

Anadarko Middle School

2023-2024

Faculty Handbook



Education

Education is the most powerful weapon which
you can use to change the world.”

— Nelson Mandela

Mrs. LaVonda Bost, Principal

Mrs. Tracie Steverson, Asst. Principal

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.

PURPOSE:

Create a school system where no barriers exist to prohibit student achievement.

MOTTO: Ensuring Student Success - Whatever it Takes – The Warrior Way

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The Middle School Approach

The proponents of middle schools say that we should take a fresh approach toward the education of students between childhood and adolescence. Most middle school educators

agree on the following general goals. The middle school should provide individualization of curriculum and instruction, promote continuous progress through and smooth articulation between phases of the educational program, and present balanced programs of exploratory experience, activities, and services such as guidance for personal growth and the development of values. When making plans for a middle school, several important areas must be considered.

Organizational Plan A cooperative and collaborative interdisciplinary team is effective in middle schools. Schools can use a team of two to five members, each with special competence on one of the basic curriculum areas. Each member is responsible for planning the program of the base group and for initially counseling individual students. Teaming enables each teacher to become close to every student, and this leads to understanding and confidence. Advisory time is provided to enhance this process.

Balanced Curriculum A balanced curriculum with an interdisciplinary approach should focus not only on knowledge, but also on the personal development of the student and continuation of learning skills. Fields of knowledge which are usually included are language arts, social studies, science, and mathematics, with provision for fine and practical arts on an exploratory basis.

Individualization and Personal Development There should be curriculum individualization and enough guidance and counseling to assure a balance of experiences in accordance with individual needs. Independent study, small group work in instructional centers, personal development in health, and physical activities of a recreational nature to help develop coordination and skill, are an essential part of the curriculum

Teachers An important trait for teachers in middle school is skill in the art of listening. Of course explanations and directions are needed, but when a teacher listens to a child, one learns to understand the student's feelings and his world. Teachers must not only measure up scholastically but must be able to see each student as an individual and want to facilitate the student's making the most of each learning experience.

Flexibility The staff and the schedule need to be flexible in order to accommodate a wide range of individual differences and give the preadolescent a chance to relate his studies to the world around him. Flexibility is also needed for experimentation so that new methods and materials can be tried. The middle school should be a "laboratory for life."

Physical Facilities Physical arrangements can help provide some of the flexibility needed. Often classrooms can be arranged in clusters with movable walls so that the partitions can be folded back to make one large classroom. This is not so with our school, but one can become creative with the use of the outdoor classroom, the lunchroom and stage, the library, etc. Middle school students need places where they can develop social as well as intellectual interests and skills and be themselves. So a student commons, with warm colors and inviting spaces, is important. Learning centers should be large enough so that a wide variety of activities can take place.

Anadarko Middle School 2023- 2024 Staff List

Principal LaVonda Bost

Assistant Principal Tracie Steverson

School Secretary Anna Kittrell

Attendance Clerk Sarah Nunn

Counselors Amanda Hrbacek and Alyssa Young

CIS Coordinator Cheyenne Bradshaw and Kali Alexander

Nurse Kylie Parker

Special Ed Carla Chenowith and Kathy Kappelle

English Department
Rhonda White (6th grade)

Annette Ware (7th grade)

Christy Teel (8th grade)

Science Department
Katie Cantrell (6th grade)

Kelley McGlothlin (7 Grade)

Justin Chandler (8th grade)

Mathematics Department
Debra Stone (6th grade)
Jackie Stone (7th grade)
Samantha Parker (8th grade/ Pre- Alg)

Social Studies Department
Bethanee Lara (6th Geo.)
Cody Farr (7th Geo.)
Scott Whitman (8th U.S. History)

Mike Millard (6th grade STEAM)
Conner Kirtley (PE)
Courtney Smith (Tech Ed.)
Ryan Freeman (Vo Ag))
Jacqueline Smith (FACS)
Laci Tompkins (Art)
Jesse Stone and Houston Smith (Band)

Keyboarding- Brian Lewis
Jessie Peach

Para professionals

Joe Lucero
Ashleigh Connally
Ashley Dolch
Krystal Meredith
James Paddlety
Makayla Gouge

Custodians

Kevin Poolaw

Evan Shaul

Terrie Dirickson

In- School

Kyleen Mixon

9 characteristics of a great teacher:

1. A great teacher respects students. In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students.
2. A great teacher creates a sense of community and belonging in the classroom. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class.
3. A great teacher is warm, accessible, enthusiastic and caring. This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. If this teacher is having a bad day, no one ever knows—the teacher leaves personal baggage outside the school doors.
4. A great teacher sets high expectations for all students. This teacher realizes that the expectations she has for her students greatly affect their achievement; she knows that students generally give to teachers as much or as little as is expected of them.

5. A great teacher has his own love of learning and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

6. A great teacher is a skilled leader. Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

7. A great teacher can “shift-gears” and is flexible when a lesson isn't working. This teacher assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.

8. A great teacher collaborates with colleagues on an ongoing basis. Rather than thinking of herself as weak because she asks for suggestions or help, this teacher views collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator.

9. A great teacher maintains professionalism in all areas—from personal appearance to organizational skills and preparedness for each day. Her communication skills are exemplary, whether she is speaking with an administrator, one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

Dr. Maria Orlando

I. PROFESSIONAL RESPONSIBILITIES

BLOODBORNE PATHOGENS – refer to Policies and Regulations of the Board of Education.

DRUG FREE-WORKPLACE – refer to Policies and Regulations of the Board of Education.

DUTIES AND RESPONSIBILITIES OF THE TEACHER

Each teacher is under the general direction of the superintendent and immediately responsible to the principal for carrying out the policies of the Anadarko Board of Education as they relate to the function of the school, to the classroom, and to the immediate contact with pupils and parents. Specifically, the teacher's responsibilities are as follows:

- A. To direct and evaluate the learning experiences of the pupil in both curricular and extracurricular activities.
- B. To provide guidance which will promote the student's welfare and proper educational development?
- C. To be responsible for students' attendance records.
- D. To maintain necessary communication with parents by returning phone calls and requests within a 24-hour period.
- E. To plan, administer and evaluate the school programs.
- F. To provide for the care and protection of school property at all times.
- G. To participate in the activities of the faculty.
- H. To actively and professionally participate in continued learning through professional development.
- I. To maintain a cordial and professional working relationship with all colleagues and administration.
- J. To follow Site Improvement Plan, site goals, and district goals.
- K. To perform other specific duties as assigned.
- L. To maintain a sense of humor, cultivate cheerfulness, and be enthusiastic.
- M. To maintain confidentiality with respect for colleagues and students in all matters; the "need to know" criteria should govern all information you have within your knowledge.
- N. To give courteous and civil compliance to all regulations even when they are unpopular or seemingly unfair.
- O. To address questions, suggestions, and complaints to the administration so that proper action can be determined. Complaints about equipment, conditions, or decisions should not be made to students or patrons.
- P. To speak proudly, not disrespectfully, of the profession and school. There is no greater profession than teaching!
- Q. To provide a continuing education for In-School Detention students by giving assistance and communicating with the In-School Supervisor.
- R. To perform other specific duties as assigned.

STAFF ATTENDANCE

Teachers should be at school by 7:30 each morning. Teachers who have duty should be at their duty station at 7:30. All teachers should check their school email every morning and every afternoon before leaving the school building.

Staff should not leave the building earlier than 3:20 p.m. each day. Exceptions, of course, are made for the completion of school duties and by special permission.

Before leaving for the day, staff is asked to make certain that all classroom lights and AC's are off, classroom doors are locked, and to check out in the office.

Staff should not leave the building during their conference/planning period except for school business and then only after notifying the office. Those who leave during the day should notify the office before their departure and upon their return.

A good teacher can inspire hope, ignite the imagination, and instill a love of learning.

STAFF ABSENCES

When it is necessary for teacher to be absent, the listed procedures should be followed:

1. Mrs. Bost at 405-933-1128 should be contacted as soon as possible to report the absence and the name of the substitute that will be in attendance, lesson plans for the day should be in the sub folder, and arrangements made for required duty if assigned that day. **Teachers are responsible for finding their own substitutes and having someone cover their duty. This information should be documented on Mrs. Bost's calendar. Should it be a situation with no prior notice, this information should be sent to Mrs. Bost by phone or text.**
2. Personal leave will require three days notice to the building principal as outlined in the district policies and procedures handbook. Each teacher will receive 10 days of sick leave and 3 personal days. Refer to district policies and procedures book for detailed information. Appropriate paperwork can be obtained from Mrs. Kittrell.
3. Bereavement Days will be allowed each year with full pay. Staff will be limited to three days of non-cumulative bereavement days.

SUBSTITUTE TEACHER'S FOLDER

Teachers are required to have available a current substitute folder, containing roll sheets, seating charts, teacher's schedule, alternate lesson plans for three days, list of textbooks/workbooks, discipline plan, duty schedule, emergency plans, and other information pertinent to running the class. Be sure to include the Powerschool sub login information. Never give the sub your password. **This folder must be updated and visible on a weekly basis.**

All work during a teacher's absence should be graded and returned to the students in a timely manner. (This will give more credibility of substitute teachers)

DRESS CODE

Teachers are to dress professionally and lead by example. Special days for casual dress or “jean” days will be every Friday or the last day of the week, except when noted by special occasions.

EMAIL first_initial_last_name@apswarriors.com

MAIL

- A. School mail services are to be used for school business. Employees may not use mail for personal business. School fliers/information sheets, letters must be approved by the principal prior to distribution to teacher mailboxes and/or students.
- B. Teacher mailboxes are the property of the school district and should not be used for distribution of fliers or information for personal profit.

TELEPHONE

Calls for directory assistance should be avoided for they are very costly to the district. Personal phone calls should be in extreme circumstances only.

CELL PHONES

All staff employees' cell phones are to be turned off or silenced during classroom instruction time. Teachers should not use their personal cell phones during instructional time, during student monitoring or duty times without prior principal approval and then on a day to day extreme emergency basis only.

THE PHONE IS A TEACHER'S BEST FRIEND, UNLESS IT IS RINGING.

