SOUTH OLDHAM MIDDLE SCHOOL



SCHOOL-BASED
DECISION MAKING COUNCIL
POLICIES

Revised 6/16/2026

Policy #	Name of Policy	Date Adopted	Last Date Reviewed/ Revised
Administrative – 1000 (See By-Laws)			4/1/19
Community - 2000			
2001	Parent and Family Engagement Policy		8/21/24
2002	School Day and Week Policy		8/21/24
Finance - 3000			
3001	Budget Policy: Procedures and Timelines		9/18/24
3002	Budget Policy: Spending Decisions		9/18/24
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4002	Curriculum		11/20/24
4003	Writing Policy		9/17/25
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4005	Student Assignment Policy		5/21/25
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4009	Math Placement Policy		5/20/26
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5002	Consultation Policy		12/18/24
5003	Assignment of Staff		12/18/24
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Building Operations - 6000			
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6002	Committee Policy		2/19/25
6003	Space Use Policy		2/19/25
Students - 7000			
7001	Enhancing Student Achievement Policy		8/20/25
7002	Discipline, Classroom Management, Attendance and School Safety Policy		6/16/26
7003	School Wellness Policy		3/26/25
7004	Extracurricular Policy		3/26/25
7005	Technology Utilization Policy		4/15/26

2001 – Parent and Family Engagement Policy

DEFINITION OF PARENT

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term "parent" to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students' parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

South Oldham Middle School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Make information available on our curricular programs and the content students will learn each year.
3. Send home information on student progress on a regular basis.
4. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.
5. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
6. Send home newsletters at least four times a year that include information on ways families can help students learn.
7. Support an active Parent Teacher Association or Organization.
    - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
    - Serving on one of our decision-making committees.

- Joining our parent teacher organization and participating in its efforts to strengthen our school.
- Volunteering along with other concerned members of our community in other areas as needed.

8. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and school's grading policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure coursework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned coursework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

Attendance Notes

Students have five (5) school days after an absence or tardy to turn in either a parent note or a doctor's note to the office requesting the absence be excused. After five (5) school days, no attendance records will be changed. If a student is late to school, he/she must check in with the office and get an admittance slip before being admitted to class.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 10/1719
8/21/24

2002: School Day and Week Policy

CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.

2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.

3. Promote efficiency and effectiveness, including protecting instructional time.

4. Allow all teachers equitable planning and time to collaborate on a regular basis.

5. Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.

6. Facilitate teacher opportunities to adjust the length of class periods when needed. (Ex: Pep Rally days)

7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.

8. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

PROCESS FOR DEVELOPING THE MASTER SCHEDULE

Annually, the principal, with input from committee members and help if necessary from designees, will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

1. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
   - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
   - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

2. Consider pertinent data from programs outside the regular classroom: Visual and Performing Arts (VPA), Practical Living & Career Studies (PLCS), Global Competency & World Language (GCWL), and Writing to determine changes needed or extra time needed in these areas.

3. Based on the above work, those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.

4. The principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.

5. The principal will report as an FYI item to the council on the schedule for the coming year.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 3/18/21
8/21/24

3001: Budget Policy: Procedures and Timelines

SPENDING CATEGORIES AND MUNIS ACCOUNTING

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most shareholders in our school, even if those categories are not part of the state and district accounting system known as “MUNIS.”

DRAFT BUDGET

DECEMBER TO FEBRUARY

All *EXPENSES* will be estimated for the coming year that are needed to:

1. Implement our school improvement plan fully, including staffing, materials, professional development/learning, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development/learning, and other needs.

The *FUNDING* will be estimated for the coming year from:

1. Our allocation for certified and classified staff.
2. Our allocation for instructional materials.
3. Any additional allocations that we have reason to believe are likely to continue.
4. Our allocation for professional development/learning.
5. Funds from any fundraising activities (activity funds) that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
6. Grants that seem reasonably likely from any source.
7. Categorical dollars from programs listed as sources in our school improvement plan based on past funding and consultation with the principal about what is being considered for next year.

Expenses and revenues will be estimated separately and no attempt will be made to match the two at this time. If necessary any *SHORTFALLS* will be shared with the council for a discussion on possible solutions.

A *DRAFT BUDGET* will be developed that:

1. Includes a clear statement of the number of persons to be employed in each job classification.
2. Lists dollar amounts.
3. Addresses the expenses for fully implementing our school improvement plan and maintaining other programs at their current level.
4. Describes which sources will be used to cover each expense.
5. Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.
6. Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.

The draft budget will be circulated for *INPUT* to the school council, the school staff, and all parents serving on council committees, and will be posted for public review.

REVISING THE DRAFT BUDGET

MARCH TO MAY

The council will:

1. Review the draft budget either in a regular or a special meeting.
2. Compare the draft budget to the tentative budget provided by the school board on March 1.
3. Identify areas that may need adjustment to further reflect school priorities, new spending information, shareholder input on the impact of the proposed plan, or other relevant information.
4. If necessary, charge a committee or ask the principal to consider areas that may need adjustment and submit a revised budget for council adoption.
5. Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
6. Charge a committee or ask the principal to write up the Section 7 requests for formal council adoption.
7. Set a timetable for adopting a revised budget and official Section 7 requests that are compatible with any district timetable.

MAY and JUNE

After the council receives the final allocation from the superintendent on May 1 and adopts its budget and its Section 7 requests, the following procedures will be completed:

1. Notify the superintendent and local board in writing of the council's decision on the number of persons to be employed in each job classification and any Section 7 requests.
2. Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.
3. Ensure that all relevant budget items are clearly reflected in the school improvement plan and that the person or group listed as responsible for selecting specific items has been notified of the dollar amounts.

IMPLEMENTATION AND MONITORING

EVERY MONTH

The principal (or principal designee) will:

1. Ensure that all spending records required by the state and district are maintained including but not limited to all Redbook Requirements.
2. Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

JULY TO SEPTEMBER

The principal (or principal designee) will ensure that:

1. In accordance with Redbook procedures/requirements, all booster organizations (including PTA/PTOs) have submitted to the principal by July 25th their annual financial report for the previous year which ends June 30th.
2. All booster organizations (including PTA/PTOs) have completed all Redbook requirements including submitting to the principal the following documentation required in the Redbook:
    - Names of officers (due within the first 30 days of school)

- Annual budget worksheets showing estimated revenues and expenditures for the coming year (due within the first 30 days of school or within thirty days of the first transaction for the group).

