SY2025 – 2026 (FY2026) Class Size Reduction Plan for NYC Public Schools

Section 1: Introduction

In September 2022, Governor Hochul enacted Chapter 556 of the Laws of 2022, which requires the New York City school district to create a five-year class size reduction plan for all New York City K-12 community districts and high schools.

This Class Size Reduction Plan will lay out the current state of actual class sizes in New York City Public Schools, our plan for meeting the mandates of this legislation next school year, additional strategies being considered, and the next steps the City School District of the City of New York (NYCPS) will take to implement these mandates and engage communities.

This plan is the *third* annual plan. NYCPS and labor partners have agreed that each version of this document will be updated annually for every year of the five-year plan; consistent with the requirements of Chapter 556, any updates will be approved by the Chancellor and the respective presidents of the United Federation of Teachers (UFT) and the Council of School Supervisors and Administrators (CSA). This document covers the third year of the five-year plan, FY 2026. The first annual plan, for FY 2024, is available here. The second annual plan, for FY 2025, is available here.

As a result of the work undertaken within the second plan (FY 2025), NYCPS was able to exceed the required 40% benchmark for SY 2024-2025, with **46% of classes at or below the class size caps**. More details of compliance results for SY 2024-2025 were outlined in the November 15th, 2024 Implementation Plan, which is available here.

Recognizing that the increase from the law's 40% benchmark to the 60% benchmark would be significant, NYCPS, in partnership with UFT and CSA, engaged in forward-thinking planning for the 2025-2026 school year in summer 2024. The parties believed that providing schools with the opportunity to design their own plans was the best path to drive the system towards compliance due to the complex nature of implementation at each individual school. At that time, the parties engaged in planning well in advance to design a school-driven approach that would allow schools to develop school-specific plans for the 2025-2026 school year, if they had the space to implement reduced class sizes and simply needed additional resources, especially (although not only), funding for teachers to reduce class sizes. After developing an application model and rubric for assessing these plans in a joint committee with NYCPS, UFT and CSA, in December 2024, we received over 800 applications from schools which had created plans in collaboration with their school communities to reduce class sizes within these parameters.

For 2025-26, the parties focused our compliance efforts and funding allocations on providing additional teachers to schools which reported to us that they had enough space

to improve compliance with the statutory class size requirements while also ensuring that neither their enrollment nor their current programming offerings were reduced. In most cases, no changes to their current facilities were required to meet the improvement targets in their application.

This plan outlines the significant work that was undertaken since the publishing of the prior plan to prepare for SY25-26, including the SY25-26 "school-driven" planning approach, which resulted in notification to schools of funding for 3,700 teachers and over 100 Assistant Principals in April, the strategic revision of the capital plan's approach to distributing seats across districts in need of additional seats, the identification of capacity projects in schools (initiated from the 2023 Principal Survey and through the school-driven approach) that NYCPS anticipates will yield the creation of over 1500 seats, a continued focus on teacher recruitment as well as intentional superintendent and district capacity building to support system-wide class size reduction.

The new planning framework was announced in October 2024 in partnership with the UFT and the CSA, and over 800 schools submitted plans for class size reduction as a part of this process. As of this writing, NYCPS expects to spend over $400 million at roughly 750 schools, supported by Contracts for Excellence funds and city funds, for implementation of their class size reduction plans for SY25-26. These resources allocated to schools supplement the funding that NYCPS had already provided for SY24-25 for class size and have subsequently baselined into schools' budgets.

Undertaking the work of class size reduction is a very complex process at an individual school level and even more complex when considering the best approach to reduce classes across all of NYCPS' 1500+ diverse schools. Class size reduction requires schools to consider many aspects of their school as they reduce class size. Some of the challenges schools must grapple with are: where to place new classes, how to structure schedules to increase the number of sections of classes while also adhering to student-specific requirements [such as requirements for students' Individualized Educational Plans (IEPs) or multi-lingual learner requirements], while also ensuring that teachers' schedules align to contractual requirements and current programming offerings were not reduced. In some cases, schools will be converting rooms that were previously not classrooms into instructional spaces. In other cases, teachers will be increasing their course load or teaching their full course load and adding on additional periods to increase the number of teaching periods.

This approach is outlined in more detail in the sections below and represents a marked investment in class size reduction by NYCPS and the City of New York.

Section 2: Summary of the Class Size Law

This section details the class size legislation.

Chapter 556, the class size legislation, sets forth requirements that apply only to the New York City school district, including:

- new class size caps for all public K-12 community district schools
- a class size reduction plan, which must be approved by the Chancellor and the respective presidents of the United Federation of Teachers (UFT) and the Council of School Supervisors and Administrators (CSA) (the unions representing New York City school district teachers and principals, respectively), and submitted as part of the Contract for Excellence
- a prescribed timeline for the public process for the development, posting, and submission of the Contract for Excellence
- annual reports on the status of the implementation of the class size reduction plan
- penalties, in the form of reduced State funding, if adequate progress to reduce class sizes is not made

Section 2.1: New Class Size Caps

The law imposes specific class size caps within the New York City school district for the first time. Prior class size legislation included in the Contracts for Excellence law, codified in Education Law section 211-d, required the City to create a plan to reduce *average* class sizes, and did not set forth specific class size caps.

Specific class size caps had previously been set subject to collective bargaining agreements between the New York City Public Schools (NYCPS) and the UFT, which could be exceeded in certain circumstances (as can the new statutory limits, when agreed upon by the Chancellor, the president of the UFT and the president of the CSA, and when the circumstances fit into one of the statutory exemption categories.). The caps under the collective bargaining agreement, and the caps set forth under the new legislation, are shown in Figure 1 below.

Figure 1: Class Size Caps under UFT Collective Bargaining Agreement and Chapter 556*

Grade Level	Class Size Caps under UFT Collective Bargaining Agreement	Class Size Caps under Chapter 556
K	25	20
1-3	32	20
4-5	32	23

6-8 (Title I Schools)	30	23
6-8 (non-Title I Schools)	33	23
9-12	34	25
Performing Groups & PE in grades 6-12	50**	40***

* nothing in this plan shall imply compliance with contractual class size limits, nor shall it change contractual class size limits that are lower than these legal class size limits
**reflects PE and required music classes in grades 6-12; no other limits were designated in this category
***legislation refers to physical education (PE) and "performing groups" at all levels, not just 7-12

The class size caps established by Chapter 556 require the plan to begin September 2023 and be achieved by September 2028. Each year of the plan, an additional 20% of classrooms, excluding special education classes and exempted classes, must be in compliance with the targets such that NYCPS is in full compliance by September 2028.

Section 2.2: Exemptions and Classes Not Subject to Class Size Targets

Chapter 556 notes five situations in which classes may not be subject to the class size caps, which are listed below; the first four of them are formally defined as exemptions under the law. Per Chapter 556, special education classes are also not subject to these caps.

Figure 2: When Caps Do Not Apply

Type of Class/ Exemption	Requirements
Space Exemption	Approval by Chancellor and UFT and CSA presidents NYCPS must demonstrate capital budget is aligned to resolve exemption
Over-Enrolled Students Exemption	Approval by Chancellor and UFT and CSA presidents

License Area Shortage* Exemption	Approval by Chancellor and UFT and CSA presidents
Severe Economic Distress Exemption	Approval by Chancellor and UFT and CSA presidents
Elective & Specialty Classes	UFT may negotiate higher class sizes than targets if majority of school staff approve increase

*This refers to areas where there are an insufficient number of teachers in a certain license area (e.g., bilingual math).

As noted, all exemptions are subject to agreement by NYCPS, UFT and CSA. In the event that NYCPS and the unions are unable to reach agreement on an exemption, the law mandates arbitration.

Section 2.3: Processes & Procedures for New York City Public Schools

Chapter 556 sets forth specific timelines for the public process for the development, posting, and submission of the class size reduction plan as part of Contracts for Excellence compliance activities:

- NYCPS must commence the public process no later than thirty days after the enactment of the State budget.
- NYCPS must provide notice of the commencement of the public process fifteen days prior to the first public hearing.
- The public process must conclude no later than thirty days after its commencement.
- NYCPS must submit the Contract for Excellence and class size reduction plan for State approval within two weeks following the completion of the public process.

Additionally, annually on November 15, NYCPS must submit to the New York State Education Department an implementation report on the status of its class size reduction plan. The report must be certified by the state or city comptroller that NYCPS's capital and education funding plans provide sufficient space and staffing to achieve the required class size reduction and if not, what measures and/or funding should be added. The receipt of Contracts for Excellence funding is contingent on NYCPS demonstrating, in the implementation report, sufficient progress in reducing class size. If the State Education Department determines the report does not demonstrate sufficient decreases in class size, NYCPS must submit a corrective action plan, which must be developed in collaboration with the unions and signed off on by the Chancellor and the UFT and CSA presidents.

Further, a financial impact statement is required on **November 15, 2025**.

As noted elsewhere in this document, the City intends to continue to comply with the new State law, including by ensuring that there is sufficient funding to meet the newly mandated class size caps without cutting funding for current programs and staffing. In addition, the parties have advocated for the State to contribute additional funding to support the new law, in addition to continued full funding of the Foundation Aid formula. However, in FY 2026, New York State changed its Foundation Aid formula, resulting in New York City getting $314 million fewer dollars than if the formula had not been changed.

Section 2.4: Penalties for Non-Compliance

Contracts for Excellence funding is withheld unless the annual implementation report "demonstrates sufficient reduction in class sizes" and, if a corrective action plan is required, "until and unless such corrective action plan has been fully implemented."

The Contracts for Excellence set-aside totaled $531 million annually from FY 2012 through FY 2023. As part of the State class size law, increases in the absolute amount of Foundation Aid granted to the City over 3% is potentially subject to Contracts for Excellence restrictions at SED's discretion for implementation.

In FY 2024, the Foundation Aid increase above 3% was $225 million. SED offered a three-year phase-in to districts to meet this requirement: 20% of the increase in FY 2024; and 40% of the increase in FY 2025 and FY 2026. This brought NYCPS's C4E requirement to $576 million in FY 2024 and $621 million in each of FY 2025 and FY 2026.

In FY 2025, SED also modified the phase-in of the FY 2024 increase, so an additional 20% of the $225 million phases in every year. Additionally, in FY 2025, an additional portion of Foundation Aid funding was subject to Contracts for Excellence. As a result, in FY 2025, the total amount of funding which was subject to Contracts for Excellence was $803 million.

In FY 2026, as a result of new Foundation Aid, the set-aside grew by $241 million; further, an additional $45 million of the Foundation Aid from FY 2024 was newly subjected to Contracts for Excellence restrictions. As a result, the total amount of Foundation Aid subject to Contracts for Excellence will be $1,088 million in FY 2026.

Section 3: Current State of Class Sizes In New York City
This section analyzes the existing class size data for New York City.

Section 3.1: Compliance for School Year 2024-25 in Annual Implementation Report

The November 15, 2024 Implementation Report and associated documentation can be found here.

As of the November 15, 2024 Implementation Report, approximately 46% of all classes are below the class size caps set out in the law, above the SY 2023-24 requirement that 40% of all classes be below the newly mandated caps.

On December 4th, NYSED approved the implementation report and released all funding that is contingent on compliance to New York City.

Section 3.2: Baseline Compliance Data and Analysis

Because of the law's caps on actual class size numbers, standard fluctuations in school-level enrollment may have broader implications on our projections and planning. The data shared in this section is based on a series of point-in-time calculations as of 10/31/24 data and may change as enrollment at schools change. Methodology on all reporting is noted in Appendix A in the notes section on page 52.

As noted, as of our 11/15/24 Implementation Report, **46% of classes are at or below the caps**, including 6-12 performing groups and physical education classes, above the 40% required for SY24-25. Since SY23-24, compliance increased 7 percentage points in grades K-3, 4 percentage points in grades 4-5 and 6-8, and 3 percentage points in grades 9-12 (excluding PE & PG classes). Below is the breakdown of compliant classes.

Figure 3: SY24-25 Classes at or Below Statutory Caps, including 6-12 PE and Performing Group Classes

Grade Band	% of Classes At or Below Statutory Caps
Grades K-3	38%
Grades 4-5	46%
Grades 6-8	37%
Grades 9-12	48%
Grades 6-12 Physical Education	68%
Grades 6-12 Performing Group	94%
Total	46%

Beginning in SY24-25, the total citywide percentage of classes at or below the caps includes 6-12 Physical Education (PE) and Performing Group (PG) classes, consistent with the law's coverage and requirements. PE and PG classes were excluded from the SY2023-2024 total percentage because NYCPS, UFT and CSA had not yet come to full agreement on which classes met the criteria for PG. The total citywide percentage of non-PE & PG classes at or below caps increased from 40% in SY2023-2024 to 43% in SY24-25, which aligns to the goal we set for superintendents for SY2023-2024.

Section 3.3: Class size data by borough, school type, and district

Data from SY24-25 shows that classes in schools serving the upper grades (grades 6-12 and high schools) are most likely to be in compliance with the class size caps, with 57% of classes in secondary schools (grades 6-12) and 49% of classes in high schools in compliance with the class size caps. The Bronx has the highest share of classes in compliance with the class size caps, at 59%, followed by Manhattan, Brooklyn, Queens, and Staten Island in that order, outlined in Figure 4.

