



**WHITEFISH BAY MIDDLE SCHOOL**  
AN EXCEPTIONAL PLACE TO LEARN

**2017-18**

# Whitefish Bay Middle School Parent Handbook



1144 E. Henry Clay Street  
Whitefish Bay, WI 53211  
(414) 963-6800

Welcome Parents and Guardians to Whitefish Bay Middle School - the land of the Lions!

We support the mission of the Whitefish Bay School District by making the middle school and “exceptional place to learn” through high academic standards and a caring, inclusive and supportive learning environment that balances the intellectual, social and emotional needs of students grades 6-8. We believe that one of our greatest assets in maximizing your students’ experience is the partnership that we create between school, students and home. Especially in the middle years, students thrive when surrounded by advocates who help them navigate some of the most formative years of their lives.

In support of this partnership, we appreciate your attention to the policies, procedures and guidelines outlined in this Parent Handbook. Communicating and understanding expectations is a first step in maximizing our collaborative efforts and this handbook should help guide you through the basic operations of the school, expectations of student behavior, and other information that you will find helpful as circumstances arise. We hope that you find this handbook a helpful resource. Please know that additional information or clarification regarding WFBMS policies and procedures may be obtained by contacting the Office. Have a wonderful 2017-18 school year!

**SCHOOL DISTRICT OF WHITEFISH BAY - 2017-2018 CALENDAR - Parent**  
Board Approved 1.11.17

**SEMESTER 1**

M	T	W	T	F
<b>AUGUST</b>				
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**SEPTEMBER**

				1
4	5 PT	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**OCTOBER**

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25 EMPTY	26 PT	27
30	31			

**NOVEMBER**

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21 RR	22	23	24
27	28	29	30	

**DECEMBER**

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22 RR
25	26	27	28	29

**JANUARY**

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19 RR

**SEMESTER 2**

M	T	W	T	F
<b>JANUARY</b>				
22	23	24	25	26
29	30	31		

**FEBRUARY**

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 PT	23
26	27	28		

**MARCH**

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 RR
26	27	28	29	30

**APRIL**

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**MAY**

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**JUNE**

				1
4	5	6	7	8 RR

7	All schools closed, no classes or staff attendance
RR	Reading Institute no student attendance
PT	Conferences

**Parent/Teacher Conference Schedule**  
Please use specific building communication for additional details  
Subject to Change

Elementary	1550117	1:00 pm	201718	1:00 pm
	1550117	2:00 pm		
Middle School	1550117	1:00 pm	201718	1:00 pm
	1550117	2:00 pm		
High School	1550117	1:00 pm	201718	1:00 pm
	1550117	2:00 pm		

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## Required Annual Notices

Annual Notices and Board Policies are required to be provided to students and parents on an annual basis. Below is a listing of these documents which can be accessed electronically by clicking [here](#).

### Table of Annual Notices & Board Policies:

- Child Find
- Student Attendance
- Student Bullying
- Student Locker Searches
- Nondiscrimination Statement
- Student Religious Accommodations
- Title I Programs
- Curriculum Modification
- Meningococcal Disease Information
- Use or Possession of Electronic Communication Devices
- Equal Educational Opportunities
- Weapons
- Code of Classroom Conduct and Removal of Students from Class
- Student Elector Registration Information
- Harassment Policy
- Student Discrimination Complaint Procedures

## Academic Expectations

Expectations for learning are high at Whitefish Bay Middle School. There is also an extensive support system in place to help your student succeed. Should students begin to struggle at any time during the school year, there are several ways for them to help themselves. The first step is taking the responsibility to ask for help. Once a staff member is made aware of your student's need, they will work with your student on creating a workable plan. Everybody struggles at some time. Those who are successful seek out opportunities to overcome obstacles. Our teachers will go the distance to help students become the best they can be. They may require more of than what your student may think is possible. Trust that they have the best interests of all students and know that they take their responsibility of helping them to learn very seriously. Teachers work with students during their lunch hours, prep hours, and before and after school. Students also have the opportunity to receive additional help through a variety of small support groups in math, reading and study skills.

## Attendance

In accordance with State law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter, or semester in which they become eighteen (18) years of age, unless they have a legal excuse. A legal excuse would include: illness, religious observance, family emergencies, medical appointments or family vacations and other absences for which prior arrangements with the school administration has been made. Parents may excuse their child's absence in writing before the absence. **A child may not be excused for more than 10 days in a school year under this provision, Wis. Stat. sec. 118.15(3)(c), without proper medical documentation from a qualified health care provider.** For further clarification, see School Board Policy 431.

The responsibility for regular school attendance of a student rests upon the student's parent/guardian. All excused absences require parent/guardian or legal custodian to give written or verbal verification, which is to be submitted to the Clinic/Attendance in advance of the absence or prior to re-admittance to school. If a student is to be absent from school for unplanned reasons such as illness, parents must call the school health Clinic/Attendance office (963-6818) as soon as possible. When returning from an absence, students must report to the Clinic/Attendance office to obtain a re-admit pass. You may call the Clinic/Attendance office answering machine (963-6818) any time of the day or night. When calling, please give name of student, reason for absence, date of call, and your name. Only call the Clinic/Attendance to report an absence - not request homework.

Reasons for excused absences may include: personal illness, funeral, required legal appearances, designated religious holidays, medical or dental appointments, family emergencies, approved School District activities, prior approved absences which have been deemed educationally beneficial for the student. Anticipated absences include medical appointments, family vacations, and prior approved absences that have been deemed educationally beneficial for the student (i.e. curricular related events, conferences and competitions). The parent/guardian notifies the Clinic/Attendance office of anticipated absences in advance via phone, e-mail, or note.

### Make-Up Work for Anticipated Absences

For an anticipated absence, make-up work given in advance should be completed upon a student's return. The opportunity and expectations to make up other missed assignments may vary depending on the type of assignment, the course content, and length of absence. Students requesting additional time to make up work from an anticipated absence must make arrangements before the absence with the teacher.

