

# Middle School Addendum

## Student-Parent Handbook 2021-2022: Grades 5-8 Policies & Procedures

---

“Be strong and courageous. Do not be afraid;  
do not be discouraged, for the Lord your God will be  
with you wherever you go.” - J O S H U A 1:9



St. Marcus School  
[www.stmarcus.org/school](http://www.stmarcus.org/school)





# Middle School Addendum

2021/2022

## **IMPORTANT COVID-19 RESPONSE NOTICE:**

While our sincere hope and prayer is to carry out everything outlined in the current handbooks and addendum, please be aware that existing services, policies and procedures are each subject to change as a result of the pandemic. We are researching options and best practices to keep the students, families and employees of St. Marcus healthy and safe.

Please watch for the **COVID-19 ADDENDUM TO THE STUDENT-PARENT HANDBOOK** to come out before the first day of school where necessary changes will be outlined.

## **Table of Contents**

<b>I. Middle School Directory</b>	<b>3</b>
School Contact Information	3
Middle School Administration & Office Staff	3
<b>II. Advisory Groups</b>	<b>3</b>
<b>III. Behavior Programs, Policies &amp; Procedures</b>	<b>3</b>
The 5 Social and Emotional Competencies for Success	4
Passport Points	4
Disciplinary & Restorative Justice System	4
SCR (Student Communication Report)	5
CIA (Character in Action)	5
Demerits (Tier 1)	5
Detentions (Tier 1)	5
SATIS (Tier 2)	6
<b>IV. Middle School - Uniform Policy</b>	<b>6</b>
PROHIBITED ACCESSORIES & EXTRAS - NO EXCEPTIONS	7
<b>V. Academic Policies &amp; Procedures</b>	<b>7</b>
Academic Integrity	7
Plagiarism	7
Cheating	8
Enabling Academic Dishonesty	8
Consequences	8
Homework	8
Reading	8
Total Range	8
Quiet Place	9
Grading	9

<b>VI. Graduation Requirements</b>	<b>9</b>
High School Acceptance Letter	9
Good Academic Standing	9
Good Character Standing	9

# I. Middle School Directory

Visit [stmarcus.org](http://stmarcus.org) for most recent and accurate contact information.

Faculty and Staff Emails are [FirstName.LastName@stmarcus.org](mailto:FirstName.LastName@stmarcus.org).

## School Contact Information

---

<b>Main Campus Middle School</b>	2215 N. Palmer Street, Milwaukee, WI 53212
Principal: Erin Johnson (414) 416-7541	Entrance Door #4
Phone (414) 562-3163 Ext. 1002   Fax (414) 562-9188	

---

<b>North Campus Middle School</b>	2669 N. Richards Street, Milwaukee, WI 53212
Principal: April Richter (414) 336-5567	Phone (414) 539-4843   Fax (414) 562-9188

---

## Middle School Administration & Office Staff

Position	Name	Phone
Main Campus Director of Middle School	Garrett Mandeville	507-4825
Main Campus 5th & 6th Academic Dean	Kurt Stielow	333-9781
Main Campus 5th & 6th Behavioral Dean	Jessica Luehring	345-0288
Main Campus 7th & 8th Academic Dean	Andrew Becker	550-9058
Main Campus 7th & 8th Behavioral Dean	Alli Becker	416-7532
Main Campus Middle School Front Office Manager	Stephanie Bell	562-3163
North Campus 7th Grade Behavioral Dean	Henry Tyson	303-2133
North Campus Dean of Behavior & Culture	Hannah Aderman	(262)389-6221

Please watch for your “Meet the Middle School” list to come out upon returning to school! This will list all of the teachers and leaders who will guide and support your scholar this school year.

## II. Advisory Groups

Students at St. Marcus Middle School each have an assigned Advisor. The Advisor is responsible for checking in daily with students and helping students achieve their best. While students should feel free to speak with any of their teachers about difficulties or challenges they encounter in or out of class, their Advisor is the person who is most aware of their particular needs. The Advisor also speaks with parents or guardians periodically to report on specific academic and behavioral progress. Families are strongly encouraged to call their child’s Advisor when calling with any questions or family information. During afternoon advisory, students double check their agendas, listen to announcements, review Passport Points, file flyers and letters into their family correspondence folder.

