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VT Flexible Pathways Profile: A Tool to Evaluate Flexible Pathways at the Local Level

Purpose: To assist schools and LEAs in developing and communicating Profiles for Flexible Pathway opportunities that are effective, equitable, compliant, and safe.

Directions: Complete this profile for each Flexible Pathway opportunity offered at your school.

Refer to the [Developing Flexible Pathways at the Local Level Facilitation Guide](#) for explicit instructions and additional supports.

1. As a Team, read through each question in the Consideration column.
2. Collect the appropriate information within your school to answer each question.
3. Add the information to the Evidence column and/or provide a brief explanation to answer the question in the Evidence column.
 - a. If the evidence provided answers the question in the affirmative, answer “Yes” in the YES, or Action Steps to get to Yes column.
 - b. If the evidence provided does not resolve in the affirmative, provide the action steps your school will take to get to ‘Yes.’

Flexible Pathway opportunities for which this tool should be used may include:

- [Blended/Virtual Learning](#)
- [Career Technical Education](#)
- [Dual Enrollment](#)
- [Early College](#)
- [Expanded Learning Opportunities](#)
 - [After-school and Summer Programs](#)
- [High School Completion Program](#)
- [Work-Based Learning](#)

IDENTIFY the FLEXIBLE PATHWAY BEING EVALUATED:

School Staff Responsible for oversight of Flexible Pathway (e.g., DE):

Name(s): **Contact info:**

Consideration 1: Is the learning opportunity <u>effective</u> ?	Evidence (links, explanation)	YES, or Action Steps to get to Yes
1a. Has an appropriately licensed teacher of record, if applicable, been identified to facilitate this opportunity?		
1b. Will the facilitator of the opportunity be able to report on student performance in a manner that is acceptable and compatible with the school's record system (i.e. through a proficiency score, grade or other indicator of success)? If not, will the facilitator have access to an appropriately licensed teacher in order to report on student performance (<i>e.g., ELA teacher evaluates proficiency as part of panel, etc.</i>)?		
1c. Are student expectations for success in this opportunity well-articulated in a manner/medium, format, and language that is accessible to all students and families?		
1d. Is there a process by which specific learning expectations and performance indicators can be identified for this opportunity if it is intended to meet required standards/graduation proficiencies?		
1e. Has an appropriate assessment process been determined that can accurately reflect learning and validate proficiencies for the student, if applicable?		
1f. Are orientation and/or preparation structures in place to initiate students to the opportunity (<i>e.g., a pre-assessment, are they mature/developmentally ready, are they made aware of procedures and policies in place that protect them, etc.</i>)?		
1g. Are there structures in place to support students' success during this opportunity? What are they?		

Consideration 2: Is the learning opportunity <u>equitable</u> ?	Evidence (links, explanation)	YES, or Action Steps to get to Yes
2a. Is there an appropriate and equitable opportunity for transportation to and from the opportunity location, if applicable? If not, are there opportunities for the student to participate/engage remotely?		
2b. Is this opportunity included in publicly available documents, such as the Program of Studies, and/or communicated to the district/SU, school and community at large?		
2c. Is exposure to this opportunity part of the standardized advising process (e.g., school counseling program) at district/SU level? Is consideration given to student group participation in non-traditional fields (e.g., women in manufacturing trades)?		
2d. Is this opportunity accessible to students who need additional supports and/or can accommodations be made for students with disabilities?		
2e. Is this opportunity accessible to English learners and/or can accommodations be made for students with limited English proficiency?		
2f. Are there associated costs that are expected of the student (e.g., costs of books and/or lab fees for Dual Enrollment)? If a student is unable to pay the cost, will any associated costs of the opportunity be covered by the LEA/school?		

Consideration 3: Is the learning opportunity <u>compliant</u> ?	Evidence (links, explanation)	YES, or Action Steps to get to Yes
3a. Is the opportunity location(s) ADA compliant? <i>(If not, please see Americans with Disabilities Act (ADA) and Accessibility to guide decision-making.)</i>		
3b. Is the opportunity compliant with applicable provisions of the Fair Labor Standards Act?		
3c. Is the host organization for the opportunity adequately insured? Does the host organization fall under the school insurance umbrella? Are all accident and liability concerns are properly addressed?		
3d. Does this opportunity adhere to written State and local (school/district) policies on flexible pathways?		
3e. If this opportunity is unique or not specified in the student handbook, is there a process by which policies can be reasonably adapted to allow for any student advocating for a unique experience to engage in that opportunity? <i>(For example, a school offers ELOs but does not specify particular ELO experiences. A student may propose a specific ELO experience (e.g., study abroad to meet PBGRs); how does the school evaluate when and why students are permitted to engage in that particular experience?)</i>		
3f. If the opportunity cannot be accessed within the current local procedures can the procedures be reasonably adapted to allow access? (E.g., if a student is enrolled in early college and disenrolled in high school, how can s/he meet senior capstone requirements; if a student is an athlete, how do they stay on the team if they are officially disenrolled). What is the process for adapting the procedure to allow access?		

Consideration 3: Is the learning opportunity <u>compliant</u>? <i>(continued)</i>	Evidence (links, explanation)	YES, or Action Steps to get to Yes
3g. Are any associated costs of the opportunity allowable, reasonable, and/or justifiable? <i>(For example, a student who chooses to engage in an off-site internship that they drive to after school pays for their own transportation to get there.)</i>		
3h. Is sufficient information available to include this opportunity on student transcripts, if applicable? <i>(For example, requiring that colleges report specific course titles and content versus "Course Not Listed" or a generic title so that dual enrollment coursework can be aligned to school proficiencies.)</i>		
3i. If applicable, is there a communication plan/agreement between the school and the host organization/site to monitor that the site is meeting expectations?		

Consideration 4: Is the learning opportunity <u>safe</u> ?	Evidence (links, explanation)	YES, or Action Steps to get to Yes
4a. Has the opportunity location been evaluated for, and determined to be, safe (e.g., OSHA , student data privacy , EEOC , water safety, etc.)?		
4b. Has the provider of the learning opportunity (location, business, etc.) complied with all locally-required (e.g., district/SU level policy as per 16 V.S.A. § 255) Criminal Offender Record Information and background checks required to work with students? (Additional references include <i>Vermont School Boards Association Policy Manual guidance</i> , VSBA Required Policy: Volunteers and Work Study Students)		
4c. Does the organization have adequate emergency plans in place and is there a plan to review the emergency plan with students (e.g., fire exit plan, evacuation plan, etc.)?		
4d. Will the student have supervision and oversight, as appropriate, while involved in this opportunity? To what degree does this experience require independence or a degree of autonomy from a student?		



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