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## AHRCNYC 4410 and 853 Programs

### EMERGENCY REMOTE INSTRUCTION PLAN

2024-2025

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School may remain in session and provide remote instruction when school closure due to emergency occurs. These emergency situations include but are not limited to extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, destruction of a school building or a communicable disease outbreak.

- (1) Each school shall annually survey student access to computing devices and access to internet connectivity in preparation for an emergency; and notify the NYC DOE with the names and addresses of families who may require computing devices and internet service to ensure that each student has the capacity to engage in synchronous instruction.
- (2) Upon hire, each staff member receives a NYC ZOOM account. Accounts will be tested every November to ensure that they are active. Families are enrolled in an electronic messaging system “School Messenger”.
- (3) A daily schedule of synchronous and asynchronous instructional activities must be prepared and distributed to families in advance of an emergency closure. Synchronous activities, presented by the student’s certified special educator, should be scheduled at minimum twice daily with a morning and afternoon schedule of no less than one hour per instructional activity/activities. Asynchronous activities extending the instructional activity should be a part of each daily schedule and can include websites. The certified special educator continues oversight of the activities throughout the day. The synchronous and asynchronous activities shall be in accordance with the individualized education programs to ensure provision of FAPE.
- (4) Related services will be provided via teletherapy and should be scheduled according to the student’s in-school therapy schedule wherever possible. Individual schedules will be made available to parents.
- (5) Individual students for whom remote instruction by digital technology is not available or appropriate will have been identified in advance of a potential emergency. Based on the students’ needs and preferred learning modality, a packet of materials must be prepared and shared with the families.