### Unanticipated Absences

Unanticipated absences include personal illness, funerals, hospital stays, and family emergencies. The parent/guardian notifies the Clinic/Attendance office as soon as possible after the absence via phone, e-mail, or note.

## **Make-Up Work for Unanticipated Absences**

It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school. Students who miss classes for reasons that are determined to be excused will be given the opportunity, whenever possible, to make up work when they return to school. Teachers will be asked to grant the number of days absent plus one day for make-up time. This provision applies to all work assigned during absence(s). Consideration for extensions will be given in the event of extenuating circumstances (e.g., serious illness, family crisis, hospital stay). Extensions will be granted at the teacher's discretion.

When the above conditions exist and a student is absent on the day a major project or assignment is due, the absence itself does not absolve the deadline. However consideration for extensions will be given in the event of extenuating circumstances (e.g., serious illness, family crisis). Extensions will be granted at the teacher's discretion. Teachers will inform students that should serious illness or family crisis prevent them from meeting the deadline, it will be the student/s (or parent/guardian's) responsibility to notify the teacher in order to make arrangements to complete and turn in the assignment. Tests missed during an excused absence will be permitted to be taken at a time designated by the teacher. The teacher will take into consideration the length of time the student was absent.

## **Make-Up Procedures Common to Both Anticipated and Unanticipated Absences**

If a regular assignment is due on the same day an absence occurs, the student will be expected to turn in the assignment upon returning to school. This refers to work known before the absence. Deadlines may be set for long-term, major assignments. In most cases, these assignments do not require the student's physical presence in class in order to be completed. Students who miss part of a day, pre-excused or excused and wish to receive full academic credit for work due that day must turn in the work that day or clear it with the teacher, and/or make arrangements with the teacher for completing the missed work. All homework is posted on the "Homework Hotline" which can be accessed [here](#). After an absence of 2 or more days, you may call the office to request any worksheets.

## **Truancy**

The Wisconsin Compulsory School Attendance Law states that "any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious days excepted, until the end of the school term, quarter, or semester of the school year in which the child becomes 18 years of age or has graduated from high school." Therefore, the involvement of a parent/guardian in deterring truancy is mandated by state law. With that in mind, we have developed a systematic approach with tiered interventions and increasing consequences for students that are habitually tardy.

For periods 2-9, teachers will keep track of the number of times a student is late. Teachers will refer students to the office on the 4<sup>th</sup> tardy during the semester. A lunch and recess detention will be issued.

If a student reaches his 8<sup>th</sup> tardy, a mandatory parent meeting will be required and an after school detention issued. Further tardy periods will result in an in-school suspension.

The following chart shows the details of the tardy policy pertaining to **first period**:

Number of Times Tardy to School (Semester)	Student Discipline	Parent Communication
3 (Unexcused)	Warning	Letter
5 (Unexcused)	Lunch Detention	Letter
7 (Unexcused)	Lunch/Recess Detention	Letter
10 (Unexcused)		Required Parent Meeting
10+ (Unexcused)		Truancy Referral

**Parents may excuse students up to 10 times per semester, but a doctor’s note is required in order for us to allow a tardy to be excused after the threshold of 10 has been met.**

### Permission to Leave School

A student who must leave school for any reason during the school day, including the lunch hours, should bring a note from his/her parent indicating the time they wish to be excused and the reason. He/she should take this note to the secretary in the office before the beginning of school and get the “Permission to Leave School Grounds” pass.

If a student becomes ill during the school day, and his condition is brought to the attention of the teacher, he/she may be brought to the health clinic and be attended by a health aide. If necessary, the parents will be contacted regarding the child’s illness. It becomes the responsibility of the parent if a child is taken home in case of illness.

Pupils will be excused only with a parent. The school cannot assume responsibility for injury to a pupil going to and from his/her appointment during the school day. If the child returns to school that day, he/she should check back in through the clinic.

### Emergency School Closing Information

Occasionally it is necessary to close schools due to a snowstorm or other emergency. The policy of the Whitefish Bay School District is to close schools when the weather conditions present a serious threat to the health and safety of children and staff. When a storm occurs during the night and the Whitefish Bay Schools are to be closed, a message will be sent through our school messenger system, and a repeated announcement will be made over the following local radio stations beginning at approximately 6:00 a.m.: WISN (1130 AM); WOKY (920 AM); WMIL (106 AM); WMYX (99 FM); WTMJ (620AM); and WEMP (1250 AM).

When the schools are dismissed early, the closing announcement will be made through our school messenger system and over the same radio stations. If you suspect the schools will close, Please listen to one of the above stations for information rather than calling the school or the radio station. When

stormy weather or extreme cold is forecast, please do the following for your child: (1) Make arrangements with friends or neighbors to shelter your child in the event you are not home when the child arrives home and instruct your child accordingly; (2) Dress your child warmly and encourage him/her to go directly to school and to come directly home from school.

## Positive Behavior Interventions and Supports (PBIS)

A note from your principals...

As we strive to provide the best positive educational experience for all of our students, we are excited to include PBIS (Positive Behavior Interventions and Supports) in our work with students. Aligned to our Focus Plan work of developing the "whole child," PBIS is intended to help us create a social culture in our school that will encourage positive behaviors and interactions, while discouraging problem behaviors. Research shows that when a school environment is positive and predictable, students feel safer, have increased academic performance, make better choices behaviorally and build positive relationships with each other and with adults. In addition, schools gain instructional time and reduce discipline referrals and suspensions. Our PBIS program is designed to teach students about school appropriate behaviors, provide common language and consistency for students and staff, recognize students who display behaviors aligned to our PBIS virtues, and correct them when they do not. We hope that this resource guide will provide your more detailed information around the PBIS program at Whitefish Bay Middle School and answer any questions that you may have. Please feel free to contact Mr. Rose at [\(414\) 963-6800](tel:4149636800) X 4413 if you have any questions.

