NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

REVIEW OF CHALLENGED INSTRUCTIONAL MATERIAL 2001

TOPICS	STATEMENT
a. Request for Review	The review of instructional material, including textbooks, supplementary materials, and library books, on the basis of citizen concerns will be conducted in response to a properly filed request. Forms for such requests will be made available at the Principal's Office. The request shall include a statement of reason for objection and a statement of desired action regarding the material. In the event of a citizen complaint regarding instructional materials, freedom of information and professional responsibility shall be the guiding principles. However, the principal may temporarily withdraw the material pending a decision of the Council. Additionally, individuals may be assigned other materials in lieu of those being challenged.
b. Committee Review	The Principal shall establish an ad-hoc Review Committee, composed of the Principal, the media specialist, two staff members whose subject area is affected, and two parents. The following steps shall be taken by the Review Committee: 1. Read or examine the materials in question; 2. Conduct a check of the acceptance of the materials in professional reviewing media and of teacher rationale for the selection of the material; 3. Make a recommendation concerning the materials as a whole, and not on parts taken out of context; and 4. File its written recommendation with the Council within 10 school days of receiving the complaint.
c. Council Review	Upon receipt of the Review Committee's recommendation, the School Council will review the recommendation as well as the challenged material, the challenge request form and any pertinent information relating to the material at its next regularly scheduled meeting. The School Council may arrive at its decision at this meeting or delay the decision, to collect additional information, until the following meeting. The School Council shall notify the complainant of its decision at a date no

	later than five (5) days following the second meeting.
d. Appeal to the Board	The decision of the School Council may be appealed to the Superintendent and the Board of Education by the process established by O.C.B.E. Policy 1070. In the event of an appeal, the Council will forward all the information related to the challenge to the Superintendent and the Board of Education.

Adopted: December 13, 2005
Revised: October 16, 2007

NORTH OLDHAM MIDDLE SCHOOL
OLDHAM COUNTY SCHOOLS
REQUEST FOR REVIEW OF TEXTBOOKS AND RELATED MATERIALS

Type of Book___ Lecture___

Material: DVD___ Internet Resource___ Other___

Author (if known)

_____

Title_____

Publisher (if known)

_____

Request initiated by_____

Telephone_____

Address_____

_____

Complainant represents:

Himself or Herself

_____

Organization (name)

_____

Other group (name)

_____

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED AFTER THE COMPLAINANT HAS READ, VIEWED, OR LISTENED TO THE MATERIAL IN ITS ENTIRETY. If sufficient space is not provided, attach additional sheets. Please sign your name to each additional attachment.

1. Did you inspect all of the material carefully?_____

If not, which parts were inspected?_____

_____

2. What do you believe is the theme or main idea in this material?

_____
_____
_____
_____

3. To what in the material do you object? (Please be specific)

_____
_____
_____
_____
_____

4. What do you feel might be the result of exposure to the material?

_____
_____
_____
_____
____

5. For what age group would you recommend this material?

---

6. Do you find anything about this material that is valuable to learning?

_____
_____
_____

7. Which of the following would you like the school to do with this material?

Refrain from assigning it to your child

_____

Withdraw it from all students

_____

8. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization?

_____
_____
_____

Signature_____

Date _____

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

SELECTION OF TEXTBOOKS AND/OR INSTRUCTIONAL MATERIAL 2002

TOPICS	STATEMENT
a. Instructional Materials	Instructional materials shall mean all commercial materials, media, and courseware (consumable or permanent) used by teachers to deliver instruction.
b.Committee	An ad hoc Instructional Materials Committee which shall include the media specialist shall be formed to develop a plan for the acquisition of textbooks and/or instructional materials utilizing the allocation provided to the school from the state of Kentucky and the district. The committee shall make recommendations and report to the Council. The recommendations shall be developed with a focus on the overall needs of the instructional program. The committee shall also submit the written plan for the utilization of the textbook allocation to the Council for approval. The committee shall be responsible for: 1. Surveying the teachers to determine their instructional material needs and preferences. 2. Studying textbook/instructional material samples and identifying and selecting a list of textbooks and/or instructional materials to be used in the instructional program. 3. Developing a written plan, based on the appropriations made available to the school for texts and/or instructional materials that specifies the utilization of the funds over the six-year adoption cycle.
c. Budget	The appropriations for textbooks and/or instructional materials will be set by the Board of Education. The budget developed by the committee shall only exceed the appropriations with committee approval. The Council shall approve the budget and the selection of materials.

d. Procurement	The Principal and/or designee shall be responsible for ordering, receiving, and approving payment for the textbooks and/or instructional materials.

Adopted: December 13, 2005
Revised: October 16, 2007

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

NOMS MATERIALS SELECTION 2003

Philosophy (taken from The Library Bill of Rights)

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free speech and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Aims and Objectives

1. Media center materials covered in this policy are defined as all electronic, print, and nonprint resources, excluding textbooks, used by students at NOMS.
2. It is the aim of the library to provide for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these resources. The resources shall include a variety of formats, such as books, periodicals, and projected and electronic resources.
3. Selection of the resources of the media center will take into consideration the varied interests, physical and mental abilities, multiple intelligences and maturity levels of the patrons it serves. It will provide a wide range of resources to support all these differences in its clientele.
4. It is an objective of the LMC to present different sides of controversial issues so that students have the chance to develop critical thinking skills and thereby learn how to make informed decisions in their daily lives.
5. The LMC will provide a wide range of materials that represent the many facets of world culture, religion, and ethnic groupings to offer the patrons an opportunity to participate in the global community of knowledge.

Responsibility for Selection of Materials

The North Oldham Middle School Council is legally responsible for the selection of resources,

but in turn delegates that task to a certified library media specialist. Thereby, the certified library media specialist of NOMS is responsible for the evaluation and selection of materials that will be used as resources in the LMC

Selection Criteria

The following are criteria to be followed when providing the LMC with materials. These criteria are to be applied to all materials including gifts and loans.

The criteria should:

1. be relevant to today's world
2. represent a broad range of subjects across the range of disciplines
3. reflect the varied aspects that represent society as a whole
4. represent materials that help learn the core content of subject matter
5. take into consideration the varied interests, physical and mental abilities, multiple intelligences and maturity levels of the patrons it serves
6. meet standards of quality in terms of content, format and presentation
7. reflect a wide representation of well known thinkers, writers and authors
8. have a high degree of potential user appeal
9. not reflect personal bias
10. reflect value commensurate with need and/or cost

Criteria Applied to Nonprint Materials

The library media program utilizes current technology to provide efficient access to and effective communication of information.

The LMS will provide leadership in the selection and use of technology in the curriculum by promoting and modeling effective practices, and offering recommendations to students, teachers, and administrators. Activities may include conducting professional development workshops for teachers on new technology and its uses, explaining how a medium can suit the various ability and interest levels, and suggesting the use of interdisciplinary materials.

Foremost when applying criteria to nonprint materials is compatibility, matching what the school owns to the materials purchased. Warranty and repair of equipment are major considerations when evaluating these resources. In addition to the above criteria already applicable, the following criteria must be used:

Electronic media: Compatible with current devices
Internet: follow acceptable use policy

Selection Aids
Current library selection tools will be consulted when selecting materials for the LMC:
Booklist
School Library Journal

Collection Reevaluation and Weeding

Collection reevaluation and de-selection can be justified for the following reasons:
1. changes in the curriculum which require a change in focus of the collection
2. repair damaged materials
3. maintain attractiveness of shelves
4. items held should be useful not just fill the shelves
5. students should have the best possible collection of materials

Copyright Policy

1. The library will comply with U.S. Copyright Act of 1976 (title 17, U.S. Code, Sect. 101, et seq.)
2. The individual who is copying materials is liable for any infringement of copyright law.
3. Copyright warnings will be posted near copying equipment and a copyright warning will be affixed to the first page of copied materials copied in the library.
4. Even though the LMS is the school resource person when considering copyright law, the LMS will not be responsible for the actions of anyone who independently makes decisions to supercede the dictates of copyright edict.

Adopted: June 20, 2006
Revised; December 18, 2012
Revised: November 27, 2018

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

SCHOOL BUDGET 3001

TOPICS	STATEMENTS
a. Budgeting Process	A school budget shall be prepared annually based on the allocation from the Board. All funds expended by the school shall be included in the budget. The budget shall include a complete financial forecast of both anticipated receipts and the expenditures for the school year and shall be prepared on forms approved by the Superintendent. Prior to the end of the school year, each staff group that will be involved in a particular activity account shall be required to develop a working budget and a narrative explanation of expenditures. This budget shall be the work of the members of the group with the advice of the team leader or sponsor.
b. Council Approval	The Principal, with the assistance of the Budget Committee, if needed, shall submit and recommend a draft budget within the allocation level approved by the Board for the Council's consideration. The principal shall recommend approval of the annual school budget by the Council no later than three weeks after receipt of notice of final allocation of funding from the Board.
c. Expenditures	Expenditures of funds allocated to the school shall be pursuant to all fiscal policies of the Board. Funds may be moved from one activity account to another only with approval of the principal. The principal shall approve each expenditure. Expenditures shall not exceed appropriations.
d. Audit	Accounting for funds shall be pursuant to all fiscal and audit policies of the Board. The audit shall be reported to the Council.

