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**MENLO SCHOOL  
STUDENT AND PARENT  
HANDBOOK**

**2005-2006**



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[www.menloschool.org](http://www.menloschool.org)

## FACULTY AND ADMINISTRATION PROFILES

Eden Beck  
B.A., Amherst College  
M.A., Middlebury College  
7th Grade English

Erin Brigham  
B.A., University of New Orleans  
M.Ed., University of New Orleans  
N.C.C. National Certified Counselor  
Assistant MS Director  
Counselor in the Middle School  
MS Human Skills

Jess Cavender  
B.A., California State University Hayward  
M.A., St. Mary's College  
MS Assistant Athletic Director

Laurie Chandler  
B.S., Southwest Missouri State University  
6th Grade Science

Elizabeth Cirone  
B.A., Bethany College  
MS Music, Fine Arts Team Leader

Susan Colb  
B.A., Vassar College  
M.A., Middlebury College  
Ph.D., University of Illinois  
6th Grade Spanish

Tammy Cook  
B.A., UC Santa Cruz  
Ed.M., Teachers College, Columbia University  
8th Grade Science

Sandra Donnelly  
Secretarial Certificate, Metzler Business College  
MS Administrative Assistant

Nancy Fortman  
B.Ed., Illinois State University  
M.Ed., Northern Illinois University  
Certificate of Computer Education, University of California Berkeley  
MS Education Technology Director

Vicki George R.N.  
B.S., College of Nursing, Northeastern University  
Health Service Coordinator

Andrea Germane  
Assistant to Middle School Director

Jennifer Glasser  
B.A., Williams College  
7th Grade History, 7th Grade Team Leader

Ryan Holland  
B.S., Stanford University  
8th Grade Mathematics, 8th Grade Team Leader

Joe McDonald  
B.A., California State University Chico  
MS Director of Athletics & Student Activities

Nancy McPhaul  
B.A., Stanford University  
M.A., Stanford University  
MS Director

Antonia Moran  
B.A., UC Los Angeles  
M.A., Stanford University  
MS French, US French

Caryn Murphy  
B.A., Stanford University  
6th Grade Mathematics

Mima Nojima  
B.A., University of Southern California  
M.A., UC Santa Barbara  
MS Japanese, US History, Language Team Leader

Alex Perez  
B.F.A., Brigham Young University  
M.F.A., Old Globe Theater, University of San Diego  
MS Drama

Franklin Racine-Jones  
B.A., Bowdoin College  
6th Grade Humanities, 6th Grade Team Leader

Stephanie Rafanelli  
B.S., Stanford University  
7th Grade Science

Kathryn Randall  
B.A., University of Colorado at Boulder  
B.S., University of Colorado at Boulder  
7th and 8th Grade Spanish

Rosetta Saunders  
B.A., Mills College  
8th Grade History

Lisa Schiavenza  
MS Admissions Director

Mary Ellen Silver  
B.A., Case Western Reserve  
J.D., Case Western Reserve  
MS Art

Denali St. Amand  
B.A., Scripps College  
M.A., University of Michigan, Ann Arbor  
Ph.D., Boston University  
MS Latin

Kyle Utsumi  
B.A., Stanford University  
M.A., Stanford University  
6th Grade Humanities

Erik Wessler  
B.A., University of the Pacific  
M.A., Humboldt State University  
8th Grade English

Karl Yorston  
B.S., Stanford University  
M.S., Stanford University  
M.S., San Jose State University  
7th Grade Mathematics

## MIDDLE SCHOOL DAILY SCHEDULE

### Regular Hours

School hours are from 7:50 am to 3:15 pm. The campus will be supervised from 7:30 am to 4:00 pm. Parents should pick up their children at the end of the school day or at the Library after 4:00 pm, unless their child is participating in a school-sponsored activity. Students are to be in the Library only if they are involved in quiet work, such as homework, required by the School.

### 6th Grade Daily Schedule

Block I	Period 1	7:50 – 8:35
	Period 2	8:38 – 9:23
	Break	9:23 – 9:33
Block II	Period 3	9:33 – 10:18
	Period 4	10:21 – 11:06
	Lunch	11:06 – 11:45
	Assemblies, advocacy, clubs or extra help	11:48 – 12:13
Block III	Period 5 & 6	12:18 – 1:32
Block IV	Period 7	1:32 – 2:17
	Period 8	2:20 – 3:05
	Break	3:05 – 3:15
	Dismissal	3:15
	Optional help sessions, clubs, meetings	3:15 – 4:00

### 7th Grade & 8th Grade Daily Schedule

Block I	Period 1	7:50 – 8:35
	Period 2	8:38 – 9:23
	Break	9:23 – 9:33
Block II	Period 3	9:33 – 10:18
	Period 4	10:21 – 11:06
	Lunch	11:06 – 11:45
	Assemblies, advocacy, clubs or extra help	11:48 – 12:13
Block III	Period 5	12:18 – 1:03
	Period 6	1:06 – 1:51
Block IV	Period 7 & 8	1:51 – 3:05
	Break	3:05 – 3:15
	Dismissal	3:15
	Optional help sessions, clubs, meetings	3:15 – 4:00

### Special Assembly Schedule

A Special Assembly Schedule is followed whenever an invited guest or a school performance requires a time period longer than the regular schedule allows. When this occurs, students will attend 40-minute classes for the duration of the day with an hour allotted for a special assembly or occasion.

### Reporting Tardies or Absences

Students who are late to period 1 should report to the Middle School Office for an “admit slip.” In the event of illness or other absence, the student’s parents should notify the Middle School Office (330-2001 ext. 3) or leave a message on the voicemail before 8:15 am each day that the student will be out of school.

## ACADEMICS

### Grade Level Teams and Team Leaders

The teachers (English, social studies, math, and science) of each grade are organized into grade level teams led by a team leader. Grade level teams monitor the progress of every student in the grade and work together to integrate and coordinate all areas of the core curriculum. The grade team leader handles contacts with parents if a student is having difficulty in more than one class. Parents are encouraged to call or e-mail the grade team leader with any concerns relating to their child.

