



Student and Family Handbook

**Academic Year
2022–2023**

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

Contents

Information	Section
Student and Family Signature Page	I
Message from the Head of School	II
Menaul School Mission and Core Values	III
School Faculty and Staff Phone Directory	IV
Upper School Daily Schedule	V
Middle School Daily Schedules	VI
Section 1: Academics	VII
Section 2: Religious Emphasis	VIII
Section 3: Attendance	IX
Section 4: Student Services	X
Section 5: Student Leadership	XI
Section 6: Student Activities	XII
Section 7: Student Dress Code	XIII
Section 8: Student Conduct	XIV
Section 9: Other Information	XV
Quick Contacts List	XVI
Appendix A: Technology Responsible Use Policy	i.
Appendix B: School-Issued Device Agreement	ii.
Appendix C: The Presbyterian Church and Education	iii.

There is a map of the Menaul School campus under Section 8.

Student and Family Signature Page - I
--

In the interests of saving paper, students will affirm that they and their families have read the Student-Family Handbook as an Advisory assignment through Canvas. Paper signatures are no longer required.

Message from the Head of School - II

Dear Menaul School Community,

I learned the expression “*tener ganas*” during my first year of teaching at the Academia Los Pinares in Tegucigalpa, Honduras. I was a wet-behind-the-ears, 22-year-old teacher full of enthusiasm and trepidation. I taught English and biology, coached sports, adapted to a new culture, travelled with my then girlfriend, now wife Laurie, and lived a full life. I played on a semi-pro soccer team and a professional fast pitch softball team all while pushing myself to build my Spanish fluency.

I had a terrific Honduran Director, Bertha de Flores, who modeled great people skills and taught me a lot of Spanish expressions. *Tener ganas* was one I heard many times, an expression which expressed people’s passion to do something positive.

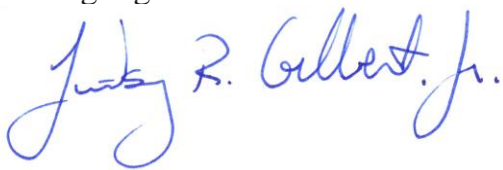
“*Tengo Ganas este dia*” I am pumped for the day! “*Esta escuela me da la ganas*” This school is great, I love it, or “*Tengo ganas por un arroz con pollo.*” Man, I’m dying for some chicken with rice (a Honduran classic). The expression reflected the enthusiasm and drive my Honduran friends brought to their work, projects, and especially their relationships with other people.

We will explore the connotations and implications of our school theme in 2022-2023 together. For me, *tener ganas* means passion and enthusiasm for the good things you will learn at school, for your friendships and opportunities. It also is reflected in one of my favorite motivational Bible verses. “Whatever your hand finds to do, do it with all of your might”

I recently asked a Guatemalan friend what *tener ganas* implied for him. He said, “You do something, but you do it correctly, you do your very best to get it right.” That’s the kind of spirit we want to instill in all Menaul School students, the spirit that says with hard work, dedication, and the right attitude - you can do anything.

I look forward to exploring what this very World Smart theme means for our lives together. I can tell you with all sincerity, *¡Tengo ganas por el año escolar ya!* I am ready for the new school year to start!

Welcome to the 2022-2023 school year, I pray that it might be a year of growth and learning together.

A handwritten signature in blue ink that reads "Lindsey R. Gilbert, Jr." The signature is fluid and cursive, with the first name being the most prominent.

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

Menaul School Mission and Core Values - III

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*

Menaul School Faculty and Staff Directory - IV

*If you're not sure who you need to speak with, call the main phone line (505) 345-7727
and a staff member will help you.*

Role	Name	Phone
Main Phone Line		(505) 345-7727
Attendance Line (voice mail)	Stephanie Kelley	(505) 341-7255
President / Head of School	Lindsey R. Gilbert, Jr.	(505) 341-7252
Assistant to the Head of School	Arianna Duran	(505) 341-7252
Upper School Director	Chris Ferrara	(505) 341-7261
Menaul School Dean	Eric Moses	(505) 341-7242
Middle School Director	Emily Thordahl	(505) 341-7219
Registrar and Assistant to Upper & Middle School Directors	Stephanie Kelley	(505) 341-7212
Panther Camp Information	Adelle Wortman	(505) 341-7219
Chaplain	Takako Terino	(505) 341-7241
Upper School Athletic Director	Gary Boatman	(505) 341-7226
Middle School Athletic Director	Jim Doyle	(505) 341-7278
Residential Life Coordinator	Dan Gayle	(505) 341-7211
Director of Finance and Operations & Human Resources	Nita Looks Twice	(505) 341-7236
Accounting Manager	Jennie Lo	(505) 341-7248
Technology Manager	Ryan Hanna	(505) 341-7254
Facilities Manager	David Toledo	(505) 341-7224
Security Supervisor (also in charge of facility rentals)	David Cook	681-2448 (cell)
Director of Advancement	Melanie Davis	(505) 341-7230
Advancement Assistant	Arianna Duran	505-340-4326
Director of Admission and Financial Aid	Adrianna Day	(505) 341-7223
International Admission Director	Laura Hille	(505) 341-7243
Admission Associate	Yesenia Perez-Gonzalez	(505) 341-7250
Fine Arts (US and MS) Department Chair	Cindy Crockett	(505) 341-7267
Athletic Director	Gary Boatman	(505) 341-7226

Daily Schedule for Upper School-V

Week 1						
Time	Mon	Tue	Wed	Thu	Fri	Length
8:55-10:20	1 st	5 th	1 st	5 th	1 st	85 minutes
10:25-11:50	2 nd	6 th	2 nd	6 th	2 nd	85 minutes
11:55-12:15	Advisory					20 minutes
12:20-1:20	Lunch/Flex Period					60 minutes
1:25-2:50	3 rd	7 th	3 rd	7 th	3 rd	85 minutes
2:55-4:20	4 th	8 th	4 th	8 th	4 th	85 minutes

