



Middle School Addendum

2024-2025

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I. Middle School Directory

Visit www.stmarcus.org for the most recent and accurate contact information. Faculty and Staff Emails are FirstName.LastName@stmarcus.org.

School Contact Information

North Avenue Campus (K4-8th Grade)

2215 N. Palmer Street, Milwaukee, WI 53212 | Phone (414) 562-3163 | Fax (414) 562-9188

Center Street Campus (K3-8th Grade)

2669 N. Richards Street, Milwaukee, WI 53212 | Phone (414) 539-4843 | Fax (414) 562-9188

Burleigh Street Campus (K4-5th Grade)

3129 N. 1st St, Milwaukee, WI 53212 | Phone (414) 267-8340 | Fax (414) 562-9188

Middle School Administration & Office Staff

Position	Name	Phone
North Avenue Campus Middle School Principal	Garrett Mandeville	(414) 507-4825
North Avenue Campus Director of Middle School	Kurt Stielow	(414) 333-9781
North Avenue Campus 5th & 6th Behavioral Dean	Jessica Luehring	(414) 345-0288
North Avenue Campus 7th & 8th Academic Dean	Andrew Becker	(414) 550-9058
North Avenue Campus 7th & 8th Behavioral Dean	LaToya Young	(414) 232-6594
North Avenue Campus Middle School Front Office Manager	Stephanie Bell	(414) 562-3163
Center Street Campus Principal/Director of Middle School	Brittany Toliver	(414) 312-3467
Center Street Campus 7th Grade Behavioral Dean	Patrick Wilson	(414) 255 4423
Center Street Campus Front Office Manager	Angela Hunt	(414) 539-4843
Burleigh Street Campus Principal	Tracy Eastburn	(262) 313-7240
Burleigh Street Campus Director of Middle School	Dave Menk	(262) 219-1084
Burleigh Street Campus Front Office Manager	Kennea Leech	(414) 267-8340

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 restorative response to student behaviors 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 developmentally appropriate 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 (tracking unproductive behaviors)
4. Grade Point Average
5. Homework turn in

There are values assigned to each of the above categories. The total value results in a student's individual Passport Point total. Passport Points are explained in detail in the following section.

Passport Points

Passport Points is a system used to track student achievement and high school/grade level readiness. Passport Points are tracked in the following categories:

1. Character In Action (CIA)
 - a. Teachers assign CIA's when they observe above and beyond positive behavior.
 - b. Students 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, and a restorative conversation.
 - f. Each demerit tracked negatively impacts passport points and could result in further consequences.
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, see ABOVE). Parents are encouraged to review Passport Points weekly with their scholar.

Behavior Support & Restorative Systems

Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill development, cooperation and mutual understanding.

Through restorative practices, members of the school community will:

1. Have an opportunity to be heard
2. Understand the greater impact of one's actions
3. Learn to take responsibility
4. Repair the harm one's actions may have caused
5. Recognize one's role in maintaining a safe school environment
6. Build upon and expand in personal relationships in the school community
7. Recognize one's role as a positive contributing member of the school community.

Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

When a student hurts or harms the school communicating with words or actions, an escalating system of support and interventions has been developed in order to meet the needs of all students and repair any harm done.




1. Tiered Behavior Support & Restorative System

- TIER 1: Demerits, restorative conversations, loss of community, 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. Failure to show growth and in a Tier 3 intervention may result in loss of seat (current and upcoming school year).

	Social Emotional Interventions	Executive Function Interventions
Tier 1	Targeted At-Bats Increased Messaging Mindfulness Practices Lemov Least Invasive Strategies Body Regulation Skills	Targeted At-Bats Modeled Organization Defined Timelines Timing Tasks Value Messaging
Tier 2	Check-Ins Demerit Trackers (per specific demerit) Emotion/Trigger Trackers CPS Conversations Increased Communication/Alignment to Home Practice Conversations Detentions	Additional Work Sessions Organizational Plans Prioritizing Planning External Timing Assistance Task Initiation Starters Increased Communication Home Detentions
Tier 3	IEP Push-In Support Environmental Changes In-House Counseling Day Treatment Options Behavior Plan	Reduced Workload Personal Tutor/Mentor Non-penalized Lates Behavior Plan

