



Two Roads Academy Curriculum

“Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.”
- Robert Frost

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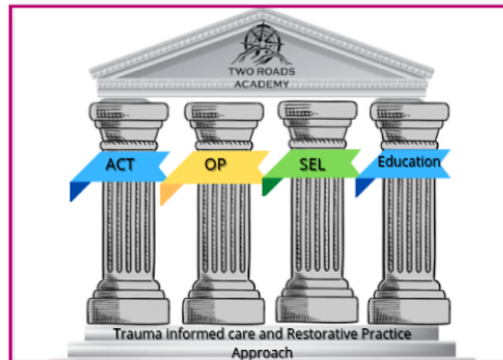
Two Roads Academy: An introduction to our curriculum

Two Roads Academy (TRA), is a licensed independent school located in central Vermont, serving middle and high school students, ages 10-21. We are an inclusive program available to learners of differing abilities, disabilities, and diagnoses. TRA offers individualized and small group learning in a developmentally appropriate, therapeutic learning environment for students whose needs cannot be met in their home schools.

Interwoven throughout our programming are components of Applied Behavior Analysis with Acceptance and Commitment Training, trauma-informed perspective, and restorative practices. We believe that by taking this approach, we can provide students an academic experience where they feel successful and supported, in an environment that fosters inclusion, embodies radical acceptance, and de-stigmatizes educational gaps and differences in individual abilities, styles, and approaches to learning.

Our multidisciplinary team at Two Roads consists of uniquely and highly qualified staff, which include Content Area Teachers (*arts, history, literacy, outdoor education, math, and science*), a licensed Special Educator, Board Certified Behavior Analysts, clinicians who specialize in Acceptance and Commitment Therapy, and a crew of dedicated direct-support staff (Behavior ACTivists). Our staff will collaborate with Local Education Authorities, parents, and each student to create programming which is individualized and in alignment with the student's Individualized Education Plan (IEP), supporting them in achieving Vermont's "Portrait of a Graduate" requirements. In addition, our Outdoor Program component creates a unique and powerful entry point for many of the team-building, problem-solving, healthy risk-taking, and cooperative skills students will need in today's society.

At Two Roads Academy, our work is supported by an integration of four approaches to learning that we have termed our four pillars. Each of these four pillars is an effective and evidence-based approach to learning and behavior change. When combined, they become a powerful foundation for sustainable growth and learning. Our four pillars consist of: Acceptance and Commitment Therapy (ACT), Outdoor Programming (OP), Social and Emotional Learning (SEL), and Individualized Education.



Our Purpose

The purpose of Two Roads Academy is to provide a safe, inclusive and educational environment for all students, and staff, which fosters social and emotional wellbeing.

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.

Derivation of the name

TRA derives its name from Robert Frost's "The Road Not Taken". It is the final three lines of the poem which stand out to us as a parallel for our students' educational experiences and history:

“Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.”



We recognize that many of our students have not had success when accessing the “typical” educational road. Instead, we aim to offer students the opportunity to find the “road” which works best for them, often the “road less traveled”. Oftentimes, taking the road less traveled can seem like a daunting prospect, however, with the guidance of trained staff, oversight from certified Special Educators, and a 1:1 direct-support staff (Behavior ACTivist), students are able to experience success on the road that is right for them. We hope to support students in either completing their graduation requirements at TRA, or with a transition to their sending school.

Introduction to the compass as a metaphor:

The metaphor of a compass was chosen to guide the path of a student throughout their time at Two Roads Academy. From a practical standpoint, a compass always points in the direction we are facing, allowing someone who may be lost to find their way, a compass also reminds us of the roots we have already established. With a compass indicating our direction, whether out in the wilderness or when finding our way in life, we can make a choice about moving in our chosen direction or not.

The word compass is derived from two words in Latin; “com” which means together and “passus” meaning to step or pace. Together, the word means taking a step together. It is taking a step together which we strive for; taking steps towards living a values-driven, psychologically flexible and meaningful life.

