

New York City Public Schools Local Law 12 Accessibility Progress Report 2024-2025

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General

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 across intra-agency divisions and offices to support more than 1,800 schools and programs. Given the diverse needs of its student population, NYCPS has created a comprehensive network of structures and systems to support all learners, including students with disabilities.

Accessibility Plan and Progress Report

Pursuant to New York City Local Law 12 of 2023, in consultation with the Mayor's Office for People with Disabilities (MOPD), NYCPS developed a five-year accessibility plan for 2024-2028, which was published in March 2024. In further compliance with New York City Local Law 12 of 2023, this report is NYCPS's first annual progress report. Over the past year, NYCPS has made significant strides in enhancing accessibility, including ongoing projects to improve physical, digital, programmatic, and effective communications for people with disabilities. NYCPS remains committed to expanding access for and inclusion of individuals with disabilities in the coming years.

The Office of Accessibility Planning (OAP) is responsible for preparing this progress report pursuant to New York City Local Law 12 of 2023.

Statement of Commitment

NYCPS is committed to ensuring that its programs, services, and activities are accessible to students, members of the school community, staff, 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.

Disability Service Facilitator and Other Key Accessibility Information

- Disability Service Facilitator Thomas Taratko, Chief Executive Space Management
131 Livingston Street, Room 209, Brooklyn, NY 11201
Phone Number: (718) 935-2959
Email: accessibility@schools.nyc.gov
- For information about building accessibility, please visit: [Building Accessibility](#)
- For information about NYCPS's anti-discrimination policy and procedures for filing internal complaints of discrimination, please visit: [Anti-discrimination Policy and Procedures for Filing Internal Complaints of Discrimination](#)

Feedback Process

Feedback is welcome on the NYCPS five-year accessibility plan for 2024-2028 and this progress report.

Please email LocalLaw12@schools.nyc.gov to share any feedback.

Physical Access

Advancing capital construction is an integral part of NYCPS's commitment to continuing to enhance accessibility across its buildings. The NYCPS capital plan for fiscal years 2025-2029 allocates \$800 million to accessibility capital projects. This investment demonstrates NYCPS's ongoing commitment to improve the accessibility of school buildings to support the diverse needs of its students, staff, and visitors.

Developments since April 2024

- In collaboration with disability advocacy organizations, NYCPS set the following capital construction goals for the 2025-2029 capital plan:
 - The selection of capital plan projects to ensure that the percentage of fully accessible primary buildings across all school districts will increase from 33% to 40% upon completion.

- The selection of capital plan projects to ensure that 75% of District 75 school buildings will be partially or fully accessible and that 50% of District 75 school buildings will be fully accessible in every school district upon completion.
- The Accessibility Sub-Committee (ASC), in support of the two above-mentioned goals for the 2025-2029 capital plan, selected six projects to advance non-accessible buildings to fully accessible and three projects to advance partially accessible buildings to fully accessible.
- OAP conducted building surveys generating over 200 building accessibility profiles (BAPs), including approximately 50 BAPs of secondary sites (such as annexes or temporary classroom buildings).

Goals by May 2026

- In partnership with ASC, NYCPS will approve additional projects for the allocation of at least 50% of the total funding for the 2025-2029 capital plan to advance building accessibility.
- OAP will conduct BAP surveys of approximately 50% of primary non-accessible buildings across all school districts. These BAP surveys will inform future remediation efforts.

Digital Access

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

Developments since April 2024

- NYCPS successfully ensured that all editors of the NYCPS core websites (schools.nyc.gov and infohub.nyced.org) completed the required digital accessibility training before receiving access to update content.
- NYCPS established a new Digital Accessibility Specialist position to support the accessibility compliance of NYCPS's public-facing communications, including family-facing resources.
- In July 2024, the Division of Instructional and Information Technology (DIIT) published a digital guide (the Accessibility Development Guide)

to assist software developers across NYCPS in coding accessible software.

- DIIT collaborated with MOPD to provide accessibility user testing of NYCPS's significant platforms.

Goals by May 2026

- DIIT will enhance digital accessibility by supporting developers through creating and launching a series of online accessibility training courses, tracking progress, and providing learning support.
- To further strengthen digital accessibility efforts, DIIT will refine requests for proposal requirements by clarifying expectations regarding digital accessibility and mandating that all relevant vendor developers complete accessibility training.

Programmatic Access

NYCPS works diligently to both reduce obstacles and provide essential resources to all students, including those with disabilities, to access their educational programs.

Developments since April 2024

- In June 2024, NYCPS created the Division of Inclusive and Accessible Learning (DIAL), which ensures that multilingual learners, students with disabilities, and their families have full access to instruction, learning, and school communities.
- To celebrate the identities of students with disabilities and support a culture of belonging and community, DIAL created InclusiveSchoolsNYC, an initiative active in over 90 schools citywide that offers community events, programming, resources, and student-led clubs.
- In April 2025, DIAL launched the Inclusive Education Student Summit, an annual event that brings together students with and without disabilities to gain new perspectives about disability rights, deepen thinking on accessibility, and create positive change through hands-on activism. During this event, NYCPS leaders and faculty

advisors convened to create action plans with the goal of growing accessible and inclusive school communities.

