



ACCESS
Alternative, Community and Correctional
Education Schools and Services

Community Home Education Program
Orange County Department of Education
<http://ocde.us/chep>

PARENT HANDBOOK



Support

Inspire

Equip



*Recipient of
California Department of Education
and California Coalition of Independent Study*



***Exemplary Independent Study
Recognition Award***



INTRODUCTION

Welcome to the Community Home Education Program (CHEP). We have created this booklet to summarize important information for our parents and students. We hope it will acquaint you with our school's policies and procedures and provide you with an overview of who we are and what we offer to our families. Please read it carefully and refer to it throughout the year.

We encourage you to call office, listed below, if you have any questions and to visit our website: <http://ocde.us/chep>.



CHEP Contact Information

714) 327-1010
14262 Franklin Ave.
Tustin, CA 92780

HISTORY

The Community Home Education Program (CHEP) opened its doors on January 4, 1988, under the supervision of the Orange County Department of Education. Since that time, we have grown to three TK - 8 sites and over 500 students.

Our partner school, Pacific Coast High School is WASC accredited and services grades 9 - 12. It is located in Tustin.

Contact PCHS through their website:

<http://pchs.k12.ca.us/>.



MISSION STATEMENT

The primary goal of the Community Home Education Program is to create and expand the cooperative effort among students, parents, and teachers that encourages students to become successful, independent, and responsible life-long learners.

PHILOSOPHY



The purpose of the Community Home Education Program is to create a partnership between parents, students, teachers, and the community that will . . .

- **SUPPORT** our school community by providing a dynamic, public, home-based educational option that promotes the whole child by developing academic, social, and emotional growth.
- **INSPIRE** students in grades TK - 8 to learn and grow to their full personal and academic potential with individually-designed lesson plans to support meaningful, relevant, and engaging learning.
- **EQUIP** parents to become effective teachers of their children under the guidance and mentorship of a supervising teacher.
- **ENABLE** the student to successfully reach the objectives and complete the assignments identified in the *Intermediate Assignments and Goals* and the *Monthly Assignments and Goals Verification* Forms with our personalized approach to learning and the enrichment classes and opportunities we provide.

We accomplish this by . . .

- **INDIVIDUALIZING** academic instruction for each student. Instructional strategies may vary from the complete integration of all subjects into topical studies (thematic units) to the individual presentation of each subject area. The types and variety of direct assistance, monitoring, and evaluation desired and necessary also vary with each student and family.
- **PROVIDING** textbooks, curriculum guides and answer keys, online learning options, resources to enrich learning, and teacher support and guidance to give students the foundation needed to master learning objectives and prepare students for college and career.
- **GUIDING** parents with support and mentoring to successfully meet the individual academic needs of their students.



PROGRAM POLICIES AND RESPONSIBILITIES: HOW WE WORK TOGETHER

CHEP is a collaboration among teachers, parents, and students.

In order for everyone to work together, there are policies and responsibilities for each member of the “team”.

Parent agrees to:

- **assume** responsibility for providing *direct daily instruction* in English based upon grade-level learning objectives that mirror those in a traditional school setting.
- **actively supervise** their child while he/she is completing assigned work.

MORE PROGRAM POLICIES AND RESPONSIBILITIES

- **grade and evaluate all** work completed, using the teacher guides provided.
- **meet with their assigned teacher**, as required, to support student academic goals and progress toward content and skill mastery. (Weekly, bi-weekly, or monthly meetings may be required by the supervising teacher, if needed.)
- **provide transportation** to the site, as indicated on the master agreement.
- **attend a minimum of one appointment** by the end of the week following the monthly attendance period and for scheduled conferences with the CHEP teacher. More frequent contacts can be arranged as necessary, and may be assigned by the supervising CHEP teacher as a requirement for continued enrollment to support student academic progress or adherence to our program requirements, when needed. It is recommended that the parent/student and teacher interaction will occur on at least a weekly basis, whether on-site, by phone, or by email.
- **meet with supervising teacher** on a regular basis as specified. It is the parent's responsibility to reschedule any appointment missed due to an emergency.
- **be responsible** that Special Education student attends to all appointments with Special Education teachers, as indicated in their IEP to assure student makes appropriate progress toward his/her individualized goal(s).