When using a compass in the wilderness the first action we often take is to calibrate our direction. This will be the initial goal of a student's time at TRA; to orient themselves to where they are, here and now, and for us to engage in that practice with them too. With direction, guidance and support we are better able to support students in engaging in moves towards a valued-driven life.

How we use the compass as a metaphor:

A compass can inform us of the direction that we are traveling and can support us in discovering where we are. With that, where we begin, and the path we take to move forward in our lives is different for each of us. TRA strives to account for this within our programming. While we have outlined an overview of each phase of the program (see below) and have outlined the skills that will be focused on within each aspect of programming offered at TRA, we recognize that each student will have a different starting point within the cardinal direction of “South”.



As students progress through each phase of the program, we aim to discover and make use of their strengths and highlight their passions, using these to develop and support engaging personalized learning plans and goals. Students will also develop and refine transferable skills necessary to thrive not only in various learning communities but also in today's society. Our programs are designed to enable and facilitate reintegration into sending schools' learning communities, integration into the workforce, or alternative post-high-school tasks and communities.

Students will progress through the cardinal points of the compass, moving from South to West, to North to East. Each aspect of programming will have its own related expectations. However, individualization will occur across all aspects of programming to ensure that each student's needs are being met and that we take the next step, together.

This progression through phases, exemplified by compass points, reflects our acknowledgment that students will not arrive ready for independent engagement and self-advocacy. Building independence and self-advocacy- key components of the North phase of the program- can be defined in nearly-infinite ways, according to student needs and goals. Components of each phase are general, with student-specific goals developed with and for students on an ongoing and individual basis. Two Roads Academy strives to come together with our students, and with our community, to step along the road less traveled to support our students in finding their own direction in life.



Acceptance and Commitment Training- Therapeutic Programming Pillar

At Two Roads Academy, we utilize trauma-informed therapeutic interventions as we support students in being their own agents of change and in supporting them in engaging in behavioral activation. At TRA, we are guided by the therapeutic lens of Acceptance and Commitment Therapy (ACT). ACT is a form of empirically based behavioral therapy that uses acceptance and mindfulness strategies, together with commitment and behavior change strategies to increase psychological flexibility. It incorporates six core processes:

- 1) Acceptance- actively embracing all sensations and thoughts
- 2) Cognitive Defusion- creating some distance between ourselves and our thoughts
- 3) Present Moment Awareness- ongoing, non-judgmental contact with psychological and environmental experiences as they occur
- 4) Self as Context- becoming more aware of one's own flow of experiences without attachment to them / flexible perspective-taking
- 5) Values - chosen qualities of one's life
- 6) Committed Action- effective action steps linked to chosen values

Each student will have access to our trained and licensed therapist, who specializes in Acceptance and Commitment Therapy. Students will have time scheduled on a weekly basis to meet with our therapist. During this time, the therapist will support the student as they increase psychological flexibility, connect with their values, and determine committed action steps to help them move toward those values. The student's therapy time will also allow them space to process through and discuss choice points that arise and how different choices may lead them either closer or further from their values. Together, the therapist and student will determine committed action steps to help them continue to move in the direction of their values and goals.

All TRA staff engage in training pertaining to Acceptance and Commitment Therapy and Training throughout the year and during in-service training. Having all staff trained in ACT/ACTraining allows for transferability of skills and continuity of therapeutic treatment throughout the day. ACTraining interventions and strategies are included within each student's individualized Behavior Support Plan.



Outdoor Education Pillar

The Two Roads Outdoor Program is designed to foster resilience, develop problem-solving and teamwork, and engender stewardship of the outdoors. Students will explore their natural environment and their local community through hands-on projects, group expeditions, and a variety of outdoor activities.