Week 2						
Time	Mon	Tue	Wed	Thu	Fri	Length
8:55-10:20	5 th	1 st	5 th	1 st	5 th	85 minutes
10:25-11:50	6 th	2 nd	6 th	2 nd	6 th	85 minutes
11:55-12:20	Advisory					25 minutes
12:20-1:20	Lunch/Flex Period					60 minutes
1:25-2:50	7 th	3 rd	7 th	3 rd	7 th	85 minutes
2:55-4:20	8 th	4 th	8 th	4 th	8 th	85 minutes

Flex Period is a daily 50-minute block during which the following activities are scheduled:

- Chapel – once a week as an entire school
- Advisory
- Extra help from teachers scheduled by subject matter
- Teacher meetings by subject
- Clubs
- College counseling
- Guest speakers

Daily Schedule for Middle School-VI



6TH GRADE CLASS SCHEDULE FALL 2022-SPRING 2022

TIME	MON., TUES., THURS., FRI.	WEDNESDAYS
08:00 - 8:45 Am	RELIGION/MUSIC	09:00 - 9:35 Am RELIGION/MUSIC
08:50 - 9:35 Am	INTRODUCTION TO TECH/STUDY SKILLS	09:40 - 11:05 Am STEM
09:40 - 11:05 Am	STEM	11:10 - 11:45 Am LUNCH
11:10 - 11:45 Am	LUNCH	11:50 - 12:35 Pm ARTS BLOCK
11:50 - 12:35 Pm	ARTS BLOCK	12:40 - 1:20 Pm FLEX
12:40 - 1:20 Pm	FLEX	01:25 - 2:50 Pm HUMANITIES
01:25 - 2:50 Pm	HUMANITIES	02:55 - 3:35 Pm PE
02:55 - 3:35 Pm	PE	

Chapel: Tuesdays from 12:40-1:20
No Introduction to tech or MS class on Wednesdays



7-8TH GRADE CLASS SCHEDULE FALL 2022-SPRING 2022

TIME	7TH MON., TUES., THURS., FRI.	8TH MON., TUES., THURS., FRI.	7TH & 8TH WEDNESDAYS
08:00 - 8:45 Am	SOCIAL STUDIES/LANGUAGE ARTS	SCIENCE/MATH	09:00 - 9:35 Am SOCIAL STUDIES/LANGUAGE ARTS (7TH) SCIENCE/MATH (8TH)
08:50 - 9:35 Am	SOCIAL STUDIES/LANGUAGE ARTS	SCIENCE/MATH	09:40 - 10:20 Am ELECTIVE 1& SPANISH/RELIGION
09:40 - 10:20 Am	ELECTIVE 1 & SPANISH/RELIGION	ELECTIVE 1 & SPANISH/RELIGION	10:25 - 11:05 Am ELECTIVE 2& SPANISH/RELIGION
10:25 - 11:05 Am	ELECTIVE 2 & SPANISH/RELIGION	ELECTIVE 2 & SPANISH/RELIGION	11:10 - 11:45 Am LUNCH
11:10 - 11:45 Am	LUNCH	LUNCH	11:50 - 12:35 Pm ARTS BLOCK
11:50 - 12:35 Pm	ARTS BLOCK	ARTS BLOCK	12:40 - 1:20 Pm FLEX
12:40 - 1:20 Pm	FLEX	FLEX	01:25 - 2:05 Pm SOCIAL STUDIES/LANGUAGE ARTS (8TH) SCIENCE/MATH (7TH)
01:25 - 2:05 Pm	SCIENCE & MATH	SOCIAL STUDIES/LANGUAGE ARTS	02:10 - 2:50 Pm SOCIAL STUDIES/LANGUAGE ARTS (8TH) SCIENCE/MATH (7TH)
02:10 - 2:50 Pm	SCIENCE & MATH	SOCIAL STUDIES/LANGUAGE ARTS	02:55 - 3:35 Pm PE
02:55 - 3:35 Pm	PE	PE	

Chapel: Tuesdays from 12:40-1:20

Section 1: Academics-VII

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) and a variety of other areas (fine arts, performing arts, physical education, modern languages). To learn about specific offerings in the Middle School or Upper School, please view our curriculum guides:

Middle School www.menaulschool.org/academics/mid-school/curriculum-guide/
Upper School www.menaulschool.org/academics/upper-school/curriculum/

Accreditation

Menaul School is accredited by the State of New Mexico and Cognia. Cognia is a non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and internationally.

Grading

The grading guidelines for each course can be found in its course syllabus. Teachers will post their syllabi on our learning management system, 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.

The Menaul School grade scale is as follows:

A+	97.00
A	93.00
A-	89.50

B+	87.00
B	82.50
B-	79.50

C+	77.00
C	72.50
C-	69.50

D+	67.00
D	62.50
D-	59.50

F	59.4 ↓
----------	---------------

Grade Point Averages

Each student's grade point average (GPA) is calculated by converting grades into points, as follows:

Description	Numerical Score	Grade	Standard Grade Point	Honors Grade Point	AP/Advanced Grade Point
Excellent Achievement	90% - 100%	A	4.0	4.5	5.0
Good Achievement	80% - 89%	B	3.0	3.5	4.0
Average Achievement	70% - 79%	C	2.0	2.5	3.0
Minimum Achievement	60% - 69%	D	1.0	1.5	2.0
Failure	0% - 59%	F	0	0	0

All regular courses are all weighted the same way, while Advanced Placement (AP) classes are given one additional point for each letter grade.

We then add up the points for all classes in which the student is enrolled, and divide that by the number of courses taken. Pluses and minuses (e.g., A+, A-, and so on) are not factored into a student's GPA. Credit is awarded for courses with a grade of D or better.

Sample Report Card

Class	Grade	Grade Converted to Points	Calculation of GPA
English	A	4	Total points: 20
Integrated Math II	B-	3	
Chemistry	D+	1	
Religious Studies	A+	4	20 points, divided by 7 classes = a GPA of 2.86
World History	B	3	
2-D Art	C+	2	
Spanish	B	3	

Honor Roll

The Honor Roll recognizes 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 GPA of 3.75 or higher for the same grading period.