COPY MACHINES

The district encourages all staff members (not students) to use the machines for making copies. The middle school copy machines are not to be used for personal business, community or civic endeavors. All staff will be limited to 1700 copies per month. Do not give out your teacher copy number to anyone.

COMPUTER PRINTERS

The district will not purchase or maintain a personal printer for staff. If you chose to purchase one, the cost and maintenance will be on your own.

FINANCE AND PURCHASES

- A. No teacher, organization or activity is to make purchases without authorization by a principal. Any purchase made from the general fund, building fund, or individual activity funds must be initiated by a purchase requisition, authorized by Mrs. Bost's signature, **PRIOR TO THE PURCHASE OF ANY GOODS OR SERVICES.** After a purchase order has been issued teachers will be responsible for purchasing the requested merchandise and an itemized receipt reflecting the purchase order number, teacher's signature, date of purchase, and name of the company or firm will be submitted to the administration office for payment or reimbursement.
- B. All organizations will be responsible for collecting and receipting their monies. All teachers will issue individual receipts for any and all money collected and submit the receipt book to Mrs. Kittrell at the end of the school year for audit purposes.
- C. Never leave money on or in a desk. Money should not be left overnight in a classroom. Under NO circumstances is money to be kept over the weekend.
- D. All school money collected by an organization must be receipted and deposited daily with Mrs. Kittrell who will give a receipt and credit the amount to the proper fund.

SALESPERSONS

All salespersons must secure permission through the office before visiting teachers. Conferences should be scheduled during the teacher's planning period.

REFERRAL FOR SPECIAL EDUCATION

The Referral for Multidisciplinary Services (SDE Form 3, which can be obtained from the site Special Education Teachers or the Special Education Director) provides essential information for referral and planning of an appropriate, initial pre-placement evaluation. This form may also be used to initiate other services, which may assist the child.

The first page of this form reflects presenting concerns, information, and a description of efforts to assist the child in the regular classroom environment. It may serve to plan and summarize interventions, supplementary aids and services used to resolve the presenting problem. Building level staff confers and indicates resolution of the problem or further actions as necessary. If needed, the building staff could proceed to another level of involvement by completing the second page of this form.

The second page of the form documents concerns of the parents, background and screening information, and recommended actions. The recommendations, based on review of the available information, may include various services or assistance (e.g., consultation with specialists, counseling, support services in the classroom, referrals to other agencies, and/or evaluation). The referring person (s) signs the form to initiate referral for multidisciplinary services and returns it to the Special Education Director. A referral team meeting is scheduled to determine recommendations. If the recommended action is a multidisciplinary evaluation, the evaluation plan and parent consent will be required.

INCLUSION

Inclusion is supporting students with and without disabilities in the educational and social life of their neighborhood school. The amount of time to be spent in general education classes will be determined by the IEP team for an individual student.

Anadarko Middle School supports responsible inclusion, which includes the following:

- placing students with disabilities in regular education settings in the Least Restrictive Environment in accordance with individual needs;
- placing students with disabilities in regular education in numbers that approach natural proportions;
- providing educational opportunities for students with disabilities equal to those of their peers;
- teaching students with and without disabilities how to appreciate similarities among individuals;
- providing supplementary aids and services (including assistive technology, if appropriate) in the regular educational environment;
- sharing resources, skills and time;
- sharing the educational responsibilities for students with disabilities;
- providing a positive climate in which positive attitudes prevail;
- Realizing that the student with disabilities belongs within the regular environment and should receive appropriate support services within school and community settings; and
- Supporting a district commitment to provide staff development in the areas of inclusion and collaboration.

Responsible inclusion is not:

- Arbitrary requiring all students with disabilities be served full-time in the regular classroom;
- Serving the students with disabilities in regular environments without a well-planned support system in place;
- Presenting content area instruction to student with disabilities without allowing for modifications when

necessary; and

- Evaluating individual student progress without allowing for modifications for procedures when necessary.

Education is the key to success in life, and teachers make a lasting impact in the lives of their students.

Solomon Ortiz

INTERN TEACHERS

Teachers will not be assigned an intern teacher unless they agree to accept the assignment and have 3 years of experience.

A. Responsibilities of Supervising Teacher

1. Assure that the student teacher becomes a part of the faculty and feels comfortable in the assignment.
2. Report any problems that may arise to the principal and university coordinator.
3. Provide opportunities to plan and work cooperatively with the intern. The intern should have the responsibility of planning and teaching the class for approximately two weeks of the internship. This should follow a period of observation and cooperative planning.
4. Require the student to follow all guidelines for intern teachers.

B. Responsibilities of the Intern Teacher

1. Intern teachers will be expected to follow all guidelines for the regular classroom teachers as set forth in the Teacher's Handbook and the Board Policy Book.
2. Please take special note of the following guidelines:
 - a. Duties are the same as supervising teachers (hall or campus supervision, etc.).
 - b. Absence – Report to supervising teacher and to university coordinator.
 - c. Lesson Plans - Supervising teachers must approve all lesson plans. A copy is to be turned in to the principal's office on request and to the supervising teacher.
 - d. Lunch Fees – Interns will be expected to purchase meals. No charges can be made.
 - e. Dress – Interns will be expected to dress appropriately, as a faculty member.
 - f. Substitute Teaching- Interns will be asked to fill in for an absent teacher only in an emergency. Every effort will be made to find a regular substitute.
 - g. Grades- All grades given to the students are

- subject to approval of the supervising teacher.
- h. Discipline – All discipline administered must have the supervising teacher's approval. Corporal punishment is allowed only with parent consent.
- 3. Interns should be provided with a packet containing the Policies and Regulations of the Board of Education, Middle School Teacher's Handbook, and Student Handbook.

Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be. *Rita Pierson*

MASTER CALENDAR

Before announcing any event, check the master calendar with Debbie Green in the administration office. Make arrangements for the activity with Mrs. Green, and then put it on the calendar subject to approval from administration and board of education. The time the event is to take place, location of event, extra time needed for practice, arranging, or other activities must be noted on the calendar.

NONDISCRIMINATION STATEMENT

Refer to Policies and Regulations of the Board of Education

PARENT CONFERENCES

Teachers are encouraged to meet with parents either individually or with the team, depending on the circumstance and on parent request. Conferences need to be scheduled within a reasonable amount of time to be effective. It is best practice to include the child in the conference at an appropriate time. Student-led conferences are encouraged during the scheduled district parent conference day.

Successful conferences with parents grow out of an understanding of factors important in the development of children. The teacher and parents are mutually concerned about helping the child gain the knowledge, skills, and attitudes essential to successful living. Also of concern is helping the child grow into a socially and emotionally mature person. Recognizing this special alliance, the social distance between the parent and teacher would be reduced to a minimum.

Listed below are some helpful guidelines for parent

conferences:

- A. Set the conference at a time and place where there will not be interruptions. Many teams schedule conferences as a team before school, during team planning time, or after school.
- B. Prior to the conference make a list of the various skills and attitudes to discuss. This may be done at a prior team meeting.
- C. Become familiar with the cumulative folder and understand how to interpret testing information.
- D. Have samples of the student's work available. Avoid showing only the poorest or best work. Share the total range of the student's work ability. If possible, show progress or change in the work.
- E. Be aware of which teacher the student has for each subject.
- F. Accept the fact that the parent has some fears about coming to the school for a conference. Thus, the teacher should set the tone for the conference.
- G. Find something good to say about the child to begin the conference.
- H. Assure the parent that you are genuinely interested in his/her child as an individual and see him/her as a worthwhile person.
- I. Be aware of how the parent thinks and feels about his/her child. This often helps you to better understand the child's behavior.
- J. Weight your words. Certain terms may hamper parents from learning what they want to know or may create a communication problem.
- K. When giving suggestions, it is wise to offer alternatives so that the parents may decide which to use. If they can be led into making their own decisions, the suggestions will more likely be accepted.
- L. Reflect only positive attitudes toward another teacher or the school.
- M. Do not allow comments about other children to enter the conversation. Avoid referring to other children by name.
- N. Summarize major areas discussed, agree upon the action needed, and clarify the next steps.
- O. End the conference on a note of optimism.
- P. Keep written records of the conference including date, purpose, items discussed, and the suggested plan of action. When considering retention or failure teachers will be required to show proof that parent contact has been made regarding the child's progress.
- Q. Avoid suggesting services not provided by the school.

PERSONNEL PROBLEMS

- A. An attempt should be made to settle personal problems which might arise among staff members by the persons involved. If a solution to the problem cannot be reached, then the persons involved should meet with the school principal and/or assistant

- principal in an attempt to solve the problem.
- B. If at this point a satisfactory solution has still not been achieved, the parties involved should contact the following authorities in this sequence:
1. The superintendent of schools
 2. The board of education

TOBACCO-FREE ENVIRONMENT

Refer to Policies and Regulations of the Board of Education.

WORKMAN'S COMPENSATION

If a teacher or support staff is injured during the performance of their duties, they should contact the building principal immediately.

**GREAT TEACHERS ARE
OFFENDED IF ADMINISTRATION
DOESN'T COME INTO THEIR
CLASSROOM REGULARLY.
HIGHLY CHALLENGED
TEACHERS DO NOT WANT
ADMINISTRATION IN THEIR
CLASSROOM.**

TEACHER EVALUATION (TLE)

The goal of the evaluation process is to facilitate and provide opportunities and motivation for growth by establishing high standards of competence and promoting the acquisition of advanced skills. It is to be implemented in a supportive atmosphere of positive communication and professional sharing of knowledge, and with the premise that students deserve equal instruction.

Purposes – The purposes of evaluation are to provide:

- A. A high standard of effective instruction in the district.
- B. An opportunity to identify, recognize and praise quality job performance
- C. A mechanism for identifying staff development needs
- D. A focus on professional growth to increase student learning.
- E. A process that promotes professional growth to increase student learning.
- F. Provide opportunities to set plans for growth that values the educator's professional judgment.
- G. For the continuing interchange of ideas and encouraging rapport among staff.
- H. Information that may be used to make recommendations concerning employment to the Board of Education

The building principals shall evaluate each teacher

formally in writing. The evaluation shall be based upon the criteria for evaluating professional performance as acted upon by the Board of Education.

