good academic standing" by maintaining a cumulative **2.0 GPA** or higher.
 - Are not integrating into the school culture by not participating in extracurricular activities such as clubs and sports.
 - Have repeated disciplinary actions.
5. Much of students' English fluency is improved by conversations and relationships outside of academic classes. Therefore, Menaul School expects students learning English to spend a significant amount of time outside of school hours engaging in that endeavor. The school will offer opportunities like clubs and sports, and the ESL

Department will assess the efforts made by English Language Learners and make suggestions on how to improve their English more effectively.

Section 2: Religious Emphasis

Philosophy

One of the school's primary purposes is to nurture the moral and ethical development of our students within the context of a community grounded in the Christian tradition and encouraging exploration, understanding, and respect of other people, traditions, and cultures. More information about the connections between classroom, Chapel, and other parts of student life can be found at [our website](http://www.menaulschool.org/student-life/religious-education/) (<http://www.menaulschool.org/student-life/religious-education/>).

Chapel Services

The community gathers for worship in recognition of God's presence in its life. The Chapel program is carried out under the guidance of the school Chaplain, with the assistance of faculty, staff, students, and other speakers from the community. Chapel services occur four days a week - Monday, Tuesday, Thursday, and Friday – and provide time for mindfulness, reflection, and worship.

Student attendance is expected, as is respectful behavior by all in attendance.

Religious Studies Curriculum

Religious studies course are a required part of the regular academic curriculum for all students, and provide students with a framework for deeper appreciation of their own faith traditions, ways to understand our ever-shrinking world, and a better understanding of themselves.

Chaplain's Associates

The school Chaplain invites students who wish to be more fully involved in spiritual life of the school to participate in the Chaplain's Associates program. Chaplain's Associates help to plan chapel services, serve as student leaders, and advise the Chaplain about student perspectives. Students who are accepted into the program serve for a one-year term.

Menaul School and the Presbyterian Church

Menaul School is an independent school with historic ties to the Presbyterian Church. As far back as territorial days, the Presbyterian Church (USA) has been involved in improving education in New Mexico. In many cases in the communities in the northern part of the state, there were only two schools – the Catholic and the Presbyterian. Menaul School's history, which goes back a century, is closely tied to the missionaries and other church leaders who founded the early Presbyterian Schools in New Mexico.

Today Menaul School retains its ties to the Presbyterian Church (USA) in a number of ways. A Presbyterian teaching elder who is both a classroom teacher and campus chaplain serves the school community. Presbyterian reformed theology serves as the guide for religious life on campus.

While attendance at chapel worship services is required, all religious perspectives are honored and studied. It is Menaul School's hope that the school community provides a source of spiritual enrichment for everyone and plays a major role in the spiritual journey of students, faculty, and staff.

Please see Appendix C for an excellent description of "Presbyterians and Education" delivered by Upper School Religious Studies teacher, Mr. John Sitler, at the Baccalaureate service for the Class of 2014.

Section 3: Attendance

School Philosophy

Because attendance at school is the key to success, students need to attend classes. A wealth of research about student success indicates that students missing 10% of the school year – only two days a month – are more likely to fall behind in school and even drop out of school before graduation. In the words of Education Secretary John B. King, Jr.: "Even the best teachers can't be successful with students who aren't in class." (Sources: [New York State's Every Student Present Initiative](#); [High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions](#); [NPR: More Than Six Million U.S. Students are "Chronically Absent"](#))

Notifying the School

When a student will be absent, families must call the Attendance Line at 505-341-7255 to notify the school. Make up work for students can be found on Canvas, our school-wide Learning Management System, and students are welcome to email or send a Canvas message to their teachers if clarification is needed. Students have one day to make up work for each day of an excused absence, although extensions can be made on a case-by-case basis. At times, a family emergency may require a student to miss several days of school. Please notify your student's Division Director in advance if the student will miss three or more days of school.

Excused vs. Unexcused Absences and Tardies

Excused absences or lateness are granted for a variety of reasons. For example:

- 1.) Illness
- 2.) Death in the family or family emergency
- 3.) Medical appointment or hospitalization (with proper documentation)
- 4.) Religious observance
- 5.) Capstone visits (with proper documentation)
- 6.) College visits or orientation sessions (with proof of attendance)
- 7.) In-school or out-of-school suspension
- 8.) Other absences approved by your Division Director

Unexcused absences or lateness are those that are not approved reasons for students to miss school. Credit is not given for work due or assessments given on the day of an unexcused absence, and students cannot make up the work.

- 1.) Failure of a student's family to notify the Attendance Line
- 2.) Vacations, personal services, local non-school events, attending athletic events in which the student is not a participant without school permission
- 3.) Providing childcare
- 4.) Capstone visits (without proper documentation)
- 5.) Non-payment of tuition
- 6.) Non-compliance with immunization requirements
- 7.) Transportation preferences (e.g., cheaper flights, earlier departure times)
- 8.) Skipping a class
- 9.) Oversleeping
- 10.) Staying up too late to work on school work
- 11.) Traffic

Coming Late and Leaving Early

In addition to attending school, coming to school on time is important for student learning, as well as building strong habits like planning ahead. Late arrivals to and early departures from class disrupt the learning of others, in addition to the student in question.

If a student arrives to school late, he or she must report to the Registrar's Office, sign in, and get a pass to class. Likewise, if a student needs to be released early from school, the parent or guardian must report to the Registrar's Office to sign out the student first.

Extracurricular Activities

If a student is absent all day, he or she is unable to participate in other school activities (e.g., sports practices, games, dances, concerts). If a student is absent for less than half the school day, he or she may participate in other school activities.

Students must attend at least half the periods (at least four periods in a seven period day) on the day of an activity or athletic event in order to participate in it. Students missing half or more of the periods on a Friday may not participate in any activity that weekend. The

Athletic Director, in consultation with school administrators, must rule on unusual circumstances.

Planning

The yearly school calendar is posted on the school website many months before the start of the school year. Please review the calendar to plan family trips with as little disruption to your student's schooling as possible.

School Response

Families will be notified by email or a phone call after a student has accrued four absences or tardies in a 9-week period. The student's family, the student, and his or her division director will meet together to discuss a plan for improving student attendance.

School Closings

In case of inclement weather, please check local TV stations (KRQE, KOAT, KOB) and radio stations. Our school webpage (www.menaulschool.org) and Facebook page are also updated with this information. If Albuquerque Public Schools are closed or have a delayed start, Menaul School will **normally** do likewise. School begins at 10 a.m. on delayed start days.

Section 4: Student Services

School Philosophy

Menaul School prides itself on supporting students in a variety of ways, as they mature in mind, body, and spirit. Our support services address the developmental needs of students in a variety of ways.

Advisory Program

In our advisory program, Menaul School teachers and staff guide small groups of students through their social, spiritual, and intellectual growth on campus. Groups of six to ten students meet with their advisor daily in the Middle School, and weekly in the Upper School. The advisory program provides a point of contact between families and the school, academic progress checks, a grouping for service activities, and time together building relationships that support students' development of self-respect, small group cohesion, and school spirit.

Food Service

The school's Food Service seeks to provide healthful and affordable hot meals each day, as well as a selection of cold sandwiches, salads, and snack foods. Lunch is included in every student's tuition and fees beginning in the 2019 – 2020 school year.

Hot breakfast is available each day for our boarding students, and day students are welcome to purchase cold breakfast items before the start of the school day. The cafeteria opens for cold breakfast purchases at 7:30 each day.

Student Health

According to New Mexico state law, a student's medical records must be on file with the school in order for a student to be enrolled here. In addition, students must be up-to-date on vaccinations (unless the student has a medical or religious exemption to vaccination), and provide their vaccine records to the school. Menaul School follows the [guidance from the State of New Mexico on vaccine schedules for students](https://nmhealth.org/publication/view/regulation/455/) (<https://nmhealth.org/publication/view/regulation/455/>).

