



Butler County School System
Consolidated Plan
Parent and Family Engagement
Plan

Butler County (007) Public District - FY 2023 - Consolidated - Rev 0 - Improvement Planning

LEA Consolidated Plan

Sec. 1112. [20 U.S.C. 6312]

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to

close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Each local educational agency plan shall:

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Butler County Schools uses a variety of tools to assess how well students are progressing towards meeting the challenging State academic standards through offering a well-rounded program of instruction that meet the academic needs of all students daily.

Evidenced based tools and practices are used (but not limited to) in the following ways:

- Using State assessment results to measure effectiveness of instructional practices, grade level skill mastery, longitudinal growth, and teacher effectiveness.
- Using district common assessments, content unit assessments, universal screening, and other formative and/or summative assessments to identify strengths and weaknesses in the instructional program.
- Using progress monitoring to analyze data, inform progress toward skill mastery and/or growth, and to evaluate data driven decisions/plans.
- Using a collection of various data points to identify students and/or subgroups who are having difficulty meeting the challenging State content standards and need additional instructional assistance.
- Using effective MTSS through Response to Instruction Teams (RTI), Student Assistance Team/Problem Solving Team, to continually evaluate and monitor progress of students throughout the school year to properly prescribe action plans specific to the academic needs of students individually.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic

standards by identifying students who may be at risk for academic failure.

Students who are at-risk for academic failure are identified at minimum by:

- School Response to Instruction Teams (RTI), Student Assistance Team/Problem Solving Team
- Results of state assessments
- Results of progress monitoring assessments
- Non-academic factors such as homelessness, learning English as a second language, excessive absenteeism and discipline referrals

Students identified as at risk of not meeting the state's challenging student academic achievement standards will be given supplemental reading and math instruction through evidence based methodologies. The RTI Team will make specific recommendations to meet individual student's needs through our MTSS process. Our 1:1 initiative has equipped all of our technologies with evidence-based programs that are available for student use. Classroom teachers, as well as resource personnel, provide explicit instruction in a small group setting. Parents of all children are encouraged to play an active role in their child's education. The goal of the school system is to provide accelerated enrichment and intervention for the student who is at risk of not progressing academically.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

When students experience difficulty mastering the proficiency or advanced levels of academic performance, small group and one-on-one intervention strategies will be implemented to remedy the areas of weakness. The needs of students experiencing difficulties will be addressed by the RTI Team, the Multidisciplinary Eligibility Determination Committee/Individual Education Plan Committee, the IELP Team, and/or the 504 Committee. Members of these committees will utilize results from DIBELS, ACAP Summative, STAR Reading and Math, LexiaCore and Dream Box

assessments as well as progress reports to inform decisions about student support. Further, collaboration with the student's parents and classroom teachers will create a support team for the student.

For those students who are most in need of additional instruction in reading, math and language acquisition. BCSS provides well rounded programs of instruction and intervention with evidence based curriculum and instruction to meet the academic needs of students identified for intervention services. Those identified for intensive intervention through RTI, will be provided immediate assistance with a specific plan to address individualized needs.

Classroom teachers will assess the needs of individual students on a daily basis. At-risk students will be progress monitored weekly. Students identified as "some risk" will be progress monitored every other week. The classroom teacher, instructional specialist, principal, and grade level committee will review progress monitoring scores weekly.

Students experiencing difficulty will be referred to the RTI team by the classroom teacher. The RTI Team will outline recommendations, accommodations, or possible testing. Referred students will receive follow-up evaluations by the committee. Students referred for testing will have a 60 day window to test, hold the eligibility meeting with parents, and begin services.

Supplemental instruction will be promptly given to any student experiencing difficulty mastering academic achievement standards. Intervention will be provided by the classroom teacher, remedial reading teachers, special education teachers, EL teachers, instructional aides, high school mentors and/or volunteers.