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. At Two Roads we provide Outdoor Program opportunities through 1) Basecamp Outdoor Programming 2) Adventure Activities 3) Community Engagement Projects, and 4) Expeditions

- 1. Basecamp Programming:** During the Outdoor Program, students will venture out to their “basecamp” where they will share in a community meal, engage in primitive skills, gather around a fire, learn about the nature around them, practice sit spots, and take part in a group physical activity. Students will explore outdoor leadership topics such as healthy risk-taking, stepping out of their comfort zone, and conflict resolution to help them prepare for Two Roads expeditions and beyond.
- 2. Adventure Activities:** Students engage in full-day adventure activities providing them with opportunities to explore new experiences, learn new skills, and develop relationships with their school community in a non-academic setting. Some examples of Adventure Activities include: Ski and Ride, Kayaking, Biking, Rock Climbing, Disc Golf, Hiking, and Sailing.
- 3. Community Engagement Projects:** In order to promote the development of healthy relationships as members of a broader community, Two Roads participates in service projects to help create a more vibrant environment in which we exist. Students have built trails, planted trees, removed invasive species, carved pumpkins and built igloos for community events, and more.
- 4. Expeditions:** The Outdoor Program culminates in a series of overnight expeditions throughout the school year. Two Roads expeditions offer a unique opportunity for students to immerse themselves in an environment removed from the typical stressors of the “real world” and come together as a team to work toward a shared objective. Examples of TRA expeditions include kayaking on Lake Champlain, backpacking through the Green Mountains, and hut-to-hut snowshoeing in Southern Vermont’s Merck Forest.



Moving Through the OP Directions:

Each direction will have a corresponding goal in the following areas:

- Primitive skills progression
- Plant/animal identification
- Community Engagement Project contribution
- Community role engagement (i.e. Chef, Clean)
- General participation and engagement evolving into leadership and mentorship

During the students time in each of the programming aspects outlined above students will have the opportunity to gain skills in the above areas. Instruction and programming will be provided by the Outdoor Program Director during programming throughout each student's week and school year.

Moving through the Outdoor Program Compass

Students will move through the compass directions in the outdoor program with the intention of learning hard and soft skills and developing a leadership role over their time at Two Roads.

OP South: Learner

The South is a time to settle in, to be guided by others, and to learn the norms of the new community. Two Roads likely has very different expectations and culture than other settings students have experienced. This is a time to adjust to the new setting and to practice openness toward trying new experiences.

Key Characteristics of OP South

- The student is introduced to the TRA outdoor community and will become familiar with participation and engagement expectations; students will demonstrate safety within the outdoor program by staying with their staff, accessing tools appropriately and by using self-regulation skills as necessary
- The student learns what equipment and materials are needed to engage safely and comfortably in outdoor settings, the student will begin to pack their own outdoor pack with support of their staff.



- The student begins to learn about basic primitive skills, and the materials and skills needed to be able to begin engaging in primitive fire lighting
- The student will engage in Community Engagement Projects (CEP); with support of their staff they will learn about CEP expectations and will engage in CEP activities.
- The student begins to demonstrate expanding their comfort zone by trying new activities during Adventure Activity days

Moving out of OP South

- The student will engage in primitive skills practice and will engage in tandem fire making. The student will complete 3 “first part” and 3 “second part” portions of the tandem fire process.
- Student will accurately identify 2 animal tracks
- The student will correctly identify 2 trees
- The student will complete 4 hours of Community Engagement Programming.
- The student will complete Friday Reflections
- The student will demonstrate completion of an Engagement Log as provided by the instructor.

OP West: Active Participant

In the West, students become more familiar with their role in the group and are expected to be active members of their community. This involves taking on group roles, contributing to group needs and discussions, taking responsibility for oneself, and engaging fully and appropriately in outdoor program activities.

Key Characteristics of OP West

- The student will participate in all aspects of outdoor programming, participating in Basecamp Programming, Adventure Activities, Community Engagement Projects and some Expeditions
- The student continues to learn about the natural environment around them, they will learn about local trees and animals resulting in them being able to correctly identify these when asked.



- The student will participate in all aspects of Basecamp Programming, including engaging in sharing circles, games and practicing primitive skills firemaking
- The student begins expand upon their Friday Reflections
- The student begins to take on group roles, sharing responsibilities with peers and staff as pertain to the Outdoor Program
- The student will engage in discussions and conversations regarding all aspects of Outdoor programming

Moving out of OP West

- The student will engage in primitive skills practice and will engage in solo fire making. Using a quartz rock and steel striker the student will strike 10 fires and blow them into a flame.
- Student will accurately identify 4 animal tracks
- The student will correctly identify 4 trees
- The student will complete 12 hours of Community Engagement Programming.
- The student will complete Friday Reflections
- The student will demonstrate completion of an Engagement Log as provided by the instructor.