Figure 4: Percentage of classes at or below the class size caps required in the legislation by Borough and School Type for SY24-25

	Elementary (K-5)	(K-8)	Middle (6-8)	Secondary (6-12)	High School (9-12)	Total
Bronx	54%	34%	56%	61%	65%	59%
Brooklyn	45%	43%	46%	64%	47%	48%
Manhattan	48%	52%	48%	62%	54%	54%
Queens	29%	35%	31%	41%	39%	35%
Staten Island	29%	22%	25%	41%	36%	31%
Total	41%	40%	42%	57%	49%	46%

Data show that the districts with the greatest percentage of classes at or below the class size caps are in districts 23 (Ocean Hill, Brownsville) which has reached 81% compliance, 16 (Stuyvesant Heights, Crown Heights), and 7 (Mott Haven, Melrose). Districts 26 (Bayside, Glen Oaks), 28 (Forest Hills, Jamaica Hills), and 31 (Staten Island) have the lowest percentage of classes at or below the class size caps. While this data demonstrates district-level averages, there are schools within the comparatively higher-compliance districts that do have classes that exceed the new class size caps.

Figure 5: SY24-25 Percentage of classes at or below class size caps required in the legislation by District

District	% of Classes At or Below Caps	Rank (1=Highest % At or Below Caps)
01 (Manhattan)	62%	10
02	48%	20
03	54%	16
04	62%	9
05	64%	7
06	60%	12
07 (Bronx)	68%	3
08	56%	15
09	66%	5
10	57%	13
11	46%	21
12	68%	4
13 (Brooklyn)	48%	19
14	53%	17
15	50%	18
16	70%	2
17	60%	11
18	63%	8
19	57%	14
20	35%	27
21	36%	25
22	31%	29
23	81%	1
24 (Queens)	36%	26
25	33%	28
26	25%	32
27	37%	24
28	30%	31
29	42%	23
30	44%	22
31 (Staten Island)	31%	30
32 (Brooklyn)	65%	6
Citywide	**46%**	--

Section 3.3.3: Class Size by School Demographics

The law requires that this plan prioritize schools serving populations of students with higher poverty levels. Data, indicated in the table below, continue to show that schools with the highest proportion of students facing economic need have a higher rate of compliance with the class size caps (currently 71% of classes), while schools with the lowest proportion of students facing economic need have a lower rate of compliance with the class size caps.

While aggregate data, such as in the table listed below, demonstrate that many classes in such schools are in compliance with the law, there are classes that serve populations with higher poverty levels that do not currently meet class size mandates.

Figure 6: SY24-25 Percentage of Classes at or below the class size caps required in the legislation by deciles of school-level Economic Need Index (ENI)

ENI Decile	Average ENI in Decile	% of classes at or below cap
1 - Lowest need decile of schools based on ENI	34%	28%
2	57%	31%
3	70%	37%
4	78%	45%
5	83%	48%
6	87%	52%
7	90%	59%
8	92%	65%
9	95%	65%
10 - Highest need decile of schools based on ENI	97%	71%
All schools	78%	46%

Section 4: NYCPS Class Size Plan: SY25-26 to SY27-28

This section details the actions NYCPS has taken and intends to undertake in the coming year to continue to remain in compliance with the law. The plan includes a summary of actions undertaken since last year's plan, and then the levers NYCPS and SCA are planning on implementing for next year.

Section 4.1: Brief Summary of Actions Undertaken Since Last Year's Plan

Developed and implemented a school-driven approach to planning and funding

NYCPS, in partnership with UFT and CSA, began planning for the 2025-2026 school year (SY25-26) in Summer 2024 to implement this approach, understanding the significant work that would need to be undertaken by the system to meet the target of 60% of classes at or below the caps in that year. This work is also referred to as the "school-driven approach" or the "SY25-26 Approach" in this document.

Through collaborative planning, this new framework for class size planning was announced in late October 2024**.** Under the framework, schools could choose to submit individual "Class Size Reduction Plans" to receive dedicated funding for implementation. Principals were required to consult with their School Leadership Teams to develop individualized plans that were feasible for their school community and demonstrated progress towards reducing class sizes for SY25-26. Schools were also invited to include information about their proposed strategies for increasing compliance in future years as well, and many did so.

Continuing the commitment to collaboration, a joint NYCPS/UFT/CSA committee evaluated these plans, ensuring fair and consistent consideration of plans.

As stated in the opening of this report, over 800 schools submitted plans for class size reduction and NYCPS will spend over $400 million at around 750 schools in additional funding for implementation of their class size reduction plans for SY25-26. Schools received funding based on their evaluation of their plan by the joint committee.

Continued financial investment in our schools

This additional funding dedicated to class size reduction this year is on top of substantial additional funds NYCPS has put into school budgets over the past years, including:

- In SY24-25, NYCPS and the City of New York invested $182 million in individual schools for class size reduction and other purposes aligned with the state Contract for Excellence. These funding allocations will also be provided to the same schools at the same levels for SY25-26.
- New York City has invested a total of $1.2 billion since FY 2021 in "hold harmless" funding for schools losing enrollment to ensure they can maintain services.
- Two years ago, NYC created new weights in our local funding formula for schools serving students in temporary housing and schools serving high concentrations of needs, a total value of over $100 million in SY24-25.

- Moreover, the Adams administration invested over $1 billion in additional funds in FY25 as federal stimulus funding wound down.

Updated the capital planning approach

As we move towards full compliance, additional seats will need to be created to support reduction of class sizes in districts where schools do not have the facility space necessary to create new classes without significantly reducing enrollment. As outlined in the February 2025 Amendment to the SCA's Capital Plan, NYCPS and SCA have partnered to update and align SCA's capital planning approach to be more responsive to localized class size need.

In response to requests from external stakeholders including advocates and City Council members, the main change in the February 2025 Amendment is that funding is being allocated to selective boroughs, districts and sub-districts. More information about this approach is outlined in the Space section on page 17.

Increased seats through small capital projects

As a result of principal surveys and subsequent building walkthroughs, 18 capacity projects were identified across 18 schools. These projects are currently in various stages of review and development; NYCPS and SCA anticipate that the projects will result in approximately 1,000 seats. Through the school-driven application process, we received requests from 81 schools for resources to support room conversions. Ten projects were deemed feasible to date. These projects are now in various stages of review and development, and we anticipate will result in approximately 500 seats.

Limited enrollment changes

Consistent with the prior year, zoned elementary and middle schools where students enrolling "over-the-counter" midyear would cause classes to fall out of compliance may work with their superintendent to cap enrollment for that particular grade. Also consistent with prior years, NYCPS engages with high schools during summer and throughout the year to monitor and adjust seat availability for ongoing over-the-counter enrollment.

Developed preliminary criteria for exemptions

In partnership with UFT and CSA, NYCPS shared preliminary criteria for exemptions with schools as they engaged in their planning and application development for SY25-26 within the SY25-26 Approach FAQs, which were available here. To date, NYCPS, UFT, and CSA have agreed upon the exemption criteria for SY 2025-26 outlined below in Section 4.3.8. NYCPS, UFT, and CSA are continuing to discuss other appropriate exemptions for over-enrolled students, space, and license area shortages.

Engaged superintendents and built team capacity

NYCPS has worked closely to build the capacity of superintendent teams and field teams to support schools in developing and implementing their plans for SY25-26 as well as review and evaluate these plans alongside the common set of review criteria.

Continued labor partner engagement

Over the course of the past year, as in previous years, NYCPS has continued to meet weekly with labor partners on implementation of the law and potential new policies and processes, making significant accomplishments this year in the planning and implementation for SY25-26 in advance of the development of this plan.

Section 4.2: District- and School-Level Actions to Bring More Classes Below the Statutory Caps

Section 4.2.1: School Driven Approach for SY25-26

In late October 2024, NYCPS announced a school-driven approach to planning for SY25-26, developed in partnership with UFT and CSA. Principals were directly emailed applications and provided two months to apply, including consultation with their SLTs in the process. To support schools in the application process, NYCPS, UFT and CSA developed a joint training approach including a webinar and FAQs posted on the InfoHub that was uploaded prior to the application release. Further training was provided to principals and UFT chapter leaders on Election Day, with over 1000 participants attending the session to learn about the application process and ask additional questions. In response to questions raised by participants within the training, NYCPS, UFT and CSA updated the publicly posted FAQs to ensure that resources were responsive to questions from principals and chapter leaders.

Principals were responsible for developing plans in consultation with the School Leadership Team (SLT). Nearly all submitted plans included funding requests to hire teachers and schools were able to and did request funding for other needs, including assistant principals and non-instructional room conversions and classroom resources to support the creation of additional classes, such as classroom libraries or additional teacher resources for the new teacher hires.

Guidance shared with schools indicated that this approach was primarily designed for schools that do have space to reduce class sizes and could bring more classes below the caps with their current enrollment configurations without reducing programming offerings. In some cases, these were schools that had space to be fully compliant in their current space and enrollment configurations and in other cases these were schools that were able to increase the number of classes beneath the caps, but not necessarily to 100%.

NYCPS, UFT and CSA also agreed that the joint review process would allow opportunities for each party to review the plans utilizing a common set of criteria including:

- Feasibility of the plan, given the school's enrollment and personnel recruitment contexts
- Indicated reduction strategies align to overall approach and will support reduction of class sizes in that school
- School has provided a school program that demonstrates reduction in class sizes, compared to prior year program
- School has identified an approach to mitigate supervisory workload
- School has identified an approach to recruit and hire personnel
- Budget application aligns with the overall plan, the needs of the school, and the new program, and is efficient in utilizing existing and new resources to drive compliance
- Narrative proposing overall approach the ensures the school will not reduce program offerings

A copy of the application is shared in Appendix F on page 58.

As a part of the process, NYCPS also shared a list of strategies that schools may have utilized to reduce class sizes in SY24-25 and that they will utilize in SY25-26, and allowed schools to select from among them. This section also supported schools to identify the funding that they would need for each strategy.

Below are the strategies that were provided to schools in this application and jointly developed with NYCPS, UFT and CSA:

Sample Strategies for Space

- Fully Program Existing Instructional Space: Principals could ensure all classrooms are utilized to the greatest extent possible during the school day.
- Utilize multi-session programming: Principals could consider utilizing multi-session as an approach to increase the available space within school buildings.
- Repurpose Space: Principals could closely review the space available in their school, including spaces currently not used for instruction but capable of supporting classes, and identify new space available to create new sections to reduce class sizes.
- Utilize virtual learning as a strategy: Consistent with the newly negotiated labor contracts, principals could consider utilizing virtual learning initiatives to allow students to receive regular remote instruction, potentially reducing the overall impacts on space in schools. It should be noted that both the UFT and CSA contracts as well as the DOE Academic Policy for virtual/blended learning prevents both families and staff from being involuntarily assigned to virtual/blended programs.

Sample Strategies for Funding

- Reallocate funding: Principals could identify OTPS, PDPS, and spending on other purposes and redirect this funding to teacher lines
- Use new funding stream: $180 million in additional funds were included in school budgets last year (SY24-25), including an additional $45 million in C4E funds, and an additional $137 million that schools may only use for class size. This funding will recur in school budgets in SY25-26 to continue to support class size reduction efforts.
    - Additionally, beginning this year, approximately 750 schools will receive funding associated with their class size reduction plans this year determined through the school-driven approach elaborated above.
- Add Sixth Period Coverages and Pro Rata Courses: This strategy will allow principals to utilize existing teachers to cover additional periods to reduce breakage costs for teachers. This strategy would primarily work for MS and HS.
- Consider all the resources available in the budget: including funding from FSF, Contracts for Excellence, and other funding streams as available and allowable.

Sample Strategies for Staffing

- Rebalance Classes: Principals could look across their classes and ensure students are balanced across classes (e.g., to prevent a class of 19 and a class of 21 on the same grade).
- Maximize Teacher Programming: Principals could ensure all existing teachers (including those in comp time positions and working as deans/coaches) are more fully utilized as teachers.
- Add Sixth Period Coverages and Pro Rata Courses: This strategy will allow principals to utilize existing teachers to cover additional periods to reduce breakage costs for teachers. This strategy would primarily work for MS and HS.
- Consider all individuals at the school level who hold a teaching license to teach: Principals could ensure dually certified and other teachers can be flexible to teach needed courses.
- Consider Virtual Learning: Consistent with the newly negotiated labor contracts, principals could consider utilizing virtual learning initiatives to allow students to receive regular remote instruction, potentially reducing the overall impacts on space in schools. It should be noted that both the UFT and CSA contracts as well as the DOE Academic Policy for virtual/blended learning prevents both families and staff from being involuntarily assigned to virtual/blended programs.
- Hire Additional Personnel: In order to accommodate the additional sections that you may need to create to accommodate your current number of students in the new classes or for other purposes to support class size reduction.

Building on the work of the prior class size reduction plan, this approach provided principals and their school communities schools with flexibility in developing their

approach to class size reduction and develop plans that were feasible for their school community.

Principals indicated in their plans which of the above strategies they used in SY24-25 and would be utilizing and requesting funding for SY25-26. The plans also provided an optional space for schools to indicate the strategies that they would be using in SY26-27 and SY27-28.

Again, over 800 schools developed and submitted plans from across the city. Districts with the highest percentage of schools applying include District 18 in Brooklyn, with 95% of schools developing and submitting plans and Queens North High Schools (D 24, 25, 26 and 3), with 73% of schools developing and submitting plans. Districts 28 and 24 in Queens, District 17 in Brooklyn and District 11 in the Bronx all had over 70% of schools apply for the funding. Districts with the lowest funding applications include District 4 (Manhattan), District 13 (Brooklyn), District 12 (Bronx) and District 22 (Brooklyn), where fewer than 30% of schools applied.

4.2.2: District Team Capacity Building to Support Schools in Reducing Class Sizes

NYCPS Superintendents and district Superintendent Teams have played a critical role in implementing this school-driven approach and will continue to do so through implementation. To support team members in being a critical resource for schools in this process, NYCPS central teams have provided a series of trainings to Superintendent Teams, working to build capacity for district teams and principals to understand strategies and approaches to reducing class size. To support team members to be critical resources for schools in this process, NYCPS central teams have provided a series of trainings to Superintendent Teams, working to build capacity for district teams and principals to understand strategies and approaches to reducing class size.

