# SCHOOL-BASED DECISION MAKING



*Oldham County Middle School*
*4305 Brown Blvd., LaGrange, KY 40031*

# Policy Manual

## 2026/2027

Date Adopted: 6/20/2022_____
Date(s) Reviewed or Revised: _Jan 15, 2026___

*Oldham County Middle School*

# SCHOOL-BASED DECISION MAKING COUNCIL POLICIES

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# I - Community

## A. Parent and Family Engagement Policy

### PURPOSE

Parents serve as a key shareholder in the educational processes of the students attending Oldham County Middle School. The Parent and Family Engagement Policy of OCMS ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities. Developing a teacher-parent partnership requires a positive attitude and conscious effort. Teachers and parents working together enables us to reach the educational goals we set for our children.

### 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.

### BACKGROUND CHECK

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training if working directly with students or in classrooms.

### 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. Providing activities designed to successfully engage families in their children’s learning as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. 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. The school-parent compact will be communicated to all OCMS parents through school events (i.e. registration, open house, conferences, etc.). New families to OCMS will also receive the student-parent compact when they register their student.

## 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

Oldham County Middle School will:

1. provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards.
2. communicate clear expectations.
3. utilize research-based materials and method.
4. provide a safe, positive, and healthy learning environment for each student.
5. address the individual needs of each student.

## PARENT RESPONSIBILITIES

Parents are asked to:

1. ensure their child attends school regularly, is punctual, and prepared to learn.
2. create an atmosphere that supports learning.
3. encourage their child to demonstrate respect for school personnel, classmates, and school property.
4. remain informed about their child's education.
5. model respect by going to the teacher first regarding concerns.

## STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

1. come to school on time and be prepared to learn.
2. obey all school and classroom rules.
3. pay attention to their teachers, tutors, and family members and ask for help when needed.
4. commit to learning and do their best work each day.

## POLICY EVALUATION

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

Date Adopted: 6/20/2022_____

Date(s) Reviewed or Revised: 2023/2024

# B. School Day and Week Schedule Policy

## CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

Our schedule will:

1. Give all students access to all core 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.
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 local board of education.

## 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.
    a. Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
    b. 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 — arts, health, vocational studies, etc. — to determine changes needed or extra time needed in these areas.
3. Student class requests will be given priority as possible.
4. 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.
5. By the 1st of April, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
6. No later than June 30th 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# II - Finance

## A. Budget Policy

### Budgeting Process

A school budget shall be prepared annually based on the allocation from the Board. All funds expended by the school shall be included in the budget. The budget shall include a complete financial forecast of both anticipated receipts and the expenditures for the school year and shall be prepared on forms approved by the Superintendent.

Prior to the end of the school year, each staff group that will be involved in a particular activity account shall be required to develop a working budget and a narrative explanation of expenditures. This budget shall be the work of the members of the group with the advice of the team leader or sponsor.

### Council Approval

The Principal, with the input and direction from the SBDM, shall submit and recommend a draft budget within the allocation level approved by the Board for the Council's consideration. The principal shall recommend approval of the annual school budget by the Council no later than three weeks after receipt of notice of final allocation of funding from the Board.

### Expenditures

1. Expenditures of funds allocated to the school shall be pursuant to all fiscal policies of the Board. Funds may be moved from one activity account to another only with approval of the principal. The principal shall approve each expenditure. Expenditures shall not exceed appropriations.
2. School activity funds shall not be spent on any operational costs of the school.
3. Staff members wishing to attend conferences/workshops as listed in the school budget. must apply for funding from the SBDM. These expenses will be reviewed at monthly SBDM meetings and approved/ disapproved. The application must be submitted to SBDM 72 hours prior to the SBDM meeting.
    a. Application for funding will include:
        i. Name, location, dates of conference
        ii. Explanation of how the learning will connect to the CSIP
        iii. Explanation of how the learning will benefit the school
        iv. Total costs of learning including itemized expense report including travel, food, lodging and all other costs

### Staffing Allocations

1. The school principal will work with designees to the best extent possible determine a projected enrollment for the following school year. This information along with budget conversations with the school district will be provided to the OCMS SBDM.

2. Based on budget needs and availability of money, the SBDM will work together to determine the number of certified teachers for the following year.
3. The SBDM Council does not determine the specific individuals on staff, only the number of staff positions.