ON SITE GUIDELINES/EXPECTATIONS

The following guidelines provide a safe and positive experience for all students and parents who visit our CHEP sites for regular meetings with your supervising teacher, to access resources, or to participate in a CHEP sponsored class, activity, or special event.

At CHEP, we strive to provide:

- A welcoming and friendly environment.
- A focus on the academic progress of all students.
- Mutual respect, courtesy, and kindness to all.
 - Collaborative relationships among students, parents, and staff.
 - An inclusive environment for staff, students, and parents.
 - A climate that promotes encouragement and understanding.



Parents are responsible for:

- Supervising their child(ren) while on campus at all times.
- Assisting the staff in maintaining an appropriate noise level and activity level to support the learning environment for the student and the school/office work environment of the staff.
- Fostering positive relationships with teachers, staff, other parents, and their children's friends.
- Engaging in supportive and positive conversations with all.
- Bringing concerns and issues to the attention of your teacher and/or the CHEP principal to discuss and seek a positive solution.
- Correcting their own child's behavior and partnering with CHEP staff in ensuring that all children display appropriate and respectful behavior.
- Directing children to clean up the lobby/waiting room/toy area before leaving the site.
- Respecting "Staff Only" areas and teacher/staff offices. CHEP staff will happily assist you in locating needed resource materials. Only CHEP staff may operate copy machines.



MORE ON SITE GUIDELINES/ EXPECTATIONS

Students are responsible for:

- **Respecting School Rules** - student agrees he/she must follow the rules and standards in the CHEP *School Rules* and the *Rules and Regulations Agreement*.
- Maintaining appropriate noise levels, using 'inside' voices.
- Having school work to occupy any time between classes.

Arriving and Leaving CHEP Sites

- Students should arrive at all scheduled meetings, classes, or events on time - not more than 15 minutes prior to the starting time.
- Parents should accompany students inside the site to verify correct date and time of the meeting, class, or event. Please do not drop students off without checking on these details.
- Students should be picked up promptly - no later than 15 minutes following the scheduled ending time of a meeting, class or event.
- Students must wait for parents *inside* the CHEP site.
- Students may not leave the site for any reason without proper adult supervision.
- Students are expected to arrive and leave the site with transportation provided by their parent or guardian. Parents must notify the student's supervising teacher in writing if the student is to arrive or leave the site by any means other than transportation provided by the student's parent or guardian.



Arriving/Leaving



While Present at the CHEP Site

- Dress should be appropriate to a school/ office work environment (shoes/shirts must be worn).
- It is unlawful to paint, draw, or mark graffiti on or in the facilities at any CHEP site. Parents will be liable for the cost of removal.

ATTENDANCE/STUDENT WORK

Most or all of the student work is submitted each month in order for the student to receive attendance credit for work done at home. Work must be submitted for each one of the curricular areas covered in the monthly assignment. Examples may include workbook pages, chapter tests, creative writing, book reports, projects, activities, pictures of special projects, written reports or tests, oral presentations, or any other work done in each subject area.

No more than one monthly attendance period may elapse between the date an assignment is made by a teacher and the date it is due. Temporary changes may be made to incorporate monthly attendance periods that are two weeks or less in duration.



Students will complete the studies during the term of the agreement as they are outlined in the curriculum and the Master Assignment's pacing guide.

Students agree to complete one day of instruction per school day for their grade level for the length of time they are enrolled in CHEP.

Read

Parent agrees to ensure responsibility for submission of completed assignments necessary for evaluation.

Academic credit can be given only when a student's supervising teacher has received intermediate assignment sheets (lesson plans), the student work has been submitted and verified as completed, and a conference has been held. No attendance credit can be given unless work completion is verified **on or before the due date**.