If a student needs medical attention, he or she will first get permission from his or her teacher to go to the school office. If school personnel determine that the student is too ill to remain at school, his or her parent or guardian will be notified.

Learning Support Services

At times, students may need academic support to achieve success in the classroom. The first line of student support is his or her classroom teacher. Teachers have time during the school day, as well as before and after school, to meet with students. Students are encouraged to take advantage of this terrific resource to build the habits necessary for using professors' office hours in college.

If additional assistance is needed, Menaul's learning support specialist will help to build a plan for student success, which may include peer tutoring, outside tutoring (paid for by families), accommodations in the classroom, and help with time management.

In the Middle School, students will also be assigned to attend Academic Support sessions for small group or one-on-one help during the Physical Education or Sports period at the end of the day. In the Upper School, Academic Support sessions with teachers take place before school, during lunch, or after school, at the teacher's discretion.

Media Center

The Media Center contains a lending library of books and periodicals that may be used in the library, or checked out for both school and personal use. Reference materials must remain in the library. Books must be signed out with the school librarian or other adult on duty in the area.

School Materials

All materials belonging to Menaul School may be used by students with the understanding that the materials be kept in good condition. Students are responsible for damage they cause to any Menaul School property, including books, technology, furniture, buildings, and so on. If school materials are lost or damaged, it is the student's responsibility to pay for the lost or damaged materials at a cost determined by the School. Report cards and transcripts will be withheld if payment is not made.

Technology

Computers on Campus

The school makes available desktop computers for student use in the Media Center. Each student is assigned an account and password at the start of their enrollment.

Accessing the School Network

To support student learning, the School provides wireless Internet access. Students and families must agree to use the school's network resources ethically and appropriately. At the start of each school year, students and families are asked to review and sign the Responsible Use Policy (RUP), which outlines the school's policies for using computers, iPads, other devices, and the Internet. Our RUP is available in Appendix A of this document.

Section 5: Student Leadership

School Philosophy

Menaul School provides opportunities for student leadership in a variety of ways. Students can lead informally by example, as we expect all our students to do. In addition, numerous formal positions exist as well, both elected and appointed.

Student Prefects

Each year, several members of the boarding community in the junior and senior classes are selected to serve as prefects. This distinction is reserved for students who have exhibited exemplary leadership and a commitment to strengthening the Menaul community.

The primary duties of a prefect are to mentor other students in the boarding program and model appropriate student behavior in accordance with the School's core values. Prefects help dorm parents manage the day-to-day life of the dorms – monitoring study hall, morning wake up calls, checking for evening lights out. Prefects are selected by the Residential Life Coordinator and approved by the administrative team.

Student Council

Menaul School's Student Council serves to promote school spirit, organize school events, and represent the voice of the student body. Both divisions, Middle and Upper School, have Student Councils, although they operate differently.

In the Middle School, Student Council partners with the Upper School Student Council and is part of our overall mission to help students explore and learn leadership skills. The council sponsors activities such as free movie nights, talent shows, school dances, and supports all school events such as homecoming. All students are welcome, and the council is student-run, with class officers and a Student Body President elected at the beginning of the year. Middle School Student Council aims to provide a voice for the student body; promote communication, understanding, and positive energy within the Menaul Middle School; and give students the opportunity to collaborate and exercise their leadership skills.

In the Upper School, a student body President and Vice President are elected in the spring of each year, to serve their terms in the following school year. Other elected members of the Upper School Student Council include class senators, and these positions are filled through elections in the fall of the school year in which they serve, guided by the Student Council Constitution.

Section 6: Student Activities

School Philosophy

School spirit and good citizenship are important factors for our school and its success. Being engaged in the life of the school community includes supporting the school and one another. Students are encouraged not only to participate in school activities, but also to attend events and to behave appropriately in both situations. School spirit is shown by students' pride in attending Menaul School, and their willingness to participate in the life of the community.

Students are encouraged to participate in a variety of school-related activities, including athletics, student leadership, and clubs. Together with extracurricular participation, the academic achievement and social behavior of participants are expected to reflect positively on the school. Students often report that the time they spent in extracurricular activities helped them to build relationships with students and faculty alike, and formed some of their favorite memories of their years at Menaul.

Athletics

Menaul School offers participation in athletic teams in response to student interest. Typically, sports offered in the fall are: football (Upper School only); flag football (Middle School only); soccer (Middle School); girls' volleyball (Upper School and Middle School teams); and cross country (Upper School and Middle School teams). In the winter season, girls and boys basketball teams are typically fielded in both the Upper and Middle Schools. During the spring, track and field is offered in both divisions as well.

In recognition of Upper School students' participation in athletic teams, varsity letters may be awarded to students based on criteria established by each team's head coach.

Events and Activities

In addition to participation in teams and sporting events, there are a variety of other ways for students to become involved in the life of the school. Volunteering with Admissions Open House, keeping score at sporting events, helping to park cars for events that draw crowds onto campus, collecting and sorting recyclable materials, and peer tutoring are all ways to take part in community life at school.

Student Council may also plan events for the community, like dances, Homecoming weekend events, community service projects, pep rallies, and other activities.

Clubs

Clubs, which typically meet after the school day is over (Middle School) or during Wednesday's extended lunch (Upper School), are another way to participate in school events outside the classroom. Menaul School offers a variety of clubs, typically including math, Junior Civitan, martial arts, yoga, chess, and fencing. Students are also welcome to propose new clubs to response to interests in various topics. A faculty advisor for the club and approval by the appropriate division head are required.

Fundraising and Student Organization Accounts

Classes, clubs, and other organizations may carry out fundraising activities only after approval by the club sponsor and the Office of Institutional Advancement. Fundraising request forms may be obtained from the Office of Institutional Advancement.

Any class, club, or other organization that collects money must keep the funds in its account managed by the School's Business Office. The money must be submitted to the office as soon after collection as is possible. The club sponsor and the Business Office must approve all distributions from the account.

Section 7: School Uniforms

School Philosophy

Menaul School students are preparing for a successful life and career, and one way of doing so is by practicing appropriate dress and grooming. This policy represents the Menaul School community's desire to achieve the following:

- **Image** – To present our students to the public in a way that suggests that our students are proud of being Menaul School students, and that the school is proud of its students.
- **Learning** – To allow students to focus on learning instead of clothing.
- **Teaching** – To allow teachers to focus on teaching instead of determinations of what constitutes appropriate clothing.
- **Safety** – To provide a quick way to determine who is a Menaul School student on campus.
- **Economics** – To limit the influence of social and economic status on students during the school day, and to provide families with an economical way to purchase school clothes.

Dress Code

School uniforms should be worn in a manner that reflects neatness and appropriate attire for school or work. Uniform clothing should be neat, clean, properly fitted, and in good repair. The Directors of the Upper and Middle Schools are responsible for making final decisions about appropriate uniform dress.

The Menaul School student dress code consists of a uniform shirt; khaki pants, capri pants, shorts, or skirt; and closed-toed shoes. A Menaul sweatshirt or letter jacket, sweatshirt or

cardigan sweater in Menaul colors (red, white, black, grey) may be worn over the school uniform shirt in cooler weather.

Uniform Shirts

The School uses an online vendor to produce and sell new school uniform shirts. The link for the online store can be found through our uniform vendor, epluno.com (<https://menaulschool.eplunoshops.com/>) or through their customer service line at 1-800-249-5275. Used uniform shirts at a reduced price are available from the school store, The Panther Den, which is open at the end of the school day.

Middle School students, and Upper School students in grades 9, 10, and 11 may wear white or red uniform shirts, long- or short-sleeved. Senior students may wear black uniform shirts, in addition to white or red ones.

Uniform Pants, Shorts, and Skirts

Approved uniform pants, shorts, and skirts are tan in color and made of cotton or cotton blend twill fabric (chinos or khakis). Cargo pants, pants with extra loops or buttons, or those fitting extremely closely to the body are not permitted. Torn pants, shorts, or skirts are not permitted. Underwear should not be visible. Skirts and shorts should be appropriate for school and the workplace – approaching knee length for boys and girls.