## Budget for Instructional Materials

Instructional materials shall mean all commercial materials, media, and courseware (consumable or permanent) used by teachers to deliver instruction.

The appropriations for textbooks and/or instructional materials will be set by the Board of Education. The budget developed by the committee shall not exceed the appropriations. The Council shall approve the budget and the selection of materials.

## POLICY EVALUATION

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

Date Adopted: 6/20/2022_____

Date(s) Reviewed or Revised: 2023/2024

# III - Instruction

## A - Alignment with State Standards

### ALIGNMENT NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

1. An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards. Analysis will include performance levels of each demographic group in the school.
2. Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
3. A revision of our school improvement plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards, and the resulting plan will be monitored by the council through ongoing progress notes.

### POLICY EVALUATION

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

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

## B - Curriculum Policy

### CURRICULUM GUIDELINES

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

1. Be aligned vertically and horizontally 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 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 families and to students in an age-appropriate way.
2. Teach toward mastery of 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 student, family, and community 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 Departments and SBDM on the results of those discussions.

## POLICY EVALUATION

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

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# C - Writing Policy

## CRITERIA FOR THE WRITING PROGRAM

In order to provide a high-quality writing program, every student will have:

A. Multiple opportunities to develop complex communication skills for a variety of purposes scheduled as part of daily instruction and experiences:

1. Being taught from a curriculum that is vertically and horizontally aligned to the *Kentucky Academic Standards*.
2. Engaging in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
3. Experiencing authentic, meaningful writing at all grade levels, including:
    a. Writing for a variety of purposes within the three modes:
        - Argumentative
        - Informative/Explanatory
        - Narrative

   b. Writing for a variety of audiences
   c. Writing 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
4. Experiencing the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
5. Being provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
6. Experiencing writing in both on-demand and writing-over-time situations.
7. Writing as a natural outcome of the content being studied in all curriculum areas.
8. Applying appropriate writing skills to oral communication.
9. 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 a variety of mentor texts.
10. 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.
11. 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.
12. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
13. Apply appropriate writing skills to oral communication.
14. Engage in authentic and creative communication appropriate for meeting Kentucky Academic Standards.

## 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. Incorporate three categories of writing in instruction: 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:
      i. Argumentative to support claims
      ii. Informative/Explanatory texts
      iii. 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.

4. Provide opportunities for on-demand and writing-over-time.
5. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
6. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
7. Instruct the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
8. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these materials as models for student writing.
9. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
10. Provide opportunities for students to 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.
11. Guide students to apply technology as a tool throughout the writing process to:
    a. Allow student choice and exploration.
    b. Provide experiences for students to apply appropriate writing skills to oral communication skills, authentic and creative communication experiences appropriate for meeting Kentucky Academic Standards.

## 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 to the middle grades. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and the program appraisal data.

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

1. Active participation of students in decision making about contents of the portfolio.
2. The use of the portfolio for determining student performance in communication.

3. Individual writing pieces are graded prior to the selection for the portfolio by teachers. Students' reflection is used to determine why the specific piece was chosen. The student reflection receives feedback from teachers during a conference.

Addendum Added to comply KBSB Policy: Writing policy addendum

### POLICY EVALUATION

We will evaluate the effectiveness of this policy through the monitoring guidelines above and our school improvement planning process.

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

## D - Instructional Practices

### 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:

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

## 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:
    a. Indicate what students will learn and represent high expectations, rigor, important learning in the discipline, and the varying needs of the different student groups.
    b. Lend to various forms of assessment including those used for state assessments.
    c. Represent a range of factual/procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.
3. Design learning/instructional activities that:
    a. 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.
    b. Use varied and flexible approaches, making use of instructional student groups and building on student strengths.
    c. Engage families in student learning as appropriate.
    d. Are well-structured, student-centered and culturally responsive, address various learning styles, and have reasonable time allocations.
    e. Provide opportunities to connect learning with other topics/subjects and with real life experiences.
    f. Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
    g. 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 invite 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 but not limited to, resources, 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

## E - 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 and post-secondary careers during high school.

4. Support the goal of not exceeding the state class size cap except temporarily to accommodate a newly enrolled student or for the current school year with the approval of the SBDM Council.