OP North: Leader

By the time a student has made their way to the North, they have proven themselves to be competent in the outdoors and are ready to lead their peers through aspects of the program that they have mastered. North students will teach peers hard skills, work toward leading aspects of the Outdoor Program, and role model prosocial behavior.

Key Characteristics of OP North

- The student will become a role model for their peers with regards to engagement and participation in the Outdoor Program, they may begin to lead their peers through aspects of the program that they have mastered.



- ❑ The student continues to expand their knowledge pertaining to the natural environment by increasing their repertoire of tree identification and animal track identification
- ❑ The student will consistently demonstrate stepping, albeit slightly, out of their comfort zone to try and participate in new activities, role modeling for their peers the safe risks of trying new activities
- ❑ The student will consistently demonstrate engaging in prosocial interactions with both staff and peers while accessing community based activities
- ❑ The student will take on more responsibility within the group, demonstrating how group roles can benefit the greater community and group. Students may begin doing this without prompting from staff. The student will be viewed, and may take on, as a leader in the group while accessing the Outdoor Program

Moving out of OP North

- ❑ The student will engage in primitive skills practice utilizing a bow drill set given to them. Students will generate 2 coals in tandem and 8 coals independently on the bow drill set.
- ❑ Student will accurately identify an additional 4 animal tracks
- ❑ The student will correctly identify 4 additional trees
- ❑ The student will complete an additional 12 hours of Community Engagement Programming.
- ❑ The student will complete Friday Reflections, adding detail and description to their reflections, beginning to be a role model for their peers and the expectations associated with this task
- ❑ The student will demonstrate completion of an Engagement Log as provided by the instructor. These will be completed without prompting from their staff and will be completed with a high degree of independence

OP East: Mentor

The East student is learning to step back from their leadership role and mentor others to step up. In the East, students may be working on their next steps and preparing for transition into a whole new cycle, becoming a new learner once again. In this direction, students spend time reflecting on their learning at Two Roads as they prepare to generalize it to new settings.



Key Characteristics of OP East

- The student may take a step back from their leadership role, while continuing to consistently participate in all activities and engage in prosocial activities
- The student will engage in increased reflection, creating connections between their learning and skills in the Outdoor Program and the next step in their lives
- The student will continue to expand upon their knowledge of the natural environment and may share their learning with peers

Moving out of OP East

- Student will make their own bow drill set and will generate 1 coal, independently, on their own set.
- The student will accurately identify an additional 2 animal tracks, resulting in their being able to accurately identify 12 animal tracks of animals found in Vermont.
- The student will correctly identify 2 additional trees, resulting in their being able to accurately identify 12 trees found in Vermont
- The student will complete an additional 4 hours of Community Engagement Programming.
- The student will complete Friday Reflections, adding detail and description to their reflections, beginning to be a role model for their peers and the expectations associated with this task
- The student will demonstrate completion of an Engagement Log as provided by the instructor. These will be completed without prompting from their staff and will be completed entirely independently



Social and Emotional Learning (SEL) Pillar

Social and Emotional Learning (SEL) 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.

1. **Behavioral Supports:** At Two Roads Academy, we offer individualized behavior programming for every student created by a Board Certified Behavior Analyst (BCBA). These plans are written to give students the opportunity to learn and practice functional communication skills and prosocial behaviors that will aid them in better accessing their education and community. At TRA, we focus on teaching and reinforcing behavioral and psychological skills that will open up each student's world. The overall goal of our behavioral programming is to coach and provide support to students while they increase behavioral & psychological flexibility, learn self-advocacy & self-awareness skills, and ultimately, become positive agents of change in their own lives. Behavioral Support at Two Roads Academy is rooted in Applied Behavior Analysis, which is an empirically based science, where plans are created through ongoing observation with data-based decision-making to produce socially significant outcomes for those being served. With this highly individualized, function-based approach, we can ensure that we will always be able to meet students where they are at and provide them with effective therapeutic interventions to get them where they need and want to be.
2. **“MySELF”:** My Social Emotional Learning Foundations (MySELF) is designed to give all students the opportunity to learn and explore topics related to emotional health and social skills at their own pace. This program is delivered through carefully selected and designed instruction in the form of videos and worksheets, as well as continuously embedded social coaching by our uniquely and highly qualified Behavior ACTivists. The “MySELF” program covers the areas of: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision-Making.