Uniforms for Physical Education

Menaul School has no set uniform for physical education classes; rather, we ask that students wear clothes in which they can move comfortably and safely, and are not overly revealing. Students may not wear sleeveless shirts of any kind. Sneakers or other athletic shoes are required for participation in physical education and sports practices.

Footwear

To promote student activity and safety, closed-toed shoes are required on campus. Footwear styles must not distract from classroom activities.

Outerwear

Students are welcome to wear Menaul School sweatshirts or other sweatshirts in school colors (red, white, black, or grey) as part of their school uniforms during cooler weather. Students must still wear a uniform polo shirt under a sweatshirt. They are also welcome to wear their own coats and jackets, but they must be in keeping with Menaul School's values and philosophies.

Students may be asked by a teacher to remove sweatshirts, coats, and jackets in the classroom, especially when safety concerns arise. Removal will take place at the discretion of the teacher.

Accessories

Except for religious purposes, caps, hats, hoods, and other headwear must not be worn in school buildings.

Likewise, when entering a building, remove your sunglasses.

The Directors of the Middle and Upper School will determine which piercings meet the dress code. In general, ear piercings and small facial piercings are likely to be considered consistent with the dress code if they don't distract either the wearer or other students. Students must be able to remove piercings and manage the other responsibilities that go with them without assistance from adults on campus. Students are required to remove piercings for physical education classes, sports practices, and athletic events.

Cosmetics

Faces may not be painted with face paint during the school day.

Students can wear cosmetics, within reason, but may not be applied in class.

Hair

Hair, including facial hair, must be clean and well groomed.

When to Wear Your Uniform

Uniforms allow students to represent Menaul School, both on and off campus. Generally, when students leave campus for field trips, they will wear their school uniforms, although exceptions may be made with approval by Division Director or Dean. At times, other types of clothing may be requested for school events (like more formal dress for concerts, for example).

School uniforms must be worn during the regular school day. Physical education clothing is the school uniform for PE classes or sports practices.

What to Wear After School Hours

Students who attend school-sponsored events after school or off campus need to dress in good taste, and in accordance with our school's values. Examples of clothing that does not meet those criteria are: clothing that advertises alcoholic beverages or controlled substances, clothing that is sexually explicit, and clothing that disparages other races or religions.

Violations of the Dress Code

If a student arrives at school wearing clothes that do not meet dress code requirements, he or she will be asked to report to the Academic Office, and the Registrar will request one of the following:

- The student changes into appropriate clothes from the school's supply of uniforms, and returns to class with an unexcused absence for the time missed.

- The student calls his or her family and asks that an acceptable change of clothes be delivered to school, changes clothes, and returns to class with an unexcused absence for the time missed.
- The student is sent home with an unexcused absence.

Repeated violations of the dress code will be considered deliberate disobedience, and the Director of that student's division will decide which disciplinary next steps need to occur.

Section 8: Student Conduct

School Philosophy

The School's goal is to graduate young people who are prepared to function successfully in socially beneficial and productive ways. They must learn to make good decisions during their Menaul School experience, and the School's job is to help reinforce positive behavior and provide fitting consequences to discourage negative behavior. Teachers best handle discipline in the classroom when inappropriate behaviors occur, although the administrators of the School assist teachers in guiding students toward better decision-making.

When conflicts between students arise, our goal is to intervene proactively in order to develop solutions that strengthen the school community and preserve the dignity of each student.

Expectations of Student and Family Conduct

In general, we expect students to treat everyone – adults and students alike – with respect and kindness. All the other rules for behavior follow from this expectation.

Student behavior that is not in line with this expectation will be addressed by the appropriate Division Head, in collaboration with other adults on campus. Consequences for behavior that falls short of the standard of treating others with respect and kindness will always include communication with families, and may also include: making amends to a person who has been hurt, assignment of a community service task, arranging a behavioral contract between the student and school, referral to the Discipline Committee, in-school suspension, out-of-school suspension, and separation from the school.

If you experience a conflict, first speak with those who are directly involved. If the problem cannot be resolved at that level, speak to the direct supervisor of the person with whom you have conflict (more information about this can be found in Section 9). The process for resolving conflicts between individuals and for maintaining appropriate behavior may be multi-faceted, and takes time. Attempting to thwart the steps of the processes used by the school by bypassing the communication chain or "going straight to the top" are counterproductive.

The relationship between the school, a student, and his or her family is a voluntary one, based on mutual trust and respect. If that relationship is damaged and cannot be repaired, a family may be separated from the school.

To ensure a safe and healthy campus environment for everyone, the school reserves the right to search a student or visitor's belongings with cause.

Supervision on Campus

Supervision on campus begins at 7:30 am on school days for Middle and Upper School students. Students arriving before 7:30 am will not be supervised, and the School cannot assume responsibility or liability for students or their actions while on campus before 7:30 am.

Supervision for Middle School students ends at 4:00 pm on a typical school day. They must leave school by that time, be in a supervised activity, or attend paid After Care. Middle School students are not permitted to be on campus without supervision.

Supervision for Upper School day students ends at 4:30 pm on a typical school day. They must leave school by that time or be in a supervised activity. Upper School day students are not permitted to be on campus without supervision.

Vehicles, Driving, and Parking

Being able to have a vehicle on campus is a privilege, and one that the School takes very seriously. Students' ability to have a car on campus is contingent on always driving and parking safely. Failure to follow campus rules about vehicles will result in the loss of driving privileges. The School is not responsible for damage to vehicles parked on our campus.

As on the road outside campus, pedestrians have the right of way on campus at all times. The School speed limit is 5 miles per hour.

Entering or Leaving Campus: During the school day, the gate separating Frances Channer Drive from Broadway at the northwest corner of campus by the Gymnasium will remain locked. Please enter at Menaul Boulevard.

Parking Permits: Families will be issued two parking permits at the start of the school year, and one these must be displayed in the front window of a family vehicle. Visitors to campus must stop at the guard station before entering the campus.

Student Vehicle Registration: In order for students to drive to school and park a vehicle on campus, they must register that vehicle with the Academic Office. Registration of a vehicle on campus requires a student's driver's license, registration for the vehicle, and auto insurance information. Students will also display a parking permit at all times.

Where to Park: Visitor parking spaces can be found in the front and west side of Donaldson Hall. Faculty members are welcome to park east of Donaldson Hall, or closer to their buildings, if desired. Most student parking is located in the parking lot west of the Gymnasium, while parking for seniors is directly north of Barber Hall.



Student Drop Off: At the start of the school day, students can be dropped off on the west side of campus, between Bennett and Alison Halls, after entering campus from Menaul Boulevard (marked by the star on the map at right). During this time, vehicles will continue north and exit campus through the gate on Broadway Boulevard. Through traffic on Frances Channer Drive is restricted to the far left lane during this time.

Student Pick Up: At the end of the school day, students may be picked up between Bennett and Alison Halls (the start on the map above) or at the Gymnasium.

Major Violations of the Code of Student Conduct

Major violations of the Code of Student Conduct include:

- Possession or use of alcohol, tobacco, or other drugs
- Bullying and harassment
- Leaving campus without permission
- Physical confrontation
- Sexual harassment
- Trespassing
- Vandalism
- Possession of weapons
- Theft

Alcohol, Tobacco, and Other Drugs

Students are expected to abstain from using alcohol, tobacco (including e-cigarettes), and illegal drugs. Menaul School reserves the right to require a drug test of students when adults have reason to suspect that a student might be using such a substance or if a student is found to be in possession of such a substance. Refusal to submit to drug testing will result in a referral to the Discipline Committee, and a recommendation of separation from the school.

If a student has been separated from the school because of his or her use of alcohol, tobacco, or other drugs, Menaul School reserves the right to make re-admittance conditional based on a clean drug test as well as proof of participation in a counseling program.

