VASD

EXTENDED LEARNING
PATHWAYS

A range of services, locations, and building options are available so that every individual has access to the education, social, and emotional support they need to be successful.

INTRODUCTION

In recent years, many school districts nationwide have experienced a trend whereby more students are having difficulty accessing education in a traditional school setting. Even when additional interventions and support are provided, some students find it challenging to achieve success in a traditional setting. The Verona Area School District (VASD) is facing similar challenges.

The VASD is dedicated to ensuring that every individual receives the educational, social, and emotional support necessary to feel valued and recognized in their unique identities and experiences. This commitment is outlined in our Equity Framework. Additionally, two of our Strategic Framework Priority Areas are Student Agency and Wellness and Mental Health. To ensure that we are providing opportunities for every student to be successful in the VASD, we have expanded the continuum of services offered to students through Extended Learning Pathways.

Extended Learning Pathways is a comprehensive program that offers a broader range of support for students who have difficulty accessing their education within the current school system. The Extended Learning Pathways programs aim to equip students with essential skills in a smaller, more supportive environment, facilitating the transfer of these skills to their regular classroom setting. Throughout this process, a collaborative partnership develops among the school, students, families, and staff involved in the programs.

These programs are designed with the belief that every student can achieve success towards grade level standards when their educational, behavioral, social, and emotional needs are adequately addressed in a nurturing environment. In collaboration with the school principal, staff, students, and families, the focus remains on the students throughout the educational process. Teams work together to determine the timing, location, and pace of new instruction. This approach serves as the foundation of our learning design, specifically aimed at bridging skill gaps resulting from learning loss.

EXTENDED
LEARNING PATHWAYS

What are Extended Learning Pathways?
Extended Learning Pathways are an expanded continuum of support for students who are unable to access their education in the current school system. Extended Learning Pathways are alternative learning programs focused on promoting student agency, wellness, mental health, and credit recovery options by reducing and replacing behaviors that impact students' current success in school.

In Extended Learning Pathways, students have the opportunity to access grade-level academic and social-emotional standards within scaffolded learning routines. Learning occurs in a modified school environment and schedule. The primary focus is to provide explicit instruction in Social Emotional Learning to promote regulation and stamina in a structured, supportive setting.

Students participating in Extended Learning Pathways have different opportunities based on their grade level.
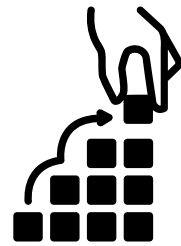
Elementary* Foundations	Middle	High**
• Students participated in multiple interventions and supports and continue to be unable to access their education • Half-day program outside the neighborhood or charter school • Small class size of 4-6 students • Focus on social-emotional learning and how to navigate the school demands • Attend the rest of the day at the neighborhood or charter school	• Students may participate in the elementary or secondary programs • Individualize programming based on the student's needs	• Students participated in multiple interventions and supports and continue to be off track for graduation • The primary focus is helping Juniors and Seniors who are more than 5 credits behind the path to graduation • Attend up to 2 courses at the high school to regain credits Small class size

* The Elementary Extended Learning Pathways is only available to students with Individualized Education Programs (IEPs)
** High school programming occurs within Verona Area High School (VAHS)

FOUNDATIONS

GRADES 1-8

What is Foundations?

Foundations is a program designed for students who have IEPs in grades 1-8. The program is located at a stand-alone site within district boundaries. Students from VASD neighborhood elementary schools, middle schools, and charter schools may benefit from this program.

The purpose of Foundations is to allow students the opportunity to access grade-level academic and social-emotional standards within scaffolded learning routines. Learning occurs in a modified school environment with a modified school schedule. The primary focus is to provide explicit instruction in Social Emotional Learning to promote regulation and stamina in a structured, supportive setting.

Foundations is considered when all other supports within the neighborhood have been tried and the student is still not finding success. Prior to considering Foundations, the IEP team engages in a behavior support coaching cycle lasting 6 to 8 weeks. This includes weekly team meetings, IEP revisions, and extensive regulation strategies incorporated into the student's day. This process allows staff to make adjustments to the student's programming in the neighborhood or charter school with support from an individual who has expertise in Functional Behavior Assessments/Behavior Intervention Plans (FBAs/BIPs) and social-emotional learning strategies prior to recommending placement in a different setting.