### PBIS Team Members

Mike O'Connor—Principal

Matt Rose – Associate Principal

Internal Coach – Lisa Link, Special Education Teacher

External Coach – Annie Miller, School Psychologist

Data Specialist – Jodi Schmidt

Behavioral Specialists – Renee Wendt and Jeff Treul, School Counselors and Ali Gorlewski School Psychologist

Classroom Teachers – TBD



PERSEVERANCE | RESPECT & RESPONSIBILITY | INTEGRITY  
DEMONSTRATED EVERYDAY!

## Overview of Positive Behavior Interventions and Supports (PBIS)

School Wide Positive Behavior Support is not just another initiative. It is a lifelong change in how schools build and enhance a positive school climate as well as plan consistent responses for behaviors that require a disciplinary response. Over a thousand schools across the country have been successfully using PBIS to reduce occurrences of discipline and problem behavior. Schools in states such as New York, Illinois, Pennsylvania, Oregon, Alabama, and many others have seen dramatic improvements in overall discipline and behavior problems as a result of using this approach

### How Can PBIS Impact Our School?

- Improvements in overall building climate;
- Reduction in office discipline referrals and suspensions for students school-wide;
- Reduction in the number of students who receive repeated office discipline referrals;
- Reduction in the number of students referred for special education services; and
- Increase in the number of students with special needs who are successful in general education settings.

### What are Interventions and Supports?

- *Tier 1: Universal Interventions* that teach and reinforce a consistent set of behavioral expectations for all students, staff, and settings school-wide;
- *Tier 2: Secondary Interventions* that provide small group and individual support for students with repeated behavior problems; and
- *Tier 3: Individualized Interventions* that provide assessment driven, individualized support plans for students with disabilities who have the most intensive needs.

### Overview of the Universal Interventions

**Purpose:** To create positive, respectful, and responsive learning environments for all students, including students with disabilities, **by developing consistency** across staff and settings regarding: (a) the stated expectations for student behavior; (b) staff response to occurrences of unwanted behaviors; (c) staff response to occurrences of desired student behavior; and (d) how discipline infractions are handled. As a systems level preventative intervention, Universal Interventions are successful in supporting/promoting positive behaviors for approximately 80-90% of students in the school building and most often result in decreases in office discipline referrals.

#### Key activities include:

- Building school unity and a positive climate through group discussion, feedback, and problem solving.
- Designating a coach who coordinates the PBIS Team.

- Training a PBIS Team to plan and monitor intervention implementation.
- Meeting monthly for Universal Intervention Planning.
- Using a data system to detect patterns in office discipline referrals.
- Establishing School-Wide Expectations that are consistent across school settings and routines.
- Using a student recognition system to acknowledge and reinforce appropriate student behaviors.

## Overview of the Secondary Interventions

**Purpose:** To intervene early with students, including students with special needs, who are beginning to display patterns of chronic behavior problems to prevent the need for more restrictive responses (e.g., referral to special education, suspension, alternative school placement). A variety of intervention options (e.g., social skill training, mentoring, behavioral contracts, self-management, check and connect) are available at the secondary tier to address the underlying cause(s) of chronic behavior problems and to emphasize the development of social and self-regulatory skills that will promote success across school settings.

### Key activities include:

- Designating a Secondary Intervention Coordinator team.
- Training designated personnel to coordinate, implement, and monitor implementation of secondary tier interventions.
- Establishing referral criteria to catch emerging behavior issues quickly.
- Using a range of interventions to address behavioral needs based on the function of the student's behavior.

## Overview of Individualized Interventions

**Purpose:** To implement individualized and Intensive interventions for students with chronic or high risk behaviors. Intensive interventions are based on a thorough assessment of the behavior and utilize combinations of intervention approaches that emphasize (a) prevention, (b) instruction, (c) reinforcement, and (d) quick diffusion of problem behavior.

### Key activities include:

- Training the Problem Solving Team (PST) on functional behavioral assessment and behavior intervention planning for classified students in need of individualized behavior interventions.
- Using team based planning that involves the teaching staff, parent, student, and special services staff to implement functional behavior assessments and behavior interventions for individual students with disabilities.

# Behavior Expectation Matrix

## LION PRIDE Whitefish Bay Middle School Behavior Expectations

EXPECTATIONS	All Settings including LMC, Computer labs, Off campus, Classrooms*	Hallways Locker Bays Commons	Cafeteria	School Grounds Playground	Assemblies	Bathrooms	Drills
	0 Silent	1 whisper	2 classroom conversation	3 outside voice			
Be Respectful Be polite, compliant, and considerate of other people and things.	Voice level 1-2. Follow directions the first time. Follow electronic device policies. Use appropriate language. Dress for learning.	Voice level 2. Walk. Hands and feet to oneself. Be polite to each other.	Voice level 2. <b>Eat only your food.</b> Keep your place in line. Recycle.	Voice level 3. Walk only on sidewalks. Stand away from sidewalks when waiting for your grade level door to open.	Voice level 0-2. Hands and feet to oneself. Follow arrival and dismissal directions.	Voice level 2. Appropriate language. Respect each other's privacy.	Voice level 0. Follow directions the first time. Hold doors for each other. Remain quiet until the all clear signal is given
Be Responsible Be accountable for your behavior and dependable when you have things to do.	Be where you belong. Come prepared. Come on time. Keep materials clean and organized.	Keep areas clean. Use an agenda pass during class time. Get to where you belong on time.	Clean up area. Bring outside clothes. Pick up after yourself. Put away playground equipment.	Use trash receptacles. Care for and return all playground equipment.	Get to your assigned area quickly and efficiently. Respond appropriately to speaker.	Bathroom use only when necessary. Wash hands. Clean up after yourself.	Get to your assigned area quickly and efficiently. Stay on the right in a straight line.
Act with Integrity Be true to yourself and be honest, upright, and decent in your dealings with others.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.	Do the right thing even when nobody is around.
Show Perseverance Continue trying to do something even though it is difficult	Don't give up. Keep trying.  *Teachers may add additional classroom expectations.	Don't give up. Keep trying.	Don't give up. Keep trying.	Don't give up. Keep trying.	Don't give up. Keep trying.	Follow the bathroom rules every time.	Keep quiet and follow emergency rules.
Voice Level	0 Silent	1 whisper	2 classroom conversation	3 outside voice			