Adopted: September 20, 2005 Revised: August 18, 2009

Revised: October 16, 2007

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL- BASED DECISION MAKING COUNCIL POLICY

PROCEDURES FOR TECHNOLOGY PROCUREMENT AND UTILIZATION 3002

Topics	Statement
a. Committee	The Technology committee, with the assistance of the STC (School Technology Coordinator) shall be responsible for: 1) Assessing the needs for instructional and administrative technology 2) Becoming knowledgeable about the state's plan for educational technology 3) Designing a plan for implementing technology in North Oldham Middle School 4) Monitoring implementation of the plan 5) Maintain and update current inventory
b. Standards	A technology plan shall meet all criteria set by the state and the OCBE shall be consistent with the curriculum and instructional program adopted by North Oldham Middle School.
c. Reports	The Technology Committee Chair shall report to the council at least annually. All reports and plans will be shared with the superintendent/designee.
d. Cost Projection	All technology plans shall include a description of hardware and software and estimated cost of each item.

Adopted: March 21, 2006

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

CURRICULUM 4002

TOPICS	STATEMENT
a. Curriculum	The curriculum of North Oldham Middle School shall be developed to meet Core Standards and State Assessments. Changes in our curriculum will reflect needs identified by our Comprehensive School Improvement Plan and our assessment results. Changes in curriculum will be approved by the Council. Our Comprehensive School Improvement Plan will spell out the goals for aligning the curriculum, as well as providing professional development support. Our Program Review is part of this process. Teachers will plan and coordinate instructional units and lessons to address student learning in all curricular areas and to ensure that students are participating in appropriate instructional opportunities.
b. Committee	The Lead Teachers will develop recommendations for the Council's consideration on issues involving the curriculum framework.

Adopted: September 20, 2005 Revised: October 16, 2007
Revised: September 16, 2010 Revised: September 20, 2011

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

EXTENDED SCHOOL SERVICES AND PROCEDURES 4003

TOPICS	STATEMENT
Purpose	North Oldham Middle School recognizes that all students achieve at varying degrees of fluency. Therefore, to meet the needs of all students, Extended School Services are available for additional opportunities to learn and be successful. The availability of ESS is dependent upon the availability of state funding limitations and Council approval.
School Day	
a. Eligibility	Core Content remediation occurs during the school day in our ESS program called Pathways for NOMS students who have been identified through testing and/or intervention data.
b. Description	Scheduling for ESS programming is based on the number of students identified, available staff and funding. During these sessions, teachers are able to provide small group instruction to eligible students.
Afterschool Sessions	
a. Eligibility	Students who are in danger of failing, or are struggling socially, academically, vocationally, and/or emotionally will be eligible to attend ESS sessions on selected days after school per availability of ESS funding and staffing.
b. Description	Activities include effective research based strategies implemented by teacher(s) including: *Additional instructional strategies to improve academic performance for students who are identified as failing,in danger of failing, or are struggling academically. *Instruction in executive functioning skills that is embedded during completion of school work. Transportation is not provided.
Summer School	

a. Eligibility	Students who have a final failing grade in math, language workshop, social studies or science may be required to attend and complete exit standards at summer school for awarded credit.
b. Description	Summer school is a ten-day, four-hour session offered in June. Students may take up to two classes (one per week) to meet required exit standards for promotion to the next grade. Transportation not available.

Adopted: October 25, 2005
Revised: October 16, 2007
Revised: May 17, 2016
Revised; September 16, 2010
Revised: September 25, 2013

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL- BASED DECISION MAKING COUNCIL POLICY

Planning and Determination of Acceptable Instructional Practices. 4004

Topic	Statement
a. Definition	Instructional practices consist of specific methods and classroom pedagogy that are fundamental to the delivery of appropriate and high-quality instruction as determined by the Principal.
b. Best Practices	NOMS teachers shall use best practices when planning and delivering instruction. The administration shall provide the teaching staff with trends that most impact instructional delivery. The teaching staff of North Oldham Middle School shall be required to implement strategies that have been shown to increase student achievement. Examples of these strategies may include, but are not limited to, reading and writing practice, differentiated instruction, researched based experience, common assessments, inquiry based learning, authentic learning, learning assessments and the use of appropriate technology. The teaching staff operates as a professional learning community (PLC). This structure allows teachers to meet regularly, share expertise, and work collectively to improve teaching skills and academic performance of students.
c. Curriculum	Is aligned with OCS district-wide curriculum.

Adopted: March 21, 2006
Revised: January 17, 2017

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

WRITING AND COMMUNICATIONS PROGRAM POLICY 4005

TOPICS	STATEMENT
a. Development	The North Oldham Middle School SBDM Council shall be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453, the Kentucky Core Academic Standards, and the Oldham County Schools writing program. The North Oldham Middle School SBDM Council adopts the Oldham County Writing Plan which establishes procedures to: ● Analyze and evaluate strengths and needs of the writing program; ● Determine the professional development needs for the program based on the analysis and evaluation and make recommendations to the school's administration; ● Work collaboratively with the district to revise the Oldham County Schools writing plan as needed to address changing program and changing student needs; and ● Develop recommendations regarding writing instruction as part of the annual writing program review.
b. Communication Skills	The school's writing and communication program shall be developed and implemented as a component of the school's literacy program. The writing and communication program shall: ● Provide regular, developmentally-appropriate opportunities for students to use **writing to learn, writing to demonstrate learning,** and **writing for publication** across the curriculum; ● Be organized to address a variety of audiences and purposes and shall represent the growth and interests of students over time; ● Provide opportunities for publication in the larger 21st century literacy context (e.g., writing and delivering a speech, use of multi-media within writing samples, electronic/digital publications); and ● Shall be horizontally and vertically aligned ensuring student mastery of core academic standards.
c. Teacher/ Administrator Responsibilities	Teachers, with the support of the administration, will provide purposeful and meaningful literacy and writing instruction and utilize 21st century technologies to support the teaching of communication and writing standards.

The teachers and the principal will ensure that students are actively engaged in using communication skills regularly in every class, across all grades and content areas. Teachers across the curriculum shall:

- Use writing to help students self-assess and reflect upon their progress and growth in writing and communication;
- Utilize multiple forms of assessment as appropriate for the learning goals (e.g., formative assessment during the writing process; summative assessment after publication; student self-assessment as reflection);
- Evaluate writing based upon the criteria for effective writing identified in the current Kentucky standards (e.g., focus, audience, organization). A variety of rubrics based on the state criteria (e.g., teacher-made, student-made, district-created) shall be utilized appropriately to evaluate student writing; and
- Provide students regular feedback (e.g., conferring, descriptive feedback, electronic comments, rubrics) about their writing throughout the writing process. (e.g., prewriting through publication).

d. Student Responsibilities will:

Students shall write and use communication skills regularly in all classes using 21st century technologies to support their learning. Students

- Collect their writing and communications utilizing multiple methods of storage (e.g., paper, portfolios, electronic storage) as appropriate;
- Ensure that their work is their own, avoiding plagiarism
- Complete grade level writing collection requirements

e. Writing Collection

The school shall organize a process to review the annual student writing reflection and goal setting documents based on writing collections to determine recommendations for instructional planning.

Student collections will consist writing pieces representing the six categories as determined by the OCS Writing Plan. The analysis of this writing shall be used to inform classroom and whole school instructional strengths and areas of need.

Addendum Added to comply KBSB Policy:
https://drive.google.com/file/d/1EMHV-HOrw9UPsZrmaZrKGkDw6ppC6A0t/view?usp=sharing

Adopted:February 21, 2011
Revised: January 17, 2017
Revised: September 16, 2025

NORTH OLDHAM MIDDLE SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

ALIGNMENT WITH STATE STANDARDS 4006

Topic	Statement
Purpose	Our yearly school improvement planning process will include: 1. An ***analysis of our state testing data*** and other school data as necessary to discover the ***extent to which our students are meeting state standards*** and our programs are aligned with state standards. ***Analysis will include performance levels of each demographic group in the school.*** 2. Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals. 3. A revision of our school improvement plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education. We will implement this process to address our ***alignment with state standards,*** and the resulting plan will be monitored by the council through ongoing progress notes.
Evaluation	We will evaluate the effectiveness of this policy through our school improvement planning process.
Advanced Coursework Policy	# Advanced Coursework for Grades 6-8 ## Definition *Advanced coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate, and honors courses.* ## Required Offerings

When practicable, North Oldham Middle School shall offer advanced coursework for students in grades 6-8 in:

- *Mathematics*
- *Reading*
- *Science*
- *English Language Arts*

The curriculum for advanced coursework will be determined by the superintendent after consulting with the local board of education, the school principal, and the school council.

Grades 6-8

Advanced coursework options for middle school students may include programs or opportunities designed to challenge students with rigorous content beyond the standard curriculum, such as:

- High school credit (Math only and based on SBDM policy)
- Cluster grouping in core subjects
- Independent study projects
- Online enrichment beyond the student's grade level
- Enrichment learning opportunities or differentiation within the classroom

Student Rights and Notification

All students have the right to participate in a rigorous and academically challenging curriculum.

