

Five-Year Accessibility Plan (2024-2028) - New York City Local Law 12 of 2023

NEW YORK CITY PUBLIC SCHOOLS

NYC PUBLIC SCHOOLS, SPACE MANAGEMENT | 131 Livingston Street, Rm 209, Brooklyn, NY 11201.

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General

Local Law 12 of 2023 requires every New York City agency, in consultation with the Mayor’s Office for People with Disabilities (MOPD), to develop and implement a five-year accessibility plan. The plan must include, at a minimum, (1) steps the agency is currently taking and will take over the next five years to ensure that the agency’s workplace, services, programs, and activities are accessible to and accommodating and inclusive of persons with disabilities; and (2) information about ongoing and planned projects to improve physical, digital, and programmatic access, and effective communications for persons with disabilities, such as any alterations or structural changes, upgrades or investments in technology or tools, and any other steps the agency is taking or plans to take to make its programs and services more accessible to and inclusive of persons with disabilities.

Agency Overview and Mission

The mission of New York City Public Schools (NYCPS) is to ensure that each student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change. With a total student population of approximately 900,000, NYCPS is the largest school system in the country. Promoting student success requires collaboration amongst intra-agency divisions and offices supporting more than 1,800 schools and programs. Given the diversity of NYCPS’ students, a comprehensive web of structures and systems has been created to examine and support the needs of all learners, including students with disabilities.

NYCPS endeavors to support students with disabilities through increased opportunities for access and through a heightened awareness of their needs and rights. The agency strives to establish a culture that embraces the idea that accessibility is more than a legislated mandate or code compliance issue; it is a basic human right. NYCPS is proud of the work that is being accomplished to support some of the most vulnerable students and remains committed to ensuring the ongoing achievement of its mission.

Office of Accessibility Planning

The Office Accessibility Planning (OAP) ensures that NYCPS’ programs, services, and activities are accessible to all students, staff, members of the school community and family members without regard to actual or perceived disability. OAP collaborates with a variety of partners, both internal and external to NYCPS, to facilitate short-term accessibility accommodations and long-term construction projects to enhance the accessibility of buildings, programs, services and activities across NYCPS. In addition, OAP strives to expand accessibility awareness through the development of accessibility guidance documents and training programs. OAP is responsible for preparing and updating this report pursuant to New York City Local Law 12 of 2023.

OAP is part of Space Management (SM), the office designated by the Chancellor to manage space for all NYCPS schools and administrative facilities. SM is led by Chief Executive Thomas Taratko who also serves as the Disability Service Facilitator for NYCPS.



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Executive Summary

NYCPS is committed to ensuring that its programs, services, and activities are accessible to staff, members of the school community, students, and family members. In addition, NYCPS strives to create a transparent process for individuals to understand the accessibility of its schools and buildings and to request reasonable accommodations.

In order to increase access to the wide range of its programs for students with mobility and other physical disabilities, NYCPS continues to upgrade NYCPS school buildings and administrative facilities. Common accessibility renovations include widening partitions and doors, improving public assembly spaces, creating accessible bathrooms, and installing wheelchair lifts, ramps and automatic door openers. Full-scale renovations include bringing non-accessible buildings to full accessibility through the addition of features such as accessible entrances, ramps, and vertical transportation, which includes elevators, escalators and mechanical lifts.

Over the next five years, NYCPS will continue to make significant investments toward its unwavering commitment to accessibility, prioritizing historically underserved districts. NYCPS' priorities in the next five years will include:

- Increasing access to all specialized instructional programs (including District 75 and Career and Technical Education (CTE)) in existing buildings for all our students by means of structural upgrades, including the construction of elevators, access ramps, toilets, and door hardware upgrades, when feasible.
- Constructing new fully accessible buildings to increase options for students and staff.
- Surveying all secondary buildings (such as annexes or temporary classroom buildings) to assess conditions and determine strategies for increasing accessibility.
- Installing cameras and remote door unlocking mechanisms at accessible entrances in all school buildings.
- Increasing city-wide training initiatives for all stakeholders to raise disability and accessibility awareness and foster inclusion.
- Enhancing reasonable accommodation request response mechanisms and tracking.



