

ANADARKO MIDDLE SCHOOL

2020-21

A GUIDE FOR Students, Faculty, and Patrons

All students are responsible for the information and regulations included in this handbook and are subject to all rules and regulations set forth by the Anadarko Board of Education, State Department of Education, and the Oklahoma Secondary Schools Activities Association.

Find Success at the Anadarko Middle School

Welcome to the Anadarko Middle School. – A school designed especially for your child. Our goal will be to assist your child in making a positive transition from the elementary school, through the middle school, and into high school. During the “middle school” years, the teaching staff will provide education experiences that will emphasize basic skills in an environment structured to maximize learning.

In addition to your child’s academic endeavors, they will have opportunities to make friends and participate in a variety of age-appropriate activities if they so desire. Their success at school will depend on their attitude toward school and toward their classmates.

This will be the fourth year for the Anadarko Middle School compact. Research shows that students do best in school when parents are involved with supporting their children’s education. Likewise, student performance improves when schools reach out to families to establish partnerships.

Compacts are voluntary agreements between the home and school that describe specific activities that teachers, families, administrators, and students will undertake to support students’ learning. Please review the compact and your child’s AMS Planner and joins our middle school partnership.

This Handbook/Planner aids students’ organizational skills, promotes academic success, and increases communications with parents. We hope the information contained in the AMS Planner/Handbook will help you and your child become familiar with the services, procedures, rules, and regulations at the Anadarko Middle School. Our staff is anxious to promote a positive learning atmosphere. We feel that respect for others, regard for public property and consideration of the rights and welfare of students should be guideposts for all of us.

It is our hope that you will take an active role in our school and in its activities. It is also our desire that you will take pride in the school and promote positive feelings. Take pride in being a parent/guardian of an “Anadarko Middle School Warrior.” Make 2019/2020 your best year.

Wishing You Success,

LaVonda Bost – Principal

ADMINISTRATION

LaVonda Bost- Principal

247-6671

Tracie Steverson - Asst. Principal

247-6671

STUDENT ASSISTANCE/ATTENDANCE CENTER

Renee Goombi

405-664-1523 or 247-2288

COUNSELORS

Latisha Matlock

SECRETARIES

Anna Kittrell

Gayle Williams

CUSTODIANS

Casey Gordon

Debbie Alexander Knight

Kevin Poolaw

FAX

247-3666

THE MIDDLE SCHOOL DAY

- FOR SAFETY REASONS STUDENTS SHOULD **NOT**

ARRIVE BEFORE 7:45 A.M.

- TEACHERS ARE ON DUTY STARTING

AT 7:45 A.M.

- BREAKFAST WILL BE SERVED FROM

7:45 TO 8:00 A.M.

- CLASSES BEGIN AND THE TARDY BELL RINGS AT 8:04

A.M.

- STUDENTS ARE RELEASED TO GO HOME

AT 3:14 P.M.

Cell Phones at School

The question of whether cell phones should be allowed in schools has been hotly debated over the years. Most school administrations regard cell phone use as disruptive and distracting, and have implemented policies that prohibit or limit their use on school grounds. There are benefits to giving your kids cell phones for use outside of school, but before you add them to your child's school supply list, read the pros and cons:

The Pros

- You can be in touch with your children, and know their whereabouts.
- Your kids can reach you in the event of an emergency, and vice versa.
- If in danger, your children can reach the authorities or a medical provider.
- Phones can be silenced during class or study periods and active only in appropriate places.
- Cell phones create a convenience that was previously unavailable. With cell phones, you can easily reach your kids for any reason: to ask them questions, change plans, or to simply say hello.

The Cons

- Students often forget to turn off their phones in class, and ringing noises or text-message alerts disrupt the learning environment.
- Even if set to silent, cell phones can still cause distraction, since text messaging has become a high-tech method of passing notes in school.
- Students have been known to use cell phones to call in bomb threats to schools, to avoid or condense class time.
- Inappropriate pictures/videos of fellow students, staff, others can be uploaded to network sites causing disruption of the learning environment and the school day.
- In the event of a widespread crisis, rampant cell phone use can overload communication systems and render them inoperable.
- Cell phone networks add to the spread of rumors, bullying, and misinformation causing student confrontations, and disruptions of the school environment.
- Phones can be used as cheating devices during exams.
- Theft/ loaning of devices become major policing issues for teachers and administration.
- The long-term physical effects of cell phone use are still undetermined.