The school shall notify all students, parents, and guardians of: a) Long-term benefits of student participation in advanced coursework b) Advanced coursework opportunities available at the school

Student Eligibility and Enrollment

Eligibility Criteria

Students may qualify for advanced coursework based on:

- Successful completion of prerequisite coursework
- Demonstration of mastery of prerequisite content knowledge and skills
- Assessment data and identification criteria:
    - Universal screener and diagnostic assessment results

	○ Kentucky Summative Assessment (KSA) results ○ Curriculum-embedded assessments ● Teacher recommendation based on observed academic potential ● Portfolio of student work demonstrating advanced understanding **Placement Based on SBDM Policy** Placement requirements for advanced coursework are based on the School-Based Decision Making (SBDM) policies established at each school. **Withdrawal from Advanced Coursework** Written consent from a parent or guardian is generally required to withdraw or exclude an eligible student from advanced coursework. The Principal may withdraw a student from advanced coursework only after: 1. A good faith attempt to contact the parent/guardian has been unsuccessful; OR 2. Documentation shows that continued participation would have an adverse educational impact on the student, following a conference with the parent/guardian, student, and/or relevant teachers. **Course Delivery Methods** Advanced coursework could be delivered through any of the following: ● On-site instruction ● Online learning alternatives ● Hybrid models combining both approaches ## Policy Evaluation The council will evaluate the effectiveness of this policy through an annual review.

Adopted 12/13/22
Revised 2/17/26 (Addition of approved Advanced Coursework Policy)

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

NOMS Mastery Learning + Grading Policy 4007

Purpose (Standards Mastery): The primary purpose of a student's grade is to communicate academic performance: what the student knows and is able to do as measured against the learning standards of the course. All teachers at North Oldham Middle School will use a standards based system to measure learning, and will use the following conversion chart to calculate a student's cumulative academic grade.

Purpose (Learner Behaviors Mastery): The primary purpose of a student's learner behavior grade is to communicate behavioral/work performance. Examples of assignments that fall under this category include, but are nor limited to, homework, classwork, following class expectations, participation, and standards *practice* work.

Grade Calculations: Students will receive one grade per course. Grades will be weighted to ensure they are reflective of student progress toward the achievement of standards, with standards mastery accounting for 90% and learner behaviors accounting for 10% of the total grade. Note: Not all teachers will enter learner behaviors assignments, which means those courses will be based solely on standards mastery alone.

- Courses with exceptions: Pathways (GATES and Tier III) and Chinese will utilize an effort scale of ESNU. See example rubric below.

Non-negotiables:

- No extra credit will be given/allowed
- All assessments will offer retakes/redos (as long as students follow the required steps outlined by teachers)
- Progress will be updated every two weeks

NOMS STANDARDS-BASED SCORING (90% of overall grade)

Standards Based Score	Rationale	Gradebook % Equivalent
4	The student consistently meets the demand of the complete standard, and then creates a new product using that knowledge. There is transfer of their understanding of the standard to new situations that prove complex thinking and an extension of the key concepts, processes and skills.	100%
3.5	The student consistently meets the demand of the complete standard, and makes their own meaning through application of the knowledge to a new situation, using critical thinking and processing.	95%
3	The student consistently meets the demand of the complete standard and is able to access and acquire the concept/content.	90%

2.5	The student demonstrates an understanding of parts of the standard and can apply those parts to new situations. There may be a skill or content within the standard that the student has access to, but is not yet able to apply.	80%
2	The student demonstrates an emerging understanding of parts of the standard. There may be a skill or content within the standard that the student does not yet have access to.	70%
1	The student demonstrates an inconsistent understanding of, and may be approaching access to, parts of the standard.	60%
0	The student did not complete assignment/assessment in order to determine proficiency level.	50% (grades below this % are not allowed or applicable)

NOMS LEARNER BEHAVIOR SCORING (10% of overall grade)

Behavior Score	Learning Behavior Rationale (collaboration + work completion)	Gradebook % Equivalent
4	The student consistently engages in learner behaviors that lead to a stronger understanding, independent thinking, and community. The student completes classwork and homework thoroughly, punctually, and to the best of his/her/their ability.	100%
3.5	The student demonstrates one descriptor from a "4" and one from a "3."	95%
3	The student generally engages in learner behaviors that lead to a stronger understanding, independent thinking, and community. The student has mostly completed in-classwork and homework thoroughly and punctually, but a few assignments have been late, incomplete, or missing.	90%
2.5	The student demonstrates one descriptor from a "3" and one from a "2."	80%
2	The student inconsistently engages in learner behaviors that lead to a stronger understanding, independent thinking, and community. The student demonstrates a need for improvement in work habits, as multiple assignments (in-class/homework) have been late, incomplete, missing, and/or carelessly completed.	70%
1	The student rarely engages in learner behaviors that lead to a stronger understanding, independent thinking, and community. The student struggles to complete in-classwork and/or homework completely, thoughtfully, and punctually.	60%
0	The student did not complete assignment/assessment and/or participate in order to determine the appropriate learning behavior.	50% (Grades below this % are not allowed or applicable.)

EFFORT SCALE (PATHWAY + CHINESE COURSES) - EXAMPLE CRITERIA

Level	Excellent (E)	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Collaboration	Consistently engages in learner behaviors that lead to a stronger understanding, independent thinking, and community.	Generally engages in learner behaviors that lead to a stronger understanding, independent thinking, and community.	Inconsistently engages in learner behaviors that lead to a stronger understanding, independent thinking, and community.	Rarely engages in learner behaviors that lead to a stronger understanding, independent thinking, and community.
Work Completion	Completes classwork and homework thoroughly, punctually, and to the best of his/her/their ability.	Most in-classwork and homework is thoroughly and punctually completed but a few assignments have been late, incomplete, or missing.	Work habits need improvement, as a large number of assignments (in-class/homework) have been late, incomplete, missing, and/or carelessly completed.	Student struggles to complete in-classwork and/or homework completely, thoughtfully, and punctually.

Adopted: June 21, 2022
Revised: August 23, 2022

NORTH OLDHAM MIDDLE SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

1:1 DEVICE POLICY 4008

At North Oldham Middle School, we believe that the 21st century learner must leave our building with the technical skills that will help them be successful in high school and ultimately prepare them for college. Even though devices are not necessarily used in each course throughout the day, each student at NOMS is required to bring a device every school day. There are 2 possible paths for families to take in order to ensure their student(s) brings a device to school.

Chromebook Path Options

The definition of device is defined as a network connectivity device which has a standard keyboard and mouse or trackpad for use. This device cannot be a tablet and/or phone. An external computer mouse may be used but an external keyboard is prohibited. All incoming 6th grade students are mandatorily placed into option 2 and have the opportunity to opt out before March 31st of the previous school year. The principal or school technology coordinator will send emails to incoming 6th graders at Harmony and Goshen and any transfer known at that time. Students new to the district or transfers after March 31st will be handled on a case by case basis.

Option 1 - Bring your own device

- **Parents/Guardians will be notified of the following before choosing option 1:**
  - **If option 1 is chosen, parents/guardians are responsible for purchasing a device for their student(s) to bring to school each day.**
  - **Some devices may not function properly on our network.**
  - **Students must install Google Chrome to their device.**
  - **Content filtering cannot be managed as heavily through a personal device.**
- **Chromebook Fees**
  - **If option 1 is chosen, the technology fee will vary year to year depending on software and ohers fees associated.**
- **Opting from Option 1 to Option 2**
  - **At the end of each school year, parents/guardians can request to move from option 1 to option 2. This does not result in a prorated fee for a school owned device and the parents/guardians will still be expected to pay the entire fee ($100+/year for 3 years).**

Option 2 - Lease to own device

- **Parents/Guardians will be notified of the following before choosing option 2:**
  - **If option 2 is chosen, the school will purchase a chromebook through a school vendor.**
  - **This device will be distributed at the beginning of the school year once fees have been paid.**
  - **This device will come with a 3 year accidental protection warranty.**

- Content filtering is managed at the district level, school level, and teacher level through various softwares.

- Chromebook Fees
  - If option 2 is chosen, device fees for the school are $100+/year for 3 years.
  - At the end of the 3 year period, parents/guardians will have the option to purchase the device at fair market value. (This will fee will be around $30 but is based on fair market value).
  - If a student withdraws from NOMS, they must return their leased to own device and are ineligible for a refund.

Responsibilities & Expectations

Student Expectations (all students)

- Students are expected:
  - to bring their devices to school each day with a fully charged battery.
  - to have appropriate photos, screensavers, and background photos.
  - to have and appropriately use sound, games, and programs on their devices.
  - to use computers/devices in a responsible and ethical manner.
  - to comply with copyright laws and all license agreements and not plagiarize.

