



TRECA  
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TRECA Digital Academy believes families are the key to student success. We have used evidence-based practices, such as Dr. Joyce Epstein's framework of the Six Types of Involvement, to create collaborative partnerships with families and to ensure that families have the tools to support their students. We survey families several times each school year about academics and engagement activities. Our team compiles information from those survey results to inform our planning and choices for family engagement activities. Two times per year, we meet with families onsite and via virtual sessions to explain our goal progress, how federal money is spent, and how we are attempting to involve families and students. The Family Engagement Specialist coordinates training for families and supports based upon the needs of students.

In recent years, we have provided teachers and staff with intensive training in the areas of strength-based family support, provided by Dr. Steve Gavazzi from The Ohio State University, and understanding poverty, provided by Aha Processes (Ruby Payne).

The Community School Leadership Team (CSLT) is composed of leaders from groups that impact our school: administrators, teacher leaders, and other schoolwide team members. As part of the Ohio Improvement Process (OIP), the CSLT assesses school improvement needs and incorporates feedback from families to plan and implement schoolwide academic and engagement goals.

At TRECA Digital Academy, our Title I teachers provide access to specialized and scaffolded instruction in Language Arts and Math. Instruction provided to students in grades 4, 7, 9, and 10 includes adaptive programming and evidence-based instructional strategies to support the needs of struggling learners in transition years.

Any student who is identified as habitually absent is referred to a SAFE Attendance Specialist for an Attendance Intervention Plan, as students must be present and making progress through the curriculum for academic interventions to occur. Our Title I teachers are in contact with all other non-Title I grade level teachers to share resources and teaching strategies that can be used with students who need assistance. Communication in an online environment is necessary and constant. TRECA staff are in constant communication regarding the academic and social-emotional progress of the student. Formal and specific data from interventions is available at any time and is searchable by student name. In the student report, the topic of the intervention, progress monitoring information, and anecdotal notes are included. The Title I coordinator ensures the federal process is upheld and that interventions are targeted and evidence-based.