If a student is found to be under the influence or in the possession of alcohol, tobacco, or illegal drugs, he or she will be subject to a hearing of the Discipline Committee, and may be immediately separated from the school.

Bullying and Harassment

In order to fulfill Menaul School's mission and core values, all individuals must be free to develop relationships, work, and learn in a healthy and safe environment that is free of fear, intimidation, humiliation, or exposure to behavior that creates a hostile atmosphere or is disruptive to the learning environment. In a small community like this one, the relationships between individual students and within the community define the atmosphere of our school. Our goal is to help students develop the skills and habits that support positive relationships.

Harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts, like cyber-bullying) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, or otherwise likely to evoke fear of physical harm or emotional distress. Bullying encompasses harassing behaviors that occur repeatedly over time, and which target specific individuals.

Both bullying and harassment include forms of retaliation against individuals who report or who cooperate with an investigation under this policy. The School makes no distinction about where bullying or harassing behaviors occur – whether on or off school property, at school-sponsored events, in a school vehicle, online, or in the classroom – and will address all behaviors that harm a student's imminent safety or overall well-being.

It is the responsibility of the Menaul School community to prevent and report incidents of bullying and harassment. Members of the Menaul School community include students, employees, parents and legal guardians, school partners, and visitors.

Anyone who believes that he or she is being harassed or bullied by a member of the Menaul School community must report the incident to a trusted adult at school. The complaint will be investigated, and all individuals involved will be interviewed. The examination of email records, texts, and other records will also occur, if those are relevant to the situation. If, at the conclusion of the investigation, it is found that harassment or bullying has occurred, appropriate disciplinary action will be taken, which may include referral to the Discipline Committee.

Leaving Campus without Permission

Menaul School is a closed campus, which means that, after students arrive at the start of the school day, they remain on campus until the end of the school day or extracurricular activities. Students who wish to leave campus during the school day may do so under a limited set of conditions.

- 1.) A parent or guardian may sign out students for visits to the doctor or dentist, a funeral, or the like.
- 2.) Seniors may leave campus, signing out and signing back in upon return, to complete work on their Capstone projects.
- 3.) As part of senior privileges and with permission from the administrative team and their parents, senior students may leave campus for lunch on specified days of the week.
- 4.) Field trips accompanied by a faculty member or other school-authorized chaperon.

Physical Confrontation

Because Menaul School values the relationships formed between students, we emphasize settling conflicts through talking, with mediation if needed. No fighting of any kind is permitted. Students engaged in physical conflict will be referred to the Discipline Committee.

Sexual Harassment

The School values a safe and welcome learning environment for all students. To achieve that goal, we prohibit harassing behavior based on sex or sexuality that has a negative effect on students' academic performance or which creates an intimidating, hostile, or offensive educational environment.

Behaviors that can constitute harassment may include unwelcome flirtations or propositions, sexual slurs, threats, derogatory comments, sexually degrading descriptions, graphic comments about a person's body, spreading sexual rumors, sexual jokes or pictures, touching someone's body or clothes in a sexual way, purposefully cornering or blocking normal movements, or displaying sexually suggestive objects.

Trespassing

Unauthorized entrance into school buildings or property makes it difficult to maintain a secure campus. Once a student leaves campus after the last period or extracurricular meeting, he or she may not return to campus except to participate in a school-sponsored event. Students who are found to have trespassed will be referred to the Discipline Committee.

Vandalism

Many people, students included, have worked to beautify our campus. Vandalism not only hurts those people, but also harms our whole community and shows a lack of pride in our school and respect for its legacy. Students engaging in vandalism in any form will be referred to the Discipline Committee.

Possession of Weapons

No weapons of any kind have a place on our campus. Students found to be in possession of a weapon on campus will be referred to the Discipline Committee.

Theft

Theft in any form – including intellectual or physical property – has no place on our campus. All instances of theft will be referred to the Discipline Committee. Students are responsible for securing their own belongings.

Minor Violations of the Code of Student Conduct

Minor violations of the Code of Student Conduct are:

- Using cell phones without permission on campus during school hours
- Violations of the community language policy
- Possession of energy drinks, caffeine pills, and similar substances
- Public displays of affection

Cell Phones

To promote academic growth and community engagement, students are not permitted to use cell phones on campus without specific permission from an adult during school hours.

Bringing cell phones on school trips may be permitted, but is left to the discretion of the adults planning the trip.

Students are always welcome to use school phones to contact their families in the case of an emergency. If a parent or guardian needs to contact a student during the school day, please call (505) 345-7727.

If a student is found using a cell phone on campus during school hours, the phone will be collected and returned to the student at the end of the day for the first offense during the school year. If a student is found using a cell phone inappropriately again, the phone will be collected and returned to his or her parent or guardian at the end of the school day. If a student uses a cell phone during the school day for a third time, the Dean or Division Director will hold the student's phone for a week. If further offenses occur, the student will appear before the Discipline Committee.

Community Language

To build a strong and positive community, and to promote a learning environment where all feel safe and welcome, Menaul School prohibits the use of offensive, profane, vulgar, and abusive language. Appropriate language is required in all areas of our campus – in the classroom, in the cafeteria, walking between classes, on the athletic fields – and everyone on campus is responsible for maintaining this standard. Repeated violations of community language standards will result in disciplinary consequences.

To strengthen our school community and to promote the acquisition of English language skills, students will speak English in classes, athletic practices, and other community gathering times. One exception to this policy is during world language classes; e.g., in Spanish class, the community language is Spanish.

Energy Drinks, Caffeine Pills, and Similar Substances

To promote the development of healthy bodies, energy drinks in all forms (powders, canned drinks, shots), as well as caffeine pills and similar substances are prohibited on our campus. If these substances are found on campus, they will be confiscated and destroyed. Additional violations will result in referral to the Discipline Committee.

Public Displays of Affection

To strengthen our community and to prepare students for appropriate behavior in the workplace, public displays of affection on campus are best kept to a minimum. Examples of appropriate public displays of affection are holding hands, brief hugs, fist bumps, and high fives.

Academic Honesty

Attending Menaul School represents a significant investment of time, effort, and money for students and families. Maintaining academic honesty when completing assignments means that students honor this investment, and make the most of their opportunities in secondary schooling. When students plagiarize, cheat, or otherwise engage in academic dishonesty, they short-circuit their learning process. Menaul School takes academic honesty very seriously, and the policies outlined in this document aim to support students in good decision-making.

Cheating

Cheating is the use of any deceitful technique to improve one's grade. Examples of cheating include (but are not limited to):

- Referring to notes during a test when it is not an open-notes test
- Referring to online resources during a test
- Communicating information with another student or students during a quiz
- Copying answers from another student's test
- Asking another student for information about a test that he or she has already taken
- Giving information about a quiz to a student who has not already taken the quiz

Plagiarism

Plagiarism is using material from another source – someone else’s words or ideas – without proper acknowledgement. A source is any material that is protected by a copyright (e.g., published books, articles, notes, films, etc.) or any material clearly identified as the work of another person (e.g., another student’s paper or a teacher’s notes). Plagiarism tends to occur in three ways:

- 1.) Copying the words of a source without adding quotation marks, even if there is documentation of the source present in the form of a footnote, endnote, parenthetical note, or textual reference to the author.
- 2.) Paraphrasing or summarizing a source without sufficiently changing the language of the original; i.e., without putting the paraphrase or summary into one’s own words. This is also plagiarism even if documentation is present.
- 3.) Quoting, paraphrasing, or summarizing ideas or words from another author without documenting the source.

Luckily, avoiding plagiarism is easy. The two most common techniques of citing sources correctly are quoting directly and paraphrasing.

By quoting directly, you keep the word-for-word text of the original to highlight the author’s craft and to reproduce the author’s unique perspective on a topic. As Lynn Troyka writes in her book *Handbook for Writers*, when you paraphrase, you:

translate the writer or speaker’s language into your own. If you do not use your own words, you will be quoting, not paraphrasing. Use words that come naturally to you. Use synonyms for the source’s words whenever you can, and then always read over your sentences to be sure that your paraphrase makes sense and does not distort the meaning (p. 514).