### III. Behavior Programs, Policies & Procedures

The goal of the middle school's disciplinary model is to equip students to develop the 5 social and emotional competencies for success. We believe that a working knowledge in these competencies are markers for success in both school and future professional settings. Whenever a student is struggling academically or behaviorally, it is almost always a result of a deficit in one of the 5 competencies.

#### The 5 Social and Emotional Competencies for Success

Along with scripture, the 5 Social and Emotional Competencies for Success are the foundation and lens through which we pursue behavioral change. The 5 Competencies are:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

#### Student Communication Report

Starting in the 3rd week of school, every Monday, parents receive a weekly Student Communication Report that provides parents with a weekly overview of a student's academic and behavioral standing. **This is an essential document for parents to review to understand their child's progress.**

Student Communication Reports provides a snapshot of how a student is doing in the following areas:

1. Covenant Issues (attendance, timeliness, uniform)
2. Character in Action points (tracking GOOD behavior)
  - a. Teachers assign CIA's when they observe above and beyond good behavior.
  - b. Students should aim to receive at least 2 CIAs each week.
  - c. The total number of CIAs shows up on the students' SCR sheet.
3. Demerits (failure to meet behavioral expectations)
4. Grade Point Average
5. Homework turn in

Parents should discuss the SCR sheet with their child every Monday evening, SIGN THE SHEET, and identify a goal for improvement.

#### Passport Points

Passport Points is a system used to track student achievement. Passport Points are tracked in the following categories:

1. Character In Action (CIA)
  - a. Teachers assign CIA's when they observe above and beyond good behavior.
  - b. Students should aim to receive at least 2 CIAs each week.
  - c. The total number of CIAs shows up on the students' SCR sheet.
2. Demerits
  - a. Demerits are a tracking system used to identify areas of behavioral growth for students and advisories.
  - b. Demerits are assigned to a student when they fail to meet a specific expectation.

- c. Minor infractions like talking in class (TC) or being tardy for class (T) result in one demerit.
  - d. Moderate infractions like being in the wrong place without a pass (NP) result in two demerits.
  - e. Serious infractions like disrespect to a student (DS) or disrespect to an adult (DA) are tracked as a 4 demerit infraction. Demerits in the category will result in communication home, a restorative conversation and at times, a written detention.
  - f. Each demerit tracked negatively impacts passport points.
3. Homework Completion
  4. Covenant (Tardies, Absences, Uniform, etc.)
  5. GPA

Passport Point categories help students, parents, and teachers better understand areas in which a student is excelling and areas where the student needs more support to be on track for high school readiness. Passport Points are communicated weekly to parents on the Scholar Communication Report (“SCR” sheet). Parents are encouraged to review Passport Points weekly with their scholar.

Passport Points is the system St. Marcus Middle school uses to help determine whether or not a student has the social and academic maturity to participate in extracurricular activities including be not limited to school events, Discover America, and field/college trips. The number of Passpoint Points necessary for all extra activities will be communicated to students and parents in advance of the activities. For more details on eligibility to participate in athletics, please see the “Middle School Eligibility” section of the School-Wide Student Parent Handbook (under “Athletics & Extracurricular Activities”).

## Behavior Support & Restorative Systems

Effective classroom management is defined as rigorous instruction combined with warm, positive relationships. Staff members work to develop a school culture where students and parents are so focused on growth and academic achievement that there is no time for disciplinary issues. With that in mind, classroom management systems are used to support a safe, loving, and productive environment where all students can learn. These systems ensure clear communication of expectations to all team members. We believe in the proactive teaching of the 5 Social and Emotional Competencies and behavioral expectations by all staff members. We believe that rules, systems and punishment don’t change hearts or behavior but that real and lasting change comes through the Gospel, relationships, and restorative practices. Our response to behavioral problems is proactive and restorative even when discipline or consequences are involved.

When a student misbehaves, an escalating system of support and interventions has been developed in order to meet the needs of all students.