### Grading

Grades reflect each student’s effort and achievement and are based upon quizzes, tests, classroom participation, homework, comprehensive exams and any other performance standards that a teacher considers relevant. Teachers explain their grading policy in their course descriptions and at Back-to-School Night. Report cards are mailed home quarterly. Parent conferences are scheduled during the first and third quarters. Written comments accompany the semester reports in January and June.

### Homework

The faculty has established homework guidelines for each grade level. These serve as a guide to students, parents and faculty. Because each student’s work style varies, these guidelines are approximate. Teachers will handle late assignments as they feel is most appropriate.

6th grade	2 hours per night (about 25 minutes per academic subject per night)
7th grade	2.5 hours per night (about 30 minutes per academic subject per night)
8th grade	3 hours per night (about 35 minutes per academic subject per night)

The faculty strives to be sensitive to added academic and extracurricular demands placed on the students at certain times in the school year because of athletic contests or special school activities. In advocacies and in class, teachers discuss time management strategies, organizational skills, and monitor how students are doing with their homework load.

**Testing Days & Due Dates for Large Projects**

To avoid overloading students with too many major tests and/or large projects due on the same day, each grade level team keeps a common calendar so that no more than two major deadlines fall on one day. Teachers may give quizzes or short papers in addition to scheduled large tests.

**Comprehensive Exams**

Menlo prepares students to take comprehensive exams in each of their five academic courses beginning in seventh grade. A total of five comprehensive exams are given in the seventh grade and again in the eighth grade. Rather than clustering these exams within a single week, teachers pace the exams throughout the school year with no more than two exams in a single week.

Some exams may be divided over two days to allow for sufficient time. Teachers focus on how students should prepare for exams that cover a larger body of material with many review activities and time management and test-taking strategies.

**ERB Testing**

Every year the Middle School gives the Educational Records Bureau (ERB) tests called the Comprehensive Testing Program IV (CTPIV). We give these tests to help us evaluate the curriculum and measure student progress. Test results are mailed home in late summer.

**Math Placement**

All sixth graders take the same level of math, which is a very challenging course, often integrated with the science curriculum. In seventh grade, we offer two levels of math, and in eighth grade, we have three levels. Most seventh graders take Pre-Algebra and move on to Algebra I in eighth grade. A few seventh grade students are better served by an accelerated course that moves at a faster pace and is more conceptual. The accelerated sequence is called Pre-Algebra A in seventh grade and Algebra I A in eighth grade.

At the end of sixth grade, the math teacher, in consultation with the Middle School Director, determines which students qualify to take the advanced level course in Pre-Algebra. Placement decisions are made on a variety of criteria such as performance in class throughout the year, scores on standardized tests, and the student’s comfort level with abstract concepts. It is important to note that a student’s math placement for seventh grade is in no way the beginning of a permanent track. Acceleration for some students at this point in time may be appropriate; however, acceleration for many students may actually be harmful, placing students who have considerable potential in a situation that erodes their confidence in their abilities. Also, we continually assess students throughout seventh and eighth grade and make changes in placement when we believe it is necessary to do so. Some eighth graders may need an additional year to master the concepts of Pre-

Algebra. When necessary and possible, a remedial Pre-Algebra course will be offered to these students.

**Academic Honor Roll**

At the end of the first and second semester, students with an exemplary grade point average in their five academic classes are acknowledged. Students earning a GPA of a 3.33 or higher are awarded an Honors patch that they can display on a Menlo School banner. This award is mailed home along with a congratulatory letter from the Middle School Director in February and in June. Students with a GPA of 3.67 or higher are awarded High Honors. This award is a gold Menlo pin and is also sent home with a letter of appreciation. We do not publicly recognize honor roll students but instead prefer to privately acknowledge the fine efforts of our students.

The chart below is used to calculate grade point averages. Only semester grades in the five academic classes are used.

A .....	4.0
A- .....	3.67
B+.....	3.33
B.....	3.00
B-.....	2.67
C+ .....	2.33
C .....	2.00
C- .....	1.67
D+ .....	1.33
D .....	1.00
D- .....	.67
F.....	0

**Promotion**

In order to be promoted from sixth grade to seventh and from seventh grade to eighth, a student must maintain good citizenship and satisfactory grades with no F’s in any course. Students falling below satisfactory levels will meet with the Middle School Director, their teachers and their parents to discuss ways to achieve greater success.

Eighth grade students are promoted to ninth grade; they do not need to apply to the Upper School. In order to be promoted, students must demonstrate consistently good citizenship and the ability to be successful in an environment characterized by increasing academic challenges and independence. Eighth grade students who earn a first semester average of C+ (G.P.A. of 2.333) or better and have been good citizens will receive an enrollment agreement for ninth grade. (For the purposes of promotion, the G.P.A. is calculated using the semester grades in the five academic subjects. If a student is enrolled in Introduction to Algebra, the G.P.A. is derived from the four other academic courses.)

Students earning a G.P.A. between 2.000 and 2.333 will be reviewed by a committee including the Middle School

Director, the Upper School Academic Dean, and teachers from both divisions. This committee will review the student's work and make a recommendation about promotion to the Head of School. Students who have an average below a C for the year (G.P.A. of less than 2.000) or an F in any course will not be promoted.

### **Academic Integrity**

Academic integrity is essential to every healthy academic institution. All students are expected to honor this value by acting honestly in every aspect of their academic lives. Violating academic integrity is contrary to Menlo School's values and will be grounds for disciplinary action.

Because the major goal of a Menlo education is to promote the intellectual growth of each student, Menlo students are expected to perform and produce their own work. Work copied from another student, another author, the internet, or completed by a parent or tutor does not enhance individual growth and is a violation of the community value of honesty. Students can learn a great deal by discussing a topic with classmates, parents or tutors, but we expect students to complete and submit their own work. Any student who is unsure of the line between group collaboration and individual work should consult with his/her teacher.

