



School Profile

TWO ROADS ACADEMY

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**ACCEPTANCE AND
COMMITMENT TRAINING &
THERAPY,
INDIVIDUALIZED
EDUCATION,
SOCIAL & EMOTIONAL
LEARNING,
OUTDOOR PROGRAMMING**

Community

Two Roads Academy offers individualized and small group learning in a developmentally appropriate, therapeutic learning environment for students whose needs cannot be met in their sending schools. We serve students in grades 5 - 12. Our sending schools include Burlington High School, Champlain Valley Union High School, Mt. Abraham Union High School and more.

Located in Colchester, Vermont, we have access to the Catamount Outdoor Family Center for our Outdoor Programming and Bolton Valley Resort for our Ski and Ride Program. We travel to surrounding areas such as Williston, Montpelier, Waterbury, and Vergennes, to take advantage of community engagement projects as well as the many outdoor pursuits that Vermont has to offer.

Our Mission and Philosophy

We believe that every student can achieve their full potential and become valuable members of society. This can be achieved by spending time in a more supported, therapeutic, evidence-based learning environment, which can help each student close educational gaps, establish skills they need, and reach a place in their growth that allows for reintegration with their school community if that is the right fit for them.

Our mission is to provide a developmentally appropriate, therapeutic, and enriching alternative learning environment that is specifically adapted to meet the individual needs of each student. We aim to discover, and make the best use of, each student's strengths and passions in designing and implementing all aspects of programming. Being a small school we have the opportunity to create a close-knit environment; we strive to teach and develop perspective-taking, responsible decision-making, and prosocial skills that will help each student thrive within the Two Roads community and their home communities.

The Four Pillars

Our school's work is supported by an integration of four approaches to learning that we have termed our *Four Pillars*. Each of these is an effective and evidence-based approach to learning and behavior change. When combined, they become a powerful foundation for sustainable growth and learning.

1. ACCEPTANCE AND COMMITMENT TRAINING AND THERAPY (ACT)

is a model of values driven behavior change that increases a person's psychological flexibility. We use this framework to help students to notice how their thoughts, feelings and behavior is moving them toward or away from their values.

2. INDIVIDUALIZED LEARNING

All curriculum materials and academic tasks are developed and delivered by our teaching team to: meet the individual needs of students, develop proficiency in basic skill areas, and build transferable skills critical to success in students' future endeavors. This balance is achieved through a dedication to data-driven, collaborative decision-making, and a commitment to evidence-based techniques supported by ongoing professional development.

3. OUTDOOR EDUCATION

is designed to foster resilience, develop problem solving and teamwork, and engender stewardship of the outdoors. Activities include learning primitive skills, hiking, sailing, fishing, canoeing, rock climbing, biking, snowboarding, and community engagement projects.

4. SOCIAL AND EMOTIONAL LEARNING

is embedded in everything we do at Two Roads Academy. Students receive consistent social coaching and support from our highly qualified staff throughout each day and across all settings. At Two Roads, we provide each student with individual SEL opportunities through (1) Behavioral Supports and (2) the "MySELF" program.



ACT, Mental Health Counseling & Wellness

Our program and services are supervised by a Licensed Social Worker and a consulting Mental Health Counselor. Each student is assigned to one of these therapists and has access to mental health counseling and assessments bi-weekly. Our therapists work to educate staff on ACT theory and interventions and ensure that our practices with students are ACT-consistent. Two Roads prioritizes student and staff wellness, with an emphasis on the intersections between physical, mental, and emotional well-being.

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**TWO ROADS
DIVERGED IN A
WOOD, AND I—/
I TOOK THE ONE
LESS TRAVELED BY/
AND THAT HAS
MADE ALL THE
DIFFERENCE.**

- ROBERT FROST

Course Scores and Learning Expectations Summary Scores

3.4–4.0 Advanced

2.6–3.3 Proficient

2.8–2.5 Emerging

1.0–1.7 Beginning

SC Successfully Completed

NC Not Completed

INC Did Not Meet Course Requirements

Assessment / Scoring System

The terms Advanced (4), Proficient (3), Emerging (2), and Beginning (1) are used on our rubrics to communicate information at the assessment level.

- The proficiency-based assessment scores are aggregated in each class to calculate a Course Score and across courses to report Learning Expectation Scores.
- Extended Studies (ES): The student chooses to complete multiple extensions to deepen content knowledge, ES is noted with an (*) after the course name.
- The Cumulative Course Score Average (CCSA) is calculated as an average of all course scores.

