

Designing Your School Based Virtual Learning Program

As you plan your School Based Virtual Learning model, consider:

- Which students are you trying to serve? Will they be interested in and do well in a remote learning environment?
- What time of day will best meet those students' needs?
- Who is interested in teaching the class(es)?
- How will you pay for the program?

Models: Below are some planning considerations and examples of how to structure virtual learning in your school. These are not the only permissible models or examples and you should think creatively about designing a program that will best fit the needs of your community. You may also want to create a program that incorporates more than one model to meet varying needs.

Please note, all SBVL models must adhere to class size regulations and contractual agreements.

Feel free to use these models and examples as a starting point for your school-based virtual learning application. These models are not exhaustive, and we welcome innovation!

School Based Virtual Learning Programming Models

1. Morning / Evening / Weekend Virtual Courses:

- a. Description: These classes occur outside of the traditional school day. Teachers are able to teach the class remotely and students can participate remotely. This requires flexible programming.
- b. Purpose(s): Opportunity for students to take additional courses or to provide flexibility to students who have other commitments during the traditional school day.
- c. Examples of Morning / Evening / Weekend Virtual Courses:
 - i. Example 1: A class of students are interested in earning additional world language credits for an advanced Regents diploma. This class of students take an upper-level language course in the evening. The teacher(s) teach the course remotely as part of his or her regular program and the students take the course remotely.
 - ii. Example 2: Students who are off track for graduation would benefit from the opportunity to take a virtual course outside of the school day as they already have a full program of courses. The school offers two courses on Saturdays so that students are able to earn more credits. The teacher has a full teaching program and teaches the class remotely.
 - iii. Example 3: A large CTE school has a robust internship program and offers core academic courses remotely Monday-Thursday from 4-7 PM to better accommodate student internship schedules. Some students are enrolled in core courses during the traditional school day and other students enroll in core courses

in the evenings. The teacher(s) have modified schedules that include AM teaching assignments and PM core academic assignments.

- iv. Example 4: Newly arrived, over-age or under-credited students will benefit from taking an extra course on weekends. The school may create a modified teacher schedule (e.g. Wednesday-Sunday) or may create additional teaching assignments outside of the regular workday.
- v. Example 5: Seniors who are on track to graduate want to take expanded electives or additional core courses while accommodating work schedules, post-secondary education, familial responsibilities, etc. These students are in classes that meet from 4-6pm during the week. The school may create a modified teacher schedule or create additional teaching assignments outside of the regular workday.

2. Virtual Courses During the School Day:

- a. Description: Virtual courses during the traditional school day.
- b. Purpose(s): Provide greater programming flexibility; may help with school space constraints.
- c. Traditional School Day Examples
 - i. Example 1: There is a class of students at your school that participate in internships on Tuesdays and Thursdays. Teacher and students are together in-person on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, the class of students take all their classes remotely. The teacher(s) are teaching the class from your school during their regular workday.
 - ii. Example 2: A teacher teaches an English course composed of students that are not in attendance in-person at their school due to extenuating circumstances. The teachers are teaching from the school building to students remotely.

3. Blended Courses

- a. Description: Courses that combine in person and virtual learning. These courses could be during the traditional school day, or outside the traditional school day.
- b. Purpose(s): Alleviate programming restrictions/conflicts, alleviate classroom space constraints, scheduling flexibility for student internships/work-based learning.
- c. Examples:
 - i. Example 1: A class of students participate in internships on Fridays, and the course meets in-person on Monday through Thursday. The course meets on Saturday virtually. Teacher(s) and students attend in person on the weekdays and remote on the weekends only.
 - ii. Example 2: A course meets five days per week; Monday through Thursday the course meets in person and Friday the course meets virtually. The students attend class on Friday virtually while the teacher is in-person or virtual.

Staffing Options:

1. Modified Schedule:

- a. A modified schedule could entail programming teachers for early or late teaching shifts. Students are able to access virtual classes remotely earlier or later in the day. This may be beneficial for teacher recruitment & retention, as well as overcrowded buildings.

- b. Split Schedule: A split schedule may entail teachers programmed to teach part of the contractual workday in person in the morning; are off-duty for a period of time; and conduct the remainder of the contractual workday remotely.
2. Assignments in Addition to Full Program: Teachers who teach virtual courses in addition to their regular program (i.e. not a modified schedule) will be eligible for additional compensation.
3. Regular assignments: Teachers who teach virtual courses as part of their regular teaching program, during the traditional school day.

Feel free to innovate and share new ideas with us!

Have questions? Email SBVL@schools.nyc.gov