



DIGGING DEEPER INTO SPECIAL EDUCATION

The Classical Academies

Learning Outcomes

- History of TCA's special education program
- Ways to structure special education services in independent study programs
- How to increase student achievement and promote engagement
- Ways to create more parent involvement & accountability
- Transition plans

History of TCA's Special Education Program

- 2011-12 Coastal Academy Special Education broke off from local school district
- 2012-13 Began our own Local Education Agency
 - 3 Classical Staff Members:
- 2014-15 Added Two Other Charters: TCA Escondido & CAHS
 - Over 50 Classical Employees (full time/part time/contracted)
 - Almost 400 Special Education Students
 - 12 out of 13 eligibilities

The Classical Academies -LEA

- ◆ Improve services and support for your students
 - ◆ Joined the El Dorado County Charter Special Education Local Plan Area (SELPA)
 - ◆ All Classical Academies are their own Local Educational Agency (LEA)

- ◆ This change allows The Classical Academies the opportunity to...
 - ◆ Employ our own Special Education Staff
 - ◆ Collaborate with other charter schools to better improve support for our students
 - ◆ Parent Advisory Community: Support, Trainings
 - ◆ Team Approach

How can we bridge the gap between home and school?



We need to establish a mutual agreement ahead of time and hold parents accountable. The goal is to partner with parents to help students meet their IEP goals.

Parent Partnership Agreement



THE CLASSICAL ACADEMIES

-Special Education-

4101 WINDY HILL LANE - CLARK COUNTY, VA 22060
WWW.CLASSICALACADEMIES.COM
(703) 411-7218

PARENT PARTNERSHIP AGREEMENT

The Mission of The Classical Academies is to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice.

I _____, parent of _____ agree to foster the parent partnership created by The Classical Academies and best support my child's progress towards his/her IEP goals. Therefore, I accept my responsibility to do the following.

____ I will see that my child arrives regularly and on time to his/her Special Education services.

____ I will work daily (Monday-Friday) with my child on the following programs:

Reading Intervention:

Writing Intervention:

Math Intervention:

____ I will communicate frequently with my child's case manager to review progress on IEP goals.

____ I will establish a daily routine for homeschool curriculum & intervention support.

____ I will participate in parent/teacher conferences and provide input for my child's annual Individualized Education Program (IEP).

Parent Signature: _____ Date: _____

Design of TCA's Special Education Program

- Schoology/Digital Portfolios

Reading Support:
Sonday System & Read Live



Math Support:
Ascend Math

Writing Support: Step Up To Writing



Data Driven Programs

Reading Interventions

- Orton-Gillingham Based Interventions
- Sonday System
 - Multi-sensory techniques are used, and students learn to read, write, and spell, simultaneously.
- Read Live
 - Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary.

Step Up to Writing

- Explicit, systematic instruction in all aspects of writing
- Multisensory strategies to address all levels of student writing ability
- Emphasis on vocabulary acquisition and precise word choice
- Development of deep reading for analysis and reflection to support writing
- Rigorous informal & formal assessments

Math Intervention

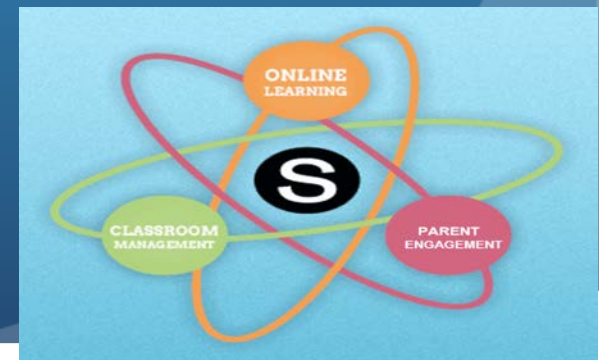
Ascend Math

- Logging into Ascend, students see what lessons are in their plan including those completed and those yet to complete.
- SAI teacher will teach new lessons, review old lessons, prepare students for post tests and review progress



Schoology: Learning Management System

- Digital portfolios that showcase student work samples
- Student led IEP's
- Courses are created for all students that support their IEP goals
- Data is recorded and tracked through their courses
- Parents have access to these courses- helping to foster our partnership & accountability



Student Binders

- Created for every student (around 400)
- Partnership Agreement
- IEP at Glance
- Areas of Focus: Reading, Writing, Math, Etc.
- Additional Information as needed per student
- Used during IEP meeting to show student progress and work samples

Transition Program

- Addition of ITP during freshman year
- Monthly newsletters and Padlet resource for parents
- Monthly workshops, small group meetings, and one-on-one services for students dedicated to transition topics
- Schoology course for communication and curriculum
- Parent partnership for extended activities to earn elective credits for real world experiences
- Strong community connections - 150 hours of required community service hours, Career Day, opportunities to tour local college campuses



Digging In!

- Special Education Team is making a deeper impact
- Focusing on specific intensive interventions to propel students to another level
- Partnership with parents reinforcing strategies at home
- Data collection and reporting/sharing



Why do we continue to strive for more?

- Our Children Deserve No Less
- Ensuring that students achieve their highest potential is a challenging and multi-faceted endeavor, but it is one that can be accomplished by knowledgeable, skillful, and dedicated teams of educators who work closely with families and equally dedicated communities.

-CDE ELA/ELD Framework

Questions...



Thank you!



**KEEP
CALM
AND
DIG
DEEPER**