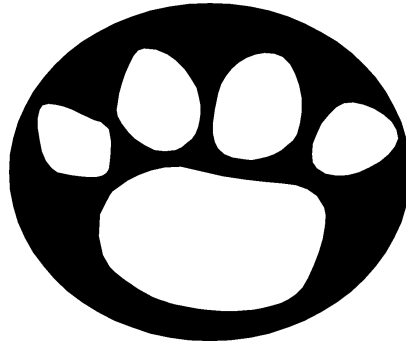


# **Badger Ridge Middle School Core Knowledge Charter School**



## **Student Handbook 2017-2018**

740 North Main Street  
Verona, WI 53593  
[www.brms.verona.k12.wi.us](http://www.brms.verona.k12.wi.us)

**BR Office:** 845-4100  
**Fax:** 888-599-6732

**Attendance:** 845-4103  
**Health Room:** 845-4115

**Food Service:** 845-4135  
**Bus Company:** 845-2255

**Mr. Murphy**  
**Principal**

**Ms. James**  
**Associate Principal**

**Mr. Kisting**  
**Director of CKCS**

**Counselors:** Grade 6: Mr. Elvis  
Grade 7: Ms. Pittman  
Grade 8: Ms. Pittman (A-L) and Mr. Elvis (M-Z)

Hello Students:

The staff of Badger Ridge Middle School and Core Knowledge Charter School welcomes you to the 2017-18 school year. Your school is a hub of learning activities, opportunities, and experiences for students. We believe you will find a dedicated and caring staff, academic excellence, and attention to individual students as hallmarks of this school. The school community that you are now part of excels in knowing about and working with young adolescents.

This handbook contains basic information that you will need to know to make your middle school year a success. Please take the time to go over this information with your parents.

We extend to your parents/guardian a warm greeting. We welcome feedback, calls, concerns, and kudos. Our school office is staffed from 7:30 a.m. until 4:00 p.m. daily. You are welcome to call 845-4100 at any time.

We hope students and parents alike find a home at our school. Welcome and have a wonderful school year!

Fondly,



Mr. Murphy, Principal



Mr. Kisting, CKCS Director



Ms. James, Associate Principal

## **ACADEMICS**

Our most important goal is to provide sound and thorough educational opportunities for all students. Our staff, curriculum, and facilities are all directed toward that end.

The Academic Recognition List is published quarterly, and it acknowledges students who achieved a high level of academic success with a grade point average of 3.45 or above.

### **Academic Progress Communication**

During the school year, parents can check their child's academic progress online by going to [www.verona.k12.wi.us](http://www.verona.k12.wi.us). At the QuickLinks, drop down to "Parent Resources" then select "Power School Parent Access." If you are unsure of your user name and password, contact the office at 608-845-4100. Progress reports are one way of staying in touch with parents about the academic progress of your child. If you have specific questions about your student's progress, feel free to contact your student's teacher directly.

### **Progress Reports**

Progress Reports are mailed home at the end of each quarter. More information about student progress may be obtained through Power School Parent Access. If you have questions regarding parent access, please call (608) 845-4100.

### **Electives**

Students taking an elective class *may not drop* that class after June 30. If an elective class must be changed, that change may be made during the first three days of the first semester of the school year. Any exception needs approval by the teacher, principal or counselor.

### **Homework**

An important part of middle school academics is homework. Homework is practice. Homework may occur each night. It is expected that homework assigned be completed by the due date. Homework completion, timeliness, and quality/effort is reflected in the student's Habit of Learning grade.

Parents can help by providing a consistent time and place for their child to do homework. Talk with your child about his or her class work. Each child will have access to a digital calendar to utilize as a planner set up by their teacher. See that s/he works, uninterrupted, for a set period of time on homework, reading, or reviewing class work every evening. Check to make sure work is done and that on long-term projects some work is completed each night.

## **ACCEPTABLE USE POLICY**

Students are issued a district iPad, a network user ID and a password.

The district's "Acceptable Use Policy" governing media and District technology systems is made available to all students/parents/guardians at the time of registration on a yearly basis. You can also view the "Acceptable Use Policy" (Policy and Rules 363.2) on the District website: [www.verona.k12.wi.us](http://www.verona.k12.wi.us) under "school policies". Students must follow the guidelines found in this policy regarding acceptable use of the District's technology systems. Students not abiding by the VASD systems "Acceptable Use Policies" may have their privileges removed for part or all of the school year, or other restrictions. For more information regarding computer services, contact our Educational Technology Specialist at 845-4953.

## **ATTENDANCE**

School attendance is an important factor in learning and the continuity of instruction. Our attendance policy reflects Verona School Board Policy and State Statute 118.15 which concerns mandatory school attendance.

Excused absences are granted for personal illness, illness in the family or family emergencies, personal appointments of a professional nature, death in the family or funerals, religious holidays, court appearances, special educational events, approved school activities and special circumstances that show good cause and are approved in advance by the school attendance officer. A parent may excuse up to ten days per school year. A medical professional may provide excuses for a child for up to thirty days per school year. If a student is going to be absent from school, please call the school office by 9:00 a.m. (**Middle School Office: 845-4103**) on the day of the absence. Please give the reason for the absence. You may call this number 24 hours a day.

Students are responsible for work missed during the absence. If the absence is excused, students may have the number of days missed, plus one, to make up work without penalty. To participate in an after school or evening activity, a student must be in attendance for at least half (four periods) of the school day.

### **Appointments**

If a student needs to leave the building at any time during the day, the student should bring a written excuse to the office attendance window prior to 8:30 a.m. The student will receive a permit to show teachers so that s/he can leave class. Students should sign out in the office before leaving for the appointment, and sign in upon returning.

If a child has an illness or injury during the school day, s/he should report to the office first before leaving the building to sign out. Parents who come to school to pick up a sick child need to sign their child out before leaving the school.

### **Pre-Excused Absences**

To obtain a pre-excused absence for a family trip, doctor appointment, or activity, a student should bring a note to the attendance window prior to the day(s) of absence. The student will receive a slip to show teachers to find out about upcoming work.

Up to five days, excused, are granted for pre-excused absences. The work is due on the day the student returns to school unless another date is pre-arranged with the teacher(s).

### **Unexcused Absences**

Unexcused absences are given for any absences which do not meet the excused or pre-excused criteria. By state statute, ten or more absences in a given year are considered an excessive number. These may be excused, pre-excused, or unexcused absences. If a child has ten or more absences, the parents will be notified by phone or letter and an opportunity to conference with the attendance officer and/or counselors made available.

## **Tardies**

A student is considered tardy if s/he is late to a class. If a student is more than ten minutes late to class, the student will be marked unexcused/truant for the period. Being tardy to a class is the same as missing "part" of a school day under State Statute 118.16.

## **Truancy**

Truancy is when a student is absent from class or school without the office being notified of the legal cause of the absence. A child may be considered truant if the student is absent beyond the number of days that can be excused by the parent and no medical excuse is provided. If a child exceeds the policy limit of 30 days of medical excuse, the student also may be considered truant. If a child is truant, every effort is made to contact parents as soon as possible. Consequences for truancy include making up time missed, referral to the Truancy Review Board, and possible referral to court.

## **BUSING**

### **Late Busses**

After school late busses are provided every Monday thru Thursday of each week. These busses depart the school at 4:30 and 5:45 p.m. Students may ride late busses if they are staying for a school activity with a teacher and would normally take the bus home. Students riding the bus will be required to present a late bus pass issued by the teacher/advisor they were working with.

