

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 Response column.
 - b. If the evidence provided does not resolve in the affirmative, provide the action steps your school will take to get to 'Yes' in the Response column.

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 \(ELO\)](#)
 - [After-school and Summer Programs](#)
- [Work-Based Learning](#)



IDENTIFY the FLEXIBLE PATHWAY BEING EVALUATED: _____

School Staff Responsible for oversight of Flexible Pathway:

Name(s): _____ Contact info: _____

Consideration 1: Is the learning opportunity effective?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1a. Has an appropriately licensed professional been identified to facilitate this opportunity? Has an appropriately licensed teacher of record been identified, as applicable, to supervise the learning opportunity and ensure alignment with state expectations and standards?		
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>i.e., through a proficiency score, grade or other indicator of success</i>)? If not, will the facilitator have access to an appropriately licensed teacher of record to report on student performance (<i>e.g., ELA teacher evaluates proficiency as part of panel, etc.</i>)?		

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>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? (Note: Please see Guidelines for Providing Translation and Interpretation for Multilingual Learner Families as a potential resource.)</p>		
<p>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 Proficiency-Based Graduation Requirements? (Note: The PBGR Access Plan (PBGR-AP) was created to help educators and IEP teams make local graduation requirements accessible for students with intensive needs.)</p>		
<p>1e. Has an appropriate assessment process been determined that can accurately reflect learning and validate proficiencies for the student, if applicable?</p>		
<p>1f. Are orientation and/or preparation structures in place to initiate students to the opportunity (e.g., a pre-assessment, are they mature/developmentally ready, are they made aware of procedures and policies in place that protect them, etc.)?</p>		
<p>1g. Are there structures in place to support students' success during this opportunity? What are they?</p>		

Consideration 2: Is the learning opportunity equitable?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>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?</p>		
<p>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? <i>(Note: A completed version of this tool can be used as a public-facing document.)</i></p>		
<p>2c. Is exposure to this opportunity part of the standard school counseling and advising process (e.g., school counseling program) at school and/or SU/SD level?</p> <p>Is consideration given to underrepresented and/or historically marginalized group participation in various fields or opportunities (e.g., <i>women in manufacturing trades, English learner or male participation in Early College, etc.</i>)?</p>		

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>2d. Is this opportunity accessible to students who need additional supports (Case Study Learning Project) and/or can accommodations be made for students with disabilities?</p>		
<p>2e. Is this opportunity accessible to English Learners? What strategies are in place to make access to the activity more equitable for multilingual learners?</p>		
<p>2f. Are there associated costs that are expected of the student (e.g., <i>costs of books and/or lab fees for Dual Enrollment</i>)?</p> <p>Are any associated costs of the opportunity allowable, reasonable, and/or justifiable?</p> <p>If a student is unable to pay the cost, will any associated costs of the opportunity be covered by the LEA/school? <i>(Note: Due consideration should be given to whether it will be replicable and sustainable for the LEA/school to universally take on associated costs of a flexible pathway experience (e.g., paying for students' room and board when participating in Early College) and how that may be built into annual budgeting processes.)</i></p>		

Consideration 3: Is the learning opportunity compliant?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>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></p> <p>Does the opportunity location(s) adhere to Vermont’s Public Accommodation law (9 V.S.A. §4502)? <i>(Note: Please address answers to both questions in the evidence and response columns.)</i></p>		
<p>3b. Is the opportunity compliant with applicable provisions of the Fair Labor Standards Act?</p>		
<p>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 properly addressed? <i>(Note: Consider consulting central office/district legal representation and entities such as VSBIT and their VSBIT resource center.)</i></p>		
<p>3d. Does this opportunity adhere to written State and local (school/district) policies on Flexible Pathways?</p>		

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>3e. If this opportunity is unique to an individual student 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; how does the school evaluate when and why students are permitted to engage in that particular experience?)</i></p>		
<p>3f. If the opportunity cannot be accessed within the current local procedures can the procedures be reasonably adapted to allow access <i>(e.g., if a student is enrolled in Early College and unenrolled from high school, can they participate on the high school athletic team if they are officially unenrolled)?</i></p> <p>What is the process for adapting the procedure to allow access?</p>		
<p>3g. Is sufficient information available to include this opportunity on student transcripts, if applicable?</p>		
<p>3h. If applicable, is there a communication plan/agreement between the school and the host organization/site to monitor that the site is meeting expectations of the flexible pathway opportunity?</p>		

Consideration 4: Is the learning opportunity safe?

Questions	Evidence (links, explanation)	Response (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., <i>district/SU level policy as per 16 V.S.A. § 255</i>) Criminal Offender Record Information and background checks required to work with students? (For additional reference see VSBA Required Policy: Volunteers and Work Study Students .)		
4c. Does the site/host organization have adequate emergency plans in place and is there a plan to review the emergency plan with students (e.g., <i>fire exit plan, evacuation plan, etc.</i>)?		
4d. Will the student have supervision and oversight, as appropriate, while involved in this opportunity and by whom? To what degree does this experience require independence or a degree of autonomy from the student?		