After school and summer reading programs will be available for students. This program will provide remedial service and interventions for struggling students.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Appropriate professional development activities, based on the needs assessment results, will be provided for teachers, principals, and other staff members through the use grants and local funds. The needs assessment, teacher surveys, feedback, and observations help to identify instructional strategies to strengthen academic programs and improve school conditions for student learning. These activities will be designed and implemented to ensure that staff members are highly qualified and will address goals to improve parent involvement. There will be continued emphasis on strategies designed to assist teachers in the teaching of reading and math. Each school's plan includes a professional development component developed by the School Improvement Team based on specific school needs.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Butler County School System's personnel staffing decisions have been made by placing teachers who are certified and highly qualified in positions that are most beneficial to students at each school. In the event that a teacher in the system should be identified as non-certified or not fully certified, then general funds will be used to provide appropriate professional development opportunities which will allow staff members to achieve this goal. A district-level review of staff members' certifications will result in the identification of employees who are not certified according to the State's model. Each identified staff member will be notified of the required course work or other appropriate steps to be taken in order to meet the state's certification specifications. Every effort will be made by the LEA to support each staff member in becoming fully certified.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

Based on the school's needs assessment, district level support will consist of using funds to address identified needs, as well as, utilizing other supportive services to assist with addressing academic gap. The district will work side by side with the Office of School Improvement to provide planning and professional development to improve the school culture and to improve student academic growth and success.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
 - At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
 - At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
 - Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
 - Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)
- For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.
- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:
 - The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(ESEA section 1113(a)(3)(B).)

All Butler County Schools are Title I Schools and receive Title I funds. Schools are served in rank order according to its poverty rate. All school poverty rates are above 35%.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Within Butler County School System boundaries, there are no institutions, community day programs, or correctional facilities designed to serve neglected or delinquent children and youth. However, we do offer Homebound and Alternative School placement when needed. Regardless of the placement, students will receive the following:

- high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- activities that would facilitate the transition of such children and youth from the correctional program in an institution to further education or employment;
- dropout prevention programs for children and youth who are at-risk of dropping out of school.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Butler County Schools applied for but did not receive the McKinney Vento Competitive Grant for FY22. We are serving our families identified as homeless through the ARP ESSER Homeless I and ARP ESSER Homeless II grants. Further we have set-aside \$1000 in Title I funds for additional transportation funds as needed.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

BCSS works closely with the Butler County Head Start Program and Butler County Schools Pre-School Program (Bright Beginnings) to have a successful transition for children entering our school system. During transition days, administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. All Butler County pre-k students are invited to participate in Transition Day which is held annually in the spring for all students within BCSS attendance zones. Translators are made available for our EL preschoolers and their parents as needed. School-wide staff coordinates and integrates Title I programs and services with the local Office of School Readiness (OSR) pre-school programs. Activities are implemented to ensure a smooth transition for these students to the regular program. English learners, children with disabilities, immigrants, homeless, and migratory children are served by the general education faculty, as well as the Title I staff.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and

specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Currently no school in BCSS is identified as targeted assistance.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

During the spring of each year when health and safety protocols permit, all schools in the Butler County School System participate in a day of transition in which all students spend a minimum of a half the day at the school they are projected to be promoted to the next school year. Students are introduced to teachers, tour new buildings, informed of grade level expectations, and able to ask questions. On this day, college and career speakers are arranged for seniors. Also, seniors and some juniors attend college visits on transition day

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

As mentioned above, during the Spring of each year when health and safety protocols permit, all schools in BCSS participate in a day of transition in which all students spend a minimum of a half the day at the school they are projected to be promoted to the next school year. Students are introduced to teachers, tour new buildings, informed of grade level expectations, and able to ask questions. On this day, college and career speakers are arranged for seniors. Also, seniors and some juniors attend college and career fairs within the district throughout the school year.

Kudar is used starting in the students 8th grade year to assist them with identifying their interests and skills. This is the impetus for creating their 4 year plans that help ensure they are taking the best courses for their planned pathway to success.