School Expectations

- The school will provide internet and filtering/blocking of inappropriate materials as possible.
- If a leased to own device becomes damaged and is under warranty, the school will send the device back to the company and have the device repaired.
- If a lease to own device must be repaired, a loaner device will be provided to use in the meantime. This device belongs to the school and must be returned in the same condition it was loaned out in.
- If any student comes to school and has forgotten their device, they may loan one from the media center for the school day.
- If a student uses a personal device and it becomes damaged and needs to be repaired by a 3rd party, the media center can loan a device to the student to use for up to 10 school days consecutively.
- If a student breaks a loaned device, a backup will not be provided and the student responsible for the cost of parts for repair.
- If a student brings their own device but is misusing class time and/or technology, the school reserves the right to issue a school-owned Chromebook with monitoring software.

Misuse of Devices & Repairs

Requiring Disciplinary Action

- Infringement of the Oldham County Acceptable Use Policy. Examples below but are not limited to:
  - Downloading inappropriate apps and media on any device.

- Deleting school installed settings from Oldham County device.
- Lack of adequate care for Oldham County devices and peripherals.
- Resetting Oldham County device to factory defaults or placing device in developer mode
- Adjusting setting on someone else's device.
- Logging in under a personal Google Account on an Oldham County device.
- Loaning of Oldham County devices to other students inside and outside of school.

Action Requiring Repairs

- Any device that has been damaged from student misuse, neglect or is intentionally damaged will be repaired with cost being paid by the student.

Leased to Own Chromebook Repair Process

- Chromebook Technical Support
  - ALL REPAIRS must be reported to NOMS Tech Staff for leased chromebooks (located in the media center)
  - A replacement Chromebook will be used by students when they leave their Chromebook for repair.
  - The equipment vendor has a three year warranty on the lease to own Chromebook.

Leased Chromebook Replacement Costs if Lost

Replacement AC Adapter and Cord (USB-C 45 watt)	$40.00
Screen	Varies depending on model

Adopted December 13, 2022

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Principal Selection Policy 5001

Topic	Statement
Preparation	When the council learns that the school needs to hire a principal, they will: I. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website. II. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The Council Vice-Chair (or Superintendent's designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda. III. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training. *The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.
Process	The council will: 1. Design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate). 2. Call a special meeting of the council and meet in open session to: a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process. b. Develop a set of criteria for a strong candidate using the shareholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age. c. Use the criteria they have developed to write or select standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews. d. Decide on other methods, if needed, to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references,

	applicant portfolios, open forums, and written responses to hypothetical work-related challenges. 3. Call a special meeting of the council and meet in closed session to: a. Review all applications and written references and select applicants to interview. b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary. 4. Schedule interviews with each applicant who has been selected to be interviewed. 5. Conduct each interview in a special called meeting in closed session during which: a. All the standardized questions will be asked in the same order for every candidate. b. Any specialized or follow-up questions may also be asked. c. A discussion will be held immediately following each interview about how well the applicant meets the criteria. IV. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection. V. If the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal appointed by the superintendent until a suitable applicant is found. VI. Keep all closed session discussion confidential.
Selection of New Principal	After all information is gathered, the council will: 1. Meet in open session to vote for the final selection of a new principal. 2. Ask the superintendent to complete the hiring process.
Alternative Selection Process	The SBDM Law allows for an alternative principal selection process—Before the selection process begins, the superintendent may propose a candidate to the council in closed session. The council may decide to accept or decline this candidate. If they decline then they would proceed with the steps in the principal selection policy. The NOMS SBDM understands that the hiring of the principal position is the responsibility of the superintendent and if desired, the superintendent may only consult with the council on the selection.
Evaluation	We will evaluate the effectiveness of this policy through our school improvement planning process.

Adopted: December 13, 2005
Revised: September 16, 2010
Revised: December 13, 2011
Revised: May 23, 2023

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Assistance to the Principal In Selection of School Personnel 5002
Consultation-

Topic	Statement
Vacancy	● A position that did not previously exist but which can now be funded ● A position previously held by an employee who has retired or resigned; or ● A position held by an employee who has indicated in writing that he/she will retire or resign at the conclusion of the current school year
Timeline	The principal will: 1. Chair the Interview Committee (or appoint a designee) and ensure that the Open Meetings Law is followed during all procedures for filling vacancies. 2. Establish a timeline for filling each vacancy. 3. Review and screen all applications and references. 4. Decide on applicants to interview and check references 5. Arrange all interviews including calling special meetings if needed. The Interview Committee will: 1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds. 2. Use the criteria they have developed to write or select standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview. 3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.
Interview	The following procedures will be followed during scheduled closed session interviews: 1. All the standardized questions will be asked of each candidate in the same order. 2. Following each standardized question, specialized questions (if any) and follow-up questions (if any) may be asked. 3. Following each interview, committee members will discuss how well each candidate meets the criteria and any other

	input requested by the principal, which may include a prioritized list.
Consultation with SBDM	After interviews are complete, in a closed (no public attendance) session the council will meet, the principal will share the outcome of the committee interviews. The council members will have the opportunity to ask questions or offer comments on the selected candidate. If a quorum (see below) of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue. During summer months or when a candidate needs to be hired because of timelines, the principal may confer with the council via email communication. The email will contain information on the selected candidate and rationale for hiring.
Quorum	If a quorum of the members of the school council is not available for the purpose of conduction consultation in the filling of a vacancy during a special-called meeting for the purpose of consultation, then the principal shall conduct consultation with the council members who can attend (at minimum any 2 members).
Selection	After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.
Evaluation	We will evaluate the effectiveness of this policy through our school improvement planning process.

Adopted: December 13, 2005
Revised: September 16, 2010
Revised: October 1, 2015
Revised: January 17, 2017
Revised: September 19, 2017
Revised: May 23, 2023

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

ASSIGNMENT OF INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME 5003

Topic	STATEMENT
I.Purpose	The Staff Time Policy for NOMS ensures that the amount of instructional time (e.g., number of classes taught, professional learning community time) and non instructional time (e.g., bus duty supervision, how often to supervise hallways) for the certified and classified instructional staff is equitable and provides maximum learning time for all students
II. Definition	Instructional staff time shall refer to the time that teachers and their assistants are assigned to teaching duties. Non-instructional time shall refer to planning blocks, class changes, and the before and after school duties that staff are required to meet to supervise students.
III. Schedule	The SBDM council gives authority to the principal/designee to develop a schedule for the use of instructional and non-instructional staff time.
IV. Application	This policy applies to all certified and classified employees who work for the Oldham County Board of Education and are assigned to North Oldham Middle School. State certification requirements will be met.
V. Evaluation	Annually, the principal shall update the council a summary of the use of staff time. This report can include, but is not limited to, the percent of time spent on core academics, the collaboration schedule, the guidance schedule and how it fits into the school improvement plan goals and the determination, based on needs, for the paraeducators' schedule. The principal shall not refer to teachers by name during the reviews.

Adopted: March 21, 2006
Revised: Dec 14, 2021

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

DETERMINATION OF THE USAGE OF SCHOOL SPACE 6001

Topic	Statement
I. Purpose	The School Space Policy of NOMS ensures that the classroom and non-classroom space use is maximized to provide opportunities for sharing resources, mentoring, and collaboration among the staff and students. The school's space will be utilized to maximize the teaching and learning environments to ensure all students are achieving at high levels
II. Definition	School Space shall mean all indoor and outdoor areas belonging to or controlled by the school, including but not limited to classrooms, the library, the gymnasium, the auditorium, the field house, playing fields, and parking areas.
III. Assignment	The decision of how to best utilize space shall be made by the Principal or his/her designee, with student achievement as the primary factor in the decision.
IV. Evaluation	Course enrollment and behavior data from class transitions shall be analyzed annually to determine the effectiveness of the traffic flow and class transitions. Additionally, the council will evaluate how the current school space arrangement compliments the teaching and learning environment.

Adopted: March 21, 2006
Revised: Dec 14, 2021

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

"NO"vation Lab Policy 6002

Topic	Statement
I. MISSION	The 'NO'vation Lab will foster a collaborative and innovative atmosphere for all students and staff to explore the art of creation. It will afford students the opportunity to solve real world problems using 21st century equipment, and to actively support the mission and vision of North Oldham Middle School.
II. OBJECTIVES	The primary objective of the NOMS 'NO'vation Lab is to implement, enrich, and support the educational program of the school. Our lab will provide students and teachers a wide range of fabrication methods, with consideration for diversity of interest and varying skill levels. In order to fulfill the mission, the responsibility of the 'NO'vation Lab is to: ● Provide opportunities that enrich and support the curriculum, taking into consideration the varied interests, abilities, learning needs, learning styles and maturity levels of the students served. ● Provide opportunities for teachers and students that will encourage growth in the application of content knowledge as well as help to develop an understanding of the use of design thinking in solving real world problems. ● Provide training and support for the fabrication equipment available in the lab, as well encourage all classroom teachers to learn about and utilize the Lab to further student learning and growth. ● Provide a variety of electronic formats as well as print materials to support student learning needs. These electronic formats include, but are not limited to, design and fabrication software.
III. EQUIPMENT	The 'NO'vation Lab is committed to maintaining a diverse scope of fabrication equipment for our students and teachers. Equipment includes, but is not limited to: ● Laser Cutter ● CNC Machines ● 3-D Printers