Application Process and School Support Training: In November and December 2024, NYCPS central teams provided multiple trainings for reviewers to understand the application and the overall approach for how schools should be thinking about planning. This also included specific guidance on the strategies for schools to consider in order to reduce class size, and how they link to the overall class size planning approach. Where individual districts reached out for additional targeted training, central team members attended principal meetings to directly answer principal questions about the application and approach. Nearly 400 attendees joined these sessions which include principals, chapter leaders and district support staff.

4.2.3: Superintendent Team Review and Assessment of School-Level Planning

As agreed upon by NYCPS, UFT and CSA, all parties would be involved in the application review process. NYCPS utilized a multi-tiered approach for the review, working closely with Superintendents and teams to provide input into the school-by-school reviews, as district

teams are closer to individual schools and school budgets. These reviews included district human resources, budget and academic policy experts, who reviewed school-level applications and utilized their school-specific context to assess the feasibility of plans. This work was led by the Division of School Leadership and ensured that the team members best acquainted with school's budgets, human resources need, school programming and historical context were assigned to assess each school's plan.

As a result of this work, teams were able to review over 800 school-level applications, bringing their school-level knowledge and context to the review process.

Section 4.3: Central-Level Actions to Bring More Classes Under the Newly Mandated Caps

NYCPS is focusing on eight areas: building district capacity for supporting class size reduction (outlined in detail in the section above), space, enrollment, teacher hiring, funding, school-level community engagement, a focus on high-poverty schools, data analysis and continuing to develop criteria for exemptions. All eight key areas are critical to meeting the newly mandated caps. Additional considerations for each of the eight areas are outlined below.

Section 4.3.1: Space

Summary of Current State

To ensure up-to-date space data with principal input, NYCPS undertook a whole new survey in December 2023 to hear directly from principals about their assessments of school space; the results were outlined in the previous class size plan. NYCPS then utilized this school-level data to engage large-scale in building walkthroughs in cases where there were discrepancies between central data and school feedback to better understand the nuances of school-level data.

As of 11/15/24, our data analyses show that 1,037 schools have sufficient space to comply within their current enrollment ("Group One" schools), while roughly 495 schools (Group Two) need additional space to comply with the class size legislation with their current enrollment. In the Group Two schools, some need just one classroom, while some need a great deal more -- over 60 additional classrooms in some cases. NYCPS has published the list of schools in each group publicly for the first time in the 2024-2025 school year. This list is accessible here. Schools also received individual school space data through the SY25-26 Class Size Reduction Planning document.

As a note, these numbers fluctuate and will continue to do so based on changes to enrollment or programming at each school. In addition, they are subject to shift with principal input, and principals may have specific, nuanced views about use of space in their building. Small shifts in enrollment or programming may also impact schools' ability

to comply in their current space and enrollment configurations, and these figures will change as these patterns change.

In addition to what our central data supports, NYCPS has found that when principals are allowed to innovate, they may find more creative ways to utilize space in their schools. As a part of the SY25-26 Approach, schools were also able to request resources for creating instructional space from non-instructional space.

Background Data

This analysis considers whether a school has sufficient full-size classrooms (classrooms that are at least 500 square feet) to fully comply with class size caps based on space and enrollment as of October 31, 2024. The enrollment calculations utilized in this analysis were based on the Unaudited Register as of 10/31/24 for students in GE/ICT classes and District 75 Inclusion classes (excluding students in Special Classes). The number of classrooms available is based on the 2023-2024 Principal Annual Space Survey (PASS) with manual updates to reflect room changes for 2024-2025, including room conversions and portfolio changes. Furthermore, as described in the Space Management section below, this analysis incorporates updates to the number of rooms available based on principal feedback and site visits, a lever outlined in previous class size reduction plans.

The districts with the highest concentrations of schools that need additional space (Group Two Schools) are District 2 (Manhattan), District 20 (Brooklyn), Districts 25 and 27 (Queens) and District 31 (Staten Island). The top five districts in need of space have remained the same from last year's plan to this year's plan. To ensure that these districts become fully compliant, NYCPS and School Construction Authority (SCA) are prioritizing identifying sites in these districts in a joint process, in line with the new capital approach.

Figure 7: District Distribution of Group Two Schools with Space Need as of 11/15/24

District	Group Two Schools
1	3
2	45
3	10
4	6
5	5
6	13
7	3
8	7
9	16
10	18
11	25

12	5
13	7
14	6
15	20
16	1
17	8
18	1
19	9
20	35
21	22
22	18
23	2
24	29
25	30
26	19
27	31
28	24
29	12
30	20
31	41
32	4
Citywide	**495**

Space Implementation Levers

Below are current levers and the associated timeline for each to address space needs.

Lever One: Building on the results of the school-level needs assessment completed by principals in December 2023 and 420 building site surveys conducted by the Office of Space Management (OSM), NYCPS is working with School Construction Authority (SCA) to develop and implement small scale capacity generating construction projects.	**Timeline:** Spring 2024 – On-going

Description:
Utilizing results from the school-level principal class size space survey, OSM teams engaged in large-scale building level walk-throughs and conducted a robust data analysis.

In this work, OSM teams systematically analyzed data, engaged stakeholders (including principals and school-level leaders), and identified a series of projects that will result in the addition of approximately 1000 seats in new capacity for schools reviewed.

Teams engaged in a multi-phase process that included:

1. Robust analysis of principal survey responses
2. Local-level school site engagement and physical building walk-throughs
3. Preliminary recommendations to increase capacity
4. Re-evaluation, including updating of multiple internal data systems
5. On-going monitoring and resolution to ensure appropriate implementation

Again, as a result of principal surveys and subsequent building walkthroughs, **18 total capacity projects** were identified across 18 schools. These projects are currently in various stages of review and development and NYCPS anticipates will result in approximately **900 new seats**.

Lever Two: Building on the principal space survey building level walk-throughs, as well as requests made by principals through the SY25-26 Approach, NYCPS partnered with School Construction Authority to develop and implement capacity generating construction projects.	**Timeline:** On-going

Description:
Through both the site survey process and the SY25-26 Approach, NYCPS worked with principals to identify non-instructional space in schools that could be converted into instructional space or large instructional space that could be subdivided into smaller instructional spaces.

The SY25-26 Approach provided principals with the opportunity to indicate within their application if a "Non-Instructional Room Conversion" was a strategy for which they would like to request funding.

After reviewing the requests from schools via the application process, nine projects were deemed feasible for construction. These projects are now in various stages of review and development and NYCPS anticipates projects will result in approximately 600 seats. This is in addition to the eighteen projects identified through the survey as outlined in the lever above.

Below is a list of schools (subject to change as projects continue to be identified) of room conversion projects resulting from either the principal survey or the SY25-26 Approach. The projects below have been identified and shared with the School Construction Authority and are in process.

NYCPS anticipates that rooms with capacities of approximately 225 seats may open in September 2025, rooms with capacities of approximately 450 seats may open in January 2026 and rooms with capacities of approximately 650 seats may open in September 2026.

Figure 8: Schools Where Capacity Projects are Identified from the Principal Survey and from the SY25-26 Approach*

Borough	DBN	CSR Project Origin	Anticipated Seat Gain	Anticipated Classroom Gain	Target Completion Date
Bronx	08X101	Survey	92	4	Sep-25
Brooklyn	21K228	Survey	35	2	Sep-25
Queens	24Q293/ 24Q296	Survey	50	2	Sep-25
Queens	27Q302	Survey	50	2	Sep-25
Manhattan	02M416	Survey	125	5	Jan-26
Bronx	09X361	Application	23	1	Jan-26
Queens	25Q241	Survey	25	1	Jan-26
Queens	25Q460	Survey	50	2	Jan-26
Queens	26Q415	Survey	50	2	Jan-26
Queens	27Q302	Survey	37	2	Jan-26
Queens	27Q309	Survey	25	1	Jan-26
Queens	29Q298	Survey	50	2	Jan-26
Queens	29Q313	Survey	25	1	Jan-26
Queens	29Q492	Survey	25	1	Jan-26
Queens	29Q492	Survey	25	1	Jan-26
Brooklyn	19K662	Application	46	2	Sep-26
Brooklyn	20K048	Application	23	1	Sep-26
Brooklyn	21K177	Application	47	3	Sep-26
Brooklyn	21K525	Application	75	3	Sep-26
Queens	24Q061	Survey	92	4	Sep-26
Queens	25Q285	Survey	125	5	Sep-26
Queens	27Q202	Application	23	1	Sep-26
Queens	28Q157	Application	69	3	Sep-26
Staten Island	31R450	Application	12	1	Sep-26

Staten Island	31R455	Application	50	2	Sep-26
Queens	28Q620	Application	200	8	TBD
			1,484	**64**	

Lever Three: SCA revised their capital planning approach to respond to class size law and localized class size needs.	**Timeline:** On-going

Description:
As shared earlier in this report, within the February 2025 Amendment to the SCA's Capital Plan, NYCPS and SCA have partnered to update and align the capital planning approach to be more responsive to localized class size need. In response to requests from external stakeholders including advocates and City Council members, the main change in the February 2025 Amendment is that funding is being allocated to specific boroughs, districts, and sub-districts that are priorities for class size reduction based on individual school needs, prior to sites being identified.

SCA's pre-existing methodology was a demand and supply analysis utilizing enrollment projection and future housing data, looking at the sub-district level to determine seat need for elementary and middle school seats and borough level for HS. That existing analysis looks at need and demand across all schools within a geographic area and, on its own, does not provide the targeted review needed to support class size compliance on an individual school level.

The February 2025 Amendment allocates one third of the un-sited seats to specific boroughs, districts, and sub-districts.

Criterion to identify these areas for PS/IS level seats include:

- Enrollment projections at the district/subdistrict level (demographic plus permitted housing growth) will result in a net seat need in the subdistrict of 200 or more seats OR there is a net need of classrooms in the subdistrict, 20 or more classrooms are needed in the subdistrict specifically in schools with insufficient space to comply, and multiple schools require capital relief.
- Criterion for high school level seats are for boroughs where, on net, additional high school classrooms are needed to comply with the law.
- The balance of un-sited seats remain citywide which enables us to provide targeted support to schools located outside of those areas when sites are identified.

This plan was released in February 2025 and is available to review here.

Figure 9: Seats in Process from the FY2020-2024 Capital Plan

Borough	School District	Sept. 2025	Sept. 2026	Sept. 2027	Sept. 2028	Total
Manhattan						
	78M		275	170		445
Bronx						
	10				696	696
	11	344				344
Brooklyn						
	15		583			583
	20			461		461
	21	640	553			1,193
	22		517			517
Queens						
	24		451			451
	25		547			547
	26	399	463			862
	27	229				229
	28	454				454
	29		554			554
	30			547		547
	78Q	3,066	876	1,229		5,171
Staten Island						
	31	837		283		1,120
Total		**5,969**	**4,819**	**2,690**	**696**	**14,174**

Figure 10: New Capacity Program Summary in the FY25-29 Capital Plan

District	Sub-District	Feb 2025 Total Funded Need	Feb 2025 Funded Need (Non-District 75)	Feb 2025 Funded Need (District 75)	Number of Seats Completed or in Process
2	CHELSEA / MIDTOWN WEST*	686	686	0	686
2	TRIBECA / VILLAGE	433	433	0	433
2	UPPER EAST SIDE	451	451	0	0
8	SOUNDVIEW	104	92	12	104
10	SPUYTEN DUYVIL / RIVERDALE / FIELDSTON / NORTH RIVERDALE	547	451	96	547
11	VAN NEST / PELHAM PARKWAY	451	451	0	0
12	TREMONT / WEST FARMS	451	451	0	0
15	CARROLL GARDENS / GOWANUS / REDHOOK	557	461	96	557
20	BOROUGH PARK / KENSINGTON / BENSONHURST	451	451	0	0
20	DYKER HEIGHTS	451	451	0	0
20	OWLS HEAD PARK / PAY RIDGE	547	451	96	547
21	GRAVESEND	451	451	0	0
24	NORTH CORONA / SOUTH CORONA / LEFFAK CITY / ELMHURST	451	451	0	0
25	BEECHHURST / COLLEGE POINT / WHITESTONE	451	451	0	0
25	FLUSHING/MURRAY HILL/WILLETS POINT	696	600	96	696
26	BAYSIDE / AUBURNDALE	451	451	0	0
26	OAKLAND GARDENDS / FRESH MEADOWS	182	182	0	182
27	FAR ROCKAWAY	419	323	96	419
27	OZONE PARK / SOUTH OZONE PARK / RICHMOND HILL / WOODHAVEN	696	600	96	696
28	REGO PARK / FOREST HILLS / KEW GARDENS / JAMAICA	451	451	0	0
30	LONG ISLAND CITY / RAVENSWOOD	1,146	1,050	96	1,146
31	NEW DORP	764	668	96	764
31	NORTH SHORE	781	685	96	330
31	SOUTH SHORE	451	451	0	0
Brooklyn High School		1,842	1,746	96	1,271
Queens High School		2,010	2,010	0	868
Staten Island High School		1,350	1,254	96	1,350
Citywide		15,696	15,696	0	0
Total		**33,417**	**32,349**	**1,068**	**10,596**

* District with design-only project

The following subdistricts have been allocated an additional 451 seats with PS/IS projects in alignment with our revised capital approach: Manhattan, District 2, Upper East Side;

Bronx, District 11, Van Nest / Pelham Parkway; Bronx, District 12, Tremont / West Farms; Brooklyn, District 20, Dyker Heights; Brooklyn, District 20, Borough Park / Kensington / Bensonhurst; Brooklyn, District 21, Gravesend; Queens, District 24, North Corona / South Corona / Lefrak City / Elmhurst; Queens, District 25, Beechhurst / College Point / Whitestone; Queens, District 26, Bayside / Auburndale; Queens, District 28; Rego Park / Forest Hills / Kew Gardens / Jamaica; Staten Island, District 31, South Shore; Staten Island, District 31, North Shore. Additional seats have been allocated for Queens and Brooklyn high schools that also align with our approach.