## 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 classes by the principal(s)/counselor(s) (or designees).
2. Once students are assigned to classes, the teachers may be asked for further input and adjustments may be made if necessary. Where applicable, classes 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, Individual Learning Plans (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 1st.
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: 6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# F - Program Appraisal Policy

## PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

1. An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
2. Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
3. A revision of our school improvement plan based on our needs assessment data for that year. 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 (comprised of Department Chairs and MTSS Team) will work with the principal and school council to determine the best process for:

1. Evaluating the quality of the programs in the school
2. 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: _6/20/2022_____

Date(s) Reviewed or Revised: 2023/2024

# G - College Level and Advanced Courses Policy

Each year, we will offer advanced courses in math, Spanish and science that meet our students' learning needs.

Those courses will 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 met the criteria set for each individual course.

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

## STUDENT ASSIGNMENT

Students that meet the criteria will be placed in the appropriate advanced course. 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 or Course Catalog.
2. Attainment of appropriate pre-requisite scores on MAP or other identified assessments.
3. Criteria for entry of each advanced class will be reviewed annually.
4. Exceptions may be made by OCMS administration in the event of special circumstances, which could include numbers of students who qualified or other individual circumstances.

## POLICY EVALUATION

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

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

## ADVANCED COURSEWORK POLICY

**Definition** Advanced coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate, and honors courses.

### Required Offerings

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

- Mathematics
- Reading
- Science
- English Language Arts

The curriculum for advanced coursework will be determined by the superintendent after consulting with the local board of education, the school principal, and the Site-based Decision Making Council (SBDM).

## Grades 6-8

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

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

## Student Rights and Notification

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

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

## Student Eligibility and Enrollment

### Eligibility Criteria

Students may qualify for advanced coursework based on:

- Successful completion of prerequisite coursework
- Demonstration of mastery of prerequisite content knowledge and skills
- Assessment data and identification criteria:
    - Universal screener and diagnostic assessment results
    - Kentucky Summative Assessment (KSA) results
    - Curriculum-embedded assessments
- Teacher recommendation based on observed academic potential
- Portfolio of student work demonstrating advanced understanding

### Placement Based on SBDM Policy

Placement requirements for advanced coursework are based on the School-Based Decision Making (SBDM) policies established at each school. Please reference Middle School Math policy.

### Withdrawal from Advanced Coursework

Written consent from a parent or guardian is generally required to withdraw or exclude an eligible student from advanced coursework.

The Principal may withdraw a student from advanced coursework only after:

1. A good faith attempt to contact the parent/guardian has been unsuccessful; OR

2. Documentation shows that continued participation would have an adverse educational impact on the student, following a conference with the parent/guardian, student, and/or relevant teachers.

**Course Delivery Methods**

Advanced coursework could be delivered through any of the following:

- On-site instruction
- Online learning alternatives
- Hybrid models combining both approaches

## Policy Evaluation

The council will evaluate the effectiveness of this policy through an annual review.

Date Adopted: 1/15/2026

Date(s) Reviewed or Revised:

# Math Placement Policy

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**Middle School Math Placement**

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

Students new to the district who are not able to provide all needed 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.

The cut off for moving students up based on new scores will be by the end of September.

The following are expectations for students in advanced math courses:

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

**6th Grade Placement**

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

| | iReady Composite (or comparable universal screener) | CogAT Quantitative Composite | 4th Grade KSA Data | Teacher Feedback Checklist |
|---|---|---|---|---|
| **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 | -Pacing<br>-Study habits<br>-Work completion<br>-Attendance<br>-Higher-order thinking skills<br>-Basic math facts<br>-Commentary |
| **6th Grade Pre-Algebra** | 90th Percentile or above | 90th percentile or above | 90th percentile or above | -Pacing<br>-Study habits<br>-Work completion<br>-Attendance<br>-Higher-order thinking skills<br>-Basic math facts<br>-Commentary |

- Students who are required to retake 50% of the assessments (as determined by the school's grading policy) by winter break will be rescheduled to the lower class upon the start of the new semester.
- Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
- Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

**7th Grade Placement**

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

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

- Students who are required to retake 50% of the assessments (as determined by the school's grading policy) by winter break will be rescheduled to the lower class upon the start of the new semester.
- Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
- Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

**8th Grade Placement**

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

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

-Students who are required to retake 50% of the assessments (as determined by the school's grading policy) by winter break will be rescheduled to the lower class upon the start of the new semester.
-Students who successfully complete an advanced level course with 80% or higher will progress to the next course in sequence.
-Students who wish to move up a level will be reconsidered for such when they meet the criteria for that class.