<b>Behaviors and Definition</b>	<b>Category</b> Major- office managed Minor- classroom managed
<b>Academic dishonesty:</b> the actual or attempted use of unauthorized materials or assistance from others on assignments, projects, or tests, and/or failing to give credit to original sources when rewording, paraphrasing or summarizing text or copying the work of an original source.	<b>Major</b>
<b>Assault:</b> Physically attacking another person.	<b>Major</b>
<b>Bullying/Harassment:</b> the deliberate, intentional and chronic behavior using words or actions intended to cause fear, intimidation, or harm to include physical, relational and cyber-bullying (see board policy).	<b>Major</b>
<b>Inappropriate Display of Affection:</b> Student engages in inappropriate, verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	<b>Major</b>
<b>Disrespectful:</b> speaking to another in language that is rude, mean-spirited, or vulgar or raising ones voice over the accepted tone as outlined in the matrix.	<b>Minor</b>
<b>Disruptive/ inattentive in class:</b> acting in a way that interferes with your learning or a classmate's.	<b>Minor</b>
<b>Drugs/Alcohol:</b> possession and/or use of a prohibited substance.	<b>Major</b>
<b>Eating/ opening food in inappropriate settings:</b> eating in a place or at a time that you don't have permission to do so.	<b>Minor</b>
<b>Electronic device misuse:</b> devices used for other than the learning objectives.	<b>Major</b>
<b>Electronic device used without permission:</b> device was used when it was supposed to be put away.	<b>Minor</b>
<b>Fighting:</b> a physical altercation between two or more people that may result in injury.	<b>Major</b>
<b>Horseplay:</b> Student engages in non-serious, but inappropriate physical contact. May include public displays of affection and horseplay in the halls.	<b>Minor</b>
<b>Inappropriate Dress:</b> wearing clothes defined as inappropriate in the dress code and/ or that disrupt the learning environment.	<b>Minor</b>
<b>Insubordination:</b> purposefully disobeying an adult request.	<b>Major</b>
<b>Loitering:</b> Being in the building or on the school grounds outside of designated hours when not there for an approved purpose. Students may be on school grounds prior to 7:55 AM and not after 3:20 PM on school days. Students may be in the building after 7:45 AM – 3:10 PM on school days.	<b>Minor</b>
<b>Lying:</b> being dishonest when you communicate.	<b>Minor</b>
<b>Noncompliance:</b> not following adult instructions.	<b>Minor</b>
<b>Tardy:</b> not through the classroom door at the start of class.	<b>Minor</b>
<b>Running in the halls:</b> failing to walk.	<b>Minor</b>
<b>Social Aggression:</b> Eavesdropping, gossiping, spreading rumors, excluding from group, silent treatment, interrupting adult conversations.	<b>Minor</b>
<b>Theft:</b> taking another person's property without permission.	<b>Major</b>
<b>Unprepared for class:</b> arriving without needed materials.	<b>Minor</b>
<b>Vandalism:</b> destruction of property.	<b>Major</b>
<b>Verbal aggression:</b> a verbal confrontation that includes profanity, racial or ethnic slurs, threatening language and causes significant disruption to those around them.	<b>Major</b>
<b>Voice level:</b> louder than supposed to be for the environment.	<b>Minor</b>
<b>Wandering the halls:</b> being outside of class without a pass.	<b>Minor</b>
<b>Weapons possession or use:</b> the possession, use, or threat of a weapon or look-alike weapon on school premises or at a school related event. Policy 443.6	<b>Major</b>

## WFBMS PRIDE Tickets – A Description for Students

**Everyone** (students and staff) at WFBMS is expected to act with Lion PRIDE. Throughout this school year, students and staff will participate in activities to learn and review what WFBMS Lion PRIDE looks like. If you need a reminder, just look around for a Lion PRIDE poster that will tell you exactly what is expected of you in that setting.

### PRIDE Tickets

Teachers and Staff are always on the lookout for students demonstrating Lion PRIDE expectations. Teachers or staff members may issue you a PRIDE ticket that looks like this:

**PRIDE TICKET**

WHITEFISH BAY  
MIDDLE SCHOOL  
LION PRIDE

Date: \_\_\_\_\_

Presented to: \_\_\_\_\_

Staff Name: \_\_\_\_\_

Staff Comments: *(optional)* \_\_\_\_\_

Perseverance

Respect

Responsibility

Integrity

Please turn into the office before or after school to be part of the Friday PRIDE Drawing

Teachers and staff will be handing out PRIDE tickets **throughout each day** to students demonstrating Lion PRIDE expectations. You'll never know when a PRIDE ticket is coming and you won't get one every time you are demonstrating Lion PRIDE expectations.

- When you get a PRIDE ticket, bring it to the office (before or after school). The office secretarial staff will put your ticket into your grade level bin. Here is what we will be doing with the tickets:

### Weekly drawings

- **When:** Every Friday Morning, during announcements, 5 names will be picked from each grade's bin.
- **How:** Mr. Rose and Mr. Treul will be pulling the tickets, and announcing the names.
- **What:** Students come to the office to get their prizes during lunch or recess. Here are some of the incentives you can win: gift cards, lunch fast pass, 1<sup>st</sup> pick of playground equipment at recess, Marcus theater tickets, and many others.

