

## **CVLA School Family Compact 2023-24**

### **School-Family Compact**

The Chelsea Virtual Learning Academy and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improving student academic achievement and the means by which the school and families will build and develop a partnership that will help students achieve the State's high standards.

This compact is in effect during the school year 2023-24.

### **School Responsibilities**

The Chelsea Virtual Learning Academy will provide:

1. High-quality curriculum and instruction in a supportive and effective learning environment. CVLA does this through,
  - a. Building positive, healthy and productive student and adult relationships that are at the center of the school's work.
  - b. Using the MA state standards and frameworks to guide and inform CVLA's high quality curriculum.
  - c. Using engaging teaching and learning best virtual learning practices.
2. Opportunities for family/guardian-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Specifically, those conferences will be held:
  - a. In the Fall and Spring.
  - b. At the parent/caregiver's request.
3. Reports to families/guardians on their students' progress. Specifically, the school will provide reports as follows:
  - a. Sending home four term progress reports and four term report cards documenting student progress and achievement
  - b. In addition, in compliance with federal law, students receiving EL services receive progress reports two times a year. Students receiving IEP services also receive quarterly progress reports on the goals specified on their IEP.

4. Accessible forms of communication with staff for families/guardians. Specifically, staff will be available for consultation with families/guardians as follows:
  - a. Principal/teachers/staff members make their phone numbers available to parents and caregivers. Teachers will call and text parents/caregivers regularly to report on student progress, any concerns or to share good news
  - b. Principal/teachers/staff members are available upon request to meet by phone, Zoom or in person with students, parents and caregivers.
  
5. Opportunities for families/guardians to volunteer and participate in their student's classes, and to observe classroom activities, as follows:
  - organized, ongoing, and timely systems for families/guardians to be actively involved in the planning, implementation, and review of programs including but not limited to family engagement policies and the development of any schoolwide program plans.
  - at least one meeting of families/guardians of participating students annually at a convenient time and location, offering multiple meetings and opportunities for multiple languages, if necessary, at which the school will inform families/guardians of the school's participation in Title I and the requirements of Title I, including family engagement requirements.
  - information to families/guardians of participating students in an understandable and uniform format, including alternative formats, upon the request of families/guardians with disabilities, and, to the extent practicable, in a language families/guardians can understand.
  - information to families/guardians of participating students about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
  - opportunities for regular meetings for families/guardians to formulate suggestions and to participate, as appropriate, in decisions about the education of their students. The school will respond to any such suggestions as soon as feasible.
  - an individual student report to each family/guardian about the performance of their student on the State assessment in at least mathematics and English language arts/reading.
  - timely notice to each family/guardian when their student has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not met state licensure requirements.

### **Family Responsibilities**

We, as a family/guardian, will support our student's learning in the following ways:

- Ensuring attendance.
- Tracking and supporting the completion of assignments.

- Participating in decisions related to my student's education.'
- Staying informed about my student's education by promptly addressing all notices from the school or the school district and responding, as appropriate.
- It is a parent/ guardian's responsibility to inform the school of any incidents, barriers or family situations that might inhibit the student from participating in school.

### Student Responsibilities (Optional)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend my classes
- Complete my assignments and ask for help when I need to.
- Students will proactively seek out and inform CVLA staff if they need academic or social emotional support
- Participate in out-of-school enrichment (i.e., sports, clubs, community service, part-time job or internship).
- Share all notices and information that I receive from my school with my family/guardian every day.

  
 \_\_\_\_\_  
 Signature of School Representative

8/30/23  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Family Member/Guardian

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date