	● Laser Engravers ● Sewing Machines ● Embroidery Machines ● Screen Press Stations ● Heat Press Stations ● Soldering Stations ● Vinyl Scanner / Cutters
IV. SAFETY PROCEDURES	All students/staff will be required to complete the following safety sessions prior to using the Lab: 1. **General Lab Safety** – brief overview of the lab space and general safety expectations, including personal safety equipment (goggles, earplugs, safety gloves, etc…) 2. **Equipment Safety** – review of safety/usage expectations for each individual piece of equipment
V. LAB USAGE	The hours of operation for the 'NO'vation Lab will be 8:30a-4:00p on days when we are in session. Additional hours of operation may be approved by school administration. The 'NO'vation Lab can only be used by staff and students of NOMS as a part of the curricular experience. Students are not permitted to use any equipment, or to be in the Lab itself, without adult supervision.
VI. LOSS OF PRIVILEGES	Violation of the rules, responsibilities, and agreements set forth in these policies, and any other expectations set for by the school or classroom teachers, may result in disciplinary action. At the discretion of the administration, loss of Lab privileges for violation of these policies may occur. Continued violations of school/Lab policies may result in additional disciplinary actions from the school.
VII. INTELLECTUAL PROPERTY / PROFITABILITY	The 'NO'vation Lab is not to be used to violate copyright or trademark guidelines. The 'NO'vation Lab is only to be used to further student learning and/or curriculum. Students are not permitted to fabricate anything other than their own designs/creations, and are not permitted to profit from any item made with equipment and/or materials from the 'NO'vation Lab.

Adopted: April 22, 2021

NORTH OLDHAM MIDDLE SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

ADOPTION OF EMERGENCY MANAGEMENT RESPONSE PLAN 6005

Topic	Statement
Purpose	The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to, and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.
Adoption	The Council shall develop and adopt an Emergency Management Response Plan that includes procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in KRS 158.164 is required. The Emergency Plan will establish primary and secondary evacuation routes for all rooms located within the school. Evacuation routes will be posted in each room by any doorway used for evacuation. The Emergency Plan will identify severe weather safe zones to be reviewed by the local fire marshal or fire chief. The location of safe zones will be posted in each room of the school. As a part of the Emergency Plan, or as a separate document, the Council will develop practices to control the access to each school building. The access plan should address practices related to: 1. Controlling outside access to exterior doors during the school day; 2. Controlling the front entrance of the school electronically or with a greeter; 3. Controlling access to individual classrooms. 4. Requiring all visitors to report to the front office, provide valid identification, and state the purpose of the visit; and obtaining a visitor's badge to be visibly displayed on a visitor's outer garment.

	Following adoption, the Emergency Plan, along with a diagram of the facility, will be provided to appropriate first responders.
Training and Drills	Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion, as well as staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district policy. The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year AND during the month of January: 1. one (1) severe weather drill 2. one (1) earthquake drill 3. one (1) building lockdown drill 4. one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.) All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.
Confidentiality	The Emergency Plan, access plan (if a separate document), and diagram of the facility shall be excluded from the application of the Kentucky Open Records Act (KRS 61.870 to 61.884).
Annual Review	The Emergency Plan shall be reviewed following the end of each school year by the school council, the principal, and first responders, and shall be revised as needed.
Evaluation	At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

Adopted September 25, 2013

Revised: November 22, 2022

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL

WELLNESS POLICY 7001

TOPICS	STATEMENT
A. Nutrition Education	All students will be provided nutrition education that will encourage and support healthy eating. The curriculum ▪ Is designed to provide students with the knowledge and skills necessary to promote and protect their health; ▪ Is integrated, to the extent practicable, into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects ▪ May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens; ▪ Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods; ▪ Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise); ▪ Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services; ▪ Teaches media literacy with an emphasis on food and beverage marketing ▪ Assesses social influences on healthy eating, including media, family, peers and culture ▪ Encourages looking for valid information or services related to nutrition and dietary behavior ▪ Emphasizes tracking progress toward achieving a personal goal to eat healthfully ▪ Encourages resisting peer pressure related to unhealthy dietary behavior

- Influences supporting or advocating for others' healthy dietary behavior

B. School Meals

We will encourage healthy meal choices among students by using the following methods:

- The school shall make every effort to encourage students to participate in the school breakfast and lunch programs by working with district staff to appeal to the students' taste preferences (i.e. food promotions, grab-and-go options, smoothies, student input on menu items, etc.)
- After obtaining food, students will have at least 20 minutes to eat lunch in a clean, pleasant environment with appropriate supervision.
- All school meals will meet current USDA nutrition standards which can be found at the USDA website: https://www.usda.gov/wps/portal/usda/usdahome
- Nutrition information for meals will be made available in the cafeteria.
- The healthiest choices at each meal, such as salads and fruit, will be prominently displayed in the cafeteria.
- Competitive foods will not be sold from the time the first student arrives at school till 30 minutes after the last lunch period.
- Students will be made aware that free, safe, unflavored drinking water is available throughout the school day, including mealtimes.
- Parents are encouraged not to bring food in during the lunch period.

Information regarding applications for free/reduced priced meals will be sent home to all families during registration. The application is also available on the school website.

Student privacy will be protected by providing all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) a payment code to enter at the cash register.

C. Competitive Foods

and Beverages

To support children's health and school nutrition-education efforts, only Smart Snacks and beverages are served or sold during the official school day (including class parties) or during after-school activities (including after-school care). View Smart Snacks Standards here: https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks

Only foods/beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers on the school campus during the school day. School fundraising groups are encouraged to choose non-food items.

D. Physical Education and Physical Activity

We will encourage physical activity among students using the following methods:

- The physical education curriculum will be aligned with established state and national physical education standards
- The physical education curriculum will promote the benefits of a physically-active and healthy-eating lifestyle and will help students develop skills to engage in lifelong healthy habits
- All students must take at least one physical education class during the middle school years.
- All students will be provided equal opportunity to participate in physical education classes. Appropriate accommodations will be made to allow for equitable participation for all students and we will adapt physical education classes and equipment as necessary.
- Physical education will be taught by a certified teacher who is endorsed to teach physical education.
- The physical education teacher will participate in annual professional development opportunities that are focused on physical education topics and competencies specifically for physical education teachers.
- All students will be offered periodic opportunities to be active or to stretch throughout the day.
- The physical education program will promote student physical fitness through individualized fitness and activity assessment and will use criterion based reporting for each student.

- All students will be provided optional physical activity opportunities during after-school hours.
- Facility Rental agreements with YMCA and/or Oldham Little League teams will be developed to provide expanded physical activity opportunities for all students and community members.

E. Wellness Promotion and Marketing

The School Wellness Committee and the School Wellness Coordinator will develop, promote and oversee a multifaceted plan to promote health and wellness and ensure the following:

- Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behaviors.
- Physical activity shall be used as a reward when feasible. Physical activity shall not be used as punishment (i.e. Running laps for being late) or shall not be withheld as punishment (ie. Not being allowed to go to recess because of talking during class).
- Any foods/beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks standards.
- All advertising in school publications and school media outlets must be approved by the principal.

F. Implementation, Evaluation and Communication

The School Wellness Committee (SWC) will ensure compliance with the OCS KSBA Wellness Policy, will annually evaluate the SBDM Wellness Policy and will communicate progress.

- The SWC will meet three times throughout the school year. The principal, or a designee, will serve as the school wellness policy coordinator and will ensure compliance with this policy and the OCS KSBA policy.

- Membership of the SWC will include physical education teachers, health teachers, other teachers, parents, administrators, classified staff, school nurse and members of the public, as appropriate.
- The SWC will assess the school health environment using Healthy Schools Program online tools and will create an action plan by Sept 30. Each year thereafter, the SWC will assess the environment and will generate an annual progress report and adjust the plan as needed.
- The principal will provide the annual progress report to the SBDM, including the Wellness Policy implementation and any outcomes that may be influenced by the policy (e.g. student fitness tests, meal participation rates, etc.). A written progress report will be sent to the Assistant Superintendent to Student Services and will be shared with the public via the school website.
- Every three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

Adopted August 19, 2008

Revised September 16,2010

Revised: September 20, 2011

Revised: September 19, 2017

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

POLICY ON EXTRACURRICULAR ELIGIBILITY AND CODE OF CONDUCT POLICY 9001

Extra-curricular participation is a privilege, not a right. The NOMS extracurricular eligibility and code of conduct will be the cornerstone of our after-school programs, and shall be enforced for the entire calendar year, including summer months and vacation periods. Students must dedicate themselves to excellence, and will be held in accordance to the code of conduct rules and regulations 24 hours a day, seven days a week for the duration of their career at NOMS, beginning when the student first participates with any NOMS extra-curricular organization, or on their first day of school at NOMS. A student who violates this code shall be subject to disciplinary action as outlined in the penalty provisions of the code of conduct, as well as being subject to the provisions of the Oldham County Board of Education and NOMS School Based Decision Making Council policies.

Be advised that these guidelines are not all-inclusive. Mitigating circumstances may warrant review by the principal on a case by case basis, and the principal maintains the exclusive authority to adjust consequences as a result of an internal case review.