OCTOBER

The principal (or principal designee) will ensure that:

1. If extra allocations become available to the school, all committee chairs as well as the contact person(s) for all MUNIS accounts will be notified of the availability of these additional funds.
2. Submissions of additional funding requests will be required to be submitted on the appropriate forms in a timely manner by the process established in this policy.
3. If the allocation would be adjusted and reductions have to occur in the budget, the principal will work with the council to approve a new budget.

JANUARY AND APRIL

The following procedures will be completed in January and then again in April:

1. Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category.

1824669904. Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.

1824669905. From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

BUDGET CHANGES

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to both the council and the Budget Committee.

The principal will inform the council promptly of:

1. Any change in the council's General Fund allocations received on March 1st.
2. Any Section 7 funds to be allocated based on council requests and board action and any allocation of Section 7 funds to the school based on ADA.

1824670224. Any change in the school's professional development/learning allocation.

1824670225. Any decision regarding categorical funding for the school.

1824670226. Any change in actual or expected activity fund resources.

The council will consider amending the budget to respond to funding changes after receiving shareholder input and advice from the principal on the financial impact and reviewing how the change would affect the success of our school improvement plan.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date Reviewed or Revised:
9/18/24

3002: Budget Policy: Spending Decisions

SPENDING AREAS

This policy covers procedures to be used in the areas where the law gives the council responsibility for spending decisions. These areas include the following:

- Activity Funds
- Number of Employees
- Student Support Services
- Textbooks/instructional resources
- Instructional Materials
- Professional Development/Learning*

* Professional Development/Learning is addressed in a separate policy.

ACTIVITY FUNDS

Activity funds will be subject to the Accounting Procedures for Kentucky School Activity Funds (Redbook) requirements for activity funds. SBDM allocations are not activity funds and should be recorded in MUNIS.

The following procedures will be followed concerning activity funds:

1. Each club, organization and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet.
   a. The Individual Activity Account Budget Worksheets are due to the principal by April 15.
   b. The sponsor shall work with the officers of the club in this process to assure continuity of programs.
   c. The principal or designee shall prepare budgets for activity accounts without sponsors for SBDM approval.
2. The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets.
3. Staying consistent with district policy, the council, with input from the appropriate committee, club, or organization, will determine use of school general activity funds from bookstore sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and therefore, the profits will be used for the benefit of students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee lounge has vending machines or other concessions, those profits may be used for employee purposes.
4. The SBDM council can approve other allowable expenditures for accounts without student involvement. This would be any expenditure that would benefit all the students, but not a specific student group, for example, picture sales.
   Caution: School activity funds shall not be expended for any operational costs of the school, including salaries/stipends for a SBDM secretary, even the funds in the general account of the school.
5. The council, with input from the appropriate committee, club, or organization, will also:
   a. Determine the use of cash donations for general purposes.
   b. Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.
   c. Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds IF requested by the board.

6. The Title IX report must include all expenditures for student athletics including external support/booster organizations, school activity fund monies, SBDM allocations, and grants.
7. The school or district, with approval of the local board of education, may establish additional guidelines/requirements for the external support/booster organizations. This doesn't state the SBDM council, but that is what is meant by "school."
8. There is a School Activity Fund Fundraiser Approval Form that has a signature line for the SBDM council, (Required IF council policy requires approval of fundraisers.)

NUMBER OF EMPLOYEES

All procedures involved in the determination of the number of employees to be hired will avoid any discussion or action intended to cause any individual staff member to be transferred or dismissed.

The following procedures will be used to determine the number of employees to be hired:

MARCH TO MAY

1. The superintendent will notify the council by March 1st of its tentative allocation for the next school year, including staff funding.
2. Working with the principal if requested, the school improvement plan and other indicators will be reviewed by a committee and a tentative plan for how many staff members the school will have in each subject and level and how many in each other type of position, taking into account an effective student/teacher ratio for meeting the needs of all students.
3. After input from shareholders, revisions will be made if necessary and the tentative plan will be submitted to the council for official action.
4. Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by the district deadline.

STUDENT SUPPORT SERVICES

Student support service choices will be made annually by the council through the adoption of the budget. The council will consider recommendations made by any concerned party for additional services.

TEXTBOOK/INSTRUCTIONAL RESOURCES SELECTION

The council will appoint an ad hoc committee to review materials. The materials may come from any subject area. The committee will include teachers and a good faith effort will be made to also involve parents on the committee. The committee will take the following steps:

1. Review our school improvement plan, curriculum, and the Kentucky Academic Standards.

1824673344. Develop criteria for textbooks/instructional resources that will help the school move students to proficiency and beyond.

1824673345. Review available textbooks/instructional resources to identify those that will best meet their criteria.

1824673346. Report to the council on its choices for council approval.

1824673347. Respecting all regulatory requirements governing textbook/instructional resources funds, determine quantities of each item to be ordered within the school's textbook/instructional resources budget.

1824673348. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchase.

INSTRUCTIONAL MATERIALS

The following procedures will be used to determine the spending needs for instructional materials:

FEBRUARY TO JUNE

1. The principal and/or a committee will review our school improvement plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:
    - Specific items to implement the school improvement plan
    - Shared supplies
    - The library
    - The computer lab
    - Distinctive needs of each teaching team
    - Distinctive needs of each teacher not assigned to a team
    - Electronic materials
    - The principal's discretionary fund
    - Any other category of items the principal or committee believes is needed
2. By March 1st the council will be notified by the superintendent of its tentative allocation for the next school year, including instructional materials.
3. The tentative plan will be revised to fit the allocation and presented to shareholders for input.
4. After the council receives a final allocation from the superintendent on May 1 and in light of any input from shareholders, the tentative plan will be further revised if necessary and presented to the council for official action.
5. The council will approve a final spending plan organized by categories of spending.
6. In accordance with the district timeline and procedures the council will submit a request for Section 7 money.
7. The principal (or principal designee) will reformat the spending plan to fit the MUNIS accounting system and submit it to the superintendent.
8. All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
9. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchases. No further council approval will be needed.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school Improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised:
9/18/24

4001 – Alignment with State Standards

ALIGNMENT NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

- 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.
- 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.
- 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.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised:
9/15/20
11/20/24

4002 – Curriculum Policy

CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

1. Be aligned vertically and horizontally with and designed to help students master the content of the state standards for all subjects including: English/language arts, math, science, social studies, practical living/career studies, visual and performing arts, and global competency & world language.
2. Provide equitable access to all the state standards' areas above for all students.
3. Provide links to continuing education, life, and career options.
4. Reflect the strategies adopted in our school improvement plan.
5. Include all legally required content beyond the state standards.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.