### **Bus Riding**

Bus service for the Verona Area School District is provided by Badger Bus. If you have questions about bus service, you can contact the bus company directly at **845-2255**. Bus riding is a privilege and behavior expectations on the bus and at the bus stop mirror those of the school. The bus driver reviews the rules and expectations on the bus with riders. If a student engages in inappropriate behavior while on the bus, s/he will receive a bus report. Receipt of a bus report can result in disciplinary action ranging from a warning to suspension of bus riding privileges.

## **BUILDING HOURS**

The school day begins at 8:30 and ends at 3:33. Students should not be at school earlier than 8:00 a.m. unless working with a teacher. Students will be allowed to wait in the commons after 8:00 when directed by the supervisor. We ask that all students are out of the building by 3:45 unless they are with a teacher in a supervised activity.

## **BULLYING**

The Verona Area School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, in school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The District shall consistently and vigorously address bullying so that there is no disruption to the learning environment and learning process. Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision. "Bullying" is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status. Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the Internet – also known as cyber bullying)

## **CAFETERIA INFORMATION**

The school provides an opportunity for breakfast and lunch. Breakfast is served from 8:00 a.m. – 8:25 a.m., except on Late Start days. At lunch, there are two meals available.

Positive student behavior in the commons area is a school expectation. Students are expected to wait in line without budging, clean up their eating area, return trays to the window, and not take any food out of the commons area. After eating, students go out onto the playground until the end of the lunch period. Students should bring coats to the lunch room when weather dictates. Behavior expectations during lunch recess focus on playground safety (for example, tackle football is not permitted) and cooperation with other students and playground supervisory staff. If students cannot stay within behavior parameters, their lunch or recess will be restricted.

The school has a **computerized lunch program** where all family members in the district draw from one account. This is a pre-payment program. Families will be notified of account balances by email or telephone call. When a child purchases hot lunch or fast food, \$2.50 will be deducted from the account. Cash is accepted, but not recommended. Breakfast is also available for \$1.05 per day. This price is subject to change.

Please put your family lunch ID number on all checks and correspondence. Make checks payable to the Verona Area School District. They may be turned in at the Food Service Office or mailed to: Child Nutrition Services, P.O. Box 930007, Verona, WI 53593. To pay electronically and access e-funds, visit [www.verona.k12.wi.us](http://www.verona.k12.wi.us) and click on the district departments, child nutrition services and the e-funds link.

## **CO-CURRICULAR CODE**

### **Student Activities: A Definition**

The Verona Area School District defines student activities as those co-curricular opportunities available to students which are not required as a part of the regular instructional program. Student activities may meet after school, during the school day or at times when regular classes are not in session. Student activities include intramural and interscholastic activities, and other organized groups that students are selected for or choose to join.

### **Mission Statement:**

In the Verona Area School District organized co-curricular student activities complement and supplement the academic curriculum by enhancing learning and by contributing to the development of the whole person. Student activities exist to develop the character of students by fostering physical and emotional growth, maturity, self-esteem, identity and leadership skills. Students' participation in co-curricular activities provides exploration of future career and leisure opportunities for students by fostering the discovery of skills, talents and satisfaction.

## **CONFERENCES**

Badger Ridge Middle School utilizes a Student-Led Conference format for all students in Grades 6-8. This format allows for students to share with parent(s)/guardian(s) key evidence of learning, progress toward established learning targets, and goal setting for future learning. Students take ownership for sharing their learning and plans for future goals. Teachers and students are engaged in on-going discussions about their progress leading up to the student-led conference.

If parent(s)/guardian(s) would like to engage in more detailed discussion with school staff regarding academic, social, emotional, and/or behavioral concerns, parent(s)/guardian(s) are encouraged to set an appointment with teachers, student services staff, and/or administration at any time.

## **COUNSELING PROGRAM**

The middle school offers counseling services for all students. Through classroom activities, small group discussions and individual meetings with students, counselors help the students better understand them and others, learn about opportunities in the world of work, and improve their ability to make good decisions and solve problems. There are two counselors: Grade Six – Mr. Elvis, Grade Seven – Ms. Pittman, Grade Eight – Ms. Pittman (A-L) and Mr. Elvis (M-Z).

## **DIRECTORY DATA – ELEMENTARY/MIDDLE SCHOOL**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Verona Area School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Verona Area School District may disclose appropriate designated "directory information" without written consent, unless you have advised our District to the contrary in accordance with District procedures. The primary purpose of the directory information is to allow the Verona Area School District to include this type of information from your child's education records in certain publications. Examples include: name, address, e-mail address, telephone listing, photographs, videotapes, audiotapes, date of birth, participation in official recognized activities and sports, weight and height of athletic team members, a pay bill, the annual yearbook, dates of attendance, years in school, degrees, awards received, honor roll, graduation programs, and the name of a school previously attended by your child. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parents' prior written consent. Outside organizations, include, but are not limited to, companies that manufacture class rings, publish yearbooks, and take graduation photos. Forms are available at the district office or in any school office. Forms should be returned to the district office within 14 days of registration. Any previous notices on file are voided each year.

## **FEES**

A \$35.00 general fee is required of all Middle School students plus a \$5.00 lock fee for all incoming 6<sup>th</sup> grade students and new students to the VASD. Many elective courses (student selected) have fees which range from \$1.00 to \$25.00.

Students involved in any extracurricular activities (except school service activities like Student Council) are required to pay an activity fee of \$50.00, second activity is \$30.00 and third activity is \$20.00 with a family maximum of \$150.00. This is a once a year fee, and must be paid by the second week of the activity. Any family who has difficulty paying a fee at the time it is due may contact one of the school counselors and the fee payment will be postponed or waived.

## **GRADES AND ASSESSMENT**

Students and parents will notice that the middle school uses a variety of student assessment forms. These may include traditional grading systems, portfolio demonstrations and student self-reflection, standardized tests, and narrative reporting.

### Traditional Grading and Standards-Based Grading

Standards-Based grading practices provide more description and accuracy about how your student is progressing in relation to learning targets that have been introduced in classes, practiced by the student, and assessed by the teacher. Standards-Based grading recognizes that students progress in learning and skill development at varying times and pace. In 2017-18, ALL BRMS math teachers will report student progress utilizing a Standards-Based Format and a traditional comprehensive letter grade.

Standards-Based Marks and correlating traditional letter grades include:

- A=Exceeds Mastery (EM)
- B=Mastery (M)
- C=Near Mastery (NM)
- D= Beginning Level (BL)
- F=No Evidence (NE)

\*\*Letter Grades and Standards-Based Marks are not always entirely compatible in their meaning. Traditional Letter Grades often mark a level of finality. While Standards-Based Grading marks recognize note where students are currently progressing in their development of skills and content knowledge.

### Habits of Learning Grading

Habits of Learning grades represent a student's development in the "soft skills" required to be successful in the classroom, school, and greater community. Habits of Learning grades are determined from four distinct categories: Beginning of Class, Classroom Focus, Postive Community Member, and End of Class. A Habits of Learning Rubric provides greater detail about how Habits of Learning scores are derived. Habits of Learning grades and Academic grades are reported separately to provide a more accurate picture of student progress and achievement.

### Habits of Learning Marks

- EM=Exceeds Expectations
- M=Meets Expecations
- NM=Nearing Expectations
- BL=Beginning Level

Promotion Requirements: A student must meet the following requirements to be promoted to the next grade level:

- Maintain at least a 1.0 grade point average for the year in a full year class. To determine the GPA, the four-quarter grades should be averaged using a four-point scale.
- Have passing grades in at least three of their four core subjects (math, science, social studies, language arts).
- Attend and successfully complete the summer school program, if the student did not pass at least three of their core subjects during the school year.