Moving through the SEL Pillar Compass

Behavioral Supports and MySELF, are two components that are interconnected and permeate every area of our curriculum. Combined they create our SEL Pillar, for which we have created a structured pathway that can be customized to each student's needs.

Students will arrive at Two Roads with their own strengths and needs; the SEL Pillar Compass is designed for students to all enter into the East and move at their own pace, with individualized instruction and support, until they reach North.



SEL South: Safe

In the South, in the SEL Pillar, our goal will be to introduce and integrate new students into a safe learning environment. This will require each student to demonstrate physical safety and follow school rules which are meant to foster a safe physical and emotional environment. Students may also need time to build prosocial skills to replace behaviors that are not school appropriate and contribute to a negative environment. Students will begin to learn self-regulation strategies, noticing skills, and functional communication. Students will be supported in every step of their journey by a Board Certified Behavior Analyst (BCBA) and a specially trained and dedicated 1:1 direct-support staff, who we call, Behavior ACTivists (BAs). In the South, each student will begin to work with the BCBA and their BA to identify the student's unique areas of strength and areas where additional skills need to be built.

Key Characteristics of SEL-South

- ❑ The student is introduced to the TRA community, begins to observe, and contribute to, a community environment where staff and students feel safe from harassment and hurtful language, jokes, and judgments, and build relationships with staff and students.
- ❑ The student learns TRA school rules and expectations and begins any work needed to follow those rules.
- ❑ The student begins to learn and use physical self-regulation strategies or seek co-regulation with trusted adults (*unlimited opportunities*).
- ❑ The student begins practicing noticing skills and increasing SEL vocabulary in order to identify and express needs.
- ❑ The student begins to use functional communication and engage in prosocial behaviors to advocate for and meet their needs.

Moving out of SEL-South

- ❑ Student does not use inappropriate language (*Profanity directed at others, bullying, harassment, derogatory to protected classes, threats, stereotyping; and language that is sexual in nature or glorifies: violence, gang activity, or consumption of drugs, tobacco, or alcohol*) for a minimum of 10 consecutive school days.
- ❑ Student does not engage in, or threaten physical harm, to self, others, or property.
- ❑ The student follows all TRA safety rules including staying with staff. The student does not engage in or threaten to engage in elopement for a minimum of 10 consecutive school days.



- The student practices self-regulation strategies and consistently uses functional communication and engages in prosocial behaviors to advocate/meet their needs.

SEL West: Appropriate

In the West, in the SEL Pillar, students will have demonstrated that they can maintain safety and contribute to a community where students and staff feel free of harassment and hurtful language, jokes, and judgments. Students will begin focusing on increasing participation in classes and activities while they continue to use physical self-regulation strategies and learn new cognitive strategies. Students will begin to learn about their relationships with themselves as they are building relationships with others.

Key Characteristics of SEL-West

- The student continues to build relationships with staff as they learn about healthy relationships and participates in restorative conversations when required.
- The student becomes an active member of the school community and regularly contributes to an environment where staff and students feel safe from harassment and hurtful judgments.
- The student consistently complies with all TRA school rules.
- The student participates in classes/group activities and meets minimum expectations.
- The student regularly practices physical strategies and begins to use cognitive self-regulation strategies, with minimal prompting or assistance, and minimal need to leave the classroom.
- The student continues practicing noticing skills and regularly uses SEL vocabulary to identify and express needs.
- The student regularly uses functional communication and engages in prosocial behaviors to advocate for and meet their needs.

Moving out of SEL-West

- The student follows all school rules and engages in prosocial behaviors as they interact with others at TRA and with community partners. If the student engages in inappropriate or antisocial behaviors, they will participate in restorative practice as guided by the BCBA/BA.



