



Boone County Schools
“Council of Councils”
COMMUNITY
Meeting



**Thursday, June
17, 2021
6:30-7:30pm**



Agenda

- Welcome & Introductions
 - 10 min
- ESSER II and ARP ESSER Information Sharing & Breakout Sessions
 - 30 min
- Cluster Groups Share-Out
 - 10 min
- Next Steps and Wrap Up
 - 10 minutes





Welcome!

Administrators

Teachers

Parents

Board of Education Members

Community Members

Welcome & Introductions



Mr. Matt Turner
Superintendent



Mr. Eric McArtor
Chief Operating Officer-
Deputy Sup.



Dr. Jim Detwiler
Chief Academic Officer-
Deputy Sup.



Ms. Jenny Watson
Assistant Superintendent
Learning Support Services



Dr. Mike Poiry
Assistant Superintendent
Operations



Ms. Kathy Reutman
Executive Director of
Student Services

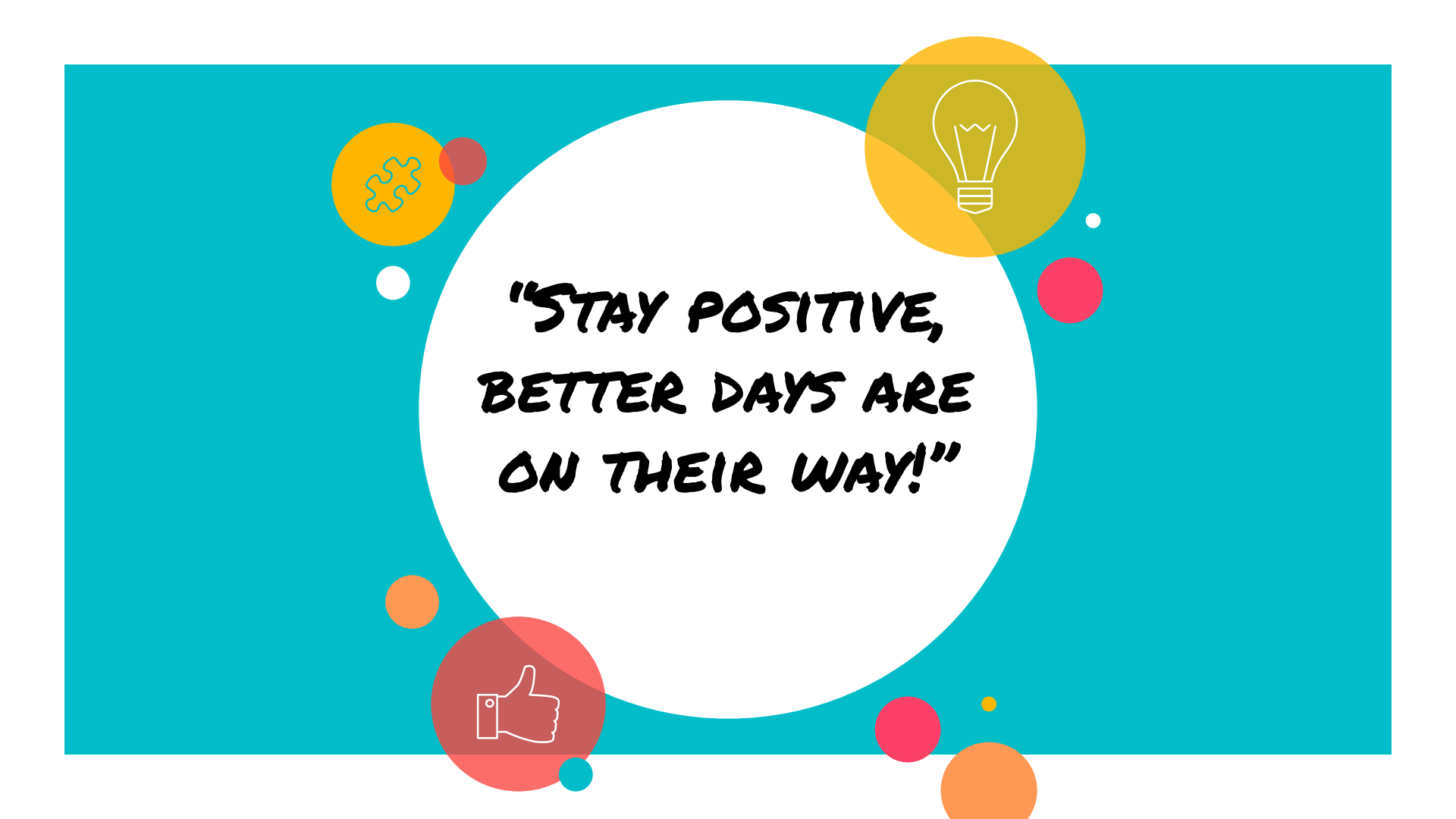
WE ARE BOONE COUNTY! 2020-21 DISTRICT DATA



