



## **Curriculum and Instruction Program Overview**

Community Education Partners offers a challenging curriculum aligned to state and local standards. The program is offered in safe, supportive and small learning communities which provide quality learning opportunities, necessary skills and behaviors for each student to become lifelong learners.

There are five components to the CEP Curriculum Program:

### **1) Orientation**

**Objective:** Offer an orientation program that includes a skills-for-success component and initial assessments that result in an attendance, behavior, and academic plan for each student.

Upon enrollment at CEP, students attend a five-day orientation which focuses on the “Be Here,” “Behave,” and “Be Learning” components of the program.

- Be Here - Students become acquainted with the state laws and district regulations governing mandatory attendance in school, review their plan for transportation to the school, and become aware of the consequences for truancy.
- Behave – Students are introduced to the safety and security system in place at CEP, review the district Code of Conduct and the CEP code of conduct, learn about CEP’s behavioral point system, and develop a personalized behavior plan.
- Be Learning – Students are assessed in their reading and math skills and placed on a curriculum continuum which supports skill development. Students learn about course offerings, grading policies, and grade reporting. Students work with their academic advisor to develop an academic plan to increase achievement while at CEP.

### **2) Reading and Math Skills Center**

**Objective:** Offer skills development in reading and mathematics where continuous academic growth is assessed for purposes of evaluating student progress and meeting and exceeding the academic guarantee.

PLATO *Fastrack* software is used as an assessment tool for students in both reading and mathematics. The student’s skill level is determined, and then the student is located on a continuum within the curriculum to work independently using a computer-aided tutorial

program that focuses on math and reading skills that have not been mastered by the student.

### 3) **Academic Program and Educational Support Services**

**Objective:** Offer students the opportunity to recover, earn, and accelerate credits. Offer a core of academic classes required for grade promotion or earned credits that are aligned to state and district standards and mandatory tests which are prerequisite for graduation. Offer instruction founded on research - based practices through various methods and resources. Offer resource and enrichment materials. Use multiple methods of assessment to inform instruction and provide services to students.

In accordance with state guidelines and district policy, CEP offers the core courses that are required for student advancement toward graduation. CEP's grading policy mirrors that of the partner district. Students may also recover classes and earn or accelerate credits based on district and state guidelines. The CEP school follows the instructional curriculum supported by the district's state-approved list of course descriptions, standards and objectives. Teachers are responsible for lesson planning which incorporates a teacher-led model of instruction. The Association for Supervision and Curriculum Development (ASCD) serves as the benchmark for researched-based practice in instructional strategies.

### 4) **Social Skills and Transition**

**Objective:** Offer a Social Skills curriculum that focuses on success in social interactions and group behaviors and includes the Transition program which prepares students to successfully reenter a district school.

CEP has implemented a social skills curriculum which includes skill development in personal interactions, asset building, responsibility and self-discipline, and bullying awareness. In the last nine weeks of the school year, the social skills curriculum is centered on the student's transition back to their home schools and builds upon foundation skills. In the transition unit, students address issues including making friends, respecting the role of the teacher and controlling anger. At the end of the transition curriculum, students develop a plan to meet their "Be Here, Behave and Be Learning goals" at their home schools.

### 5) **Training and Staff Development**

**Objective:** Provide instructional staff with needed training in instructional strategies, content, research-based practices, and classroom management.

CEP provides a quality staff development program for Be Here, Behave, and Be Learning, including all components of our educational program. Both Fred Jones' *Tools for Teaching* and Harry Wong's *First Days of School* are used as primary resources for instructional and behavior management strategies in the classroom. Additionally all staff members are trained in "Handle With Care."

Staff members participate in 80 hours of training each summer and on-going staff development throughout the school year. CEP staff members also participate in school professional development programs offered through the partner district.