### **Classroom Preparation**

Menlo School believes that every minute of the school day holds potential for engaging and challenging students in intellectual endeavors. To maximize opportunities for all students to learn, we expect students to be on time and prepared for each class. In addition to completing the homework, they should have the necessary books, pens, pencils, paper, binders and anything else the teacher deems important.

### **Making Up Missed Work**

When students are absent due to illness, we hope that they will focus their energy on getting well rather than doing homework. In addition, little of the homework assigned at the Middle School lends itself to completion in isolation from the class or without guidance from the teacher. For these reasons and in light of the difficulty of modifying assignments to stand alone, the school does not provide homework assignments for the many short absences experienced by Middle School students.

Students who are home sick have an extra day for each day of absence to make up work. If a student has been absent but feels well enough to begin homework, he or she should know how to work ahead for some classes and is encouraged to contact a classmate for homework. If a student is sick for three days or more, teachers will compile tailored assignments and instructions in a package that can be collected at the Middle School Office. Whether an absence is long or short, students who have been sick are responsible for scheduling extra time with their teachers

when they return in order to review the material they missed. If students must miss school because of a family obligation, they are responsible for notifying the Middle School Office, obtaining assignments and test schedules well in advance of the time away from school, presenting the work on their first day back, and scheduling make-up exams.

### **Extra Help**

Teachers provide extra help sessions on either Tuesdays or Thursdays during the school day (see Extra Help Schedule on next page). Students may attend on a volunteer basis or may be requested to do so by individual teachers. As these sessions are regularly scheduled throughout the year, students are encouraged to attend whenever they see the need. These sessions should be regarded as an ongoing support system for all students, not only for students who are experiencing academic difficulties. Teachers may also request students to attend extra help sessions after school. Students who feel the need to meet with a teacher for extra help after school should schedule an appointment with that teacher during the school day. Please note that there is always the possibility that other students will be there who also need help.

<b>STUDENT SUPPORT AND ACTIVITIES</b>
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**Activities, Arts and Extra Help Schedule**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>11:48 - 12:13</b>	Assembly	Math Help Science Help Study Hall Clubs	Advocacy	English Help Foreign Lang. Help Social Studies Help Study Hall Clubs	Advocacy

**3:15 – 4:00** Drama Rehearsal, Band, Math Contests, and other Clubs may meet during this period as needed.

**Advocacy Program**

The purpose of the Advocacy Program is to build a community within our larger school community. The student body is divided into small groups, with an advocate (teacher or staff member) serving as a facilitator. Team building activities, school service, community service days, spirit activities, character and ethics discussions and academic problem solving play an important part in creating vital connections. The advocate’s role is to provide support, promote constructive communication with peers and adults, counsel students on academic progress, promote efficient calendar planning, and provide opportunities for social development within a structured environment. Advocacy groups meet twice weekly so students can receive the guidance, attention, and support they require.

**Clubs and Activities**

A variety of clubs and activities exist to provide students with opportunities to develop their talents and interests and to explore new ones. A wide variety of clubs are offered, such as Student Council, math contests, yearbook, student publications, debate club, concert band, cartoon club, chess and strategy games, among others. Students are encouraged to participate in clubs when they do not need to attend help sessions.

**Community Service**

Students participate in a range of community service projects both on and off campus. The goal of this program is to educate students about the needs in their community and their role as a community member to affect positive change. Six Middle School community service days are planned each year (2 in each grade) to local agencies that provide services to the homeless, seniors, disadvantaged children, and the environment. In addition, the School organizes food and toy drives and invites guest speakers to assemblies.

**Counseling**

The Middle School Office is staffed by a National Certified Counselor. Counseling services include crisis intervention, individual counseling, parent consultation and referrals. The Counselor also coordinates Human Skills classes aimed at increasing student awareness of life-style issues such as body image, nutrition and wellness, relationships, sexuality, coping and resiliency skills and social issues such as substance abuse, tobacco use and eating disorders. The Counselor also plans grade-level parent education nights.

**Student Government**

The purpose of student government is to unify students and create a voice that speaks for student interests. The Student Council is composed of an elected President and Vice President and an elected delegate from each advocacy. The officers are elected in the Fall, all for a one-year term. Students who wish to run for a position must have a contract signed by parents and teachers. Students have a week to campaign and prepare for speeches. Secret ballot voting in advocacy groups determines the winners. In order to run for any office and to retain their position, officers and delegates must maintain a minimum C average, with no grades below C-.

**Student Recognition**

The Middle School views student recognition as a daily activity encouraging the positive development of unique individuals. Rather than presenting pre-established awards at the end of the year, the School instead recognizes students in public and private, formal and informal ways throughout the year. These include the display of exemplary projects, team parties where coaches thank individual athletes for their efforts, presentations at Monday assemblies, Fine Arts Assemblies, the fall and spring plays, Knight Clubs, and verbal and written comments of teachers. By providing many opportunities for students to shine and receive recognition for their

achievements, they learn to value creativity, original thinking, good citizenship and hard work.

Participation in clubs, Student Council and the admissions ambassador program is recognized in separate celebrations held at the final meeting of each club or activity. Regular participants will receive patches. The faculty supervisor of the club or activity may choose to award “above and beyond” pins to a small number of outstanding students for outstanding contributions and demonstrated citizenship.

### **End of the Year Finale**

During the last week of school, students work in mixed grade level teams to plan, organize and execute a special project that requires research, writing, creative, organizational and presentation skills. Students display their finale projects at a final assembly for the entire school. Parents are welcome to join us for this celebratory day.

## **EXPECTATIONS FOR STUDENT BEHAVIOR**

Menlo School is committed to promoting the values of trust, honesty, respect for people and property, appreciation of differences and commitment to the community. The individual student is seen as the foundation of the Menlo community; we value their diversity of talents, interests, ideas, behaviors and cultures. It is our expectation that all members of the community will take part in creating and maintaining a positive school climate.