Non-Discrimination Policy and Procedures for Filing Internal Complaints of Discrimination

It is the policy of NYCPS to provide equal employment opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender, height, weight, military status, unemployment status, prior record of arrest or conviction, caregiver status, consumer credit history, predisposing genetic characteristics, salary history, sexual and reproductive health decisions, or status as a victim of domestic violence, sexual offenses, or stalking, and to maintain an environment free of harassment on any of the above protected classifications, including sexual harassment and retaliation.

It is the policy of NYCPS to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), or weight and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

Chancellor's Regulation A-830 sets forth the procedures for employees, students, parents of students, and others who do business with NYCPS, use NYCPS facilities or otherwise interact with NYCPS to file complaints of unlawful discrimination including disability discrimination, harassment by NYCPS employees or individuals who are not employed by NYCPS but who work with NYCPS employees or student, or retaliation based upon such complaints. (See Appendix A, Chancellor's Regulation A-830).

Agency Plan

1) Physical Access

NYCPS oversees more than 1225 primary buildings (exclusive of secondary sites) across 32 school districts. With its oldest building constructed in 1850, NYCPS has a multitude of buildings of various ages and with varying levels of accessibility. Some school buildings have no barriers to access for persons with mobility disabilities, while some school buildings may have barriers, but allow persons with mobility disabilities to enter and exit the building and enable access to relevant programs and at least one bathroom. Other school buildings lack accessible features for persons with disabilities.

To support its ongoing efforts to improve the accessibility of school buildings, NYCPS relies heavily on Capital Plans, which are funding streams allocated by City and State officials on a five year incremental basis.

During the Capital Plan for fiscal years 2015-2019, NYCPS received \$150 million earmarked for improving the accessibility of schools. This funding was used to facilitate structural upgrades to improve accessibility in

existing buildings, prioritizing districts with the highest needs. With this funding, NYCPS undertook the following 27 capital projects:

- 9 projects were selected to advance non-accessible buildings to fully accessible.
- 3 projects were selected to advance non-accessible buildings to partially accessible.
- 5 projects were selected to advance partially accessible buildings to fully accessible.
- 10 projects were selected to improve accessibility in partially accessible buildings.

During the Capital Plan for fiscal years 2020-2024, NYCPS received \$750 million to improve school accessibility. With this funding, 54 projects were selected; all are in various stages of construction. Of these 54 capital projects:

- 44 projects were selected to advance non-accessible buildings to fully accessible.
- 10 projects were selected to advance partially accessible buildings to fully accessible.

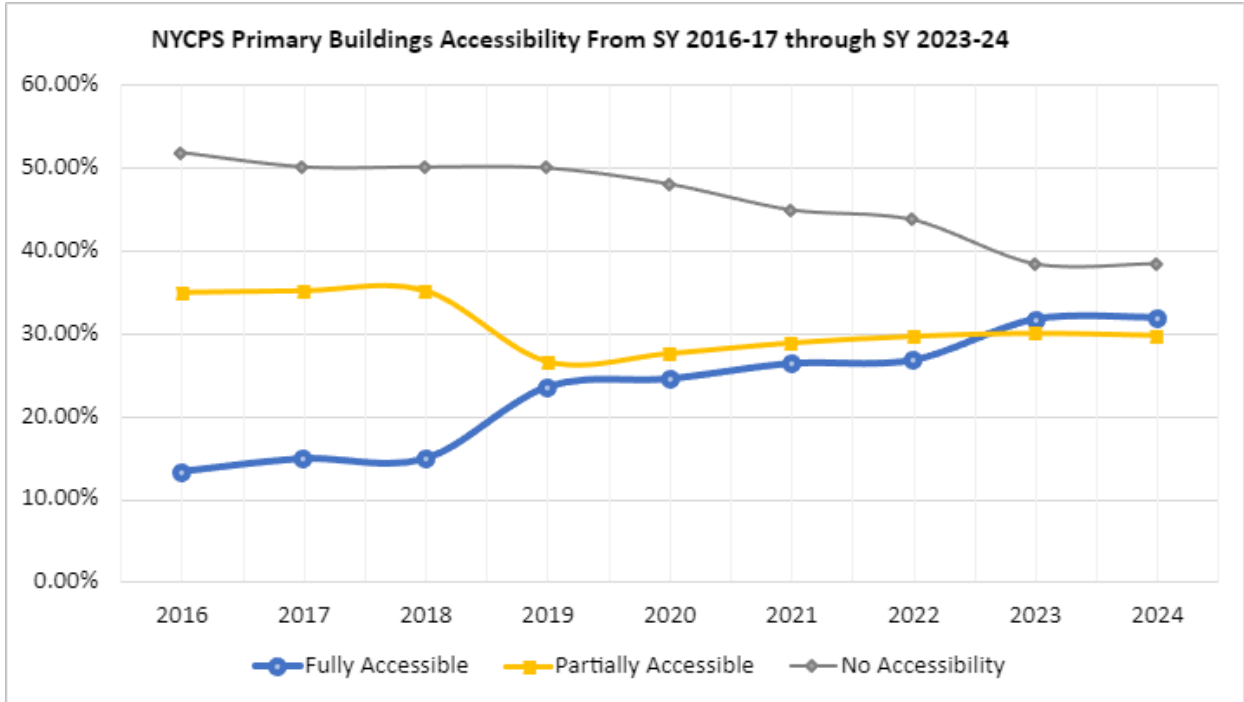
With funding from the 2020-2024 Capital Plan, NYCPS has successfully achieved the following goals:

- The selection of capital plan projects to ensure that 50% of all primary buildings in every school district housing elementary grades will be partially or fully accessible upon completion.
- The selection of capital plan projects to ensure that 33% of all primary buildings in every school district will be fully accessible upon completion.

Efforts undertaken by OAP utilizing capital plan funding and other resources have led to a significant increase in the proportion of fully accessible buildings across NYCPS. Between the 2016-2017 and 2023-2024 school years:

- The percentage of fully accessible buildings has increased across all school districts from 13% to 33%.
- The percentage of partially accessible buildings has decreased across all school districts from 35% to 30%.
- The percentage of non-accessible buildings has decreased across all school districts from 52% to 38%.

This significant remediation impact on the accessibility levels of NYCPS primary buildings is depicted in the graph below.



It is anticipated that the next Capital Plan for fiscal years 2025-2029 will provide \$800 million in funding for accessibility capital projects. This amount represents a \$50 million increase from the \$750 million funding in the current 2020-2024 Capital Plan. Based on this additional funding, OAP anticipates launching approximately 50-75 additional capital projects over the next five years.

I. Accessibility Sub-committee

To select the buildings approved for accessibility-related renovations projects funded by the Capital Plans, a cross-functional committee, the Accessibility Sub-Committee (ASC), meets periodically to analyze potential sites. The ASC was created in 2015 to ensure the efficient, equitable and transparent selection of accessibility projects. Multiple NYCPS offices participate in the ASC meetings such as SM, the Division of School Facilities (DSF), the Special Education Office (SEO), and the Office of Student Enrollment (OSE), as well as the partner agency dedicated to building and modernizing NYCPS schools, the New York City School Construction Authority (SCA). The ASC provides an inclusive environment for discussion of NYCPS strategic planning on all issues regarding accessibility in school buildings and votes to approve proposed accessibility projects funded by the Capital Plans.

Multiple criteria are analyzed to determine whether an accessibility project should be implemented as part of a Capital Plan. Those criteria include, but are not limited to:

- Geographic districts exhibiting the lowest percentage of accessible school buildings, prioritizing specific areas of need within these districts;

- Student population (size and grade levels);
- Overall distribution of accessible schools, with a focus on reducing student travel time;
- Presence of District 75 schools;
- Availability of specialty programs (such as CTE); and
- Specialty site usage (such as shelter operations, polling sites, and public events).

During Capital Plan planning phases, OAP utilizes forecasting tools, incorporating the criteria described above, to identify a list of buildings as potential candidates for accessibility upgrade projects. These projects are vetted by construction partners to determine cost estimates and overall feasibility. Potential projects that make it through this threshold are presented to the ASC for final vote. The cost estimates for approved projects are immediately earmarked from the operative Capital Plan and the projects enter the construction pipeline.