- Each formal written classroom evaluation shall be preceded by at least two (2) classroom observations of at least thirty (30) consecutive minutes.
- A copy of each formal written evaluation shall be given to the employee and a conference shall be held between the employee and the building principals or within ten (10) school days following the classroom observation. A copy signed by both parties shall be given to the employee. The employee's signature does not necessarily mean agreement with the evaluation but rather awareness of the content.
- If the employee feels the formal written evaluation is incomplete, inaccurate, or unjust, an objection in writing may be attached to the evaluation report to be placed in the personnel file. The file copy with objection shall be signed by both parties to indicate awareness of the content.
- The building principal or appropriate supervisor shall provide the employee with definite, positive assistance to improve the quality of teaching and to eliminate difficulties noted in any evaluation. Such assistance shall be noted in writing and a signed copy retained by the supervisor and the employee.

Every probationary teacher shall be evaluated two (2) times per semester, once prior to November 15 and once prior to February 10. Every tenured teacher shall be evaluated at least once (1) per semester. Entry year teachers require additional evaluations from their respective committee members.

All certified staff will be evaluated by the administrators or other designated personnel under whom their names are listed. Mrs. Steverson will assist with all evaluations.

**AMS is a "BELL to BELL"
learning environment.**

STEVERSON

(P)CANTRELL*3
(P)KIRTLEY^@1
(P)TOMPKINS *2
(P)CHANDLER^@1
(P)LARA^@1
FARR
MCGLOTHLIN
WHITMAN
(P)PEACH^*2
(P)LEWIS^*2
(P)J. SMITH^@1

BOST

(P) D.STONE@1
STEVERSON
WARE
(P)YOUNG^*2
(P)KAPELLE^@1
TEEL
(P) CHENOWITH^*1
MILLARD
(P) HRBACEK#3
(P) PARKER^*6
(P) J.STONE*2

BOST CONT.

WHITE

- Denotes administration evaluations

^ - One year Contract

* - Denotes non tenured teacher

I WOULD RATHER HAVE ONE TEACHER STANDING AMONGST HER CLASS, THAN TWO TEACHERS SEATED AT THEIR DESK.

-Dr. Van Stelle

SEXUAL HARASSMENT

Sexual harassment in any form will not be tolerated. If students, teachers, or staff believe that they are being sexually harassed, they are encouraged to report any incident to their teacher, counselor, or principal. Information received will remain confidential, and all sexual harassment complaints will be investigated.

II. INSTRUCTIONAL RESPONSIBILITY

AOL LESSON PLANS

It is the responsibility of the teacher to keep weekly AOL lesson plans that include state PASS objectives. They will be posted on-line in Google and due each Monday morning by 8am. Daily bell ringers that reflect review of vocabulary, learned skills, and content should be posted everyday. Teachers should review questions/answers with students.

Students should write the weekly and/or daily lesson plans in their planners every Monday for each class. Lesson plans will correspond to curriculum map/pace setting guide, common assessments, benchmarks, and state PASS objectives.

ALL LESSON PLANS ARE TO BE UPLOADED TO THE PRINCIPAL'S GOOGLE CLASSROOM BY 8 AM MONDAY MORNING FOR THE CURRENT WEEK.

AOL Lesson plans should contain information such as:

- State Objective
- daily bell ringers
- APK (Access, Activate Prior Knowledge) 20%
- Vocabulary
- (TIP) Teacher Input 20%
- (SAP) Student Active Participation 45%
- (ISS) Identify Student Success 15%

USE OF THE COMPUTER LABS

We are very fortunate to have the luxury of a computer lab, and we are all responsible for making sure it stays in excellent condition. This will be possible only through a joint and consistent effort. The computer lab may be scheduled in advance for class use through the library staff on a first come first served basis. Classes who visit the lab will do so under their teachers' active supervision for the duration of their visit. The teachers are responsible for student discipline while they are in the lab. Due to the value and delicate nature of the equipment, teachers are expected to be alert and to ensure that students are using the equipment with the utmost care. Classes should use the equipment for a specific education purpose.

SWAG TIME

The SWAG time in our daily schedule is intended for students to read and confer with the SWAG teacher concerning their reading logs, journals, and unfinished assignments. It is the joint responsibility of the teacher and the student to ensure that students have a library book, binder, keep the daily reading log current, that students are writing their current grade for each class in their planner weekly and are working on their incomplete work if they have any. Students will be required to document daily reading in the individual reading Journals under the supervision of their SWAG teacher. Students are to write at least 6 sentences (6th grade), 7 sentences (7th grade), or 8 sentences (8th grade) each day after reading. Students who fail to complete their daily SWAG time due to absences (excluding excel activities) or lack of effort will be subject to a pyramid of interventions until they meet this goal.

All 6th, 7th, and 8th grade students will have SWAG before or after their lunch period. SWAG teachers should confer with every student each day and document progress or lack thereof on the SWAG log. Students who are experiencing difficulties should be dealt with immediately in order to prevent frustration for both the teacher and the student. Students should not leave class during SWAG. The only exception would be to go to the library.

TEXTBOOK PROCEDURES

Each teacher will write in marker the student's name and the initials in each text book. Keep the number for the textbook beside the student's name in your grade book. Each book should also be numbered with a marker on the inside cover. If a student loses a book, another one will be issued upon payment for the lost book. Mrs. Kittrell has the costs of the textbooks. The teacher is responsible for contacting the parent for payment when a textbook is lost. Teachers should check each book for damage or graffiti before they assign the book to a student.

Great teachers have high expectations for their students, but higher expectations for themselves.

STAFF MEETINGS

Staff meetings may be called in the library from 7:40 a.m. to 8:04 a.m. All teachers, except those on duty, are required to be in attendance. Teachers on duty or absent must get with the principal to sign the agenda sheet(s), and acquire any handouts. A signature reflects your acceptance of, and full understanding and willingness to cooperate with all materials submitted and discussed. We will do our best to inform you of meeting days.

PROFESSIONAL LEARNING COMMUNITIES

The Anadarko School District focuses on student learning, which supports the philosophy that every child can learn and failure is not an option.

Our school district supports this learning philosophy by asking and answering the three basic questions of Professional Learning Communities:

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond and what will we do when they don't learn?

Anadarko Middle School has adopted four results oriented goals focused on raising student achievement in Language Arts, math, Social Studies, Science, and elective classes. Through the use of collaborative teams our school will work in concert with the Professional Learning Communities Philosophy.

1. Time and Structure for Collaboration

The middle school has developed an eight period school day that will provide daily time for teams to meet and collaborate on academic strategies, common assessments, interventions, universal/benchmarks, etc. To enhance student learning, teams will have the benefit of time, focus, parameters, access to information, and ongoing support as they engage in collective inquiry and action research.

Required weekly team meetings for staff members should foster a desire to share and learn from one another. This is time to share what's working and explore what is not working with student learning.

2. Share Expectations for Learning: What is it we expect students to learn?

Teams will use previous and current student performance data to identify the following skills/areas to focus on across the content areas: similarities and differences, homework and practices, non- linguistic representations and vocabulary, the use of Bloom's Taxonomy/Webb's Depth of Knowledge to enhance critical thinking skills in student assessments. District Academic Curriculums, Team syllabuses, Common Assessments, Power Objectives, Benchmarks, Interventions will be monitored and discussed on a regular basis. The development of pacing guides based on each nine-week syllabus will ensure that every teacher teaches all standards to mastery. Data will drive instruction. This will greatly enhance teachers' ability to share successful ideas and strategies.

3. Assessments: How will we know when they have learned it?

With everyone focused on the same content at the same time, staff can focus on developing assessments to see if students are learning. Each team (or teacher) will develop, monitor and assess students by developing, scanning, and recording student data. Each team will develop a minimum of assessment per 1 to 2 weeks of instruction. Curriculum maps will outline the standards that students will be required to master on all chapter and MAPS tests. Assessment data will provide every teacher with timely, relevant feedback on the achievement of mastery of his or her students. Academic teams will use the data to identify strengths and weaknesses in student learning and identify areas that need additional attention or re-teach before state mandated testing.

4. Pyramid of Interventions: How will we respond and what will we do when the students don't learn?

Academic teams will meet regularly to identify students who need timely interventions. This school-wide systematic approach to address the needs of struggling students will be addressed by "Pyramid of Interventions," this approach incorporates teacher, counselor, and building level interventions that are implemented to ensure student success. Advisory period, after school tutoring, buddy assignments, parental involvement, conflict mediation, team meetings for a plan for success, and a sample of the many interventions that comprise the pyramid.

All staff will make themselves familiar with all aspects of PLC's, and work in concert with all team leaders, staff, administration, and district goal in the full implementation and philosophy of PLC'S within our school and district. (EX. numerous resources are available to you in the Professional Section of the AMS Library and staff development opportunities.)

The success of a team depends upon how well the members play together and this means being willing to lose one's identity for the sake of the team.

DUTIES

In order to be consistent, the following guidelines will be used by playground, lunch, hall, and bus duty personnel:

- be at your post on time.
- If you are unable to be at your post, you are responsible for getting another teacher to take your duty.
- Expect students to behave in an orderly and safe manner. Be consistent in your expectations.
- Supervise your area quietly yet firmly.
- Monitor the area by moving around, use common sense, stay alert to large groups, and refrain from talking for long periods with other duty personnel.
- If a problem arises with a student, use appropriate management techniques to change the behavior (meet with student, meet with student and counselor, make parental contact).
- If a student repeatedly creates problems, report this to a principal.

HALL DUTIES – Morning (7:30 a.m. to 8:04 a.m.) Noon (see schedule)

Greet staff, parents, and students coming into the building. No students are to enter the halls or go to their lockers before school unless a teacher has given them permission. Students may be permitted access to the library. All other students should be directed to the East designated playground area. Bathroom privileges will consist of one time only and no more than three at a time. In bad weather students will be ushered to the cafeteria. (Outside playground duty personnel will help monitor the cafeteria) If the cafeteria is full, the duty teachers will send word to the office. It will be announced that all students and teachers will go to their 1st period classes early. (Use good common sense when applying rules)

BUS DUTY

Teachers will report to the front of the building and spread out. A teacher should be located near the lunchroom on the East end, one near the middle of the building, and another at the west end near the tree. Students will load buses in front of the building. The safety of the children is our prime concern so we need to be alert at all times.