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

### **Disciplinary Process**

Our goal is to provide Middle School students support for personal growth and a clear understanding of our community values and behavioral expectations, as well as the consequences for misbehavior. We believe that when students understand the community’s expectations and receive support for appropriate behavior, disciplinary

situations become extremely rare. If a student disregards Menlo’s values, the violation will be addressed through a disciplinary process. Violations of community values include dishonesty, theft, cheating, plagiarism, inflicting harm on a person verbally or physically, abuse or destruction of property, sexual harassment, use of racist or sexist language, and the use or possession of tobacco, alcohol, drugs, or any type of weapon. Any other behavior that compromises School values or threatens the safety of any member of the community may also be judged a violation.

Violations will be brought to the attention of the Director or Assistant Director, who will formulate a course of action, and, in serious cases, involve the Head of School. Consequences for violations of school values may range from required participation in a work program to expulsion. Students who repeatedly violate the School’s major behavioral standards or do not demonstrate an appropriate effort to correct their unacceptable behavior may lose the privilege of attending Menlo for the following school year. A pattern of less serious disciplinary issues may also lead to the loss of this privilege. Should a student be denied promotion to the next grade for disciplinary or any other reason, the School will endeavor to alert parents of this decision in a timely manner so that alternative school plans can be made; however, this may not be possible in all instances. Because the School’s goal is to provide opportunities to learn and practice acceptable behavior, the Middle School Director or the Assistant Director will provide the student with a chance to reflect on and practice alternative behaviors. We view discipline as a cooperative effort between parents and the School, and we expect parents to be supportive of School values. When the School and parents work together, any disciplinary situation can be an opportunity for learning and growth.

### **Closed Campus**

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

### **Safety**

The personal safety of the students is of paramount concern to us. Students are expected to follow all safety guidelines imposed by teachers, coaches and

administrators. Bikes, skateboards, roller-blades, and other wheeled vehicles are not allowed in either courtyard area or in the hallways, or on stairs. Students are strongly encouraged to wear protective helmets and other safety gear while riding on wheeled vehicles to and from school. Students are not allowed to walk/balance on railings or drop any object from one floor to the next.

### **Fire Drills**

The School has at least one fire drill a month. When the fire alarm signal is heard, everyone is to vacate the buildings quietly and calmly, proceed to the Middle School Quad and line up by class. Teachers will check to see that all students are present. Students are not to leave the area until they are instructed to do so.

### **Bullying and Teasing**

Bullying and teasing are forms of aggression that may be physical (hitting or kicking); verbal (name-calling, insults, racist comments and constant teasing); relational (gossip or ostracism); or reactive (taunting which invites retaliation). Bullying and teasing of any kind, in or out of the classroom, are violations of Menlo School's values and will not be tolerated.

### **Expected Student Behavior on Buses**

Students are expected to adhere to the School's values while on the bus and to treat their classmates and the driver with civility and respect. Most difficulties between driver and student are resolved privately through discussion. However, if the safety of fellow students is jeopardized by failure to follow the rules, the Middle School Director will decide disciplinary action or suspension of riding privileges. Students must wear seat belts while the bus is in motion. Instructions of the bus driver must be followed. Buses should be kept clean, and exits and aisles are to remain clear at all times. No portion of a student's body (hand, arm, head, etc.) may be extended outside the bus at any time. Federal law and School policy requires all students crossing a street before or after riding a bus to be escorted by the driver.

### **Dining Hall Behavior**

Menlo values responsible and civil behavior in all environments. In order to provide an enjoyable mealtime experience, students are expected to be civil in the Dining Hall. They should line up for food politely, treat the staff with respect, take only what food they will eat, clear their own tables, and leave plates and utensils in the Dining Hall.

### **Dress Code**

Students should dress for school in a casual yet modest manner which allows them to participate fully in school activities. Students who come to school dressed for the beach or a party do not set a wholesome example for their peers, can draw inappropriate attention to themselves, and

may disrupt the learning of others. Specifically, students must wear shoes and clothes that cover their underwear (no boxer shorts or bra straps showing). Students may not wear offensive or inappropriate T-shirts or outfits that are excessively bare, such as halter tops, tube tops, spaghetti straps, low cropped pants with bare midriffs, or skimpy shorts or skirts. Parents should address Menlo's dress code with their children at home before coming to school in the morning and also while shopping for school clothes. Students who are not suitably dressed for school will be sent home to change.

### **Cell Phones, Headsets and Pagers**

To minimize classroom distractions and protect students' belongings, radios, cell phones, beepers and headsets should remain at home or be kept in a locked locker during class time. Phones, beepers and headsets may be accessed during lunch or after school.

### **Food, Drink and Gum**

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

## **GENERAL POLICIES AND INFORMATION**

### **Attendance**

A clear, positive relationship exists between school attendance and academic achievement. Developing good attendance and work habits are important components of a student's overall preparation in becoming an efficient learner and a responsible individual.

### **Absences**

Because of the active and participatory nature of Menlo classes, regular attendance is essential. Students are expected to attend all classes, including PE, except in the case of illness, a family obligation, or a religious holy day. Unexcused absences include vacations, staying home to do homework, or catching up on sleep. Students may not participate in any school or sports-related activity on a day they are absent four or more periods of the academic day. Absences are also reported on grade cards.

### **Tardies**

The campus opens at 7:30 am and instruction begins at 7:50 am. Students should arrive at school with enough time to go to their lockers, gather the materials they need for class and settle into their seats so they are ready to learn when the bell rings. Therefore, students should arrive

at school between 7:30 and 7:45 am. Students who arrive after 7:50 am are tardy and must report to the office to obtain a pass before going to class.

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

Students who are tardy miss valuable instruction and disrupt class. Students who are habitually tardy will be referred to the Director or Assistant Director for disciplinary action. After four unexcused tardies in a quarter, parents will be contacted to devise a remedy for the morning commute problems. After eight unexcused tardies in a quarter, a student will be given after-school work detail. Unexcused tardies are reported on grade cards.

### **School-Day Appointments**

Parents are asked to make every effort to schedule doctor's, orthodontist's and other appointments after school (3:15 pm). When that is not possible, parents should write a note and have their child give it to the Middle School Office at the start of the school day. The student will be given a "dismiss slip" so he/she can leave class at the appointed time. Upon returning to campus, the student should check in at the Middle School Office.