II. Partnership with the School Construction Authority

SCA is a state agency responsible for the construction and renovation of all New York City public schools.

Once new construction or renovation projects have been approved, SCA becomes the entity responsible for ensuring their completion. SCA follows the standard construction process which includes the scope, design, bid, and construction phases. The timelines for these projects, from scoping to construction completion, are typically projected to run approximately three to five years.

OAP receives building completion reports published by SCA every six months, which are used to monitor the status of new construction projects. Upon completion, OAP surveys all new construction projects and generates building accessibility profiles, as further discussed below.

III. Partnership with the Division of School Facilities

DSF maintains and repairs buildings managed by NYCPS. DSF oversees more than 1,300 sites throughout the five boroughs. DSF staff members are responsible for cleaning, garbage disposal, heating, air conditioning, plumbing, carpentry, painting, minor repairs, bathroom modernization and environmental safety.

In addressing ongoing maintenance and upgrade needs, DSF supports accessibility objectives by carrying out limited scope accessibility projects, including bathroom upgrades such as the installation of vertical grab bars and wall-mounted changing tables. DSF also supports accessibility school modernization projects such as accessible water fountain bottle filler installations, enhancements to braille classroom names and numbers, installation of cameras and remote door unlocking mechanisms at accessible entrances, and ramp and lift installations.

Over the next five years, it is anticipated that DSF will continue to advance accessibility in schools through these limited scope and modernization projects.

IV. Building Accessibility Profile Surveys

Since 2016, OAP has been actively assessing the condition of school buildings by conducting more than 900 surveys across all 32 districts to produce building accessibility profiles (BAPs). As part of the BAP survey process, OAP Accessibility Coordinators visit school buildings to collect data and assign a BAP rating ranging from 1 to 10 (10 being the highest level of accessibility). To support families in making informed enrollment school choices and requests, BAPs are publicly posted to provide detailed information about the accessibility of individual buildings, and BAP ratings are updated periodically to reflect recent upgrades and new construction. OAP also relies on BAPS to inform its strategic plan for allocating resources through accessibility projects.

OAP will continue to expand its BAP database by cataloging completed accessibility improvements to existing buildings and surveying new construction sites as they are added to the NYCPS buildings portfolio. It will also continue with survey efforts to verify existing data which will include surveying secondary buildings. It is anticipated that over the next five years, OAP will survey at least 200 additional buildings annually.

2) Digital Access

Digital accessibility is essential to the full participation of individuals with disabilities in NYCPS' programs and services, including those delivered through electronic and information technology on the NYCPS' websites. NYCPS continues to advance the accessibility of its products, information and resources in digital formats.

NYCPS is committed to ensuring that its digital content is accessible to individuals with disabilities and is continually improving the user experience for everyone, applying the relevant accessibility standards. A copy of the NYCPS website accessibility statement can be found on the NYCPS website. (See Appendix B, Website Accessibility Statement).

NYCPS has developed guidelines for its staff members and vendors concerning the creation and maintenance of accessible websites. NYCPS is in the process of further advancing the digital accessibility of its core websites, schools.nyc.gov and infohub.nyc.gov. These websites are substantially compliant with Web Content Accessibility Guidelines (WCAG) 2.1 AA and NYCPS will continue to measure compliance against this standard or a subsequent modification thereof.

To empower staff regarding their role in digital compliance efforts, NYCPS provides training on website accessibility to personnel. NYCPS offers on-demand digital accessibility courses for staff, including three types of certifications: Digital Accessibility Basics for All Staff, Digital Accessibility for Webmasters and Application

Developers, and Digital Accessibility for Video Creators. Certification is required to be an approved content creator on the NYCPS websites.

To further support content providers, NYCPS has secured an enterprise license for Adobe Creative Suite which gives all staff members access to Adobe Acrobat Pro, enabling the creation of accessible PDFs and fillable forms. In addition, the Office of Communications acts as an internal resource providing additional support and feedback on digital content intended to be posted on the NYCPS websites to ensure that accessibility standards have been met.