2. Teach toward mastery the state standards assigned for their particular area or areas.

3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal (or designee) will:

1. Ensure that copies of the curriculum, standards, and expectations for the school are available for parent review.

2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.

3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the Instructional Committee on the results of those discussions.

CURRICULUM REVISION

The Instructional Committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State laws, regulations, or the Kentucky Academic Standards are revised.

2. District leaders or working groups modify district curriculum documents.

3. Our school improvement planning process identifies a need for adjustments.

4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.

5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.

6. Other shareholder input or data demonstrate a need to do so.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised:
11/20/24

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

4003 - Writing and Communications Program

CRITERIA FOR THE WRITING PROGRAM

In order to provide ***multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources***, we will make sure students:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
    a. Writing for a variety of purposes:
        - Argumentative writing to support claims
        - Informative/explanatory texts
        - Narrative to develop real or imagined experiences or events
    b. Writing for a variety of audiences
    c. Experiences that reveal ownership and independent thinking
    d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. *Use readings as models for student writing.*
8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
9. Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.
10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. Apply appropriate writing skills to oral communication.
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

WRITING GUIDELINES FOR TEACHERS

To provide ***multiple opportunities for students to develop complex communication skills for a variety of purposes,*** teachers will:

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
    a. ***Writing for a variety of purposes****:*
        - Opinion (Elementary)/Argumentative (Secondary) to support claims
        - Informative/explanatory texts
        - Narrative to develop real or imagined experiences or events

    b. Writing for a variety of audiences

    c. Writing about experiences that reveal ownership and independent thinking

    d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on-demand and writing-over-time assignments.
4. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
8. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
9. Demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
10. Students **apply technology as a tool** throughout the writing process.
11. Allow student choice and exploration.
12. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a writing/communications portfolio that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
3. Ensure the implementation of the Writing Policy and Writing Plan.
4. Ensure that the Writing Policy and the Writing Plan are reviewed annually and revised (if necessary).
5. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

CRITERIA FOR THE WRITING PLANS

Writing plans will be separate from this policy and will be specific for the middle school level. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and program appraisal data.

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

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

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

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 8/22/19, 11/20/24, 9/17/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

4004 – Instructional Practices Policy

CRITERIA/BEST PRACTICE PRINCIPLES

In order to provide an environment where students perform to their potential and are transition-ready, we will make sure all students:

- Are actively involved in their own learning.
- Use writing as a way to learn
- Have some ownership over what is being learned.
- Communicate with peers and others about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help them demonstrate the attainment of the Kentucky Academic Standards
- The primary tool to deliver instruction to students are the Workshop Model, Academic Student Discourse, and Gradual Release of Responsibility.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our criteria and instructional best practice principles listed in the first section of this policy are implemented:

Every year, students will have multiple opportunities to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner
- Listen to an adult read aloud
- Discuss different ways to solve problems.
- Read and write in all content areas.
- Do assessments and/or activities involving short answer, constructed response, on-demand, and multiple choice which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide
- Use resources other than a textbook or worksheet
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.

Every year, students will have at least one opportunity to:

- Participate in a peer reading or writing conference.
- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research
- Do real-life activities or projects.
- Perform or create, including in an area of the visual and preforming arts
- Speak in front of a group.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

TEACHER ROLE

To ensure that the criteria/principles in the first section of this policy are implemented, every teacher will:

1. Make every effort to convey to students his/her high regard for student abilities as well as the importance of learning, hard work, high levels of effort, and the characteristics of high-quality work and that high-quality work is the expectation.

2. Ensure that learning/instructional outcomes:

    - Indicate what students will learn and represent high expectations, rigor, important learning in the discipline, and the varying needs of the different student groups.
    - Lend to various forms of assessment including those used for state assessments.
    - Represent a range of factual/procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.

3. Design learning/instructional activities that:

    - Match intended outcomes, are appropriately challenging, involve problem-solving skills, give students some choice, and provide opportunities for higher-level thinking and/or have multiple correct responses/approaches.
    - Use varied and flexible approaches making use of instructional student groups and building on student strengths.
    - Engage families in student learning as appropriate.
    - Are well-structured, student-centered and culturally responsive, address various learning styles, and have reasonable time allocations.
    - Provide opportunities to connect learning with other topics/subjects and with real life experiences.
    - Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
    - Intentionally schedule time during the day for writing instruction or experiences.

4. State clearly what students will be learning, at some point during the lesson.

5. Model processes, engage students, invite student participation, and give clear, specific, and timely feedback as well as inviting them to assess their own work and make improvements.

6. Use open-ended questions and wait time to actively engage students in discussion.

7. Enable students to talk to one another, pose questions, and build on student responses.

8. Use age-appropriate, inviting, and content/lesson suited vocabulary.

9. Develop a safe classroom space/environment that is arranged to support instructional goals/activities for all students including access to and appropriate use of available technology for learning activities and to extend the classroom into the community and world.

10. Make skillful use of a variety of developmentally appropriate and culturally diverse resources including not only those available in the school/district and beyond the classroom walls, but

also incorporating non-instructional assistance both for student use and for his/her own expansion of this knowledge.

11. Make adjustments to lessons when necessary to enhance learning and also to try other approaches when students experience difficulty.

12. Participate in department level PLC's built around Richard Dufour's four questions of a high functioning PLC.

PRINCIPAL ROLE

To ensure that the criteria/principles in the first section of this policy are implemented and teachers are able to fulfill their role, the principal will:

1. Demonstrate knowledge of and encourage the use by all teachers of research-based instructional practices.

2. Make sure that these instructional practice criteria and best practice principles are taken into account in both the interview process and in the final selection of all teachers.

3. Ensure access to high-quality learning experiences throughout the curriculum and in all programs, on a regular and consistent basis.

4. Encourage and support teachers in their role including access to resources, including but not limited to, time, fiscal, and human resources for the successful implementation of effective instructional strategies.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 8/22/19, 11/20/24

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

4005 – Student Assignment Policy

CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal (or designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental and academic needs into account.
2. Facilitate the implementation of our school improvement plan.
3. (Elementary and Middle Schools) Prepare all students to be ready for college level work during their high school careers.
4. (High School) Prepare all students for success beyond their high school careers.
5. Promote reasonable and appropriate enrollments for all classes. Take into consideration the number of students rostered to each teacher for each class in an effort to maximize the learning experience for all students. The SBDM Council will be made aware of any instances in which state class size cap is significantly exceeded.