Through Title IV, we have been able to offer scholarships for dual enrollment academic and career technical courses. Therefore, dual enrollment opportunities increase yearly for students. Currently, the majority of our dual enrollment students take courses Lurleen B. Wallace and Reid Technical College.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

It is the belief of BCSS leaders that if students are more engaged in their school learning environment, then not only will student achievement increase, but discipline infractions will significantly decrease. System and school plans detail efforts of how parents will be contacted more and included in the learning environment. District leaders will monitor and observe schools with highest discipline infractions closely to ensure proper procedures are in place to decrease infractions of all subgroups as well as to ensure fair and consist discipline practices are in place. Further, we have begun many initiatives such as Navigate 360, Peer Helpers, Hope Afield Mentoring Program, Counseling and Restorative Practices in Alternative School to mitigate recidivism.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional

strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Butler County Career and Technical Academy leaders inform and promote courses that give students of Butler County the best chance of securing current in-demand positions as they exit our high schools and transition to the workforce or college. Further, our CTE Academy works closely with Economic Development to ensure that course offerings are relevant to our community. Further, our Co-op programs give students an opportunity to be in the workforce while completing their high school courses.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Butler County School System offers Cooperative Education which is a work-based learning educational program. Through CTE, students are also extended job shadowing opportunities. Participants enrolled in Adult Education are also extended opportunities to participate in a work-based program sponsored by the local Career Center.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

The Butler County School System funds gifted and talented students through state gifted funds and local funds. BCSS uses these funds to identify and serve intellectually gifted children and youth or those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their own age, experience, or environment. The children and youth possessing these abilities can be found in all

populations, across all economic strata, and in all areas of human endeavor. In the elementary grades students are enriched through pull-out services and also given additional challenging academic opportunities through our many evidenced based programs. In high school students have the opportunity to take advanced courses and dual enrollment courses.

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Butler County Schools funds library programs through library enhancement funding and local funds. BCSS uses these funds to employ six media specialists, one for each school in the district. School Media Centers provide students opportunities to develop digital literacy skills and improve academic achievement. Also, digital literacy standards and digital citizenship are taught through K - 12.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A)

A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

Parents are involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Butler County School System Parent Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meeting
- Butler County Schools website and all Title I School Websites
- School Administrative Offices

Sec. 1116(a)(2)(B)

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Butler County School System provides the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. BCSS coordinates with employers, business leaders, philanthropic organizations, and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. A variety of meetings and activities will be offered so that all parents can be

encouraged to participate. Some may be more formal and informative. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. A translator may be made available to assist with language barriers if necessary/requested. Parents may be notified of meetings through:

- (1) notices sent home by students in the appropriate language,
- (2) newspaper announcements,
- (3) announcements on Butler County School System and Local School Social Media Accounts, such as FaceBook
- (4) internet postings on Butler County School System and Local School Websites,
- (5) public postings in English and Spanish
- (6) SchoolCast Calling/Texting System.

Sec. 1116(a)(2)(C)

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

As stated above, coordinate and integrate parent and family engagement strategies throughout the year by providing various ways that parents can be involved in the school and in their child's academic and social/emotional development. BCSS plans and implements effective parent and family engagement by encouraging parents to be involved in writing the School/Parent Compact, in participating in the Continuous Improvement Process, and in attending the Title I Parent meeting as well as other meetings and activities held throughout the year. Meetings/activities will be arranged at various times so that parents can attend. A variety of meetings and activities will be offered so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. A translator may be made available to assist with language barriers if necessary/requested. Parents may be notified of meetings through:

- (1) notices sent home by students in the appropriate language,

- (2) newspaper announcements,
- (3) announcements on Butler County School System and Local School Social Media Accounts, such as FaceBook
- (4) internet postings on Butler County School System and Local School Websites,
- (5) public postings in English and Spanish
- (6) SchoolCast Calling/Texting System.