### **Communication With Teachers**

Parents may contact teachers by telephone (see Handbook Directory for teachers' extensions) or by e-mail. All of the teachers' e-mail addresses are structured by first name initials, followed by their last names, and then followed by @menloschool.org (e.g., Jane Smith's e-mail would be jsmith@menloschool.org). Please note that teachers may not respond immediately to phone or e-mail messages as they may be teaching class or in a meeting, but do expect a response by the end of the next working day.

### **Health Services**

Students who feel ill or need medical attention should inform their teacher and then proceed to the Health Office. Middle School students should not self-medicate while at school. Non-prescription medications will be available and dispensed at the student's request from the Health Office only with written authorization by the parent or guardian on file. The Health Office is prepared to dispense prescription medications during the school day at the request of a parent or guardian. For safety, parents are

asked to supply prescription medications in the original container, clearly labeled with the child's name and the prescribing physician's instructions. All medications are kept in a locked cabinet. Health and medical services are provided by the Health Services Coordinator, Vicki George, a licensed registered nurse who is on campus during school hours.

### **Parents Away From Home**

Parents are asked to notify the Middle School Office when they plan to be away from home and their child is in the care of another adult.

### **Parent Parking**

During the school day, Middle School parents may park in the Valparaiso lot where a few spaces are reserved for visitors. It is very important to keep the handicapped parking places open for those who need it, and tickets will be given to violators. Parents also need to stay away from the "School Buses Only" strip and always keep fire lanes clear. For athletic events, parents may also use these parking areas and walk to the fields, or park in the Cartan Field Lot on Alejandra Ave. The parking by Wunderlich Field (behind the dining hall) is reserved for Menlo College only.

### **Lockers and Locker Rooms**

Book lockers will be assigned over the summer. The book lockers have built-in combination locks. Students need to have a lock for their PE lockers. Students are expected to keep their books and other possessions with them or in their **locked** lockers at all times. The School cannot be responsible for items left in a locker that is unlocked. For safety, halls and walkways must remain clear. Items left out of either locker at the end of the day will be collected and placed in the lost and found. Lockers and locker rooms should be treated with the same respect and care as the rest of the Middle School buildings and property.

### **Lost and Found**

Lost and found barrels are kept near the Middle School office for clothes, books, and other items that are lost or misplaced. Personal items and clothing not claimed within one month are given to charity. Parents are strongly encouraged to label their child's clothing and personal items.

### **Monday Memo**

Keep an eye out for the *Monday Memo*, edited and published weekly by the Assistant to the Director to keep the Middle School community informed. Students receive it at assembly and are responsible for taking it home to their families. It includes up-to-date calendar items, information about sports events, field trip information, student cartoons, MS-MSA news, announcements, invitations, tidbits, requests, and birthdays. Don't miss it! You will find a few extra copies in the Middle School

office and on the Menlo School website at [www.menloschool.org](http://www.menloschool.org).

### **Student Drop Off and Pick Up**

Students must be safely dropped off in the morning and picked up in the afternoon. Parents should be sure to use the loop in the Valparaiso lot for morning drop-off and to pull all the way forward to the curb before children disembark. Do not stop the flow of traffic on the loop during this busy time to drop off your eager child and do not use the Middle School parking lot for drop off. Although the traffic on the loop may be heavy and the Middle School lot a tempting short-cut, it is much too small for a car to safely navigate the drop off and U-turn. In the afternoon, students may be picked up on the loop at 3:15 using the same parking guidelines. To avoid the peak times, students can be dropped off between 7:30-7:40 am and picked up between 3:20-3:30 pm.

### **Telephone Use**

Students may use the Middle School Office phone during school hours but must ask permission first. The phone is intended only for special circumstances. Students may use a pay phone, located outside the Commons, after school hours only. Daily plans should be made before coming to school so that the need to use the phone is limited. Please do not expect your child to call home each day to be picked up from school in the afternoon. Cell phones should not be used during school hours. Students should turn their phones off or keep them in their locker.

### **Parent Drivers for Field Trips and Sporting Events**

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

### **Shuttle to the Train Station**

A yellow Menlo School bus takes students to and from the Menlo Park train station free of charge every morning and afternoon. The bus makes a continuous loop from the train station to Menlo from 7:00 am to 8:00 am each morning and from 3:15 pm to 5:30 pm each afternoon. No advance sign-up is necessary. Please avoid stopping along the red curb section of the loop which is reserved for bus parking.

## **ATHLETICS AND PHYSICAL EDUCATION**

### **Introduction**

Athletics are an integral part of every student's education at Menlo. Each Middle School student is required to participate daily in either Physical Education (PE) classes or as a member of an interscholastic athletic team. The program aims to reach students of different levels by providing a range of interscholastic teams, physical education classes and an intramural program. The goals of the athletic program are that every student develop an appreciation for physical activity and its role in promoting health and well-being, learn to take a life-long pleasure in athletics, become skilled in a number of sports, and experience the camaraderie of successful teamwork.

### **Positive Coaching Alliance**

Menlo School and the Stanford University-based Positive Coaching Alliance have begun a partnership to help foster at Menlo School healthier participation in sports by athletes, parents, coaches and teachers. The PCA provides research-based training workshops and practical tools for coaches, parents and leaders who operate youth sports programs that illustrate what it means to "Honor the Game." We are working toward fully integrating these ideals not only in the athletic program, but throughout the School.

### **Interscholastic Athletics**

Interscholastic sports at Menlo emphasize good sportsmanship, develop skills, and teach students to work as a team. Athletes, parents and other spectators are expected to respect the integrity and judgment of officials and coaches, to show courtesy to others at all times, to provide positive support to players on the field or court, and to keep athletic contests in perspective.

The School makes every effort to offer enough teams to accommodate all students who wish to participate in a sport without fielding teams that are too large to provide athletes with a rewarding experience.