LUNCH DUTY/RULES

Students will not be dismissed early for lunch unless the site principals have given them permission or warrior pride. Teacher-aides who have lunch duty need to be in the cafeteria one or two minutes early before students enter. Students should assume they would go outside unless advised otherwise by the office; therefore, they are to get their coats and go to the restroom before going to the cafeteria. Once students go into the cafeteria during lunch, they will not be permitted back into the halls or restrooms unless they have permission from the hall duty teacher. (With permission individual students may go to the library at noon)

All students are to walk (escorted if necessary) to the cafeteria. Students are not to hold places or take cuts in line. All students who eat a hot lunch should get in line when they arrive.

All students are asked to visit quietly while in the cafeteria. Students should leave the tables and chairs clean for others who follow and avoid spills. Students are not to pick up or move chairs except to push their chairs up next to the tables when they are finished eating. Students should scrape their trays and place utensils and trays in the appropriate place.

Students must go outside after lunch unless they are ill and/or have a note to show the duty teacher. This provides space for other students to sit down and gives kitchen help time to clean tables between lunch periods.

When students remain inside, they will be seated in the hallway after putting up their trays. Students should be dismissed by tables and students should remain seated until they have been dismissed.

MEETING OR DUTY ABSENCE

If a teacher is unable to attend a faculty or PLC meeting or cannot supervise an assigned area, the teacher is responsible for letting the person in charge of the meeting know, acquiring the information from the meeting and arranging coverage in their assigned area.

IDEAL TEACHER

- A. **Sense of humor**
- B. **Fair and impartial**
- C. **Friendly in and out of class**
- D. **Neat and attractively dressed**
- E. **Cheerful and smiling**
- F. **Knowledgeable in content area**
- G. **Firm and consistent in disciplining**
- H. **Reasonable in regard to homework**
- I. **Understands and likes students**
- J. **Continual self-evaluation and improvement**

FIELD TRIPS

A. The Anadarko School District recognizes that there are occasions when it would be beneficial to the students to take field trips. Therefore, budget permitting, the following guidelines will be used:

1. Field trips should be limited to those trips that can be completed between (8:00 a.m. and 2:30 p.m.)
2. There must be at least one certified Anadarko Middle School faculty members on each bus and a student to teacher ratio of 1:10. Any adult, who is not a certified Anadarko Middle School faculty member traveling with the group, must be an authorized sponsor of the site principal.
3. All students and teachers must return by the same mode of transportation in which they left.
4. Bus drivers are not responsible for discipline.
5. Field trips will not be approved prior to or during test weeks or the last two weeks of school.
6. No rewards trips will be taken out of state.

Tell me and I forget.
Teach me and I
remember. Involve
me and I learn.
Benjamin Franklin

B. Procedures for field trips: Certain procedures must be followed in setting-up and taking field trips.

1. Before announcing an event, staff members must:
 - a. Receive permission from the site principal and complete the board approved trip request form.
 - b. Check the master calendar with Mrs. Green for conflicts.
 - c. Submit to the site principal an Activity Request form at least seven days in advance.
 - d. Turn in a list of eligible students attending the activity alphabetically by grade to Mrs. Williams.
 - e. Submit to the site principal an activity transportation request form at least seven days in advance.
2. Before leaving campus the following procedures must be followed:
 - a. The faculty member (s) must call roll and count heads before notifying Mrs. Williams

- b. of students who are absent. If a group leaves before Mrs. Williams arrives at school, the faculty member(s) in charge will make arrangements for that information to reach her before leaving or no later than 8:30a.m.
3. Responsibility
 - a. Staff members scheduling the field trip will assume responsibility for maintaining student behavior consistent with the conduct section of the student handbook. **Both a roll call and head count will be conducted before leaving for and upon boarding to return to school. No exceptions. The teacher should walk from the back of the bus to the front while conducting this task.**

Characteristics of Effective Middle School Teachers

The Effective middle school teacher:

- well organized (thus preventing problems that are likely to arise from confusion).
- manages time with proficiency allows more time for academic tasks rather than classroom routines.
- emphasizes academic achievement and expects that all students will achieve.
- selects and directs appropriate classroom activities.
- **focuses on mastery of one skill before moving on to the next.**
- involves students in learning activities whenever possible.
- assigns challenging tasks for students and offers the tools they need for success.
- displays proficiency in the subject matter and seeks current techniques and information.
- has excellent and varied presentation skills (i.e., offers good explanations, demonstrates, leads good discussions).
- actively monitors student progress by asking questions and circulating around the room.
- gives adequate feedback so students know what they have learned and what still needs to be learned. (Work graded in a timely manner and interventions given based on daily assignments)
- provides learning experiences in which students cooperate with one another and take responsibility for their work.
- directs questions to specific students rather than to those who volunteer.
- encourages positive behavior and controls negative behavior.
- clearly defines long term and short term goals that fit the scope and sequence of the school's instructional design.

TEACHER SUPPLIES AND EQUIPMENT

All supplies and technology-related equipment ordered through site and district budgets are the property of the site/district. Students may use all computers. Computers should not leave the school building without prior consent from the school site principal.

III. STUDENT ATTENDANCE

CLASSROOM ATTENDANCE PROCEDURES

Attendance is taken **hourly**. It is essential for district and state records and for reporting purposes to parents that attendance procedures be followed consistently and accurately. This is part of teachers' classroom management skills and will be viewed during evaluations.

Attendance information should be recorded online and submitted at the beginning of **each period** online to the office. The office will document absences online for teachers to view on a regular basis during the day. Check online each period and report any discrepancies immediately to the office.

1. If a student is not shown to be absent, but should be, then the office should be notified immediately.
2. If a student is shown to be absent, and should not be, the office should be notified immediately before a parent is called.
3. If students come to class 10 minutes after the tardy bell, mark them absent and send them to the office for an admit.
4. All students late to 1st period shall report to the office for an admit.
5. If students come to class tardy second through eighth periods, logue them online as TU.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William A. Warr

ABSENCE CLASSIFICATION

- A. Excused Absence – Any reason the student is out of school other than for school-sponsored activities or truancy. The parent must call the office the day of the absence.
 1. A student will only be released to those individuals listed to check a student out on the information form regardless of persistence.
 2. A student with an excused absence will have

approximately the same number of days to make up work as days absent. It is each student's responsibility to make arrangements for any make-up work.

3. After a student's 4th unexcused absence, a letter will be sent to the Caddo County District Attorney.
 4. All exceptions to this rule concerning medical problems or family emergencies must be submitted in writing with proper documentation by the parent/guardian. The building principal will determine all exceptions. If the exception is denied, the parent/guardian may request a review by the attendance committee, which is composed of the building vice principal, an attendance coordinator, teachers, and a counselor.
- B. A student should not miss more than 10% of calendar days(Excused and Unexcused)
 - If a student is absent for more than 10% in any class, the student loses the semester credit for that class.
 - C. Truant
 1. When the student is absent without the approval of the school and parent.
 2. Leaving school or not in class without checking out through the office.
 - D. An admit to class is needed:
 1. Upon returning to school after an absence when no parent contact has been made with the school.
 2. When reporting to school after the first hour roll call has been taken.

EXCUSING STUDENTS

- A. Students are not to be excused from classes without a signed planner/handbook student pass from the teacher in charge. Passes should include the teacher's name, the current time, and the student's destination written in ink. Teachers, counselors, and principals will send all students in the halls without hall passes back to class. Students who are continually seen in the hall will be placed on a NO HALL PASS LIST. Students on this list will not be permitted to leave any class unless it is an extreme emergency. They will then be escorted to and from their destination.
- B. Students may not go to the office to use the telephone, check lost-and-found, or to get items which have already been given to the teacher such as cough drops, bandaids, chapstick etc., during class time except for emergencies.
- C. Students may not be excused from the building or school grounds for any reason without the parent signing them out or permission from a principal.
- D. Teachers should not ask for students to be excused from other classes for any reason unless a **prior**,

- mutual agreement is reached by both teachers.
- E. Students excused for school activities should be listed giving name, type of activity, and the duration of time the student will be absent from school. This list should be presented to the principal and a copy to Sarah Nunn a minimum of seven (7) days before students are to be excused.

TARDIES

Tardies can often be avoided if students know:

- That the teacher will always begin class on time.
- Beginning activities have a high interest level and are meaningful.
- Teacher has high expectations and establishes bell ringer routines for students each day.
- Teachers encourage students to hurry on to class.
- Each team should determine and implement a reasonable tardy procedure, and all members should apply the procedure consistently.

Teachers should expect students to be on time and be consistent with following AMS procedures, when they are not.. When the tardy bell rings teachers should close their door and take roll. Any student tardy to class should be counted tardy in the computer system. If the student has already been counted absent, it is the teacher's responsibility to change the absence code to tardy as soon as the student enters the classroom. A tardy report will be generated by the office staff and student consequences will be enforced at that time.

WITHDRAWAL SLIP

Students withdrawing from school will bring a withdrawal slip to each teacher for completion. The grade given to the student should be cumulative semester grade (not the nine-week grade). After the student has withdrawn from your class (for any reason, make a note of the date on the grade book to this effect.

**"ONE CAN NOT
BE BURNED OUT
IF A FIRE
HAS NEVER BEEN
LIT."**

IV. STUDENT EVALUATION

Teachers are responsible for accurate grading of student work. The Anadarko Middle School staff will adhere to a

four point grading scale as used in colleges. See Mrs. Bost for an explanation if needed.

The semester grade will be determined by a running total of all assignments given during each semester. In recording grades on permanent records, grade cards, and materials given back to students the following grading scale must be used to determine a letter grade. All assignments should be worth 100 pts.

100- 90	A	4 points
89-80	B	3 points
79-70	C	2 points
69-60	D	1 point
59 and below	F	0 points

When applying the grading scale, one should consider the following statements:

- The student's abilities, performance, and achievement should be the basis of the grade
- All teachers should have a record keeping system which may be explained if questions should arise.
- A student's behavior should be reported as a conduct grade and not as part of the academic grade.
- A FAILING GRADE SHOULD NEVER BE RECORDED FOR A GRADING PERIOD WITHOUT PRIOR NOTICE TO PARENTS. Any teacher doing so should be able to verify the dates of each parental contact and feel confident the parent is aware of the failing grade.
- Formal grade reports are prepared four times a year and sent home for parents' review.
- Teachers will take two to three grades per week and at least one summative assessment every two weeks . Grades should reflect individual student achievement.