Honor Roll is announced at the end of each semester.

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 at 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:

- More frequent 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 its 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). Should there be a discrepancy, Menaul School students are bound to the more stringent requirements of the School.

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 instructor must agree to the Incomplete and will inform the division director.

The student then 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.

Course Dropping and Withdrawal

Students may withdraw from any course and receive a (W) for Withdraw, a (WP) for Withdraw Pass, or a (WF) for Withdraw Fail. None of these will have any effect upon a student's grade point average (GPA), the only difference is the point of the year when the student chooses to withdraw, in order for our transcript to remain an honest and meaningful representation of our students' academic record. The deadlines will be as follows:

Date to Drop Class: 2 complete weeks from the first day of the semester

Date to Withdraw: 7 complete weeks from the first day of the semester. Students may withdraw from the course up until this date. It will appear on their transcript as a W.

Date to Withdraw With Pass/Fail: 10 complete weeks from the beginning of the semester. Students may withdraw from courses up until this date. Based on their grade at the time they choose to withdraw, they will be given either a Withdraw Pass (WP) [Grade of D or higher] or a Withdraw Fail (WF) [A grade of F].

After 10 complete weeks from the beginning of the semester, students may not withdraw from any course.

These dates should be publicized, posted openly, and discussed in advisory. Students should be reminded at the beginning of any of these weeks that this is the last moment to withdraw under that specific category, as well as reminded what their options would be after those dates.

Grade Reports and Transcripts

1. Grade reports are generated at the end of every semester.
2. Transcripts are provided by the Registrar and updated every semester.
3. To request a transcript for a college or university application, contact the Registrar; an official copy of the transcript will be sent to the college or university.
4. *Exceptions:* Grades and transcripts will be withheld if there are 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, or unfulfilled community service requirements. Those issues must be resolved before grades or transcripts will be released.

Credits and Course Requirements

Upper School Graduation Requirements

Classes	Credits
Social Studies	4.0
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
Community Life	2.0
Senior Capstone Project	1.0
Electives	3.0
Total credits required for graduation	29

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 take one year of Introduction to Band, Intro to Middle School, Intro to Technology, and Religious Studies. Seventh graders will take, in addition to daily core classes, four

two semesters of enrichment classes, including Religious Studies and Spanish or Chinese. For eighth graders, two semesters of enrichment classes (also including Religious Studies and Spanish or Chinese) round out the school year.

Credit Recovery

Upper School students who fail a class for which there is a specific academic sequence (e.g., Integrated Math I or Biology I) 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., Integrated Math II).

Students taking summer school or online courses for credit recovery must obtain 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 obtain permission from the Director of their division, and document their progress with coursework and grades. Students who enroll in courses during the school day without communicating with their Division Director may experience issues which would force their withdrawal without payment, so always talk to your Division Director.

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 the student's 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/are named Salutatorian. When multiple Valedictorians are named, there are no Salutatorians. In order to be named Valedictorian or Salutatorian, the student must attend Menaul School for all of grades 10 through 12.

Capstone

All 12th-grade students must complete a Senior Capstone Project as a requirement for graduation. Details about Capstone are available at (<https://www.menaulschool.org/wp-content/uploads/sites/51/2020/08/Capstone-Handbook-2020-2021-as-posted.pdf>)

Pandemic

If Menaul is forced to shut down in the event of a pandemic or Governor's guidelines, we will move to online school. Students at Menaul are well equipped with devices to handle the responsibly of online school and therefore will be required to attend online classes. Attendance will be taken at online classes and will count towards a student's grade. If there is an issue with internet, please contact the Technology Director.

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 conflict, migration, and "A Journey to Mars."

During the spring semester, Upper School students will participate in Mission Week as part of their regular school curriculum. 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, throughout the state of New Mexico, to other states, and internationally. The purpose of Mission 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 new 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 (9 th grade)	10 hours
Sophomores (10 th grade)	15 hours
Juniors (11 th grade)	20 hours
Seniors (12 th grade)	25 hours

Students will log their service hours through their advisory course on Canvas and will receive credit towards graduation by completing the required hours.

Students are responsible only for the number of hours listed when they join our community; e.g., a student arriving as a sophomore does not have to fulfill freshman hours.

School-wide community service projects, such as Mission Week, do not count toward fulfilling community service hours.

Support Services

Testing and Evaluation

The School's college counselor organizes standardized testing (e.g., PSAT 8/9, PSAT, TOEFL, AP testing).

Consultation with the division director and academic teams is the process 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 then attend an excellent American college or 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 Support class if necessary.
2. ESL fees are a part of international student contracts 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:
 - Fail to maintain "good academic standing" by maintaining a cumulative GPA of 2.0 or higher.
 - Fail to integrate into the School's culture by participating in extracurricular activities such as clubs and sports.
 - Are subject to repeated disciplinary actions.
5. 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 such as clubs and sports, and the ESL faculty will assess the efforts made by English Language Learners and make suggestions on how to improve their English more effectively.

Section 2: Religious Emphasis-VIII

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.

Religious Studies Curriculum

Religious Studies courses 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, greater understanding of our ever-shrinking world, and a better understanding of themselves.

Chaplain's Associates

The Chaplain invites students to take part as liturgists in the weekly chapel service. Those who wish to be more fully involved in the spiritual life of the School should ask the Chaplain about 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 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 this community will be 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 talk on "Presbyterians and Education," delivered by Upper School Religious Studies teacher, Mr. John Sitler, at the Baccalaureate service for the Class of 2014.

Chapel Services

The community gathers weekly for worship in recognition of God's presence in its life. The Chapel program is carried out under the guidance of the Chaplain, with the assistance of faculty, staff, students, and other speakers from the community. Chapel creates a space for mindfulness, reflection, and worship.