Student Enrollment	Number	Percent
White	15,333	76.2%
Black	1,274	6.3%
Hispanic	1,986	9.9%
Asian	462	2.3%
Hawaiian /Pacific Islander	102	0.5%
American Indian/Alaskan	13	0.06%
Two or More Races	962	4.8%
	20,132	

- 20,132 students
- 2,459 (12.2%) English Language Learners (ELL)
- 74 different languages spoken and 100 different birth countries
- 2,798 (14.9%) students with physical /emotional/ learning disabilities





**"STAY POSITIVE,
BETTER DAYS ARE
ON THEIR WAY!"**



BCS Methodology for Meeting Student Needs Where They Are!

7

1. [Accelerated Learning Plan](#)

Boone County Schools District Teaching/Learning Priorities for 2021-22

By June, 2022...

1. **GOAL: (OUR WHAT)**
 - a. **ALL** students grow at LEAST one year in literacy and numeracy as evidenced by student academic data.
 - b. Narrow achievement gaps by ensuring **ALL** students who are identified as “at risk” grow in literacy/numeracy by at LEAST 1.5 years as evidenced by student academic data.
2. **LEAD MEASURE: (OUR HOW)** Ensure **ALL** learning experiences are *Rigorous, Equitable, Accessible, and Relevant* as measured by the 4 key commitments of the Opportunity Myth -
 - a. Deep Engagement
 - b. High Expectations
 - c. On Grade Level Tasks
 - d. Strong Instruction



2 MAIN FUNDING SOURCES

1. ESSER II = Elementary and Secondary School Emergency Relief Fund
2. ARP ESSER = American Rescue Plan: Elementary and Secondary School Relief Fund



Methodology of the Funding Process

1. District creates a “Needs Assessment” before determining how ESSER funds will be used.
2. District seeks out multiple stakeholder voices to determine these needs including school leaders, educators, district administrators, parents, students, and community members.
3. District staff and district ESSER committee reviews allowable expenses and the guidance and the KY Department of Education’s guidance document(s).
 - a. [KDE ARP ESSER Guidance Document](#)
4. District staff and district ESSER committee determine a timeline for collecting voice, analyzing needs, communicating that to all stakeholders.
5. District budget committee reviews the workbook that houses all of the school and district requests.
6. District staff submits the budget to the KY Department of Education by July 31, 2021.

[ESSER II Funded Positions for 2021-22](#)



Methodology of the Funding Process for ARP ESSER (cont.)

KDE Suggested Uses of Funds:

- 21st Century Learning Centers
- Career & Technical Education
- Educational Technology
- Extended School Services
- Facilities
- Gifted & Talented Education
- McKinney-Vento Act
- Measuring Learning Loss
- Preschool Services
- School Improvement
- Special Education

**WE NEED
YOUR VOICE!**

[Boone County Schools ARP ESSER Timeline](#)



We ARE
#BOONENATION!



1. *What impact did the pandemic have on your child(ren)'s learning experiences during the 2020-21 school year?*
2. *Based on your child(ren)'s experience this past school year, please indicate what tools, resources, or supports you would like to see Boone County Schools implement to address your concerns discussed above?*



Let's break-out into our "school clusters"



Each group should identify:

1. **Facilitator**
2. **Recorder**
3. **Reporter**

Room 1: Boone Co HS
Jones MS
Ockerman MS
Florence ES
Collins ES
Yealey ES
Ockerman ES

Room 2: Cooper HS
Bally MS
Camp Ernst MS
Longbranch ES
Burlington ES
Stephens ES

Room 3: Ryle HS
Gray MS
Mann ES
New Haven ES
Erpenbeck ES
Steeplechase ES

Room 4: Conner HS
Ignite Institute
Conner MS
Thornwilde ES
Goodridge ES
NorthPointe ES
Kelly ES



BOONE CLUSTER RESPONSES

Group 1: BCBS, JMS, OMS, FES, CES, YES, OES

Question 1: Responses:

OES: 3rd grader, taught him to be flexible, responsible, resilient.