### 1. Tiered Behavior Support & Restorative System

- TIER 1: Demerits, restorative conversations, detentions and other minor disciplinary strategies.
- TIER 2: Individualized behavior plans, goal setting, restorative meetings, progress monitoring, increased communication with parents, etc.
- TIER 3: More intensive restorative and disciplinary strategies for students who have not responded to Tier 1 and Tier 2.
  - Tier 1:
    - Reflections/Restorative Conversations

- If a student is struggling to correct their behavior that is not in alignment to classroom expectations, they may be asked to remove themselves from the classroom and visit the Dean's office.
- The student will work through a behavior reflection and restorative conversations to repair any harm that has occurred as a result of their behavior.
- Detentions
  - Detentions are one way that may be used as a way to repair harm for specific behavior. The purpose of these are for the student to reflect on the identified behavior to understand the specific harm caused to themselves and others, ways to repair harm as well as creating a plan moving forward to minimize the occurrence of repeating the behavior.
  - These can be issued as a consequence at the discretion of the teachers or Dean. These can be in response to specific behavior (DS, DA, DP, AD) or as a result of repeated behavior as shown by demerits.
  - In the event that detentions are issued the following applies:
    - Detentions are sent to the students email via google forms.  
**Parents should check their email for this information..**
    - Students should complete the entire form.
    - The final deadline for students to submit detentions is Monday at 8:00 am.
    - Students who do not submit detentions by Monday at 8:00 am will receive additional consequences which could include lunch detention and a pink suspension notice if the detention is not completed at lunch.
    - Students who receive a pink suspension notice are suspended until their detentions have been successfully submitted to the Dean.
  - In order to prioritize academic instruction and appropriate social interactions, students may not work on detentions between 8am and 3:30pm unless with specific permission from an adult.
  - Parents will be informed of a detentions by either the Advisor or the Dean:
    - If a student is assigned an automatic detention, the teacher who assigned it will communicate home.
    - If a student receives a detention for accumulated non-automatic demerits, the Dean will communicate home.
- Tier 2:
  - Individualized Behavior Plans are created in collaboration with students, teachers, parents, student support services and the Dean. Specific problem behaviors and individual growth areas are identified, goals are created and progress is monitored. Once students meet their goals the individualized behavior plan will be removed.
- Tier 3

- Students receive a Tier 3 Intervention Plan when they have failed to respond to other support plans. Students typically receive a Tier 3 Intervention Plan after they have failed to complete their Individualized Behavior Plans.
- Tier 3 Interventions generally include increased communication between parents and the school, counseling recommendations, restricted privileges and increased expectations in order to remain a student at St. Marcus.

## IV. Middle School - Uniform Policy

Clothing should be clean, proper and free of wrinkles. Students not dressed appropriately receive uniform violations and may not be permitted to participate in special school events, including dress down days..

	REQUIRED UNIFORM ITEMS	PROHIBITED (NO EXCEPTIONS)
<b>SHIRT &amp; BLAZER</b>	ALL: Navy-blue dress blazer over a white, plain button-down short or long-sleeve dress shirt with white undershirt GIRLS: may have straight or rounded collar	Colored or decorative accents on white blouses. Ruffles on collars or blouses Polo shirts of any type Long sleeves under short sleeves Sweatshirts, pullovers, hoodies, zip-ups
<b>DRESS PANTS</b>	Navy blue dress pants only.	Skirts or capri, tight, stretch, cargo or skinny-style pants (tight at ankle).
<b>UNIFORM TIE</b>	GPA < 3.0 Navy-blue (boys) or Red Crossover (girls) GPA > 3.0 Honor Roll - Blue and Silver* GPA > 3.5 High Honor Roll Blue and Red* GPA > 3.5 Leadership - Blue and Gold*	Non-Awarded ties (anything other than a blue uniform tie must be awarded at quarterly awards ceremony).
<b>SOCKS &amp; SHOES</b>	Plain, white, navy-blue, or black plain socks All-black flat dress or tennis shoes* that cover heels, have all black soles, and have all black laces and/or a black strap.  <b>*Tennis shoes must be all black, including soles. Logos or markings that are a different color but less than the size of a quarter (any shape), will be permitted.</b>	Slip-on shoes without a strap or laces Girls heeled or open-back dress shoes Colors of any type other than black on the laces, or straps.  *See list of examples handout for acceptable vs. not acceptable
<b>BELT &amp; EXTRAS</b>	Solid-black, plain dress belt. Girls who wear any accessories should choose only navy blue, red, white or black colors to match the uniform (patterned or solid).	Colored, Large or Decorative Belts

### PROHIBITED ACCESSORIES & EXTRAS - NO EXCEPTIONS

#### ALL

1. Sunglasses or fake eyeglasses
2. Unnatural hair colors (Unnatural "true" red, blue, green, pink, purple, etc.)
3. Piercings other than a single pierced earlobe.