In most sports, Menlo fields sixth grade teams, "B" programs and varsity teams. The emphasis of the program varies from level to level according to the age and maturity of the players.

### **Sixth Grade Teams**

The program is designed to give students the opportunity to participate with varying levels of competition and commitment. Each year the number of participants and their skill level are assessed and as many teams as necessary are organized to ensure that all students can play.

### **Varsity “B” Teams**

The emphasis of the varsity “B” team is on developing skills and team camaraderie which are essential to providing a solid athletic program. Athletes play against other teams of comparable ability.

### **Varsity Teams**

In this program, more emphasis is placed on developing successful teams. Teaching sportsmanship and fair play is still important, as is honing the skills and teamwork of all players. On varsity teams, coaches may award more playing time to the players who are the most skilled and to those who give outstanding effort.

#### **Fall** (September – November)

Girls’ Softball (Varsity, Varsity B, Sixth Grade Teams)  
Coed Cross-Country  
Swimming (Coed swim team – non league)  
Boys’ Flag Football (6th, 7th/8th Grade Teams)

#### **Mid-Fall** (November - January)

Girls’ Soccer (Varsity, Varsity B, 6th Grade Teams)  
Boys’ Basketball (Varsity, Varsity B, 6th Grade Teams)  
Coed Water Polo

#### **Winter** (January – March)

Girls’ Basketball (Varsity, Varsity B, Sixth Grade Teams)  
Boys’ Soccer (Varsity, Varsity B, Sixth Grade Teams)  
Coed Water Polo

#### **Spring** (March – May)

Boys’ Baseball (Varsity, Varsity B, Sixth Grade Teams)  
Girls’ Volleyball (Varsity, Varsity B, Sixth Grade Teams)  
Track & Field (Coed Track Team – non league)  
Tennis (Coed Varsity, Varsity B, Sixth Grade Teams)

### **Athletic Leagues**

Most Menlo teams compete in the Boys and Girls Parochial Athletic League, which consists of schools from Atherton to Sunnyvale with similar enrollments and academic requirements. Some of our teams may play in the Menlo Recreation League and in the Small School League.

### **Parochial Athletic League**

Castilleja (Girls Only)  
Keys  
Pinewood  
Resurrection  
St. Cyprian  
St. Joseph - Cupertino  
St. Joseph - Menlo Park  
St. Joseph - Mountain View  
St. Martin  
St. Nicholas  
St. Simon

### **Tennis League**

Castilleja (Girls only)  
Corte Madera  
Crystal Springs  
Hillview  
La Entrada  
St. Joseph  
Woodside Elementary  
Woodside Priory

### **The Role of Parents**

Parents play a key role in the interscholastic athletic program. They are encouraged to attend games and provide positive and appropriate support to the team from the bleachers. Each team is assigned a team parent, who plays a vital role in guaranteeing a smooth and enjoyable season. These parents help organize snacks for home and away games, and when necessary, recruit parent drivers for away games. In the event of a last-minute change in the schedule, team parents are responsible for contacting the parents of all students who are on the team.

### **Communication**

In an athletic program that fields as many as twelve teams in a single season, communication is a challenge. Each team member receives a package at the beginning of the season that contains the schedule and other important information. Parents should ask their child for a copy of their package.

The week’s athletic schedules are printed in the *Monday Memo*. The schedule changes are communicated on the Athletic Hotline (330-2001 ext. 2704) or call the Athletic Director (ext. 2456) or Middle School Office (ext. 2400). Athletic schedules may also be accessed on the Menlo website ([www.menloschool.org](http://www.menloschool.org)) under Middle School Athletics.

### **Physical Education**

The Physical Education program is designed to expose each student to a variety of athletic activities; to teach the basic skills, rules and tactics of various sports; to promote physical fitness; and to provide an enjoyable environment in which to participate. Through Physical Education, we hope to encourage overall physical wellness and promote healthy life habits.

### **Intramural Developmental Teams**

#### **Fall** (September – November)

Coed Tennis  
Swimming

#### **Mid-Fall** (November – January)

Coed Water Polo  
P.E. Tennis  
Dance

**Winter** (January – March)

Coed Water Polo

P.E. Tennis

Dance

**Spring** (March – May)

Tennis

Track & Field

Swimming

**Grading Athletics and Physical Education**

In both interscholastic teams and P.E. classes, students' grades are assessed on their daily participation, demonstrated effort, sportsmanship, proper clothing, and promptness. Students do not receive a letter grade, but instead earn a pass or fail mark each quarter. If a student is ill or injured and cannot participate in athletics, he/she is expected to bring a note from a parent. If a student must be out of athletics for more than three days, the School requests a note from a doctor.

Athletics and P.E. are considered to be important parts of the school day. Families should not make doctor's appointments or plan to leave school during this period. Under rare and special circumstances, a student may petition the Athletic Director and Middle School Director to qualify for an exemption from P.E. in order to train for nationally ranked athletic events.

**MIDDLE SCHOOL EVENTS**

**Admissions Open Houses**

(Nov. 6, 1:00 pm and Dec. 1, 6:30 pm)

One weekend day and one week night during the school year, the Middle School is open to prospective families who are interested in learning more about Menlo and the admissions process. Parents and students help make this admissions event a success.

**Back-to-School Kick-Off Event**

(Aug. 24, 5:00 pm)

This event launches the year; provides students, parents, faculty, and staff a chance to get together; and welcomes everyone into the Menlo community. Families will meet with their child's advocate as well.

**Back-to-School Night** (Sept. 22)

Parents are invited to school for the evening to experience a compressed version of their child's day. They pass from class to class, meeting teachers and learning about courses, and they hear about the athletic program.

**Breakfast or Lunch with Norm and Nancy**

(Nov. 7, 8:15 am and March. 6, 12:00 pm)

Twice a year, the Head of School and Middle School Director have an open meeting with parents to discuss

Middle School issues. The MS-MSA leadership also attends.