Original Source: Sami Yousafzai and Ron Moreau, “Inside Al Qaeda.” *Newsweek* 13 September 2010 32.

Passage from the Text:

“One day early last year, he met a gray-beard tribesman at a café in Karachi. The man told thrilling tales of Pakistani Taliban’s war against government security forces in the tribal areas. Hanif, who had just turned 15, hung on every word. ‘He came back to meet me the next day,’ the boy recalls. ‘Carefully I expressed my wish to join the jihad, and the man said he would see if he could help me.’ In fact the man was a recruiter working for Baitullah Mehsud.”

Unacceptable Paraphrase:

One day last year, he met a gray-beard Karachi tribesman in a café. The tribesman told thrilling tales of Pakistani Taliban’s battles with the government’s security. Fifteen-year-old Hanif hung on every word. The boy said, “He came back to meet me the next day.” The boy wanted to join the jihad, and the man said he would help him. In fact the man was a recruiter for Baitullah Mehsud.

Acceptable Paraphrase:

Last year, fifteen-year-old Hanif met a Karachi tribesman in a café. The tribesman told Hanif exciting stories of the Pakistani Taliban's clashes with government forces. Hanif was in awe. The boy said that the tribesman met with him the next day and offered to help him join the jihad. The tribesman was one of Baitullah Mehsud's recruiters.

Key points to remember when accurately paraphrasing are that the version should include as many of your own words as possible and still be true to the context of the original. It does not necessarily need to be concise.

For MLA formatting of notations, margin sets, Works Cited listings, and other requirements see the "Mini-Manual for Using MLA Style in Research Papers" online.

Works Cited

Troyka, Lynn. *Simon & Schuster Handbook for Writers*. Englewood Cliffs, NJ Prentice, 1987. 514.

Yousafzai, Sami and Ron Moreau. "Inside Al Qaeda." *Newsweek*. 13 September 2010. 32.

Consequences for Academic Dishonesty

Academic dishonesty is a serious offense. Students guilty of plagiarism or cheating may be separated from the school, mirroring the real-world situations of employees who have taken ideas from documents and presented them as their own may be fired, and companies that have stolen intellectual property may be sued.

On the first instance of academic dishonesty, the student will receive a zero on the assignment, whether it is a test, quiz, paper, homework assignment, or other work. The teacher may ask the student to complete another assignment, and it will be graded at the teacher's discretion.

On the second instance, the student and family will meet with either the Director of his or her academic division or with a Dean. Possible consequences at this level include in-school suspension, out-of-school suspension, a work detail, or community service project.

On the third instance, the student will appear before the Discipline Committee. Possible consequences for a third offense include earning a failing mark for the entire course and separation from the School.

Discipline Process and Discipline Committee

Discipline procedures should be both equitable and predictable with a progressive response. Consequences will escalate as the number or severity of infractions increases.

Discipline Ladder

For most student discipline issues, the following list of actions will be applied, although there are exceptions for major infractions of the student code of conduct.

- 1.) Most misbehavior by students will be handled by teachers who will communicate with the student's family about what happens in the classroom.
- 2.) Repeated instances of problematic behaviors will result in the following actions:
 - a. The teacher will email a description of the problem to discipline@menaulschool.org, a distribution list for administrators at the school who are involved in the discipline process.
 - b. The appropriate Division Head or Dean will phone or email the student's family to describe what happened, and provide documentation of the phone call or email using the discipline@menaulschool.org email address, as well.
 - c. The appropriate Division Head or Dean will determine an appropriate response, with the goal of helping the student to engage in more productive behavior.
- 3.) A second referral to the discipline process during the same school year will result in a family conference, and another consequence to be determined during the conference.
- 4.) A third referral to the discipline process during the same school year may result in a day or days of suspension (in school or out of school), and the construction of a Behavior Contract to lay out the parameters for the student's continued enrollment at school.

A Behavior Contract sets out, in writing, clear expectations for student behavior and the consequences if those expectations are not met. The term of the Behavior Contract will be clearly stated within it, and may run as long as two semesters. A family meeting will take place to discuss the Behavior Contract before the student can return to school.

- 5.) A fourth referral to the discipline process during the same school year will require the student to appear before the Discipline Committee. The Discipline Committee will make recommendations for additional consequences for behavior modification, which may include separation from the school.

Discipline Committee

The Discipline Committee is composed of three Menaul School student leaders and three teachers, selected by the appropriate Division Head and/or Dean. Others present will be the accused student, a parent or guardian, and an adult from the school community chosen by the student.

One of the three teachers will be chosen to lead the proceedings. The appropriate Division Head or Dean will present the information gathered, followed by time for the student and/or the adults accompanying him or her to advocate for the student. The six members of the committee will weigh the information presented and make a recommendation to the appropriate Division Head or Dean about next steps. Common consequences assigned by the Discipline Committee include: assigning community service hours, apology to those who have been harmed, suspension, or separation from the school.

The Discipline Committee's recommendation will be reviewed, and possibly modified, by the appropriate Division Head before implementation and communication with the student and his or her family. Final recommendations may be appealed to the Head of School. All of the proceedings of the Discipline Committee are confidential and may not be discussed outside of that group.

Reapplying to Menaul School

If a student has been separated from the school for disciplinary reasons may reapply after the completion of one full semester at another school.

In order to be readmitted, students must demonstrate a change in their behavior, successful academic progress, and attitudes that permit them to rejoin our community as a productive member. Students may be required to document such changes by providing the school with evidence, such as drug test results, a written statement, or reports from a school counselor, therapist, or other medical professional.

Section 9: Family Involvement

Family Involvement Program

The goal of the Family Involvement Program is to strengthen the bonds of our community by encouraging families' participation in the life of the School. The support of students' families, whether in the gift of time or money, allows us to provide a world-class education to every student.

Menaul School is an independent school and does not receive funding from the local, state, or federal governments. Tuition does not cover the full cost of educating each student. The School's endowment and gifts from the alumni, parents, and friends of Menaul School provide the necessary funding to supplement tuition and ensure the School's financial strength.

Families of Domestic Students

For domestic families, participation can take the form of a monetary gift to the School, a contribution of time, or a combination of time and a monetary gift. Families will be able to record their selection in RenWeb.

The specifics of the options for families of domestic students include:

Option 1: 20 hours of time donated to working on campus

Option 2: \$240 contribution and 8 hours of work on campus

Option 3: \$400 contribution

Families of International Students

For international families, participation can take the form of a monetary gift to the School, contribution of other resources to meet the budgeted needs of the school, or helping with the recruitment of international students. International families can record their selection in one of two ways: by replying to a letter sent to the family home in early autumn, or through RenWeb.

The specifics of the options for families of international students include:

Option 1: \$400 contribution

Option 2: The contribution of materials or other resources with the purpose of meeting the budgeted needs of the School.

Option 3: Assistance helping Menaul School recruit international students by providing the contact information of qualified prospective students, giving presentations to prospective students about the School, or holding gatherings of families to share information about Menaul School.

In all cases, the School reserves the right to bill families who do not record service hours by the end of April. The Registrar will track families' hours and contributions.

Section 10: Other Information

Communication

If you experience a conflict with a member of the school community, speak *to* that person directly first, rather than *about* them. If you are not able to resolve the conflict at this level, then speak to that person's direct supervisor.

Trips off campus may occur for athletic events, community building, or academic purposes. Students leaving campus represent the school, and their behavior should reflect our high standards for student conduct. Transportation to and from these events is typically in school-owned vehicles; transportation in personal vehicles with adult drivers is subject to approval by a school official.

Failure to follow school rules and to treat others with respect are grounds for being sent home from a trip, at the student's own expense.

Guests

Students who wish to bring a guest to visit classes must make arrangements with the Director of their academic division. All visitors entering campus will sign in with the receptionist and wear a visitor badge during their stay.