PRIVACY RIGHTS

Information about students under the Rights to Privacy Act shall be held in confidence by the administration and staff during the student assignment process.

GROUP/TEAM AND CLASSROOM ASSIGNMENT PROCEDURES

Starting in April, the following procedures will be followed for assigning students to groups or teams and classes:

1. With teacher input as necessary, students will be randomly assigned to groups/teams by the principal(s)/counselor(s) (or designees).
2. Once students are assigned to groups/teams, the teachers may be asked for further input and adjustments may be made if necessary. The groups/teams will be checked for a balance of gender, race, and ability.
3. Once students are assigned to groups/teams, the principals/counselors (or designees) and the group/team teachers will then assign students to specific content area classrooms after considering all relevant data including but not limited to test scores, grades, behavior, student class choices, ILPs, parent suggestions/requests, and teacher suggestions/requests.
4. The target date of completion of all students being scheduled into classes will be July 30th.
5. Notify parents and students of schedules for the upcoming school year by August 13th.
6. Changes in the student schedules will be handled on a case-by-case basis by the principals/counselors (or designees) with input from teachers and/or parents if necessary.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 3/16/20, 11/20/24, 5/21/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

4006 – Classroom Assessment Policy

CRITERIA AND GUIDELINES

1. All learning/instructional outcomes will include some form of classroom assessment. Students should have exposure to a wide variety of assessments.

2. Classroom assessments are clearly aligned to learning targets for individual students or groups and will be used by all teachers to:
    - Improve instruction including notes in plans of possible adjustments as needed, based on classroom formative assessment data.
    - Monitor each student's progress toward academic goals.
    - Meet individual student needs including modifying assessments for some students as needed.
    - Drive the planning process for instruction.
    - Communicate to both students and their families regarding student progress.
    - Demonstrate learning, ensure continuous progress, and will include both formative and summative assessment activities.

3. Classroom assessment criteria/standards (using rubrics, scoring guides, models and exemplars) will be clearly written to encourage students to demonstrate rigorous work that is developmentally appropriate.

4. The teacher guides students to engage in self-assessment and/or peer assessment and to make improvements and to monitor their progress.

5. Feedback will include specific and timely guidance for the students with opportunities to improve their work.

FORMATIVE ASSESSMENT

Students will complete classroom formative assessments to help provide evidence of understanding of the lesson. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.

2. Are valid and appropriate demonstrations of what students should know and be able to do.

3. Are used to make adjustments in instruction to meet students' needs based on the results of formative assessments.

4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning and understanding, including options appropriate to preferred learning styles.

5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.

6. Are part of the regular learning process, with separate activities used only when embedded ones are not feasible.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

SOMS GRADING POLICY

Goal

The goal of the South Oldham Middle School Grading Policy is to ensure that all students are given sufficient opportunities to demonstrate their comprehension of a subject or course and to provide a consistent "grading" procedure at each grade level.

Grading Expectations

Grades reflect student performance on the various subjects at each grade level of the Kentucky Core Academic Standards. Student grades are based on student progress and student mastery of content.

Grading Policy

Goal:
The goal of the South Oldham Middle School Grading Policy is to ensure that all students are given sufficient opportunities to demonstrate their comprehension of a subject or course and to provide a consistent "grading" procedure at each grade level.

Grading Expectations:
Grades reflect student performance on the various subjects at each grade level of the Kentucky Core Academic Standards. Student grades are based on student progress and student mastery of content.

Grading Principles:

1. Students will be provided with at least 1 opportunity to retake a summative assessment for up to an 80%. The retake may be a different version of the original assessment. Teachers may require students to participate in remediation and/or other forms of re-learning prior to the student earning this opportunity. The window to reassess will, at a minimum, be 2 weeks. *Any opportunity for retakes on assignments, quizzes, homework, etc., that are not in the summative category, will be up to teacher discretion.*

2.Not extra credit will be given.

3.Only academic and performance grades will be given.

4.At a minimum, students will have 1 week past a unit's summative exam/project to turn in work from said unit. Late work will not be penalized more than 30 percentage points and the remaining score will be determined based on accuracy and completion. *Students who have shown no effort on completing the assignment during provided class time may not be given this opportunity.*

In Infinite Campus, missing or late assignments that can still be submitted for credit will be marked as "Missing". Once an assignment can no longer be turned in for credit, the "Missing" flag will be replaced with a "0".

5.Grades shall be updated in Infinite Campus within 1 week of the assignment/assessment due date. Large projects and lengthy writing assignments shall be updated in Infinite Campus within 2 weeks of the due date. The same timelines apply to late/missing assignments, starting with the day they are submitted.

6. Parent (email or phone call) contact will be made for each failing student at least once per trimester. Parents are strongly encouraged to monitor grades in Infinite Campus.

7. Gradebook categories will match across all core content courses: 70% Summative, 30% Formative. Only 1 gradebook category across all Arts & Humanities courses, with grade weights being determined by point values.

Cheating/Plagiarism

First Offense - Any student who has been found having cheated/plagiarized, as defined below, will be given the opportunity to reattempt the assignment/assessment. The student will not be penalized more than 30 percentage points and the remaining score will be determined based on accuracy and completion. This opportunity may be in the form of an alternate assignment/assessment or a re-do of the original assignment/assessment. Additionally, a school behavior consequence may be given.

Second Offense and Beyond - Students who have multiple plagiarism/cheating offenses, whether it be in the same class or other classes, may receive a 0% as well as additional behavior consequences.

Cheating/Plagiarism Definition

Students shall not use or represent the words, images, or ideas of others as their own in any academic work. This includes, but is not limited to, the words, images, or ideas of others found online, printed, or presented in media including videos or sound recordings. Additionally, students shall not use human or digital language translators or equation solving programs to generate responses on academic work. Students must make an attempt to cite and acknowledge all direct quotations, summarizations, or paraphrases properly.

Students who aid other students in producing dishonest work will also be considered as cheating. This includes, but is not limited to, providing answers, allowing the copying of work, or completing work for other students without permission from the teacher.

Any use of Artificial Intelligence (AI) for completing academic work is strictly prohibited unless allowed by the teacher. If allowed by the teacher, all guidelines presented by the teacher must be followed.

Student work may be run through a plagiarism checker, such as TurnItIn, at any time regardless of whether or not plagiarism is suspected. Students should discuss with their teacher any questions about what constitutes plagiarism if further clarification is needed.