Parent agrees to ensure responsibility for submission of completed assignments necessary for evaluation.



Encourage

ATTENDANCE/STUDENT WORK

The manner of submitting work will be one-on-one, small group, classroom or other means **pre-approved by the CHEP supervising teacher**. It is our standard procedure that face-to-face with both the parent and child is the most successful way to ensure that CHEP is meeting the needs of your student and that all requirements are being met.

Continued enrollment in CHEP is based on compliance with all policies set forth in the enrollment agreement and includes the mutual agreement between the parent, student, and teacher that CHEP is an appropriate and successful placement for the student, as evidenced by student work, mastery of content, and adherence to all required appointments for work turn in or other meetings, as requested by the supervising CHEP teacher or, if applicable, the Special Education teacher. **An evaluation of continued enrollment will be made if 3 scheduled appointments with the CHEP teacher are missed or broken, or if student academic progress is not meeting that of the progress that would be made in a traditional, public school setting.**



Succeed



CURRICULUM AND INSTRUCTIONAL MATERIALS

Curriculum

CHEP's curriculum provides a balanced program of learning experiences with an emphasis on the mastery of basic skills and academic content. The curriculum is aligned with the California State Standards, policies, and requirements. Master assignments covering all subject areas are issued to parents at the time of enrollment. The use of supplemental materials which go *beyond* the basic core curriculum, either philosophically or religiously, is a private concern and is viewed as *over and above* the independent study agreement.

Textbooks and Instructional Materials

CHEP sets high standards to ensure that quality textbooks and materials are available to each student to support a complete and comprehensive instructional program for grades TK - 8. Textbook adoptions are conducted on the same cycle as other public schools in order to provide current materials that are in compliance with state model curriculum guidelines and the California State Standards. Both consumable materials (to be written in and "consumed" by the students) and non-consumable materials (items that can be re-used by other parents or students) are checked out to each student and parent enrolled with CHEP.



All materials must be returned to the CHEP office at the end of each school year (unless utilizing during the six-week summer session) or at the time of withdrawal from the program so that we may accurately inventory and order sufficient materials for the anticipated enrollment for the next school year. **Parents are responsible to pay for all lost or damaged material whether textbooks or other instructional materials checked out.**

State Content Standards

CHEP aligns all instruction with the California State Content Standards, which are available on the California Department of Education website at:

<http://www.cde.ca.gov/be/st/ss/index.asp>

CONFERENCES/EVALUATIONS

In addition to regular monthly contact and meetings, formal conferences between the parent, student, and supervising teacher are scheduled throughout the year to discuss the student's progress and to answer any questions they may have. Additional informal conferences are held as needed.

Progress Reports and Report Cards are completed with input from the parent and the assigned certificated teacher. Marks are assigned with the agreement of the assigned CHEP Supervising teacher, based upon student work, progress, and evidence of student academic levels and mastery in alignment with the California State Standards.



Methods of Evaluation may include presentations, written or oral reports, written or oral tests, interviews, projects, demonstration of skill, technology based presentations, completed assignments, portfolios, and teacher observation.

WITHDRAWAL

Withdrawal from CHEP may occur at any time during the school year. If a parent wishes to withdraw their child, they must notify their CHEP teacher, schedule a final conference, and return all materials. A transcript of their attendance with CHEP will be forwarded to the new school upon request.

A student may also be withdrawn from CHEP if the parent or student fails to comply with the terms of the enrollment agreement. Parents are notified in advance if their student is at risk of being released from CHEP due to non-compliance.

CHEP teachers will make every effort possible to communicate what must be done in order to maintain student enrollment in these situations, but it is imperative that both the parent and student follow through on their requirements, per the *Independent Study Agreement* and California Ed Code.

PROGRAM HIGHLIGHTS

Website

The CHEP website, <http://ocde.us/chep> posts our current newsletter, has forms for downloading, and includes parent resources and links to educational web sites. You may also wish to follow “CHEP Ideas” on Pinterest for additional teaching and project ideas.