- Through its partnership with the Office of Student Pathways, DIAL has provided individualized and small group training to instructors in Career and Technical Education programs to assist them in offering tailored support to high school students with disabilities participating in these programs.
- To improve career opportunities for students with disabilities by equipping them with transferable skills, NYCPS has expanded work-based learning and internship opportunities for students with disabilities, offering them tailored support and accessible work environments to increase their participation in two career-connected learning programs. Participating students in Career Readiness and Modern Youth Apprenticeship (a two- to three-year apprenticeship program preceded by in-depth career readiness coursework for students) and FutureReadyNYC (a multi-year initiative developed in partnership with the New York City Jobs Council and CareerWise New York) are provided with training and work experience to further develop skills and exposure in their desired career fields.
- OAP launched a streamlined digital Reasonable Accommodation Request Form on the NYCPS website, allowing students, families, and members of the public to submit online requests for accommodations related to school building and public events access.
- To better support students with accessibility needs, the Office of School Health launched a new web-based application (the Student Accommodation System) that allows schools to initiate Section 504 plan requests, track processes and procedures, and draft and finalize Section 504 plans for NYCPS students.
- NYCPS enhanced two web-based applications (the Summer Accommodation application and the After School and Extracurricular Dashboard) to streamline its process for requesting paraprofessional and nursing supports for students with disabilities participating in extracurricular activities, including school-based afterschool programs and Summer Rising.

Goals by May 2026

- For next year's Inclusive Education Student Summit event, DIAL aims to approximately double student registration capacity.
- DIAL anticipates expanding the reach of its InclusiveSchoolsNYC initiative by offering additional programs and student clubs to NYCPS's middle school and high school students.
- NYCPS aims to increase the rate of participation of students with disabilities in the Career Readiness and Modern Youth Apprenticeship and FutureReadyNYC programs.

Effective Communications

NYCPS supports effective communication for individuals with hearing, vision, or speech disabilities by providing assistive technology equipment and services to support communication with teachers and peers, completion of schoolwork, and participation in school programs and activities. Furthermore, NYCPS establishes policies, guidelines, and training programs that enhance accessibility awareness among staff and foster disability-inclusive communication practices.

Developments since April 2024

- DIIT held three large-scale training sessions for developers and vendors on accessible website compliance.
- To advance disability inclusion and awareness through the power of film, NYCPS formed a partnership with the ReelAbilities Film Festival, the largest festival in the United States dedicated to promoting awareness and appreciation of the lives, stories, and artistic expressions of people with disabilities. This collaboration is designed to integrate disability-related content into the educational experience of students across all grade levels (Kindergarten through 12). Through this partnership, every NYCPS educator will have unlimited access to a wide array of films created by and for individuals with disabilities.
- NYCPS developed communication boards to support students enrolled in the AIMS program, an early childhood special education program for autistic learners who have intensive support needs in areas related to learner readiness, language, communication, activities of daily living, and behavior. In a pilot project, custom

communication boards were installed in five school buildings citywide, portraying letters, numbers, and program-specific icons with corresponding labels as a guide to facilitate communication between AIMS students, their peers, and staff members.

- NYCPS provided schools with access to Read&Write, a digital accessibility toolbar compatible with all digital platforms that includes various functions such as speech-to-text, text-to-speech, word prediction, visual dictionary, and translation in over 90 languages.

Goals by May 2026

- The Central Assistive Technology Team will promote the awareness and widespread utilization of the Read&Write technology through various channels including information sessions and training modules.

Workplace Inclusion

Developments since April 2024

- During the summer of 2024, the Division of Human Resources launched a monthly newsletter to all employees. To promote greater awareness and support for workplace accessibility, the Office of Disability Accommodations (ODA) ensured that the September 2024 issue informed all employees about the accommodation process, including how employees can request accommodations. The monthly newsletter also published updates concerning accommodations pertaining to the Pregnant Workers Fairness Act (PWFA).
- Through its participation in the Partnership for Inclusive Internships (PII) program, which is a grant-funded, public-private partnership between AHRC New York City and New York City and State government agencies seeking employment for people with disabilities through internships in New York City government, NYCPS hosted nine PII interns, one of whom was hired as a full-time employee.

Goals by May 2026

- ODA will continue to publish general accommodation notices to employees biannually, as well as any updates, ensuring consistent communication and ongoing advocacy for accessibility.

- To reflect several updates to applicable laws and processes, ODA anticipates releasing an updated personnel memorandum concerning accommodations, including new provisions concerning the PWFA.
- NYCPS intends to increase its participation in the PII program by hosting additional interns.

Consultations and Feedback

Before the publication of the five-year accessibility plan for 2024-2028, a proposed plan was first published on the NYCPS website in December 2023, inviting public comments. Additionally, MOPD posted the proposed plan and a notice of the opportunity to comment on the New York City Agency Accessibility Plans website.

NYCPS actively collaborates with disability advocacy organizations to develop capital planning goals and policies to support individuals with disabilities. The agency maintains ongoing meetings with these organizations, ensuring that their valuable feedback strengthens agency plans.

Conclusion

NYCPS is unwavering in its commitment to making its programs, services, and activities accessible to staff, students, families, and community members. This progress report demonstrates that NYCPS is actively advancing a broad set of processes in support of individuals with disabilities, continuing the elimination of barriers to accessibility and fostering an inclusive environment.