If, after the behavior coaching cycle, the student demonstrates the following, the IEP team may consider having the student participate in Foundations:

- Need for numerous seclusions and/or restraints due to externalizing behavior; physical aggression, elopement
- Exclusive staffing
- Need for own space
- Spending 90-100% of the day alone in the special education environment due to dysregulation

Additionally, students transitioning from more restrictive environments, such as residential treatment programs or those receiving shortened school days, may also be considered.

Foundations Access

Foundations is a part-day program where students receive explicit instruction in social-emotional learning and participating in school routines. Students split their school day between Foundations and their neighborhood or charter school. Coaching from the Foundations staff will be provided at the neighborhood or charter school to ensure consistency and support across different learning environments.

Although Foundations is not part of the neighborhood or charter school, it may be considered the least restrictive environment for some students. Per the Department of Public Instruction [Information Bulletin 00.04](#), the least restrictive environment is both a legal principle and a set of legal requirements found in the Individuals with Disabilities Education Act (IDEA). It does not require that every child with a disability participate in the regular education classroom. The overriding rule in determining a child's Least Restrictive Environment (LRE) is that it must be individually determined based on their unique abilities and needs. Recognizing that the regular education setting and/or general education curriculum may not be appropriate for every child with a disability, districts are required to make available a range of service, location, and building options (a "continuum of alternative placements") to meet the unique educational needs of students with disabilities.

The VASD believes it is important to have a modified school environment for some students. This type of environment is not available in the neighborhood or charter school. Providing a controlled, small environment allows an opportunity for students to access learning routines in an environment that is supportive of regulation and safety needs, while limiting ease of elopement and disruption to other students. When we highly modify the physical environment, we believe students will be better able to access their learning. With more participation in learning routines and regulation, we hypothesize a reduction in the need for office discipline referrals, seclusion and restraint.

When determining if Foundations is the best option for a student, the IEP team collaborates with the Assistant Director of Special Education, the Director of Special Education, and the school Principal. The IEP team also invites the Foundations Lead to visit the student at their neighborhood or charter school and to participate in the IEP team meeting, where placement options will be discussed. The Foundations Lead will participate in the meeting to discuss and determine the placement decision. Additionally, the Foundations Lead will provide the family and team with written information about Foundations and arrange a tour for the family and student.

Once a student begins attending Foundations, the IEP team meets monthly to ensure that the team is consistently assessing progress towards IEP goals and potential readiness to return to the student's neighborhood school full-time. Weekly school-team meetings focus on ensuring communication and collaboration between Foundations and the neighborhood or charter school. Additionally, Foundations staff will provide support, observations, and visits at the child's neighborhood or charter school. We are also committed to offering additional training for Special Education Assistants (SEAs) and Case Managers (CMs) on topics specific to the Foundations program to enhance the support students receive. The case management responsibilities remain with the student's neighborhood school so that the student continues to be seen as a student in that school.

Foundations Structure

To ensure a smooth start for the student, these steps are followed:
1. **Determine Student Schedule:** Identify whether the student will attend in the morning (AM) or afternoon (PM) and establish the start date.
2. **Notify Key Personnel:** Inform the PowerSchool secretary in the neighborhood or charter school to roster the student for Foundations during the designated attendance times.
3. **Transportation Arrangements:** The Foundations lead completes the Transportation Request form to arrange necessary transportation, including mid-day transportation for the student.
4. **Food Service Coordination:** Contact the Food Service Lead, to ensure the student is included in the breakfast and lunch count.
5. **Daily Visual Schedule:** Develop a daily visual schedule for the student's time at Foundations to aid in their understanding of the daily routine.
6. **Progress Monitoring:** Create a daily progress monitoring form aligned with the student's IEP goals to track their development effectively.

By following these steps, we can provide the necessary support and resources to help the student succeed.

For morning attendees, students start their day at Foundations. The schedule will consist of 120 minutes on Mondays and 150 minutes per day from Tuesday to Friday. Afternoon attendees will end their day at Foundations. Afternoon students will have a schedule of 150 minutes each day. Transportation will be included as a Related Service for the midday routes to/from the neighborhood or charter school to Foundations

The Foundations Program is located in a stand-alone site that is within district boundaries. The space includes two classrooms: a sensory regulation room, and an instructional room. There is a single-stall bathroom nearby, ensuring minimal to no transitions for students. Additionally, the facility provides access to school meals and space for outdoor gross motor activities.