Unauthorized visitors or those not following school rules will be asked to leave.

Lost and Found

For items misplaced on most of campus, a lost and found bin is maintained in the lobby of the Dining Hall, Davidson Hall. For items misplaced in the Gymnasium, the Upper School and Middle School Athletic Directors will maintain a collection of items; please see either of them for things lost in the Gym.

Periodically, unclaimed items are donated to charity.

Student Lockers

Middle School students are assigned lockers in the second floor of Donaldson Hall, and in the locker rooms of the Gymnasium. Students are responsible for keeping their lockers clean and in good working order. Combination locks can be used to secure lockers, and the combinations are submitted to the Middle School Director for safekeeping.

Upper School students participating in athletics and physical education may be assigned a locker by their coach, physical education teacher, or athletic director.

School Leadership and Key Personnel

Board of Trustees: The Board of Trustees is responsible for protecting the School's mission and values, supporting the Head of School in implementing our mission and values, and securing the long-term financial stability of the school. The Head of School reports to the Board of Trustees.

President and Head of School: The Head of School is responsible for overseeing all components of the operation of the School, making sure that the School lives up to its ideals. The Head of School delegates day-to-day operations in service of the School's mission to members of the administrative team.

Assistant to the Head of School: The Assistant to the Head of School assists the Head of School, particularly with scheduling, publications, and day-to-day operations.

Director of Admission: The Director of Admission is a member of administrative team and reports directly to the Head of School. He or she is responsible for new student recruiting and admission, including marketing and financial aid. Questions about financial aid, admission, and admission testing can be directed toward the Director of Admission.

Admission Associate: The Admission Associate assists the Director of Admission, and supports new student recruitment and admission. He or she is the first point of contact for prospective families in the Office of Admission.

International Admission Associate: The International Recruiter manages the School's marketing, recruiting, admission, and financial aid to international students. He or she is also responsible for student visas and compliance with SEVIS and coordinating exchange programs.

Director of Finance and Operations: The Director of Finance and Operations is a member of the administrative team and reports directly to the Head of School. He or she supervises campus security, food service, and facilities, as well as directs the short- and long-term financial actions of the School. Questions about payment plans, tuition, tuition insurance, and fees can be directed toward the Director of Finance and Operations.

Accounting Manager: The Accounting Manager conducts financial transactions for the School. He or she can help with questions about balances and payments for student accounts.

Campus Security Guard: The Campus Security Guard conducts campus walk-throughs, manages campus traffic and parking, and schedules facility use.

Hospitality Coordinator: The Hospitality Coordinator oversees the daily preparation and serving of meals on campus, as well as for a variety of catered campus events. In addition, he or she manages booking of campus facilities for events and supervises cleaning procedures on campus.

Kitchen Staff: Under the direction of the Hospitality Coordinator, Kitchen Staff prepare and serve meals on campus and provide catering services.

Janitorial Staff: Under the direction of the Hospitality Coordinator, Janitorial Staff clean campus buildings.

Technology Coordinator: The Technology Coordinator manages and maintains the School's technology infrastructure as well as personal computers, phones, and iPads. Along with the School's Educational Technologist, the Tech Coordinator monitors the campus network and devices to ensure appropriate use.

Facilities Manager: The Facilities Manager coordinates the maintenance and upkeep of our campus and its buildings, as well as school vehicles. He or she plans and supervises transportation needs for the school community. In addition, he or she supervises campus maintenance staff.

Campus Maintenance Staff: The staff of the facilities department keeps the physical plant of our school in good condition.

Director of Institutional Advancement: The Director of Institutional Advancement is a member of the administrative team and reports directly to the Head of School. He or she is responsible for fund development, public relations, and alumni relations. This office must approve all fundraising activities undertaken by members of our school community, including student groups.

Institutional Advancement Associate and Assistant Institutional Advancement Associate: The Institutional Advancement Associate supports the work of maintaining relationships with alumni and the general public, as well as fundraising and event planning.

Middle School Director: The Middle School Director is a member of the administrative team and reports directly to the Head of School. He or she manages the Middle School program in its entirety, which includes teachers, curriculum and instruction, scheduling, activities and athletics, and the life of the Middle School community. The Middle School Director monitors student progress in body, mind, and spirit.

Middle School Dean: The Middle School Dean helps to shape student behavior in a positive direction by intervening when disciplinary situations arise, and ensuring that procedures found in the Discipline Ladder are followed. When a meeting of the Discipline Committee is needed, he or she will chair the meeting.

Teachers: Middle School teachers are the frontline personnel who carry out our mission to educate every student in body, mind, and spirit. They may be found in the classroom, but also on the athletic field, at club meetings, and in family meetings. Questions about grades, policies in a particular class, events for a particular class, or assignments should be directed to teachers first.

Middle School Athletic Director: The Middle School Athletic Director works with our school's athletic league, the APIAL (Albuquerque Parochial and Independent Athletic League), to schedule athletic events and their locations, and is responsible for communicating that information to the Middle School community. He or she also coordinates the hiring and training of Middle School coaches. Questions about the athletic program in general, eligibility, sports physicals, and schedules for games can be directed to the Middle School Athletic Director. Families of students who have health concerns should communicate those to the Middle School Athletic Director.

Coaches: Middle School athletic coaches are drawn from our school's faculty and staff, as well as the wider community. They have participated in training through the New Mexico Activities Association

(NMAA) to become licensed coaches. They are responsible for communicating team-specific information for their sports. Questions about coaching and student participation in particular sports should be directed to each sport's coach.

Registrar and Academic Office Administrative Assistant: The positions of Registrar and Administrative Assistant for the Academic Office are generally combined. He or she assists the Directors of the Middle and Upper Schools with administrative tasks and communication with families. He or she is the first point of contact for families about attendance, schedules, grades, and transcripts, and maintains health records for students.

Chaplain: As the pastor of the Menaul School community, the Chaplain is responsible for the religious life of all members, including preparing Chapel services, planning Mission Week activities, and providing pastoral counseling. If, for any reason, the School is without a full-time Chaplain, the Head of School will appoint a member of the faculty to serve as Chapel Coordinator.

Upper School Director: The Upper School Director is a member of the administrative team and reports directly to the Head of School. He or she manages the Upper School program in its entirety, which includes teachers, curriculum and instruction, scheduling, activities and athletics, the boarding program, and the life of the Upper School community. The Upper School Director monitors student progress in body, mind, and spirit.

Teachers: Upper School teachers are the frontline personnel who carry out our mission to educate every student in body, mind, and spirit. They may be found in the classroom, but also on the athletic field, at club meetings, and in family meetings. Questions about grades, policies in a class, events for a class, or assignments should be directed to teachers first.

Upper School Dean: The Upper School Dean helps to shape student behavior in a positive direction by intervening when disciplinary situations arise, and ensuring that procedures found in the Discipline Ladder are followed. When a meeting of the Discipline Committee is needed, he or she will chair the meeting.

Upper School Athletic Director: The Upper School Athletic Director works with our school's athletic league, the New Mexico Activities Association (NMAA), to schedule athletic events and their locations, and is responsible for communicating that information to the Upper School community. He or she also coordinates the hiring and training of Upper School coaches. Questions about the athletic program in general, eligibility, sports physicals, and schedules for games can be directed to the Upper School Athletic

Director. Families of students who have health concerns should communicate those to the Upper School Athletic Director.

Coaches: Upper School athletic coaches are drawn from our school's faculty and staff, as well as the wider community. They have participated in training through the NMAA to become licensed coaches. They are responsible for communicating team-specific information for their sports. Questions about coaching and student participation sports should be directed to each sport's coach.

Registrar and Academic Office Administrative Assistant: The positions of Registrar and Administrative Assistant for the Academic Office are generally combined. He or she assists the Directors of the Middle and Upper Schools with administrative tasks and communication with families. He or she is the first point of contact for families about attendance, schedules, grades, and transcripts, and maintains health records for students.