There are compelling arguments on both sides of the debate, requiring parents to make informed decisions on their child's Cell Phone usage at home, school & public places.

ELECTRONIC WIRELESS TELECOMMUNICATION DEVICES

The Board of Education promotes an environment for instructional learning that is safe and secure. Therefore, the district establishes the following rules for the use of wireless telecommunication devices: cellular telephones; pagers; personal digital assistant (PDA) etc.

Cell phones have become a major distraction at in the classrooms and school in general. Students are prohibited from possessing wireless devices during school hours. For safety reasons, students may possess wireless devices before and/or after school only. During school hours, wireless devices may be in a student's locker or in the office, but not on a student's person, including, but not limited to purses, pockets, and backpacks during lunch time, athletics, Vo-Ag, TE, PE, etc. In order to avoid any disruption of the education process, all wireless devices placed in a locker or the office safe and must be turned off.

A principal or administrator must approve exceptions to this policy. A violation of any part of this policy may result in the wireless devices being confiscated by the administration. The confiscated device must be picked up by the parent or guardian and will not be released to the student. In addition, the student will be subject to further discipline and/or result in the loss of wireless communication privileges. Discipline will be administered according to the following guidelines:

1. **First Offense: 3 days of noon detention.** A parent/guardian must pick up the phone and sign and date a copy of the wireless Policy for their full understanding of its contents.
2. **Second Offense: 3 days In school detention.** A parent/guardian must pick up the phone and sign and date a copy of the wireless policy.
3. **Third Offense: 5 days In school detention.** A parent/guardian must pick up the phone and sign and date a copy of the wireless policy.
4. **Fourth Offense: 10 days In school detention.** A parent/guardian must pick up the phone and sign and date a copy of the wireless policy. The student will no longer be allowed to bring a cell phone back to the school.

On any offense, wireless devices will be held in the office until the end of that day at which it can be collected by the guardian from an administrator.

***NOTE: Failure by a student to hand over the electronic device to any school employee will result in immediate suspension. The length will not be less than 10 days out of school suspension.**

Student Name _____ Number of Offense _____

Parent/Guardian Signature _____ Date _____

WELCOME BACK TO ANOTHER GREAT START AT THE ANADARKO MIDDLE SCHOOL.

We are excited about this new school year, the new programs and interventions that we have implemented to assist students in academic improvement and parental involvement. We have a class called SWAG (Steadfast Warriors Achieving Goals) that will aid students in improving as well as becoming more proficient readers. This class will also give teachers time to assist students with any class work or makeup work that they may need help with. Parents/guardians can check their child's grades and attendance online. (Contact our counselor's for access)

With school attendance being calculated in the formula for school improvement and school districts being held accountable for student academic improvement, we must remind parents/guardians of the state attendance law.

- *If a child is absent without valid excuse four (4) or more days or parts of days within a four-week period or is absent without valid excuse for ten (10) or more parts of days within a semester, the attendance officer shall notify the parent, guardian or custodian of the child and immediately report such absences to the district attorney in the county wherein the school is located for juvenile proceedings pursuant to Title 10 of the Oklahoma Statutes. (70-10-106)*

It's not our wish to bring hardship on any family, but by law we are required to report daily attendance to the state and report neglect/abuse of attendance to the District Attorney's Office. Excused absences are for illness, medical appointments, serious illness or accidents involving a family member, religious observances, funeral, or death in the immediate family. Unexcused absences include, but not limited to, truancy, leaving school without proper approval personal business, work, transportation problems, alarm problems, etc. **Three unexcused tardies constitutes one full day unexcused absence that will figure into this formula.**

The middle school continues to make a safe learning environment as a priority, and with your help we can make this school year a rewarding experience for all students.

Sincerely,

LaVonda Bost, Principal

Bullying and Teasing: No Laughing Matter

Bullying: Know the Facts about bullying, even if you don't think bullying affects your child.

Unfortunately, teasing is often part of growing up — almost every child experiences it. But it isn't always as innocuous as it seems. Words can cause pain. Teasing becomes bullying when it is repetitive or when there is a conscious intent to hurt another child. It can be verbal bullying (making threats, name-calling), psychological bullying (excluding children, spreading rumors), or physical bullying (hitting, pushing, taking a child's possessions).

How Bullying Starts

Bullying behavior is prevalent throughout the world and it cuts across socio-economic, racial/ethnic, and cultural lines. Researchers estimate that 20 to 30 percent of school-age children are involved in bullying incidents, as either perpetrators or victims. Bullying can begin as early as preschool and intensify during transitional stages, such as starting school in 1st grade or going into middle school.