### BOYS

1. Piercings other than studs (including hoops, spacers, or dangling earrings) or studs larger than a pencil eraser. No more than 1 per ear.

### GIRLS:

1. Piercings, NO other area may be pierced and no chains or connectors are to be worn; no fake or clip-on earrings, hoop earrings larger than quarter
2. Excessive jewelry or choker necklaces
3. Distracting Hair Accessories (must be less than 4" thick, nothing across forehead or raised/protruding (i.e. fuzzy balls or cat ears). No words, logos or symbols (like Nike or Pink) permitted. Different colors and patterns will be allowed as long as it follows the above guidelines.
4. Purses (keep in backpack)

## V. Academic Policies & Procedures

### Academic Integrity

Academic Integrity requires that each students' work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation of this principle is student academic honesty.

At St. Marcus, students are expected to honor the requirements of the Academic Integrity Policy. The following are some examples of unacceptable academic practices that will be viewed as policy violations.

#### 1. Plagiarism

Using the words and/or ideas of another so they appear to be your work.

#### 2. Cheating

Using, or attempting to use unauthorized materials in any academic exercise or having someone else do your required work;; e.g., copying from another's paper, test, and/or homework, copying from online sources (Engage NY online)

#### 3. Enabling Academic Dishonesty

Assisting another in committing an act of academic dishonesty.

#### 4. Consequences

All of the above instances of academic dishonesty will be disciplined as seen fit by administration. Discipline can include but is not limited to detention, suspension, or expulsion. Note: Multiple offenses of Academic Dishonesty will be dealt with severely.

### Homework

Academic progress requires that at times, learning continues beyond the school day. Completion of homework and time spent studying are consistent indicators of scholastic achievement. Successful members of the community spend extra time working to improve themselves beyond the minimal

requirements of a specific task. Thorough, neat, accurate, prompt and carefully completed homework is the expectation.

All assignments need to be completed by the respective due dates. This includes homework, signatures, and permission slips. Missing, incomplete, or unprofessional homework is unacceptable and may be followed by penalties or mandatory study halls.

Parents / guardians are encouraged to contact their child's teacher if there are questions or concerns about homework assignments.

## Reading

All students, 5<sup>th</sup>-8<sup>th</sup> grade should read EVERY day, including weekends and holidays. During the year, students are out of school for more days than they are in school. Simply put, students who read, succeed.

## Total Range

The "Total Range" calculates an *estimated* daily time, which includes students' daily at-home reading and homework assignments. It is a range because it allows for the additional amount of time it may take for students who are behind or may require extra adult assistance and support.

Occasionally, students may need to spend longer than the total range of time provided for under these guidelines. However, if a child is spending more time than this on a regular basis, parents / guardians are encouraged to talk with the child's teacher first and, if necessary, an administrator.

<b>Days</b>	Monday - Friday
<b>Reading</b>	20 minutes
<b>Homework</b>	60 minutes
<b>Total Range</b>	80 - 120 minutes

## Quiet Place

We encourage parents / guardians to provide a quiet place to study in order to establish good study habits. Students should be able to complete their homework with minimal interruption. Parents / guardians must commit to checking homework, signing assignment notebook (5<sup>th</sup> - 8<sup>th</sup>), and monitoring grades.

## Grading

Grades will be assigned according to the following percentages:

<b>Grade Mark</b>	<b>High</b>	<b>Low</b>
A+	100	100
A	99	97
A-	96	93
B+	92	90
B	89	88
B-	87	86

C+	85	83
C	82	81
C-	80	79
D+	78	76
D	75	73
D-	72	70
F	69	0

## VI. Graduation Requirements

It is our goal to celebrate 8th Grade students during our Promotion Ceremony. The following must occur for 8th grade students to participate in their Promotion Ceremony:

### High School Acceptance Letter

All 8th Grade students must submit a high school acceptance letter to the Dean of Students.

### Good Academic Standing

All 8th Grade students must be in good academic standing (passing all core classes).

### Good Character Standing

All 8th Grade students must be in good character standing.