Additional sites in the FY 2025-29 Capital Plan pipeline are not available yet as negotiations for purchase remain ongoing. Continuing in the FY2025-29 capital plan, SCA and NYCPS plan to allocate capacity dollars for new seats to comply with the class size law at the sub-district level as sites are identified, to ensure compliance with the law in individual classrooms and schools, as the law requires.

NYCPS teams have conducted an analysis of the schools that came online in SY24-25 and the resulting impact on current schools that are currently not able to meet the new class size caps. Appendix C on page 55 includes a more detailed analysis of which schools with identified class size space needs will be positively impacted by the new capacity projects that are coming online for SY25-26 within the 27,000 seats above, with occupancy beginning in September 2025. Seat targets in schools opening in September 2025 and later will reflect the new class size caps.

Continuing into this year, SCA and NYCPS intend to identify the schools at which additional seats are needed, based on how those seats will allow schools to meet the annual benchmarks in the law. This information will be available concurrent with the November Amendment.

Further, SCA and NYCPS will continue to work to evaluate prospective sites for new construction, including the consideration of existing schools nearby that do not have space to comply with the law. The joint NYCPS/SCA team, utilizing detailed class size compliance data, identifies localized geographic areas where SCA brokers should focus on searching for sites and, when potential sites are identified, the joint team then reviews the sites for suitability. Factors such as total square footage of the site, as well as zoning restrictions, determine how large a school can be built on the site and whether it is suitable for an elementary, intermediate or high school. For example, building a high school with a full-size gym and auditorium or gymatorium, for example, requires a larger site than an elementary school. Each site that is found and subsequently reviewed is context specific and these factors, along with what the broader data analysis is showing, determines the decision to move forward with selecting a school site.

Since the publication of the original FY2025-2029 Five Year Capital Plan and throughout the time, the SCA has launched an aggressive effort to site seats as quickly as possible citywide. SCA has been working to expand opportunities to create seats including site

acquisition, leases, mixed-use buildings and room conversions. As of the February 2025 Amendment, nearly one third of the 33,400 funded seats have been sited. Since then, one additional site at 1631-1659 Zerega in Bronx has been authorized to move forward. The project will provide 547 seats on elementary school level in District 11. Additionally, CTF projects have been approved at two schools: I.S. 228 in Brooklyn and Queens HS for Information Research & Technology in Queens to provide a total of 118 seats. Over 50 sites have been evaluated and 30 room conversion projects are being assessed for feasibility. We anticipate to site more projects in the upcoming Amendment.

In our site review process, close to 90% of the sites were deemed not feasible or not at a location that will be helpful. Sites evaluated are across the city. Some of the reasons for us to deem a site not feasible include: size of the property being too small; location of the property not conducive to help schools in need of the space; dimension of the property not able to accommodate the program (for example, site being too narrow); leased building in terrible condition; and leased space not able to provide for completely separate egress for school use.

SCA continues to identify available property in those districts, including the areas prioritized by the new approach. As potentially feasible sites are identified by SCA brokers or from suggestions from Councilmembers or community members, they will continue to be brought to the cross-department team to assess how they potentially can support the surrounding schools.

SCA and NYCPS will continue the process of working towards compliance and determining which strategy will be applied to schools that are not in compliance with new class size caps. Under State Education Law, SCA is required to publish two amendments to the Five-Year Capital Plan every year. SCA will continue providing updates on the progress of capital work and class size compliance in subsequent Amendments to the annual capital plan.

Section 4.3.2: Enrollment

Summary of Current State:
As NYCPS considers the full range of levers available to reach compliance with the law, one of the potential levers is to utilize enrollment policy as a pathway toward becoming compliant with the law. For schools where currently available space is far below current enrollment/demand, the exemption process may also be utilized, so as to avoid or mitigate such a limitation to families' and students' access. These exemptions must be signed off on by the Chancellor of NYCPS and the presidents of UFT and CSA.

In SY25-26, NYCPS is not making major changes to enrollment. NYCPS will continue working with individual schools and school communities on minor changes in enrollment (increasing or decreasing by small numbers) to avoid the need for significant capital interventions and the associated costs in schools that only need additional space for a few

students on each grade level; and on limiting midyear ("over-the-counter") enrollment at schools where it would impact class size compliance.

Reducing enrollment at high-demand schools would limit families' and students' access to those schools and is therefore a lever that the parties crafting this plan have discussed and would prefer not to utilize unless it is necessary. Between the increased compliance and the exemptions process, reducing enrollment in high-demand schools is also not something NYCPS believes is necessary to maintain compliance with the class size law in SY25-26. NYCPS hopes to use the exemption process as part of the overall strategy to comply with the law to avoid limiting families' choices at these in-demand schools going forward, as laid out in Section 4.3.8.

Based on preliminary analysis that NYCPS compiled for the Class Size Working Group, NYCPS expects:

- Enrollment reductions at high demand zoned schools could disproportionately impact certain student populations, including students with IEPs, Black and Hispanic students, and students living in poverty.
- Enrollment reductions at high-demand schools would likely result in fewer students matching to a top choice in admissions, and this could lead to more families leaving NYC public schools, based on analyses of family behavior from NYCPS.

While enrollment reductions could be a path to achieving compliance with the law, many families are strongly opposed to enrollment reductions, as evidenced through public engagement on the issue within the Class Size Working Group.

Any significant changes to enrollment that could be considered for SY2026-27 must take place no later than September 2025 through December 2025, depending on grade level, in order for enrollment/admissions timelines to remain feasible for the ~300,000 families who participate in admissions for D1-32 schools each year.

NYCPS, UFT and CSA shared proposed, preliminary criteria for exemptions in guidance available to schools as they developed class size reduction plans for SY2025-2026. The parties continue to negotiate criteria and a process for exemptions. More information about these criteria are available in Section 4.3.8.

The Class Size Working Group, in their report released in 2023, recommended that NYCPS adjust enrollment at "overcrowded" schools when there are underutilized schools nearby, in consultation with school communities. Again, as shared above, there was significant public pushback on the idea of enrollment reductions at popular schools.

The Class Size Working Group also recommended that NYCPS consider relocating 3K and PreK classes in overcrowded schools to nearby Community Based Organizations, where there are available seats, another form of enrollment limitation. Schools were allowed, through the SY25-26 Planning Process to request removal of 3K or Pre-K sections in order

to accommodate reduction of class size in grades covered by the law; these requests were considered on a case-by-case basis, taking into account the demand for the 3K and Pre-K programs in the community. More information on this can be found in the published FAQ document.

Enrollment Implementation Levers

Lever One: Work with schools and school communities on small changes to enrollment, to support schools to become fully compliant with reduced capital needs.	**Timeline:** On-going

Description:

NYCPS continues to analyze current enrollment patterns across all districts to understand broad enrollment trends. Our analysis shows that enrollment patterns at schools vary significantly by district and within districts. Data does show a direct connection between schools' enrollment trends and a need for more or less space. As noted above, the parties to this plan would prefer to avoid limiting enrollment at high-demand schools and do not believe this action is necessary for compliance in SY25-26.

This year and beyond, NYCPS will continue to work with individual schools to consider where there may be a need for minor adjustments to enrollment at schools, in consultation with school principals and the school community. There may be cases where small changes to incoming enrollment will limit the need for capital projects and funding.

NYCPS will continue to closely track enrollment patterns, including any instances which occur where newly created schools or newly constructed additions/annexes to existing schools result in declining enrollment at other nearby schools. In these cases and subject to funding availability, NYCPS will consider how to support those schools to bring additional or all classes below the legislative caps. NYCPS will also investigate providing additional relevant information to parents regarding class sizes at schools during the school selection process in future years, subject to the approval of UFT and CSA, as the impact of the legislative caps becomes more apparent.

Lever Two: Adjust policies for ongoing enrollment throughout the year (that is, outside the centralized admission process via "over-the-counter" (OTC)) that account for class size maximums at individual schools and grade levels: a) Zoned elementary and middle schools to continue to "cap and overflow" enrollment in line with the new statutory maximum class sizes. b) The Office of Student Enrollment (OSE) to continue using the new statutory maximum class sizes (when appropriate) and	**Timeline:** On-going

current registers to determine seat availability for ongoing enrollment throughout the school year for un-zoned elementary and middle schools and all high schools.	

For SY24-25, NYCPS made relatively minor adjustments to existing policies for ongoing enrollment throughout the year, when enrolling additional students would have impacted class size compliance at individual schools. Such adjustments allowed schools and OSE to account for each school's intended maximum class sizes (either statutory or contractual maximums, as indicated by school staff and district staff in NYCPS systems) in each grade level when determining availability for new enrollment.

Similar to the timeline and process for SY24-25, NYCPS will update these policies during late spring and summer 2025 for SY25-26, and will communicate these updates to school staff and district staff as follows:

1. In August and September 2025, NYCPS will send email and digest announcements to school staff and district staff, explaining the new policies, and linking to the official policy guidance documents with examples and FAQs.
2. In September and October 2025, training sessions for district staff on the policy adjustments and how to implement them at their schools.

As mentioned above, "ongoing enrollment throughout the year" refers to over-the-counter (OTC) enrollment, which is when students enroll in a school any time throughout the school year outside of the centralized admissions processes. The centralized admissions processes admit students to school's entry grade levels, mainly Kindergarten, 6th grade, and 9th grade. OTC enrollment happens in all grade levels (not only the entry grades), and usually involves new students entering NYCPS for the first time (and who therefore missed the time period for participating in the regularly scheduled admissions process) or students transferring from one school to another.

When implementing these minor adjustments, NYCPS ensured that all other components of these enrollment policies remained unchanged, most importantly that students with IEPs and who reside in temporary housing are enrolled in the same manner as their peers, that seat availability continues to be determined the same way for all students (regardless of IEP recommendations or housing status), and that the lack of a permanent address does not constitute a legitimate basis for denying a child admission, registration, and enrollment to school. Students in temporary housing are still entitled to immediately enroll and attend a DOE school even if they cannot present documents normally required for registration and enrollment, in accordance with Title VII of the McKinney-Vento Homeless Assistance Act.

Section 4.3.3: Teacher Hiring

Summary of Current State

Hiring additional teachers is a critical part of the path for NYCPS to remain in compliance compliant with the law.

The most recent centralized projections for teacher hiring needs are below, based on the SY22-23:

- To reach 100% compliance, NYCPS estimated that it would need to hire 10,000 – 12,000 additional teachers, including approximately 3,000 – 4,000 Special Education teachers.
- NYCPS currently employs ~77,000 teachers; this would be a ~16% increase in the teacher workforce.
- NYCPS hired between 3,800-5,600 new teachers annually for each of the past 3 years prior to 2024, recruiting over 19,000 educators since 2021.
- Approximately 3,000 of those current annual hires are in teacher shortage areas including Math, Sciences, World Languages, Bilingual Education, English as a Second Language, and Special Education.
- Approximately 3,800 – 4,000 of those current annual hires are due to teacher attrition, approximately half of the attrition is due to retirements and half is attributed to resignations and terminations attrition for other causes. The current attrition rate of teachers in their first 5 years is approximately 30%.
- Accounting for new hires due to class size compliance and our standard annual new hires, NYCPS needs to hire over 20,000 teachers between now and September 2028.
- Half of these hires are for hard-to-staff license areas including STEM, English as a New Language (ENL) and Special Education
- Hiring trends vary significantly by geographic and certification areas.

The Independent Budget Office (IBO) also published an independent analysis in 2023 that projected that NYCPS may need to hire an additional 17,000 teachers. Their report is available here.

As noted above, through our SY25-26 planning process, after a joint review between NYCPS, UFT and CSA, approximately 750 schools were awarded funding for approximately 3,700 teachers and over 100 Assistant Principals, which would be sufficient to support a citywide compliance rate of 60%. Of all the schools that were awarded funding, 99.2% asked for resources to hire additional teachers.

To support these additional teacher hires, NYCPS anticipates a need to increase recruitment and training as well as retention for new teachers, in order to meet the hiring demands presented by the new class size mandates and to ensure teacher quality as the number of teachers hired into the system grows.

In addition, and as noted in the prior plan, the hiring of the estimated 10,000 – 12,000 substantial numbers of additional teachers necessarily calls for an increased need for supervisory support and as a result of the school-driven approach this year, over 100 Assistant Principals are approved to be hired. In order to make this plan successful, the parties agree that additional funding will be needed for these recruitment, training and supervisory support and supervision costs, and additional supervisory positions are being funded through the SY25-26 Approach.

Data and Analysis:

NYC Public Schools currently employs ~77,000 teachers, in the following license areas

- 28% Elementary Education
    - 20% Common Branches/Elementary
    - 2% Bilingual Common Branches
    - 6% Early Childhood
- 23% Secondary Core Content
- 29% Special Education
- 7% Specialty Areas (Art, Music, PE)
- 13% Other (Speech, ESL, CTE)

The teacher workforce has declined approximately 1.5% over the past five years. Over this same period, enrollment has declined by around 10%. Overall, the pupil-teacher ratio has decreased from 14.1:1 in SY18-19 to 12.5:1 in SY24-25. More detail on NYCPS PTR can be found here.