Chapel takes place on Tuesdays, from 12:40 to 1:20 p.m. Student attendance is expected, as is respectful behavior by all who attend. More information about the connections between classroom, Chapel,

and other parts of student life can be found at
<https://www.menaulschool.org/academics/religious-studies/>

Section 3: Attendance-IX

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 percent 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 Registrar at **(505) 341-7255** to notify the School. Makeup 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.

Sometimes a family emergency requires 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

Students at Menaul School are expected to be attendant whenever possible. There is no replacement for classroom experience, and our policy is designed to support teachers, students, and families in keeping our children in the classroom whenever it is safe and healthy to do so. If a parent or guardian calls in an absence to the registrar, or the student is attending a school-sanctioned activity, it is an “excused” absence. All other absences or tardiness are considered unexcused.

UPPER SCHOOL

All Upper School classes take attendance during each class period. Teachers may give participation points as part of the final grade. Teachers are not required to adjust due dates or accept late work due to unexcused absences.

MIDDLE SCHOOL

All Middle School Classes take attendance during class each period. Teachers may give participation as a grade. Attendance does not count towards a final grade in Middle School. Extended absences need to be approved by the Middle School Director.

CHRONIC ABSENTEEISM

Chronic absenteeism is defined as missing more than 10% of class days by the New Mexico Attendance for Success Act of 2019. Menaul School is obligated to adhere to the tenets of this law which manages student attendance across all public, private, and charter schools in New Mexico. Students who are in danger (5% or more days absent) will have a meeting to make an attendance plan. Students who are absent more than 10% of the time will have an attendance contract written. Failure to adhere to the attendance contract over a period of time will result in a series of consequences as outlined in the law. Attendance is defined as the responsibility of the parent to ensure, not the school or the child. If your child is having issues with absenteeism, please call your division director and schedule a meeting to discuss and help make a plan to keep them happily attending school.

Unexcused absences or lateness are those that are not due to approved reasons for students to miss school. Examples are:

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

Credit is not given for work due or assessments given on the day of an unexcused absence, and students cannot make up the work.

Arriving Late and Leaving Early

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

If a student arrives at 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 in the media center to sign the student out. (It is advisable to call the Registrar ahead of time, so the student can be ready and waiting when the parent arrives.)

Extracurricular Activities

If a student is absent all day, he or she may not 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.

In order to participate in an activity or athletic event, a student must attend at least half the periods on the day of the activity or athletic event. 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, will rule on unusual circumstances.

Planning

The school calendar is posted on the Menaul School website at <https://www.menaulschool.org/student-life/calendar/>. Please review the calendar and plan family trips with as little disruption to your student's schooling as possible.

School Response to Repeat Absence or Tardiness

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

School Closings

When Albuquerque Public Schools are closed or have a delayed start, Menaul School will *normally* do likewise.

In case of inclement weather, please check local TV or radio stations. The Menaul School website (www.menaulschool.org) and Facebook page are also updated with this information.

Section 4: Student Services-X

School Philosophy

Menaul School prides itself on supporting students 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. Small groups of students meet with their advisor weekly. 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 salads, and snack foods. Lunch is included in every student's tuition and fees.

Hot breakfast is available each day for our boarding students. The refectory (cafeteria) opens for cold breakfast purchases at 7:30 a.m. 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 from vaccination) and must provide their vaccine records to the School. Menaul School follows the guidance from the State of New Mexico on vaccine schedules for students, as published here: <https://www.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 Registrar's office where they will assess and provide care when applicable. If school staff determine that the student is too ill to remain at school, his or her parent or guardian will be notified.

Learning Support Services

When students need academic support to achieve success in the classroom, the first line of student support is the classroom teacher. Teachers have time to meet with students during Flex period, as well as before and after school. Students are encouraged to take advantage of this resource to build the habits necessary for using professors' office hours in college.

Menaul School offers unique Humanities and STEM Support classes. These courses are available to students who need extra support, help navigating Menaul School's courses or the American education system in general. They are not mandatory and they are not remedial work. Support teachers observe and communicate with subject teachers and help students to achieve greater success while still rising to the challenges of a college preparatory education.

If additional assistance is needed, the division director and a team of teachers will help to build a plan for student success, which may include peer tutoring, outside tutoring (paid for by the families), accommodations in the classroom, and help with time management.

Students in the Upper and Middle school may also be assigned to attend Academic Support sessions during flex period for small group or one-on-one help.

Library

The Media Center houses a lending library of books and periodicals that may be used in the library or checked out for school or personal use. Reference materials must remain in the library. Books must be signed out with the 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, such as 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 desktop computers available for student use in the Media Center. Each student is assigned an account and password.

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 Handbook.

Section 5: Student Leadership-XI

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.

Dormitory 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. Prefects are selected by the Residential Life Coordinator and approved by the administrative team.

The primary duties of a prefect are to mentor other students in the boarding program and to 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.

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 have Student Councils, although they operate differently.

Middle School Student Council partners with the Upper School Student Council as part of our overall mission to help students learn leadership skills. The council sponsors activities such as free movie nights, talent shows, school dances, and supports all school events such as homecoming. The purpose of Middle School Student Council is to provide a voice for the student body; promote communication, understanding, and positive energy within the Middle School; and give students the opportunity to collaborate and exercise their leadership skills.

In the Upper School, Student Council President and Vice President are elected in the spring of each year, to serve their terms in the following school year. Class senators are elected in the fall.

Club Officers

Clubs must have at least one elected or appointed officer who can serve in a leadership capacity. A formal procedure for electing or appointing future members should be set at the level of each individual club.

Section 6: Student Activities-XII

School Philosophy

School spirit and good citizenship are important for our school and its success. Engagement in the life of the community means 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. Graduates often report that the time they spent in extracurricular activities helped them to build relationships with both students and faculty, and to create 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 semester are:

- Football (Upper School only)
- Flag football (Middle School only)
- Soccer (Upper School and Middle School teams)
- Girls' Volleyball (Upper School and Middle School teams)
- Cross country (Upper School and Middle School teams)

In the spring semester:

- Girls' and boys' basketball (Upper and Middle School teams)
- Track and field (Upper School and Middle School teams)
- Baseball (Upper School only)

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, such as dances, Homecoming weekend events, community service projects, pep rallies, and other activities.

