

SIMONS MIDDLE SCHOOL

"Home of the Cougars"

242 W. Water Street

Flemingsburg, KY 41041



Jesse Bacon
Principal

Whitney Wilson
Assistant Principal

Kim Perkins
Guidance Counselor

Pauletta Lawson
Admin. Asst./Treasurer

Cheryl Roberts
Attendance Clerk

Mendy High
FRYSC Coordinator

Jordan Fritz
Athletics Director

SBDM Members
Jesse Bacon
Sadie Hamm
Jim Gooding
Brad Hay
Mara Earlywine
Jenny Sims

Simons Middle School SBDM Agenda

January 22, 2018 – 5:00 PM

SMS Conference Room

1. Call to Order / Welcome Guests
 - a. Mr. Bacon called the meeting to order at 5:00 PM.
2. Approval of Agenda
 - a. Mr. Bacon indicated that we wished to delete the Budget Committee Report from the proposed agenda. SMS has not been given any information on a budget reduction for this school year or a tentative budget for the 2018-2019 school year so there is no update from the committee at this time. The agenda was approved by consensus with that deletion.
3. Approval of Meeting Minutes - The minutes of the November 27th regular meeting were approved by consensus as presented.
 - a. [November 27, 2017 Regular Meeting](#)
4. Approval of Financial Reports
 - a. School Activity Funds - The following school activity fund reports were approved by consensus as presented:
 - i. [November 2017](#)
 - ii. [December 2017](#)
 - b. School Instructional Funds - The following school instructional fund reports were approved by consensus as presented:
 - i. [October 2017](#)
 - ii. [November 2017](#)
 - iii. December 2017
 - c. Mr. Bacon discussed preparations for next year's budget, possible admissions and concession prices would have to be raised to ensure transportation costs can be covered if those costs were passed on to the schools. Currently the board of education pays all transportation costs for athletics. It was mentioned that participation fees may also need to be considered in the event the athletics budget was asked to carry additional costs.
5. SBDM Policy Revisions (2nd Readings) - The following recommended policy revisions were submitted for a second reading. Each were approved by consensus as presented and will go into effect immediately.
 - a. [11.1 - Development & Implementation of Professional Development](#)
 - b. [11.2 - Determination of Which Instructional Materials will be Provided in the School](#)



Main Office (606) 845-9331 Fax (606) 849-2309

Website: www.fleming.kyschools.us Facebook: www.facebook.com/SMSCougars Twitter: @SMSCougars



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6. SBDM Policy Revisions (1st Readings) - The following recommended policy revisions were submitted for a first reading. There were no immediate recommended edits. Each policy will be presented at the February meeting for a second reading and approval.
- a. [SBDM Policies Table of Contents](#)
 - b. [1.0 – Alignment with State Standards](#)
 - c. [2.0 – Development and Administration of a School Budget](#)
 - d. [2.1 – Determination of Which Instructional Materials will be Provided in the School](#)
 - e. [3.0 – Classroom Assessment](#)
 - f. [6.0 – Curriculum](#)
 - g. [7.0 – Discipline, Classroom Management, and Student Behavior Plan](#)
 - h. [8.0 – Emergency Management Plan](#)
 - i. [9.0 – Enhancing Student Achievement](#)
 - j. [10.0 – Extracurricular Programs](#)
 - k. [10.1 – Overnight Field Trips](#)
 - l. [10.2 – Eighth Grade Party](#)
 - m. [11.0 – Instructional and Non-Instructional Staff Time Assignment](#)
 - n. [12.0 – Instructional Practices](#)
 - o. [12.1 – Homework Policy](#)
 - p. [13.0 – Parent Involvement](#)
 - q. [14.0 – Parent Contact Policy](#)
 - r. [16.0 – Professional Development and Learning](#)
 - s. [17.0 – Program Appraisal Policy](#)
 - t. [18.0 – School Day and Week Schedule](#)
 - u. [19.0 – School Space Use](#)
 - v. [20.0 – Student Assignment Policy](#)
 - w. [21.0 – Technology](#)
 - x. [22.0 – School Wellness Policy](#)

7. Approval of Comprehensive School Improvement Plan - The 2017-2018 Simons Middle School Comprehensive School Improvement plan approved by consensus as presented.
- a. [KDE Continuous Improvement Diagnostic](#)
 - b. [Phase II: School Safety Report](#)
 - c. [Phase II: The Needs Assessment School Diagnostic](#)
 - d. [Phase II: KDE Title I Annual Review](#)
 - e. [Phase II: Equitable Access to Effective Educators School Diagnostic](#)
 - f. [Phase III: Executive Summary](#)
 - g. [Phase III: Goal Builder](#)
 - h. [Phase III: Closing the Achievement Gap](#)



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- 8. Approval of Program Assurances - The 2017-2018 Program Assurance Document for Simons Middle School was approved by consensus as presented.
 - a. [Program Assurance Document](#)
- 9. Open Chair
- 10. Other
- 11. Next Meeting Date: Monday February 19, 2017 at 5:00 PM
- 12. Adjourn - The meeting was adjourned at 5:40 PM.



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Program Assurance Document-Simons Middle School

Program Assurance Document

Simons Middle School
William Bacon
242 West Water Street
Flemingsburg, Kentucky, 41041
United States of America

James Bacon
John Mooly
Jenny Sims

Sadie Hamm
Mara Enloe

Last Modified: 12/04/2017
Status: Open

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Program Assurance Document

Assurances must be completed, submitted and approved by midnight February 28, 2018.

Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

Writing Program Assurances

(Required by all schools, elementary, middle and high)

1. All students will be recipients of writing instruction/experiences throughout the school year.

- Yes
- No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- Yes
- No

3. Students will write for a variety of audiences and purposes throughout the school year.

- Yes
- No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- Yes
- No

Global Competency/World Languages Program Assurances

(Required for *middle and high schools only*. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- Yes
- No
- N/A

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- Yes
- No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- Yes
- No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- Yes
- No

Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes
- No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- Yes
- No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- Yes
- No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- Yes
- No

Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes
- No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- Yes
- No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- Yes
- No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- Yes
- No

K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- Yes
- No
- N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- Yes
- No
- N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- Yes
- No
- N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- Yes
- No
- N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- Yes
- No
- N/A

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- Yes
- No
- N/A**

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- Yes
- No
- N/A**

8. A continuous improvement process is in place for the K-3 program.

- Yes
- No
- N/A**

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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