

ADVENTURES IN LEARNING

GOALS

The goals of the Adventures program address three areas:

Academic- Adventures staff collaborates with teachers to help students achieve or remain at grade level. Adventure classes support academic coursework by coordinating with classroom teachers, suggesting alternative classroom methods such as accommodated work load, adventure-based activities, team building, and organizational support. The Adventures in Learning program also incorporates many of the Vermont Standards into the daily work it does with students.

Social – Adventures helps students identify social cues and develop a sense of community as well as understand human relationships and provide a variety of tools to handle the emotions involved with growing up to be a responsible adult.

Behavior – Adventures identifies behavioral needs individually with each child. Social, behavior, discipline issues, daily living skills are all addressed within the context of the program. Students will learn how to be responsible for their actions. There will be ongoing opportunities to be an important member of their school and extended community

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CORE VALUES

We can accomplish our goals by implementing these core values in our work with students:

1. Instruction for each student is individualized and flexible. Every student's program is built according to his or her unique learning style.
2. Learning occurs in both traditional and non-traditional settings. Linking students to community resources increases opportunities for success.
3. Teaching the whole person means that the Adventures team attends to the academic, social, emotional and physical needs of the students.
4. Families are a critical component of our student's success, and are included in the planning, implementing and daily progress of their child.
5. Compassion, care and empathy are critical to understanding the emotional/behavioral issues that our students have. This means that all interactions are guided by these ideas.
6. Discipline must be creative and dignified and based on each student's capabilities and needs. The team recognizes that discipline must always be a tool for learning and succeeding.
7. Adventure- based curriculum supports the student's academic, social and emotional needs.

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REFERRAL PROCESS

Students are referred to the Adventures program in one of three ways: Administrative Invitation, Special Education, EST process, or parent request.

Administration reserves the right to place a student in Adventures by bypassing the EST process to meet the needs of that student.

Teachers who wish to refer a student to Adventures must first take the question to the grade-level team of that student. The team can evaluate the accommodations already in place, if any, and decide if they want to continue with the referral to the program. If the team decides to make the referral, they must bring the student through EST. If the student already has an EST plan then they are again referred to EST with the Adventures question at the forefront of the discussion, and the process is abbreviated.

The EST will make the referral to the program naming a lead teacher as a contact for that student. The Adventures Coordinator will then evaluate the student's needs with the team members and make the final decision of placement.

Once referral is made, Adventures Coordinator will contact parent(s) and discuss program with parent and student. Participation in program is voluntary and both parent and student need to agree.

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PURPOSE

To provide every student with a safe, respectful and cooperative learning environment where they can grow academically, socially and behaviorally.

TEAM MEMBERS

The Adventures team consists of the Adventures Coordinator, Behavior Specialist, School Social Worker, and the Assistant Principal. The support of all classroom teachers and support staff is also a crucial component to student's success. Each grade level team has a liaison that works with us to ensure effective communication.

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ADMISSION CRITERIA AND PROCESS

After students have been referred, their names will be turned over to the Adventures team composed of an administrator, a guidance representative, the coordinator of the program, and the school social worker if appropriate. The team will then determine if the Adventures program is the best placement for that student based on their individual needs, the needs of the larger group and the available resources.

Every student referred to the program will be placed on a plan to reflect their placement in Adventures.

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HISTORY

Adventures was implemented in 2001 to help meet the needs of students who needed an alternative experience to find success in the public school setting.

Adventures was designed to address a combination of concerns including academic, behavior, and social issues. Students in Adventures are presented with the opportunity to develop better academic skills, social skills, and behavior modification techniques by working with smaller groups of students with clear goals in one or more of these areas.