Teachers will be responsible for distributing report cards to their 8th period students. Teachers will conform to a letter grade only on all student report cards. Final report cards can be picked up by a parent one-week after school has been dismissed for the summer.

ELIGIBILITY PROCEDURES

After the fourth week and every week thereafter, you are asked to have all student grades updated and submitted every Wednesday by midnight. A master probationary and ineligible list containing all students who are failing the current semester will be emailed to you by Friday of each week. Because of state requirements regarding eligibility which assign harsh consequences to districts which do not comply, it is imperative that eligibility be turned in to Mrs. Kittrell before 11:00 p.m. each Thursday of the week. Your prompt attention is appreciated.

TEST SCHEDULE

Every certified staff will give a comprehensive midterm benchmark and will be required to adhere to administrative scheduled times and dates for taking them.

Semester tests should be designed using Bloom's Taxonomy, current year's Common assessments, state objectives and skills taught for each specific semester. Any exception will need administrative approval prior to administering the test. Teachers may be required to hand in copies of their nine weeks test. All semester tests will be average into the final semester grade.

Please refer to the testing schedule provided.

HOMEWORK

The purpose of homework is to provide review and reinforcement of daily lessons. Homework should be just that, "homework," and limited to a reasonable amount of meaningful activities to be evaluated thus determining the degree of student comprehension. It is not to be assigned for punishment or "busy work."

Homework should be graded and averaged into each mid term and semester grade. A meaningful amount of emphasis should be given to homework when considering the mid term and semester grade no less than 25% of their final grade.

MAKE-UP WORK/LATE WORK

All students in all grades will have one day from the assigned date to make up any missing assignment for full credit in all their classrooms. After one day students may not be given full credit for work completed.

**SOME OF THE BEST LESSONS
ARE LEARNED FROM
MISTAKES AND FAILURES.**

TEACHER'S GRADEBOOK

The teacher's on-line grade book is an official record of student performance. This book should be processed and maintained with utmost diligence. Student grades should be updated by the end of the day on every Thursday prior to the Failing List going out on Friday morning. (Please do not leave your gradebook open in class. All student's grades are confidential.) Parents can access their child's grades through PowerSchool.

In order for the reporting of grades to have some uniformity and consistency, each teacher is asked to follow these suggested procedures.

1. Both grades and attendance will be recorded in the on-line book. This book should have the teacher's name, subjects taught, and the current school year on the page.

- All grades should be recorded with numerical value. Power school will generate a letter grade for students. Grade distribution scales for each mid semester and semester should be completed upon request from administration.
- Grades should be weighted accordingly:
Daily grades count 1, Quizzes count 1, Unit or Chapter Tests count 2, Semester Tests count 3
- All textbooks should have a written number on them and assigned to individual students. Teachers should keep a list of this information in case a textbook has been lost or damaged. Textbooks will be taken up at the end of the school year. Please make sure book # and the assigned student is accurate.
- All grade and attendance books will be turned in at the end of the year and kept by the office.

When meeting with parents, a copy of the students grades should be made available to them.

*If someone is going down the wrong road, he
doesn't need motivation to speed him up. What he
needs is education to turn him around.*

Jim Rohn

DISCIPLINE

The word discipline is defined as training that molds or perfects a specific skill or behavior. Adults at the middle school are attempting daily to discipline students to accept and maintain appropriate behavior. The appropriate behavior is based on societal norms. Discipline will be fair, impartial, reasonable, and non-discriminatory. The school shares the responsibility with the parents and the community to teach self-discipline; therefore, the goal in working with students will be to utilize techniques that promote good discipline. Discipline should not be confused with punishment.

There are consequences for all actions, and students should be taught and reminded often of that fact. Each infraction should be viewed separately with consideration for its unique factors. Consistency affects the classroom climate, and fairness is watched carefully by all students. Attempt to always ask yourself, "Is this how I would want my child treated?" when correcting student behavior. It is unwise and demeaning to embarrass or ridicule students at any time. Please protect and respect students' dignity and your integrity.

STUDENT'S RIGHT TO LEARN

We believe that each student has a right to learn.

Sometimes a student's right to learn must be protected. A student should never be allowed to continually disrupt the learning environment or constantly infringe on the rights of others. A teacher should handle student problems whenever appropriate and possible. In order to minimize problems, it is recommended that teachers:

- Be firm, fair, friendly, and flexible
- Show professionalism in working with students
- Provide structure
- Provide realistic challenge
- Have high expectations
- Contact parents early to enlist their support
- Seek help with students when needed
- Cooperate with each other and the administration

The following ladder of discipline referral is suggested.

Level 1 Teacher - Student

(classroom consequences-from mild to more serious)

Level 2 Teacher - Counselor - Student

(counseling - documentation - more alternatives)

Level 3 Teacher - Parent - Student - (possible counselor)

(parent informed - support enlisted)

Level 4 Student - Principal

(more drastic actions considered)

Level 5 Student - Principal - Parent - Teacher

Minor Infractions

Minor infractions are part of the classroom

management responsibilities of a teacher. The

teacher can usually handle these matters more effectively by working with students and parents.

These such things include lack of supplies, talking, problems relating to classroom activities, candy, gum, falling asleep in class, and tardies.

REFERRALS

When teachers have used all their resources without results, disruptive students should be sent to the office. In referring a student to the office, communication and documentation are extremely important. Teachers should use the Disciplinary Referral Form "Pink Slip" and should be handed to the principal or one of the secretaries. On the referral the teacher should write what actions have been taken. Teachers are encouraged to dismiss emotion before writing on the referral. All referrals will be sent home to the parent, so check spelling and sentence structure. Once an administrator sees a student, a format similar to what teachers employ will be utilized. The purpose of administrative intervention is to enable a student to return to the classroom to learn. Students should know that when they break a rule, they will be given reasonable consequences. In order for discipline to be cooperative

effort between administrators and teachers, communication and support are required. **At no time should placing a student outside the classroom be a form of discipline.**

PARENT TELEPHONE CONTACT

We believe that establishing and maintaining teacher/parent communication channels is vital for good student discipline and academic progress. Teachers are encouraged to make positive telephone calls to parents as often as possible. This builds credibility and recruits their support if needed in the future. When it becomes necessary to call a parent about a problem, it should be to inform parents about the problem and not to solicit action against the child at home. Teachers should return all parent initiated calls ASAP. It is suggested that teachers make note of their parent contacts in their grade books or on their calendars. These may be needed at a later date.

DISCIPLINE ALTERNATIVES

- Conference with students.

Write a plan for improvement and develop short term goals for behavior. Discipline individuals, but do not penalize a class for the inappropriate actions of one student.

- Seating arrangements can be altered.

The location of one's friends or the teacher may often influence student behavior.

- Time out can be used.

Provide an area within the classroom where a student may sit and be separated from the activities of the class. Also putting the student outside your classroom's open door is an option for short periods of time.

- Use a positive approach in dealing with students.

Praise and the building of self esteem is far more successful than recrimination.

- Avoid themes, sentences or writing as a form of punishment.

- Keep students busy in constructive experiences.

Be willing to make adjustments when students become disinterested.

- No student may be permanently dismissed from a class without a parent conference, administrative act, and a due process hearing with the superintendent; so **don't make threats that you cannot enforce.**

The number one problem in the classrooms is not discipline; it is lack of authentic learning tasks, procedures and routines.

-Harry Wong

NOON DETENTION

Noon detention will be held during both lunch periods Monday thru Friday. Parents may request a change in dates one time per incident. Attendance is mandatory and non-attendance can result in suspension.

STUDENT SUPERVISION

Control of the corridors is the joint responsibility of all members of the faculty. All teachers are responsible for student supervision in the immediate area of their assignments before school, during passing periods, and after school. Any exceptions will be by administrative direction. **Students should never be left unsupervised.** Teachers should ask a fellow teacher on very limited bases buzz the office to obtain a monitor to watch a class, or us their prep time if they need to leave a classroom.

SURVEILLANCE EQUIPMENT

For safety reasons we have installed surveillance cameras in the hallways, cafeteria, and on our playground. These cameras have the abilities of recording conversations, communicating with individuals within the range of the cameras and visual recording of every movement.

DISTRICT INTERNET POLICY

(See student handbook)

Emergency “Go Bags”

The emergency “go bags” are found in every classroom and must be taken with you during emergency drills and emergencies.

Contents:

- ~ Latex gloves
- ~ Flashlight and batteries
- ~ First Aid supplies
- ~ clipboard with “Need Help” and “All Clear” signs
- ~ Each teacher must also keep an updated folder containing a class roll sheet for each of your classes.

Emergency Evacuations

Important: The last teacher to exit should close the outside doors. All teachers should close their classroom doors after making sure everyone is out of the classroom. In the event of a fire alarm between classes, the following procedures should be observed:

- Students should exit through the nearest door in an orderly manner and walk approximately 25 yards away from the building.
- Teachers should immediately clear their classrooms of all students and close their classroom doors.
- Teachers should take class rolls and account for all students. If a student is missing, notify an administrator at the front entry of the school.
- Teachers on their conference/planning period should report to the outside location where they would have taken their next hour class to help supervise students.

Secure Students

Please note: these procedures are CONFIDENTIAL and should not be shared with students! In the event of a drug search, drug dog, or a threat outside of the building, the following procedures will be followed:

The notification for the Anadarko Middle School will be, “*May I have your attention please! Teachers, at this time, please secure all classrooms and account for all students.*” This statement will be repeated three times.

(Doors should ALWAYS be locked, teachers can continue teaching, no one is allowed to leave the classroom until the all clear via intercom is given even if the bell rings.)