**Commencement** (June 6, 9:30 am)

The entire Middle School community gathers to celebrate the passage of our eighth graders to Upper School. Graduation certificates are conferred upon eighth graders, and sixth and seventh graders are formally promoted to the next grade. A portfolio fair of eighth grade work covering their three years as students takes place after commencement.

**Community Service Days**

6th Grade – Oct. 4, May 10

7th Grade – Sept. 15, April 27

8th Grade – Sept. 28, April 19

Each year, two full days per grade are planned for the students to go off campus to work together on a community service project. In advocacy groups, students work with the homeless, senior citizens, disadvantaged children, and learn to care for the environment. Parents are instrumental in helping us plan and implement these days.

**Dances** (Oct. 7, Feb. 3, May 19)

Seventh and eighth graders plan and participate in three school dances held in the dining hall. Dances begin at 7:30 pm and end at 10:00 pm. Students are not admitted after 8:00 pm, and students should be dropped off and picked up by their parents at the dining hall. For some dances, a student may bring a guest or two if a permission form has been submitted to the office prior to the event. For the last dance of the year, students from another school will be invited to attend. Sixth graders enjoy their own class dance in the spring along with another class party in the fall.

**Eighth Grade Appreciation Day** (June 5)

On the last day of classes, the Middle School celebrates the achievements of the eighth graders. Parents are invited to attend all or part of this morning full of presentations and fun. A portion of the morning is set aside for the eighth grade fine arts classes to present their semester work, sixth and seventh graders visit eighth grade classes to view their writing portfolios and other projects, and the traditional slide show is also unveiled. Classes are dismissed early so that eighth graders may rehearse for commencement. Sixth and seventh grade class parties traditionally take place in the afternoon.

**Eighth Grade Trip to D.C.** (Nov. 13-19)

The eighth grade will spend a week in Washington, D.C., and the surrounding area. The trip enhances the eighth grade curriculum immeasurably and is a memorable experience for all involved.

**Faculty In-Service Days** (Oct. 13, March 20)

These days are devoted to the professional development of the Middle and Upper School faculty and may include

guest speakers, visits to other schools, discussion of curriculum and the School's core values.

### **Fine Arts Assemblies**

6th & 7th grades: (Oct. 27, Jan. 17, March 24, May 30)

8th grade: (Jan. 13, June 5)

The eighth grade fine arts courses culminate in a fine arts assembly at the end of first semester and Eighth Grade Appreciation Day at the end of the year. Parents are invited to come and enjoy performances by the drama, music, and art classes. Sixth and seventh graders also display their talents at assemblies during each semester. Students often entertain the School with their diverse creative abilities during Monday assemblies.

**Grade Level Parent Meetings** (6th Grade Sep. 14; 7th Grade Sept. 28; 8th Grade Oct. 18, all at 7:00 pm)

Grade level parent meetings are held at the beginning of the year to help parents get to know each other and to discuss developmental milestones for that grade. The Counselor and Middle School Director will be on hand to address the group and answer questions.

**Grandparents' Day** (June 2)

Once every other year our School is open to the grandparents and "special older friends" of our students. A half day of activities includes classroom visits, a special lunch and presentation of speeches, music and drama scenes.

### **Knight Clubs**

(Nov. 4, March 4, May 5)

Knight Clubs are fun, informal talent shows organized by students, who get together and enjoy the performances of their talented peers. Students act, sing, dance, or play an instrument before a very supportive audience of students, parents and teachers.

### **Middle School-Menlo School Association (MS-MSA) Meetings**

(First meeting, Sept. 8, 8:30 am)

The Middle School parents' association is called the Middle School-Menlo School Association (MS-MSA). Monthly MS-MSA meetings are the heart of the parent participation program and the best way for parents to keep abreast of what is happening at the Middle School. In addition to reports from the Middle School Director, Head of School, faculty speakers, and MS-MSA Board members, these meetings (generally held on the second Thursday of the month) are an open forum for parents to discuss topics of interest, seek clarification, express concerns, provide input to planning, and brainstorm ways to enrich the School.

### **MSA Benefit** (March 31)

This Annual Benefit consists of a luncheon/fashion show and a dinner/fashion show and dance. The show stars the seniors, Menlo parents, and faculty as fashion models and performers. The Benefit is the major MSA fundraiser. Proceeds go toward important improvements at both the Middle School and the Upper School. Middle School students have a regular school day on the day of the event and should not miss class to attend the luncheon without permission from the Middle School Director.

**Parent-Teacher Conferences** (Oct. 21 and 28; March 10 and 17)

At the end of the first and third quarter, parents have the opportunity to meet with each of their child's teachers for a short conference. We set aside two full days each semester to ensure that all families can be accommodated. Specific conference times are announced several weeks in advance.

**Photo Day** (Aug. 29)

Photos are taken for the School Facebook and the Yearbook during class time.

**Sixth Grade Retreat** (Sept. 8-9)

The sixth grade will go to Mount Cross Camp in the Santa Cruz mountains. Classmates get better acquainted with each other, their advocacy groups and their teachers, and face enjoyable and challenging activities as a group. We hope many new friendships will begin, class spirit will increase, and all participants will have a lot of fun.

**Seventh Grade Retreat** (May 11-12)

The seventh grade retreat is a culminating class trip to the Santa Cruz mountains which will focus on building individual responsibility and resourcefulness through a variety of activities and challenges.

### **Spirit Days**

These events provide a break in school routine and promote school spirit. The Student Council is responsible for planning the events around Spirit Day.