Sec. 1116(a)(2)(D)

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Butler County School System, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. Every effort is made to accommodate parents with disabilities. Butler County Schools has handicapped accessible buildings. Faculty and Staff make every effort to ensure all parents and family members feel welcome and included in their children's education.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

BCSS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Butler County Schools will continue working with teachers to help in the understanding of the importance of parent and family engagement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire BCSS staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

(iii) strategies to support successful school and family interactions

Butler County School System strives to implement strategies for overcoming common barriers to family involvement in schools. These strategies include but are not limited to:

- Overcoming time and resource constraints
- Providing information and training to parents and school staff
- Restructuring schools to support family involvement
- Bridging school-family differences
- Tapping external supports for partnerships

Sec. 1116(a)(2)(E)

E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Butler County Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meeting

- Butler County Schools website and all Title I School Websites
- Butler County Administrative Offices

Sec. 1116(a)(2)(F)

F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The planning process began with the Federal Programs Coordinator, administrators of the local schools and other stakeholders attending meetings, workshops, and planning sessions at the state and district level. An advisory panel was created with individuals who could serve on various committees. This panel is a springboard for successful parental involvement in all federal programs. The advisory panel was appointed to include parents of children served in our various federal programs such as English Language Learners (EL), Title I, and Special Education. Parents of students in these programs, teachers, paraprofessionals, and administrators from the school served were included and attended their specific meetings. Butler County Schools Advisory Panel, Federal Program Coordinator and Title I schools annually hold parent meetings and individual parent conferences.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

BCSS will inform parents of the most current state standards, performance standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators toward their child's improved performance and achievement. This will be done through conferences, an annual Title I meeting, and various parent meetings.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

BCSS shall provide materials and facilities to inform and educate parents, teachers, paraprofessionals and administrators to work with each other as equal partners to improve their child's performance. Throughout the year, parent workshops will be held on various topics such as technology night, computer training, homework help, and tips on how to help your child become a successful reader, etc.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

BCSS shall educate and inform parents, teachers, paraprofessionals and administrators on how to reach out, communicate with, and build relationships with and among all stakeholders. The entire Butler County School System's staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Butler County School System will work closely with all pre-k programs to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available for our EL pre-schoolers and parents if needed.

K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

BCSS shall ensure that information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. All efforts will be made to supply documents in the home language of students.

L. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.

BCSS shall ensure to the extent feasible and appropriate, under Title I, Part A, Butler County Schools coordinates and integrates parental involvement programs and activities with other federal programs, such as our EL program and 21stCentury Community Learning Center.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

BCSS may involve parents in the development and effectiveness of training for certified personnel. Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers and other educators.

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

BCSS may provide necessary literacy training for parents. If funds are not available, Part A funds may be used if all other monies have been exhausted.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

BCSS may provide reasonable expenses to enable parents to participate in Title I meetings and training sessions if necessary.

P. Describe how the LEA may train parents to enhance the involvement of other parents.

BCSS may train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

BCSS may offer meetings on a flexible schedule, alternating between morning and evening, to accommodate parents work schedules.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

BCSS may provide access to programs initiated to strengthen parent involvement.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

BCSS has established a district wide parent advisory council to serve as liaisons to other parents in matters related to federally funded programs. BCSS also employs a parent engagement liaison, who serves our most vulnerable families.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

BCSS involves community-based organizations and businesses in the annual advisory panel meeting and encourages participation in school activities and programs.

Sec. 1116(f)

U. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

BCSS, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in parents' native language and notices about parent meetings are sent in Spanish. Every effort is made to accommodate parents.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced Federal Programs Advisory Meeting Agendas, Sign-In

Sheets, and Minutes.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

10/01/2022 

PLAN APPROVED BY (Person or Entity)

Lisa Adair

DATE OF APPROVAL

09/30/2022 

Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS

(A) IN GENERAL.-At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher-

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.-In addition to the information that parents may request under subparagraph(A), a

school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student-

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Assurances

LEA Consolidated Plan Assurances

Each local educational agency plan shall provide assurances that the local educational agency will-

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))