Lockdown Procedures

Please note: these procedures are CONFIDENTIAL and should not be shared with students! In the event of a bomb threat, intruder, or unusual emergency the following procedures will be followed:

- The intercom will play continuously but no announcement will be made due to urgency.
- Teachers should immediately assume that an unusual emergency is occurring.
- Lights should be off and students and teachers should take position in a secure area of the classroom.
- Everyone is to remain silent during this lockdown.
- Teachers should immediately close their classroom doors and search their rooms for anything out of the ordinary. The search should be conducted as casually as possible as not to alarm students
- NO student should be allowed to leave the room for any reason until determination of the situation has been made. At that time, teachers will be notified by the intercom
- If ever any teacher has reason to believe that there may be a gun, bomb, or unusual emergency in their room they should immediately evacuate the room and notify the office.

ANADARKO PUBLIC SCHOOLS | 2023-2024 CALENDAR

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

JANUARY '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

1-3 No School
3 Staff PD
4 Second Semester starts
15 No School

AUGUST '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2nd Enrollment
3rd EXPO
7-8 Staff PD
10 Students first day

FEBRUARY '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						19

14 Valentine's Day
15 P/T 3:30-9:00
16 No school
19 Presidents' Day

SEPTEMBER '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 No school
21 P/T 3:30-9:00
22 No School

MARCH '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15-22 No school
15 ½ day Staff PD

OCTOBER '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

9-16 No School
16 ½ day Staff PD

APRIL '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 No School
12 No school
15 No School

NOVEMBER '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 No School
20-24 No school

MAY '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 Last school day
17 No School Staff PD
27 Memorial Day

DECEMBER '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21-29 No School

KEY						
	PD Day No School		Virtual Days			
	School in Session		Enrollment /Back to SchoolExpo			
	No School		165 school days			

Last revision 02/24/2023

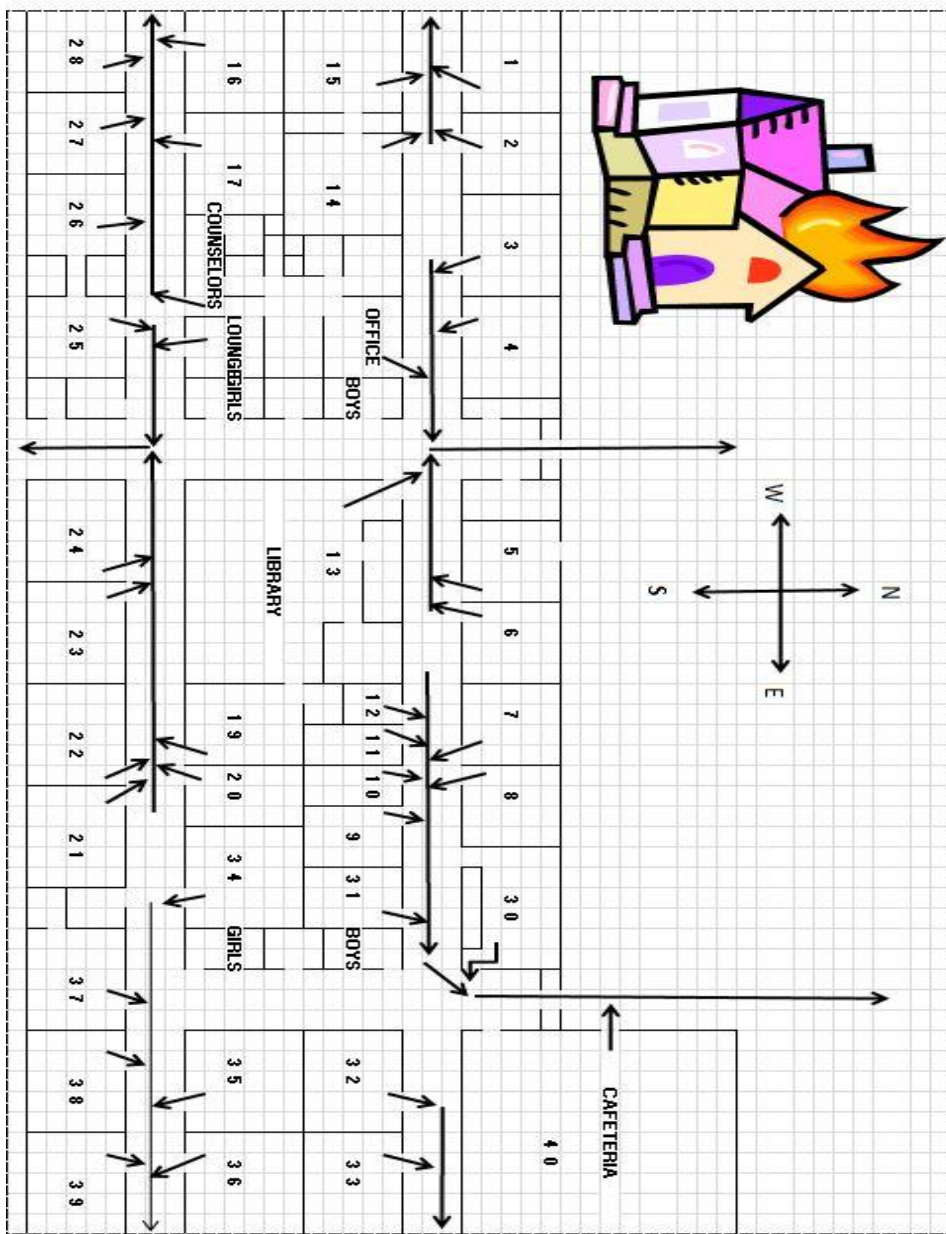
Calendar Template © calendarlabs.com

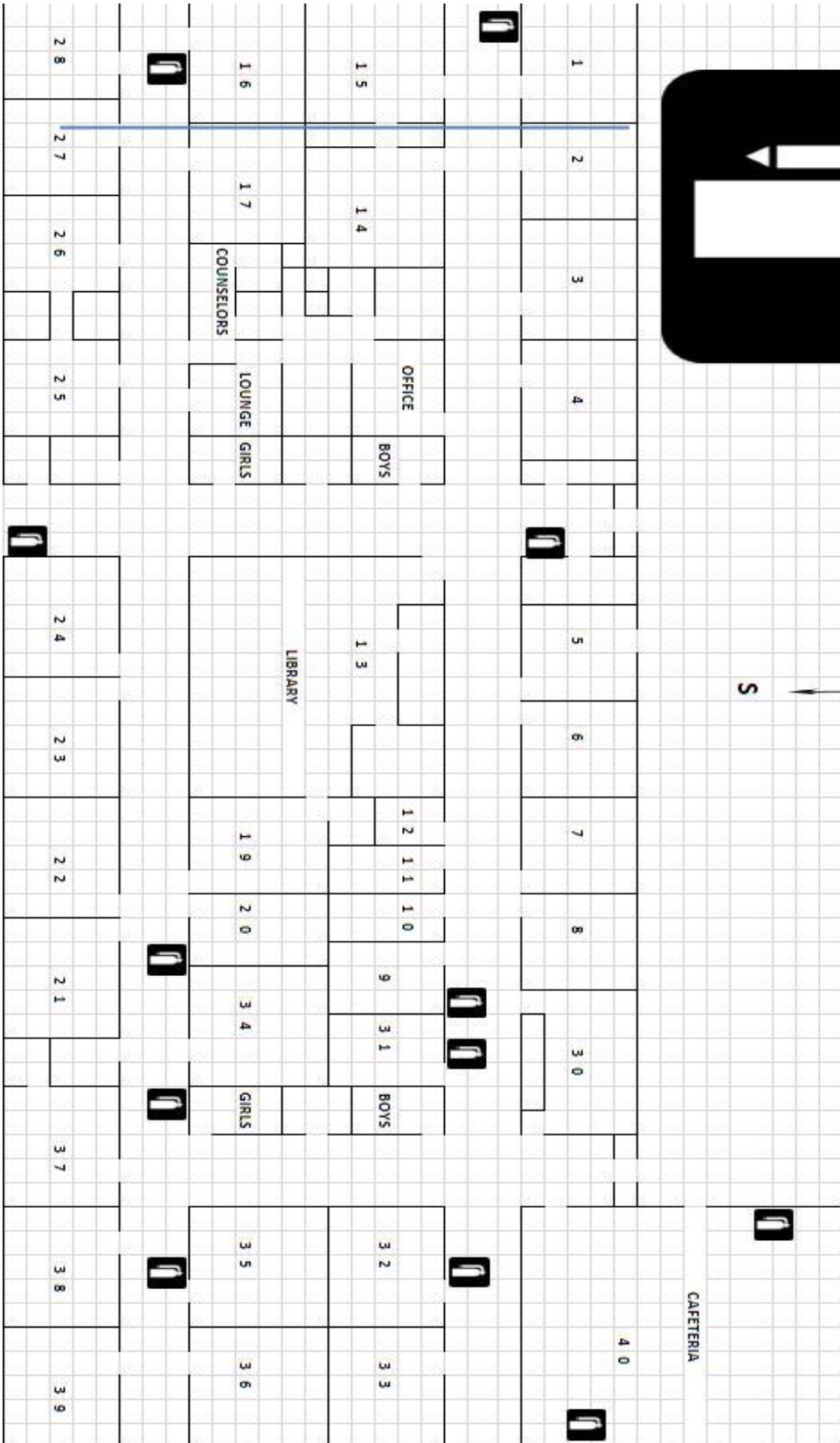
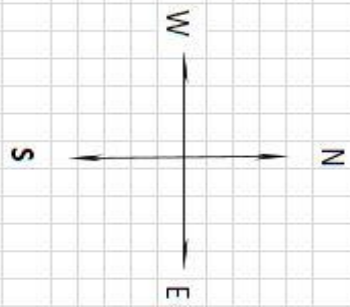
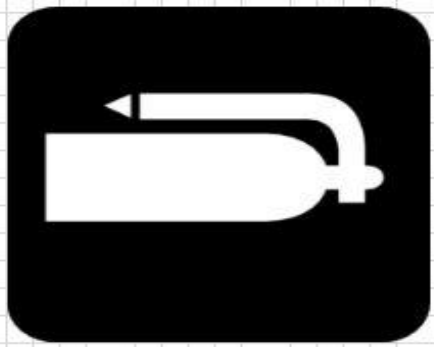
Anadarko Public Schools Certified Teaching Scale 2023-2024