## **Code of Conduct**

Education in the School District of Whitefish Bay is a cooperative effort involving teachers, students, and families. Students are expected to demonstrate respect for people, property, and the learning environment, show kindness and courtesy to others by treating them with dignity, be in class on time ready to learn, and demonstrate effort by listening carefully and following instructions. Students who disrupt classes, distract their peers, or create danger to anyone, undermine their own education and that of others. Our school policy will not permit students to detract from other students' efforts to learn or from teachers' efforts to teach.

## **Classroom/Study Hall Behavior Management**

At the beginning of the school year (quarter or semester), behavioral expectations with rules established in the student handbook will be clearly communicated by teachers to all students. Teachers will manage student behavior using appropriate means including, but not limited to:

- Directing student to correct behavior.
- Speaking with the student privately.
- Changing the student's seat.
- Reviewing student information on file.
- Consulting with other staff.
- Contacting the student's parents/guardians.
- Assessing consequences for misconduct.

In the event that a teacher's best efforts fall short of correcting student misconduct, a disciplinary referral will be submitted to the Associate Principal.

## **Behavior Management Outside the Classroom**

Both in and outside of class, students are expected to behave in a safe, orderly, and non-offensive fashion. As such, students must refrain from any behavior deemed to be unsafe, disorderly or offensive. The entire staff at WFBMS is responsible for monitoring student behavior. Students, in turn, are expected to comply with staff directives. Staff members who encounter misconduct outside of class are expected to direct the students involved to correct their behavior. Students who fail to correct their behavior, or repeatedly engage in similar misconduct will be subjected to a disciplinary referral.

## **Response to Disciplinary Referral**

Given the disciplinary referral, the administrator will meet with the student involved to address the situation and to assess consequences deemed most appropriate. In making this determination, the administrator may consult with the referring staff member. The following consequences, in no particular order, may be applied:

- Apology – student acknowledges wrongdoing, extends appropriate apology, and commits to refraining from like behavior in the future.

- Detentions – student reports to a designated area and remains there for a specified length of time. All detentions must be served by an assigned date. Failure to do so will result in an in-school suspension.
- Restitution – student held responsible for cost of repairing damage to and/or theft of personal or school property.
- In-school suspension.
- Out-of-school suspension (School Board Policy 447.3)
- Police referral – police will investigate the incident and determine if a citation is in order. This will determination will then be communicated to all parties concerned.
- Alternative educational placement.
- Pre-expulsion hearing.
- Recommendation for expulsion (School Board Policy 447.4).

Once the decision of the consequence is made, the administrator will contact the student’s parents/guardians by phone or in person to make them aware of the incident and corresponding consequence.

## **Causes for Disciplinary Action / School Policies**

### **Weapons (School Board Policy 443.6)**

Definition: A weapon is defined as a firearm (loaded or unloaded), knife, razor, chemical irritant including pepper spray, martial arts device, explosive device, metal knuckle or any other object which, by the manner in which it is used, is capable of inflicting bodily harm. A look-alike weapon is defined as a toy gun, non-working replica of a weapon, cap gun, starter pistol, or any other object which could reasonably be mistaken for an actual weapon regardless of whether it is manufactured for that purpose. Students are not allowed to possess, use, or threaten to use a weapon or look-alike weapon on school premises, on school sponsored vehicles, or at a school-related event. Violators of this policy will be subject to disciplinary action in accordance with state and federal laws and Board Policy that may include suspension, police referral and expulsion.

### **Tobacco, Alcohol and Other Drugs**

Use of tobacco, alcohol and other drugs - Smoking, use or possession of tobacco, alcohol or drugs in any form are prohibited on school grounds and at all school events. “Use” includes consumption away from school that is evident while the student is in school or at a school event. Students violating these regulations will be subject to suspension from school and/or other disciplinary action including a police referral.

### **Bus Suspension**

Upon a student’s third referral from the bus company for inappropriate behavior, he/she will receive a temporary bus suspension, unless misbehavior prior to the third occurrence is of such significance that it warrants immediate suspension. Subsequent misbehavior after the first suspension may result in additional suspensions.

### **Academic Dishonesty**

All students are required to abide by the basic principles of honesty in fulfilling both out-of-class and in-class assignments. Violation of these principles will result in penalties that will be determined by the specific circumstances and may range from reduction of a grade on a given assignment to failure for the semester. Work submitted under a student's name must be his/her own independent effort unless credit is given for resource assistance. Students adhering to academic honesty do not engage in cheating (deliberately giving or receiving improper assistance on assignments or tests) or plagiarism (using the words, work or ideas of another without giving credit). It is essential that each teacher specify carefully at the beginning of the course his or her position on cheating, plagiarism, etc., with resulting penalties.

### **Vandalism**

Damages resulting from destruction or defacement of school property, whether willful or accidental, are to be compensated by the students responsible. Students who participate in acts of vandalism at Whitefish Bay Middle School or other schools while under supervision of WFBMS will suffer loss of privileges, will pay for restoration of property, may be referred to police, and may be suspended or expelled from school.

### **Pranks/Illegal Building Entry**

Students involved in pranks and/or illegal entry will be referred to the police and will also be subject to school disciplinary action. Acts by students that disrupt the school day hold the potential to cause harm to the school, its grounds, staff or students or waste district resources will be dealt with via consequences ranging from suspension to expulsions. Additionally, 8th graders engaging in such acts will not be allowed to participate in 8th grade activities, including the promotion ceremony.

### **False Fire Alarms**

Students who are involved in sounding a false alarm will be referred to the police and will face suspension from school. Repeated violations could result in expulsion.

### **Hallway/Locker Bay**

Students are to move quickly, without running, to their classes. They are to refrain from shouting or using abusive or vulgar language. Eating is not permitted in the corridors, lobbies, or other general assembly areas of the building.

### **Language**

How people use language reflects their attitudes toward one another as well as their views of the institution. Students are to observe propriety in their use of language throughout the school, which means during the school day as well as at school events. Demeaning, vulgar, profane, and abusive language will not be tolerated and will be actively monitored by staff.