First 2 weeks were difficult, but after a routine was established we worked together. We made it work. We believe education is important and even bonded more, both working at home together.

Taught him work ethic (work first, play later).

Matured a lot having to do school in a different setting. Good to know what my student was learning that day (listening to zoom class etc)

CES: admin and staff are amazing. Challenges: loss of socialization and consistency (the classroom provides)

Question 2:

OES:

- more software programs to close the gap, and those at level moving forward

CES:

- More \$ to FRC
- More counselors in the school
- More assistance in the EL dept

Food Services: missed students and enjoyed the weekly distribution.

COOPER CLUSTER RESPONSES

Group 2: RCHS, BMS, CEMS, LBES, BES, SES,

Question 1: Impact on learning experience:

- School became checkbox to avoid bad grades or discipline --better once in building
- Struggled with social aspect - missed friends. Unseen scars/hurt remain
- Social aspect for a virtual student. He didn't feel that he learned as much.
-

Question 2: Tools, Resources, Supports

- Early assessment is key--everyone was affected differently to see where students are
- Breakout sessions to address “catch up areas” or counseling
- Support for teachers to really touch base and know how to address student needs
- More interactive assignments
- Field trips! Ways to get the social impact --be a part of something bigger than self
- Remind KIDS that they are KIDS! Let them BE KIDS as they learn and grow.
- Invest heavily in our IEP students
- PL for differentiation and intervention
- Universal preschool (Dr. Shires agrees)
- Support for parents --how to be a parent

RYLE CLUSTER RESPONSES

Group 3: RHS, GMS, MES, NHES, EES, SCES

Question 1:

- Special ed extreme anxiety issues never had before and spun out of control
- 6th grader was not ready to teach himself independently-was a straight A student
- Feels like there is a significant loss of learning
- Social emotional aspect was really hard on my 6th grader.
- 1 child and 3 grandchildren and a full time job and some did great others struggled. Socially it struggled
- Teacher did a fantastic job for preschool
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Question 2:

- Social emotion issue needs to be addressed for all students. Can't pretend the past year did not happen. Programs available that do not put a stigma on students
- More social emotional learning across the day
- More counselors in the schools to facilitate this learning and support
- Having community/school resources that is training about what stress can look like in a kid. Also mental issues
- Evening programs where children and parents have opportunities to learn
- Support group for parents who have children that are suffering after effects of pandemic
- Charity McKinsey volunteered to be on a committee to help this become a reality

CONNER CLUSTER RESPONSES

Group 4: CHS, CMS, GES, TES, NPES, KES

Question 1: *What impact did the pandemic have on your child(ren)'s learning experiences during the 2020-21 school year?*

- Did ok...did on par with everyone else but didn't learn much...left to his own devices.
- Did fine...self motivated so could not be with her at home. Not the kid that has to be monitored.
- Students with ADHD had issues with the time on line. Was able to recover after the return to school

Question 2: *Based on your child(ren)'s experience this past school year, please indicate what tools, resources, or supports you would like to see Boone County Schools implement to address your concerns discussed above?*

- Student not invited to summer program. Parent thought he needed to maintain grade level. Dyslexia camp or specific tools during the summer. Parents seem to always have to fight to get extra interventions.
- Potential for students to participate in ESS after-school interventions that need transportation

CONNER CLUSTER RESPONSES

Group 4: CHS, CMS, GES, TES, NPES, KES

Question 1: *What impact did the pandemic have on your child(ren)'s learning experiences during the 2020-21 school year?*

- Virtual the entire year, GT, extremely motivated learned a lot. The other son with IEP/504 already with significant concerns and still at same reading level as the start of the year. Virtual may have had an impact. Asked to go back in person.

Question 2: *Based on your child(ren)'s experience this past school year, please indicate what tools, resources, or supports you would like to see Boone County Schools implement to address your concerns discussed above?*

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Cluster Share-Outs & Next Steps





*Parents, employees, students, and community members...
PLEASE allow your voice to be heard!*

*Please complete the survey below to let us know how we can
best partner with your family in helping to meet the dreams
and goals of your child(ren)!*

<https://forms.gle/HUe49cXUZP6CuS669>





**THANK YOU ALL FOR YOUR TIME, YOUR
ATTENTION, YOUR LEADERSHIP, AND YOUR VOICE
TO SUPPORT OUR SCHOOLS AND OUR DISTRICT!
YOU MATTER!**