### **HEALTH SERVICES**

The school nurses' office is located in the main office. School nurse, health assistants, and secretaries provide first aid and assessments for students.

Parents will be contacted for serious injuries and illnesses, such as fever, vomiting, or diarrhea. Children who come to school are expected to participate fully in school activities including physical education.

Here are some guidelines that might help in decision making:

**FEVER:** A fever of 100 degrees F (37.7 degrees C) or more signals an illness that is probably going to make a student uncomfortable and unable to function well in class. Your child should stay home until he/she is feeling better.

**VOMITING, DIARRHEA OR SEVERE NAUSEA:** These are symptoms that require a student to remain at home until a normal diet is tolerated the night before and the morning of school.

**INFECTIOUS DISEASE:** Diseases such as impetigo and strep throat require a doctor's examination and prescription for medication. Contacting the doctor and using the medication as directed for the full recommended length of time are necessary. Once the medication has been started (at least 3 doses) and the child is feeling well, he/she may return to school.

**RASHES:** Rashes and patches of broken, itchy skin need to be examined by a doctor if they appear to be spreading or not improving. We may require that a rash be covered while your child is in school.

**INJURIES:** If a student has an injury that causes continuous discomfort, the student should not attend school until a doctor checks the condition, or it improves. Injuries that interfere with class participation need medical evaluation. If participation in physical education classes is not recommended, a physician's excuse is required.

Injuries and illnesses occurring during the school day or during extra-curricular activity must be reported to the office. Medications are administered at the office and require written parent permission. All prescription medication requires written physician consent. Medications will only be sent on field trips if they are prescription or if parents request over the counter medications specifically. Contact your school nurse to discuss health concerns.

### **Latex Policy**

Due to the increase in Latex allergies among our students, our building is "Latex Free". Latex balloons are not to be brought in or sent to school. Latex free gloves are used in all areas of the school. Parents are asked to provide information to the school office regarding their children with sensitivities or allergies to latex. Parents should provide antihistamine and epinephrine for treatment should an allergic reaction occur.

### **Peanut/Tree Nut Allergies**

The number of students with peanut/tree nut allergies in our school district is increasing. Peanut/tree nut allergies are some of the most common food allergies and have been responsible for the greatest number of food allergy-related deaths. Our goal is to reduce the chance of peanut/tree nut exposure for our students with allergies. Food service no longer serves peanut/tree nut containing food items. Peanut free/ tree nut free treats are recommended when providing snacks for parties or classroom activities. Students with peanut and tree nut allergies should provide an antihistamine and/or epinephrine to be administered at school in case of exposure.

### **CURRICULUM AND LEARNING SPECIALIST**

Curriculum and Learning Specialist seeks to promote continuous progress for all students in the learning environment. The Curriculum and Learning Specialist helps to develop educational plans based on the input of students, staff, and families. If you have concerns or questions about your child's academic progress, please contact our LRC.

### **LMC**

The Library Media Center is the information and reference center of the school. It provides books, magazines, newspapers, a-v materials, and research materials for students and staff. It is also a quiet place to study or read. Books may be checked out for two weeks and can be renewed for an additional two weeks. Students are responsible for promptly returning all materials and are responsible for any damage or loss to materials. For information about the LMC, please contact our Librarian.

### **LOCKERS**

Lockers are provided for storage of student materials and coats. With an increase in student enrollment, students may need to share lockers. It is the student's responsibility to keep the locker clean, orderly and locked. No stickers, photos, etc. may be placed on the outside of the locker. The locker is not the student's private property and may be opened and searched by school authorities at any time. Any unauthorized items found in the locker may be removed. Students who damage their lockers will be held accountable. Students are required to have school provided combination locks on lockers.

### **PARENT INVOLVEMENT**

We welcome parents as an important part of your child's learning community. Parents have many vital roles to play in middle school.

The **Parent-Teacher Organization** is a representative group made of parents from each grade level. This group meets periodically to discuss issues, share opinions from a parental perspective, and organize staff and student events.

**Site Council** is the school-wide representative governance body. It consists of staff and parents.

If parents are interested specifically in their child's class work or progress, or if they have a concern about class work, they should speak first directly with their child's teacher. If there are school-wide issues, or a concern is not resolved with a faculty member, feel free to contact one of the principals. A list of staff members is included in the first parent newsletter.

### **Parent/Guardian Involvement Policy**

VASD schools that receive Title I funds will involve parents/guardians in regular, two-way, meaningful communication addressing student achievement and ensuring that parents/guardians:

- play an integral role in assisting their child's learning
- are encouraged to be actively involved in their child's education
- are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In compliance with Section 1118(a)(2), of the Elementary and Secondary Education Act (ESEA), VASD schools that receive Title I funds agree to implement required statutory requirements to involve parents/guardians:

- In the joint planning and development of the district's Title I plan through representation on the district ESEA team and participation in fall and spring ESEA meetings.
- In an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher/and/or student survey data, and a summary analysis of the effectiveness of Title I Services.
- In the development, implementation, and review of Parent- School Compacts. The compact will be discussed and signed at the start of the school year and reviewed in spring. The compact will also be posted on school websites.
- In the planning and development of effective parent/guardian involvement activities through representation on a Title I Needs Assessment/Evaluation Committee or School-wide Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents/guardians in mind.
- By building the capacity of the school and parents/guardians for parent involvement by:
  - providing parents/guardians with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parent-teacher conferences, in the district newsletter, and on the district website.
  - providing materials, resources and training to help parents/guardians work with their children to improve academic achievement. Resources will be provided in classroom newsletters and various communications. Parent/guardian trainings and family education nights will be planned each year based on the school needs assessment.
  - communicating regularly with parents/guardians in clear and understandable terms. This will include opportunities for parents/guardians to participate in decision-making roles, volunteer opportunities, Title I meetings, classroom newsletters, an annual parent survey, parent-school compacts, and parent-teacher conferences. Additional parent-teacher meetings will be scheduled as requested by parents/guardians.
  - coordinating parent/guardian involvement activities with other initiatives including after-school programs, Homework Club, etc.

### **PERSONAL ELECTRONIC DEVICES/DISTRICT OWNED DEVICES/AUTHORIZED USER POLICY**

Personal electronic devices may only be used for academic purposes during the school day under the direction of school staff. Personally owned device use is limited to and conditional upon full and complete compliance with the Verona Area School District's Acceptable Use Policy.

District Owned Devices may ONLY be used for educational purposes. Online gaming, music downloads and streaming and video downloads and streaming is not allowed on District technology equipment, including District-owned mobile devices, except with teacher permission and only if such activity is in support of education, as determined by instructional staff. Online gambling is strictly prohibited. (363.2 Rule C.3.h)

Please visit the VASD website to review full VASD policies on Technology Use: [www.verona.k12.wi.us](http://www.verona.k12.wi.us) > Board of Education > Board Policies

The following policies refer to appropriate technology use:

- 363.2 Exhibit--User Agreement from Student Use of District Owned Devices
- 363.2 Rule—Student Internet Safety/Appropriate Use of Technology Devices
- 363.2 Student Internet Safety and Appropriate Use of Technology Resources (including District-Owned Mobile Devices)

### **BRMS/CKCS Middle School Usage Guidelines regarding Personal Electronic Devices**

Students may not talk or text on their personal electronic device including cell phones during the school day unless specifically directed by staff. Use after the school day ends is subject to school staff's discretion. If a student needs to use a phone, they may request to use the phone in the main office or a classroom phone. Students may not, at any time during the day, text, digitally record or photograph others or play games on their device without permission from school staff.