Victims of bullying are often shy and tend to be physically weaker than their peers. They may also have low self-esteem and poor social skills, which makes it hard for them to stand up for themselves. Bullies consider these children safe targets because they usually don't retaliate.

Effects of Bullying

If your child is the victim of bullying, he may suffer physically and emotionally, and his schoolwork will likely show it. Grades drop because, instead of listening to the teacher, kids are wondering what they did wrong and whether anyone will sit with them at lunch. If bullying persists, they may be afraid to go to school. Problems with low self-esteem and depression can last into adulthood and interfere with personal and professional lives.

Bullies are affected too, even into adulthood; they may have difficulty forming positive relationships. They are more apt to use tobacco and alcohol, and to be abusive spouses. Some studies have even found a correlation with later criminal activities.

Warning Signs

If you're concerned that your child is a victim of teasing or bullying, look for these signs of stress:

- Increased passivity or withdrawal
- Frequent crying
- Recurrent complaints of physical symptoms such as stomach-aches or headaches with no apparent cause
- Unexplained bruises
- Sudden drop in grades or other learning problems

- Not wanting to go to school
- Significant changes in social life — suddenly no one is calling or extending invitations
- Sudden change in the way your child talks — calling herself a loser, or a former friend a jerk

How to Help

First, give your child space to talk. If she recounts incidences of teasing or bullying, be empathetic. If your child has trouble verbalizing her feelings, read a story about children being teased or bullied. You can also use puppets, dolls, or stuffed animals to encourage a young child to act out problems.

Once you've opened the door, help your child begin to problem-solve. Role-play situations and teach your child ways to respond. You might also need to help your child find a way to move on by encouraging her to reach out and make new friends. She might join teams and school clubs to widen her circle.

At home and on the playground:

Adults need to intervene to help children resolve bullying issues, but calling another parent directly can be tricky unless he or she is a close friend. It is easy to find yourself in a "he said/she said" argument. Try to find an intermediary: even if the bullying occurs outside of school, a teacher, counselor, coach, or after-school program director may be able to help mediate a productive discussion.

If you do find yourself talking directly to the other parent, try to do it in person rather than over the phone. Don't begin with an angry recounting of the other child's offenses. Set the stage for a collaborative approach by suggesting going to the playground, or walking the children to school together, to observe interactions and jointly express disapproval for any unacceptable behavior.

At school:

Many schools (sometimes as part of a statewide effort) have programs especially designed to raise awareness of bullying behavior and to help parents and teachers deal effectively with it. Check with your local school district to see if it has such a program.

Schools and parents can work effectively behind the scenes to help a child meet and make new friends via study groups or science-lab partnerships. If you are concerned about your child:

- Share with the teacher what your child has told you; describe any teasing or bullying you may have witnessed.
- Ask the teacher if she sees similar behavior at school, and enlist her help in finding ways to solve the problem.
- If she hasn't seen any instances of teasing, ask that she keep an eye out for the behavior you described.
- If the teacher says your child is being teased, find out whether there are any things he may be doing in class to attract teasing. Ask how he responds to the teasing, and discuss helping him develop a more effective response.
- After the initial conversation, be sure to make a follow-up appointment to discuss how things are going.
- If the problem persists, or the teacher ignores your concerns, and your child starts to withdraw or not want to go to school, consider the possibility of "therapeutic intervention." Ask to meet with the school counselor or psychologist, or request a referral to the appropriate school professional.

ARE MIDDLE SCHOOL STUDENTS NORMAL?

Early Adolescents and Their Needs

By Samuel H. Campbell

Many middle level experts have been inspired to describe middle level students in terms that reflect these adolescents' unique characteristics.

Novice middle level educators, although they have been prepared to some extent for their adventures with early adolescents, may benefit from an overview of the physical, emotional, social, and intellectual characteristics of these young people and the ways middle level education can meet their unique needs.

PHYSICAL CHARACTERISTICS

The physical growth of students varies more in grades five through eight than in any other years.

Boy's growth rates and timing are haphazard at best. A quick glance inside almost any middle school classroom reveals both muscular, physically mature boys, and boys who appear to have been smuggled out of the fourth grade.

The same variety is evident among girls. By ages 12 to 14, many girls look like high school seniors and, to the chagrin of school principals and nervous parents, they enjoy it. They are the students who can't understand why we don't permit high school students to attend middle school dances.