Please check the Menaul School community calendar for dates and details about

Clubs

Clubs are another way to participate in school events outside the classroom. Menaul School offers a variety of clubs, possibly including a math club, Junior Civitan, audio-visual club, yoga, chess club, Model UN, travel club, and more.

Students are also encouraged to propose new clubs based on their interests. 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 getting approval from the club sponsor and the Office of Institutional Advancement (OIA). Fundraising request forms may be obtained from OIA.

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

Section 7: Student Dress Code-XIII

School Philosophy

Menaul School students are preparing for a successful life and career. Appropriate dress and grooming are part of that preparation. 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 communicates 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 determining what constitutes appropriate clothing.
- **Safety** – To provide a simple way to identify 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

The Menaul School student dress code consists of a uniform (red, white, or black for seniors) polo shirt with the Menaul School logo; khaki pants, shorts, or skirts. A Menaul School-branded sweatshirt, hoodie, or letter jacket, or an unbranded and undecorated (single color) sweater, sweatshirt or cloak in Menaul colors (Menaul red, white, black, grey) may be worn over the school uniform shirt in cooler weather.

Clothing must be neat, clean, properly fitted, and in good repair. If questions arise concerning appropriate uniform dress for school, the decision of the Upper or Middle School Director is final.

Tops: All students may wear white or red uniform shirts, long- or short-sleeved. Seniors (grade 12) may also wear black uniform shirts.

Bottoms: Khakis pants, shorts, and skirts are the only acceptable bottoms.

Not acceptable: Cargo shorts, clothing with holes, blankets, khaki-colored sweat pants, or skin-tight clothing.

Used uniform shirts and pants may be available at a reduced price, please contact the Registrar for more information.

In case of emergency (e.g., accidental damage to a uniform during class hours), it is sometimes possible to borrow a shirt or pants. These must be washed and returned as soon as possible. Speak to the Registrar about this.

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 that are not overly revealing. Sneakers or other athletic shoes are required for participation in physical education and sports practices.

Footwear

Closed-toed shoes are highly recommended on campus. All shoes must have a backing. Footwear styles must be appropriate for class activities (for example, you must have shoes which allow you to participate in PE or science labs). Sneakers are highly recommended. No flip-flops, slippers, or shoes that easily come off when running are acceptable.

Outerwear

Students are welcome to wear Menaul School-branded sweatshirts as part of their school uniforms during cooler weather. Students must still wear a uniform polo shirt under a sweatshirt. Students may also always wear a generic, unbranded, undecorated (single color) sweater, sweatshirt, or cloak in Menaul colors (Menaul red, white, black, grey).

Teachers may ask students to remove sweatshirts, coats, and jackets in the classroom, especially when safety concerns arise. All outerwear appropriateness is at the discretion of the teacher and/or division director.

Accessories

Except for religious purposes or based on individualized education plans, caps, hats, hoods, and other headwear must not be worn in school buildings. Likewise, when entering a building, remove your sunglasses.

How to Buy Uniforms

We work with Albuquerque-based business Screen Images Inc. to provide our families with a variety of uniform options. To order:

Fill out the order form found on the Menaul School website:

Go to **www.menaulschool.org**

Click on “Student Life” and then click on “Dress Code.”

In the “How to Order” section, click on “Order Form.”

EITHER email the form to **maria@screenimagesnm.com**

OR mail it to:

Screen Images Inc.
Attention: Maria Barber
620 Industrial Avenue NE
Albuquerque, NM 87107

OR go in person to the same address.

Questions? Call Maria Barber at (505) 344-8534. She can arrange to bill you on line.

Piercings

Most ear piercings and small facial piercings are allowed if they don't distract either the wearer or other students. Students are required to remove piercings for physical education classes, sports practices, and athletic events. They must be able to remove the piercings and manage the other responsibilities that go with them without assistance. If questions arise, the Directors of the Middle and Upper School will determine whether a student's piercings meet the dress code.

Cosmetics

Faces may not be painted with face paint during the school day. Students may wear cosmetics, within reason, but cosmetics 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. School uniforms must be worn during the regular school day.

Generally, when students leave campus for field trips, they will wear their school uniforms; exceptions may be made with the approval of the division director or dean. On occasion, other types of clothing may be suggested for school events (e.g., formal dress for concerts).

What to Wear after School

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
- Clothing that disparages particular 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 Registrar, who will arrange for the following:

- The student calls his or her family and asks that an acceptable change of clothes be brought to school; the student then waits for the parent to arrive, 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 the student's division will decide what disciplinary steps need to be taken.

Section 8: Student Conduct-XIV

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 reinforce positive behavior and enforce fitting consequences to discourage negative behavior. Ideally, teachers handle discipline in the classroom when inappropriate behaviors occur, and the administration assists teachers in guiding students toward better decision-making.

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

Expectations of Student and Family Conduct

We expect students to treat everyone—adults and students alike—with respect and kindness. All the rules for student conduct follow from this expectation.

Student behavior that falls short of this expectation will be addressed by the appropriate division head, in collaboration with other adults on campus. Consequences of treating others without 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 a Discipline Committee, in-school suspension, out-of-school suspension, and/or 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 your division director. The process for resolving conflicts between individuals and for maintaining appropriate behavior may have several phases and takes time. Attempting to rush the processes by “going straight to the top” is 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.

Supervision on Campus

Day students are not permitted to be on campus without supervision.

Supervision on campus begins at 7:30 a.m. on school days for Middle and Upper School students. Students arriving before 7:30 a.m. will be unsupervised, and the School cannot assume responsibility or liability for students or their actions if they are on campus before 7:30 a.m.