Grading Scale
The grading scale for every subject at SOMS is listed below. The grading scales are used to score your child's assignments in order to communicate your child's level of mastery of the content.

A	90-100
B	80-89
C	70-79
F	Below 70

Grievances

If a parent has a concern with any part of the grading policy defined above not being met, he or she will be directed to contact the teacher first to resolve the concern. If that meeting is unsuccessful, the parent should reach out to their student's counselor or AP for further discussion.

Date Adopted: 6/18/2021

Date(s) Revised: 6/19/23, 8/12/24, 11/20/24

PARENT COMMUNICATION

Results from summative assessments, homework completion, and teacher observations will be communicated regularly to parents in all subject areas.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 6/1/2020, 11/20/24

4007: Program Appraisal Policy

PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

- 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 proving effective, including but not limited to our categorical programs.
- 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
- A revision of our school improvement plan based on our needs assessment data for that year. The plan will set goals, address causes, and make indicated changes to programs 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 the effectiveness of all our programs and the resulting plans for improvement will be monitored by the council.

PROGRAM ASSURANCES

Annually, the School Leadership Committee will work with the principal and school council to determine the best process for:

- evaluating the quality of the programs in the school, and
- assuring state standards and school expectations are met.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/29

Date(s) Reviewed or Revised: 8/24/22, 11/20/24

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

4008: College Level and Advanced Courses Policy

Each year, we will offer advanced courses that meet our students' learning needs.

Those courses *may* be offered for high school credit. They will be offered at our school or may be offered at a nearby high school or online. They will be accessible to all students who have a reasonable chance of being successful in the class.

The principal (or principal designee) will make the necessary master scheduling and student assignment decisions to make these courses available.

STUDENT ASSIGNMENT

All students may take our college-level or advanced courses. They may establish that they have that level of skill to be assigned to a college-level or advanced course by any one of the following means:

1. Completing prerequisite courses listed in the Student Handbook.
2. Attainment of appropriate pre-requisite scores on iReady or other identified assessments.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 12/19/19, 11/20/24

4009: Math Placement Policy

Each middle school offers 2 advanced level math courses at every grade level. Please see the charts below for requirements to enter into advanced math courses.

Students new to the district who are not able to provide testing data from their preview school will need to take the IOWA Math Assessment and the CogAT test in order to be placed into an above grade-level course.

Consideration for moving students up based on new scores will be by the end of September and is dependent on available space.

All appeals must be submitted through the district Google Form with appropriate documentation uploaded. To obtain the Appeals Form link, please email the student's counselor. All appeals decisions will be made by the District Appeals Committee.

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

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

6th Grade Math Placement

Students will be placed in the highest class where they meet 2 of 3 criteria.
Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	5th Grade Spring iReady Composite (or comparable universal screener)	3rd Grade 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

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Spring semester. (Class change will occur following year)
    - Student earns overall grade below 80% in the class at the end of the year. (Class change will occur starting following year)

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

7th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria and have demonstrated mastery of prerequisite skills.
Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	6th Grade Spring iReady Composite (or comparable universal screener)	6th Grade CogAT Quantitative Composite	5th Grade KSA Data	Teacher Recommendation
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	Recommended
7th Grade Algebra 1*	90th Percentile or above	90th percentile or above	90th percentile or above	Recommended
**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.*				

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Spring semester. (Class change will occur following year)
    - Student earns overall grade below 80% in the class at the end of the year. (Class change will occur starting following year)

Teacher recommendations take into consideration, but are not limited to, the student's work ethic, study habits, ability to learn new concepts quickly, work completion, class attendance, higher-order thinking skills and knowledge of basic math facts.

8th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria and have demonstrated mastery of prerequisite skills.
Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	7th Grade Spring iReady Composite (or comparable universal screener)	6th Grade CogAT Quantitative Composite	6th Grade KSA Data	Teacher Recommendation
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	Recommended
**Students enrolled in the 8th Grade Algebra I course will receive a high school credit on their transcript. Anything lower than an 70% 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	Recommended
**Students enrolled in the 8th Grade Geometry course will receive a high school credit on their transcript. Anything lower than an 70% will require students to take Geometry again as a 9th grader.*				

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)

Teacher recommendations take into consideration, but are not limited to, the student's work ethic, study habits, ability to learn new concepts quickly, work completion, class attendance, higher-order thinking skills and knowledge of basic math facts.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

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?

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 7/1/23

Date(s) Reviewed or Revised: 5/20/26

5001 – Principal Selection Policy

RELATES TO KSBA POLICY 02.4244

PREPARATION

When the council learns that the school needs to hire a principal, they will:

1. 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.

2. 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.

3. 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.

SELECTION 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 standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.

   d. Decide on other methods to use 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 will be asked after the standardized questions.

   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.

7. 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.

8. Keep all closed session discussion confidential.

SELECTION OF THE 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 SOMS 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.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 12/18/24, 4/15/26

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

5002 - Consultation Policy

INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the principal will decide which of the two types of committees in the chart below is best suited for the particular vacancy situation. Regardless of the type of interview committee used, consultation with the **council** must take place as outlined in the consultation policy**.**

COUNCIL as the Interview Committee	**APPOINTED** Interview Committee
● Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council). ● The principal may add other staff to the Interview Committee who can contribute to the interviewing process. ● All interviews will take place in a regular or special called council meeting. ● Consultation will take place after the last interview for the vacant position.	● The principal will appoint an Interview Committee. Whenever possible, the Interview Committee will include at least one staff member who will work directly with the person to be hired. ● All interviews will take place in a special called committee meeting. ● Consultation with the **council** will take place after the Interview Committee has finished the last interview for the vacant position. This consultation, with the **council**, must take place as outlined in the consultation policy.

* See the Principal Selection Policy for procedures for this vacancy.

TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS

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 standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person or virtual 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.

INTERVIEWS

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 the standardized questions, specialized questions (if any) and follow-up questions (if any) will 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 THE COUNCIL

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 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.

SELECTION OF THE PERSON TO BE HIRED

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.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc Interview Committee appointed by the principal.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date Reviewed or Revised:
2/20/20
7/31/24
12/18/24

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

5003 – ASSIGNMENT OF STAFF

A. School Staff - School staff, for the purpose of determining the number of personnel by job classification, shall mean all certified and classified employees assigned to South Oldham Middle School over whom the principal has supervisory responsibilities and who are working in school level operated programs and/or services.