Successfully Completed scores and scores/grades listed under Flexible Pathways are not aggregated in the CCSA.

Proficiency-Based Teaching

Two Roads Academy provides a collaborative, equitable and personalized learning community designed to meet the needs of all of our students. Our curriculum provides a rigorous proficiency-based system of teaching and learning with clearly defined Learning Expectations. The aim is to help our students to develop the many skills needed to be successful in college and/or a future career.

The Learning Expectations are:

- Communication
- Creative Expression
- Global Citizenship
- Inquiry
- Integrative Thinking
- Problem Solving
- Reading
- Writing
- Wellness
- Self-Direction

To meet Graduation Requirements, students demonstrate proficiency in the ten Learning Expectations through the following curriculum pathways: Personal Projects, Personalized Curriculum, and/or Internships.





Course Catalog

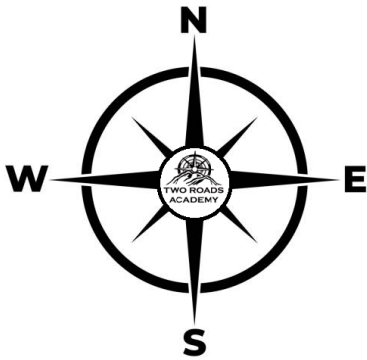
TWO ROADS ACADEMY

Independent Therapeutic School



Outdoor Education

Course Description: The Two Roads Outdoor Program is designed to foster resilience, develop problem-solving and teamwork, and engender stewardship of the outdoors. Students venture out to their “base camp” where they will learn about the nature around them, practice sit spots, engage in primitive skills, gather around a fire and take part in a group physical activity. Fridays alternate between Community Engagement Projects and Adventure Programming where students get out in the community and engage in activities such as hiking, sailing, archery, kayaking, rock climbing, biking, snowboarding and community projects.



The outdoor program also offers three optional overnight expeditions that have become the highlight of many student's experience with us. In the fall we backpack through peak foliage in the Green Mountains, in the winter we cross country ski and travel from hut-to-hut, and in the spring we take to the lake on 17' kayaks that student build themselves.

Our outdoor education component offers a unique and experiential entry point to six key characteristics that are important to success in life: critical thinking, problem-solving, teamwork and collaboration, creativity and innovation, diversity and leadership. These skills are often seen as Transferable Skills in district curriculum materials around the state of Vermont.



Course Weight: 1 Credit

Individualized Mathematics

Course Description:

Mathematics programming at Two Roads Academy is structured around an integrated approach to mathematics that includes: inquiry, traditional classroom instruction and a strong emphasis on the development of mathematical intuition. The students are asked to explore their own understandings of new topics before being introduced to any explicit instruction. Throughout the course, students work toward developing effective problem solving practices that extend past explicit mathematical applications. These skills include collaborating as a member of a team, being able to communicate ideas visually and analyzing the problem solving process of others. Though the coursework is broken down into common themes which include Algebra, Geometry, Probability and Statistics, etc., it is important to recognize that there is significant overlap between topics and this course borrows concepts from other mathematical branches when relevant to the discussion.

Course Weight: 1 credit

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**“LEARNING IS
CREATION, NOT
CONSUMPTION.
KNOWLEDGE IS NOT
SOMETHING A
LEARNER ABSORBS,
BUT SOMETHING A
LEARNER
CREATES.”**

- GEORGE COUROS

Science

Course Description:

Science programming is also centered around an integrated approach that relies heavily on hands-on exploration and inquiry. Students take part in developing experiments and are exposed to additional demonstrations that are then used to anchor the discussion. As mathematics is the language used to model science, many of the topics practiced in mathematics are incorporated into science projects. Recent themes have included: heredity/ inheritance, environmental sustainability, large scale electricity generation and Newton’s laws of motion.

Course Weight: 1.5





Social Studies

Course Description: Social studies programming is centered around an integrated humanities approach, incorporates student driven inquiry based learning and guided project based learning. Each quarter, a standards based, teacher selected social studies theme is introduced and students work toward a culminating project while also engaging in targeted teacher led lessons designed to prepare students to achieve their end goal. Hands-on and community based learning connections are also used when appropriate to enhance students' understanding and connection to in class activities. All social studies work is heavily integrated with literacy programming, and helps to reinforce literacy skills such as close reading, citing evidence, and evaluating sources. Much of our social studies work has focused heavily on developing critical thinking skills to help students evaluate the validity of any information that they come across. Recent social studies themes have included: uncovering and verifying the true history behind local myths and legends, world cultures, and current events.

