

Parent Expectations

Partnering with CHESS gives families access to collaborative learning environments guided by academic expertise, challenge, and structure, in a community passionate about helping students discover and express their unique learning styles. At the same time, we also strongly believe that it is parents who are under the biblical commandment to train and nurture their children and who are ultimately responsible for overseeing the educational journeys of their children. The partnership that results at CHESS requires a significant commitment by both parents and students, which must be clearly understood and embraced in order for students to thrive.

In this partnership:

- CHESS teachers:
 - Assume responsibility for lesson planning and pacing
 - Provide direct instruction on class days
 - Nurture classroom environments conducive to learning
 - Consider various learning styles during instruction and evaluation
 - Assign work to be completed at home
 - Evaluate and assess student learning, including most grading

- CHESS parents:
 - Oversee the completion of assignments on the days students are not in class
 - Teach organizational skills and reinforce foundational concepts
 - Do light grading (on occasion)
 - Support students in their individual learning styles
 - Communicate with teachers and check FACTS assignments regularly
 - Designate one parent as the primary support person for the student or ensure that between parents, ample time is available to support the student's learning experience

Special circumstances:

- Students who miss school due to travel or illness:
 - Must complete all assigned work according to the timeline outlined in the Parent-Student Handbook
 - Are responsible for consulting FACTS for assignment details and due dates

- After School Start Date Applicants:
 - Must be able to transition into CHESS without assistance from our teachers.
 - Parents must be prepared to support students with additional parental involvement or independent tutoring until the student has acclimated to the CHESS model.

- Accommodations and modifications

- Once enrolled in a course, students must expect the same course load and pacing as all other students in the class. Customization within a class setting is NOT available.
- Small-scope accommodations may only be made with the approval of the Intervention Support Team.
- Parents must be prepared to offer additional support or independent tutoring if required by the student.