However, sometime during middle school, boys, who until now have lagged behind girls in physical maturation, begin to "spurt." Unfortunately, their body parts don't spurt in harmony. This a synchronicity a condition in which parts of the body refuse to grow at the same rate of speed—results in an awkwardness that causes books to drop, heads to ram into open locker doors, and students to trip over each other while walking down the hall.

Middle level students quickly develop a new concern about how they look, spending an inordinate amount of time in front of mirrors, lamenting whatever is out of proportion, admiring what seems in place, and assuring themselves that nobody else in the world has the same problems.

These concerns become topics of conversation in hallways, restrooms, locker rooms, and over the telephone line after school.

Growth spurts have their disadvantages. Students who are growing rapidly have a low tolerance for fatigue. They tire quickly in the gym, in the classroom, and on the playing fields, only—it seems---to be revived by the final school bell.

Fatigue has a dilatory effect on learning and conspires with fast physical growth to affect attention span to the point that students really can't sit still for long periods of time. Besides their minds are racing and the results is a battle for attention between teachers, and everything else.

SOCIAL CHARACTERISTICS

The three most important aspects of school for middle level students are friends, friends, and friends. These students will do almost anything to get—and keep—a friend. **Their unspoken motto is, "My Friends Can Do No Wrong."**

The ways friends interact varies according to gender. Girls like to discuss intimacies among themselves, sharing their most treasured secrets. Boys tend to emphasize the importance of supporting each other—to the degree that they never "rat" or "tell" on someone else. It is not considered masculine.

Group membership is a strong social need, and students go to great lengths to acquire it. Schools that anticipate such needs and formally and informally include opportunities for group membership are likely to have fewer problems centered around social issues.

The importance of group membership can manifest itself in gangs, or at least in metal divisions of the school into two or more labeled groups. Students may also become more aware of their ethnic or racial background and are sometimes forced to make difficult decisions about friendships and loyalties.

Middle level students respond readily to what they see as peer pressure and even use the term to avoid responsibility for their actions, i.e., "All my friends were doing it..."

Suffice it to say that middle school students must belong, for it is in belonging that their well-being is enhanced.

While adolescents cling to their friends, parents sense a growing independence in their children. Such an evolution (revolution?) does not really mean the adolescents no longer want or need parents' love, limits, and support. But in many cases, the formerly intimate sharing between parent and child either diminishes or disappears.

EMOTIONAL CHARACTERISTICS

Middle level students' emotions are fragile. One event, such as the loss of a friend, a bad grade, or failure to make a team, can "ruin" a student's "entire life" for several days. These adolescents simply do not yet have the experience to put events into perspective.

Throughout pre-adolescence, middle level students struggle with self-concept. They focus on the aspects of themselves that they do not like and conclude that nobody else likes those features—or them—either. Even when self-concept is seemingly strong, it can be easily shattered.

Vivid imaginations and peer's real or imagined attitudes keep students' stress level high and give self-esteem rollicking roller-coaster rides.

Middle level students struggle with sex-role identification. Largely as a means of self-protection, boys are especially hard on each other in this respect. Any innocent statement or casual act may be pounced on in sexual terms. The need to show masculinity reaches its high—or low—point at the expense of these slower to ridicule or small enough not to retaliate physically.

Early adolescents search for sophistication, but the result often borders on the ludicrous or the tragic. Pushed by peers and sometimes parents, and reinforced by the media, students at the middle level are exposed to sexual innuendos and other imagined sophistication long before they understand what the norm is. Again, peer pressure can come into play as adolescents begin to experiment with sex, drugs, and alcohol at this age.

Almost unanimously, middle level students have a sense of fairness that manifests itself in both excuses and righteous indignation when they believe they have been unfairly or inappropriately disciplined. They may not always practice fairness themselves, as evidenced by the "slightly skewed" stories they take home to parents, but they are quick to notice and point out differences between adult rhetoric and adult practices.

INTELLECTUAL CHARACTERISTICS

In addition to short attention spans, middle level students also have relatively shallow thinking powers.

They often think only in terms of short-range goals. For example, they may have little interest in history because it represents the past. Without help, they do not make the necessary connections of past, present, and future developments.

Adolescents' general disorganization adds to the difficulty of teaching and learning. A casual glance inside students' lockers suggest why they can't find things and forget to bring textbooks, pencils, or paper to class. They may think they completed a project or assignment, or even turned it in, when indeed they did not.