B. Council - The council shall be responsible for developing a plan for staffing the school. Specifically, the council shall be responsible for:
   (1) Assessing the staffing needs of the school.
   (2) Confirming the budgeting parameters for staffing the school.
   (3) Developing a rationale for staffing.
   (4) Developing and adopting an annual staffing plan.
   (5) Monitoring equitable class load assignments with content and related arts teachers. Provide equitable planning time for all teachers, including those who must travel from one school to another during the school day.
   (6) Monitor the effectiveness of staffing allocation decisions for supporting the school's writing program.
   (7) Monitor the availability of resources for supporting the school's writing program.
   (8) Monitoring use of instructional time for supporting the school's writing plan and offering recommendations to efficiently and resourcefully use that time.

C. Reporting - Council will address and finalize the staffing plan at the next council meeting following the receipt of the staffing ratio.

Adopted: 4/1/19

Date Reviewed or Revised: 12/18/24

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

5004: Instructional and Non-Instructional Staff Time Policy

CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time in a manner that will:

1. Take into account specific student needs and interests, including both developmental and academic.
2. Facilitate the implementation of our improvement plan and our student assignment policy.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assign highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account staff members' requests to vary their work.
5. Put a priority on a manageable class load for each teacher.
6. Include formal and informal assignment processes that support and assist all new personnel and provide mentoring for new instructional personnel.
7. Meet certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy. Notify all staff members of their assignments.
4. In August, notify the council, as an FYI, of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

SUPERVISION OF STUDENTS

While on school property, students at SOMS will be under the supervision of a qualified adult who will treat students with respect and hold them accountable for their conduct.

A. DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Locker areas
- Halls and stairwells
- Before and after school areas
- Bus loading and unloading zones

B. SUPERVISION OF EVENTS AND ACTIVITIES

The Principal (or designee) will ensure that all school-sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will treat students with respect and hold them to appropriate standards of conduct.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 2/20/20, 12/18/24

6001 - Emergency Management Plan Policy

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.

CONTENTS OF PLAN

The EMP shall include procedures required by this policy and address the following:

- ❑ Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- ❑ Identification of severe weather safe zones, which shall be posted in each room
- ❑ Practices for students to follow in an earthquake, fire, and severe weather
- ❑ Development and adherence to access control measures for each school building
- ❑ Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, and notations of the exterior and front entrance access points. Documentation of this distribution to first responders will be reported to the school council by *[insert date],* maintained in the principal's office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Meetings Law. The EMP may be disclosed to necessary school personnel, local first responders, and to other persons with the permission of the principal.

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:

- ❑ one (1) severe weather drill
- ❑ one (1) earthquake drill

- ❑ one (1) building lockdown drill
- ❑ 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.

ANNUAL REVIEW OF EMP

At the end of each school year, the EMP shall be reviewed by the school council and first responders and revised as needed.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: : 4/1/19

Date(s) Reviewed or Revised: 10/17/20

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

6002 – Committee Policy

STANDING COMMITTEES
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 30 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.

AD-HOC COMMITTEES
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.

CHAIRPERSON
Standing and Ad hoc committees shall have a chairperson from its membership.

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.

DECISION MAKING
All committees shall use consensus as the primary method of making decisions. In the event that 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.

QUORUM
Two thirds (2/3) of the members of the committee must be present for the committee to make a decision.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our school improvement planning process.

POLICY EVALUATION
We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/2019

Date(s) Reviewed or Revised: 2/19/2025

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

6003: School Space Use Policy

CRITERIA FOR ASSIGNING SCHOOL SPACE

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our school improvement plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups.
4. *Provide needed space to implement successful classes and programs.*

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 3/16/21, 2/19/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

7001 – Enhancing Student Achievement Policy

SCHOOL MISSION AND BELIEFS STATEMENT

Our Vision:

South Oldham Middle School will be the pinnacle of middle schools in the state of Kentucky where all students will reach the summit of their potential.

Our Mission:

Our journey to the summit is supported by three essential camps, each representing a crucial aspect of our students' educational expedition to the summit:

Base Camp: Student Belonging
We create a warm, inclusive environment where every student feels valued and connected to our school community.

Camp 1: Student Support
We provide comprehensive academic, emotional, and social support, ensuring each student has the tools they need to overcome challenges and continue their ascent.

Camp 2: Student Engagement
We foster curiosity, critical thinking, and active participation, making learning an exciting and rewarding climb for all students

PROCEDURES

In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop SBDM policies which contribute either directly or indirectly to:
  - accomplishing this mission
  - enhancing student achievement by improving teaching and learning at our school for each and every student

- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.

- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.

- Budget and hire to support our school improvement plan

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 9/19/19, 9/15/20, 9/20/23, 3/26/25, 8/20/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

7002 – Discipline, Classroom Management, and School Safety Policy

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

A. DISTRIBUTION TO STUDENTS

South Oldham Middle School will follow the ***Oldham County*** Code of Acceptable Behavior and Discipline.

During the first week of school, the principal (or principal's designee) will ensure that the Student Handbook is up to date and available on the school website.

B. COMMUNICATION WITH SHAREHOLDERS

During the first week of school, the principal (or principal's designee) will ensure that the Student Handbook is up to date and available on the school website for all shareholders to review. SOMS will work with Oldham County schools to direct all shareholders to the Oldham County Code of Acceptable Behavior and Discipline as required.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents concerning this Code.

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. The School Safety Plan may be viewed in the office by asking the school office manager.

SCHOOL-WIDE CORE EXPECTATIONS

In addition to the District Code of Conduct and our School Safety Plan, we have adopted the following school-wide Core Expectations.

1. Be Safe
2. Be Responsible
3. Be Respectful

BULLYING:

A. STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at *South Oldham Middle School* the following student behaviors as defined by 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.

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.

B. VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code of Conduct

Students wishing to report a violation or who believe they are victims may report it to any staff member of *South Oldham Middle School* 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.

C. 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.

Attendance Policy

SOMS will follow Board Policy 09.123 which outlines attendance, tardy, truancy, and Educational Enhancement opportunities.

Students will have five (5) school days after an absence/tardy to turn in either a parent note or a doctor's note to the office requesting the absence be excused. ***After five (5) school days, no attendance records will be changed.*** If a student is late to school, he/she must check in with the office and get an admittance slip before being admitted to class. Each student K-12 is allotted eight (8) excused absences via parent notes.

Doctor's Note Only Status: After a student accumulates a total of eight (8) absences , the school will require a physician's authorization or other credible proof for each subsequent absence in order for it to be excused.