This increase in teacher hiring need, as a result of the new class size caps, must happen within the continued context of teacher workforce hiring challenges, including:

- **Entering the profession:** Fewer people are entering the profession in New York State and nationally which means less talent particularly in shortage areas.
- **Shortage Areas**: In particular, fewer candidates available in highest demand areas.
- **Preferences**: This is a candidate's market and candidate preferences may not match where we have positions or needs.
- **Teacher Mobility:** More attrition from hard to staff schools creates additional hiring needs for those locations.

In New York State, according to the US Department of Education Title II data reporting, in 2021-2022, roughly one-third of individuals who enrolled in teacher education programs completed them in New York State.

New York City makes up roughly 40% of New York State's student population. NYCPS' data shows that schools already have limited choices for new hires in critical certification areas when relying on traditional candidates alone. The pipeline shortage is evident in select

certification areas like special education (especially for secondary grades), bilingual, Foreign Languages, CTE and STEM, which can have only two or fewer applicants per hire. In 2024, the last year for which data is available, NYCPS received fewer than 2 applications for each bilingual teacher vacancy, 2.4 for each math teacher vacancy, 3 for each Spanish vacancy, and as low as 1.2 per vacancy for some science courses. For secondary special education, NYCPS received about 1.3 applications per vacancy. As a note, some teacher applicants may be certified in more than one subject area; if that person applies for more than one subject area, they will be counted multiple times in the above data.

As of 2024, hiring in the boroughs of the Bronx and Brooklyn accounted for nearly two-thirds of hiring overall. Schools in harder-to-staff districts in the Bronx, Central Brooklyn, and District 75 typically have more positions to fill each year.

Figure 11: New Teacher Hiring by Borough in FY25*

Borough	**Total**
Bronx	1,328
Brooklyn	1,500
Manhattan	838
Queens	1,050
Staten Island	202
Grand Total	**4,945**

**The figures are based on averages from 2017 to 2024 (excl. 2020) and are for hires through 10/31 of each year.*

Our systemwide retention is relatively high and attrition is relatively low compared to other large cities, with an average attrition rate of 6.2% over the last 10 years. Roughly half of the attrition rate is due to retirement, with only an average of 3.1% of those attriting as voluntary resignations. Our retention rates have improved in this time:

- Over the past 10 years, retention of all teachers has improved from 93.8% to 94.7%.
- Over the past 10 years, retention of special education teachers has improved from 93% to 95.1%. Notably, this improvement happened while also scaling the special educator workforce by over 7,000.
- Approximately 65-70% of new hires are retained in their first five years.
- Based on an analysis in 2023 looking back over ten years, new teachers who entered through the Teaching Fellows program, systems-level retention was comparable or better than traditionally prepared teachers at 90% in the first year, 85% in the second year and 79% in the third year.

Retention rates and the time it takes to fill vacancies vary based on the economic need of the school. NYCPS' highest need schools as measured by ENI have lower in-school retention rates, and higher vacancy rates. As a note, the first quartile represents the City's wealthiest schools, while the fourth quartile represents the poorest.

Figure 12: Teacher Retention by ENI Quartile

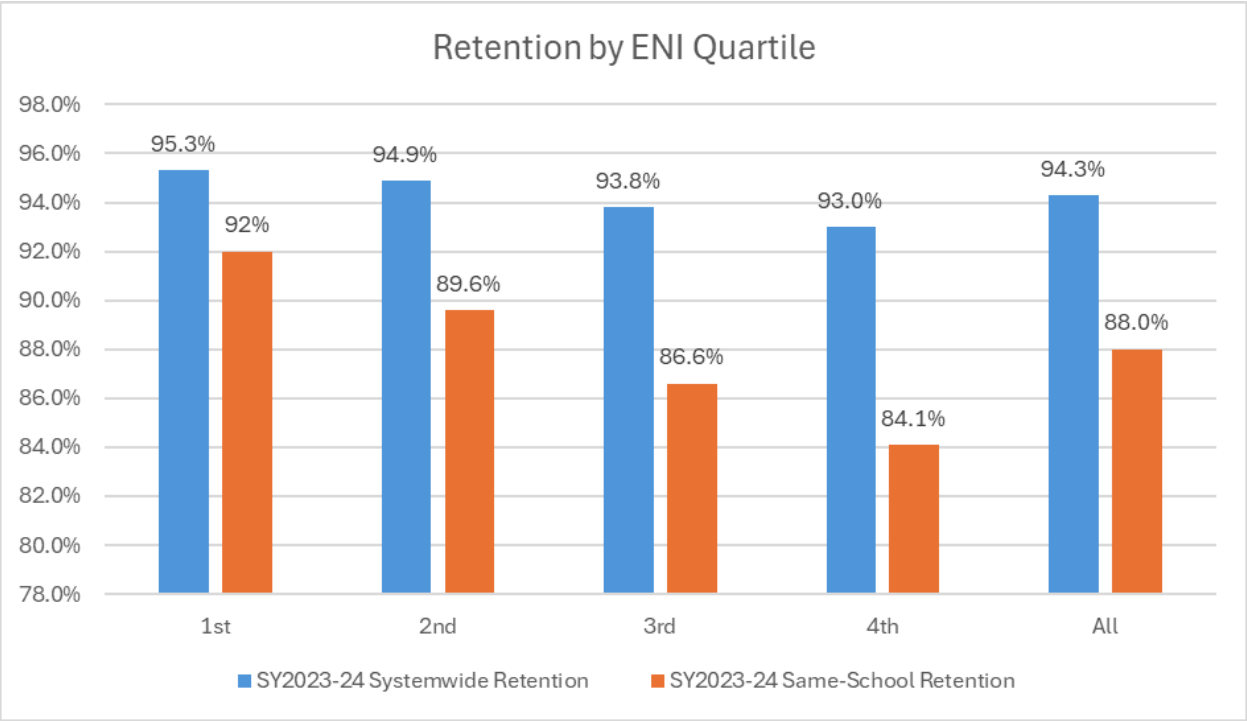
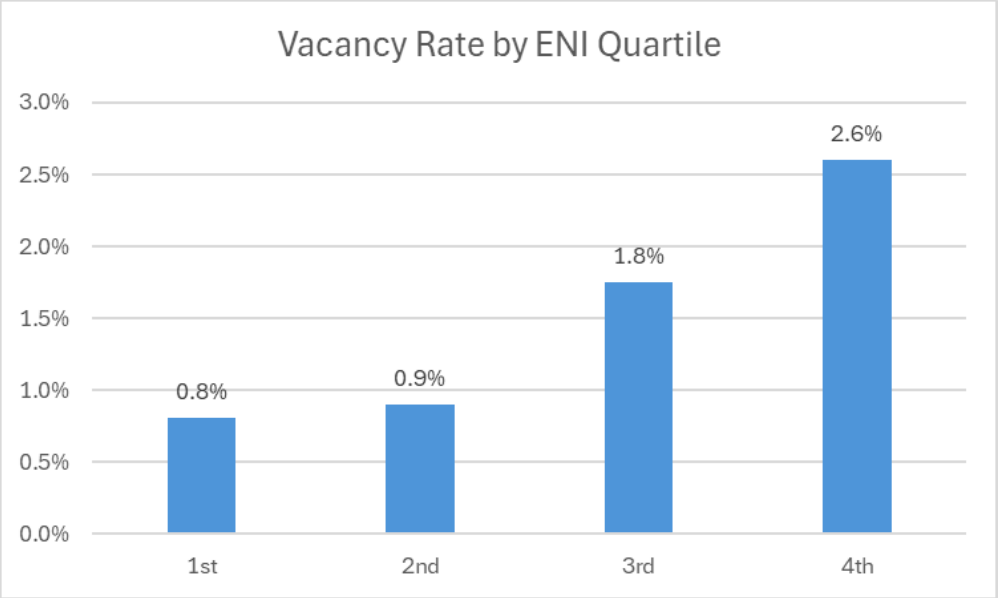


Figure 13: School Vacancy Rates by ENI Quartile as of November 2024



Due to the trends in current class size compliance, the hiring required by the class size law and supported through the school-driven approach will flip these trends for hiring teachers for SY25-26. At both the Borough and district level, schools in areas that have traditionally had lower hiring needs will be hiring more new teachers through this process. Conversely, many schools in districts that have traditionally *needed to* hire more teachers *are receiving fewer additional* teacher positions with this new funding. That being said, schools will also still need to hire for regular teacher turnover, in addition to new class size positions; for high-need schools, these numbers may grow due to substantial numbers of new positions at comparative lower need schools.

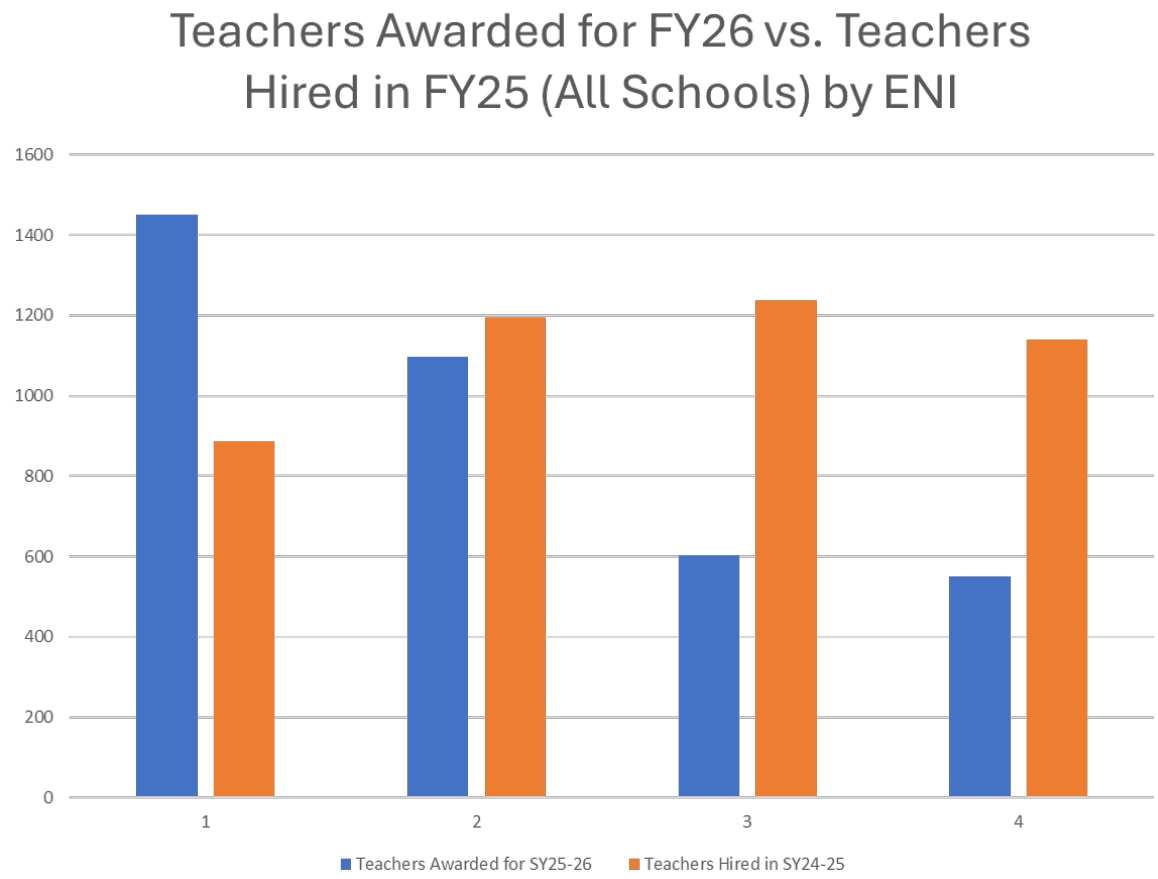
Figure 14: Borough Summary of SY25-26 Teachers Awarded within Applications Compared to FY25 Hiring

Borough	Teachers Awarded in SY25-26 Plan	FY25 Hires (Dists 1-32)
Bronx	634	1,123
Brooklyn	982	1,514
Manhattan	548	689
Queens	1282	1,090
Staten Island	257	157
Total	**3,703**	**4,573**

Figure 15: District Summary of Teacher Requests from Schools that Submitted SY25-26 Plans Compared to FY25 Hiring

District	Teachers Awarded for SY25-26	FY25 hires
01	61	62
02	280	225
03	75	116
04	21	92
05	36	81
06	75	113
07	56	152
08	81	149
09	116	219
10	161	252
11	160	181
12	60	170
13	61	107
14	53	116
15	125	116
16	25	47
17	85	149
18	112	70
19	75	194
20	182	221
21	113	194
22	78	121
23	14	68
24	271	219
25	147	126
26	148	68
27	172	203
28	189	144
29	136	114
30	219	216
31	257	157
32	59	111
Total	**3,703**	**4,573**

Figure 16: Summary of Teachers Awarded Compared to SY25-26 Hiring by School ENI



Each of the tables above compares new teacher positions to comply with the class size law with last year's hiring needs in the same set of schools. Last year's hiring needs were driven primarily by teacher attrition and changing needs at each school, as the overall class size reduction requirements were significantly lower than SY 2025-26 will be. The number of teachers awarded in SY 2025-26 in the above charts does not account for attrition.

As a result of these shifts, and consistent with the law's requirement to prioritize school serving schools serving populations with higher poverty levels, NYCPS will focus some levers for teacher hiring specifically on our highest-need schools. NYCPS has allocated substantial resources to schools to hire teachers for SY25-26; however, we anticipate potential hiring challenges, due to the potential challenges outlined above.

Approximately 3,700 positions were awarded as part of the school-driven process for SY 2025-26. NYCPS is continuing to work closely with schools and field teams to prioritize these positions, and will be monitoring progress in staffing along with UFT and CSA. NYCPS

will provide additional information about the progress in staffing these positions in the November report.