The IEP team reviews placement at Foundations on 8-week intervention cycles. Students may enter Foundations anytime within the school year. If, after 8 weeks, a student is making progress toward their IEP goals and developing the skills necessary to participate in the educational community, the IEP team will begin a planned transition back to their neighborhood or charter school.
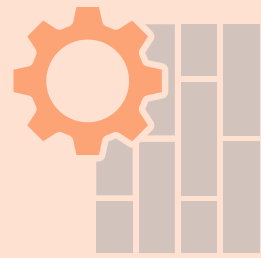
During this transition, a reduction in the need for safety interventions at Foundations is expected, with a goal of less than one incident per month. Foundations staff will continue to be part of the support team as the child transitions back to their neighborhood or charter school, which will happen gradually over a period of up to two weeks.

After the first month of returning full-time to the neighborhood or charter school, our team will provide support through Behavioral Support Coach (BSC) check-ins. If a student requires higher levels of support after this first month, a shorter BSC coaching cycle will be completed to determine the next steps needed for ongoing support.

If, after 8 weeks, a student is making progress toward their safety goals but shows limited improvement in participating in academic routines, the IEP team may decide to continue the student's placement at Foundations.

If a student has been involved in Foundations for at least one intervention cycle and continues to exhibit behaviors that make it unsafe for Foundations staff to support them, the IEP team may explore the option of an out-of-district placement. This consideration arises in situations where the student frequently requires restraint or seclusion to ensure safety (at least once a week), when staff injuries lead to absences or significant harm, when there are repeated incidents of extensive property destruction at the Foundations site, or when the student attempts self-harm that necessitates medical intervention.

Foundations Curriculum

At Foundations, the focus is on creating a unique environment that supports students' neurodiverse learning needs. We utilize a Social Emotional Learning curriculum, Character Strong, that is different from the Universal SEL in VASD. Students also receive lessons from Kelly Mahler's Interoception curriculum, and interoception practices are incorporated into our daily routine. This helps students become more aware of their feelings and bodily signals, and how those affect regulation and behavior.

Academically, students participate in making progress towards grade level standards by using portions of the Savaas literacy curriculum and Bridges math curriculum. Materials are differentiated to meet the individual learning needs of each student. In terms of training, our staff is equipped to understand and support students with behavior consistent with Pathological Demand Avoidance, a specific profile of autism, through partnerships with community providers. We also train staff in Nonviolent Crisis Intervention, Advanced Physical Skills (NVCI-APS) training, to ensure a safe environment for all students.

Foundations Staffing

The Foundations Lead will be on-site at Foundations and has extensive experience working with students who have complex learning profiles. This individual coordinates communication and support with school-based staff, taking the lead in researching, learning, and implementing effective instructional practices focused on both academics and social-emotional learning. Additionally, they coach staff to ensure the successful transfer of strategies to the neighborhood school.

The Special Education Teacher works directly with students at Foundations, focusing primarily on those with complex learning profiles related to social-emotional learning. This teacher also provides guidance and coaching to other staff members present. However, it is important to note that this individual will not serve as the special education case manager for students; that responsibility will remain with the neighborhood or charter school.

Each student at Foundations has an assigned school-based SEA as part of their IEP. The SEA supports the student in Foundations and will learn strategies and techniques from the Special Education Teacher to apply when working with the student back at their school. Additionally, related services personnel assess the best locations for providing necessary services, and are able to provide service minutes at Foundations and/or the neighborhood school. As part of the student's team, we collaborate with community partners with existing service providers such as Community Liaison Support Specialists (CLSS), mental health services, and Applied Behavior Analysis therapy.

Foundations Data

A variety of data is reviewed on a regular basis. Seclusion and restraint data is reviewed monthly and is one factor used to determine if a student is a candidate for Foundations. Quarterly, staff and family survey data is used to assess the program efficacy.

Charts 1 and 2 compare the number of times restraints and seclusions were used in 2023-24 to 2024-25. It specifically compares:
- All students K-12 2023-24 to 2024-25
- Cohort data
  - Students in Kindergarten (K) in 2023-24 who are in first grade in 2024-25
  - Students in first grade in 2023-24 who are in second grade in 2024-25
- Students in Kindergarten in 2023-25 to students in Kindergarten in 2024-25
- Seclusion data for 2023-24 and 2024-25 for students who are currently in Foundations.