When students are not using their device, it should be turned off and put away in a safe place such as their locked locker. Students are encouraged to take their personally owned devices home daily. When students are using service provided by other carriers, VASD is not responsible for data access, content, or costs incurred. The VASD Guest wireless network provides filtered Internet access. Neither students nor staff is required to bring personal electronic property to school. Technology is available for student use at school. The District accepts no responsibility for the loss, theft or damage of personal property brought to school. (VASD 363.2-Rule)

It is recommended that Personal electronic devices are to be kept in a student locker and turned off during the school day. The school day, as applied to personal electronic devices, is defined as the time a student enters the building until they leave at the end of their day. Badger Ridge and Core Knowledge Middle School students that are found to be using their personal electronic device during the school day without teacher permission will first have the device taken away, placed in a clear plastic bag and turned over to the office, the second time the device is taken away it will be placed in a clear plastic bag and turned into the office, parents will be notified and the student will be given it back by an administrator, the third offense will require a parent to come pick it up from the school administrator and the fourth offense may result in loss of privileges for a determined length of time at the administrator's discretion.

### **PLAGIARISM**

Academic dishonesty, cheating, or plagiarism, either with or without the use of computers, is prohibited in all education classes in the Verona Area School District.

### **ACADEMIC DISHONESTY/CHEATING/PLAGIARISM POLICY**

**Dishonesty, Cheating, Plagiarism is defined as:**

- Copying or stealing another student's or author's work and submitting as one's own.
- Allowing others to copy one's own work.

- Doing another person's class work.
- Copying or stealing teacher's answer keys, test keys, teacher edition texts.
- Cheating or providing another person with the answers on tests or quizzes.
- Altering any document already graded (unless suggested or approved by the teacher).
- Altering any records or grade book.
- Selling stolen answers and/or material.
- Any other method used in not being honest with the work one does.

**Use of computers on any of the following ways is prohibited:**

- Unauthorized copying of software
- Copying or using another student's data
- Unauthorized use of copyrighted material to develop one's own software

**Students violating this policy may be subject to, but not limited to:**

1. Personal conference
2. Parental notification
3. Administrative notification
4. Partial credit for assignment/project/exam involved
5. No credit for assignment/project/exam involved
6. Loss of privileges in given area(s)
7. Suspension
8. Citation (Legal ref. Section 943.70 Wisconsin Statutes)

**PUPIL NONDISCRIMINATION**

**Notice of Nondiscrimination Policy**

**Student Nondiscrimination**

It is the policy of the Verona Area School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the persons' sex, color, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, or physical, mental, emotional or learning disability as required by s.118.13, Wis. Stats.

This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of Civil Rights Act of 1964 (race, color, and national origin), Section 504 of the Rehabilitation Act of 1973 (disability), McKinney-Vento Homeless Assistance Act (homelessness).

All vocational education programs follow the district's policies of nondiscrimination. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Verona Area School District.

Any questions concerning s.118.13, Wis. Stats., or Title IX of the Education Amendments of 1972, which prohibits discrimination should be directed to Ann Franke, the Equity Coordinator, at the following address and phone number: Ann Franke Director of Instruction, Verona Area School District, 700 N. Main Street, Verona, Wisconsin 53593, 608-845-4311.

Inquiries related to Section 504 of the Rehabilitation Act of 1973, should be directed to Emmett Durtschi, the Section 504 compliance Officer, at the following address and phone number: Emmett Durtschi, Director of Student Services, Verona Area School District, 700 N. Main Street, Verona, Wisconsin 53593, 608-845-4314.

If any person believes that the Verona Area School District or any part of the school organization has failed to follow the law and rules of s.118.13, Wis. Stats., Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973 or in some way discriminates against pupils on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, or physical, mental, or emotional or learning disability, he/she may bring or send a complaint to the Administration Office at the following address: 700 N. Main Street, Verona, Wisconsin 53593.

*Step 1:* A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district employee designated to receive complaints. That employee shall send written acknowledgment of receipt of the complaint within 45 days.

*Step 2:* A written determination of the complaint shall be made by the board within 90 days of receipt of the complaint unless the parties agree to an extension of time: appeals under 20 USC s.145 and Ch. 115, Wis. Stats., relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by Ch. 115, Subch. V., Wis. Stats.

Complaints under 20 USC s.1231e-3 and 34 CFR ss.76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

*Step 3:* If a complainant wishes to appeal a negative determination by the board, he/she has the right to appeal the decision to the state superintendent within 30 days of the board's decision. In addition, the complainant may appeal directly to the state superintendent if the board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to State Superintendent, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.



*Step 4:* Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

There shall be no retaliation against any person who in good faith files a complaint under this policy.

NOTE: The s.118.13 complaint procedure does not apply to district employees or job applications. Also, it does not replace the federal regulations that require a school district to have Title IX and Section 504 complaint procedures.

### **Equal Opportunity Employer**

The Verona Area School District is an equal opportunity employer. Personnel hiring and administration in the District shall be conducted so as not to discriminate against applicant or employee on the basis of age, race, religion, sex or sexual orientation, gender identity, marital status, national origin, disability or handicap, creed, color, political affiliation, pregnancy, citizenship, ancestry, arrest record, conviction record not substantially related to a person's job or activity in the school, membership in the national guard, state defense force or any other United States or Wisconsin reserve component of the military forces, use or nonuse of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law.

The District carefully and systematically examines all of its employment policies and practices to be sure they do not either purposely or inadvertently operate to the detriment of any persons. Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

### **Employee Complaint Procedure**

Any employee or applicant for employment who believes that the District or any part of the school organization has in some way violated the District's equal employment opportunities policy may bring forward a complaint in accordance with this procedure. This procedure may also be used for filing and responding to other employee-related complaints.

#### **Informal Procedure**

Any person who believes he/she has a valid basis for a complaint shall attempt to resolve the complaint promptly by discussion with the building principal or his/her immediate supervisor. The principal or supervisor shall keep a written record of the discussion, provide a copy to the complainant, and reply to the complaint in writing. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed below.

#### **Formal Complaint Procedure**

**Step 1:** A written complaint statement shall be prepared by the complainant and signed. It shall be presented to the Director of Human Resources who shall immediately undertake an investigation of the suspected infraction. He/she shall review with the building principal, or other appropriate persons, the facts comprising the alleged discrimination or other complaint. The Director of Human Resources shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.

**Step 2:** If the complainant is not satisfied with the decision of the Director of Human Resources, he/she may appeal the decision in writing to the Superintendent. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant.

**Step 3:** If the complainant is not satisfied with the Superintendent's decision, or in lieu of utilizing this complaint procedures, the complainant may pursue alternate actions available under state or federal laws (i.e. the State Superintendent of Public Instruction, the Equal Rights Division of the Department of Workforce Development, the U.S. Office for Civil Rights - Region V and/or courts having proper jurisdiction). Responses to discrimination complaints shall be made within applicable timelines established by law.

There shall be no retaliation against any employee who in good faith files a complaint under this policy.

#### **Maintenance of Complaint Records**

Complaint records for the purpose of documenting compliance are kept for each complaint filed and, at a minimum, include:

1. The name and address of the complainant and his/her title or status.
2. The date the complaint was filed.

### **STUDENT BEHAVIOR AND SCHOOL REGULATIONS**

We believe in setting high standards for student behavior. Students are expected to follow school rules and are responsible for their behavior. Discipline starts first with self-discipline.