TOPICS	STATEMENT
I. Participation	The Site-Based Council believes that all students should be encouraged to participate in extracurricular activities.NOMS will follow all state and federal guidelines including Title IX requirements for equal opportunities. The following conditions shall apply to all extra-curricular participants: 1) Extra-curricular activities at NOMS are for students of NOMS ***only***. 2) If a sport is offered at the middle school, the student may participate only at the middle school level. A student may participate at the high school level if: a) A written formal request is received from the parent(s) explaining the reasons for the move to the high school level, b) Both head coaches approve, c) Both athletic directors approve, d) Both principals approve, and e) Student must sign and follow both middle and high school code of conduct. f) It is in the best interest of the student.

	3) If the sport is not offered at the middle school level, then the student may try-out for the high school level if invited. 4) If the high school season continues after the conclusion of the middle school season for a particular sport, then invited students may participate at the high school level at the conclusion of the middle school season. 5) Athletes may try-out for a second sport in the next consecutive season, but they are required to participate 100% with their first team until the conclusion of that season. 6) Students in overlapping sports may try-out for the second sport while the first sport is still occurring with coaches providing alternate tryout times if necessary. 7) If an athlete quits or is removed from an athletic team for any reason, they may not participate in another school sport until their original sport season has concluded. 8) NOMS extra-curricular activities will take precedence over outside group activities (club sports, AAU, private lessons, etc.). Coaches are permitted to require participants to attend practices/games and can impose playing time limitations, game suspensions, or removal from the team if guidelines are not followed. Coaches will need to develop and communicate expectations for all participants prior to any punishment being levied. 9) Students who are remaining at school before practice/game/meeting must remain in their designated space with adult supervision. Students are not allowed to roam the building after school hours. 10) Any decision/scenario regarding students playing up at middle school level will be approved through the AD and/or principal.
II. Eligibility	At the beginning of the school year, all students officially enrolled at North Oldham Middle School who are not repeating a grade are eligible to participate in extracurricular activities. In order to maintain their eligibility students must meet the following academic requirements: 1. NOMS students are expected to maintain passing learning behavior grades (no unsatisfactory) and making progress on core mastery standards in ALL classes. 2. If a teacher reports unsatisfactory due to missing work or no progress in mastery standards then the student will be placed on probation for 1 week. During that week the student may participate in practice and competition. 3. If after 1 week on probation the student has not made significant progress towards passing grades, then the participant will be

	suspended for 1 calendar week (7 days) from the grade check. There will be NO mid-week grade checks to reinstate eligibility. During this suspension, the player is still eligible to practice with the team, however, they may NOT dress for competition, although they can attend. 4. Attendance at practices and competitions during school vacations may be a requirement for team membership. 5. Absent students, out of school more than 50% of the day, may not participate in any regularly scheduled school activities including extra-curricular activities.
III. Code of Conduct	Representing the NOMS community in any extra-curricular activities is a privilege! All extra-curricular participants, spectators, parents, etc… are expected to conduct themselves in a respectful and positive manner at all times. Failure to do so could result in a suspension from participating and/or observing extra-curricular activities at NOMS. <u>Student Participants</u>: Students will only be allowed to represent NOMS in extra-curricular activities if they are free from disciplinary action from the school and/or legal action from law enforcement. The following will not be tolerated and ***repeated*** offenses could result in suspension from team activities (including practices and games): classroom disruption, disrespect of teachers, students, staff, etc.., failure to follow school and/or team policy, violations of school policy, tobacco use and/or vaping, unsportsmanlike conduct before, during or after participation in an extra-curricular, minor school disciplinary action (detention, team referrals and/or team disciplinary recommendation, etc.) The following offenses will result in immediate suspension from team activities (including practices and games) for a time to be determined by school administration (1 week minimum): Bullying, harassment, fighting, use of illegal drugs and/or alcohol, sexual harassment or intimidation, in-school suspension, suspension from school, criminal citation or law enforcement intervention.

Athletic Suspension Policy:

- Consequences will begin the day the consequence is handed out, and will end at midnight on the last day of the suspension.
- Consequences might require both 10% and 25% suspensions to run consecutively due to the range of infractions in a given scenario.
- Principal, AD, and/or team's head coach reserve the right to increase the consequence due to varying circumstances.

1st offense: *Any tobacco product and/or vape use or possession, solicitation of vape products, verbal aggression towards adults, chronic disruption of classroom environment, OCATS, In-School suspension, etc…*	**1 week suspension from all extra-curricular activities** *(including games, practices, team meals, bus rides, sitting on the bench during games, etc…)* **+ *Suspension from 10% of the team's total contests for the year.*** - Total contests = total regular season games including in-season tournaments. - % games suspended determined by calculating 10% of total contests ● No partial game suspensions. All suspensions will be in whole games and the number will be based on rounding the partial game up or down using standard rounding rules ● If suspension is not fully served during the current sport, it will be extended into the next sport/extra curricular the student participates in.
2nd Offense *of any 10% suspension behavior* First Offense: *Illegal Drug or alcohol use and/or possession, distribution of vape products, criminal charges/citations*	**2 week suspension from all extra-curricular activities** *(including games, practices, team meals, bus rides, sitting on the bench during games, etc…)* **+ *Suspension from 25% of the team's total contests for the year.*** - Total contests = total regular

	filed by OCPD, suspensions for hate speech or sexual harassment, terroristic threatening, etc…	season games including in-season tournaments. - % games suspended determined by calculating 25% of total contests ● No partial game suspensions. All suspensions will be in whole games and the number will be based on rounding the partial game up or down using standard rounding rules ● During game suspensions but after the initial 2 week suspension has concluded, student may attend games but may not dress in uniform or sit on the team bench. ● If suspension is not fully served during the current sport, it will be extended into the next sport/extra curricular the student participates in.
	<u>Second Offense:</u> *Illegal Drug or alcohol use and/or possession, distribution of vape products, criminal charges/citations filed by OCPD, suspensions for hate speech or sexual harassment, terroristic threatening, etc…*	***Indefinite suspension from extracurriculars (8 week minimum) as well as 50% of total contests. If a student is removed from the team, they may attend events as a spectator.***

<u>Student Spectators</u>: Student spectators will be held to 'school day' standards when supporting extra-curricular teams/groups at NOMS or at 'away' contests. Students who are not upholding the PRIDE expectations will be redirected and reminded of expectations only once. Then they will be removed. Repeated violations could incur a suspension from attending NOMS

		extra-curricular events. All students are required to be under adult supervision while at school sponsored activities in the evening and picked up from events on time. Repeated violations could incur a suspension from attending NOMS extra-curricular events.
	<u>Parents</u>:	The purpose of the Parent Code of Conduct is to develop parental support and positive role models for our extra-curricular programs. In the tradition of excellence, one purpose of our programming at NOMS is to promote the physical, moral, mental, social, and emotional well-being of each student and for our student-participants. Parents play an integral part of this process. In order to accomplish the goals of the NOMS extra-curricular program, parents must be held to a high standard regarding behavior, attitude, and involvement within the program. Any behavior in violation of this code of conduct is strictly prohibited. Violations are defined as, but not limited to: - Disrespectful behavior at any NOMS athletic function. - Use of foul language. - Berating players, officials, coaches, etc… - Interfering with a coach's opportunity to lead his/her team. - Requesting special treatment regarding team rules, academics, etc… - Undermining a coach's authority with players, parents, and school officials. - Infringing upon the 24 Hour Rule (see below) ● ***24 Hour Rule:*** Parents are not permitted to discuss athletic

	concerns with the coach for at least 24 hours after an issue arises at a game, practice, or other instance. Please schedule an appointment with the head coach if an issue arises.
Evaluation	All extracurricular programs will be evaluated annually for effectiveness, student participation, and equity as part of the school improvement planning process.

Adopted September 20, 2005
Revised June 19, 2007
Revised October 16, 2007
Revised January 23, 2008
Revised Sept. 15, 2009
Revised January 25, 2010
Revised Dec 14, 2021
Revised September 16, 2010
Revised September 20, 2011
Revised:April 21, 2015
Revised October 27, 2015
Revised April 18, 2017
Revised: October 12, 2020
Revised March 20, 2024

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

SCHEDULING 9002

Topic	Statement
I. Purpose	The Schedule of the Day and Week Policy for NOMS ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with NOMS mission and vision statements.
II. Course Selection	The Grade Level Counselors will survey all students as a guideline for course selection. Then, they will build a master schedule for the Principal's approval. The Principal will submit staffing needs for Council approval.
III. Staffing and Master Schedule Considerations	Courses in the master schedule shall be staffed as closely as possible within grade level or related arts team structure to allow for professional learning community (PLC) work to occur, common planning and effective parent communication.
IV. Evaluation	Annually the school council shall review student achievement data and adjust the Schedule of the Day and Week to meet the priority needs of students

Adopted: March 21, 2006
Revised: September 16, 2010
Revised: April 18, 2017
Revised: Dec 14, 2021

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

ASSIGNMENT OF STUDENTS TO CLASSES AND PROGRAMS 9003

Topic	Statement
I. Purpose	The assignment of students to classes and programs policy for NOMS ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process.
II. Programs	North Oldham Middle School shall offer a regular level program, with cluster groups for advanced or identified students in the GT program. Parents are encouraged to work collaboratively with the Grade Level Counselors in order to determine the most appropriate program placement for their child. Students who meet the criteria of the gifted and talented program shall be afforded opportunities to enrich their academic program based on their gifted student service plan (GSSP). Students who meet the criteria of the ECS program will be assigned to the appropriate placement based on their individual educational plan (IEP).
III. Classes	Once the master schedule has been developed, students shall be assigned to classes through school personnel and the Infinite Campus computer-generated program to meet identified individual needs. Parents may not request individual teachers for their students. Grade level counselors will meet with all students prior to the end of the school year to survey the students' related arts requests. Class changes may only be requested for the following reasons: -A student has not been placed in a class that he/she needs for a requirement. - A student has been placed in the wrong class.
IV. Exceptions	The Principal or Grade Level Counselors may make exceptions to student class assignment when it is determined to be in the best interest of the student.
V. Class Size	School class size shall not exceed the maximum class sizes established by the Kentucky Department of Education unless a special action of the Council permits the waiver of the class size limit. A minimum class size may be imposed based on the effects of that class on the class size of other classes held at the same time. If there is any class size under 20 students the council will be notified.