Chart 1: Number of Restraints

	All students		Cohort K		Cohort Grade 1 / Grade 2		K		Foundations	
			K		Grade 1	Grade 2	K		Foundations	
Month/Year	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
September	18	4	7	0	2	2	7	0	12	3*
October	13	15	7	3	3	1	7	8	3	2
Total	31	19	14	3	5	3	14	8	15	5

*includes 1 student not in last year's data set because they transferred to VASD this year

Chart 2: Number of Seclusions

	All students		Cohort K		Cohort Grade 1 / Grade 2		K		Foundations	
			K		Grade 1	Grade 2	K		Foundations	
Month/Year	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
September	8	2	2	0	1	0	2	0	3	1*
October	7	11	7	2	0	0	7	6	0	1
Total	15	13	9	2	1	0	9	6	3	2

*includes 1 student not in last year's data set because they transferred to VASD this year

Summary
There was a reduction in restraints and seclusions for the following groups:
- All students
- Students who were in K in 2023-24 who are in 1st grade in 2024-25
- Students who were in Grade 1 in 2023-24 who are in Grade 2 in 2024-25
- Students in K this year compared to students in K last year. In October, 1 student accounted for all 8 restraints.
- Students in Foundations

Beginning of the Year Feedback from Families

On a family survey, 100% of respondents (sample size: 2) agreed or strongly agreed with the following:
- My student has expressed that they feel happy going to school, or are perceived to feel happy through their actions (smiling, willingly getting on transportation to go to school, etc)
- My student has expressed they feel safe at school, or it is perceived they feel safe at school through their actions
- My student has had a reduction in the number of restraints, seclusions, and/or suspensions when compared to last year at approximately the same time of year

Fifty percent (50%) of respondents agreed or strongly agreed with the following:
- I feel confidence in the educational programming my student is receiving
- Communication from staff allows me to understand what my student is participating in

Families shared the following anecdotal comments:
*"He is beginning to **feel safe at school**. He is communicating better and being more forgiving of himself for his difficult moments."*

"Going to school atmosphere, staying and being safe to his own self and others."

*"He has better verbiage to let others know where he is at physically and mentally. **He is beginning to believe he is not a bad person and he can trust adults again**. He is following schedules better, doing more self regulation, and asking for help more than he previously would at school."*

Beginning of the Year Feedback from Staff

A staff survey (sample size 10) yielded the following results:

	% Agree or Strongly Agree (4 of 5 students represented)
My student has had a reduction in the number of restraints, seclusions, and/or suspensions when compared to last year at approximately the same time of year	83%*
I feel supported in my role as it relates to this student	80%
I am contacted to support this student in crisis less often	50%
I feel confidence in the educational programming my student is receiving	100%
I have learned new techniques or approaches to support students	70%
Additional Professional Development has been valuable to support students	70%
Communication between Foundations and neighborhood schools has helped promote consistency across environments	60%

* only staff who worked with students in both Sept 2023 & Sept 2024 responded to this item

Staff shared the following anecdotal comments:

> "It sounds like several of my students are doing great at Foundations in a less chaotic environment, with the use of several visuals, and with a work/break/work/break system. Some of them also appear to enjoy that other students are present, making them feel less isolated which is great."

> "Our case managers, SEAs, student service members, and admin are able to grow our positive relationship with [student] and [their] family, and we are thrilled to see [student] coming to school happy and ready to learn!"

> The support that he is receiving is amazing."

> "[Student] is able to transition into [neighborhood school] calmly and go to their environment. [Student] has also been able to join peers with success. There is a lot less physical aggression and running away."

> "Less crisis calls at the moment"

> "My only suggestion would be to have frequent scheduled times to meet with all team members at [both sites] together to be able to collaborate and connect about schedules, planning, and how to keep consistency across both locations."

Student Case Studies

Example 1: Student has not received services in-person, in-district since 2022. After securing an out-of-district placement, placement did not continue due to safety concerns. The student was accessing learning through district-provided virtual learning options and daily meetings with a case manager.
The community team described the student as being in "autistic burnout". Since returning to in-person for one hour per day, the student has re-established relationships with adults and begun to see school as a desirable place to be.

Student appears to enjoy the daily routine of coming into the space and immediately accessing the therapy swing for regulation, then transitioning to table work. We are looking to add time in the high-interest activities part of the day at the neighborhood school in Quarter 2.

Example 2: The student ended the last two weeks of the previous school year not attending, per the parent's decision to address self-harm safety needs. Student began this school year on a full day, morning at Foundations and afternoon at neighborhood school.