#### **Behavior Expectations**

Badger Ridge and Core Knowledge have identified a series of specific school-wide procedures and behaviors that we expect from students so that they can be as successful as possible in our school. It is based on the "Four Be's" which are Be Respectful, Be Responsible, Be Ready, Be Safe.

1. Students are expected to be respectful, responsible, ready and safe in all their actions at school.
2. Students may enter the building after 8:00 am under the direction of the commons supervisor. Students should not arrive at school before 8:00 unless they are participating in Early Morning Practice for which they have a pass.
3. Students may bike, roller blade or skate board to school, but must walk or pick up their boards and blades once on school grounds.
4. Students are to move through the hallways in an orderly manner always staying to the right and using an indoor volume in their conversations.
5. Students are expected to be in all classes on time with appropriate materials.

6. Students are expected to have a pass anytime they move through the building during class time, unless escorted by a staff member.
7. Students are expected to complete and hand in all assignments on time.
8. Students are to eat and drink only in designated areas of the building. Open food and beverage containers are not permitted in the hallway.
9. Students are expected to work together to clean their breakfast and lunch areas.
10. Students are expected to work together to keep our building clean. Students should in no way mar or vandalize any school property.
11. Students are expected to settle conflicts appropriately.
12. Participation in after-school activities is an extension of the school day and students are expected to follow all school procedures while participating in extra-curricular activities.
13. Students must remain on school grounds during the school day. Leaving the school grounds is allowed only by written parental permission and approval from the office.
14. Throwing snowballs is not permitted.
15. Students are expected to follow the personal electronic device policy and it is recommended that PED be kept secured in a locked locker during the school day.
16. Students may not bring any items to school that may cause a disruption to the learning environment.

Students may receive office disciplinary referrals for not complying with behavior expectations. Students who do not follow school regulations are subject to a range of consequences including a warning, a time-out in the office, a detention, parent contact, restorative conferences, suspension (in school or out of school), or expulsion. For all serious offenses, parents are contacted so that we can work together to share the same message about expectations with the students.

Celebrations are organized by houses, teams and grade levels. Grade level and house celebrations are held throughout the course of the school year. Students will receive Paws Up coupons from staff for demonstrating positive behaviors. These Paws Up coupons are entered into weekly drawings for prizes.

### **PERSONAL PROPERTY**

Security of personal property is the responsibility of each student. The school cannot and will not accept responsibility for the valuables of students. Some suggestions are:

- If you ride your bike to school, lock it when it is in the school bike racks.
- Keep your gym locker locked at all times.
- Do not keep valuables, particularly money, in your locker. You must have a school lock on your locker. Do not share the combination with anyone.

### **APPROPRIATE DRESS**

The following are guidelines for Appropriate Personal Dress:

- Garments bearing inappropriate, offensive, or vulgar slogans should not be worn. These include reference to sexual activity, alcohol, tobacco, and other drugs.
- Shoes must be worn in and around school at all times.
- Shirts should cover midriff/belly and chest. They should have two straps and completely cover undergarments. Straps should be at least one inch wide.
- Skirts, Dresses, and Shorts—the following guidelines apply: 1) in-seams of shorts are 4 inches or more 2) hem of a skirt or dress falls below fingertips 3) very short skirts or mini-skirts are not allowed.
- Pants should be worn in such a way that undergarments are not visible.
- Winter coats should be kept in lockers.
- Gang-affiliated jewelry, dress, body markings or tattoos of any kind should not be worn.
- For safety reasons, we encourage students to carry backpacks to and from school. Backpacks and book bags should be kept in lockers throughout the day.
- Students whose dress/attire causes a distraction or disruption to the learning environment may be referred to student services to work with families to resolve the issue
- Students will remove headwear in environments between 8:30 and 3:33. Students may wear hats, scarfs, hoods in classrooms with teacher permission, during passing time to and from lunch, and during the student's lunch period. A student will be asked to remove a hat or hood when it is worn in a manner that it conceals a student's identity or becomes a disruption/distraction to a safe and positive school environment.
- 

### **SERIOUS OFFENSES**

Any student who demonstrates behavior harmful to themselves or others or disruptive to the school day will be held accountable for their actions. This may include staff intervention, referral to the office for (in school or out of school) suspension, expulsion, and/or involvement of local law enforcement officials.

**Physical Aggression Toward Staff:** Any act of physical aggression toward a staff member, such as pushing, hitting or threatening to do so, will result in suspension and possible expulsion.

**Vandalism:** Destruction of school property or the willful destruction of property belonging to others will result in consequences, such as suspension, and restitution.

**Fighting:** Any student who engages in fighting will be brought to the office. Fighting is not tolerated. Parents will be notified. Consequences for fighting may include suspension and possible involvement of local law enforcement.

**Harassment:** Is repeated, unwanted actions from one person/group to another. It is not acceptable. We encourage students to report harassment directly and use a harassment form.

**Sexual Harassment:** Sexual harassment is inappropriate. Unwanted language or touching of a sexual nature by one or more people towards another is sexual harassment, and is not tolerated in the middle school.

**Threatening:** Any type of bullying or threatening behavior is not tolerated. Racist language or ethnic slurs of any type are not tolerated and will be dealt with immediately.

**Vulgarity:** The use of improper or profane language in school or on the school grounds is prohibited. Profanity or inappropriate language directed toward staff may result in suspension.

**Weapons:** Students may not possess, use or store a weapon or look-alike weapons in or on Verona Area School District property, vehicles, vehicles on school grounds, or at school related activities.

**Drugs and Alcohol:** Students may not use, possess, furnish, or sell alcohol, non-prescribed drugs, or drug paraphernalia at any time on school grounds. Students may not appear at school or school sponsored activities under the influence of alcohol or non-prescribed drugs, chemicals, or illegal substances.

**Tobacco:** Students may not use or possess a tobacco product of any kind, nor furnish it to other students on school grounds, or at any school event.

### **SUSPENSION (IN SCHOOL OR OUT OF SCHOOL)**

Suspensions are a punitive measure given as a consequence for serious behaviors by a student which violates school safety policy, but as they are school determined,

students may make up work missed during this time.

In all cases of suspension, due process shall be observed. This includes a thorough investigation of the issue and an opportunity for the student to present his/her side of the issue. If the suspension is necessary, parents will be notified in advance, when possible, of the reason for the suspension and the length of suspension. Under state law, students may be suspended for up to fifteen days.

Suspension may occur in-school or out-of-school. In some cases a Restorative Justice conference may be held as an intervention practice. During an out-of-school suspension, parents are to assume all responsibility for the student. Parents may need to return to school with their child for a reinstatement conference at the end of the suspension period. If a student has three or more suspensions in one year, a pre-expulsion conference may be held and could involve the superintendent of schools.

Clarity of expectation and response when a student does not meet the expectation is an essential part of any school behavior program. It is noted that not every technique works for nor is appropriate for every student in every situation. Therefore, the BRMS/CKMS Climate and Community team worked together to develop a menu of responses to student behaviors that can be utilized when varying behaviors are displayed.

