



S.T.R.I.V.E.

AT THE WOODSTOCK ACADEMY

Providing specialized education and an authentic high school experience in a supportive environment while fostering independence.





THE
WOODSTOCK ACADEMY

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WHAT IS S.T.R.I.V.E.?

Structured Teaching Reinforcing Individualized Varied Experiences

Our program provides special education and related services to eligible students between grades 9-12 and ages 18-22. Students in the program will have an authentic high school experience while earning their diploma and hone the necessary skills to successfully transition from school to the community upon graduating the program. Our co-taught classrooms emphasize personalized learning and goal setting specific to each individual.

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OUR MISSION

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

The Woodstock Academy is an independent, day and boarding, co-educational, college preparatory high school for grades 9–12 and postgraduates located in Woodstock, CT. The Woodstock Academy does not discriminate on the basis of race, religion, handicap, gender, sexual orientation, age, or national origin in the administration of its education policies, admissions policies, financial aid, or other programs administered by The Academy.



9-12 STRIVE HIGH SCHOOL PROGRAM

OVERVIEW

The Woodstock Academy STRIVE (Structured Teaching Reinforcing Individualized Varied Experiences) Program serves eligible students (grades 9-12) by providing special education and related services as determined by the student's Individualized Education Plan (IEP). STRIVE is designed to provide a nurturing environment, fostering student-centered, strengths-based programming to impact learning at school and transitioning to all aspects of daily life.

Our passionate and specialized staff work collaboratively with our students, families, and the community to provide each student with a comprehensive and individualized program that utilizes their strengths and abilities to foster increased independence. The STRIVE program supports students with specific learning or intellectual disabilities, or students with social-emotional exceptionalities who require programming that will develop the skills and behaviors necessary for a positive, independent, and confident learner. Programs and staff-to-student ratios are formed to fit your student's individual needs. Our program includes:

SPECIALIZED STAFFING

STRIVE's team of staff includes a special education teacher, school social worker, school psychologist, board-certified behavioral analyst (BCBA), transitional and vocational specialists, speech-language pathologist, and instructional assistant(s). Our staff implements principles of culturally responsive teaching, universal design for learning, applied behavioral analysis, and positive behavioral intervention and support.

THERAPEUTIC SERVICES

Within the STRIVE program, consultative nursing, speech & language, BCBA services, and counseling services are embedded into the student's day. We partner with district sub-contracted personnel to come to WA for physical therapy, occupational therapy, and vision care.

ACADEMICS

STRIVE students attend a 180-day program with the additional option of a five-week extended school year program in the summer. We provide an authentic high school experience and support the eligible student's ability to meet high school graduation requirements and receive a Woodstock Academy Diploma.

STRIVE supports students' progress on IEP goals and objectives for personal development, such as social skills, independence, and employability, with social pragmatic skill instruction and social skills training. We offer effective case management and collaboration of students, their parents and guardians, education teachers, administration, and staff. Students can participate in classroom activities with peers, engage in entrepreneurial and experiential learning, and gain vocational experience with access to a modern kitchen and laundry facility directly in their classroom space. Additionally, each student is provided a school-issued iPad along with individualized technology support and explicit instruction on developing a positive digital footprint and awareness.

COMMUNITY-BASED WORK EXPERIENCE (CBWE)

STRIVE provides a variety of internships on and off campus for students to explore vocational options. Students rotate through a variety of CBWEs throughout the school year. Career and interest inventories, as well as community-based resources, are utilized to match a student's personality and interests to a specific work environment or career.

COMMUNITY-BASED INSTRUCTION

Students may participate in structured, supervised community service and recreation activities. These activities are geared toward putting transition and vocational skills into practice, developing peer relationships, modeling appropriate behaviors in a variety of settings, and fostering a sense of community belonging.



18-22 STRIVE SECONDARY TRANSITION PROGRAM

OVERVIEW

The Woodstock Academy STRIVE (Structured Teaching Reinforcing Individualized Varied Experiences) Secondary Transition Program is a platform for students who continue to be eligible for educational services as they transition to adulthood (ages 18-22). STRIVE blends educational opportunities within real-world settings in the community.

PROGRAM STRUCTURE

Our passionate and specialized staff work collaboratively with students, families, and the community to provide each student with a comprehensive and individualized program that utilizes their strengths and abilities to foster increased independence. STRIVE is designed to give students a voice and a choice in developing their plan for transitioning into adulthood. Our programs and services include:

SPECIALIZED STAFFING

STRIVE's team of staff includes a Transition Coordinator, school social worker, school psychologist, board certified behavioral analyst, speech language pathologist, job coaches and mentors.

SPECIALIZED OPPORTUNITIES

Students are provided unique opportunities within and outside of the classroom to include leadership, functional academics, internships, skill development, and social skill development.

INDIVIDUALIZED TRANSITION PLANNING

We bring together the student's family, school community and community service providers to support and collaborate with the student to develop and implement plans for adulthood. Using Person Centered Planning, students define their dream or vision for their future and identify the support they may need and steps they must take to reach their goals.

TRANSITION ASSESSMENTS

Ongoing transitional assessments are conducted to identify student strengths, interests, needs and preferences, and to guide programmatic and individualized learning opportunities. Assessments are conducted to identify individual performance and growth in multiple domains such as daily living, employment and learning.

COMMUNITY-BASED WORK EXPERIENCE (CBWE)

Students engage in a variety of internship opportunities to explore vocational options. Using the Customized Employment approach, partnerships are developed with local businesses to develop internship opportunities. Training objectives, student-targeted skills and student responsibilities are developed and defined. After a period of training and observation, students become eligible for paid employment opportunities. Students develop interview skills, workplace readiness skills and are provided with performance feedback and reviews to refine their employability skills.