Middle School students are not permitted to be on campus without supervision at any time. Supervision for Middle School students is provided in the commons area (between Donaldson and the refectory) until 4:30 p.m. Students must leave school by that time, unless they are in a supervised activity, or in Aftercare. (To enroll a Middle School student in Aftercare, contact Ms. Thordahl or Mr. Noyes.)

Supervision for Upper School day students ends at 4:30 p.m. on a typical school day. They must leave school by that time, unless they are taking part in a supervised activity.

Vehicles, Driving, and Parking

Bringing a vehicle onto campus is a privilege, and one that the School takes very seriously. Permission 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.

The School speed limit is five miles per hour.

As elsewhere, pedestrians have the right of way on campus at all times.

Entering or leaving campus: During the school day, use only the main entrance on Menaul Boulevard. The gate at the northwest corner of campus by the Gymnasium will be locked. Always pause at the gate and make contact with the guard. This applies to students, faculty, staff, families, and visitors—both coming and going. Student pick up and drop-off during school hours should take place at the front door of Donaldson Hall. Do not send students to the Media Center.

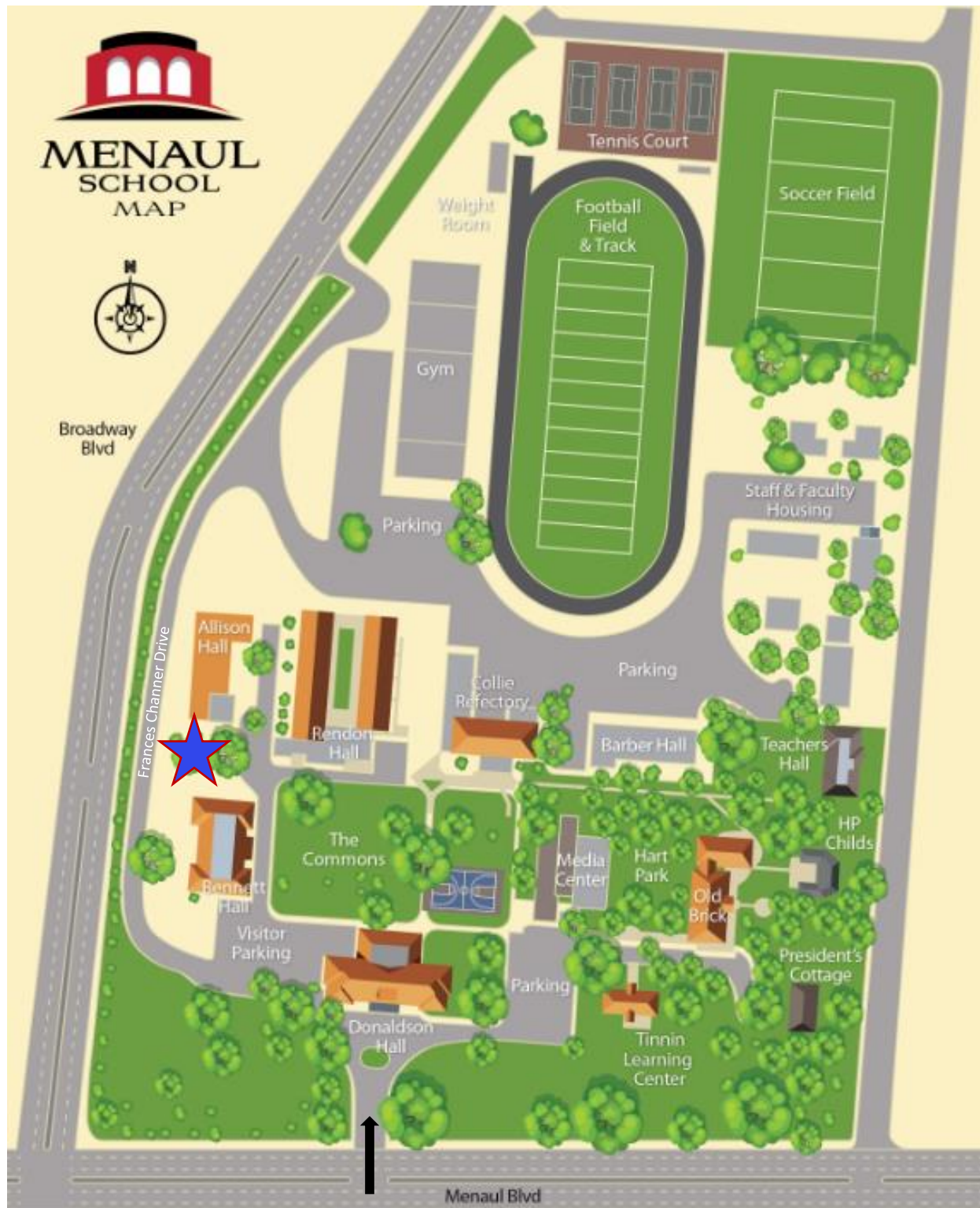
Family parking permits: Students' families will be issued parking permits at the start of the school year, and these must be displayed in the front window of each family vehicle.

Student vehicle registration: In order to drive to school and park a vehicle on campus, a student must register his or her vehicle with the Security Supervisor at the guard station at the main entrance. Bring the student's driver's license, vehicle registration, and proof of auto insurance. Student drivers must display their parking permit at all times.

Where to park: Visitor parking spaces are in the front and west side of Donaldson Hall (the main building). Faculty members may park east of Donaldson Hall, or closer to their classrooms. Student parking is located in the lot west of the Gymnasium (except for seniors, who may park directly north of Barber Hall).

Student drop off: At the start of the school day, enter campus from Menaul Boulevard. Students must be dropped off on the west side of campus, between Bennett and Allison Halls (marked by a blue star on the map on the next page). Then continue north and exit campus through the gate on Broadway Boulevard. During this time, through traffic on Frances Channer Drive is restricted to the far-left lane.

Student pickup: At the end of the school day, students may be picked up between Bennett Hall and Allison Hall (the blue star on the map below) or at the Gymnasium.