INSIGHTS INTO ADOLESCENCE

1. The rules change from elementary to middle school.
2. The Child is different in a group at school than he is as an individual at home.
3. A smart child can do dumb things.
4. Every child will seek identity at school.
5. Doting parents do their children no favors.
6. Adolescents have a difficult time talking to parents about the real issues in their lives.

7. Adolescents have fragile egos.
8. The adolescent is learning to deal with tremendous changes in the body.
9. An adolescent still needs hugs and kisses from his parents.
10. Teenagers need to be supervised.
11. The home and school must work together.
12. Adolescents' dress and appearance are of utmost importance in their lives.
13. Teenagers will write everything in notes.
14. Teenagers desperately need privacy.

ANADARKO MIDDLE SCHOOL

PARENT SURVEY

The purpose of this survey is to help our site determine what areas the leadership team needs to target for improvement. The results from this survey along with other data will be used to develop our annual improvement goals.

My CHILD....

- | | | |
|--|-----|----|
| ● likes school most of the time. | Yes | No |
| ● feels safe at school | Yes | No |
| ● is respected as an individual | Yes | No |
| ● often talks of friends at school | Yes | No |
| ● has trouble with being bullied | Yes | No |
| ● believes he/she is a good student | Yes | No |
| ● likes to read | Yes | No |
| ● likes to write | Yes | No |
| ● gets individual help when needed at school | Yes | No |

AS A PARENT I...

- | | | |
|---|-----|----|
| ● feel welcome at school | Yes | No |
| ● am pleased with my child's progress | Yes | No |
| ● feel free to talk to or email my child's teachers | Yes | No |
| ● am welcome to talk with the principals | Yes | No |
| ● think my child is receiving a good education | Yes | No |
| ● am informed about school activities | Yes | No |
| ● support the programs such as advisory, noon tutoring, after school, and Saturday school, summer school to assist all students with academic achievement | Yes | No |
| ● am pleased with the information I receive about my child's progress | Yes | No |

THE SCHOOL...

- | | | |
|---|-----|----|
| ● takes care of discipline problems promptly | Yes | No |
| ● uses teaching methods to meet the individual needs of the students | Yes | No |
| ● provides adequate information on drug education (parent handbook, counselors, etc.) | Yes | No |

COMMENTS:

ANADARKO MIDDLE SCHOOL

PROGRESS REPORTS TO PARENTS

- 1. Progress letters go out weekly to all parents who have students who are currently on the probation list or on the ineligible list.**
- 2. Parental contact is made for any student failing or in need of after school tutoring.**
- 3. Formal Progress Reports go out formally each month.**
- 4. Parent Conferences are scheduled on Thursday, Sept. 24, 20 and Thursday, February 6, 2020.**
- 5. Before a student can fail any academic subject prior parental contact has to be made with that parent/guardian**
- 6. Counselors visit with all students and make reports to parents on academic progress as needed or requested.**
- 7. Parents can check their child's current grades, averages, absences and tardies on the internet throughout the school year.**

ATTENDANCE

SCHOOL PROCEDURES

ABSENCES

General: Every student shall attend school regularly. Regular attendance at school is necessary for students to successfully progress in and fully benefit from the education experience, teaches students the necessity of regular attendance in preparation for work, and teaches students to be personally responsible. The Administration shall notify a student's parent or guardian regarding the student's absences and tardies as set forth in Administrative Regulations or Student Handbook.

Absences: Students are expected to attend all classes if possible, and are expected to attend at least ninety percent (90%) of scheduled classes per academic year. In order to receive credit for the course or grade in which the student is enrolled, **a student may not have miss more than 10% of a class per year. Both excused and unexcused absences will count towards this total including all appointments doctor or otherwise.** If a student has more than the allotted number absences, they can schedule a meeting with the attendance committee to justify their excessive truancy where they may have an opportunity to make up time missed outside of school hours.

Absences from scheduled classes due to participation in school-sponsored or endorsed activities shall be excused absences but shall not exceed ten (10) days unless approved by the Superintendent or the Superintendent's designee or otherwise accepted as set forth herein. Absences due to activities for which the student is attempting to earn or has earned the right to compete on a state or national level and absences due to participation in a remote Internet-based course approved by the board shall not be considered for purposes of the ten (10) day limitation. Additionally, the sponsor of an extra-curricular activity may submit a request for an exception to the principal when a student has a GPA for the current semester of 3.0 or higher.