**High School Credit Protocol**

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

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

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

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

**Teacher Feedback Items**

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

**Pacing**

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

**Study habits and work completion**

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

**Attendance**

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

**Higher-order thinking skills**

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

**Basic Math Facts**

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

**Commentary**

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

# IV: Personnel

## A – Principal Selection Policy

### 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 <u>open session</u> to:
    a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process.
    b. Develop a set of criteria for a strong candidate using the shareholder input plus council members’ ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
    c. Use the criteria they have developed to write or select standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
    d. Decide on other methods, if needed, to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Call a special meeting of the council and meet in <u>closed session</u> to:

   a. Review all applications and written references and select applicants to interview.
   b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.
4. Schedule interviews with each applicant who has been selected to be interviewed.
5. Conduct each interview in a special called meeting in closed session during which:
   a. All the standardized questions will be asked in the same order for every candidate.
   b. Any specialized or follow-up questions may also be asked.
   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.
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 OCMS 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# B - 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**.**

| **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).<br><br>· The principal may add other staff to the Interview Committee who can contribute to the interviewing process.<br><br>· All interviews will take place in a regular or special called council meeting.<br><br>· Consultation will take place after the last interview for the vacant position. | · The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired.<br><br>· All interviews will take place in a special called committee meeting.<br><br>· 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 described 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 or select standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.
3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

## 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 each standardized question, specialized questions (if any) and follow-up questions (if any) may be asked.
3. Following each interview, committee members will discuss how well each candidate meets the criteria and any other input requested by the principal, which may include a prioritized list.

## CONSULTATION WITH 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 consultation policy 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: _6/20/2022____

Date Reviewed or Revised: 2023/2024

# C - 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 council changes other policies or the school improvement plan.

## SUPERVISION OF STUDENTS

While on school property, students at OCMS 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:

1. Cafeteria
2. Restrooms
3. Common areas
4. Locker areas
5. Hallways
6. Before and after school areas
7. 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# V: Building Operations

## A - Emergency 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:

1. Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
2. Identification of severe weather safe zones, which shall be posted in each room
3. Procedures for students to follow in an earthquake, fire, and severe weather event
4. Development and adherence to access control measures for each school building
5. 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.

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:

1. one (1) severe weather drill
2. one (1) earthquake drill
3. one (1) building lockdown drill
4. one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.

### 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: _6/20/2022____

Date(s) Reviewed or Revised: Reviewed 2023/2024

## B - 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 15 of the school year prior to their service and approved by the Council. Parents serving on standing committees shall

be appointed by the chairperson and approved by the Council. Standing committees shall report to the Council. Their actions shall be advisory and are not binding on the Council.

## 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.

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: Reviewed 2023/2024

# C - 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: _6/20/2022____

Date(s) Reviewed or Revised: Reviewed 2023/2024

# VI: Students

## A - Enhancing Student Achievement Policy

### SCHOOL MISSION AND BELIEFS STATEMENT

The mission of Oldham County Middle School is to:

“Provide high levels of learning for ALL students in ALL classes at OCMS.”

As facilitators of our vision for students, the OCMS staff commits to:

1. Providing instruction that is relevant, rigorous, and learner-centered for all
2. Creating a positive, receptive, respectful, and solution-oriented school culture that encourages and believes in the success of every learner
3. Being a highly collaborative team that takes collective ownership of all learners

### PROCEDURES

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

1. Develop SBDM policies which contribute either directly or indirectly to:
    a. Accomplishing this mission
    b. Enhancing student achievement by improving teaching and learning at our school for each and every student
2. Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
3. 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.
4. 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# B - DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

## DISTRIBUTION TO STUDENTS

*OCMS will follow the Oldham County Schools (OCS) Code of Acceptable Behavior and Discipline (Appendix).*

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with a copy of the OCMS Student Handbook (electronic or physical).
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal (or principal's designee) will follow steps 1 – 3 above for all students new to the school during the year.