Teacher Hiring Implementation Levers

Lever One: Provide a robust package of hiring resources to schools, with priority for schools that have class size needs, including an earlier application window for hiring teachers in high-need schools located in the harder-to-staff districts, peer recruiters, school tours for prospective candidates in the Bronx, an increase in the number of early recruitment stipends and support through the "District Point" pilot.	**Timeline:** On-going

Description:

NYCPS recognizes that school-level hiring and retention of teachers requires significant support and a robust set of supports, particularly in schools that have had historical hiring and retention challenges. To support these schools as well as those that have a need to hire to maintain system-wide class size compliance, NYCPS has developed a series of strategies, outlined below. These strategies will work to provide a robust package of support for hiring for these schools.

NYCPS will ensure that a select group of schools that meet the criteria of higher ENI and have class sizes above the mandated limits and are located in harder-to-staff districts are a part of the earlier application window for schools. The earlier hiring window began March 1st and allowed schools to make a pre-budget commitment to a candidate, allowing principals to make offers earlier than other schools are able to make offers to teachers.

Following our standard practice of early hiring, Districts 7-12 (Bronx), 16, 17, 19, 23, 32 (Brooklyn) and 27 (Queens) are included in the Early Commitment Program. Schools are able to prioritize hiring in the high need subject areas of Special Education, Science, Math, ENL/TESOL, World Languages/LOTE, CTE, and bilingual subjects.

In addition, NYCPS will also offer a range of supports to provide a competitive edge to harder to staff schools that are a priority for class size reduction:

- **Doubling and Tripling Selected Early Commitment Stipends:** NYCPS doubled the early commitment new hire stipend for shortage area teachers who accept positions in our early commitment/hard to staff districts from $1,000 to $2,000; stipend was tripled for special education, ENL and bilingual teachers - from $1,000 to $3,000
- **District Teams and College of Education Partnerships:** Partnering with district level teams and colleges of education to hold district-specific hiring fairs

- **Partnership with CECs:** Utilizing CECs and partners, by developing a public recruitment outreach toolkit for them to use.
- **Advertising:** Investing in paid advertising across 30+ channels; we are on track to deliver nearly 100 million impressions in key markets.
- **Hiring/Networking Events:** Scheduling more than 25 individual hiring/networking events across central and individual districts for the months of April and May - with more events being added each day; over 1,000 candidates have attended events since March.
- **Noted above, "Early Commitment" efforts** focused on schools that are geographically hard-to-staff and serve high ENI students and have class size needs. This includes opening the recruitment process earlier for these schools, incentives for recruits and offering additional support and training to schools on inclusive recruitment and hiring. Schools may make a pre-budget offer to candidates in shortage certification areas.
- **Peer Recruiters** – schools participating in early commitment have access to a "peer recruiter" per session position which is a teacher leadership role designed to support with early engagement in the hiring season
- **Bronx School Tours**- is a staffing support strategy that provides an extra level of staffing support to an area of the city that historically has challenges with hiring (quality) teachers. The school tours will give Bronx schools, across all grade bands, additional opportunities to make connections with teacher candidates for consideration for the 2024-2025 school year. Additionally, teacher candidates will get an opportunity (in some cases, multiple opportunities) to see a Bronx school in action.
- **District Point Pilot:** Starting this spring, up to four priority districts will participate in the District Point pilot, which will provide added capacity to districts and schools to support recruitment and retention planning. Districts are selected by meeting criteria of having high demand for class size growth, risk of teacher attrition and challenges with recruitment.
- **Continued Focus on the Teaching Fellows for the 25-26 School Year:** Using $8M for FY25, NYCPS will continue to leverage alternative certification programs like NYC Teaching Fellows, which will support over 1,000 new hires for SY25-26 – nearly triple the cohort size for NYC Teaching Fellows last year.

Lever Two: Expand pathways for current NYCPS students to become teachers and have teaching experiences through current career-connected learning programs within the Office of Student Pathways	**Timeline:** On-going

Description

In SY24-25, there are 24 schools participating in the FutureReadyNYC (FRNYC) Education Pathway sequences, up from 18 schools in the prior school year. This pathway supports

current NYCPS students in preparing to enter the teaching profession, with approximately 2,416 students enrolled in FRNYC Education pathway schools, up from 650 students in the prior school year.

The Education Pathway is one of four career-connected pathways offered by FutureReadyNYC. Our comprehensive teaching and training program integrates historical context with the latest teaching strategies to provide students with a deep understanding of the diverse field of education and better prepare our students to become our teachers.

The education pathway program consists of four courses: Introduction to Teaching, Childhood Development & Learning, Instructional Practices, and Teaching Practicum. Course units and lessons are designed to develop real-world skills, including classroom management techniques, curriculum development, and hands-on teaching experience. In addition to these courses, students are required to complete the Child Abuse Identification Training, School Violence Intervention and Prevention Training, and "Dignity for All Students Training" workshops, all of which are provided at no cost to students or the school.

By offering a structured curriculum and valuable credentials, the FutureReadyNYC Education Pathway aims to improve and sustain the teaching workforce while fostering diversity in educational settings.

Lever Three: Building on existing work to support paraprofessionals to become teachers, NYCPS will continue to strengthen pipelines for paraprofessional and teacher aides to become teachers	**Timeline:** On-going

Description

NYCPS currently runs several programs for paraprofessionals to enter the teaching profession. All full-time paraprofessionals who do not yet have a bachelor's degree can participate in the career training program, which will subsidize credits towards an undergraduate degree. For paraprofessionals who currently have bachelor's degrees they may participate in programs working towards a graduate degree and teaching credential via NYCPS programs like the NYC Teaching Fellows, NYC Teaching Collaborative, Ed Prep and graduate reimbursement.

To support broader efforts related to teacher recruitment for class size implementation, NYCPS will work to bolster the existing paraprofessional pipelines by doing the following:

- Survey current paraprofessionals about their career plans and support needed to enter the teaching profession.
- Expand undergraduate program offerings in teacher education so that current paraprofessionals may utilize the Career Training Program benefit to subsidize their teacher certification program.

- Enhance outreach to paraprofessionals about opportunities to participate in subsidized teacher education programs at the graduate level.
- Explore opportunities through new state-approved apprenticeship models and paraprofessional certification options to increase opportunities for current paraprofessionals to complete certification requirements while serving in their current roles

NYCPS is partnering with two undergraduate CUNY programs with support from the SUNY Workforce grants to establish new programming designed specifically for paraprofessionals to enter undergraduate programs designed for working professionals. In addition, NYCPS secured private funding to evaluate and scale programs and supports for paraprofessional to teacher pathway programs and this summer will release initial findings.

Lever Four:	**Timeline:**
Collaborate with universities to enhance recruitment of current students in education programs, connect with undergraduates and graduate students with a special focus STEM majors, and work with current teachers to establish a quicker pathway to dual certification and extensions.	On-going

Description

NYCPS actively recruits from over 200 schools of education locally and national efforts to attract over 10,000 certified applicants to NYC Public Schools. Approximately three-quarters of all hires each year are drawn from this pool of applicants.

NYCPS has continued to deepen partnerships with school districts around student teaching including a city-wide survey to identify schools interested in hosting student teachers and facilitated matches to schools and making stronger connections between schools of education and host schools. Hundreds of schools have indicated interest in hosting student teachers, which are a valuable source of new talent. NYCPS will also continue to strengthen work with schools of education through a formalized partnership agreement to place 40% of student teachers in designated priority districts.

In January 2025, NYCPS launched the student teaching initiative which invites current student teachers to participate in specialized events, job search support and incentives to commit to working in our schools. This spring there will be a student teaching conference including university staff, student teachers, NYCPS leadership and school-based staff. This event is aimed at facilitating a welcoming and seamless transition from student to educator. This spring NYCPS also released the first round of recruitment and hiring data to schools of education to inform them of how their graduates are supporting NYCPS talent

needs and will host a partnership series for multiple local schools of education to update them on the class size planning and ways to partner.

NYCPS and CUNY continue to leverage their formal partnership to specifically increase the number of teachers with extensions in bilingual and special education so that more current and future educators will gain these valuable credentials.

In addition, CUNY and NYCPS are exploring new pathways for STEM graduate degree majors to concurrently enroll in specialized teacher education programs to support the significant need for additional math and science educators through this period of workforce expansion.

Lever Five:	**Timeline:**
Continue to focus on recruitment of teachers into programs such as NYC Teaching Fellows and NYC Men Teach, as well as additional recruitment levers	On-going

Description:

Using $8M funds from FY25, NYCPS will continue to leverage alternative certification programs like NYC Teaching Fellows, and the NYC Men Teach initiatives, which will support over 1,000 new hires for SY25-26 – nearly triple the cohort size for the NYC Teaching Fellows program last year. NYCPS will continue to implement these recruitment programs focusing on the two components of actively building the pool of candidates and working strategically to enhance communications and outreach.

NYCPS launched public messaging campaigns focused on recruiting talent to NYC Public Schools – includes direct messaging to all employees, families, and distribution on public video ads on Taxi TV, NYC Life, NYC GOV, citywide audio holds on 311, radio as well as LinkNYC Digital Kiosks.

NYCPS will expand in-person and virtual hiring events for candidates and school leaders focused on shortage areas and harder-to-staff geographic areas, aligned to class size need.

NYCPS will also host monthly webinars for principals and district teams focused on topics related to teacher recruitment and staffing.

Lever Six:	**Timeline:**
Work with NY State and other external partners to improve teacher recruitment efforts and pathways.	On-going

Description:

NYCPS continues to partner with the NYS-led "Teach NY" campaign launched last spring, which is a statewide effort to improve communications about how to enroll in teacher education programs statewide modeled after work in CT.

In collaboration with TeachNY, NYCPS promotes traditional and alternative certification programs led by NYCPS, which will lead to broader exposure and recruitment. NYCPS will also work with local schools of education and TeachNY to boost traditional enrollment in schools of education. Recently the collaboration with TeachNY supported information sessions for school leaders on the pathways as well as targeted outreach to current NYCPS paraprofessionals and substitute teachers about opportunities to enter teaching.

Additionally, NYCPS secured a second Empire State Residency grant, totaling over $12M and supporting an additional 400 residents to train in NYCPS schools, which doubles our previous program goals. Planning for the expansion of the Empire State Teacher Residency program is underway with the first cohort graduating in summer 2025. The SUNY Workforce grants will support expansion of current alternative certification programs as well as pathways for paraprofessionals to secure a teaching credential at the bachelor's degree level and both programs are in implementation this spring.

NYCPS will continue advocacy with NY State to consider alternative pathways for initial and professional certification that are more responsive to the needs of candidates and districts and address barriers to entry that have not been validated as essential for improved teacher quality. NYCPS and NYS Education Department staff meet monthly to problem solve short- and long-term challenges with teacher recruitment.

Lever Seven:	**Timeline:**
To improve teacher retention efforts, NYCPS continues to build on existing strategies, including new incentives for current teachers within the most recent teachers' contract.	On-going

Description:

NYCPS is committed to maintaining our already high retention rates through multiple strategies. In the most recent teachers' contract, NYCPS agreed to the inclusion of an annual retention bonus, which will continue to increase with collective bargaining salary increases. Additionally, NYCPS increased teachers' salaries, with a starting salary of over $70,000 once the raises are fully phased in. Teachers can move more quickly to reach six figure salaries; after 8 years of service a teacher with a masters' degree and additional credits (specifically 30 credits and promotional differential – credits in a subject area) will receive $100,040.

The new collective bargaining agreement with the UFT also includes work from home opportunities, including for parent engagement, some professional development and a $225 annual stipend to support the pivot to remote planning. Additionally, the Virtual

Learning Program will provide hybrid work or remote work opportunities, all intended to support teacher retention.

Lever Eight:	**Timeline:**
Engage in longer-term strategic planning, including a recruitment landscape analysis and strategic partnership work across multiple stakeholders, to build a robust strategic foundation to ensure NYCPS can hire 25,000 new teachers by 2027.	Fall 2024 – Summer 2025

Description:

NYCPS is working with the Center for Public Research and Leadership (CPRL) to conduct a robust recruitment landscape analysis to inform longer term planning for recruitment efforts for class size reduction. This includes analysis of the current talent sources and programs and developing a blueprint for scaling. NYCPS will also review competitive markets to identify places to target our recruitment marketing.

Additionally, an advisory group called the Teacher Workforce Think Tank launched in the fall of 2024. This group will include a diverse group of professionals experienced in New York City teacher recruitment and hiring practices, workforce development, as well as national, large-scale and corporate talent acquisition. Members of this group, including our labor partners, plan to lend their knowledge, time, and expertise to collaborate on innovative and expansive solutions and identify opportunities to hire 25,000+ new teachers by 2027.

It remains a central priority to foster new partnerships to support our workforce expansion. This year NYCPS is exploring ways to partner with the Mayor's Office of Talent and Workforce Development to align priorities and tap into new talent sources. In addition, over the course of the spring, NYCPS will engage related industries such as CBOs, tutoring organizations and others to explore ways to grow the teacher pipeline.

Lever Nine	**Timeline:**
Implement plans for new teacher onboarding, mentorship and career development that will support retention and growth of early educators in NYCPS.	Fall 2024 – Fall 2025

Description:

Given the significant growth in the new teacher workforce, NYCPS is planning a coordinated approach to supporting early career teachers. The approach will focus on building the capacity of those who support new teachers at the school and district level as well as offering learning experiences to new hires.

- Superintendents receive data reports including information on school level hiring, retention and survey results from the new teacher annual survey. These reports

help Superintendents to engage in planning for class size reduction and new teacher support.
- In spring 2025 NYCPS will build the bench of school level support for new hires by certifying experienced teachers to hold the role of mentor and qualify experience teachers for contractual teacher leadership positions (Peer Collaborative and Model Teacher) for the 2025-2026 school year.
- Up to four districts will participate in the "District Point" pilot which will provide additional support to new teacher induction committees within schools as well as district-level support to new teachers.
- In August 2025 NYCPS will host thousands of new hires for a three-day orientation at central, district and school locations.