Over the next five years, NYCPS will lead cross-divisional working group sessions to ensure that all of the agency's public-facing websites and communications assets are compliant with evolving digital accessibility standards, and that guidance and training materials around digital accessibility remain up-to-date and available for all NYCPS staff.

3) Programmatic Access

One primary objective of NYCPS is to minimize barriers and provide necessary resources to ensure that all students, including those with disabilities, have access to their instructional programs. To ensure that program access can be provided to all students, NYCPS has developed various policies, accommodation request processes, and specialized support structures.

In accordance with NYCPS policy and Section 504 of the Rehabilitation Act of 1973 (Section 504), no otherwise qualified person with a disability shall, solely by reason of their disability, be excluded from or otherwise denied participation in, be denied the benefits of, or be subject to discrimination under any program or activity sponsored by the NYCPS.

Chancellor's Regulation A-710 (Section 504 Policy and Procedures for Students) sets forth the NYCPS policies and procedures for students attending NYCPS schools and programs who are qualified individuals with disabilities as defined in Section 504 and who are in need of accommodations to participate in NYCPS programs or activities. (See Appendix C, Chancellor's Regulation A-710).

Additional information about 504 accommodations is available on the [NYCPS website](#).

1. Accessible Admissions Policy

There are 32 school districts in New York City across the five boroughs. For 3-K, Pre-Kindergarten, kindergarten, and middle school admissions, a child may have priority to attend schools in the district where they live, including their zoned school. Zoned schools give priority to applicants who live in a specific area around that school, known as its zone. Most elementary and middle school students have zoned schools, as do some high school students. Students apply to high school during their eighth grade year and ninth grade

students (who are not repeating ninth grade) can apply to programs with tenth grade seats. Family Welcome Centers are located in each borough, where staff members are available to support students and families with enrollment and admissions, including help with applications.

Beginning in the 2018-2019 school year, and as provided in Chancellor’s Regulation A-101, students with a verified accessibility need are awarded first priority for admissions at schools identified by NYCPS as meeting their accessibility needs. For admissions purposes, a student with an accessibility need is one who uses a mobility device—such as a wheelchair, walker, crutches, or cane—to negotiate the school environment, or any student who faces challenges negotiating the school environment, whether it is due to muscle weakness, lack of endurance, or any other reason. For admission into accessible schools and programs:

- 3-K, Pre-Kindergarten, and Kindergarten: Students with accessibility needs are prioritized within their admissions priority group. For example, a student with an accessibility need will receive an offer to their zoned school before all other zoned students.
- Middle and High School: Students with accessibility needs are prioritized above all other applicants for admission to that school. If the school or program is a screened program, the student with accessibility needs must also meet the screening criteria.

To facilitate families’ reviews of schools and programs of interest, NYCPS provides school accessibility information in the directories for each admissions process as well as the online school finder and application system, MySchools. NYCPS also conducts outreach to families whose student may have an accessibility need to ensure they have the opportunity to list programs on their application that meet their accessibility needs, in an effort to maximize the student’s preference.

When filling out admissions applications, families are asked whether their child has difficulty standing, walking, or using stairs, and/or requires an accessible bathroom because of a documented disability. OSE and SEO work together to confirm accessibility needs based on information from the student’s Individualized Education Plan (IEP), the student’s 504 Plan, the current school, and the family, as applicable. Students with verified accessibility needs are reviewed in the matching step of the admissions process to ensure they have received an initial match to an accessible school.

II. Reasonable Accommodations

In addition to admission priorities, students with accessibility needs are also supported by NYCPS’ reasonable accommodation request process, which enables students or their families to request accommodations for a variety of needs. Reasonable accommodations for programmatic access may be provided through Section 504 or OAP.

School-based Section 504 Coordinators work in tandem with the Office of School Health to support students with medical needs, who require accommodations to participate in programs and activities on an equal basis with their peers.

OAP receives and responds to accommodation requests that may include structural changes to the school building (such as the installation of a temporary ramp), or programmatic modifications (such as moving a classroom or event to the first floor of a building, purchasing equipment, or providing a student with an aide).

