



Emergency remote instruction plan
School year 2024-25

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
 - a. Access to Devices
 - i. DOE has procedures to track the assignment of devices and ensure that students who need a device to access remote instruction can obtain one. Principals can access information about transitioning to temporary remote learning on the DOE's internal website. If additional devices are needed for student(s), schools can request centrally funded devices or, if no device remains in the DOE's central inventory will need to purchase devices with school funds through the existing DOE contracts or coordinate a short term loan of a device to the student.
 - ii. Since 2020, approximately 550,000 iPads and 200,000 Chromebooks have been purchased and distributed to students and schools for student use. NYCPS will continue to provide devices to students who require them.
 - b. Internet Access
 - i. New York City Public Schools has policies and procedures to provide students access to the internet in the event of an emergency closure of schools. To the extent possible, the DOE will support students and families with accessing the internet at home. Where that is not possible, DOE will work with community partners to secure Wi-Fi access points for students and families so they may participate in remote learning.
 - ii. LTE service for some DOE-provided devices will remain in effect at least through December 2023. Thereafter, students using these devices will need to transition to wireless internet service. Schools will be instructed to notify their students of this change, and to support families in obtaining access to one of various no- to low-cost options for Wi-Fi access.
 - iii. The DOE plans to use responses from the Digital Equity Family Survey to help schools identify families who lack access to Wi-Fi at home.

- iv. The DOE website summarizes various free or low-cost options by which wireless internet service can be obtained. In addition, over 200 homeless shelters throughout New York City have wireless service and Big Apple Connect ensures that NYCHA residents have access to free, fast, reliable, and safe internet.
 - v. Schools will be instructed to share this information with families and help them sign up for the option that best suits their circumstances. We anticipate that families without access to Wi-Fi at home will be able to obtain free or discounted Wi-Fi through one of these options. If these options are not viable, schools may purchase and provide LTE-enabled wireless hotspots for families that need them, through existing DOE contracts, if feasible
2. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.
 - a. School based teachers and related service providers are required to set up digital classrooms on an approved DOE platform and be linked to all assigned students. In the event of a school closure, school-based teachers and other mandated service providers are required to pivot to remote synchronous instruction through the digital classroom. Employees may review the Labor Policy Guidance Digital Classroom 2023-2024 available on the DOE' internal website.
3. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
 - a. School technology points, teachers, and paraprofessionals reach out to families as needed to ensure students can access their home-based technology to log onto instruction. For students for whom remote instruction by digital technology is not appropriate, teachers are expected to send home materials familiar and accessible to the students such as tangible work packets, manipulative materials, books, etc. These materials can be utilized asynchronously by students and their caregivers. Where appropriate, teachers may also work 1-1 to support students during sessions apart from full-class synchronous instructional periods to help them access instruction using familiar classroom strategies and materials and/or assign 1-1 paraprofessionals to support the practice/reinforcement of learned skills during remote learning. School technology points will keep an open line of

communication with families to assist them as needed with potential tech issues.

4. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.
 - a. Teachers and related service providers are expected to pivot to remote synchronous instruction in the event of a school closure. Employees may review the Labor Policy Guidance Digital Classroom 2023-2024 available on the DOE' internal website.
 - b. In alignment with their IEPs, special education and related services will be provided to students with disabilities and preschool students during remote learning through a combination of synchronous learning opportunities, individualized instructional sessions to practice IEP-driven skills and strategies, and learning tasks to engage in while at home. Related service providers are expected to maintain service schedules with students via remote sessions to the greatest extent possible. OT, PT and speech providers will need to obtain parental consent in order to provide related services remotely. IEP goals are addressed in every remote related service session. If remote instruction is needed over an extended period, related service providers will remain accessible and communicate with families and students via approved communication platform on a consistent basis.
5. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. The number of hours of remote instruction will mirror the number of hours provided for in-school instruction. For pupils in full-day kindergarten and grades one through six, the DOE intends to claim 5 hours per day and for pupils in grades 7-12, the DOE intends to claim 5.5 hours per day.