Website

Newsletters

Newsletters highlight CHEP events, classes, and activities. Important dates and information are included in each newsletter. It is available online at <http://ocde.us/chep>. For your convenience, an email with a live link to the newsletter is sent out to parents when the newest one is available on the website.

Classes

Classes are scheduled throughout the year, and are designed to enhance and enrich our student’s academic and developmental growth. These classes

serve as a complement to the core instruction students receive at home. They are designed to be fun and interactive, while providing opportunities for students to make friends. All core subjects are represented in our classes, in addition to those that are planned *just for fun!* We

also offer to support you in your role as your child’s teacher, and to build a sense of community among our fabulous parents. We hope you and your children will take advantage of these valuable opportunities for learning, fun, and community-building. Please check at your site and in the newsletter for information regarding the classes. Sign-ups are required to ensure that we have enough space and materials for all of the attendees.



Workshops

MORE PROGRAM HIGHLIGHTS

Academic Art Fairs

Every year each CHEP site hosts an Art Fair. This year we are expanding the focus of this special event and CHEP will host an Academic Art Fair that integrates a core subject area with Art. These special evening events provide opportunity for students to share projects and art pieces that reflect their learning and academic growth while providing time for families to connect with staff and one another. Be sure to join our staff and other CHEP families for an evening that will celebrate students' creativity and provide new ideas for our parent-teachers!



CHEP EXPO

Each year, CHEP students are encouraged to include special projects in their learning plan. Students may elect to do a science project, international project, or any project that represents their learning plan for the year! In the spring, students have the opportunity to share their projects with friends, families, neighbors, and other CHEP students at our annual, all school EXPO. The EXPO also includes the annual student Variety Show, along with an exciting science contest such as: Building a Catapult, The Great Egg Car Crash Test, Water Bottle Rockets, Mousetrap Cars, and more.

MORE PROGRAM HIGHLIGHTS

CHEP Online Transition Courses: 7th and 8th Grade

CHEP offers semester-long courses designed in collaboration with Pacific Coast High School (PCHS) for 7th and 8th grade students.

Courses available include Computer Skills, Literature, Short Stories and Composition, World History, U.S. History, Life Science, and Physical Science.

Specific course and enrollment information is available on the CHEP website:

<http://www.ocde.us/CHEP/Pages/Online-Transition-Courses.aspx>



8th Grade Promotion Celebration

Promotion is conducted each year for our eighth graders as they move on to high school. CHEP's 8th grade promotion is a unique and special event that showcases the achievements, talents, and abilities of our students while at CHEP. Eighth graders are the MC's, performers, and speakers at this celebratory event that is a highlight for students and families each year.



Promotion



MORE PROGRAM HIGHLIGHTS

CHEP Transitional Kindergarten (TK)

For those students who just miss the cut-off date to enter Kindergarten, Transitional Kindergarten (TK) serves as a bridge between preschool and kindergarten for students who will turn 5 years old between September 2 and December 2 of the current year. (Note: According to California Ed Code, students must turn 5 between September 2nd and December 2nd of the current school year in order to enroll in Kindergarten.)



The TK program introduces children to learning through enriching, fun, and academically appropriate activities.

Emotional development of the child is so critical at this point, play and exploration are at the heart of each unit. *All About Me*, *Transportation*, and *Growing Things* are just a few of the specially designed kits available for our TK students.

CHEP's all-inclusive theme boxes and libraries make it easy to explore everything from *Insects and Spiders* to *Five Senses* with comprehensive, flexible, hands-on learning lessons. The boxes are packed with props and manipulatives that support student learning through experience and play.

FIELD TRIPS

Field Trips are available for various interests and grade levels. Attendance is optional. These are wonderful opportunities for interactive, hands-on

educational experiences and socialization. Check our newsletters and the CHEP site bulletin boards for places you can visit with your child!