Chaplain or Chapel Coordinator: As the pastor of the Menaul School community, the Chaplain is responsible for the religious life of all members, including preparing Chapel services, planning Mission Week activities, and providing pastoral counseling. If, for any reason, the School is without a full-time Chaplain, the Head of School will appoint a member of the faculty to serve as Chapel Coordinator.

College Counselor: The College Counselor provides career, academic, and college counseling for students. He or she guides students through the college application process, and helps students determine which colleges or universities would be a good fit. Helping families understand the financial aid process in post-secondary education is also part of the College Counselor's job.

Residential Life Coordinator: The Residential Life Coordinator oversees the boarding program at Menaul and its staff. He or she will plan activities for boarding students, ensures their health and wellbeing, and monitors their academic progress. The Residential Life Coordinators also communicates regularly with the families of boarding students, and is the first point of contact for questions regarding the boarding program or concerns about individual students.

Residential Life Staff: The Residential Life staff provides the day-to-day care of boarding students, through monitoring study periods, providing transportation, and helping students go to bed and wake up on time.

Quick Contacts

For help with...	Please contact...
Classroom issues (behavior, grades, assignments)	First – the classroom teacher
	Afterward – the Director of the Middle School: Julie Shuler-Misra, jmisra@menaulschool.org , (505) 341-7264 or Director of the Upper School: Troy Williamson, twilliamson@menaulschool.org , (505) 341-7234
Spiritual direction & pastoral counseling	Menaul School Chaplain Reverend Takako Terino, tterino@menaulschool.org , (505) 341-7241
Curriculum	Directors of the Middle or Upper Schools
Transcripts	Registrar: Pat Nunez, pnunez@menaulschool.org , (505) 341-7212
Accounts payable	Accounting Manager: Jennie Lo, jlo@menaulschool.org , (505) 341-7248
Admission, enrollment, financial aid	Admission Office
	Director: Amy Boldt, (505) 341-7223, aboldt@menaulschool.org ; Admission Associate: Lara Brockway, (505) 341-7250, lbrockway@menaulschool.org)
International admission	International Admission Associate: Laura Hille, (505) 341-7250; lhille@menaulschool.org
Athletics	Middle School Athletic Director: Jim Doyle, jdoyle@menaulschool.org ; (505) 341-7278
	Upper School Athletic Director: Gary Boatman, gboatman@menaulschool.org ; (505) 341-7226
College admissions	College Counselor:
	Chris Schifani, cschifani@menaulschool.org ; (505) 341-7216
Absences and tardies	Registrar: Pat Nunez, pnunez@menaulschool.org , Attendance Line: (505) 341-7255
Boarding life	Residential Life Coordinator: Julie Webb, jwebb@menaulschool.org ; (505) 341-7211
iPads, Canvas, RenWeb, or other technology issues	Educational Technologist: Tiffany Lo Finch, tlofinch@menaulschool.org
	Director of Technology: Brian Higginbotham, bhigginbotham@menaulschool.org

Appendix A – Technology Responsible Use Policy

Introduction

Menaul School recognizes the unique learning experiences that individual mobile devices provide for our students. Using these devices gives students the access to learn both in the classroom and at home. The 1-to-1 program also promotes the responsible use of today's ever-changing technologies, which is an essential part of a World Smart education. To support this learning, our campus IT network exists for students to complete assignments, share information, work collaboratively, and complete other school-related functions. Use of technology at Menaul School requires responsible, considerate, ethical, and legal use. This Responsible Use Policy (referred to as the "RUP") sets the framework for technology use and applies both to technology resources brought onto campus and resources provided to users for their use.

Students in violation of the RUP will be subject to disciplinary action under the School Code of Conduct. Menaul School reserves the right to view and inspect any devices brought to campus. Menaul School reserves the right to determine what constitutes acceptable use and to limit access and time of access to such uses.

Guidelines

1. All material on a device or transmitted over the School's network should be consistent with the values and mission of Menaul School.
 1. Users are not allowed to access, upload, download, or distribute offensive, profane, threatening, pornographic, harassing, obscene, or sexually explicit materials.
 2. Any use of cameras in restrooms or locker rooms, regardless of intent, is prohibited.
 3. Users may not use technology resources for illegal uses, financial or commercial gain, or violations of copyright law.
2. Users must comply with each teacher's classroom rules for the use of devices.
 1. If a student is asked to surrender a device, it must be immediately unlocked and given to the requesting staff member.
 2. Users will keep devices in silent mode unless instructed otherwise.
3. Users must only access the internet through Menaul School's wireless network during the school day. Connecting to other wireless connections or hotspots is prohibited.
 1. While Menaul School uses filtering software, no program is capable of blocking everything and students must use caution to avoid material that is inaccurate, illegal, inappropriate, or offensive.
4. Users are responsible for controlling access to their accounts.
 1. Students will not give their passwords to other people.
 2. If a password is compromised, the student will report it to the technology department.
 3. Users may not log onto someone else's account or manipulate the materials of others.

5. Users may not inhibit or block others' access to technology resources, which includes modifying or disconnecting hardware, and erasing or disabling software provided by the School.

6. If reasonable belief exists that the student has violated the terms of this agreement or other school policy, the student's device may be inspected and/or confiscated. Further disciplinary action may include the loss of technology privileges or further action as determined by the Administration. The School reserves the right to disclose relevant information to appropriate authorities.

Student/ Family Agreement

1. I agree to the guidelines set forth by the Responsible Use Policy.
2. I agree that my device may be inspected or confiscated when brought on campus. I understand that any use of the network and other technology resources will be monitored and is neither private nor confidential to authorized Menaul School personnel.
3. I am fully responsible at all times for the personally-owned device brought to school. Menaul School is not liable for any loss, damage, or theft of a personally-owned device.
4. I am responsible for the condition of the device brought to school, including updates, antivirus software, and repair. Menaul's Technology Department will only give limited support for personal devices.
5. I agree to have my device clearly labeled and identifiable on the network while on campus.
6. I acknowledge that Menaul School has ownership of all networks and accounts provided to me.
7. I agree to use technology carefully and to conserve the School's resources.
8. I agree that I am responsible for completing all coursework regardless of whether or not I have a device at school. Malfunctions or technical issues are not acceptable excuses for failing to complete an assignment, unless no other means of completion exist.

I have read this policy and understand and accept the statements and responsibilities required.

As a parent/guardian, I have discussed my expectations of responsible and acceptable behavior with my child and will monitor my child's use of technology.

_____	_____
Student Signature	Parent Signature
_____	_____
Student Name (Printed)	Parent Name (Printed)
_____	_____
Date	Date

Appendix B – School-Issued Device Agreement

Menaul School provides a computing device, power adapter, and charging cord (“Equipment”) to all Middle School students and to Upper School students when needed. This agreement is entered into between Menaul School (“School”), _____ (“the Student”), and _____ (the Student’s “Parent/Guardian”).

Parent/Guardian and Student understand, acknowledge, and agree that:

- Use of the Equipment is a privilege and not a right. The School reserves the right to limit or prohibit access to the Equipment at any time.
- The Equipment shall remain the sole property of the School. The School retains the right to inspect the Equipment, and to alter, add, delete, or remove software or hardware from the Equipment, at any time.
- Student is expected to safely transport Equipment between school and home and bring the Equipment charged, clean, and in working order every day that Student is in attendance.
- Nothing done with or saved to the Equipment or on or off the School network is private.
- While Student is permitted to customize user settings on the Equipment, Parent/Guardian and Student may not remove or install programs or apps on the Equipment or alter or repair the Equipment in any manner. Student and Parent/Guardian may request changes be made to programs and apps from the Technology Department of the School.
- Parent/Guardian and Student acknowledge that the Equipment is capable of unfiltered and unmonitored access to the Internet when going online outside of the School network. This means that Internet access will be unfiltered when the Equipment is not on School property and connected to School WiFi. Parent/Guardian shall be responsible for monitoring all Internet activity on the Equipment when it is online outside of the School network.
- The Equipment shall always be used, including off of School property and outside of the School network, in keeping with applicable law and the School’s Technology Responsible Use Policy (see the Student Handbook).