Yrs Exp	*Bachelors	Bachelors	State Min.	*Masters	Masters	State Min. Mst
0	\$43,264.52	\$40,236.00	\$39,601.00	\$44,689.25	\$41,561.00	\$40,991.00
1	\$43,655.92	\$40,600.00	\$40,035.00	\$45,129.04	\$41,970.00	\$41,425.00
2	\$44,102.16	\$41,015.00	\$40,469.00	\$45,568.82	\$42,379.00	\$41,859.00
3	\$44,605.38	\$41,483.00	\$40,904.00	\$46,004.31	\$42,784.00	\$42,294.00
4	\$45,062.37	\$41,908.00	\$41,338.00	\$46,449.47	\$43,198.00	\$42,728.00
5	\$46,591.41	\$43,330.00	\$42,810.00	\$48,000.01	\$44,640.00	\$44,200.00
6	\$47,089.26	\$43,793.00	\$43,273.00	\$48,465.60	\$45,073.00	\$44,663.00
7	\$47,540.87	\$44,213.00	\$43,737.00	\$49,018.29	\$45,587.00	\$45,127.00
8	\$48,024.74	\$44,663.00	\$44,200.00	\$49,650.55	\$46,175.00	\$45,590.00
9	\$48,411.84	\$45,023.00	\$44,663.00	\$50,283.88	\$46,764.00	\$46,054.00
10	\$50,197.86	\$46,684.00	\$46,684.00	\$52,223.66	\$48,568.00	\$48,568.00
11	\$50,727.97	\$47,177.00	\$47,177.00	\$52,987.11	\$49,278.00	\$49,061.00
12	\$51,258.07	\$47,670.00	\$47,670.00	\$53,474.20	\$49,731.00	\$49,554.00
13	\$51,787.11	\$48,162.00	\$48,162.00	\$54,120.44	\$50,332.00	\$50,047.00
14	\$52,317.21	\$48,655.00	\$48,655.00	\$54,660.22	\$50,834.00	\$50,539.00
15	\$53,943.02	\$50,167.00	\$50,167.00	\$56,636.57	\$52,672.00	\$52,052.00
16	\$54,473.13	\$50,660.00	\$50,660.00	\$57,150.55	\$53,150.00	\$52,545.00
17	\$55,003.24	\$51,153.00	\$51,153.00	\$57,772.05	\$53,728.00	\$53,038.00
18	\$55,533.34	\$51,646.00	\$51,646.00	\$58,388.18	\$54,301.00	\$53,531.00
19	\$56,063.45	\$52,139.00	\$52,139.00	\$59,004.31	\$54,874.00	\$54,024.00
20	\$56,615.06	\$52,652.00	\$52,652.00	\$59,589.26	\$55,418.00	\$54,538.00
21	\$57,145.17	\$53,145.00	\$53,145.00	\$60,157.00	\$55,946.00	\$55,031.00
22	\$57,676.35	\$53,639.00	\$53,639.00	\$60,719.37	\$56,469.00	\$55,524.00
23	\$58,206.46	\$54,132.00	\$54,132.00	\$61,293.56	\$57,003.00	\$56,018.00
24	\$58,736.57	\$54,625.00	\$54,625.00	\$61,855.92	\$57,526.00	\$56,511.00
25	\$60,267.75	\$56,049.00	\$56,049.00	\$63,463.45	\$59,021.00	\$57,971.00
26	\$60,654.85	\$56,409.00		\$63,958.08	\$59,481.00	
27	\$61,084.96	\$56,809.00		\$64,452.70	\$59,941.00	
28	\$61,515.06	\$57,209.00		\$64,947.32	\$60,401.00	
29	\$61,945.17	\$57,609.00		\$65,441.95	\$60,861.00	
30	\$62,375.28	\$58,009.00		\$65,936.57	\$61,321.00	
31	\$62,805.39	\$58,409.00		\$66,431.19	\$61,781.00	
32	\$63,235.49	\$58,809.00		\$66,915.07	\$62,231.00	
33	\$63,665.60	\$59,209.00		\$67,775.28	\$63,031.00	
34	\$64,095.71	\$59,609.00		\$68,312.91	\$63,531.00	
35	\$64,525.82	\$60,009.00		\$68,850.55	\$64,031.00	
36	\$64,955.93	\$60,409.00		\$69,388.18	\$64,531.00	
37	\$65,386.03	\$60,809.00		\$69,925.82	\$65,031.00	
38	\$65,816.14	\$61,209.00		\$70,463.45	\$65,531.00	
39	\$66,246.25	\$61,609.00		\$71,001.09	\$66,031.00	
40	\$66,676.36	\$62,009.00		\$71,538.72	\$66,531.00	
41	\$67,106.46	\$62,409.00		\$72,076.36	\$67,031.00	
42	\$67,536.57	\$62,809.00		\$72,613.99	\$67,531.00	
43	\$67,966.68	\$63,209.00		\$73,151.63	\$68,031.00	

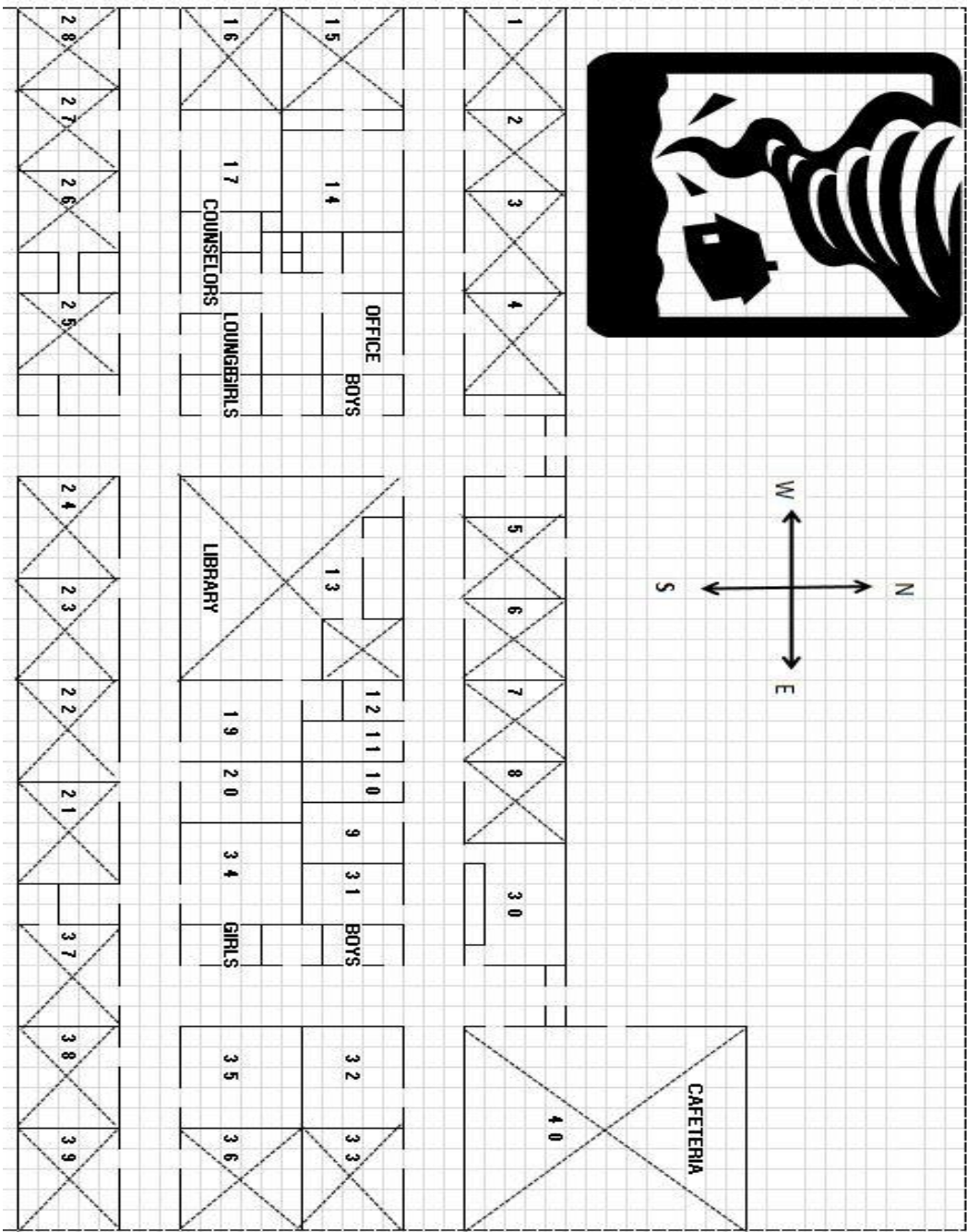
* Includes District Paid Teacher's Retirement

Anadarko Middle School Floor Plan FIRE DRILL





Anadarko Middle School Floor Plan Tornado Drill



Procedures For A Tornado/Weather Drill

Tornado/Weather Alarm is an intermittent beeping tone over the intercom.

The basic procedures in case of bad weather/Tornado teachers will follow the direction of the office as to evacuate to the safe room or to seek shelter in the building by moving students from outside classrooms with windows, to designated inside classrooms without windows. The intercom will play an intermittent beeping tone. An announcement will also be made over the intercom system. Students in halls or restrooms should report back to their classrooms. All students will be asked to sit on the floor. In case of immediate danger, an announcement will be made by administration for students, teachers and all employees to assume a kneeling position with faces down and hands over the back of their heads (Tuck and Duck) until the all clear announcement is made.

Room assignments for the tornado/weather alert will be as follows:

Rooms	1, 2, 7 15	will go to	room 14
	3 & 4	will go to	the boy/girl bathrooms West End
	5	will go to	12
	6	will go to	9
	7&8	will go to	31
	40	will go to	30
	33	will go to	32
	16, 27 & 28	will go to	17
	25 & 26	will go to	to the teacher's lounge
	23 & 24	will go to	19
	21 & 22	will go to	20
	37 & 38	will go to	34
	36 & 39	will go to	35

Office personnel and visitors will go to the Teacher's workroom.

All classes not listed as moving should stay in their classrooms.