- The student shows up to every class and stays for the duration. If needed they will utilize self-regulation strategies in class.
- The student regularly uses prosocial and functional communication to identify and express their needs to others.

SEL North: Productive

In the North, in the SEL Pillar, students will have demonstrated a consistent level of participation and ability to self-regulate in order to continue to participate in activities. They will continue to learn and practice self-regulation (physical and cognitive), noticing skills, prosocial behavior, and functional communication to express and meet needs. Students will use these skills to build perseverance and tolerance for attending and participating in full class periods with minimal breaks needed. Students will begin self-awareness training where they will be asked to self-monitor their behaviors and compare their perspective to that of a trained outside observer. This signals the beginning of their path to independence. The student will meet with their TRA team to begin to form goals toward graduation, reintegration, or alternative pathways.

Key Characteristics of SEL-North

- The student maintains healthy relationships with staff and students and is a positive participant in restorative conversations as needed.
- The student attends all group activities and is an active and positive participant.
- The student regularly uses physical and cognitive self-regulation strategies to help them stay in classes as they work through difficult thoughts and feelings.
- The student begins to initiate, or assist other students with, prosocial problem-solving and/or co-regulation with minimal prompting or assistance.
- The student regularly uses prosocial and functional communication to advocate for their academic, social, and personal needs with minimal prompting or assistance.
- The student begins self-monitoring their own behavior and performance and begins their path to independence.

Moving out of SEL-North

- The student is an active participant in classes and uses self-regulation strategies as needed to attend each class for the full duration.



- The student engages in prosocial problem solving and conflict resolution to mitigate the need for restorative practices. When restorative practices are called for, the student will guide their own participation with minimal assistance.
- The student will practice self-monitoring with comparison to an outside observer until they reach 90% agreement for a minimum of 10 consecutive days.

SEL East: Accountable

In the East, students will have built the skills they need to be positive participants throughout each day and maintain safety and prosocial behavior even in the presence of difficult thoughts and feelings. Students will continue their path of independence and be given opportunities to take on leadership roles. Students will practice advanced perspective taking, identifying choice points, exploring values, and identifying their own set of personal values. Students will evaluate their relationship with themselves and others, in consideration of their personal values, to help them identify “The me I want to be”. The insight they gain from this exploration will lead them toward practicing values-based decision-making and making choices that lead them to live a life they truly value.

Key Characteristics of SEL-East

- The student maintains healthy relationships with staff and students and initiates restorative conversations as needed.
- The student becomes a positive role model and encourages others to become active and positive participants in group activities.
- The student regularly practices physical and cognitive self-regulation strategies independently.
- The student begins to initiate or assist other students with prosocial problem-solving and/or co-regulation independently.
- The student regularly uses prosocial and functional communication to advocate for their academic, social, and personal needs independently.

Moving out of SEL-East

- The student has become a leader in the community and has become a role model for



independence and positive engagement. This could also mean they help facilitate activities or productive conversations; provide subtle social coaching to their peers; help peers co-regulate and redirect to expected/prosocial behaviors.

- ❑ The student attends 100% of classes independently (*with accommodations from IEP*), and receives a rating of 90% or above on their classroom expectation checklist from the teaching team for a minimum of 10 consecutive days.
- ❑ The student self-monitors their own behavior and performance independently and works with the BCBA & BA to create their own behavioral goals and contingencies to learn to become a positive agent of change in their own lives.
- ❑ The student is working with the TRA team toward their goals of graduation, reintegration, or alternative pathways.



Individualized Education Pillar

At Two Roads, we offer the Local Education Authority (LEA), families, and students the comfort of knowing that 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.

Academic content is designed, presented, modified, and supplemented as needed by a teaching team consisting of Content Area Teachers and a Special Educator. Students are supported as they complete academic tasks by the teaching team and their 1:1 Behavior ACTivists in accordance with best practices in teaching and the student's IEP and Behavior Support Plan. The level of support and accommodation students receive during academic blocks will vary as meticulously collected and analyzed data suggest that such changes are appropriate.