### **Theft**

Although theft at the middle school is rare, students who have referrals for this violation of school rules will be disciplined. A minimum of a one day out of school suspension will be issued, and a referral to the WFB Police Department may be made for repeated offenses or for other serious circumstances that surround the event.

## **Harassment**

No person shall be subject to harassment on the basis of sex, race, color, religion, natural origin, ancestry, creed, pregnancy, age, marital or parental status, sexual orientation, arrest or conviction record, or physical, mental, or emotional disability to any other basis protected by state or federal law. Harassment may include, but is not limited to, the following:

- Verbal harassment including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
- Physical harassment, including patting, pinching, or intentional brushing against another's body.
- Physical interference with movement, activities or work.
- Visual harassment, including derogatory cartoons, drawings or posters.

In case of a student harassing another student, the discipline to the student may range from a warning to expulsion from school, depending on the acts. In the case of other violations of the policy, appropriate action will be determined following the investigation process.

## **Skateboards/Inline Skates**

These cannot be used on school grounds.

## **Dress Code**

At Whitefish Bay Middle School, we strive to maintain an environment that is focused on learning as well as respectful to self and others. The following dress code is in place in order to provide clear and equitable expectations for all students, and to support an environment that minimizes distraction and maximizes the potential for student success:

- Hats, hoods, beanies, bandanas and sunglasses are not to be worn indoors. Headbands, including bandanas folded and worn as a headband (3-4 inches) are permissible (exception includes medical or religious reasons).
- Shoes must be worn at all times.
- No sleepwear (pajama pants) or slippers are to be worn.
- Headphones or earbuds are not to be worn except for authorized use during the school day.
- Clothing shall be sufficient to conceal undergarments at all times. See-through fabrics that reveal undergarments, halter tops, off-the-shoulder, strapless, spaghetti straps, etc. are prohibited. In addition, showing cleavage and bare midriffs are not allowed (no skin should be revealed if arms are raised above the head). Students should refrain from clothing that is too tight.
- Pants should not be allowed to sag such that undergarments are showing and/or natural/safe movement is inhibited.
- Shorts, skirts and dresses should be at least long enough such that when arms are extended and shoulders relaxed any part of the fingers from the knuckles to the tips rests on the garment fabric.

- Clothing, accessories, and personal items (water bottles) shall be free of writing, pictures, or other insignia which are crude, profane or sexually suggestive, which bear drug, alcohol or tobacco advertising/promotions, or which reveal racial, ethnic or religious prejudice.
- Outdoor coats should be kept in student lockers unless authorized by teachers for unusually cold classrooms.

Students who are in violation of the dress code will be expected to comply by a variety of means including, but not limited to, reversing their clothes (inside out), putting on a sweatshirt, wearing their PE clothes, and contacting parent/guarding to provide a change of clothes.

## **Student Appropriate Use of School Provided Technology**

WFB School Board Policy 363.2 (STUDENT APPROPRIATE USE POLICY FOR TECHNOLOGY) outlines the acceptable use policy for school provided technology. The policy can be accessed [here](#).

## **Personal Electronic Communication Device (ECD) Policy**

The use of ECDs is only permitted when predetermined by the administration or teachers to be for educational purposes. Students are generally prohibited from using or displaying in plain sight electronic communication devices (ECDs) including, but not limited to, cell phones, pagers and recording devices during the school day, in school buildings and vehicles, and at all school sponsored activities. Such devices should be turned off during these times. However, the School District of Whitefish Bay recognizes the value these devices may have in the educational setting. Educational use is subject to individual teacher discretion and may include use in classrooms, study halls, student commons and the media center. Students are not allowed to use ECDs in the cafeteria or hallways during school hours. Such possession or use of an ECD may not, in any way:

- Disrupt the educational process in the School District.
- Endanger the health or safety of the student or anyone else.
- Invade the rights of others at school.
- Involve illegal or prohibited conduct of any kind.
- Be used to photocopy or transmit any assessment or testing materials.
- Be a tool to cyber bully others.

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Teachers will deal with minor infractions (phone accidentally left on and it rings for example) at their discretion. Repeated infractions or outright violations of this policy may result in disciplinary action against the student, up to and including expulsion depending on the severity or frequency of the violation.

Generally, the tiered disciplinary response for major infractions will include:

1st violation – staff will confiscate the device and turn it into the office, warning issued, parents contacted, device returned at the end of the school day.

2nd violation - staff will confiscate the device and turn it into the office, detention issued, parents contacted, device returned at the end of the school day.

3rd violation - staff will confiscate the device and turn it into the office, detention issued, parents contacted, behavior contract reviewed and signed by student and parents with return of device upon completion.

4th violation – staff will confiscate the device and turn it into the office, in-school suspension issued.

Please keep in mind that depending on the nature of the violation, the disciplinary response may result in more serious consequences (behavior contract or in-school suspension).

Use of cell phones or other communication devices with photographic capabilities is strictly prohibited where there is an expectation of privacy (Whitefish Bay School Board Policy 443.5). This prohibition applies to activities on school premises and during school sponsored activities whether on or off school premises in all locations, including school locker rooms and restrooms. Use of such devices also is prohibited where photographic activities would be disruptive or where specific objections are present.

Any student possessing an ECD shall be responsible for its care. At no time shall the District be responsible for preventing or investigating theft, loss or damage to any ECD.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the ECD by law enforcement officials.

## **Lockers**

All students will be assigned a locker for the school year. Students are required to purchase a school lock for their locker. Lockers must be locked at all times. All lockers remain school property and can be searched by administration at any time (School Board Policy 446.1).

## **Purses / Backpacks**

For safety reasons, students are not permitted to bring purses or backpacks into the classroom. These items, if used, must be secured in the locker upon arrival to school.

## **Telephone Use and Messages to Students**

A school office is a busy place. Please limit the request to deliver messages to students. Students will not be interrupted during class time unless there is an emergency.