The first two weeks of school were highly successful, with engagement and mastery of all routines, both regulation and academic. The team discussed moving time back to the neighborhood school. In the second half of September, the student had a significant change in both affect and demonstration of unsafe behavior.

The student's medical team reported that the student no longer had medication due to delays in scheduling in-person appointments. The student demonstrated behavior that resulted in police contact. The IEP team met to make a placement determination to meet the student's current needs.

The student has since been able to access medical care and recently has returned to in-person instruction for a portion of their school day, with a plan to return to a full day of programming as soon as possible.

Example 3: The student was an out-of-district transfer into VASD in September. The student has significant communication and sensory needs due to their autism. The student was previously on a shortened day in their prior district.

The student transferred into VASD with a full day of programming at a neighborhood school. Student experienced restraint, seclusion, and out of school suspension during this first week of school to maintain safety for both student and staff.

The IEP team met and determined placement at Foundations to be appropriate based on a prior shortened day. Foundations programming is occurring during previously shortened school day time. After initial difficulty transitioning between sites, the student has engaged in regulation activities, and work table sequences, and utilized both low-tech and high-tech Assistive and Augmented Communication modalities.

This student has quickly mastered the routines of Foundations and the academic rigor continues to be increased daily.

HIGH SCHOOL

The following section outlines supports available at Verona Area High School (VAHS) for students not finding success with universal practices. Most of these interventions have been in place in prior years. Crossroads, the focus of this report, is a new addition at VAHS for the 2024-2025 school year.

2024-2025 Tier 2 Academic Supports/Credit Recovery Courses [Slides]				
The academic supports and credit recovery courses listed below can be accessed by VAHS students with the understanding that space can be limited, certain spaces serve different grade bands, and we give equal consideration to all students, especially when they are being considered for Learner Educational Alternative Pathway (LEAP) or Crossroads (CR). There is one referral form for Learner LEAP and CR. There is no referral form needed for Support Study Hall (SSH) or Wildcat Academy (WA), but there is a process to follow. Students will be considered for LEAP and CR in the administrative problem solving team and enrolled at the semester or quarter, when grades are stored, depending on space in the courses, using data and referral form information.				
Name	Type	Grade Levels	Onboarding	Description
Support Study Hall (SSH)	Academic Support	All	Conversation with student and family to build buy-in and introduce them to the SSH teacher.	In SSH, students receive academic support, along with support organizing their time, chunking up assignments into manageable parts, checking their grades, and general encouragement. Similar to a student in WC academy on an academic support track, the SSH teacher communicates with the student's teaching team to identify priority assignments or areas that the student needs support with.
Wildcat Academy (WA)	Academic Support/ Credit Recovery	All	Student Support Team (SST) members bring student up in administrative problem solving team and collaborate with the instructor around the best hour and space in the course.	WA is an in-school intervention classroom for students who are at risk of missing graduation requirements. This could mean a class or classes they are failing or low credit attainment as they progress through high school. WA is a class hour in a student's schedule. Attendance is taken, like any other class, but the course is not taken for credit unless a student is taking an online course in WA. If a student is enrolled in WA, they would be dropped from an existing course. Students can be enrolled in WA to take an online course or be enrolled in the class to support their other course; in that case, the interventionist would help the student make plans to catch up on work and stay motivated to move forward. Students are proposed for enrollment in WA by any member of their school team: social worker, counselor, psychologist, or associate principal. Students can also be referred to be "pulled in" to WA by content teachers using this process. These students would not be enrolled, they would be in the WA for a limited length of time.

Crossroads (CR)	Credit Recovery	11th grade priority	* Referral form* Students are considered at each quarter, depending on space.	CR is a credit recovery program that primarily serves credit deficit students who are in 11th grade. The program uses a combination of online classes and "unit recovery" from failed classes to either get a student back on track for a traditional graduation path or recovery credits before a student is enrolled in LEAP. CR has a referral form but students are assessed by need to ensure that the program is serving the students with greatest need. For that reason, CR referrals are considered at the quarter when grades are stored. Students are assessed on need by (1) their grade level (2) their cumulative credits (3) extenuating circumstances surfaced on the referral form and/ or through communication with case managers or SST members.
Learner Educational Alternative Pathway (LEAP)	Credit Recovery	12th grade priority	* Referral form* Students are considered at each quarter, depending on space.	LEAP is a 12th grade credit recovery program that is a graduation path for students who cannot graduate otherwise. LEAP typically serves 12th graders with less than 16.5 credits. Students in LEAP graduate either through a growth path, a General Education Development (GED) path, or a combination. The path of a student to graduation is outlined in an Independent Learning Contract.