**Leveled Discipline Chart: Proactive Tools to Enhance Positive Behavior ➡**  
**Nurtured Heart and Restorative Practices**

Level 1 Behavior	Level 2 Behavior	Level 3 Behavior
<ul style="list-style-type: none"> <li>● Noncompliance</li> <li>● Minor Truancy (ie. leaving class w/o permission, not coming to class but in the building)</li> <li>● Minor Intentional Disruption of classroom</li> <li>● Overt &amp; Minor disrespect (to staff or peer)</li> <li>● Minor destruction of property</li> <li>● Tardiness</li> <li>● Unsafe hallway behaviors</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Aggression</li> <li>● Major disrespect towards staff and/or peers (eg. repeated refusal to follow directions, intentional disruption of class that involves abusive language, harassment, sexual or disrespectful comments)</li> <li>● Repeated Harassment</li> <li>● Abusive Language</li> <li>● Repeated Minor Theft</li> <li>● Chronic tardiness or Major truancy (leaving the building)</li> </ul>	<ul style="list-style-type: none"> <li>● Major Destruction of Property</li> <li>● Major Theft</li> <li>● Alcohol and/or Drugs</li> <li>● Physical Assault (ie. closed fist punches, choking, pounding head into concrete or other hard object, bruising etcetera)</li> <li>● Major Threats to Cause Great Bodily Harm or Kill</li> </ul>
<i>(Menu) Possible Level One Responses</i>	<i>(Menu) Possible Level Two Responses</i>	<i>(Menu) Possible Level Three Responses</i>
<ul style="list-style-type: none"> <li>● Proximity</li> <li>● Nonverbal cue</li> <li>● Warning</li> <li>● Reset</li> <li>● Parent Contact</li> <li>● Loss of recess</li> <li>● After School Detention</li> <li>● Behavior Contract</li> <li>● Loss of privilege (ie. escort to &amp; from classroom, no hall passes)</li> <li>● Clean-up/Fix damage</li> <li>● Restorative Conversation/Circle</li> <li>● Restitution or apology</li> <li>● Overcorrection</li> <li>● Administration, Teacher, Student &amp; Parent Conference</li> </ul> <p><b>Follow Through:</b></p> <ul style="list-style-type: none"> <li>● Staff Administers Consequence</li> <li>● Complete Powerschool Log (Minor Behavior)</li> <li>● Call office if student is missing</li> </ul> <p><b>Behavior(s) that are persistent and affects the student's learning will begin to set tiered supports (ie. providing different levels of assistance and interventions based on students' different needs including social, emotional, learning programs and including school-based mental health~ counselors and school psychologist.)</b></p>	<ul style="list-style-type: none"> <li>● Reset</li> <li>● Loss of Privilege</li> <li>● After or before School Detention or Loss of Recess</li> <li>● Behavior Contract</li> <li>● Conversation/conference with administration or student services staff</li> <li>● Time out/Reset</li> <li>● Restorative Conversation or Circle/Juries/TAP circles</li> <li>● Restitution or Apology</li> <li>● Overcorrection</li> <li>● Behavior Contract</li> <li>● Administration, Teacher, Student &amp; Parent Communication</li> <li>● In or out of School Suspension</li> </ul> <p><b>Follow Through:</b></p> <ul style="list-style-type: none"> <li>● Send to office (Call Office + Indicate Level 2 Behavior &amp; brief description of behavior) and or call office if student is missing.</li> <li>● Administration will administer consequence after communication &amp; check-in with staff.</li> <li>● Staff will complete Powerschool log entry. (Minor Behavior if resolved by staff. Major if student is removed from class and admin or student services intervenes)</li> <li>● Parent/Guardian Contacted</li> </ul> <p>Begin to set tiered supports (ie. providing different levels of assistance and interventions based on students' different needs including social, emotional, learning programs and including school-based mental health~ counselors and school psychologist.)</p>	<ul style="list-style-type: none"> <li>● In school Suspension</li> <li>● Out of School Suspension</li> <li>● Bus Suspension</li> <li>● Law Enforcement Called</li> <li>● Expulsion</li> <li>● Drug and Alcohol Assessment</li> </ul> <p><b>** (May include lower level 1 &amp; 2 responses)**</b></p> <p><b>Follow Through:</b></p> <ul style="list-style-type: none"> <li>● Staff directly involved with incident escort (if possible) student to the Office or call for BERT team.</li> <li>● Administration will administer consequences after investigation, communication and interview of those involved in incident.</li> <li>● Administration will check in with staff and others who were directly involved with the event.</li> <li>● Administration will complete log entry.</li> <li>● Parent/Guardian Contacted</li> </ul> <p>Begin to set tiered supports (ie. providing different levels of assistance and interventions based on students' different needs including social, emotional, learning programs and including school-based mental health~ counselors and school psychologist.)</p>

**Definitions from Chart**

**Reset:** This is language utilized within the Nurtured Heart Approach. When students are not meeting defined school or classroom expectations, the teacher provides regular and immediate re-direction with an emphasis on doing so with little energy (without yelling, showing emotional response, judgment, lecture, etc.).

**Overcorrection—**procedures involve having the student engage in repetitive behavior as a penalty for having displayed an inappropriate action. This commonly occurs when a student is running down the hallway. A staff member may ask them to return to a point in the hallway and return by walking.

## **EIGHTH GRADE EVENTS AND REQUIREMENTS**

### **Eighth Grade Awards Breakfast – June 1, 2018:**

All eighth graders who will be receiving awards will be invited to this breakfast, which begins at 7:00 a.m. in our commons. Parents will be invited to attend with their eighth grader. An invitation will be sent out in May to those students receiving awards.

### **Eighth Grade Farewell Dance – June 1, 2018:**

This dance is just for BRMS eighth graders and will be held from 7:00 – 9:00 p.m. in our commons. Students are encouraged to dress-up for this event, but not in a formal style. We will relax the dress code rule regarding spaghetti straps. Spaghetti straps will be allowed. Dress length must be below the fingertips when arms are relaxed at their side and the dress must have two straps. Parents are invited to attend this dance.

### **Middle School Promotion Assembly – June 5, 2018 @ 10:30 (last day of school for Eighth Graders):**

This program is expected to last no more than one and one-half hours and is intended to be a celebration of your child's middle school years. Because of seating limitations, we ask that only members of your child's immediate family attend the ceremony. Students are encouraged to dress-up but not in formal style. We discourage dresses that are floor length. Tops or dresses that are halter, off the shoulder or strapless, are inappropriate. Eveningwear is also inappropriate. Tops and dresses should have two one-inch straps. Shorts, sweatshirts, t-shirts with logos should not be worn. Polo shirts, ties and dress pants are appropriate attire. Students should not have their cell phones during the ceremony. *Limousines are not permitted for this event.*

### **Field Trip**

An end of the year 8<sup>th</sup> grade trip will be planned for the end of May or early June. Details of the trip are to be determined.

### ***EIGHTH GRADE ONLY, NO SCHOOL June 6<sup>th</sup> and 7<sup>th</sup>.***

## **STUDENT RECORDS**

The adequate and appropriate collection, maintenance and dissemination of student records are an important responsibility in the public schools. Student records shall include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others and records necessary for school and available to persons involved in the psychological treatment of a student. The principal of each school shall be responsible for the security, access, maintenance, dissemination and destruction of student records in accordance with state and federal laws and established procedures.

Student records shall be available for inspection or release only with prior approval of the parent(s)/guardian(s) or adult student except in situations where legal requirements specify release of records without such prior approval. Guidelines for student record organization, security, maintenance, access and amendment shall be developed in accordance with state and federal laws and regulations. Except as otherwise provided by law, parents/guardians of students in the District shall be provided access to their children's education records without unnecessary delay and within 45 days after an appropriate request has been made for such records. Student record notices shall be provided in accordance with state and federal law.