## **Visitor Policy**

Whitefish Bay Middle School, in its desire to maintain a safe and orderly environment, does not permit current students to bring visitors during the school day.

Adults wishing to visit our school must obtain a visitor's pass from the main office. The front door is the only entry way that is accessible during the school day. You must identify yourself and your purpose for being in the building through the intercom system prior to being allowed to enter the main office.

## **WI Act 88/Registered Sex Offender Law**

Pursuant to Wis. Act 88, the School District of Whitefish Bay prohibits a registered sex offender from visiting District property without first notifying the District Administrator or building administrator of the specific date, time, and place of the visit, and his/her status as a registered sex offender. This includes any building, grounds, recreation area, athletic field, or any other property owned, used, or operated for school administration. Notice must be given in writing to the District Administrator or building administrator at least 48 hours prior to the visit. The registered sex offender will receive a verbal decision from the District Administrator or building administrator regarding approval or denial of the visit.

Exceptions are as follows:

- Voters
- Non School Sponsored Activities
- Parents – Only required to notify District Administrator or designee at beginning of each school year, when child is first enrolled in school, or when parent/guardian is first registered as a sex offender, whichever occurs first.

Students – County department, child welfare agency, or other person supervising the student agrees to work with the District Administrator to ensure the safety of the other students.

## **Medication**

It is the policy of the Shorewood/Whitefish Bay Health Department, and the Whitefish Bay School District, along with the recommendation of the State Department of Public Instruction, that any and all medications that must be taken at school are to be administered by the school health aide when there is one in attendance.

It will be acceptable to send prescription and non-prescription medication with a student to the Health Clinic. The parent/guardian must call the school Health Clinic about the medication being sent and the number of pills/medication sent. The prescription medication bottle must be labeled with: (1) name and phone number of the pharmacy, (2) student's name, (3) name of physician, (4) name of drug-frequency and the dose to be given. The student must take the medication to the Clinic at the beginning of the day. Non-prescription medications such as Tylenol and Advil, must be received in the bottle they were purchased. A signed form is required from the parent authorizing the health aide to give this medication; and also, giving permission to contact the physician directly if more knowledge is needed to exercise prudent judgment for the safety and protection of the student on medication. This form can be obtained in the Clinic.

An asthmatic student may possess and use a metered dose inhaler or dry powder inhaler while in school, at a school sponsored activity or under the supervision of a school authority. The student must have the written approval of the student's physician, the written approval of the student's parent/guardian on a special form that can be obtained in the Clinic. More specific information and forms are available in the WFB School Board Policy 453.4 (ADMINISTRATION OF DRUGS TO STUDENTS) which can be accessed [here](#).

## **Educational Programs**

Whitefish Bay Middle School's educational program is designed specifically for preadolescent intellectual growth. This program features an integrated learning program in reading, writing, math, science, social studies, health and communication skills. Students are also exposed to physical education, art, music, design and construction and world languages.

A wide variety of teaching strategies are employed and areas of high interest to the student are used to develop basic skills for content mastery and for independent learning. This instructional balance is crucial in preparing students for the high school program. All classes are taught combining hands-on and experiential strategies as well as other, more traditional methodologies. Students experience large group, small group and even individual tutoring at various times during the school day. Cooperative groups are encouraged to enhance social skills, but individual accountability is likewise stressed.

All course offerings in the School District of Whitefish Bay go through an evaluation and revision process every six years. In the interim, teachers are provided time to make additional changes and revisions as the need arises. Writing, cultural diversity, careers, and study skills are integrated across the curriculum.

Our complete course catalog can be accessed [here](#).

## **Course Selection Change Procedure**

Educational program planning is a joint task shared by students, parents, and school personnel. It is imperative that the course selection process be taken seriously as student choice determines section numbers and corresponding class sizes. Once established, students' course selections/schedules may be changed with staff approval only. Student, parent, counselor, teacher and administrator input may be taken into consideration in responding to schedule change requests. Students will be permitted to add/drop classes until the first of October pending class size. Students may again add/drop classes during the first two weeks of second semester, again pending staff approval and class size review.

## **Exploratory/Elective Belief Statement**

Exploratory offerings in academic, social, vocational, fine arts, and activity areas serve to:

- Meet the needs of the student's various learning styles (i.e. visual, aural and kinesthetic).
- Enable a positive self-esteem through creative, practical, hands-on applications.

- Develop social skills through using cooperative learning and teamwork to achieve a finished product.
- Foster group interactions, as well as self-development.
- Extend the “academic” curriculum into real-life experiences.
- Provide opportunities to apply knowledge from various disciplines.
- Broaden the horizons of the students.

Parent approval is required for any change in their child’s schedule. Dropping a course will be considered if the student’s course load needs to be reduced for health or other academic reasons, or the counselor and the teacher determine that placement in the course is inappropriate.

## **Activity Days**

The middle school has three half-day Activity Days at the end of quarters 1, 2, and 3 and a full day at the end of the 4<sup>th</sup> quarter. The activities vary from year to year and at each grade level. When possible, Activity Days enhance or are integrated with the regular curriculum. Activity Days provide students and teachers the opportunity to build meaningful human connections with adults and students in situations outside the regular academic parameters, encourage positive social interactions within and between the advisory groups, observe and monitor student social behaviors in small and large groups outside of the classroom setting, develop positive student/teacher relationships through informal, high interest and non-threatening environments and promote student strengths, competence and personal worth. Activity Days are viewed as an important extension of an exemplary school program for preadolescent youth. All students are required to participate in these planned activities. If a student has not met school academic or behavior expectations, he/she may be not be allowed to participate in activity day. Each grade level will communicate academic and behavior expectations in advance to parents.

## **PST – PROBLEM SOLVING TEAM**

Whitefish Bay Schools value timely, comprehensive support systems to ensure the success of every student. Working within Wisconsin’s RtI Framework (Response to Intervention) students receive multi-level support at varying levels of intensity based on student responsiveness to instruction and intervention.