If a student with accessibility needs receives an offer to a school that does not meet those needs, but the student's parent/guardian believes that a reasonable accommodation would allow the student to attend that school, the parent/guardian may submit a reasonable accommodation request to OAP.

Requests submitted to OAP are reviewed and requestors are notified of the status of the request within 15 days. If the request is approved, but the implementation of a student's accommodation will require an extended period of time (for example, involving construction or the purchase of equipment), the student will be given the option for a temporary placement in a school near their home that meets their accessibility needs.

If a determination is made that the requested accommodation cannot be implemented at a desired school, students may receive an updated offer by requesting a medical transfer to a different school through OSE. The transfer process is addressed in Chancellor's Regulation A-101. (See Appendix D, Chancellor's Regulation A-101).

It is anticipated that during the 2024-2025 school year, OAP will launch a streamlined electronic web-based submission form, which will improve the user experience and facilitate the tracking of and response to reasonable accommodation requests.

III. District 75

District 75 is a Citywide district that provides highly specialized instructional support in a wide variety of settings and locations for students with disabilities such as autism spectrum disorders (ASDs), significant cognitive delays, emotional disabilities, sensory impairments, and multiple disabilities. District 75 also provides services through hospital and home instruction. Many students who attend District 75 programs also have accessibility needs and NYCPS works closely with these programs and students to ensure they receive targeted support and resources enabling program access.

4) Effective Communication

NYCPS is committed to providing effective communication to individuals with disabilities, including hearing, vision or speech disabilities. NYCPS supports the communication needs of individuals with disabilities by

providing a variety of communication aides and services including English and American Sign language interpretation, use of braille and large print materials, and assistive technology (AT).

NYCPS provides AT to improve the functional capabilities of students with disabilities who require assistance accessing their curriculum. The Central Assistive Technology Team provides AT to students that supports communication with teachers and classmates, completion of schoolwork, and participation in school programs and activities. AT evaluations determine which devices and resources best supports students. Evaluations are conducted based on a team approach and include the family and student's input when possible. AT consists of devices such as screen readers, frequency modulation (FM) listening systems, speech to text software, text to speech software, augmentative and alternative communication, and screen enlargement applications.

In addition, OAP has developed policies, guidelines, and training programs to strengthen accessibility awareness among NYCPS staff and promote disability-inclusive communications and practices.

I. Policy and Guidelines Development

As part of its goal to ensure that NYCPS programs, services, and activities are accessible, OAP works closely with advocates to develop and provide information, rules, and guidance designed to advance accessibility across NYCPS. OAP has also worked collaboratively with other NYCPS offices to develop the following policy initiatives:

- Accessibility contingency plan guidelines that provide school leaders with a pre-determined plan of action to ensure that students with disabilities maintain access to their educational program, with minimum disruption, in the event of a temporary outage of a vertical transport system such as elevator or escalator in a multi-level school building.
- Accessibility entrance guidelines created in conjunction with the Office of Safety and Prevention Partnerships that provides guidance on best practices and appropriate protocols for ensuring access to NYCPS buildings for individuals with disabilities.
- Accessible meeting guidelines to ensure that adequate information about accessibility features and how to request reasonable accommodations is included in announcements of public meetings.

II. Training

To support the increased number of schools serving students with accessibility needs, OAP provides training courses to district and central office staff members. Participants are provided with training materials to build capacity at the school level. OAP's training courses aim to raise disability and accessibility awareness and foster inclusion for individuals with disabilities.

Since 2015, more than 13,000 NYCPS employees have participated in training, including superintendents, principals, parent coordinators, special education liaisons, related service providers, facilities staff, and



directors of operations at borough support offices. Since the 2020-2021 school year, OAP has been offering virtual training, in addition to ongoing in-person training to expand reach across NYCPS.

Over the next five years, OAP will continue to develop and offer training to district and central office staff members about accessibility-related issues and the services NYCPS can provide to support individuals with disabilities.