The Two Roads curriculum is designed to reflect learning outcomes as represented by the Vermont Portrait of a Graduate, exposing students' basic skills in the areas of Math, Science, English Language Arts, and Social Studies. This focus supports our teachers' dedication to building students' transferable skills toolkits through consistent engagement with academic programming and participation in group and individual learning tasks and our school's specialized focus on social-emotional skill development. Academic tasks developed by the teaching team are designed to meet VT Common Core State Standards, Next Generation Science Standards, and College, Career, and Civic Life C3 Standards while highlighting student interests and supporting progress toward their academic and life goals. TRA utilizes Proficiency Based Grading because it reflects our commitment to building students' proficiency in basic skills areas while tracking the development of widely transferable habits of work. Proficiency-based grades are used to track students' progress toward Proficiency Based Graduation Requirements, whether a student completes their graduation requirements at TRA, or returns to their sending school.

We recognize that many of our students have had negative experiences and encountered significant barriers when accessing academic programming in the past. By progressing through the phases of our program, consistently encountering academic programming which truly meets students where they are at, and having consistent access to highly qualified support we hope to mend students' relationships with educational environments while identifying and filling gaps in understanding. At Two Roads, students will receive support at whatever level they need to successfully gain a deep understanding of new concepts and solidify and build upon previous learning, mending their relationships with academic demands



and building transferable skills.

Individualized Education South: Attending

In the South, our goal is to identify a student's 'just right' academic level as they begin to attend instruction co-taught by our teaching team. We recognize that, for a variety of reasons, students may have experienced prolonged periods in which they were unavailable for new learning. In order to work to fill the gaps in knowledge such interrupted access can produce, we must first establish the students' learning profiles and begin to collect evidence of their existing skills. Before we can begin to make data-driven academic programming decisions, we must collect some data. Attendance is a necessary prerequisite for this data collection. In the South, Behavior Support Plans (BSPs), designed by on-site BCBA and implemented by trained 1:1 Behavior ACTivists, will outline gradually increasing attendance and participation expectations. The teaching team recognizes that 'attendance' can take many forms- from observation to varying levels of engagement and participation in group activities- with infinitely varied entry points. Also, the teaching team will work to build positive relationships with the student, as well as regularity and stamina for attendance.

Key Characteristics of Individualized Education South

- The student begins to attend partial or complete academic blocks.
- The student gradually increases stamina for attendance to academic blocks (supported by BSP and BA).
- The student begins to complete academic tasks (1:1 classroom support provided by BA, supervised and supplemented by the Special Educator).
- The student begins to build relationships with the BA and teaching team.
- The student follows classroom expectations with support from 1:1 BA with access to unlimited regulation breaks outside the classroom.

Moving out of Individualized Education South

- Increased frequency and duration of attendance to academic blocks.
- Increased interaction with the teaching team.
- Increased work production and engagement in academic tasks/activities.



- ❑ Decreased need for unplanned regulation breaks during academic blocks.

Individualized Education West: Participating

Once increased attendance and task completion give the teaching team an idea of a student's skills, levels, and needs, students will move from South to West. In the West, students will continue to access behavioral support from their 1:1 Behavior ACTivist with an overlay of individualized academic support from the teaching team. Students will access needs-based scaffolds enabling them to complete increasingly complex academic tasks and engage appropriately in group discussions. Students will build awareness of their areas of struggle and begin to advocate for themselves when they are stuck. The main goal in the West is to increase participation and work completion while engaging appropriately with the teaching team and the classroom learning community.

Key Characteristics of Individualized Education West

- ❑ The student begins to regularly attend full academic blocks.
- ❑ The student completes academic tasks at their instructional level with support and/or scaffolds developed by the teaching team and at their independence level, with minimal academic support from BA, as outlined by the Special Educator.
- ❑ The student participates appropriately in class discussions and requires minimal behavioral intervention from BA.
- ❑ The student demonstrates increasing stamina and frustration tolerance with academic tasks.
- ❑ The student asks for help as needed with support from BAs, and begins to recognize gaps in understanding.
- ❑ The student follows classroom expectations, with minimum intervention from BAs, and begins to be an active member of the learning community.