## COMMUNICATION WITH SHAREHOLDERS

By the end of the first week of school, the *OCMS Student Handbook* will be posted at the school, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

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 secretary.

## BULLYING

### 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 OCMS 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.

VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the OCS Acceptable Behavior & Discipline Policies.

Students wishing to report a violation or who believe they are victims may report it to any staff member of *OCMS* who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

RETALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

## DRESS CODE

All students at *Oldham County Middle School* will follow a dress code. Attire that is deemed potentially disruptive to the educational process will not be permitted. The details of this code may be found in the Student/Parent and Teachers' Handbooks.

## ELECTRONIC DEVICES

OCMS has a detailed phone policy. Cell phones are a great tool but can also be the number one distractor of learning and main vessel for bullying. The *Oldham County School District,* its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in the OCMS Acceptable Use Policy and Parent/Student and Teachers' Handbooks.

## 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/School 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:
    a. include clearly defined consequences when standards are not met,
    b. are communicated to parents,
    c. are posted in plain view of the students in the classroom, and
    d. 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:
    a. Teacher-student interactions demonstrate general caring and respect.
    b. Interactions among students are generally polite and respectful.
    c. Disrespectful behavior among students is responded to successfully in a polite, respectful, and focused on the problem behavior.
    d. Students are engaged during small-group work.
    e. Classroom routines work efficiently and function smoothly including smooth transitions between large and small–group activities.
    f. 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: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

## C - School Wellness Policy

### NUTRITION

#### SCHOOL MEALS

OCMS will participate in USDA child nutrition programs, including the National School Lunch Program and the School Breakfast Program. OCMS 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.

## 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

OCMS 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

OCMS will teach, model, encourage and support healthy eating by all students. OCMS 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 when necessary.

## ESSENTIAL HEALTHY EATING TOPICS IN HEALTH EDUCATION

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

## PHYSICAL EDUCATION

1. OCMS 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 an equitable opportunity to participate in physical education classes.
4. Students are encouraged to take one course of physical education.
5. Assessments (such as the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

## ESSENTIAL PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

1. OCMS will encourage 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

OCMS will offer opportunities for students to participate in physical activity after school through interscholastic and intramural sports(if available) and clubs.

## WALKING AND BIKING TO SCHOOL

OCMS will support walking to school when determined safe by an administrator.

## PROFESSIONAL LEARNING

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

## POLICY EVALUATION

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

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# D - Extracurricular 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 and help students:
    a. Become a self-sufficient individual.
    b. Become 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.

## PROGRAMS CURRENTLY OFFERED

Lists of the academic and non-academic extracurricular programs, activities, and clubs that are offered at Oldham County Middle School are in the Parent/Student Handbook.

## STUDENT PARTICIPATION

Students will be eligible to participate in extracurricular activities if they:

1. Maintain passing grades in all but one class. Students are able to participate if they are failing only one class.
2. Were in attendance at least half of the day of the activity.
3. Comply with rules or code of conduct established by OCMS (behavior reports), the adult coach or sponsor for the activity.
4. Meet requirements set by the appropriate sponsoring or governing organization (where applicable).

## PARTICIPATION APPEALS

A student who is disqualified from participating in an extra-curricular activity or program due to the violation of rules or a code of conduct has the opportunity to make an appeal to the school principal or designee (athletic director). The appeal should be submitted in writing to the principal within a week of the removal from the activity.

## 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.

## PROGRAM EVALUATION

Our extracurricular program will be evaluated through the needs assessment process for updating our school improvement plan.

## POLICY EVALUATION

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

Date Adopted: _6/20/2022____

Date(s) Reviewed or Revised: 2023/2024

# E - Technology Utilization Policy

## 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 Oldham County Middle School will adhere:

1. 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.
2. Students will be taught to use technology as a vehicle for creating and revising work
3. 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.
4. 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.
5. 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.
6. Students will be allowed to bring personal technology to school for educational use.
7. 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. Specific details about using electronic devices as well as consequences for misuse can be found in the Acceptable Use Policy/Form (signed yearly by parents/guardians) and also in the Parent/Student and Teachers' Handbooks.

## ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This policy/form can be found on our district website under board policy 9064.

## POLICY EVALUATION

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

Date Adopted: 6/20/2022_____

Date(s) Reviewed or Revised: 2023/2024