Make-up Work: Any time an absence occurs, students are responsible for all class work missed and should ask each of their teachers for assignments, notes, projects, etc. as soon as possible. Any missed work must be submitted to teachers within the same number of days a student was absent plus one day in order to receive up to full credit. If approved for an Educational Enhancement Opportunity, students and parents are expected to notify teachers and request work prior to the absence. Any other known extended absence should go through the student's counselor who will advise next steps based on each unique circumstance.

SOUTH OLDHAM MIDDLE SCHOOL
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SOMS will follow Board Policy 09.1231 regarding dismissal procedures. A parent/guardian must come to the office to sign out the student. The school will require identification of any adult who comes to get a student and the school reserves the right to refuse to release to anyone other than the custodial parent. Early dismissals will be documented in IC and may impact a student's attendance.

Dress Code

Clothing must meet all guidelines when the student is engaged in any normal activity, including sitting, standing, running, carrying a backpack and bending at the waist. If a student must continuously adjust their clothing to meet guidelines while doing normal activity, they will be considered out of dress code. (i.e. always having to pull top down to cover belly after movement). Administration will communicate any exceptions to dress code guidelines on special occasions, such as spirit days.

General:

- No clothing that represents or advocates alcohol, smoking, drugs, gangs, profanity, weapons, violence, nudity, or anything inappropriate, illegal, or negative.
- 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.
- No blankets, pillows, or stuffed animals.
- No costumes, costume props, masks, face paint, capes, or other similar items.

Tops:

- Sleeveless tops are permissible and must have straps over both shoulders.
- Tops cannot be mesh, see-through, have open or minimal back coverage, or contain any holes unless a dress code approved top is worn underneath.
- No tops that expose the midriff, belly, back or show cleavage when engaged in any normal activity as outlined above.
- All tops must cover the rib cage (no large arm holes).

Bottoms:

- Undergarments, buttocks, and private areas must be fully covered.

Headwear:

- No hats, hoods, caps, beanies, bandanas, or other head coverings.

Footwear:

- No house slippers, sock feet, or bare feet.
- No Crocs worn in P.E. (must wear tennis shoes)

Students in violation of the SOMS Dress Code will be spoken to and offered garments deemed appropriate if available. If appropriate garments are not available, the parent or guardian will be notified to bring a change of clothing. Additional school consequences, including losing the right to wear certain types of clothing, may be given to repeat offenders.

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

Personal Communication Device Consequence Policy:

SOUTH OLDHAM MIDDLE SCHOOL
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In accordance with the the Oldham County Board of Education Personal Communication Device Policy 09.4261, the following consequences will be given for 2nd and 3rd offenses in addition to what is stated in the policy:

- Second Offense: 30 day communication device plan will be created that will either consist of a daily device check-in system or daily placement in a pouch if/when available.
- Third Offense: Remainder of year communication device plan will be created that will either consist of a daily device check-in system or daily placement in a pouch if/when available.
- Refusal to turn over a personal communication device is considered insubordination and may result in suspension.

Any Smart Watches, or watches that look similar to Smart Watches, are not permitted. Only standard watches that have the sole function of telling time are permitted to be worn by students.

Field Trip Participation Policy

In an effort to increase student and staff safety, in order for students to participate in any non-academic/non-course related field trips, students must meet the following criteria to be eligible to attend:

- Students cannot have any major behavior events at any point during the current school year. Major behavior events include any behavior involving drugs or alcohol, fighting, assault, terroristic threatening, hate speech, vandalism/theft or any event that has resulted in criminal charges.
- Students who have more than 3 minor behavior events during the current trimester that have resulted in an admin referral may not be able to attend.

Food & Drink Policy

Students must eat breakfast and lunch inside the cafeteria and cannot take any open food or drink containers into the hallways when leaving the cafeteria. Consumption of food, candy, or any drinks besides clear water is not permitted in the hallways, lobby, or other common areas, and any drinks besides clear water must be in an unopened or closed container in these areas. It is strongly recommended that students avoid bringing any type of energy drink to school. Classroom food/drink guidelines are up to teacher discretion.

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.

4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Clearly establishing classroom standards of conduct that:
    - include clearly defined consequences when standards are not met,
    - are communicated to parents,
    - are posted in plain view of the students in the classroom, and
    - are taught to students during the first two weeks of school and explained to students who join the class during the year.
2. Ensuring that:
    - Teacher-student interactions demonstrate general caring and respect.
    - Interactions among students are generally polite and respectful.
    - Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
    - Students are engaged during small-group work.
    - Classroom routines work efficiently and function smoothly including smooth transitions between large and small–group activities.
    - Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
3. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
4. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/1/19

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

Date(s) Reviewed or Revised: 8/12/24, 3/26/25, 9/17/25, 6/16/26

7003 - School Wellness Policy

NUTRITION

School Meals
SOMS will participate in USDA child nutrition programs, including the National School Lunch Program and the School Breakfast Program. SOMS is committed to offering school meals that:

1) Are accessible to all students;
2) Are appealing and attractive to children;
3) Are served in clean and pleasant settings;
4) Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations;
5) Promote healthy food and beverage choices.

Water
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day, including mealtimes.

Competitive Foods and Beverages
Foods and beverages sold and served outside of the school meal programs should meet the USDA Smart Snacks in School nutrition standards, at a minimum. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Celebrations and Rewards
Foods and beverages will not be used as a reward or withheld as punishment for any reason.
SOMS reserves the right to modify to meet the special needs of students for religious, cultural or approved medical reasons.

Fundraising
Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas.

Nutrition Promotion
SOMS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1) Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques.
2) Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education
SOMS will teach, model, encourage and support healthy eating by all students. SOMS will provide nutrition education and engage in nutrition promotion that:

1) Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
2) To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
3) May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
4) Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
5) Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
6) Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
7) Teaches media literacy with an emphasis on food and beverage marketing; and
8) Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

SOMS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

1) Relationship between healthy eating and personal health and disease prevention;
2) Food guidance from MyPlate;
3) Reading and using FDA's nutrition fact labels;
4) Eating a variety of foods every day;
5) Balancing food intake and physical activity;
6) Eating more fruits, vegetables and whole grain products;
7) Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat;
8) Choosing foods and beverages with little added sugars;
9) Eating more calcium-rich foods;
10) Preparing healthy meals and snacks;
11) Risks of unhealthy weight control practices;
12) Accepting body size differences;
13) Food safety;
14) Importance of water consumption;
15) Importance of eating breakfast;
16) Making healthy choices when eating at restaurants;
17) Eating disorders;
18) The Dietary Guidelines for Americans;
19) Reducing sodium intake;
20) Social influences on healthy eating, including media, family, peers and culture;
21) How to find valid information or services related to nutrition and dietary behavior;
22) How to develop a plan and track progress toward achieving a personal goal to eat healthy;
23) Resisting peer pressure related to unhealthy dietary behavior;
24) Influencing, supporting, or advocating for others' healthy dietary behavior;
25) Physical Activity.

