

VT Flexible Pathways: Considerations for Student Participation in a Flexible Pathway

Purpose: To support a consistent process for students and their advisors to determine how a flexible pathway opportunity fits within a student's short and long-term goals, how they can prepare for those learning experiences and identify the supports they may need to be successful.

Directions: Complete this tool for each student seeking to engage in a Flexible Pathway learning experience. If the school deems it appropriate to make this form available to students, a student may complete the form prior to meeting with the appropriate staff that oversees the Flexible Pathway Opportunity to encourage student agency. Refer to the [*Considerations for Student Participation in a Flexible Pathway Facilitation Guide*](#) for explicit instructions and additional supports.

1. The school staff member(s) and the student read through each question in the Consideration column.
2. Collect the appropriate information to inform that the experience is suitable and practical for the student.
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 needed 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](#)
 - [After-school and Summer Programs](#)
- [High School Completion Program](#)
- [Work-Based Learning](#)

IDENTIFY the FLEXIBLE PATHWAY BEING REQUESTED:

Facilitator of the Flexible Pathway (e.g., WBL Coordinator): Name(s):

Contact info:

Consideration 1: Is the learning experience <u>advisable</u> for the student?	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1a. Does the experience align with the learning goals of the student's Personalized Learning Plan (PLP) ? (<i>Note: If this is a new goal it should be reflected in an updated PLP</i>)		
1b. Does the experience align with the outcomes sought by the student (e.g., exposure to new opportunities, access to previously inaccessible content, applying content or skills in a new environment, resumé building, etc.)?		
1c. Has the student been made aware of and accepted the ramifications of participating in this learning experience, such as loss of access to other academic and social opportunities or school benefits (e.g., class standing, GPA, lack of access to school lunch or extracurricular activities, etc.)? <i>For example, students who participate in Early College must disenroll from school and lose access to some secondary programs (e.g., free and reduced lunch program and/or extracurricular activities)</i>		
1d. Has the student been determined to be academically ready to be successful in this experience? (<i>Note: School personnel will want to refer to the appropriate AOE Flexible Pathway Profile where "success factors" have been identified for this particular pathway opportunity – 1c.</i>)		
1e. Has the student been determined to be socially and emotionally ready to be successful in this experience?		
1f. Has the student been made aware of and committed to the conditions under which this experience will be considered for credit?		

Consideration 1: Is the learning experience <u>advisable</u> for the student?	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1g. Will the specific projects or learning objectives inherent within the experience lend themselves to the needs, skills, and interests of the student?		



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Consideration 2: Is the learning experience <u>practical</u> for the student?	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
2a. Will success in this experience allow a student to fulfill graduation requirements and/or to meet the timely fulfillment of graduation requirements?		
2b. What supports are in place for the student's identified needs, if any? <i>(Note: This is not specific to students served on legally protected plans (e.g., 504, etc.). Rather, this is to identify supports made available to all students that may be helpful to ensure success in this learning opportunity.)</i>		
2c. Are there preparation structures/ orientations to support this student's participation in this experience? If so, please describe what they are.		
2d. Has the student completed all the necessary prerequisites to be successful in this experience? If not, how can you support the student to meet those requirements?		
2e. Can the experience (and the corresponding schedule and timeframe) be reasonably integrated within the student's personal, academic and extracurricular schedule in order to meet their target graduation date?		
2f. Has appropriate transportation (e.g., public, school-based, personal, etc.) been arranged for this experience for this student, if applicable? If not, is remote access possible?		

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