CROSSROADS: HIGH SCHOOL WITH 11TH GRADE STUDENTS AS HIGHEST PRIORITY

What is Crossroads?

Crossroads (CR) is a program that supports students in recovering credits so they can be on track to graduate with their grade-level peers. Students may have lost credits due to various factors that, in turn, impact attendance and student engagement in the classroom. CR fosters an environment that focuses on building essential skills and positive behaviors that encourage active participation in class, all while assisting students in regaining the credits they need to succeed.

Crossroads Access

To be considered for the CR, students must meet specific entrance criteria. Eligible students include those in 11th or 12th grade, and in some cases, select 2nd-semester 10th graders. Priority is given to 11th-grade students so they can be on track to graduate their senior year. Students considered for this program are credit deficient, meaning they are a minimum of 2.0 credits behind their peers. Additionally, extenuating circumstances that have disrupted school access and attendance barriers are taken into account. It is important to note that the CR is not intended for students looking to graduate early.

Crossroads Structure

Students attend CR for up to two periods of their schedule and then they attend classes in the general education setting for the rest of the day. CR operates during the 1st, 3rd, 4th, 5th, and 6th periods. This design ensures that students attend the same classes at the same times each day, following a block schedule.

This consistency fosters predictability and structure, which are essential for helping students overcome various barriers.

The classroom is designed to be a safe place for learners by focusing on both comfort and functionality. It offers a small learning environment, with an 8:1 student-to-teacher ratio to allow staff to provide personalized attention. This small environment helps students build relationships and promotes a sense of community. The classroom is located near an outside entrance and in the proximity of a nearby bathroom which allows students to avoid the large school setting if they choose.

At CR, students can receive support for up to two class periods. Many students take advantage of both hours of assistance offered. The classroom is designed to foster independent learning through credit recovery work using Edmentum, an online learning platform. The courses are aligned with state standards and approved by classroom teachers to ensure high quality.


Each day is structured with a student check-in, goal setting, independent work time, and partner work. Student check-ins focus on Social Emotional Learning by assessing their emotional regulation and identifying strategies that will allow them to engage in academic instruction. Each student also assesses what academic work needs to be completed. Students work with the teacher to set goals and create a plan for the day including reviewing assignments and grades on Canvas and Power School. The work is student-directed as they develop a plan to complete necessary assignments for class credits including making up missing work.

A work/break routine helps students understand their independent work habits, their need for prompting, and circumstances when they may not be able to work that day. Self-advocacy is emphasized as students are encouraged to communicate their needs while monitoring their time on task to foster perseverance and ensure work completion.

Finally, students participate in a checkout process to summarize the day, reflect on goals, and reinforce learning outcomes while they participate in classes outside of CR. This structured approach supports our students in becoming more responsible and engaged learners.

Enrollment in CR is reviewed on a quarterly basis. Grades, attendance, work completion, office discipline referrals, and student reports are reviewed weekly. Students finding success in CR who are no longer credit-deficient gradually transition out of the class. As we transition our support structure in CR, first, the number of periods students spend in CR is reduced from two to one. Following this change, students will move to Academic Resource, where they will receive targeted support for both academic needs and social emotional check-ins.
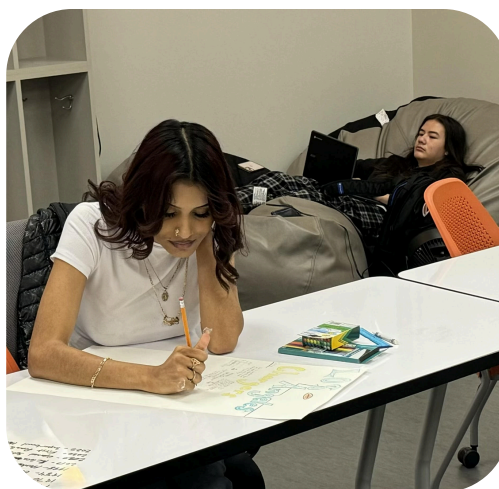
To facilitate this process, a designated point person, who is not a CR staff member will meet weekly with each student for social emotional check-ins through a rounding method. Additionally, students will be placed on a quarterly consulting schedule with the CR teacher to monitor students' progress and needs. This approach aims to provide a more focused and supportive educational experience for our students.

