



Title I LEA and School-Level Parent and Family Engagement Policy

Date Reviewed: August 25, 2025

Laboratory Charter School recognizes that effective parent and family engagement is essential to improving student academic achievement. In accordance with Section 1116 (Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), codified at 20 U.S.C. § 6318) of the Every Student Succeeds Act (ESSA), this unified policy outlines the LEA-level and School-level commitments to strengthening school-family partnerships. It is jointly developed with parents, reviewed annually, and disseminated in formats and languages that are accessible to families.

Family Summary

This Parent and Family Engagement Policy was developed jointly with and agreed upon by parents and family members of Title I children. It is written in an understandable format and provided in a language parents can understand. The Family Summary reflects the school’s shared commitment to supporting families and is distributed annually to all Title I parents and the broader school community. The Parent and Family Engagement Policy is distributed annually to all Title I families and is presented at Title I meetings, parent-teacher conferences, and posted on the school website. Printed translations and oral interpretations are provided as needed.

Summary of Required Components

Component	Federal Requirement (ESSA § 1116)	Pennsylvania PDE Requirement
Written Policy	Required, co-developed with parents	Distributed annually, documented alignment with LEA
Annual Review	Required to assess effectiveness and equity	Must include parent input and monitoring documentation
School-Parent Compact	Required for all Title I schools	Reviewed and submitted during PDE monitoring
Stakeholder Consultation	Required in school planning and improvement efforts	Meaningful, ongoing, and documented
Capacity Building	Required for families and staff	Encouraged through ongoing workshops and resources

I. LEA-Level Provisions

Laboratory Charter School complies with all federal requirements under the Elementary and Secondary Education Act (ESEA), as amended by ESSA, including Section 1116 (Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), codified at 20 U.S.C. § 6318)(a)(2). Parents and family members are involved in the joint development of the Title I Plan (Title I Plan under Section 1112 of ESSA (20 U.S.C. § 6312)) (Title I Application), the process of school review and improvement, and in the implementation of meaningful engagement strategies.

Technical assistance is provided to schools in planning and executing effective parent and family engagement activities to support academic achievement and school performance. Engagement strategies are coordinated with other federal, state, and local laws and programs. Each year, with meaningful involvement from parents and family members, Laboratory Charter School conducts an evaluation of the content and effectiveness of this policy. The evaluation identifies barriers to participation, family needs for supporting learning, and successful school-family interaction strategies. Results are shared with families through the school website, Title I meetings, and the school's annual report and are used to revise engagement practices accordingly.

A parent advisory board is currently being developed to ensure consistent input from a representative group of families. This board will support the review and continuous improvement of parent and family engagement strategies.

If the LEA receives more than \$500,000 in Title I funding, at least 1% of those funds (1% of Title I, Part A funds as required under Section 1116(a)(3)(A) of ESSA (20 U.S.C. § 6318(a)(3)(A))) will be set aside to support parent and family engagement activities, including not less than one of the following:

- Supporting schools and nonprofits in providing professional development on engagement strategies.
- Supporting programs that reach families at home, in the community, and at school.
- Disseminating best practices for engaging economically disadvantaged families.
- Providing subgrants to schools to collaborate with community-based organizations.
- Engaging in other appropriate and evidence-based family engagement activities.

II. School-Level Provisions

At the school level, Laboratory Charter School jointly develops, updates, and distributes this policy with the families of Title I students. The policy is written in a clear and understandable format, made available in multiple languages, and shared with the local community. Parents are involved in the planning, review, and improvement of Title I programs and services.

An annual Title I meeting is held at a convenient time to inform all families of the school's participation in Title I, explain program requirements, and discuss parents' rights to be

involved. The school offers a flexible number of meetings in the morning and/or evening. Transportation, childcare, and home visits may be provided to enhance participation.

Parents are encouraged to participate in regular meetings, receive timely information about curriculum and academic assessments, and engage in collaborative decision-making to improve their children's education. If parents find the schoolwide plan (schoolwide plan under Section 1114 of ESSA (20 U.S.C. § 6314)) unsatisfactory, their comments will be submitted to the LEA.

The school educates teachers and staff, with assistance from parents, on the value of parent contributions, strategies for equitable engagement, and how to build meaningful ties with families. Training, materials, and guidance are offered to parents to help them support student learning, including technology use and literacy development.

The school coordinates family engagement with public preschool and other community programs. Communications are provided in formats and languages that ensure access for all families, including those with limited English proficiency, disabilities, or migratory backgrounds.

The School-Parent Compact (School-Parent Compact as required under Section 1116(d) of ESSA (20 U.S.C. § 6318(d))), developed jointly with parents, outlines shared responsibilities for improving academic achievement. It describes the school's commitment to high-quality instruction, the parent's support for learning, and methods for fostering two-way communication, such as annual parent-teacher conferences, frequent progress reports, volunteer opportunities, classroom observations, and language-accessible interactions.

This policy is reviewed annually in meaningful consultation with parents and family members. It is posted on the school website, shared at events and meetings, included in student packets, and made available in accessible formats and languages to ensure all families can participate in the engagement process.

Communications and meetings related to this policy and Title I programming will be made accessible to parents with disabilities in accordance with Section 1116(f) of ESSA and Title II of the Americans with Disabilities Act (ADA), through auxiliary aids, interpreters, or accessible materials as needed.

Parent and family engagement strategies are coordinated with other federally funded programs, including IDEA (Individuals with Disabilities Education Act), McKinney-Vento Homeless Assistance, Head Start, and Early Head Start, to ensure cohesive and supportive family services across programs.

Documentation of this policy's development, implementation, and annual review—including meeting agendas, parent sign-in sheets, and policy feedback—is maintained by the LEA and made available upon request or during PDE monitoring.

This policy aligns with the U.S. Department of Education's Non-Regulatory Guidance on Parent and Family Engagement (2016) and reflects best practices outlined by the Pennsylvania Department of Education.