<b>MS-MSA Board 2005-06</b>
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President	Robin Laub	348-1595	robinlaub@comcast.net
Vice President	Ann Girard	344-4710	anngirard@sbcglobal.net
Secretary	Leigh Williams	342-9898	leighcw@gmail.com
Treasurer	Mary Lynn Robinson	323-4231	krob@sprintmail.com
Admissions/Welcoming	Susan Adler	344-0504	eaglestuff2001@yahoo.com
	Becky Berry	854-9423	Rberry1661@aol.com
Campus Holiday Decorations	Lisa Steiny	347-3646	Lsteiny5@aol.com
Class Historians	Susan Bockus (8 <sup>th</sup> )	323-6682	Bockus@aol.com
	Vicki Schultz (7 <sup>th</sup> )	968-3266	rsvh@comcast.net
	Susan Coyne (6 <sup>th</sup> )	375-8415	battaini5555@aol.com
Community Service	Nancy Blake	325-0980	wunzawitch@yahoo.com
	Debbie Robbins	322-8142	Dmr356@comcast.net
Dance	Sherry Bucolo	325-9909	sbucolo@apr.com
Drama Liaison(s)	Sherri Burke	854-1789	SBurke62@aol.com
	Janet Chan	595-3338	Jay_a_see@yahoo.com
Escrip/Schoolpop	Barbara Pugliese	967-1310	baspug@yahoo.com
Faculty/Staff Appreciation	Toni Paterson	343-9825	tonipaters@aol.com
	Lauren Denenberg	851-9582	ldenenberg@sbcglobal.net
Grade Level Team Leaders:	Margie Kriebel (8 <sup>th</sup> )	854-2440	Margie@mkresources.net
	Julie Terrell Hooper (7 <sup>th</sup> )	323-5593	JTH@woodsidehotels.com
	Laura Foster (6 <sup>th</sup> )	328-2527	Teamfo5@aol.com
8 <sup>th</sup> Grade Team:	Melissa Badger	324-1477	Melissa@designgals.com
	Alisyn Crowder	322-1937	alisync@yahoo.com
	Margie Madding	325-2240	MQMadding@aol.com
	Joanne Nino	347-1909	JNino81192@aol.com
	Madhavi Padval	322-9118	wtraveller@earthlink.net
7 <sup>th</sup> Grade Team:	Coco Jones	327-1939	COCOLJ@comcast.net
	Laurie Lacob	851-5451	llacob@kpcb.com
	Jill Parker	853-0594	jillgparker@sbcglobal.net
	Deborah Pender	969-8272	capender@pacbell.net
	Heather Wimmer	965-3606	hwimmer@leland.stanford.edu
6 <sup>th</sup> Grade Team:	Jan Harris	329-0995	Jharris2@aol.com
	Tracy Johnson	342-9894	tjdesigns@sbcglobal.net
	Pam Madeira	325-3011	us32245@aol.com
	Patty Mayer	375-8325	Pmayer505@aol.com
	Ann Rossi	368-9759	arossi9268@aol.com
Graduation Party/Dance	Melissa Badger	324-1477	Melissa@designgals.com
	Annie Barnett	366-2323	ajbarnett@hotmail.com
	Jan Harris	329-0995	Jharris2@aol.com
	Betsy Matteson	324-8145	BLHM@aol.com
	Stacey Siebel	851-9655	Stacey.siebel@siebel.com
Graduation Reception	Sandy Anderson	323-4259	TSEP4@sbcglobal.net
	Nancy Suiter	851-9777	Nlms_2000@yahoo.com
Grandparents Day	Chris Allen	579-7704	Bruceallen8@comcast.net
	Lynda Marren	579-0200	lmarren@aol.com
Hospitality	Dori Britts	325-7377	dori@dbritts.com
	Madhavi Padval	322-9118	wtraveller@earthlink.net
Menlo Benefit Liaison	Caroline McNally	347-8958	Caroline.mcnally@paybytouch.com
Parent Education	Maira Martin	566-1080	moira@cullen-martin.com
	Anne Rosales	321-4436	ahrosales@sbcglobal.net

Special Olympics	Debbe Stern	358-0568	debbe@debbestern.com
	Toni Paterson	343-9825	tonipaters@aol.com
	Shelley Pavela	349-3931	Shelley.pavela@sun.com
Sports Liaisons	Patty Radlo	941-6515	PattyDJR@aol.com
	Anne Rosales	321-4436	ahrosales@sbcglobal.net
Website Liaison	Jim Hutchinson	579-6506	Jim.hutchinson@rcn.com

**Menlo Middle School  
Arrillaga Family  
Campus**

**First Floor**

<b>Girls' Locker Room</b>
<b>Boys' Locker Room</b>

<b>Sports Court</b>
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<b>804</b>	<b>805</b>
<b>803</b>	
<b>802</b>	
<b>801</b>	

<b>Boys</b>	<b>606</b>	<b>607</b>
<b>Girls</b>		
<b>602</b>		
<b>601</b>		

<b>Health Office</b>
<b>502</b>
<b>503</b>
<b>Faculty Room 504</b>

<b>Commons</b>
<b>Practice and Recital Room</b>
<b>301</b>

<b>402</b>	<b>Main Office 400</b>
<b>401</b>	
	<b>407</b>

<b>703</b>	<b>Girls</b>	<b>Boys</b>	<b>701</b>

## Second Floor

### KEY

<b>301</b>	Ms. Cirone	<b>601</b>	Mr. Racine-Jones
<b>310</b>	Ms. Silver	<b>602</b>	Ms. Murphy
		<b>606</b>	Ms. Chandler
		<b>607</b>	Mr. Utsumi
<b>400</b>	Ms. Donnelly	<b>701</b>	Ms. Rafanelli
<b>401</b>	Ms. McPhaul	<b>703</b>	Mr. Yorston
<b>402</b>	Ms. Brigham	<b>710</b>	Ms. Glasser
<b>407</b>	Ms. Germane	<b>711</b>	Ms. Beck
<b>410</b>	Ms. Fortman	<b>712</b>	Ms. Brigham
<b>412</b>	Mr. Perez		
<b>502</b>	Ms. Nojima	<b>801</b>	Ms. Cook
<b>503</b>	Ms. Randall and Ms. Colb	<b>802</b>	Ms. Chandler and Ms. Schiavenza
<b>510</b>	Mr. McDonald and Mr. Cavender	<b>803</b>	Ms. Saunders
<b>511</b>	Ms. Moran	<b>804</b>	Mr. Wessler
<b>512</b>	Ms. St. Amand	<b>805</b>	Mr. Holland
<b>513</b>	Computer Lab		