The CR team meets every two weeks to discuss growth and planning for individual students. The team holds quarterly meetings to review the movement of students in and out of CR. This team includes an assistant principal, counselor, CR teacher, and the Director of Special Education.

Crossroads Curriculum and Academic Credit

The goal of CR is to assist students in regaining credits so they are on track to graduate with their peers. The teacher works closely with the student and their counselor to determine the courses to be taken when they are enrolled in CR. Through the use of Edmentum Courseware, students are enrolled in teacher-approved courses that align with state standards, specifically targeting the essential elements needed for course recovery. Collaboration with classroom teachers allows for the development of tailored plans to complete any outstanding summative and formative assessments. When students complete the selected course(s), a completion report of courses from Edmentum is printed and shared with the registrar for transcription. Additionally, ILP credits obtained are shared with the student services team.

Social-Emotional Skills Development

Every student is provided with a personalized check-in plan, designed in collaboration with a trusted member of the Student Services staff, to address their unique needs and support their emotional well-being. Character Strong and Dialectical Behavior Therapy lessons are used with students.

Crossroads Data

Credits obtained since attending Crossroads

Name	Starting Credits	Current Credits	On Track?	Credits Earned in Crossroads	
*1	9.5	12	Yes	2.5	
2	10	13.5	Yes	3.5	
3	4.5	9.5	Progressing	5	w/Work Credits
4	5.5	12	Yes	6.5	w/Work Credits
5	4.5	8.5	Progressing	4	Med Rx
6	10	11.5	Progressing	1.5	
7	8	11	Progressing	3	
8	11	13.5	Yes	2.5	
9	2.5	2.5	no	0	
10	7.5	12	Yes	4.5	w/Work Credits
11	8	11	Progressing	3	
12	1.5	3	no	1.5	
13	12.5	16.25	Yes	3.75	w/Work Credits
14	16.5	22	Yes	5.5	w/Work Credits
15	10.25	10.25	Progressing	0	Med Rx
16	19	20	Yes	1	New Q2
17	8.5	8.5	Progressing	0	New Q2
18	11	11	Progressing	0	New Q2
19	8.125	8.125	Progressing	0	New Q2
	8.9	11.4		2.51	Average

*Student attends Crossroads and declines to attend other classes.

Crossroads Attendance

	NEXT PATH INFO			ONLY Crossroads Attendance (Q1)			
Name	2023-2024 Last Year	2024-2025 Q1 This Year	% Change Better or Worse	Crossroads Classes Missed	Total Crossroads Classes	Average Crossroads Attendace	
*1	58%	31%	-27%	8	20	60%	
2	51%	79%	28%	1	40	98%	
3	62%	74%	12%	2	40	95%	
4	53%	48%	-5%	8	40	80%	
5	77%	22%	-55%	11	20	45%	Med Rx
6	83%	85%	2%	4	20	80%	
7	49%	37%	-12%	6	40	85%	
8	73%	57%	-16%	6	20	70%	
9	40%	70%	30%	3	20	85%	
10	38%	87%	49%	4	40	90%	
11	49%	83%	34%	10	40	75%	
12	52%	54%	2%	10	20	50%	

*Student attends Crossroads and declines to attend other classes.

Student Survey on Emotional Regulation

Students completed a self-rating on emotional regulation, social skills, and executive functioning skills. Scores of 15 or higher in any category indicate a need for more intensive support in that area. The results are used to help students identify strategies to be more successful and engaged at school. The survey will be conducted each quarter to see the impact of the interventions.

Student Name:	Internatlizng Scores	Externalizing Scores	Social Skill Scores	Executive Functioning Scores
2	8	8	11	15
3	15	12	12	12
4	12	16	13	18
6	12	11	12	14
8	12	8	9	16
10	13	11	11	10
11	11	8	8	12
Med Rx	17	13	14	19
Early Grad	12	11	12	12
New Q2	6	4	7	8
New Q2	11	11	10	18

Student Case Studies

Example 1: Student had developing mental health needs that created a significant barrier to attending school. Due to this, grades began to slip and the student's mental health declined as the student began to feel like there was no way to catch up with credits that were lost. Summer School did not offer the opportunities to catch up on more than one credit of work. This student started CR with 10 credits and earned 2.5 additional credits by the end of the quarter. The student's attendance rate went from 51% last year to 79% this year (and 91% in CR). The student and parent were ecstatic when the student completed the coursework to get back on track for graduation and passed all general education classes with A's and B's.