COMMUNITY-BASED INSTRUCTION

Through community based instruction, students engage with their community and world to develop essential life skills. Providing hands-on learning experiences, students practice their skills in community settings

such as stores, parks, restaurants, or workplaces. Students work on daily living skills in addition to communication, social interaction, time management and problem solving in the context of daily life. Activities are geared towards putting transitional and vocational skills into practice, developing peer relationships, modeling appropriate behaviors in a variety of settings and fostering a sense of community belonging.

VOCATIONAL COACHING

Job coach support is provided, tailored to the student's needs and natural supports available at the job site. The level of support can range and is designed to fade gradually over time. Vocational coaching includes data collection on skills, goals and outcomes.

TRANSITION PORTFOLIO

Each student will generate a collection of resources and tools to guide them in their future educational, vocational and adult living pursuits. This includes but is not limited to community agency partnerships, self-disclosure and self-advocacy tools, resume/letters of recommendation, employee profiles, and Summary of Performance.

VOLUNTEER & PHILANTHROPIC OPPORTUNITIES

In the spirit of reciprocity, students will participate in opportunities to build community and give back to their local community. The staff support students in developing the skills to respond to requests and plan to meet observed needs within their community.

THERAPEUTIC SERVICES

We provide and support the work of consultative individual and small group counseling services and consultative nursing services. We collaborate with community based service providers to meet the ongoing and future needs of our students.

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WORK-BASED LEARNING WITH STRIVE

PREPARING FOR LIFE OUTSIDE THE CLASSROOM

CAREER EXPLORATION

Brief and supported exposure to a variety of work settings

Field Trip

- Visit a work location for observation

Job Shadowing

- Supervised with hands-on experience in basic role responsibilities

Service Learning

- Opportunities to explore interests and develop social and leadership skills while focused on projects that benefit the community

Supported Work Experience

- Engagement in opportunities at an established work site with a job coach to learn vocational skills
- For 45 days, students log hours, demonstrate independence, and complete reflections
- Evaluation for next steps, including the potential for earning pay

CAREER ASSESSMENT

Extended observation of independence

Independent Work Study

- Experience at an established partnership worksite
- For 45 days, students are observed by school staff twice minimally
- Opportunity to demonstrate independence by communicating with their supervisor
- Evaluation for next steps, including the potential for earning pay

School-Based Entrepreneurship

- Student develops product or service to market to school community
- Establish measurable learning goals
- Guided demonstration of financial management, customer service, and independently completing tasks

WORK-RELATED TRAINING

Real work experience and specific vocational training skills

Internship

- Available upon successful completion of a work-study experience and related academic coursework
- On-site work with supervision
- Structured learning and training plans with the opportunity to learn and earn
- 8-week minimum placement with ongoing evaluation



ATHLETIC OPPORTUNITIES



UNIFIED SPORTS AT THE WOODSTOCK ACADEMY

The Woodstock Academy Unified Sports Program is dedicated to fulfilling the mission of the Special Olympics. Unified Sports bring people with and without disabilities together as one. Students train and play as a team to develop a path to friendships in and out of the athletic environment.

The Woodstock Academy is dedicated to developing a diverse and inclusive athletic department for all students. Throughout the student-athlete experience, participants build:

- Sportsmanship
- Positive Self-Esteem
- Sport-Specific Skills
- Physical Fitness
- Collaborative & Teamwork Skills

The Unified Sports Program encourages inclusivity, representation, competitiveness, and fun! Student-athletes will benefit from:

- Competitive athletics within a fun, comfortable, and safe environment
- Positive interaction and communication among students and adults
- Opportunities to compete against students at other schools
- A positive physical and emotional outlet
- Development of Centaur pride, community, and citizenship!

HIGHLIGHTS

- Integrated Athletic Program
- CIAC Conference Members
- CIAC-Certified Coaches
- Grades 5-12 & Post-Graduate
- Students Ages 10-22

OFFERINGS

Unified student-athletes have the option to participate in sports year-round:

- Soccer (fall)
- Cheer (fall, winter, spring)
- Basketball (winter)
- Track & Field (spring)



EXTENDED SCHOOL YEAR PROGRAM

CONTINUING EDUCATION. INSPIRING YOUNG MINDS. BUILDING CONFIDENCE. FOSTERING INDEPENDENCE.

The Woodstock Academy Extended School Year Program (ESY) is a 5-week summer program dedicated to helping students strengthen the skills they learned throughout the school year.

The Woodstock Academy ESY program provides additional time beyond the school year for students to help sustain and develop their academic and social skills by engaging in core academic courses among peers and teachers. The program is designed for students who may require or benefit from continuing their skill development, relationship building, and community-based experiences beyond the traditional school year. The summer program blends educational opportunities within real-world settings in the community. Our passionate and specialized team works collaboratively with our students to provide each of them with a comprehensive and individualized program that builds upon their strengths and abilities to foster increased independence.

During the 5-week program, students are provided extended school year services through the Individualized Educational Plan (IEP) in order to continue to address their IEP goals, and prevent social-emotional and academic regression. Students are actively engaged in developing their written, personal, transitional, and community-based skills.

Students are provided opportunities to:

- Embed music and theater arts into their day to continue the growth of their social pragmatic and emotional awareness skills.
- Partner with the culinary department for cooking and meal planning activities.
- Explore their interests in transitional and vocational skills by participating in local field trips and community outreach.
- Develop an understanding of culture of food as it relates to growing, sustaining, harvesting, measurements, preparation, nutrition, and geography.