LEGAL REF.: Sections 118.125 Wisconsin Statutes

118.126

118.127

146.81-146.84

252.15

767.24(7)

938.396

Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g, 45 C.F.R. Section 99)

No Child Left Behind Act of 2001

CROSS REF.: 333, Parent Rights and District Programs/Activities

342.61-Rule, Procedures for Assessing English Language Learners

345.2, School-Home Communications about Student Learning

346, Assessment of Student Achievement

453.1, Emergency Nursing Services

781, Data Privacy and Security

823, Access to Public Records

Special Education Policy and Procedure Handbook

APPROVED: April 17, 1989

REVISED: September 4, 2001

April 7, 2003

## **TELEPHONE**

There is a phone in the office available for student use before and after school and during lunch. Phone calls are not to be made during class time.

## **VISITORS**

All visitors to the middle school must register in the office. Students who wish to bring student visitors from other schools must arrange permission 5 days in advance by bringing a note from parents and receiving permission from one of the principals. Students are allowed to bring student visitors only living outside of Dane County and of middle school age.

## **WEATHER ANNOUNCEMENTS**

All announcements concerning the closing of school or a late school start because of inclement weather will be made on WMGM, WLWV, WTSO, WZEE, WYZE, WIBA, WHA, WNWC, Z104, and the district website [www.verona.k12.wi.us](http://www.verona.k12.wi.us). The district tries to make announcements as early as possible. Please do not call the school.

## **WITHDRAWAL OR TRANSFER OF STUDENT RECORDS**

Prior to the withdrawal or transfer of students to another school, the student should bring a note to the office. The office will give the student a withdrawal slip for teachers to sign. When a student is transferred to another school, we will mail student records to the new school.

Pupil records are confidential. If a parent wishes to view them, they may do so in the presence of a person qualified to interpret them for the parents. Pupil records may be released only with written, signed permission.

## WHOM SHOULD I CONTACT

2017-2018

As hard as we try, schools can be confusing places to parents/guardians and community members. In our ongoing effort to be more customer service oriented, the following chart has been prepared.

Questions/Concerns	First Contact	Second Contact	Third Contact
Academic Progress	Teacher/Class	Counselor	Principal
Alcohol/Drug Use or Abuse	Counselor	Psychologist/Social Worker	Associate Principal/Principal
Attendance	Middle School Office	Associate Principal	Social Worker
Behavioral or Emotional Issues	Counselor	Psychologist/Social Worker	Associate Principal/Principal
Busing (Routes and Behavior Issues)	First Student, Inc. – 845-8516	Associate Principal	
Calendar for School or Co-Curricular Activities	Middle School Office	Associate Principal	Principal
Charter School	Principal of Charter School		
Class Schedule/Class Selection	Counselor	Learning Resource Coordinator	Principal
Discipline in a Particular Class	Teacher/Class	Associate Principal	Principal
ELL Program	Laila Tabrizi	Alice Thoftne	Susan Guderyon
Financial Assistance	Social Worker	Counselor	
Food Service, Student Lunch Accounts	Food Service Manager	Middle School Office	
Gifted/Talented Programming	Learning Resource Coordinator		
Grades/Assessment	Teacher/Class	Counselor	Principal
Health Concerns and Medications	School Nurse	Secretary	
Projects/Field Trips	Teacher/Class	Principal	
Registration Fees, Bus Passes, Lockers	Middle School Office		
School Involvement with Outside Agencies (Community, Mental Health, Human Services)	Counselor/Social Worker/ Psychologist	Associate Principal	Principal
School policies/procedures	Principal	Associate Principal	
Special Education	Special Education Coordinator		
Summer School	Counselor	Associate Principal	

### Middle School Staff – 845-4100

Principal:	Michael Murphy	845-4110
Associate Principal:	Barbara James	845-4109
Director of CKCS:	Rick Kisting	845-4133
School Social Worker:	Stacie Wagner	845-4141
School Psychologist:	Marlene Koch	845-4116
Learning Resource Coordinator:	Renee Wedderspoon	845-4962
English Language Learners:	Laila Tabrizi	845-4100
6 <sup>th</sup> Grade Counselor:	Ajong Elvis	845-4127
7 <sup>th</sup> Grade Counselor	Amie Pittman	845-4128
8 <sup>th</sup> Grade Counselor (A-L):	Amie Pittman	845-4128
8 <sup>th</sup> Grade Counselor (M-Z):	Ajong Elvis	845-4127
Food Service Manager:	Cindra Magli	845-4139
School Nurse:	Ann Juzwik	845-4115
Special Education Coordinator	Jennifer Latek	845-4134
Director Community Education:	Laurie Burgos	845-4312
Public Information Specialist:	Kelly Klopping	845-4337
Badger Bus		845-2255

## Bibliography Format Guide

Type of Source	Citation
<p><b>Book by One Author</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. <u>Title of Book</u>. City of Publication: Publisher, Date of Publication.</p> <p>Campbell, Lily. <u>Shakespeare’s Tragic Heroes</u>. New York: Cambridge University Press, 1930.</p>
<p><b>Book by Two Authors</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name and First Name Last Name. <u>Title of Book</u>. City of Publication: Publisher, Date of Publication.</p> <p>Peach, Susan and Anne Millard. <u>The Greeks</u>. London: Usborne Publishing, 1990.</p>
<p><b>Book by Three or More Authors</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name et al. <u>Title of Book</u>. City of Publication: Publisher, Date of Publication.</p> <p>Armento, Beverly et al. <u>A Message of Ancient Days</u>. Boston: Houghton Mifflin Company, 1999.</p>
<p><b>Book by an Editor</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name, Editor (abbrev.). <u>Title of Book</u>. City of Publication: Publisher, Date of Publication.</p> <p>Carey, John, ed. <u>Eyewitness to History</u>. New York: Avon Books, 1987.</p>
<p><b>Book – One Volume in Multi-Volume Work</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. <u>Title of Book</u>. Volume Number. City of Publication: Publisher, Date of Publication.</p> <p>Harrison, Grant. <u>Major British Writers</u>. Vol. 2. New York: Harcourt Brace, 1959.</p>
<p><b>Dictionary or Atlas</b> <i>Format</i></p> <p><i>Example</i></p>	<p>“Title of Article.” <u>Name of Dictionary</u>. Edition (if given). Date.</p> <p>“Tiger.” <u>Webster’s International Dictionary</u>. 2<sup>nd</sup> edition. 1978.</p>
<p><b>Encyclopedia/ Reference Book</b> <i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. “Title of Article.” <u>Name of Encyclopedia/ Reference Book</u>. Date of Edition. Pages Used.</p> <p>Larson, Minnie. “Massachusetts.” <u>The Columbia Encyclopedia</u>. 1950 ed. 1237-1239.</p>