Example 2: Student had earned 7.5 credits at the end of sophomore year which placed the student 5 credits behind their peers. This student's schooling was interrupted by family moves and significant absences for family matters. Additionally, the student struggles with a learning disability and English Language Learner language barriers. Upon entering CR, the student worked with staff to data mine work credits they had not submitted. The student was working nearly full time in the summer(s) and worked almost every night and weekend during the school year. This resulted in the student earning n additional 3.5 work credits (90 hours = ½ credit of electives). With the student at 11 credits, the student was able to complete missing core academic courses that created gaps in their transcript.

For instance, this student was able to earn Algebra and English 10 credits they had lost due to attendance. This student's attendance rate has gone from 38% to 87% this year (90% in CR).

Example 3: Student has had ongoing mental health concerns that prevent them from attending classes regularly. This has placed the student significantly behind their peers at the end of sophomore year. While the student has seen a marked improvement in attendance (49% to 83%) the student's mental health barriers still continue to create an inability to earn credits in a traditional setting as they are missing key instructional time in the classroom. The student has kept pace using Edmentum and has earned 2.0 academic credits this semester (has 10 overall as a junior). The student is looking for work outside of school with the help of the Department of Vocational Rehabilitation to help earn additional elective credits to accelerate their credit attainment.

OPPORTUNITIES FOR GROWTH

In the 2022-23 VASD Annual Academic Report, we outlined the need to build a continuum of services for K-12 students and committed to advancing our efforts in addressing them. During the 2023-24 school year, a team of VASD staff researched best practices and visited numerous schools and programs when creating VASD's Extended Learning Pathways programs. Empathy interviews with students and families also informed the development of the programs.

Foundations and Crossroads opened their doors to students for the 2024-25 school year. These programs are continuing to meet intended outcomes for student learning, and there continues to be opportunities for growth. We desire to continue to expand our continuum of services at the high school level. Students have found success in a smaller learning environment wherein learning is tailored to meet their needs. For some students, however, the building invokes such anxiety that we are not able to meet their needs in the high school building. We will explore additional learning options for our high school students. We also aspire to continue to build multilevel systems of support (MLSS). We recognize the critical need for a proactive, systematic approach to address the diverse academic and behavioral needs of our students. We are focusing on consistent implementation of evidence-based interventions for Social Emotional Learning across tiers of support, mirroring the MLSS process for academic interventions at all grade levels. Our MLSS expansion ensures that all students have access to targeted learning pathways that align with their unique strengths and learning styles.

LEADERSHIP STRATEGIES

Based on our Strategic Framework Priority Areas and our opportunities for growth, we will focus on the following leadership strategies:

Collaboration and Communication

Based on feedback from staff and families, we will seek the voices of families, community partners, and staff in formal ways in students' neighborhood and charter schools. This will help inform decisions that support the academic, physical, social, and emotional growth of learners. We will continue to develop systems for regular communication between collaborators that allow for rich discussion and problem solving.

Value and Belonging

We will continue to build the capacity of our staff to cultivate environments, both physically and emotionally, that are supportive of formerly marginalized students. A priority area is consistent communication with neighborhood and charter schools so students participating in Extended Learning Pathways are integrated and represented in the general education setting. We will continue to develop systems and practices that address barriers for our learners.
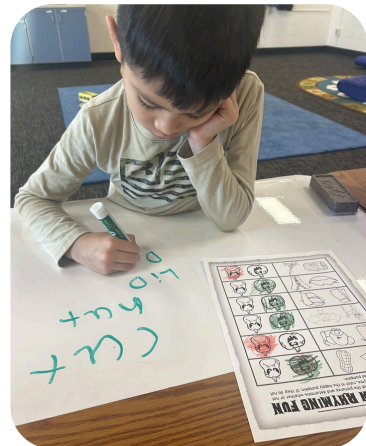
Wellness and Mental Health

To address the social, emotional, behavioral, and mental health needs of students and staff, we will continue to research and implement best practices in the field of Social Emotional Learning, specifically identified for students enrolled in our Extended Learning Pathways. We will continue to partner with community mental and physical health providers to adjust wraparound services for students, based on changing or emerging needs. We will continue to adjust students' Extended Learning Pathway schedules to support students' mental health and wellness needs.