5) Workplace Inclusion

It is the policy of the NYCPS to provide equal employment opportunities to all qualified individuals with disabilities. Any current or prospective employee (applicant) who is a qualified individual with a disability may request a reasonable accommodation to assist in performing the essential functions of their present assignment or assist in the application process.

The reasonable accommodation process for employees is directed by the Office of Disability Accommodation (ODA) under the Office of Human Resources (DHR).

All NYCPS non-school buildings are currently accessible for all current or prospective employees. ODA and DHR collaborate with OAP and their partners to ensure that NYCPS employees are working in an accessible work environment and that reasonable accommodations are offered for an inclusive and safe workplace. School-based employees who are unable to fully access their school buildings are invited to engage in the interactive process to discuss and identify reasonable accommodations.

NYCPS employees are strongly encouraged to first discuss reasonable accommodation requests with their supervisor to start the interactive process and engage in a cooperative dialogue. If the employee disagrees with the determination, or the request cannot be provided through the supervisor, the employee may initiate an application in the Self-Service Online Leave Application System (SOLAS). Requests submitted in SOLAS will be reviewed by the NYCPS HR Connect Office of Medical, Leaves and Records and by ODA.

Any prospective employee who is a qualified individual with a disability may request a reasonable accommodation in order to participate in the application process on an equal basis as applicants who do not have a disability, by contacting their interview team or ODA.

Methodology

This report is the culmination of input from a variety of sources and stakeholders. The MOPD was consulted throughout the process as subject matter experts regarding expectations and requirements.

Internally, OAP worked collaboratively with inter-departmental offices to gather meaningful information regarding policies and practices implemented throughout the agency to support individuals with disabilities interfacing with NYCPS. This process involved constructive dialogues providing opportunities to identify areas that should be addressed in this plan as well as in future amendments.

A Proposed Five-Year Accessibility Plan was circulated and published on the NYCPS website on December 28, 2023, for public comment. In addition, MOPD posted the proposed plan and notice of opportunity to comment on the New York City Agency Accessibility Plans website and publicized the site via its email list, social media channels and at its quarterly community meeting in early January. During the period for submission of public comment that ended on February 16, 2024, several comments were received and reviewed.

Appendix A

Chancellor's Regulation A-830:

ABSTRACT

This regulation sets forth NYCPS' Anti-Discrimination Policy. It also establishes an internal review process for employees, applicants for employment, parents of students, students, and others who do business with NYCPS, work with NYCPS employees or students, use NYCPS facilities or otherwise interact with NYCPS who wish to file complaints of unlawful discrimination or harassment by NYCPS employees or individuals who are not employed by NYCPS but who work with NYCPS employees or students based on a protected classification, including sexual harassment, or retaliation based on such complaints.

The complete Chancellor's Regulation A-830 can be found on the [NYCPS website](#).

Appendix B

Website Accessibility Statement

NYCPS is committed to ensuring its digital content is accessible to and usable by people with disabilities. We are continually improving the user experience for everyone and applying the relevant accessibility standards.

Conformance Status

The WCAG defines requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. Our digital content is substantially conformant with WCAG 2.1 Level AA.

Feedback

We welcome your feedback on the accessibility of our digital content. Please let us know if you encounter accessibility issues by using the [Website Accessibility Feedback Form](#).

If you need assistance accessing a particular program or service, please email DigitalAccessibility@schools.nyc.gov.

Assessment Approach

NYCPS assesses the accessibility of its digital content through self-evaluation.

NYCPS' website accessibility statement can be found on the [NYCPS website](#).

Appendix C

Chancellor's Regulation A-710:

ABSTRACT

This regulation sets forth the policies and procedures of NYCPS for students attending NYCPS schools and programs who are qualified individuals with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794, 34 C.F.R. § 104) and who are in need of accommodations in order to participate in NYCPS programs and activities.

The complete Chancellor's Regulation A-710 can be found on the [NYCPS website](#).



Appendix D

Chancellor's Regulation A-101:

ABSTRACT

This regulation sets forth the policies concerning admission, discharge, and transfer of pupils in the New York City school district, both in administrative Districts 1-32 and in District 75 specialized schools and programs.

The complete Chancellor's Regulation A-101 can be found on the [NYCPS Website](#).