Section 4.3.4: Funding

Summary of Current State:

NYCPS continues to project significant costs associated with complying with the law's targets, in terms of recruiting and hiring new staff and ensuring adequate space, among other associated costs.

NYCPS has already invested significant new dollars in increasing schools' resources to comply with the law. In FY 2024, NYCPS put additional funds into school budgets through FSF and C4E, totaling over a $300 million increase to school budgets (see Section 4.1), which could be used for class size reduction.

In FY 2025, NYCPS invested an additional $182 million into school budgets for class size reduction and other purposes aligned with the state Contract for Excellence. As a result of this investment and a mandate to Superintendents to increase the percentage of classes underneath the newly mandated caps, 46.5% of classes were below the caps this year. The distribution methodologies of both FSF and C4E prior to FY 2025 incorporate student need and were available for schools to use for class size reduction.

In FY 2026, all of these investments will continue. In addition, as noted above, in FY2026, NYCPS, in partnership with UFT and CSA, developed a school-driven approach to allow schools to develop a plan and identify the resources needed to become compliant with the new caps; in April 2025, NYCPS announced that roughly 750 schools would receive funding for 3,700 teachers and over 100 Assistant Principals and other investments through this effort. Additionally, NYCPS worked with partners to advocate with the State for additional dollars to help fund these plans. On net, NYCPS projects that the total cost of supporting these plans in FY 2026 will be over $400 million, and will be funded from a combination of state and city dollars.

Schools also received funding in FY 2026 holding them harmless for financial losses, providing schools with additional resources which schools may use to avoid excessing and therefore reduce class sizes. This funding is not currently baselined in future years.

Background Data and Analysis

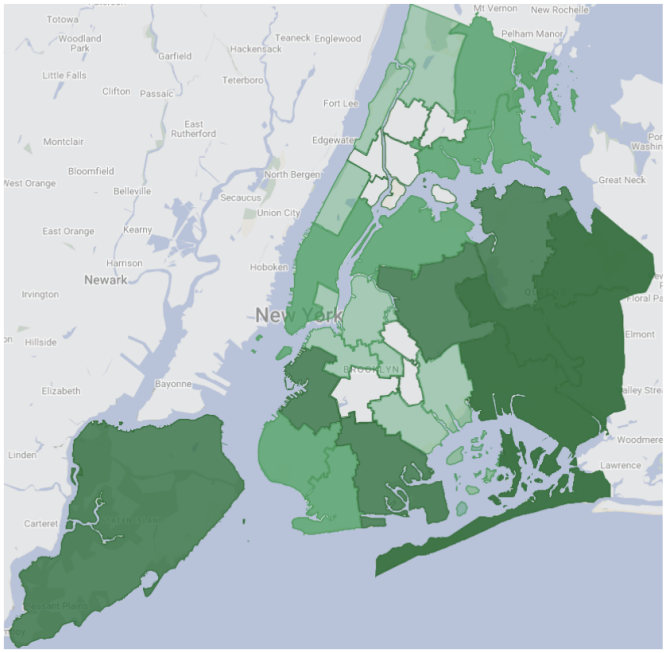
NYCPS has completed this modeling to consider the costs and the wide range of types of schools that are able to meet the costs. Below is a map of that analysis and where schools would need additional funding to become fully compliant, as compared to FY 2023 funding and based on analysis in that fiscal year:

Figure 17: Modeling the Cost of the Class Size Legislation

At full funding, we project our lower need schools would get roughly twice as much per student as our higher need schools.

Per Student Funding by Economic Need Index (ENI)	
Lowest-Need Quartile of Schools (<68% ENI):	$2,427 per student
Highest-Need Quartile of Schools (>94% ENI):	$1,255 per student
Comparison:	Highest need schools receive 48% less than lowest need

Districtwide Per Student Funding Needed	Districts
$2,400 - $2,799	26, 27, 28, 29
$2,000 - $2,399	15, 22, 24, 25, 31
$1,600 - $1,999	2, 8, 11, 20, 21, 30
$1,200 - $1,599	1, 3, 6, 10, 13, 14, 16, 18, 19
$800 - $1,199	4, 5, 7, 9, 12, 17, 23, 32



NYCPS's most recent projection was based on FY 2023 figures, which estimated a total cost of $1.4B - $1.9B at full compliance as compared to FY 2023 school funding levels. These figures have not been updated for this year. The map above is reflective of the modeling of these costs. The difference in need from the lowest need quartile to the highest need quartile is partially driven by the student-need based methodologies used in existing funding streams, primarily Fair Student Funding. The map also reflects the hold harmlesses in school budgets at the time; these hold harmlesses are not baselined.

It also assumes that schools will self-fund portions of the new costs from their existing budgets, based on how schools are currently using their funds. However, that is not how NYCPS has implemented the law to date. Schools were not required to self-fund portions of the new costs from their existing budgets as part of the new C4E and class size dollars awarded in SY 2023-24 and SY 2024-25 or as part of the "School Driven" planning process

for SY 2025-26. This may lead to a net increase in costs; in FY 2026, NYCPS will invest $450 million in new funding, which we expect to increase the percentage of classes below the new caps by approximately 14 percentage points.

This projected cost is based on the potential need to hire an additional 10,000-12,000 teachers at full compliance and does not cover capital or other space-related expenses (e.g., equipment for new staff, room reconfiguration, etc.). These costs include estimates related to staff salaries, school budget realignments and fringe and pension costs for new staff. This cost does not include the costs of recruiting and training additional teachers, or the additional supervisory hiring to support and train teachers while maintaining safe and secure school building environments in grades K-12 to ensure that class size requirements are met throughout the system. This expense is the projected expense at full compliance, and at that stage, is a recurring annual expense that would require a baselined funding source to maintain class sizes at or below the legal caps.

This model also does not assume any exemptions, updates to license requirements and estimates, factors in the cost of the new UFT collective bargaining agreement, and updates salary calculations to better reflect the cost of average teacher salaries at the time of hire.

To support schools in reducing class sizes in SY25-26, NYCPS expects to spend over $400 million through the school-driven approach. The funding allocations by DBN are available in the School Allocation Memorandum linked here.

For context, as of May 2025, NYCPS's FY 2025 budget is approximately $41 billion, 42% ($17 billion) of which is non-discretionary spend on fringe and pension benefits for employees, debt service, and certain legal mandates, including spending on charter schools and Carter and other special education supports. Approximately $16 billion of the budget overall covers K-12 schools and instructional costs. Remaining costs include non-pedagogical school operations such as transportation, safety, facilities, and food service costs ($5 billion), as well as early childhood education costs ($2 billion) and administrative and supervisory expenses necessary to the operation of the system (central staff being allocated approximately $400 million and superintendents being allocated approximately $300 million, each of which are less than 1% of the overall budget).

Overall, City funding to New York City Public Schools increased by $2.6 billion in FY 2025 (not including pension/debt contributions, which are also increased). Under the State enacted budget, State funding to NYCPS is projected to increase in FY 2026 by nearly $700 million; under the City's Adopted Budget, City funding to NYCPS is projected to increase in FY 2026 by approximately $1 billion (not including pension/debt contributions, which are also projected to increase).

NYC is receiving $539 million in new Foundation Aid in FY 2026, of which $241 million is subject to Contracts for Excellence restrictions. However, this is a decline from previous law. New York State made several changes to the Foundation Aid formula in FY 2026; on

net, these changes resulted in an increase to NYC $314 million less than what NYC would have otherwise received. Formula changes included using three-year average SAIPE measures of poverty instead of the previous 2000 census data, replacing the count of students receiving free and reduced-price lunch with a count of students identified as "economically disadvantaged" by the State, and slightly increasing the ELL weight in the formula. NYC will continue to advocate for additional dollars to ensure resources are sufficient to meet class size targets.

Funding Implementation Levers

Lever One: Utilize the "School Driven" Application Process to allocate resources aligned to schools' needs for reducing class sizes.	**Timeline:** Spring and Early Summer 2025

Description:
As shared in prior sections, the school-driven approach for SY25-26 provided a comprehensive plan for schools to demonstrate their approach for reducing classes to the new statutory limits. This plan also included a budget template for schools to identify the fiscal resources needed to comply with the law. Schools utilized the template to indicate the number of teachers and the aligned OTPS needs to increase the number of classes at or below the caps. NYCPS teams, UFT and CSA assessed the applications, in line with the criteria and considered the school's Economic Need Index, along with assessment scores to determine the final list of schools to be funded.

Through this process, NYCPS has allocated funding for 3,700 teachers and over 100 Assistant Principals to approximately 750 schools, as well as room conversions and other costs. A detailed list of allocations and school DBNs will be available in the SAM released later this Spring.

Lever Two: Continue to support schools with resources for class size reduction and related work.	**Timeline:** Annually

Description:

In FY 2024, NYCPS directed over $300 million in new resources to schools. This includes approximately $100 million in new Fair Student Funding weights for schools with concentrations of poverty and for all schools serving students in temporary housing, which drove additional funding to our neediest schools consistent with the class size law's requirements, and $215 million in new Contracts for Excellence funding, both of which are detailed above in Section 4.1.

In FY 2025, in addition to school budget increases to support the new FSF weights, growing enrollment, and the impact of collective bargaining, New York City dedicated $182 million

in new State funding to schools to support purposes allowable under Contracts for Excellence and class size reduction, on top of the $215 million add from FY 2024.

Also in FY 2025, the value of the FSF weights for Students in Temporary Housing and schools with concentrations of needs increased to $120 million in FY 2025. The Adams administration invested over $1 billion in additional funds in FY 2025 as federal stimulus funding wound down. Lastly, the administration continued to hold schools harmless for enrollment-related budget declines to ensure they can maintain services in FY 2025, a total of $1.2 billion invested since FY 2021.

These investments for class size, C4E, and new weights in FSF are all expected to continue to recur in FY 2026. Additionally, as noted above, in FY 2026, NYCPS expects to spend over $400 million through the School Driven approach, funded with a combination of State and City dollars, in addition to supporting continued salary growth associated with collective bargaining and other growing costs.

Section 4.3.5: Family and Community Engagement

Summary of Current State

As written, the law requires engagement with labor partners through this joint process and offers an opportunity for public engagement through the existing Contracts for Excellence process.

Additionally, NYCPS has been working to implement additional opportunities for family input into the process. Through the "School Driven" Approach for SY25-26, principals were required to consult with their SLT as a part of the application process, to ensure proposals considered the views of the broader school community. The application asked that principals include meeting minutes of the SLT agenda in which the Class Size Reduction Plan was discussed with the SLT.

Community Engagement Implementation Levers

Lever One: Continue Regular Union Partner Engagement	**Timeline:** On-going

Description:

NYCPS continues to engage with UFT and CSA on a regular cadence on implementation of the law for SY25-26 and beyond. This past year, we have worked together on the policies in this plan, in particular, the SY25-26 "School Driven" Approach.

This approach included a joint review process, where UFT and CSA jointly reviewed over 800 completed plans, submitted by schools, alongside NYCPS. The group also developed a preliminary, potential criteria for exemptions, outlined in more detail in the lever below.

As required by the law, NYCPS will continue to collaborate with union partners on this Class Size Reduction Plan and future iterations, as well as implementation of policies outlined in this plan, including targeted outreach to schools that either did not partake in the schools-driven process this year or submitted an application but did not receive funding.

Lever Two: In alignment with the law, conduct public engagement sessions regarding the class size reduction plan through the Contracts for Excellence Process	**Timeline:** Spring/Summer 2025

Description:

New York State law requires NYCPS to submit a Contract for Excellence annually, including gathering community input on the use of Contracts for Excellence funding as well as this plan. Community input required includes hearings across the City where parents and the public have an opportunity to comment on NYCPS's proposed use of Contracts for Excellence funding. When available, information about these hearings will be posted here.

Lever Three: School Leadership Team (SLT) involvement in the SY25-26 Class Size Reduction Planning Process	**Timeline:** Fall/Winter 2024

Description:

In order to ensure that school communities were closely connected to the planning process, NYCPS, CSA and UFT agreed that SLTs should be consulted as a part of the planning process. Schools that did not demonstrate evidence of consultation with the SLT were not approved for funding.

Section 4.3.6: Focusing on Higher Poverty Schools

Summary of Current State:

The class size law requires that this class size reduction plan prioritize schools serving populations with higher poverty levels. As noted in Figure 6, aggregate data show that many classes within schools that serve higher-poverty students (based on ENI) are meeting the new class size caps; overall, the trends are that classes above the caps are disproportionately in schools that serve fewer high-poverty students. However, there are classes within these schools that do not meet those caps.

As NYCPS continues the planning process, these schools will continue to receive priority for funding, hiring, and where appropriate, other levers.

This includes:

- Priority related to decisions and policies on use of funding, including through Fair Student Funding and Contracts for Excellence
- Hiring supports, as outlined above, including earlier hiring window, peer recruitment support, early commitment stipends and school tours
- Prioritizing site selection for potential new sites that factors ENI into account in the data analysis

Section 4.3.7: Data Improvement and Analysis Levers

Lever One: Improve space data reporting for class size, to ensure accuracy with the new law and other legal requirements and to ensure responsive data to inform system-wide planning.	**Timeline:** Fall 2024 and ongoing

Description:

Each year, the Office of Space Management (OSM) conducts a review and audit of building information through site visits and the Principals Annual Survey (PASS). By cross-referencing data from the space usage report and PASS, OSM ensures the accuracy of the Space Management System (SMS) database.

