



## **School-Family Compact (2025–2026)**

Reviewed 08/25/2025

### **1. Legal Basis and Purpose**

The School-Family Compact is required by federal and state laws to foster shared responsibility for student academic achievement. Specifically, Section 1116(d) of the Every Student Succeeds Act (ESSA), codified at 20 U.S.C. § 6318(d), mandates that each Title I school develop this Compact in collaboration with parents. It outlines mutual commitments from school staff, families, and students. ESSA Section 1116(f) further requires accessibility of this Compact for families with limited English proficiency or disabilities, in accordance with Title II of the Americans with Disabilities Act (ADA). The Pennsylvania Department of Education (PDE) monitors implementation to ensure that the Compact is developed, reviewed annually with parental input, and distributed widely. This Compact also aligns with Pennsylvania School Code, which establishes expectations for equity, communication, and transparency in public education.

### **2. Shared Responsibilities for Student Achievement**

The Laboratory Charter School and the parents of students participating in Title I-funded programs mutually agree that this School-Family Compact outlines shared responsibilities and commitments to foster student academic achievement. This document defines how the entire school staff, students, and families will collaborate to ensure educational success and establish a sustained partnership that enables every child to meet Pennsylvania’s academic standards. The school will uphold its responsibility by offering high-quality curriculum and instruction within a supportive and effective learning environment. All teaching staff at Laboratory Charter School are required to maintain full compliance with Pennsylvania’s statutory and regulatory requirements regarding certification. The school will deliver Title I support through small-group, targeted direct instruction using both pull-out and push-in service models, in addition to differentiated classroom instruction.

### **3. Communication and Transparency**

Parent-teacher conferences are scheduled after each report card period. Parents of students receiving Title I services also receive progress reports at the end of each trimester. Parents may schedule additional conferences and may communicate through phone, email, letters, or ClassDojo. The school ensures two-way communication that is timely and accessible to all families. Interpreters, translated documents, and plain-language formats are provided when needed.

#### **4. Parent Responsibilities**

Parents are expected to return school forms, support regular attendance, create positive learning environments at home, reinforce school expectations, and engage with school communications and events. They are encouraged to join the Parents as Partners in Education group and complete the annual Parent Survey. Examples include reading with their child, attending parent workshops, volunteering at events, and using ClassDojo for communication.

#### **5. Student Responsibilities**

Students agree to:

- Arrive at school on time, ready to learn.
- Respect teachers, classmates, and school property.
- Complete classwork and homework to the best of their ability.
- Follow the Code of Conduct and school rules.
- Ask questions and seek help when needed.
- Take responsibility for their own learning.

#### **6. Commitment to Equity and Inclusive Practices**

Laboratory Charter School implements a comprehensive Equity Plan, benchmark assessments, and instructional strategies to ensure no student group is disproportionately taught by ineffective educators. The school supports all students with access to meals, digital tools, small-group instruction, extended-day programs, and trained teachers. MTSS and Child Find processes identify and support struggling students. Professional development, weekly data meetings, and ongoing monitoring ensure equity in instruction.

#### **7. Accessibility for All Families**

The Compact is available in accessible formats for families with disabilities and/or limited English proficiency. Upon request, auxiliary aids, translation services, or oral interpretation will be provided to ensure full access.

#### **8. Compact Distribution and Review**

This Compact is jointly developed with families annually, presented at Title I meetings, and distributed in multiple languages. Parents are invited to give input during review sessions, and feedback is documented for continuous improvement.

#### **9. Conclusion**

The School-Family Compact and Equity Plan are central to Laboratory Charter School's mission to provide every student with an inclusive and high-quality education. Through

clear responsibilities, transparent policies, and strong school-home partnerships, the school promotes academic excellence and equity for all learners. This Compact aligns with the U.S. Department of Education's Non-Regulatory Guidance on Parent and Family Engagement (2016).

## 10. Signature Acknowledgment Page

We acknowledge that we have read, understand, and agree to uphold the commitments outlined in the 2025–2026 School-Family Compact. We recognize that this Compact represents a shared responsibility among families, students, and school staff to ensure every child's academic and social success.

Student Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for being an essential partner in your child's success!

## **Family Summary – What the Compact Means for You**

Laboratory Charter School – 2025–2026 School-Family Compact Overview

Reviewed 08/25/2025

### **Why We Have a Compact**

This Compact outlines how families, students, and school staff work together to support your child’s learning. It is required under Title I of the Every Student Succeeds Act (ESSA). We update it each year based on your input.

### **What the School Promises**

- ✓ Provide high-quality lessons aligned to Pennsylvania standards
- ✓ Offer small-group and one-on-one support
- ✓ Communicate with families through ClassDojo, phone, and conferences
- ✓ Host events and workshops to help you stay involved

### **What Families Promise**

- ✓ Ensure your child attends school regularly
- ✓ Read together or review homework nightly
- ✓ Ask questions and attend conferences
- ✓ Volunteer or complete school surveys

### **What Students Promise**

- ✓ Arrive on time, ready to learn
- ✓ Respect others and follow PBIS values
- ✓ Complete all assignments and ask for help when needed

### **Stay Involved!**

This Compact is reviewed each fall at the Annual Title I Parent Meeting. Translated copies are available in Spanish, Arabic, and French. Call us any time for help or questions!

Together, we can achieve great things.  

## **11. Culturally Responsive Engagement**

Family outreach includes multicultural nights, translated robocalls, bilingual family surveys, and community partnerships. Staff members receive cultural responsiveness training to ensure events reflect the identities of our diverse families.

## **12. Data and Progress Monitoring**

We monitor progress using DIBELS, Exact Path, PSSA practice, and classroom data. Data is shared with families through progress reports, goal-setting conferences, and MTSS (Multi-Tiered System of Supports) meetings.

## **13. PBIS and SEL Integration**

Our Positive Behavioral Interventions and Supports (PBIS) system promotes Respect, Responsibility, and Readiness. Social-emotional learning (SEL) is built into daily morning meetings, counseling, and classroom discussions.

## **14. Measurable Goals for Family Engagement**

Our goal is to increase family participation in Title I events and surveys by 15% each year. Progress is tracked using sign-in sheets, digital platform activity, and feedback forms.

## **15. Continuous Improvement Commitment**

We revise this Compact annually based on family feedback collected during fall meetings, parent-teacher conferences, and surveys. This ensures the Compact remains a living document that reflects the evolving needs of our school community.