VI. Evaluation	Annually, counselors will work with teachers to complete an online scheduling card on the assignment of students. Data from this survey will be used to create a master schedule and presented to Council before the start of the new school year.

Adopted: October 25, 2005 (Part E only)
Revised: October 16, 2007
Revised: September 16, 2010
Revised: March 22, 2006
Revised: August 18, 2009
Revised: September 20, 2011
Revised: April 18, 2017
Revised: May 22, 2019
Revised: September 19, 22

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

POLICY ON SCHOOL DISCIPLINE 9004

Topic	Statement
I. Purpose	The purpose of a discipline plan is to foster a positive school climate where teachers can provide instruction and students have an opportunity to learn. Every student has the right to a safe and orderly classroom where learning can take place. Teachers have the right to expect students to follow school rules and procedures to ensure a safe and orderly working environment. The NOMS community realizes that young adults need a firm but supportive environment that is based upon mutual respect and responsibility
II. Guidelines	North Oldham Middle School shall follow the OCBE's Code of Acceptable Behavior (9068) when addressing student discipline.
III. School Safety Plan	Our school will maintain a school safety plan addressing procedures to provide a supportive, safe, healthy, orderly and equitable learning environment for both students and staff. This plan will also address any issues identified by our shareholders and issues required by state law.
IV. Responsibilities	Teachers shall manage discipline in their respective classrooms. Teachers should address their classroom rules and expectations either in their syllabus or in a classroom management plan. It is also an expectation that teachers will monitor hallways, school grounds, and other common areas in order to assist in maintaining a safe and orderly school. An established procedure shall be used for referring students to the administration if the behavior is beyond that which is expected in a positive student-teacher relationship. Administrators are to act on office referrals in a timely manner. Teachers and parents are to be notified of all disciplinary consequences. Any disciplinary action that results in suspension shall be relayed to parents on the day of the suspension. Grade Level Counselors play an integral part in facilitating positive student morale. While serving as student advocates, they shall collaborate with the Principal on disciplinary matters as needed. Teachers and administrators are to act in a manner consistent with OCBE policy 1050, 1055, 5092,and 5093- Principal/Administrator Rights and Responsibilities; Teacher Rights and Responsibilities.

V.	Student Expectations	Students will receive a copy of the Code of Acceptable Behavior. They are expected to read the code and familiarize themselves with OCBE expectations and section 9029 – Student Rights and Responsibilities. Students are also required to read the student handbook and return the signed form which states they have knowledge of school rules and procedures. No student will be allowed to participate in field trips, extra/co-curricular activities or special school events unless the acknowledgement form has been returned to the office
VI.	Parent Expectations	Parents are the primary teachers of students. Parent attitudes, expectations, and behaviors about school play a crucial role in promoting positive learning experiences for their children. Parents can demonstrate evidence of support for a safe and orderly school environment by following the parent/guardian/custodian guidelines found in the Student/Parent handbook. (9061- Parent's/Guardian's/ Custodian's Rights and Responsibilities)
VII.	Appeals	Parents have the right to appeal a disciplinary decision to the Assistant/Associate Principal(s), who work on discipline matters. If a parent does not receive a satisfactory resolution at the administrator level, an appeal can be made to the Principal
VIII.	Bullying & Harassment	Student Behavior: Students at NOMS must respect the rights of others and to interact in a civil manner. Therefore students are required to speak and behave in a civil manner toward students, staff and visitors within the building. Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposely inflicts harm on the victim. Further, in order to prevent disruption of the educational process and the ability of all student to take advantage of the educational opportunities offered at NOMS the following student behaviors as defined by the law will not be tolerated: - Hazing, bullying, taunting, menacing, intimidating, threatening behavior, verbal or physical abuse of others, using lewd, profane or vulgar language. This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods while at school or causing a disruption while at school. These provisions should not be interpreted to prohibit civil

		exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others. Violations & Reporting: Students who violate this policy will be subject to appropriate disciplinary action as outlined in the OCS Acceptable Behavior & Discipline Policies. Students wishing to report a violation or who believe they are victims may report it to any staff member of NOMS who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement. When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action. Retaliation: Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation. As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.
IX.	Dress Code	All students at North Oldham County Middle School will follow a dress code. Attire that is deemed potentially disruptive to the educational process will not be permitted. The details of this code may be found on Policy 9008 or in the Student/Parent and Teachers' Handbooks.
X.	Electronic Devices	NOMS has a detailed phone policy. Cell phones are a great tool but can also be the number one distractor of learning and main vessel for bullying. The Oldham County School District, its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in the NOMS Acceptable Use Policy and Parent/Student and Teachers' Handbooks.

XI. Monitoring	The SBDM council shall receive reports as requested on school discipline.
XII. Evaluation	We will evaluate the effectiveness of this policy through our school improvement planning process.

Adopted: March 21, 2006
Revised: September 16, 2010
Revised: October 16, 2012
Revised: September 19, 2022

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

COMMITTEES 9005

Topic		Statement
I.	Purpose	The committee policy of North Oldham Middle School ensures equitable participation in the decision making process for teachers, parents and the school community as a whole.
II.	Standing Committee	A standing committee may be formed for each permissive function performed by the Council to serve for one year. A written description of the responsibilities and duties of the committees shall be approved by the Council. Council members may serve on standing and ad hoc committees. Teachers serving on standing committees shall be appointed by the council decision after all are given the opportunity to express interest by August 15 of the school year prior to their service and approved by the Council. Parents serving on standing committees shall be appointed by the chairperson and approved by the Council. Standing committees shall report to the Council. Their actions shall be advisory and are not binding on the Council.
III.	Ad hoc Committee	Ad hoc committees shall be formed to help complete specific tasks. Once the task is completed, the committee shall be abolished. Ad hoc committees shall be formed by the chairperson with approval by the Council. The size of committees and representation shall be determined by the Council.
IV.	Chairperson	Standing and Ad hoc committees shall have a chairperson from its membership.
V.	Terms	Standing committees shall serve for one year beginning July 1 and ending June 30. Ad hoc committees shall serve until the task is complete, not to exceed one year.
VI.	Decision Making	All committees shall use consensus as the primary method of making decisions. In the event consensus cannot be reached, the committee shall report to the Council the reasons. All committees are subject to the Kentucky Open Records and Meetings Laws
VII.	Quorum	Two thirds (2/3) of the members of the committee must be

	present for the committee to make a decision.
VIII. Evaluation	We will evaluate the effectiveness of this policy through our school improvement planning process.

Adopted-November 18,2014
Revised: April 18, 2017
Revised: May 22, 2019
Revised: September 19, 2022

North Oldham Middle School
School-Based Decision-Making Council Policy

Math Courses 9006

Middle School Math Placement

Each middle school offers 2 advanced level math courses at every grade level. Please see the chart below for requirements to enter into advanced math courses. In order to continue in an advanced math course from year to year students must maintain an 80% or higher grade.

The following are expectations for students in advanced math courses:

- Working with academic honesty.
- When working independently, completes work on time consistently
- Work in a mature and independent manner, whether inside or outside of the classroom
- Independently check for missing work after an absence
- Participate thoughtfully in class discussions by providing insightful feedback to teachers and peers, and questioning in a respectful way
- Be actively involved in group work to build upon each other's strengths
- Regular attendance is expected and critical due to the rigorous curriculum, fast pace and classroom interactions involved in any advanced math course.