The Problem Solving Team (PST) will serve to:

- Discuss ideas to meet the needs of children about whom teachers are concerned.
- Assign a teacher mentor/advocate to the student.
- Document and communicate individual student intervention plans to staff, student and parent/guardians.
- Monitor the implementation and success of feasible ideas suggested and tried.
- Ensure the transition of recommendations/modifications to the next grade level.
- Support classroom teachers in providing modifications for individual students.
- Utilize data to make informed decisions if a change of placement is necessary.

The Problem-Solving Team:

Principal, Associate Principal, Guidance Counselors, School Psychologist, Instructional Resource Coordinator. Additional teachers and support staff are included based on the needs of the child.

## Assessment of Learning

Well-known educational researchers, including Rick Wormeli, Rick Stiggins and Robert Marzano, have stated that every aspect of our teaching, including our grading and assessment practices, should be fair to students, and it should reflect student's learning. They also have stated that entering a zero or very low assessment scores, when using a percent scale, has devastating mathematical consequences on grade averages, often putting students into an irrecoverable position. After all, why bother to keep trying when you know that nothing you can do will bring that percent average up to a passing mark?

Using best practice research, Whitefish Bay Middle School uses a rubric grading scale that translates the traditional percentage scale to grade points prior to averaging when determining grade marks. In this assessment practice, our assessment scores are fair to students in minimizing the impact of zeros and low percentages on overall averages. Our assessment philosophy also avoids placing our students in such low percentage averages that it would be difficult to recover, despite academic growth.

"Today's system of classroom grading is at least 100 years old and has little or no research to support its continuation" - **Robert Marzano**

"...we should teach and grade in such a way that engenders hope...and accuracy" - **Rick Wormeli**

"...the common use of the zero today is based on a 100-point scale. This defies logic and mathematical accuracy. On a 100-point scale, the interval between numerical and letter grades is typically 10 points, with the break point at 90, 80, 70, and so on. But when the grade of 0 is applied to a 100-point scale, the interval between the D and F is not 10 points but 60 points." - **Douglas Reeves**

**WHITEFISH BAY MIDDLE SCHOOL  
ASSESSMENT OF LEARNING SCALE**

<b>Grade Mark</b>	<b>Percentage</b>	<b>Grade Point</b>
<b>A</b>	<b>94-100 %</b>	<b>12</b>
<b>A-</b>	<b>90-93 %</b>	<b>11</b>
<b>B+</b>	<b>87-89 %</b>	<b>10</b>
<b>B</b>	<b>83-86 %</b>	<b>9</b>
<b>B-</b>	<b>80-82 %</b>	<b>8</b>
<b>C+</b>	<b>77-79 %</b>	<b>7</b>
<b>C</b>	<b>73-76 %</b>	<b>6</b>
<b>C-</b>	<b>70-72 %</b>	<b>5</b>
<b>D+</b>	<b>67-69 %</b>	<b>4</b>
<b>D</b>	<b>63-66 %</b>	<b>3</b>
<b>D-</b>	<b>60-62 %</b>	<b>2</b>
<b>F</b>	<b>1-59 %</b>	<b>1</b>
<b>No Attempt</b>	<b>0 %</b>	<b>0</b>

**Attitude / Effort Guidelines** – The following are nonnegotiable expectations that we strive to instill in our students so that they can be successful in middle school and beyond:

- Come to class ready to learn with all necessary materials.
- Demonstrate and model the virtues of good citizenship (Respect, Cooperation, Friendliness, Helpfulness, Kindness, Consideration, Honesty and Tolerance) on a consistent basis.
- Positively behave in classrooms, hallways and locker bay.
- Complete work in a timely fashion to the best of his/her ability.
- Participate actively and appropriately in class.
- Use class time wisely.
- Support classroom expectations.
- Work toward improvement.

Each quarter, teachers will grade students on their achievement of these expectations according to the following scale:

3 = Consistently meets academic and behavioral expectations.

2 = Inconsistently meets academic and behavioral expectations.

1 = Does not meet academic and behavioral expectations.

## **Counseling**

Two full-time counselors are available to all students and parents. Each counselor is assigned to a specific grade each year, with one of the grade levels being split between the two. Our school counselors offer the following services:

These services include assistance with educational planning, interpretation of test results, occupational and career information, and confidential discussion of school, personal or social concerns. Counselors will be with the child's academic team of teachers on a regular basis and will be a resource for the STAR advisor.

## **Homework**

All homework is posted on the Middle School website. After an absence of 2 or more days, parents may call the office to request any worksheets. "Homework Club" is a quiet working environment provided for a half hour of prime-time study after school.

## **Student Agenda / Planner**

Every student will be issued an agenda planner at the beginning of the school year for recording daily homework and long-term projects. The planner also outlines school rules and expected behavior. Only this school issued agenda/planner is acceptable. Other assignment notebooks are not. The agenda also

serves as the only official hall pass for trips to the bathroom, locker, etc. Individual teachers may require a daily parent signature to ensure that parents are aware of upcoming assignments and tests. If the notebook is lost or damaged, a replacement must be purchased in the school office.

## **Communication**

An important communication tool for parents from teachers and the school is the “Thursday Folder” which will be posted to the web each week. Progress reports and report cards are available electronically in Family Access. WKCE and MAP score reports will be sent home via US Mail or through Family Access. The “Homework Hotline” is available on our website and is updated daily by our teachers.

Communication with teachers can be made through the use of telephone or email message. Please keep in mind that teacher’s phones do not ring in their classrooms during the school day. Emails or phone calls will be returned within 24 hours.

## **Student Activities**

WFB Middle School offers a wide variety of extra-curricular activities. For a complete listing, click [here](#). For more information about sports and activities, please contact Matt Rose, Associate Principal at (414) 963-6800.