

# 2025-26 School Based Virtual Learning Application

## PART A: OVERVIEW

The 2023 MOAs between the DOE and UFT/CSA established the following goals for virtual learning:

- Become the first major public-school system to develop, implement and expand high quality virtual learning programs for instruction and related services, for all students who choose this option.
- Assist students in achieving their highest potential academically, socially and emotionally and prepare them for post-secondary success.
- Develop and scale virtual instructional and related services opportunities for eligible students that best meet the needs of students and families and create access for eligible students via virtual learning and hybrid scheduling.
- Create new and attractive professional experiences, career opportunities and/or alternative schedules for pedagogues and school-based staff within existing contractual rules.

The School Based Virtual Learning (SBVL) program was created for schools to establish virtual learning models created by and for their school communities. **School Based Virtual Learning programs are taught by current teachers and are attended by current students.** For SY2025-26, interested high schools and middle schools are invited to submit proposals to offer virtual learning courses that begin in September 2025.

School Based Virtual Learning is defined as virtual classes offered by a school to their currently enrolled students in order to provide opportunities such as advancement and/or flexibility to meet the needs of students and staff in the school community. Schools should apply if they have identified student and family interest in virtual learning and have staff interested in teaching these courses.

SBVL should be designed with input from the school community and take into account flexibilities that meet unique student needs, family requests, and teacher availability. The proposals submitted by schools should explain why your community would benefit from a virtual model and how it would be uniquely designed to benefit the students at your school. All proposals should align to the [High School Academic Policy Guide](#) and the [Virtual and Blended Courses academic policy guide](#) as well as take into consideration the guidance provided in the [School Based Virtual Learning Guidance for High Schools 2024-25](#).

Please note, there is no central funding available for program implementation.

## PART B: GENERAL GUIDELINES

All applications must adhere to the [2023 Memorandum of Agreement with the UFT](#) (see Section 8; page 17) and the [2023 Memorandum of Agreement with the CSA](#) (see Section 5; page 6)

**Schools that offer virtual learning will commit to:**

- Participating in centralized professional learning.
- Sharing best practices by participating in working groups and other forums.
- Determining the programming model that best supports virtual learning.
- Ensuring that students and parents opt-in to participation in virtual learning.
- Ensuring that their program aligns to the policies for [Virtual and Blended Learning](#); note that middle school-specific guidance is forthcoming.
- Providing digital curriculum for the class(es) offered.
- Sharing the plan for virtual learning with your school community, including parents, staff, and students.
- Reviewing this application with your [OPE lead](#) supporting all academic policy, performance, and assessment workflows prior to submitting to ensure alignment to academic policy.
- Post and staff School Based Virtual Learning position(s), as applicable: [Assistant Principal SBVL prorata supervisory assignment template](#); [Assistant Principal SBVL teaching assignment template](#); [SBVL Teacher posting template \(fillable PDF\)](#); [SBVL Paraprofessional posting template](#)

**PART C: TIMELINE**

- By March 14: Develop virtual learning proposal & submit online
- By end of April: Schools notified of application status
- May - June: Post positions and select staff (postings must be posted for 20 school days)
- Summer 2025: Work with your district OPEL to ensure virtual courses align with academic policy

**By March 14, 2025, complete the form below.**

*\* Indicates required question*

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1. Email \*

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2. DBN (e.g. 01X123) \*

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3. School name \*

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4. Principal name \*

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5. Who is your Superintendent?

 Dropdown

*Mark only one oval.*

- District 1 - Carry Chan
- District 2 - Kelly McGuire
- District 3 - Kamar Samuels
- District 4 - Kristy De La Cruz
- District 5 - Sean Davenport
- District 6 - Renzo Martinez
- District 7 - Roberto Padilla
- District 8 - Jennifer Joynt
- District 9 - Harry Sherman
- District 10 - Roberto Hernandez
- District 11 - Cristine Vaughan
- District 12 - Jacqueline Rosado
- District 13 - Meghan Dunn
- District 14 - David Cintron
- District 15 - Rafael Alvarez
- District 16 - Brendan Mims
- District 17 - Shenean Lindsay
- District 18 - Celeste Terry
- District 19 - Tamra Collins
- District 20 - David Pretto
- District 21 - Isabel DiMola
- District 22 - Julia Bove
- District 23 - Khalek Kirkland
- District 24 - Teresa Caccavale
- District 25 - Michael Dantona
- District 26 - Anthony Inzerillo
- District 27 - David Norment
- District 28 - Eric Blake
- District 29 - Crystal Bonds
- District 30 - Lisa Hidalgo

- District 31 - Roderick Palton
- District 32 - Arelis Parache
- HS: Brooklyn North - Janice Ross
- HS: Brooklyn South - Michael Prayor
- HS: Bronx - Carl Manalo
- HS: Bronx - Marcel Deans
- HS: Queens South - Josephine Van-Ess
- HS: Queens North - Hoa Tu
- HS: Manhattan - Gary Beidleman
- HS: Transfer - John Sullivan
- HS: New Visions - Noah Angeles
- HS: Urban Assembly - Fred Walsh
- HS: Consortium International - Alan Cheng
- D75 - Ketler Louissaint
- D79 - Glenda Esperance

6. Have you had a conversation with your Superintendent about this application? \*

*Check all that apply.*

- Yes
- No

### SBVL Courses and Virtual Speech Services

Please indicate whether you are applying to offer virtual courses, virtual speech services, or both.