<b>Type of Source</b>	<b>Citation</b>
<p><b>Poem from Anthology</b></p> <p><i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. "Title of Poem." <u>Name of Anthology</u>. Ed. First Name Last Name. City of Publication: Publisher, Date of Publication.</p> <p>Frost, Robert. "Stopping by Woods on a Snowy Evening." <u>Poetry U.S.A.</u> Ed. Paul Molloy. New York: Scholastic, Inc. , 1968.</p>
<p><b>Internet</b></p> <p><i>Format</i></p> <p><i>Example</i></p>	<p>"Title of Page Used." <u>Name of Home Page</u>. Internet. World Wide Web. URL Address. Day Month Year of Download.</p> <p>"Hamlet." <u>Shakespeare Online</u>. Internet. World Wide Web. <a href="http://www.met.edu.Shakespeare/other.html">Http://www.met.edu.Shakespeare/other.html</a>. 26 June 1996.</p>
<p><b>CD-ROM</b></p> <p><i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. "Title of Article." <u>Name of CD-ROM</u>. CD-ROM. City of Publication: Publisher, Date of Edition.</p> <p>Poole, Joan Lauri. <u>In My Own Voice: Multicultural Poets on Identity</u>. CD-ROM. USA: Sunburst Communication, 1996.</p>
<p><b>Magazine / Newspaper Article (including Badgerlink)</b></p> <p><i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. "Title of Article." <u>Name of Newspaper/Magazine</u>. Day Month Year: Page Number.</p> <p>Hoy, Cyrus. "New Questions about Shakespeare's Texts." <u>New York Times</u>. 25 May 1994: 23.</p>
<p><b>Interview</b></p> <p><i>Format</i></p> <p><i>Example</i></p>	<p>Last Name, First Name. <u>Title of Interviewee</u>. Location of interview, Day Month Year of Interview.</p> <p>Smith, Robin. <u>Librarian</u>. Verona Public Library, 8 May 1998.</p>

**Reminders and Helpful Hints**

- Alphabetize by the first word in the entry. Do not number or categorize under type of source.
- Indent the second and third line of a citation.
- Single space each citation; leave one blank line between citations.
- Put two spaces after a period or colon, one space after a comma or other punctuation.
- End every citation with a period.
- "Title of Article" refers to the entry word or the word you looked under.

**BIBLIOGRAPHY**

Legon, Ronald P. "Greece, Ancient." World Book Online Americas Edition. April 25, 2002.  
Peach, Susan and Anne Millard. The Greeks. London: Usborne Publishing, 1990.  
Taylor, David. Work in Ancient Greece and Rome. London: George Allen and Unwin Ltd., 1975.



## MULTIPLICATION CHART

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>2</b>	2	4	6	8	10	12	14	16	18	20	22	24
<b>3</b>	3	6	9	12	15	18	21	24	27	30	33	36
<b>4</b>	4	8	12	16	20	24	28	32	36	40	44	48
<b>5</b>	5	10	15	20	25	30	35	40	45	50	55	60
<b>6</b>	6	12	18	24	30	36	42	48	54	60	66	72
<b>7</b>	7	14	21	28	35	42	49	56	63	70	77	84
<b>8</b>	8	16	24	32	40	48	56	64	72	80	88	96
<b>9</b>	9	18	27	36	45	54	63	72	81	90	99	108
<b>10</b>	10	20	30	40	50	60	70	80	90	100	110	120
<b>11</b>	11	22	33	44	55	66	77	88	99	110	121	132
<b>12</b>	12	24	36	48	60	72	84	96	108	120	132	144

# Badger Ridge & Core Knowledge Middle School

## 2017-2018

8 Period Day with No Access									
6th Grade		7th Grade		8th Grade			lunch	Recess	In
Period 1	House 8:30 - 9:17	Period 1	House 8:30 - 9:17	Period 1	Encore 8:30 - 9:17	7th	11:44	12:04	12:17
Period 2	House 9:20 - 10:06	Period 2	House 9:20 - 10:06	Period 2	Encore 9:20 - 10:06	6th	12:11	12:31	12:44
Period 3	House 10:09 - 10:55	Period 3	Encore 10:09 - 10:55	Period 3	Encore 10:09 - 10:55	8th	12:33	12:53	1:06
Period 4	House 10:58 - 11:44	Period 4	Encore 10:58 - 11:44	Period 4	House 10:58 - 11:44				
Period 5	House 11:47 - 12:11	<b>Lunch</b>	<b>11:44 - 12:20</b>	Period 5	House 11:47 - 12:33				
<b>Lunch</b>	<b>12:11 - 12:47</b>	Period 5	Encore 12:20- 1:06	<b>Lunch</b>	<b>12:33 - 1:09</b>				
Period 5	House 12:47 - 1:06	Period 6	House 1:09 - 1:55	Period 6	House 1:09 - 1:55				
Period 6	Encore 1:09 - 1:55	Period 7	House 1:58 - 2:44	Period 7	House 1:58 - 2:44				
Period 7	Encore 1:58 - 2:44	Period 8	House 2:47 - 3:33	Period 8	House 2:47 - 3:33				
Period 8	Encore 2:47 - 3:33								
8 Period Day with Access at the Beginning of the Day (BRMS =Tuesday, Wednesday, Thursday)									
6th Grade		7th Grade		8th Grade			lunch	Recess	In
Access	8:30 - 9:00	Access	8:30 - 9:00	Access	8:30 - 9:00	7th	12:00	12:20	12:33
Period 1	House 9:03 - 9:45	Period 1	House 9:03 - 9:45	Period 1	Encore 9:03 - 9:45	6th	12:23	12:43	12:56
Period 2	House 9:48 - 10:30	Period 2	House 9:48 - 10:30	Period 2	Encore 9:48 - 10:30	8th	12:45	1:05	1:18
Period 3	House 10:33 - 11:15	Period 3	Encore 10:33 - 11:15	Period 3	Encore 10:33 - 11:15				
Period 4	House 11:18 - 12:00	Period 4	Encore 11:18 - 12:00	Period 4	House 11:18 - 12:00				
Period 5	House 12:03-12:23	<b>Lunch</b>	<b>12:00 - 12:36</b>	Period 5	House 12:03 - 12:45				
<b>Lunch</b>	<b>12:23 - 12:59</b>	Period 5	Encore 12:36 - 1:18	<b>Lunch</b>	<b>12:45 - 1:21</b>				
Period 5	House 12:59 -1:18	Period 6	House 1:21 - 2:03	Period 6	House 1:21 - 2:03				
Period 6	Encore 1:21 - 2:03	Period 7	House 2:06 - 2:48	Period 7	House 2:06 - 2:48				
Period 7	Encore 2:06 - 2:48	Period 8	House 2:51 - 3:33	Period 8	House 2:51 - 3:33				
Period 8	Encore 2:51 - 3:33								
Late Start Schedule									
6th Grade		7th Grade		8th Grade			lunch	Recess	In
Period 1	House 10:00 - 10:35	Period 1	House 10:00 - 10:35	Period 1	Encore 10:00 - 10:35	7th	11:51	12:15	12:27
Period 2	House 10:38 - 11:13	Period 2	House 10:38 - 11:13	Period 2	Encore 10:38 - 11:13	6th	1:07	1:35	1:43
Period 3	House 11:16 - 11:51	Period 3	Encore 11:16 - 11:51	Period 3	Encore 11:16 - 11:51	8th	12:29	12:55	1:05
Period 4	House 11:54 - 12:29	<b>Lunch</b>	<b>11:51-12:27</b>	Period 4	House 11:54 - 12:29				
Period 5	House 12:32 - 1:07	Period 4	Encore 12:27 - 1:02	<b>Lunch</b>	<b>12:29 - 1:05</b>				
<b>Lunch</b>	<b>1:07 - 1:43</b>	Period 5	Encore 1:05 - 1:40	Period 5	House 1:05 - 1:40				
Period 6	Encore 1:43 - 2:18	Period 6	House 1:43 - 2:18	Period 6	House 1:43 - 2:18				
Period 7	Encore 2:21 - 2:56	Period 7	House 2:21 - 2:56	Period 7	House 2:21 - 2:56				
Period 8	Encore 2:59 - 3:33	Period 8	House 2:59 - 3:33	Period 8	House 2:59 - 3:33				