6th Grade Placement

Students will be placed in the highest class where they meet 2 out of 3 criteria.

	iReady Composite (or comparable universal screener)	CogAT Quantitative Composite	4th Grade KSA Data
6th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below
6/7 Integrated	75th-89th percentile	75th-89th percentile	75th-89th percentile
6th Grade Pre-Algebra	90th Percentile or above	90th percentile or above	90th percentile or above

- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments before any retakes by winter break will be rescheduled to the lower class upon return from winter break.
- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments from January to May before any retakes by summer break will be rescheduled to the lower class at the beginning of the next school year.
- Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
- Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

7th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria.

	iReady Composite (or comparable universal screener)	CogAT Quantitative Composite	5th Grade KSA Data	Teacher Feedback Checklist
7th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below	
7th Grade Pre-Algebra	75th-89th percentile	75th-89th percentile	75th-89th percentile	-Pacing -Study habits -Work completion -Attendance -Higher-order thinking skills -Basic math facts -Commentary
7th Grade Algebra 1*	90th Percentile or above	90th percentile or above	90th percentile or above	-Pacing -Study habits -Work completion -Attendance -Higher-order thinking skills -Basic math facts -Commentary
**Students enrolled in the 7th Grade Algebra I course will receive a high school credit on their transcript. Anything lower than an 80% will require students to take Algebra 1 again as an 8th grader.*				

- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments before any retakes by winter break will be rescheduled to the lower class upon return from winter break.
- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments from January to May before any retakes by summer break will be rescheduled to the lower class at the beginning of the next school year.
- Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
- Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

8th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria.

	iReady Composite (or comparable universal screener)	**CogAT Quantitative Composite**	**6th Grade KSA Data**	**Teacher Feedback**
8th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below	
8th Grade Algebra 1*	75th-89th percentile	75th-89th percentile	75th-89th percentile	-Pacing -Study habits -Work completion -Attendance -Higher-order thinking skills -Basic math facts -Commentary
**Students enrolled in the 8th Grade Algebra I course will receive a high school credit on their transcript. Anything lower than an 80% will require students to take Algebra 1 again as a 9th grader.*				
8th Grade Geometry	90th Percentile or above	90th percentile or above	90th percentile or above	-Pacing -Study habits -Work completion -Attendance -Higher-order thinking skills -Basic math facts -Commentary
**Students enrolled in the 8th Grade Geometry course will receive a high school credit on their transcript. Anything lower than an 80% will require students to take Geometry again as a 9th grader.*				

- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments before any retakes by winter break will be rescheduled to the lower class upon return from winter break.
- Students who score a 70% or less on half of the mid-unit assessments and end-of-unit assessments from January to May before any retakes by summer break will be rescheduled to the lower class at the beginning of the next school year.
- Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
- Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

High School Credit Protocol

Middle school students wishing to earn a performance-based high school credit must note the following steps:

- It is the student's responsibility to find an accredited math course (ex: Bravel, Keystone School, KTE, JCPS E-School) and get pre-approval from the middle school principal.
- Following approval, the parents and students will have a meeting with the middle school counselor to discuss their rationale and goals for taking the course.
- The accredited math course can be taken as an incoming 8th grader or 9th grader (and beyond).
- This form and approval must be completed before the last day of the current school year.
- The students must present evidence of completion of the accredited Math course by August 1st (for example, transcript or final course grade)
- The student must achieve a 90% pass rate on a one time performance based credit exam provided by the high school math department. The student and parent will get with the school counselor prior to the end of the school year to schedule an exam date.
- Students must earn an overall score of 90% or greater on the placement exam to earn a course credit and be allowed to enroll in the subsequent math course. Students not earning the requisite score will continue their current track of math courses.
- The final grade awarded on the student's transcript will be the score earned on the one time performance based credit exam provided by the high school math department.
- The middle school math department is not responsible for providing a course curriculum or other tutoring services.
- If the performance-based credit awarded results in the student being placed in a high school course that is not offered at the middle school, this will be dependent on the scheduling logistics and space available.

Student Checklist:
Pre-Approval, Principal Signature _____
Accredited Course Name _____
Counselor Meeting Date and Time _____
Performance-Based Credit Exam Grade _____
Transcript Grade _____

I have read and understand the terms of this agreement:
Parent Signature _____
Student Signature _____
Middle School Math Teacher _____
Middle School Counselor _____
Middle School Principal _____

Teacher Feedback Items

Please give feedback about the following items related to the student's work in MATH:

Pacing

- The student works much slower than the rest of the class, 5- The student works much faster than the rest of the class

Study habits and work completion

- The student requires lots of support to complete assignments, 5- The student completes work independently

Attendance

- The student misses MANY days of school, 5 The student rarely misses school.

Higher-order thinking skills

- The student struggles with higher order thinking questions 5- The student regularly displays highly developed reasoning skills

Basic Math Facts

- The student struggles with math fact recall 5- The student has a strong command of basic math facts

Commentary

What additional information do you have to share about this student's math journey?

Adopted; November 18, 2014
Revised: April 18, 2017 Revised: May 22, 2019
Revised: March 1, 2023 Revised May 14, 2024
Revised February 17, 2026

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Social Justice Policy 9007

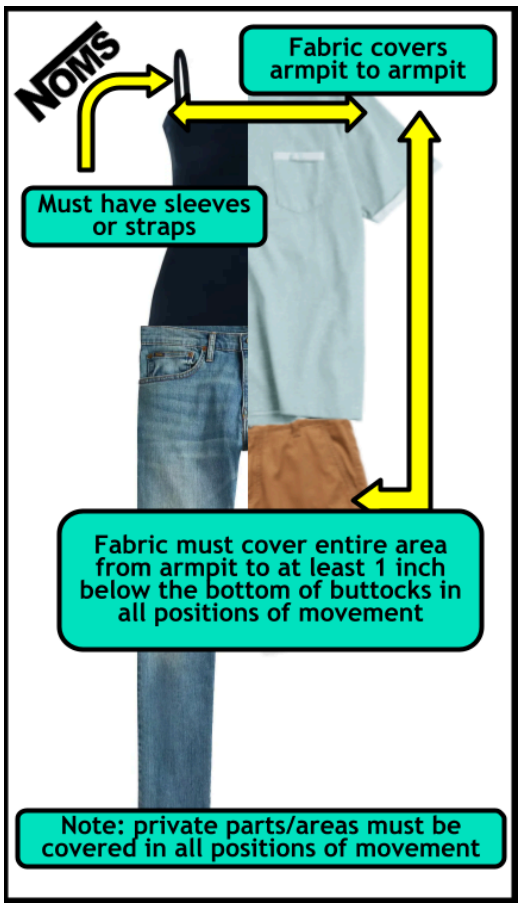
Topic	Statement
I. DEFINITION	Social justice is a nonpartisan vision that everyone deserves equivalent economic, political, social and educational rights and opportunities.
II. MISSION	North Oldham Middle School aims, through action and education, to promote a school environment in which all members feel safe to voice their opinions while embracing the identities and backgrounds of themselves and of their peers.
III. COMMITMENTS	NOMS will work to promote diversity, equity and inclusion in everything we attempt to do. NOMS values the individuality of each student and staff member. NOMS honors student-centered learning through inquiry and exploration, constructivist teaching, collaborative course work and self-directed student initiatives. NOMS supports social and emotional development through conflict mediation, personal reflection, diversity awareness and community responsibility.
IV. POLICY & SYSTEMS REVIEW	School administration will conduct a yearly review of infrastructural systems, school policy, and performance data through the lens of social justice. ● This internal review will be used as a planning tool as the school works to further promote diversity, equity and inclusion.

Adopted: 4/22/2021

NORTH OLDHAM MIDDLE SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Dress Code Policy 9008

Purpose: North Oldham Middle School expects that all students will dress in a way that is appropriate for the school day. Student dress choices should respect the District's intent to sustain a community that is inclusive and diverse. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, student attire does not contribute to a hostile or intimidating atmosphere for any student, and dress code enforcement does not reinforce or increase marginalization or oppression of ANY group.



Minimum Requirements

-Headgear including, but not limited to, hats, hoods, and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.

-Shoes must be worn at all times and should be safe for the school environment.

-Fabric covering all private parts/areas must not be see through.

-Private parts/areas must be covered in all positions of movement.

-Clothing and shoes must be suitable for all scheduled classroom activities including physical education, science labs, NOvation Lab, and other activities where unique hazards exist.

-See image for additional minimum requirements.

Additional Requirements:

Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
Clothing may not depict or imply pornography, nudity, or sexual acts.

Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups. Clothing may not depict or advertise weapons of any kind.

Dress Code Enforcement

- All teachers must be informed of the dress code and know clearly what it states.
- All students must be informed of the dress code and sign it at the beginning of the year.

- Students in violation of the NOMS Dress Code will be counseled and offered garments deemed appropriate. If appropriate garments are not available, the parent or guardian will be notified to bring a change of clothing.
- If a student refuses to comply with the dress code, the following action(s) will be taken:
    - First offense - Warning
    - Second offense - Call Home
    - Third offense - Lunch Detention
    - Fourth offense (and other offenses after) - Office Referral for Defiance
    - NOTE: If the student's attire threatens the health or safety of any other person, then discipline for dress violations will be consistent with discipline policies for similar violations.

Dress Code Evaluation: Data will be collected regarding violation statistics and stakeholder feedback in order to re-evaluate the effectiveness and sustainability of the policy (midyear and end of year checkpoints).

NOMS reserves the right to modify the dress code to meet the special needs of students for religious, cultural, or approved medical reasons.

Created in collaboration with the NOMS Executive Student Council and NOMS families, 2022.
Adapted from: SOMS Dress Code; Influenced by https://www.pps.net/domain/4006 + https://www.rcps.us/Page/268

Adopted: June 21, 2022
Amended: July 25, 2023