Moving out of Individualized Education West

- ❑ Consistent attendance of complete academic blocks.



- Consistent completion of academic tasks.
- Developing abilities to identify misunderstandings and ask for help.
- Increased stamina and frustration tolerance for academic tasks.
- Consistent appropriate participation in classroom activities and discussions.
- Consistent engagement in classroom tasks and activities, with minimal support, as a member of the larger learning community.

Individualized Education North: Accessing

At this point, the teaching team will have built a strong understanding of the student's skills and needs. Students will have developed the self-regulation skills necessary to remain in the classroom space during academic blocks, furthering their access to academic programming and individualized support offered by the teaching team; a growing degree of stamina for academic engagement and frustration tolerance will enable this shift. Students will build self-assessment skills by beginning to evaluate their work and accepting and using feedback to ensure that the permanent products they complete provide robust evidence of what they know and can do. Students will build self-advocacy skills by beginning to identify scaffolds and accommodations that work for them and communicate this directly to the teaching team. Students will begin to meet with their TRA team about setting and making plans to reach academic goals from: graduation, to reintegration into sending schools, to enrollment in a technical center, or joining the workforce, whatever the student desires!

Key Characteristics of Individualized Education North

- The student begins attending full academic blocks, on-time and completes academic tasks to the best of their ability with minimal breaks.
- The student accepts feedback from the teaching team and demonstrates a willingness to make revisions to their work.
- The student works with the teaching team to identify academic accommodations and supports that work for them and remove those which are not necessary or desired.
- The student increases flexible thinking and frustration tolerance; persevering through extended and demanding academic tasks.
- The student is an asset to the learning community, engaging successfully and appropriately with classmates and the teaching team.



Moving out of Individualized Education North

- ❑ The student demonstrates the ability to identify areas of struggle and ask for specific support as needed [ie. not just “I don’t get it” but “This is where I get lost”].
- ❑ The student demonstrates consistent attendance (on time and for full length), and completion of academic tasks of varying length and complexity (independently and in groups).
- ❑ The student demonstrates active engagement in the learning community through positive interactions with classmates and members of the teaching team.
- ❑ The student is a successful and honest assessor of their understanding and effort and accepts feedback in both of these areas as needed.

Individualized Education East: Advocating

In the East, students are consistently using the skills they have built to successfully engage in challenging academic programming with independence, confidence, and perseverance. Students will be able to effectively assess their own understanding and know which scaffolds and accommodations to ask for when struggles arise. Students will continue to practice self-advocacy and work with the teaching team to ensure that IEPs thoroughly outline the accommodations required for them to access classroom instruction and independently complete level-appropriate tasks. Students will have a developed toolkit of self-regulation strategies that allow them to persevere through challenging tasks and remain available for learning throughout academic blocks. In the East, students are engaged members of their learning community, working toward goals that they have identified, with the help of accommodations that they have found to be successful and have the skills to advocate for. Students will work closely with the TRA team to identify longer-term goals and make plans to aid their progress toward them.

Key Characteristics of Individualized Education East

- ❑ The student is on time, maintains active engagement and participation throughout the duration of the academic block, completes academic tasks to the best of their ability, and is a reliable assessor of the accuracy and completeness of their work.
- ❑ The student accepts feedback and extends and/or improves their products accordingly.



- ❑ The student uses self-assessment and self-advocacy skills developed in the previous compass phase.
- ❑ The student receives academic support and behavioral prompting solely from the teaching team.
- ❑ The student may begin to explore earning credit through outside agencies and/or re-entering their sending school.

Moving out of Individualized Education East

- ❑ The student attends and is an active participant in meetings with the educational team- at TRA and sending school- to make a plan for the next steps, and works with the teaching team to ensure that accommodations and supports found to be useful are written into their IEP.
- ❑ The student consistently completes rigorous academic tasks, displaying problem-solving skills, frustration tolerance, flexible thinking, and perseverance.
- ❑ The student is a leader within the learning community, offering insight that extends the conversation, and serving as a role model for other students.