Student Responsibilities

Care of the Device

- **All devices must be in a protective cover at all times.** Covers will not prevent all damage, but they will help protect it and preserve the device.
- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Defacing of the Equipment in any way is prohibited (stickers, markers, etc).
- Do not subject the Equipment to extreme heat or cold (do not store in vehicles).

Safeguarding and Maintaining as an Academic Tool

- Academic content takes precedence over personal files and apps. In the case of memory space conflict, personal media/files/apps must be removed regardless of financial loss to the student.

- Non-educational content is for personal use only and may not be accessed at any time during the school day or shared in any manner with other students.
- The whereabouts of the iPad should be known at all times. It is the student's responsibility to keep their iPad safe and secure. The student should immediately report lost equipment to the Technology Department.
- If Equipment is found unattended, it should be given to the nearest faculty/staff member.
- Any device found with illegal or inappropriate software or materials will be reformatted and re-imaged. The student will be subject to disciplinary action under the School's Code of Conduct. In addition, the student's account will be charged a \$25 fee for this service. This amount may increase for repeat violations.

Damaged, Lost or Stolen Equipment

- If the Equipment is lost, stolen, or damaged, the Academics Office or Technology Office must be notified immediately.
- Devices that are believed to be stolen/lost can be tracked through the mobile device management system (MDM), if the device is online. If the lost or stolen device cannot be located, the Parent/Guardian will be financially responsible for the full replacement cost of the Equipment.
- The Parent/Guardian will be financially responsible for any damage to the Equipment. In the case that the device is an iPad under Apple Care warranty, the student's account will be charged \$75 for the first incident and \$100 for the second incident. Any damages after that will be charged full replacement cost.

Return of Equipment

- All devices will be returned during the final week of school.
- Power adaptors and power cords:
 - For Upper School students, all power adapters and power cords must be returned in good condition and in working order. If they are damaged or inoperable, the replacement cost will be charged to the student's account.
 - Middle School students will be provided with new charging equipment when they first enroll at Menaul School and will be responsible for using and maintaining that equipment for the duration of their enrollment in the Middle School. Middle School students may purchase personal replacement equipment as needed.
- Students who transfer, withdraw, or are expelled from the School must surrender the Equipment upon termination of enrollment or pay the full replacement cost.
- Failure to return the Equipment will result in the full replacement cost being charged to the student's account and a theft report being filed with the local Police Department.

Student Signature

Parent Signature

Student Name (Printed)

Parent Name (Printed)

Date

Date

Appendix C – The Presbyterian Church and Education

The text that follows is from Mr. John Sitler’s address to the Menaul School Class of 2014 at their Baccalaureate service. Although this speech was written particularly for that group and others in attendance at Baccalaureate, it provides a helpful window into the understanding of the Presbyterian Church’s perspective on education.

Parents, Grandparents, Families, Friends, Alumni, Board Members, Colleagues, but specifically, the Ladies and Gentlemen of the Menaul School Class of 2014:

Summer 2014 will pass quickly, and soon you graduating seniors will all find yourselves as freshmen again. Despite all the freshmen orientations, you will be disoriented, memories of black-shirted senior prestige fading as you try to find your place in a new community. A major task in those first days and weeks will be to create a preliminary network of friends and allies, and part of that is asking and being asked a lot of questions: “Where are you from? What do like to do? What do you listen to? What did you get on your SAT? What do you drive? What do you like to eat?”

Then perhaps one other question: “Where’d you go to high school?” That’s easy, right? “Menaul School in Albuquerque, New Mexico.” And then the follow up? “What kind of school is it?”

Now what do you say? What kind of school are you graduating from? A small – we can all agree on small – private school? An independent school? A Christian school? A supposedly Christian school? A formerly Christian school? A faith-based school? Maybe you say you don’t know, or just change the topic to ‘so what’s the deal with your roommate?’

I doubt that any of you would say, ‘a school whose philosophy and culture are rooted in the school’s long historic ties and relationship with the Presbyterian Church.’ First, because you would sound weird; second, because you know that would mean nothing to most people. A third reason may be that although you’ve heard the word Presbyterian thrown around, you may not have a very clear idea of what it means. So what does it mean to have received an education at a historically Presbyterian institution like Menaul?

Know that the Presbyterian Reformed tradition has always emphasized education. The founder of the tradition, John Calvin, was a brilliant and learned humanist scholar who studied the ancient classics and pursued law studies before he devoted himself to the Church. The Geneva Academy which he founded was open to all young people, not just the children of wealth and privilege, and the curriculum included not only Bible and theology but also the liberal arts, mathematics and natural sciences. Calvin believed that faith and knowledge are a unity, that science is actually a gift of God since we use it to discover the mysteries of God’s creation. To learn, to cultivate the mind, to seek truth – this is a holy enterprise. You are graduating from a school that does not separate the spirit from the intellect, but rather sees the creating Holy Spirit of God in the process of teaching and

learning, bringing order out of chaos. Use your brains. Continue to use your brains. To not think is to deny the image of God in which you are created.

The Presbyterian tradition also emphasizes mission, taking faith and knowledge into the world to transform the world. God may have created the world good and whole, but God's good creation is wounded and broken, and the Reformed response is not just to pray about it, or think about it, but to get out and do something about it. You are graduating from a school that through mission and service experiences has shown you that we can do something to redeem and heal the world. Not only can we – we must. So go out and get your hands dirty. To not care for creation and other human beings is to deny the image of God in which you are created.

The Presbyterian tradition also emphasizes the question, "What am I called to do with my life?" Some churches emphasize, "Am I saved?" or "How can one be saved?" or "What must I do to stay saved?" The Reformed tradition, believing God has already taken care of everything, teaches to live not with anxiety but rather with confidence and gratitude. Don't worry about it. Assume you are saved and live the life you have been given to the fullest.

The first question in the Westminster Shorter Catechism is: "What is the chief end of man?" In other words, what are we here for? The answer: "To glorify God and enjoy God forever." A primary way to live that out is to listen for the call to serve. Before the Reformation, vocation or calling was thought to be only for those who worked for the church as priests, monks or nuns. An important Reformed conviction is that every person is called. Vocation is not just for those who work for the church. Every calling is a holy calling, not just priest or minister but farmer, teacher, manual laborer, entrepreneur, governor, student.

I remember as a boy bringing my father a good report card. His eyes moistened and he told me how proud he was of me. But then he said, "Don't get these grades to please your mother and me. Do it for yourself. We will be proud of you no matter your grades. You can become a garbage collector – we will still love you and be proud of you. Do what you love." This memory has become a parable for me. We please God when we do what we love.

You are graduating from a school that has encouraged you to listen to the voice of God, however you conceive of God. In answer to the perennial student question, "when am I ever going to use this?" the answer is that not just Capstone but every trig problem, every metaphysical poet, every Spanish verb conjugation, every lab experiment, every brush stroke, every historical phenomenon reflected upon has directly or indirectly challenged you to reflect on the big questions: "Who am I, what am I going to do with this knowledge, and what am I going to do with my life?" Not to ask yourselves these questions is to deny the image of God in which you are being created.

My heart is filled with pride at every Menaul graduation as we hear the aspirations of each graduate. In all the years I have been here, virtually every graduate has voiced plans to increase knowledge, to serve, to respond to a call. Menaul is faithful to her Reformed roots when her graduates express the conviction that they are part of something much larger than themselves – larger than family, than nation, than race or religion. Connected to the

world, to our common humanity, to the cosmos, to the More, to God, Menaul graduates respond to that sacred call to go out of and beyond themselves.

So what kind of school are you graduating from? Tell your new friends, without shame – a vocational school. A place that has nurtured and challenged you to listen for the voice of love calling you to identify and use your God-given talents in the world in ever new and surprising ways.

God bless you, Class of 2014. Be the Light! Sea la Luz!