PHYSICAL EDUCATION

1) SOMS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.
2) The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits.

3) All students will be provided equal opportunity to participate in physical education classes.
4) Students are required to take one course of physical education.

Essential Physical Activity Topics in Health Education

1) SOMS will require school students to take at least one health education course.
2) The following essential topics on physical activity will be addressed;
   a) The physical, psychological, or social benefits of physical activity
   b) How physical activity can contribute to a healthy weight
   c) How physical activity can contribute to the academic learning process
   d) How an inactive lifestyle contributes to chronic disease
   e) Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
   f) Differences between physical activity, exercise and fitness
   g) Phases of an exercise session, that is, warm up, workout and cool down
   h) Overcoming barriers to physical activity
   i) Decreasing sedentary activities, such as TV watching
   j) Opportunities for physical activity in the community
   k) Preventing injury during physical activity
   l) Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
   m) How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
   n) Developing an individualized physical activity and fitness plan
   o) Monitoring progress toward reaching goals in an individualized physical activity plan
   p) Dangers of using performance-enhancing drugs, such as steroids
   q) Social influences on physical activity, including media, family, peers and culture
   r) How to find valid information or services related to physical activity and fitness
   s) How to influence, support, or advocate for others to engage in physical activity
   t) How to resist peer pressure that discourages physical activity

Classroom Physical Activity Breaks

Students will be offered periodic opportunities to be active or to stretch throughout the day. Three to five-minute physical activity breaks will be given between classroom time at least three days per week. Ideas for classroom physical activity breaks are available through USDA and the Alliance for a Healthier Generation.

Before and After School Activities

SOMS will offer opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

Walking and Biking to School

SOMS will support walking or biking to school when determined safe by an administrator.

Professional Learning

When feasible, SOMS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom.

Adopted: 4/10/13
Revised: 3/22/17; 4/26/17, 8/21/19, 3/26/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

7004 – Extra-Curricular Programs Policy

CRITERIA FOR PROGRAMS

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
    - Becoming a self-sufficient individual.
    - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

EXTRACURRICULAR ELIGIBILITY AND CODE OF CONDUCT POLICY

Extracurricular activities—including sports, clubs, band, choir, and any programs extending beyond the normal school day—are a privilege, not a right. The South Oldham Middle School (SOMS) Extracurricular Eligibility and Code of Conduct Policy applies year-round, including summer and vacation periods. Students are expected to uphold the highest standards 24/7 throughout their participation at SOMS, starting from their first involvement in any extracurricular activity or the first day of school.

Violations of this code may result in disciplinary actions per this policy, Oldham County Board of Education regulations, and SOMS School-Based Decision Making Council policies. The principal holds the exclusive authority to review individual cases and adjust consequences based on mitigating circumstances.

TOPICS STATEMENT

I. Participation

The Site-Based Council believes that all students should be encouraged to participate in extracurricular activities. SOMS will follow all state and federal guidelines, including Title IX requirements for equal opportunities.

The following conditions shall apply to all extracurricular participants:

1. Extracurricular activities at SOMS are for students of SOMS 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. The 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. Students 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 a student quits or is removed from an athletic team or group for any reason, they may not participate in another school sport until their original sport season has concluded.
8. SOMS extracurricular 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/group 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 the 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 South 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. SOMS students are expected to maintain passing grades (no more than 1 failing grade)
2. If a teacher reports show a student is failing more than 1 class, 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 progress toward 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/group; 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/Group membership.

5. Absent students, out of school for more than 50% of the day, may not participate in any regularly scheduled school activities including extracurricular activities.

III. Code of Conduct

Representing the SOMS community in any extracurricular activities is a privilege! All extracurricular 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 extracurricular activities at SOMS.

Student Participants: Students will only be allowed to represent SOMS in extracurricular 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/group activities (including practices and games): classroom disruption, disrespect of teachers, students, staff, etc., failure to follow school and/or team/group policy, violations of school policy, tobacco use and/or vaping, unsportsmanlike conduct before, during, or after participation in an extracurricular, 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.

First offense:

- For any tobacco product and/or vape use or possession, solicitation of vape products, verbal aggression toward adults, chronic disruption of the classroom environment, OCATS, In-School suspension, etc., there will be a 1-week suspension from all extracurricular activities (including games, practices, team meals, bus rides, sitting on the bench during games, etc.) plus a suspension from 10% of the team's total contests for the year.

Second offense:

- For 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., there will be a 2-week suspension from all extracurricular activities (including games, practices, team meals, bus rides, sitting on the bench during games, etc.) plus a suspension from 25% of the team's total contests for the year.

Student Spectators: Student spectators will be held to 'school day' standards when supporting extracurricular teams/groups at SOMS or at 'away' contests. Students who are not upholding the school expectations will be redirected and reminded of expectations only once. Repeated violations could result in suspension from attending SOMS extracurricular events.

Parents: The Parent Code of Conduct emphasizes parental support and positive role modeling. Parents must maintain a high standard of behavior at SOMS events, adhering to guidelines like avoiding disrespectful behavior, refraining from foul language, and respecting the 24-Hour Rule, which prohibits discussing athletic concerns with a coach for 24 hours after 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.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 8/21/19, 3/26/25

SOUTH OLDHAM MIDDLE SCHOOL
SBDM COUNCIL POLICIES

7005: Technology Utilization Policy

Related to KSBA Policy 08.2323 & KSBA Policy 09.4261

CRITERIA AND GUIDELINES

In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which South Oldham Middle School will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher-level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating and revising work
- Students will be taught to use critical evaluation of Internet sites used for research and study including but not limited to: currency/date, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including but not limited to interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use.
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed and reviewed and updated if necessary each year.

ELECTRONIC DEVICES

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school.

ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy in order to have access to school/district technology.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through school improvement planning process.

Date Adopted: 4/1/19

Date(s) Reviewed or Revised: 8/21/19, 3/26/25, 4/15/26