Course Weight: 1 credit

Individualized Literacy

Course Description: Like social studies, literacy programming incorporates student driven inquiry based learning and guided project based learning. Each quarter, specific standards-based literacy skills are introduced and developed to help students successfully complete their quarterly projects and end goals. Students also engage in collaborative activities such as group story telling, improv, and debate games to support their literacy skill development and interpersonal skills in a fun and engaging way. A variety of fictional and nonfiction texts, both student selected and teacher selected, that relate to the theme of each quarter are used in class to help students complete their quarterly projects and develop their overall literacy skills. Some of the skills that we have focused on recently include: storytelling and narrative structure, reading closely and citing specific details to understand the main idea and theme of a text, paragraph and essay structure, and persuasive writing.

Course Weight: 1 credit

Health and Daily Living Skills

Course Description:

Health programming exposes students to various topics under the width and breadth of "health". Students access a health curriculum which encompasses both physical and emotional health, with students being exposed to information and learning in nutrition, tobacco and alcohol use and prevention, physical activity and sexual health, too. Students are supported in expanding their knowledge base and understanding of how many factors affect their overall health.

Course Weight: .50

Skills Courses

HEALTH & DAILY
LIVING SKILLS

SOCIAL-EMOTIONAL
LEARNING
FOUNDATIONS
(SELF)

Social-Emotional Learning Foundations (SELF)

Course Description: This class is designed to provide students with foundational information, key concepts, and vocabulary in the social-emotional content areas of self-management, self-awareness, social awareness, relationship skills, and responsible decision making. Students will have the opportunity to participate in structured group discussion, and independent reflection, where they can practice generalizing concepts and vocabulary into the real-life context of their own lives.



Special Education Services

INCLUDING IEP SERVICES AND 504 PLAN SUPPORTS

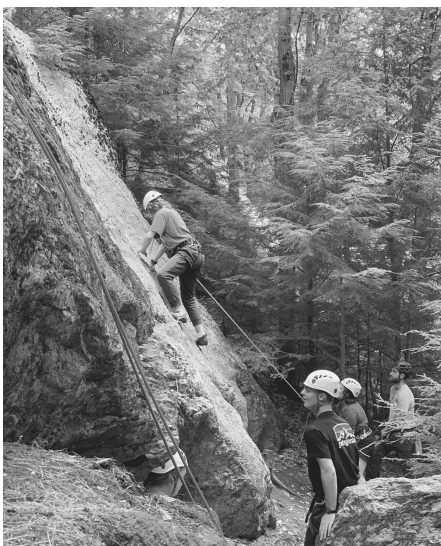
Special Education Services

Course Description:

Special Education services are provided to students who are served by Individualized Education Plans (IEP). Our services foster the development of positive academic and behavioral outcomes for students by meeting them where their skills currently sit while addressing their individualized academic and social emotional goals.

Our Special Education services are provided through in-class, push in supports which are individualized to meet students where they are at. Our Special Educators use accommodations and modified instruction to ensure our academic programming is accessible to our students. Our Special Educators team with our general educators both in the planning and the delivery phase of instruction. Small group instruction and/or pull out services can also be provided to students should their need require this. We work hard to ensure that students are provided with accessible instruction which supports them in meeting their goals and accessing the greater academic environment of Two Roads Academy.

Our Special Educators, and educational team at Two Roads Academy maintain consistent collaboration, communication and coordination with sending school teams on all IEP and/or 504 related matters. Our Special Educators engage in team meetings, annual IEP and 504 Plan meetings, share input and work collaboratively around the student to ensure student centered and student driven outcomes.



2022 -2023 Credit Assignment

Fall 2023

Course	Credit
Individualized Literacy	.50
Individualized Mathematics	.50
Outdoor Education	.50
Science	.50
Social Studies	.50
Health	.25
Fine Arts	.25
Elective	.25

Spring 2023

Course	Credit
Individualized Literacy	.50
Individualized Mathematics	.50
Outdoor Education	.50
Science	.50
Social Studies	.50
Health	.25
Fine Arts	.25
Elective	.25