IV. Uniform Policy

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

	 REQUIRED UNIFORM ITEMS	 PROHIBITED - NO EXCEPTIONS
TOPS	<ul style="list-style-type: none"> - ALL: Plain button-down short-sleeved or long-sleeved dress shirt. - ALL: Plain white undershirt or t-shirt must be worn under the dress shirt. Long-sleeved white shirts are allowed. - GIRLS: Dress shirts may have straight or rounded collars - OPTIONAL: K4-4th GIRLS may wear a plain navy blue, white, or red uniform sweater or vest; K4-4th BOYS may wear a plain navy blue uniform sweater or vest - 5th-8th: Navy blue dress blazer 	<ul style="list-style-type: none"> - Blouses that have any colors - Decorative accents on white blouses - Polo shirts of any type (long-sleeved or short-sleeved) - Long-sleeved shirts under short-sleeved shirts (except for white undershirts) - Sweatshirts, pullovers, hoodies, zip-ups
BOTTOMS	<ul style="list-style-type: none"> - ALL: Navy blue uniform dress pants - K4-4th BOYS: Also permitted to wear navy blue uniform dress shorts (only in August, September, & May) - K4-4th GIRLS: <ul style="list-style-type: none"> • Also permitted to wear plain navy blue straight or pleated dress skirt or jumper (with matching knit navy blue shorts worn underneath) • Also permitted to wear Bermuda shorts that are 7-9 inches long 	<ul style="list-style-type: none"> - Capris, cargo, tight, stretch, or skinny-style pants/jeggings (tight at ankle) - Leggings or footless tights - Skorts or shorts (other than Bermuda) for girls
TIE	<ul style="list-style-type: none"> - BOYS: navy blue uniform tie - GIRLS: red crossover uniform tie - 4th Honor Roll Tie: red/blue/gold striped tie - 5th-8th Honor Roll Tie: silver & blue thick striped tie - 5th-8th High Honor Roll Tie: red & blue thick striped tie - 5th-8th Leadership Tie: Gold & blue thick striped tie 	<ul style="list-style-type: none"> - 4th-8th grade non-awarded ties; students may only wear blue uniform tie (BOY), red cross over tie (GIRL), OR the tie given at the most recent 4th-8th grade quarterly awards ceremony.
SOCKS	<ul style="list-style-type: none"> - ALL: plain white, navy blue, red, or black socks - GIRLS: plain white, navy blue, red, or black ankle or knee-high socks or tights 	<ul style="list-style-type: none"> - Sock or tights with colors other than plain white, navy blue, red, or black
SHOES	<ul style="list-style-type: none"> - ALL: plain all-black flat dress or tennis shoes that cover heel, have all black soles, and have all black laces and/or a back strap - NOTE: Tennis shoes must be all black, including soles. Logos or markings that are a different color but are less than the size of a quarter (any shape) will be permitted 	<ul style="list-style-type: none"> - Girls' heeled or open-back dress shoes - Boots are not permitted to be worn in the classroom. (Snow boots may be worn outside. Students may change into school shoes once indoors.) - Print or colors greater than size of a quarter (any shape)
BELT	<ul style="list-style-type: none"> - BOYS: plain solid black dress belt required (optional for boys in K4 & K5) - GIRLS: plain solid black dress belt optional 	<ul style="list-style-type: none"> - Colored belts; large or decorative buckles
HAIR	<p>Streaks, highlights, or accents of color are acceptable.</p> 	<p>A FULL HEAD of UNNATURAL hair colors (red, blue, green, pink, purple, etc.)</p> <ul style="list-style-type: none"> - GIRLS' HAIR: no distracting hair accessories; must be less than 3" thick; nothing across forehead or raised/protruding (e.g., fuzzy balls, cat ears); no words, logos, or symbols (e.g., Nike, Pink) - ALL: Caps or bonnets
EXTRAS	<ul style="list-style-type: none"> - GIRLS: May wear navy blue, red, white, or black accessories to match the uniform (patterned or solid), such as headbands and hair pieces 	<ul style="list-style-type: none"> - Non-prescription eyeglasses or sunglasses - BOYS: piercings other than studs (including hoops, spacers, or dangling earrings) OR studs larger than a pencil eraser. No more than 1 per ear. - GIRLS' PIERCINGS: more than one piercing is not permitted; no chains, connectors, clip-on/fake earrings; no earrings (including hoops) larger than a quarter - GIRLS' JEWELRY: no excessive jewelry, choker necklaces

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. This includes but is not limited to using ChatGPT and similar large language models to write papers.

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 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, 5th-8th 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.

Days	Monday - Friday
Reading	20 minutes
Homework	60 minutes

Total Range	80 - 120 minutes
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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 (5th- 8th), and monitoring grades.

Grading

Grades will be assigned according to the following percentages:

Grade Mark	High	Low
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 & Walking Requirements

The following must occur for 8th grade students to graduate.

- A. Must submit a high school acceptance letter to the Dean of Students
- B. Must be in good character standing
- C. Must complete their ELA and Math Benchmark exams
- D. To receive a St. Marcus diploma, students must have above a cumulative 1.00 GPA for the year. If cumulative GPA is under a 1.00, students will not receive a diploma unless they receive above a 2.0 in the 4th quarter.

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

- A. Have met the graduation requirements
- B. Have met attendance requirements throughout the year
- C. Have a cumulative GPA in every subject at or above a 1.3 and scholars should be passing all 4th quarter classes.
- D. Have a zero balance on their student account 7 days before graduation