Broadway Blvd

Frances Chaner Drive

Main Entrance

Major Violations of the Code of Student Conduct

Major violations of the Code of Student Conduct include:

- Possession or use of alcohol, tobacco (including e-cigarettes & vaping), or other drugs
- Bullying and harassment
- Leaving class or campus without permission
- Physical confrontation
- Sexual harassment
- Sexual assault
- Trespassing
- Vandalism
- Possession of weapons
- Theft

Alcohol, Tobacco, and Other Drugs

Students are expected to abstain from using alcohol, tobacco (including e-cigarettes and vaping), and illegal drugs. To ensure a safe and healthy campus environment for everyone:

- The School reserves the right to search a student or visitor's belongings.
- The School reserves the right to require a drug test of a student when adults have reason to suspect that the student might be using such a substance or if the 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, with a recommendation of separation from the School. Any student found with the possession of illicit substances, their own or others, or under the influence of illicit substances on school premises, will be immediately referred to the Discipline Committee.

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 guardians, 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.

Cyber-bullying

Bullying and harassment may include retaliation against individuals who report an incident 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 another student's imminent safety or overall well-being.

That said, most of the cyber-bullying experienced by students occurs in the evening or on weekends, in their own homes. Parents and guardians, *please monitor the use of your students' cell phone and other electronic devices while at home*. 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, and visitors.

Leaving Campus without Permission

Menaul School is a closed campus, which means that, once students arrive at the beginning 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 a student for visits to the doctor or dentist, a funeral, etc.
2. Seniors may leave campus, signing out and signing back in upon return, to do 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 must be accompanied by a faculty member or other school-authorized chaperone.

Physical Confrontation

No fighting or unwanted physical contact of any kind is permitted.

Because Menaul School values the relationships formed between students, we emphasize settling conflicts through talking, with mediation if needed. If students cannot work out their differences by talking to each other, they should speak to their advisor(s) or a teacher or administrator.

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.

Sexual Assault

Any accusation of sexual assault will be immediately investigated according to the requirements of Title IX federal requirements. If a student feels that they are the victim of a sexual assault, a report should be made immediately to their division director (Upper or Middle School). All investigations will remain completely confidential and will protect the complainant(s) making the report from reprisal or retaliation.

Any student with knowledge of sexual assault on or off-campus should begin the process, formally or informally, by alerting a trusted adult who is an employee of Menaul School.

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 of the day, 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 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 of any kind—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 include:

- Using cell phones without permission on campus during school hours
- Violations of the community language policy
- Public displays of affection

Cell Phones

To promote academic growth and community engagement, students are not permitted to use cell phones on campus during school hours, except Upper School students during Flex period (at the discretion of any individual classroom teacher). We strongly recommend that parents do not send their students to school with cell phones, they are unnecessary. A cell phone is not an acceptable replacement for a device under either the iPad or BYOD policies for Middle or Upper School.

Bringing cell phones on school trips may be allowed, or not allowed, at 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 (apart from acceptable use during Flex or approved by the teacher) the phone will be confiscated, transferred to Dean Eric Moses, 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 a second time, the phone will be confiscated, transferred to Dean Moses, 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 and only allow pickup by the parent or guardian. 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.

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 limited to quick embraces or hand-holding.

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 own 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 which is not an open-notes test
- Referring to online resources during a test
- Communicating information to other 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
- Sharing your completed work with another student

Plagiarism

Plagiarism is using material from someone else's words or ideas without proper acknowledgement. This includes 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 information into one's own words. This is 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 illustrate the author's craft and to represent 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).

Here is an actual example.

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

Passage from the original 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 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, Works Cited listings, and other requirements, see the “Mini-Manual for Using MLA Style in Research Papers,” which is available on line at <https://www.sps186.org/downloads/basic/258689/mla2.pdf>

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, where 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; this is left to the teacher’s discretion.

On the second instance, the student and family will meet with either the Director of the academic division or with a Dean. Possible consequences at this level include in-school suspension, out-of-school suspension, a work detail, or a 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 where possible provide documentation of the phone call or email using the **discipline@menaulschool.org** email address.
 - 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 a single school year will result in a family conference, with another consequence to be determined during the conference.
4. A third referral to the discipline process during a single 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 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 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.

Re-applying to Menaul School

A student who has been separated from the School for disciplinary reasons may reapply after completing 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: Other Information-XV

School-Sponsored Off-Campus Activities

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 school must make arrangements with the director of their division. All visitors entering campus must sign in with the Registrar and wear a visitor badge during their stay.

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

Lost and Found

There are two places to turn in found items and look for lost items. One lost-and-found is in the Registrar's office (in the front office of Donaldson Hall). For items left in the Gymnasium, the Athletic Directors also maintain a lost-and-found in the Gym.

At the end of each semester, unclaimed items are donated to charity or thrown away.

Student Lockers

Students participating in athletics and physical education may be assigned a locker by their coach, physical education teacher, or athletic director. Students must provide their combination and locker number to the person who assigned their locker.

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 Enrollment and Marketing: The Director of Enrollment and Marketing 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 to 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 Director: The International Admission Director 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 (see <https://egov.ice.gov/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 directing the short- and long-term financial actions of the School. Questions about payment plans, tuition, tuition insurance, and fees can be directed to 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.

Security Supervisor: The Security Supervisor conducts campus walk-throughs, manages campus traffic and parking, and schedules facility use. During the COVID pandemic, the Security Supervisor may have additional duties relating to the safety and health of the Menaul community.

Hospitality Coordinator: The Hospitality Coordinator oversees the daily preparation and serving of meals on campus, and 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 Director: The Technology Director manages and maintains the School's technology infrastructure as well as personal computers, phones, and iPads. Along with the School's Educational Technologist, the Technology Director 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 needed transportation 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 the Discipline Committee is convened, 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 Albuquerque Parochial and Independent Athletic League (APIAL), 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, and from 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 Academics Assistant: The positions of Registrar and Administrative Assistant for the Academics Office are 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, 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.

