

Virtual and Blended Learning

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

Student Sample

This is a universal sample showing possible student evidence and responses. Please note, students do not have to have positive evidence in all categories in order to be ready for the Flexible Pathway Experience. It is up to the student, parent, and school counselor to use this tool to examine readiness and document next steps.

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: Virtual and Blended Learning (VTVLC History Course)

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

Name(s): Sample Student

Contact info: sample@email.com Consideration 1: Is the learning experience advisable for the student?

| Questions | 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> | Reviewed PLP – Would like to explore new interests. | Meet with a school counselor to discuss online learning options and update PLP. |
| 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.)? | Taking classes at VTVLC aligns with learning style, ability to access courses not offered at school, and the flexibility to pursue passion of becoming a history teacher. | Yes |
| 1c. Has the student been made aware of and accepted the ramifications of participating in this learning experience, such as potential loss of access to other academic and social opportunities or school benefits (e.g., class standing, GPA, | Understands planned study hall will be used for the online class at VTVLC, will have to | Will talk with teachers in core subjects to discuss check-in times. |

| Questions | Evidence (links, explanation) | Response (YES) or (Action Steps to get to Yes) |
|--|---|--|
| school lunch, or extracurricular activities, etc.)? <i>For example, students who participate in Early College must unenroll from school and could lose access to some secondary programs, such as free and reduced lunch and/or extracurricular activities.</i> | connect with teachers after school for other subjects if needed. | |
| 1d. Has the student been determined to be sufficiently prepared 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 student and pathway opportunity – 1c.)</i> | Completed VTVLC Intro to Online Learning. Met with Flexible Pathways Coordinator to discuss course options Completed a Learning Style Inventory and found that results are aligned to the independent and structured nature of VTVLC classes. | Yes |
| 1e. Has the student been determined to be socially and emotionally ready to be successful in this experience? | Conversations with family and school counselor, and a Learning Styles | Yes |

| Questions | Evidence (links, explanation) | Response (YES) or (Action Steps to get to Yes) |
|---|---|--|
| | Inventory identified social and emotional readiness. | |
| 1f. Has the student been made aware of and committed to the conditions under which this experience will meet graduation requirements? | Reviewed VTVLC handbook with high school counselor and understands expectations. | Yes |
| 1g. Will the specific projects and/or learning objectives inherent within the experience engage, expand, and/or enrich the educational experience of the student and/or play to their strengths as a learner? | <p>The options of history classes offered at VTVLC relate to the desire to become a history teacher.</p> <p>Time management and organizational skills are conducive to the online learning environment.</p> | Will download online time management tool |

Consideration 2: Is the learning experience practical for the student?

| Questions | Evidence (links, explanation) | Response (YES) or Action Steps to get to Yes |
|--|---|--|
| 2a. Will success in this experience contribute to and allow a student to meet performance indicators that lead to fulfilling graduation requirements. If so, please list the indicators that will be met through this experience. (<i>e.g., meeting science indicators through an FP experience in a science related field.</i>) | Met with the Dean of Flexible Programs at VTVLC and reviewed course options that align with graduation standards and expectations of high school. Student will enroll in African American History to meet their remaining Social Studies performance indicator for the History critical proficiency performance indicator: Perspectives - Analyze and explain how historical context shapes peoples' perspectives, how perspective-influencing factors change over time, and how peoples' present | Yes |

| Questions | Evidence (links, explanation) | Response (YES) or Action Steps to get to Yes |
|---|--|---|
| | perspectives shape interpretations of the past, including that which is written and acknowledged as history. (D2. His. 4-7) | |
| <p>2b. What supports are in place for the student's identified needs, if any?</p> <p><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></p> | <p>Met with IEP case manager and updated IEP to reflect on a new learning experience.</p> <p>Continue to have weekly check-ins with case manager through email.</p> <p>Meet weekly with the VTVLC Student Support Staff to discuss pacing.</p> <p>Attend teacher's scheduled office hours when I have questions or need additional assistance.</p> | <p>Use new time management tool to keep track of meetings</p> |

| Questions | Evidence (links, explanation) | Response (YES) or Action Steps to get to Yes |
|--|---|--|
| 2c. Are there preparation structures and/or orientations to support this student's participation in this experience? If so, please describe what they are. | Completed Intro to Online Learning. Met with VTVLC's Registrar and taken a tour on how to access class and submit assignments. | Complete Welcome Call with teacher to learn about the class, how to set up DBAs, and establish a pace chart for my intended completion date. |
| 2d. Has the student completed any necessary prerequisites to be successful in this experience? If not, how can you support the student to meet those requirements? | Completed all the necessary prerequisites. | Yes |
| 2e. Can the experience and its corresponding schedule and timeframe be reasonably integrated within the student's personal, academic, and extracurricular schedule to meet their target graduation date? | The course selected aligns with personal and academic goals. | Yes |
| 2f. Has appropriate transportation (e.g., public, school-based, etc.) been arranged for this experience for this student, if applicable? If not, is remote access possible? | Transportation does not apply to this learning experience. | Yes |

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Contact: Student Pathways Division at AOE.DualEnrollment@vermont.gov.