For high schools interested in possibly offering virtual/blended speech services, a member of the Office of Related Services will reach out to school administrators that indicate interest with additional information and next steps (e.g., family interest survey, provider posting, determining if appropriate for student, modifying location of service on IEP to teletherapy).

7. I am applying to offer \*

Mark only one oval.

- SBVL courses (MS/HS)
- Virtual speech services (HS only)
- Both SBVL courses and virtual speech services (HS only)

### SBVL Plan and Rationale

As you work with your school community to design your program, we encourage you to consider these [SBVL models and examples](#) of how to structure virtual learning in your school. These are not the only models permissible, 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.

8. **Rationale:** Please provide an overview of your virtual learning plan including the rationale for offering virtual learning in your school: \*

\* What are the most significant challenges that the program will address?

\* How will the program impact student learning and what outcomes do you hope to achieve through the program?

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### Student Interest

9. What is the evidence of estimated student demand/need for virtual courses (e.g., student/family demand, courses of interest, times of day that courses are requested)? Or please indicate how you will assess student demand. \*

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10. Please identify the groups of students that this program will serve (select all that apply): \*

*Check all that apply.*

- students who work or have other commitments
- students seeking academic acceleration
- students taking dual-credit classes
- students at risk of falling behind or students who have fallen behind
- students who prefer to learn virtually
- Other: \_\_\_\_\_

11. What is your plan to provide an in-person learning experience for students who do not opt-in to virtual learning? \*

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12. Do you expect that any students will be full-time remote in all of their courses? \*

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Equity

13. How will you ensure multilingual learners, English language learners, and students with IEPs have equitable access to virtual learning and can meaningfully participate? \*

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14. Do you anticipate any transportation or food services needs? \*

*Mark only one oval.*

- Yes
- No
- Maybe

15. If you selected Yes or Maybe to the previous question, please provide more detail:

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Staffing Models



16. Please share how you have or will have assessed staff interest in a virtual program. \*

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17. What type of teacher model do you intend to use (see [UFT MOA section 8.5](#)) (please select all that apply): \*

*Check all that apply.*

- School day (posting required)
- Modified schedule (posting required)
- Pro rata / per session (posting required)

18. What type of supervisory model do you intend to use (see [CSA MOA page 9](#)); (please select all that apply): \*

*Check all that apply.*

- School day (no posting required and includes staggering AP schedules in multi-session schools)
- Modified schedule (posting required)
- Pro rata (posting required)
- Other: \_\_\_\_\_

19. If you selected "Other" or more than one teacher model, please provide more detail (e.g. how many teachers do you expect in each model)

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20. Will any teachers be fully remote under this proposal? \*

*Mark only one oval.*

Yes

No

### Course Program Overview

21. Please **download** and fill in the [SBVL Courses template](#), **adding a new row for each course**. Upload a completed spreadsheet with your DBN in the file name ("SBVL Course Program\_01X123") \*

Files submitted:

### Infrastructure

22. Which NYCPS-approved technology platform (LMS) does your school use? \*

*Mark only one oval.*

iLearn

Google Classroom (NYCPS domain)

Both of the above

Other: \_\_\_\_\_

23. Confirm that you have dedicated time and resources (e.g., funding, people) to provide pre-service training to your staff before commencing virtual learning. School-based PD should cover topics that are school-specific (e.g. curriculum, sharing best practices). \*

*Note: School-based PD is in addition to required central PD which will cover best practices in virtual pedagogy, Edtech tools, and LMS support.*

*Mark only one oval.*

Yes

No

Confirm that all students and staff participating in virtual courses have access to:

24. Internet-enabled devices \*

*Mark only one oval.*

Yes

No

25. Remote internet access \*

*Mark only one oval.*

Yes

No

26. Dedicated tech support \*

*Mark only one oval.*

Yes

No

## Academic Policy Alignment

Your proposed program must align to New York State and New York City policies for [Virtual and Blended Courses](#). Please work with your [OPE lead](#) supporting all academic policy, performance, and assessment workflows, review these policies and confirm that you will be prepared to submit the following at a later date:

27. I will be required to submit additional details about the proposed courses, their structure and schedule, and their alignment to policies. \*

*Check all that apply.*

I understand

28. I will be required to provide the course codes and section numbers for the proposed courses and follow the guidance in [Virtual and Blended Courses](#) for maintaining accurate student and teacher programs in STARS. \*

*Check all that apply.*

I understand

29. I will be required to obtain parental consent for students to participate in virtual/blended courses. \*

*Check all that apply.*

I understand

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