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 the Discipline Committee is convened, the Upper School Dean 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.

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 Coordinator 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 provide the day-to-day care of boarding students, which includes monitoring study periods, providing transportation, and helping students go to bed and wake up on time.

Quick Contacts-XVI

For help with...	Please contact...
Classroom issues (behavior, grades, assignments)	<p>Consult, in this order:</p> <ul style="list-style-type: none"> The classroom teacher The Middle School Director: Emily Thordahl, ethordahl@menaulschool.org (505) 341-7219 <p>or</p> <ul style="list-style-type: none"> Director of the Upper School: Chris Ferrara, cferrara@menaulschool.org (505) 341-7261
Spiritual direction & pastoral counseling	<p>Menaul School Chaplain Reverend Hannah Scanlon hscanlon@menaulschool.org, (505) 341-7241</p>
Curriculum	Directors of the Middle or Upper School
Transcripts Report cards Absent and tardy students	<p>Registrar: Stephanie Kelley, skelley@menaulschool.org Direct line: (505) 341-7255 Attendance line: (505) 341-7255</p>
Accounts payable	<p>Accounting Manager: Jennie Lo jlo@menaulschool.org (505) 341-7248</p>
Admission, enrollment, financial aid	<p>Director of Enrollment and Marketing: Adrianna Day, (505) 341-7223 aday@menaulschool.org</p> <p>Admission Associate: Yesenia Perez Gonzalez (505) 341-7250, yperezgonzalez@menaulschool.org</p>

continued on the next page

Quick Contacts, continued

International admission	International Admission Director: 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	Upper School Director: Chris Ferrara, cferrara@menaulschool.org (505) 341-7261
Boarding life	Residential Life Coordinator: Dan Gayle, dgayle@menaulschool.org, (505) 7211
iPads, Canvas, RenWeb, other technology issues	Director of IT: Ryan Hanna, rhanna@menaulschool.org (505) 341-7254
Menaul Schools International	International Programs Director: Chris Ferrara, cferrara@menaulschool.org (505) 341-7261

<p style="text-align: center;">Appendix A- I. Technology Responsible Use Policy</p>

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 (the "RUP") 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 inspect any device brought to campus. Menaul School reserves the right to determine what constitutes acceptable use and to limit access and hours of access to such use.

Guidelines

1. All material on a device or transmitted over the School's network must be consistent with the values and mission of Menaul School.
2. Users are not allowed to access, upload, download, or distribute offensive, profane, threatening, pornographic, harassing, obscene, or sexually explicit materials.
3. Any use of cameras in restrooms or locker rooms, regardless of intent, is prohibited.
4. Users may not use technology resources for illegal uses, financial or commercial gain, or violations of copyright law.
5. Users must comply with each teacher's classroom rules for the use of devices.
6. If a student is asked to surrender a device, it must be immediately unlocked and given to the requesting staff member.
7. Users will keep devices in silent mode unless instructed otherwise.
8. During the school day, users must only access the internet through Menaul School's wi-fi network. Connecting to other networks or hot spots is prohibited.
9. 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.
10. Users are responsible for controlling access to their accounts.
11. Students will not give their passwords to other people.
12. If a password is compromised, the student will report it to the technology department.
13. Users may not log onto someone else's account or manipulate the materials of others.
14. Users may not inhibit or block others' access to technology resources. This includes modifying or disconnecting hardware, and erasing or disabling software provided by the School.
15. If reasonable belief exists that a 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 Concerning Technology Responsible Use

1. I agree to abide by the guidelines set forth by the Responsible Use Policy.
2. I understand 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 student-owned device I bring to school. I understand that Menaul School is not liable for any loss, damage, or theft of a student-owned device.
4. I am responsible for the condition of the device brought to school, including updates, antivirus software, and repair. The School's technology staff will provide only limited support for student-owned devices.
5. I agree to have my device clearly labeled and identifiable on the network while on campus.
6. I understand 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 understand that I am responsible for completing all coursework regardless of whether I have a device at school. Malfunctions and 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's signature

Parent's signature

Student's name (printed)

Parent's name (printed)

Date

Date

***Once you have filled in and signed this page,
bring it or email it to the student's advisor.***

Appendix B - School-Issued Device Agreement-ii.

Menaul School provides a computing device, power adapter, and charging cord (“the Equipment”) to all Middle School students. This agreement is between Menaul School and the student. (To be signed on the next page.)

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 keep the Equipment charged, clean, and in working order every day that Student is in attendance.
- Nothing done with or saved to the Equipment, 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 by the technology staff of the School.
- 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 wi-fi. 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—including off School property and outside of the School network—be used in keeping with applicable law and the School’s Technology Responsible Use Policy (above).

Student Responsibilities

Care of the Device

- All devices must be kept in a protective cover at all times. Covers do not prevent every kind of damage, but they do help protect and preserve the device.
- Use only a clean, soft cloth to clean the screen—no cleansers of any type.
- Defacing of the Equipment in any way is prohibited—no stickers, markers, etc.).
- Do not subject the Equipment to extreme heat or cold; do not store in a vehicle).

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.
- It is the student’s responsibility to keep their iPad safe and secure. The whereabouts of the iPad should be known at all times. The student must immediately report lost equipment to the Technology Department.
- If Equipment is found unattended, it should be turned in 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. The fee may be higher for repeat violations.

Damaged, Lost or Stolen Equipment

- If the Equipment is lost, stolen, or damaged, the Technology Director must be notified immediately.
- Devices that are 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. If 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.

We have read and we understand the Menaul School-Issued Device Agreement, and we will abide by its terms.

Student's signature

Parent's signature

Student's name (printed)

Parent's name (printed)

Date

Date

***Once you have filled in and signed this page,
bring it or email it to the student's advisor.***

Iii. 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 for that particular class and their guests 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 will pass quickly, and soon you graduating seniors will all find yourselves as freshmen again. Despite all the freshman 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 answering 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 that?"

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 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!*