Excused absences include, but are not limited to illness, doctor's appointments, and serious matters involving family members, religious observances, and death in the family or attendance at funerals. Students who miss due to an unexcused absence will have to make their assignments up on their own time at after-school tutoring. Students who miss due to excused absences will have the same number of days that they miss to make up their work. If they are not made up in a timely manner, points can be reduced or a zero can be given in place of their grade.

When a student is absent, the parent/guardian is requested to phone the middle school at 247-6671 on the day of the absence. If the parent or guardian does not call, a note must be sent with the student when they return. The note must have the student's name, date(s) of absence, the specific reason for the absence, and have the signature of the parent/guardian. It should be taken to the office before school.

A student leaving during the school day, after 8:04 a.m. and before 3:14 p.m., must use the following procedures:

- a. Parent/guardian or approved family representative must sign the student out in the office. Parent/guardian must sign the student back in if the student returns on the same day or provide documentation with the student at the time the student signs back in.**
- b. All early dismissals for doctor's appointments will require a doctor's note or receipt upon the student's return to school.**
- c. Students will be called out of class when the parent has arrived in order to best utilize class time. OSSBA rules require students to be in attendance to participate in any activity that day. When a student has four unexcused absences, they will be reported as truant and parents will be sent a notice to contact the principal, and a letter of concern will be mailed to District Attorney's Office as required by Oklahoma law. Fines may apply to be paid to the City of Anadarko.**

In order to be successful in school, regular attendance should be a goal. Students should be on time for school, which begins at 8:04 a.m., and be punctual to all classes throughout the day.

EXTENDED ABSENCES

Parents may request for student homework during an extended absence. Twenty-four hour notice should be allowed after the request is made for the teachers to write out assignments. Parents should make every effort to pick the work up after making the request.

ATTENDANCE

Students are required by Oklahoma Law to attend school regularly and promptly. Excused absences are for illness, medical appointments, serious illness or accident involving a family member, religious observances, attendance at a funeral, or death in the immediate family. Unexcused absences include, but are not limited to, truancy, leaving school without proper approval, personal business, work, babysitting, hair appointments, transportation problems not caused by the district, and tardiness. Students who are absent from class due to an excused absence shall be allowed to make-up assignments and tests missed. Students shall be allowed one school day to make-up work for each day missed due to absence. Students should not arrive earlier than one half hour before school begins. Any student who is more than ten (10) minutes late to their 1st class is recorded absent. All students must leave the campus within 10 minutes after school is dismissed, unless they are in an activity, after school tutoring; has staff permission, or serving detention. Three minutes is allotted between classes.

APPEAL OF ATTENDANCE RECORD

Appeals dealing with attendance and tardies must be made to a principal-appointed committee. A request for an appeal must be made within ten (10) days of receipt of the notification that attendance requirements have not been met. This notice shall inform students and their parents or guardians that credit for courses and/or promotion to the next grade or level is being denied. The committee shall determine, at the end of the term, if there are extenuating circumstances for the student's failure to meet attendance requirements and shall provide the student and the student's parents or guardians with a notice as to its decision. The decision of the committee shall be final.

TRUANCY

The district may take reasonable measures to enforce the provisions of the compulsory attendance laws to ensure that all students attend school on a consistent basis. During the times when school is in session, the district's attendance officer or any district administrator may detain and assume temporary custody of any student enrolled in the district who is subject to the compulsory attendance laws, who is found away from home, and who is absent from school without excuse.

The district's attendance officers and the building principals are responsible for enforcing the attendance requirements.

Anadarko Middle School Parent Survey

Please list three things that you like about the Anadarko Middle School.

1. _____
2. _____
3. _____

Three things that I would like to change or see added to the middle school.

1. _____
2. _____
3. _____

Should discipline procedures be strengthened at the middle school?

(Circle one) YES or NO

Please give appropriate suggestions for students who continually disrupt the learning environment of classrooms, bullying other students, defiant to school policies, parental denial of wrong doing, etc.

ANADARKO MIDDLE SCHOOL

VISION STATEMENT:

Every student is a productive responsible citizen that will positively contribute to the local, national, and global community.

MISSION STATEMENT:

The faculty and staff of Anadarko Public Schools will provide flexible on-going instruction and differentiated learning opportunities to prepare all students to achieve at high levels in a global society.

MOTTO:

Ensuring Student Success - Whatever it Takes