2023-2024 Duty Schedule						
	MONDAY	TUESDAY	WED.	THURS	FRIDAY	
Morning Playground @ 7:30	Kirtley/ Parker	McGlothlin / Farr	Tompkins / Ware	Lewis/ Kapelle	Farr/ Cantrell	
	Chenoweth	Teel	Kirtley	Peach	McGlothlin	
MORNING BUS BY FENCE @ 7:30	Lewis	D. Stone	Cantrell	J. Stone	Teel	
Morning Hallway by Cafe 7:15	Millard	Millard	Hancock	Hancock	Millard/ Hancock	
Morning Hallway by Café @ 7:30	Peach	Kapelle	Chandler	Ware	Chenoweth	
Breakfast Café duty @ 7:30	Tompkins	Lara	J. Stone	Parker	Chandler	
1st LUNCH CAFE 11:17- 11:53	Custodians	Custodians	Custodians	Custodians	custodians	These will change by SEMESTER. You will start and finish the year in the same spot.
Vending	J. Smith	J. Smith	J. Smith	J. Smith	J. Smith	
OUTSIDE 1ST LUNCH	Paddlety	Paddlety	Paddlety	Paddlety	Paddlety	
OUTSIDE 1ST LUNCH	Lucero	Lucero	Lucero	Lucero	Lucero	
OUTSIDE 1ST LUNCH	Meredith	Meredith	Meredith	Meredith	Meredith	
2nd LUNCH CAFE 11:53- 12:29	Custodians	Custodians	Custodians	Custodians	custodians	
OUTSIDE 2ND LUNCH	Paddlety	Paddlety	Paddlety	Paddlety	Paddlety	
Outside lunch duty	Lucero/ Kirtley	Lucero/ Kirtley	Lucero/ Kirtley	Lucero/ Kirtley	Lucero/ Kirtley	
vending	Meredith	Meredith	Meredith	Meredith	Meredith	
ALL CERTIFIED STAFF MUST REPORT TO WORK BY 7:30A.M. DAILY						

IF YOU TRADE DUTIES WITH SOMEONE NOTIFY BOST OR STEVERSON. If you are absent it is your responsibility to trade.

BEING ON TIME TO DUTY IS A MUST TO ENSURE THE SAFETY OF OUR STUDENTS

[illegible]

It is your responsibility to have your duty covered when absent. If you trade duties with someone notify Mrs. Bost or Mrs.Steverson.

Being on time to duty is a must to ensure the safety of our students.

Standards of Performance and Conduct for Teachers

Professional Services Division

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

PRINCIPLE I

COMMITMENT TO THE STUDENTS

Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning,
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - A. Exclude any student from participation in any program;
 - B. Deny benefits to any students; or
 - C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage,
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

Title 70, Oklahoma Statute, Section 6-101.22

Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. *Willful neglect of duty;*
2. *Repeated negligence in performance of duty;*
3. *Mental or physical abuse to a child;*
4. *Incompetency;*
5. *Instructional ineffectiveness;*
6. *Unsatisfactory teaching performance; or*
7. *Commission of an act of moral turpitude.*
8. *Abandonment of contract.*

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. *Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or*
2. *Any felony offense.*

A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. *"Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and*

2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.
3. As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

Signed into Law
April 25, 2006

Last updated on December 8, 2017

AMS Committees

AMS STRATEGIC PLAN LEADERSHIP COMMITTEE

PEACH
FARR 7
WHITE 6
TEEL 8

MCGLOTHLIN 7
MILLARD
HRBACEK
BOST

AMS LEADERSHIP COMMITTEE CHAIRPERSONS

TECHNOLOGY

McGLOTHLIN

SPEAR

SAFETY

STEVERSON

MORAL

NUNN/KITTRELL

STRATEGIC PLAN

FARR

SUSPENSION

HANCOCK

ATTENDANCE

TEEL

PARENTAL INVOLVEMENT

WHITE

RAWK COMMITTEE

HRBACEK/YOUNG

STRATEGIC PLAN COMMITTEE

CHAIR - FARR

PEACH

WHITE

TEEL

MCGLOTHLIN

MILLARD

TECHNOLOGY COMMITTEE

CHAIR-MCGLOTHLIN

HRBACEK

MILLARD

ATTENDANCE COMMITTEE

CHAIR – TEEL

WHITE

TOMPKINS

C. SMITH

PEACH

WARE

SUSPENSION COMMITTEE

CHAIR – HANCOCK

C. CHENOWITH

WHITMAN

LARA

PARKER

CANTRELL

SAFETY COMMITTEE

CHAIR – TSTEVERSON

D.STONE

TEEL

FARR

YOUNG- Counselor

TOMPKINS

YOUNG(RO)

PARENT (TBD)

PARENT (TBD)

STUDENT (TBD)

STUDENT (TBD)

MORAL COMMITTEE

CHAIR – NUNN/KITTRELL

MIXON

J. STONE

PARKER

WHITE

MCGLOTHLIN

J. CHANDLER

HANCOCK

PARENTAL INVOLVEMENT COMMITTEE

CHAIR – WHITE

TSTEVERSON

B. LEWIS

WARE

J. STONE

KAPELLE

RAWK COMMITTEE

CHAIRS– HRBACEK/YOUNG



Anadarko Public Schools

The Warrior Way Everyday

OPTION 1

Traditional Classroom Learning Pathway with Digital Learning Days

**All Students are automatically enrolled in
this pathway*

Learning Management System:
Google Classroom and Edgenuity

- Remain an APS student
- In person learning conversations and engagement
- Social Interaction with peers and staff for preparation of living in a connected world
- Immediate access to libraries and materials
- APS will utilize technology and internet to connect all teachers, students and parents, for seamless learning transitions
- 24-7 on-line access to submitted and/or graded assignments
- Participation in school- sponsored athletic and fine arts programs
- Transportation to and from school
- Digital Learning Days

-Embedded Digital Learning Days:
students enrolled in this pathway will be fully prepared to complete digital learning days at home, should it become necessary for schools to shut down.

-Digital Learning Days are also available to individual students if needed. This is a joint decision between the school and the individual families.

OPTION 2

Virtual/Online Learning Pathway

**Contact Principal at each
school site in which your child
attends for enrollment*

Learning Management System:
Google Classroom and Edgenuity

- Remain an APS student
- Available for students grade PK-12
- 2 week trial period is available in Aug.
- Accessible anywhere
- Flexible Schedule
- Individualized plan
- 24-7 on-line access to submitted and/or graded assignments
- Supervised by APS certified teachers
- Communication between teacher and parent, with regular updates provided
- Technology and Internet provided, as needed
- Access to all school services (child nutrition, counseling, tutoring, etc.)

*PreK-3 Students are strongly
encouraged to attend traditional
school.*

House Bill 1775

What is House Bill 1775 in Oklahoma?

It shall be the policy of the Oklahoma State Board of Education to prohibit discrimination on the basis of race or sex in the form of bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex.

OSSBA Guidance: House Bill 1775 (Hand out)

Senate Bill 193 (Maternity Bill)

Under Senate Bill 193, mothers must be full-time state employees for at least two years before being eligible for the leave, which could be used for the birth or adoption of a child. Employees would not be required to use their accrued leave for the initial six-week period but would have the option to use such leave for any additional time off for up to 12 weeks as required under the Family and Medical Leave Act (FMLA).

Mental Health Challenges

Most of the focus in recent months has been on the physical health of our students and staff, but just as fragile in these times is the mental health of everyone in our school community. If you or any of your colleagues experience a need for counseling, the district has a Licensed Professional Counselor on staff to assist in the area of mental health. See your site's principal or guidance counselor for those additional resources.

23-24 AMS Bell Schedule

PERIOD	START	END	TOTAL TIME
1 ST	8:00 a.m.	8:04 a.m.	4 min.
	8:04 a.m.	8:53 a.m.	49 min.
	8:53 a.m.	8:56 a.m.	3 min.
2 nd	8:56 a.m.	9:41 a.m.	45 min.
	9:41 a.m.	9:44 a.m.	3 min.
3 rd	9:44 a.m.	10:29 a.m.	45 min.
	10:29 a.m.	10:32 a.m.	3 min.
4 th	10:32 a.m.	11:17 a.m.	45 min.
6th & ½ of 7th gr	11:17 a.m.	11:53 a.m.	36 min.
lunch/SWAG	11:53 a.m.	11:57 a.m.	4 min.
5 th			
remaining 7th and 8th	11:53 a.m.	12:29 a.m.	36 min.
grade SWAG/LUNCH			
6 th	12:29 p.m.	12:33 p.m.	4 min.
	12:33 p.m.	1:23 p.m.	50 min.
7 th	1:23 p.m.	1:27 p.m.	4 min.
	1:27 p.m.	2:17 p.m.	50 min.
	2:17 p.m.	2:21 p.m.	4 min.
8 th	2:21 p.m.	3:14 p.m.	53 min
<i>TOTAL Instructional Time</i>			<i>397 min</i>

Students' clothing must conform to the dress code. Anadarko Middle School students should use the guide below in order to select suitable items.

Acceptable	Not Acceptable
 <p>Skirts must be no shorter than 3 inches above the top of the student's knee.</p>	 <p>Shorts or skirts that do not meet the length requirement are not allowed.</p> 
<p>Shorts must have at least a 5 inch inseam and no holes or frayed places that expose skin.</p> 	<p>Sleeveless or spaghetti strap shirts, no matter the width of the strap, are not allowed. Shirts must have at least a cap sleeve to meet dress code.</p> 
 <p>Jeans and slacks must be worn at the waistline (no sagging) and cannot have holes or frayed places that expose skin above the knee.</p>	 <p>Sagging pants are not allowed. Pants must be worn at the waistline.</p>
<p>Polo shirts are acceptable. Shirts cannot expose the midriff or cleavage and must have sleeves.</p> 	<p>Shirts cannot expose the midriff, the back, or show cleavage.</p> 
 <p>Leggings (not tights) are acceptable when they are paired with a tunic, or shirt, that covers the inseam on both front & back</p>	 <p>Leggings cannot be worn with a t-shirt or other short shirt that does not meet the 5 inch requirement explained to the left.</p>
<p>T-shirts may be worn tucked in or at the waist.</p> 	<p>T-shirts cannot be worn excessively large to cover sagging pants.</p> 