The goal is to maintain up-to-date and accurate space information for all stakeholders. This year, our 'double-check and update' process significantly supported the class size reduction efforts. For this year's SMS audits, we collaborated even more closely with our partners and stakeholders to ensure a smooth and efficient process.

Section 4.3.8: Developing Preliminary Criteria for Exemptions

NYCPS, UFT, and CSA have to date agreed that the following classes will be exempt from the requirements to reduce class sizes during the 2025-26 school year:

Over-enrolled Students:

All classes over the legislative caps are exempted in all specialized high schools that do not have room to comply with the law with their current enrollment. This currently includes:

- The Bronx High School of Science
- The Brooklyn Latin School
- Brooklyn Technical High School
- High School for Mathematics, Science and Engineering at City College of New York

- High School of American Studies at Lehman College
- Queens High School for the Sciences at York College
- Staten Island Technical High School
- Stuyvesant High School

Schools listed above that are receiving resources in SY 2025-26 to bring additional classes below the caps are expected to continue to do so to maintain their proposed improved compliance levels.

Space:

All classes over the legislative caps are exempted in schools without space to comply that will be impacted by capital projects that are already planned and sited. The school must be in one of the following categories:

- The school is directly impacted by the construction of an addition or annex for that school which has already been planned and sited.
- The school is a zoned elementary or middle school for which NYCPS expects to reduce the size of the zone as a result of construction of a new planned and sited zoned school or a planned and sited addition/annex to a nearby zoned school serving the same grade level. In conjunction with any approved rezoning, NYCPS will also reduce the seat target for admission; this will result in fewer students being able to attend the school after the new smaller entry grades are fully phased in.
- The school is an unzoned elementary or middle school that is expected to be impacted by a nearby (one-mile radius) planned and sited new non-zoned school or a planned and sited addition/annex to another nearby school serving the same grade level.

Other Exemptions:

No other exemptions have yet been agreed to as part of this plan for SY 2025-26. NYCPS, UFT, and CSA are continuing to discuss other appropriate exemptions for over-enrolled students, space, and license area shortages.

Notes
All parties to this plan agree that this class size plan will not be introduced for any purposes in the class size grievance process.

Appendix A: Data methodology

Overall methodology follows current class size reporting (https://infohub.nyced.org/docs/default-source/default-document-library/class-size-reporting-methodology---web.pdf) and for grades K-5 includes bridge classes, which span multiple grades, for grades 6-12 includes all courses in subjects that can appear on a student's transcript, including performing groups, and for all grades includes physical education.

Data include all students enrolled as of 10/31 of the respective school year, excluding: District 75 (except for D75 inclusion students), 79, 88, Home & Hospital, charter, 3K & UPK students, and students in self-contained special education classes.

For grades K-5, class size is determined by number of students as of the audited register date (10/31 each year) assigned to a student's official class, (i.e., the primary class to which students are assigned to receive their core instruction throughout the day), from the Automate the Schools (ATS) system. Classes include general education, Integrated Co-Teaching (ICT), and Gifted & Talented (G&T).

For Grades 6-12, class size is determined by the number of students as of the audited register date in Term 1 in the included subjects meeting at the same time (based on period and day) in the same place (based on room number, or, when valid room number is not available, the assigned teacher), according to the STARS scheduling system. Classes include general education, Integrated Co-Teaching (ICT), and Accelerated classes.
For the 11/15/ 24 report, 6-12 Physical Education (PE) and Performing Groups (PG) classes are identified by classes tagged as such that have the same Day, Period, and Teacher assigned. Beginning in 2024-25, PG classes are identified using a definition agreed to by NYCPS, UFT, and CSA. PG classes include classes in the subjects of Music, Theater, or Dance that schools indicated are Performing Group classes using a class section property in the STARS system. As a result of these data improvements, 6-12 PE & PG classes are now included in the overall compliance rate. 2024-25 PE and PG classes in K-6 are not included, as NYCPS is only able to identify classes that are tagged with either Music, Theater and Dance and is not able to identify subcategories to delineate which are PG classes

Classes with more than 100 students or fewer than 5 students are categorized as data outliers and excluded from reporting.

Notes to "Figure 6: SY 2024-25 Percentage of Classes at or below the class size caps required in the legislation by quartiles of school-level Economic Need Index (ENI)"

The Economic Need Index (ENI) estimates the percentage of students facing economic hardship. The metric is calculated as follows:
The student's Economic Need Value is 1.0 if:

- The student is eligible for public assistance from the NYC Human Resources Administration (HRA);
- The student lived in temporary housing in the past four years; or
- The student is in high school, has a home language other than English, and entered the NYC NYCPS for the first time within the last four years.

Otherwise, the student's Economic Need Value is based on the percentage of families (with school-age children) in the student's census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year estimate (2022 ACS estimates were used in calculations for 2023-24 ENI). The student's Economic Need Value equals this percentage divided by 100.

Appendix B: List of classes defaulting to Performing Group status

As noted within the report, the class size law explicitly states that performing groups and physical education classes have a higher cap than other classes. As a result, NYCPS, UFT, and CSA developed a definition for performing groups, which is noted below, to determine which classes are covered by this statutorily differentiated cap. Performing groups were included in calculations for the implementation report due on November 15, 2024 for SY 2024-25. The three parties also agreed upon the definition of physical education classes, which were also included in this year's calculations.

Below is the definition of a performing group:

> A performing group course is a course that is organized with the express purpose of preparing students, as a collective group, for a performance or series of performances by all or most students in the course. While this course may include some instruction in performing techniques required for the students to effectively complete the performance or performances, the content covered within the course will focus on preparing students to effectively complete a performance as a group. These courses may also have a clear benefit for students to participate in a larger group than outlined in standard class size caps and practice by and instruction of the larger group would be necessary for the implementation of the performance or performances.
>
> Examples of courses that would generally qualify as performing groups include, but are not limited to: marching band, symphonic orchestra, gospel choir, choir, jazz ensemble, and brass ensemble.

A more detailed explanation of performing groups is included below:

This list is a guideline for schools, and NYCPS will identify these courses as default performing groups, but acknowledge that school context is essential. There may be classes that are actually performing groups that are not on this list. There may be classes on this list that are not actually performing groups, due to the school context. In cases where there is a dispute concerning whether a class in a school context is a performing group, the parties shall have a dispute resolution process, jointly agreed upon by DOE (NYCPS), UFT and CSA.

Existing Classes: Music

B Brass Ensemble
C Chamber Music
D Concert Band
F Female Choir
J Jazz Ensemble
K Opera
M Male Choir
R Gospel Choir
T Musical Theater
V Mixed Choir
W Woodwind Ensemble
Y Symphonic Orchestra
Z String Orchestra

Existing Classes: Dance

B Ballet
C Choreography/Dance Composition
D Dance Improvisation
F Folk/Traditional Cultural Dance
J Jazz Dance
L Social/Ballroom Dance
M Modern Dance
T Theater Dance/Tap
W Repertory Workshop/Dance Company

Schools may also use dance as a vehicle for instruction in physical education courses. These course must align to PE standards, be taught by a certified PE teacher, and be coded as Physical Education in STARS.

Existing Classes: Theater

M Musical Theater
P Improvisation

New Class Types (all arts areas) to be added to STARS beginning in SY 2024-25 which will default to PG:

Latin Ensemble
Steelpan
Modern Band
Other Performing Ensemble
African Dance
Hip Hop
Contemporary Dance
Pointe
Devising

Appendix C: Impact of Recently-Opened and New Capacity Projects on Schools' Ability to Comply with New Class Size Caps

- Listed in the table below are the schools that are known to benefit directly from the new capacity projects. In most cases, the schools are gaining additional capacity by getting an addition or an annex. In some cases, there is an approved rezoning that allows us to project which neighboring schools will be alleviated as well. For the schools without an approved rezoning, NYCPS expects that nearby schools in the district that require more space will be alleviated. Due to factors such as parental choice, it is challenging to determine which students will choose to enroll in a new school or in an existing school that's gained new capacity so the specific schools are not listed unless there is an approved rezoning.

Capacity Projects Opened in September 2024

Borough	District	Building ID	Level	Total Seats	Plans for New Capacity	Schools Directly Alleviated	Number of Schools at Grade-Level Currently Without the Space to Comply
Manhattan	6	M502	PS/IS	770	Re-siting of 06M018 and 06M278	06M018, 06M278	10
Bronx	7	X487	PS	547	Re-siting of 07X359	07X359	0
Bronx	8	X138	PS	500	Addition for 09X138	09X138	3
Bronx	9	X468	IS	433	New D9 unzoned middle school	09X644	6

Bronx	9	X496	PS	648	Replacement building for 09X163 and new D75 site	09X163	5
Bronx	10	X469	PS/IS	451	K-8 grade expansion of 10X363 and split-site	10X363	13
Bronx	11	X087	PS	397	Addition for 11X087	11X087	14
Bronx	11	X108	PS/IS	555	K-8 grade expansion of P.S. 108	11X108	19
Bronx	12	X077	PS	596	Addition for Building X077	12X195, 12X196	2
Brooklyn	13	K653	IS/HS	806	Re-siting of 13K915 and 13K963	13K915 (MS), 13K963 (HS)	2 (MS), 3 (HS)
Brooklyn	15	K347	PS	451	Annex for 15K321	15K321	9
Brooklyn	15	K654	PS/HS	717	New unzoned elementary school 15K456 (367 seats), Replacement site for 15K592 (HS)	15K592	9 (ES), 7 (HS)
Brooklyn	20	K053	PS	307	New elementary school 20K413	20K102, 20K185	24
Brooklyn	20	K322	IS	475	New middle school 20K407	20K201, 20K104	12
Brooklyn	20	K676	PS	547	New elementary school 20K331	20K310, 20K176, 20K112	24
Brooklyn	21	K253	PS	391	Additional capacity for 21K253	21K253	11
Queens	25	Q032	PS	346	Addition for 25Q032	25Q032	16
Queens	25	Q169	PS	627	Addition for 25Q169 and 25Q294	25Q169, 25Q294	16
Queens	26	Q041	PS	473	Addition for 26Q041	26Q041	14
Queens	27	Q096	PS	145	Addition for 27Q096	27Q096	19
Queens	28	Q174	PS	403	Addition for 28Q174	28Q174	10
Queens	30	Q489	PS	451	Annex for 30Q085	30Q085	11

New Capacity Projects Opening in September 2025

Borough	District	Building ID	Level	Total Seats	Plans for New Capacity	Schools Directly Alleviated	Number of Schools at Grade-Level Currently Without

							the Space to Comply
Bronx	11	X105	PS/IS	344	Addition for 11X105, new D75 site	11X105	19
Brooklyn	21	K597	IS/HS	640	New D21 6-12 school	21K968	16
Queens	27	Q509	PS	229	Re-siting of Grades K–2 of 27Q065	27Q065	19
Queens	28	Q026	PS	399	Addition for 28Q206	28Q206	10
Queens	28	Q160	PS	354	Addition for 28Q160	28Q160	10
Queens	28	Q278	PS	100	Annex for 28Q182	28Q182	10
Queens	30	Q472	HS	3066	Re-siting of 30Q367 and 30Q417, New High School 30Q472, New D75 site	30Q367,30Q41, 30Q429	8
Staten Island	31	R005	PS	290	Addition for 31R005	31R005, 31R003, 31R036	30
Staten Island	31	R121	PS/IS	547	Re-siting and expansion of 31R026, New D75 Site	31R026	34

Appendix D: Schools Receiving Class Size Reduction Plan Funding for SY2025-2026 is available here.

Appendix E: Additional Notes on Data Collection

To ensure that the analysis that informs our broader strategy for reaching compliance is accurate, NYCPS will continue to refine our internal systems and data gathering to ensure accuracy with the new law, and work with our labor partners on definitions of new terms where necessary.

Currently, class size data is reported from ATS and the STARS data systems. ATS is the data system into which schools enter information on all students enrolled in NYCPS, and schools create “official classes” in those systems, which feeds elementary school data. STARS is NYCPS’s official record of students’ programs, grades, and progress toward completing academic requirements. As a record of student programming, it is used to fill in middle and high school class data, as those school levels have more varied programming than elementary schools. More information on the methodology behind data reporting can be found in the notes section of this document and the class size reports.

Under the law, performing group classes (PG) and physical education classes (PE) may have a different number of students than other courses. Performing groups was not a

definition previously tracked by NYCPS as part of its class size reporting. Ahead of the 2024-25 school year, NYCPS, UFT, and CSA agreed to a definition of performing group classes (PG). PG classes now include classes in the subjects of Music, Theater, and Dance that schools indicated are Performing Group classes using a class section property in the STARS system; this section property was added to the STARS system for the 2024-25 school year so NYCPS could track PG classes.

Appendix F: SY25-26 Class Size Reduction Plan Template

Instructions Page:

Indicating Plan Completion: As an update, to indicate that you are finished with your plan, please complete the "Application Status" tab in your plan, indicating in the drop down that each component of the plan is complete Please also ensure that you have uploaded your school program documentation via the form; detailed instructions are on this page. The deadline remains as **December 20**.

1. Schools should complete all required information in this Class Size Reduction Budget Plan. Some fields are marked as "Optional," and while not required to be completed, providing this information will be helpful to understanding your school specific Class Size strategies.

2. The principal, in consultation with the SLT, is responsible for developing the Class Size Reduction budget plan. The principal, shall consult with the SLT during the development process so that the submitted budgetary requests will be aligned with the Class Size Reduction plans.

3. Executive Directors of School Support and Operations (EDSSO's) and Division of School Leadership (DSL) Field Teams are available to support with any questions that you may have in completing this budget plan.

4. Please upload your *New* school program that demonstrates reduction in class sizes, compared to prior year program to your Google Folder, via this link and in the document in your folder:

5. Please also upload a copy of the SLT meeting agenda in which class size reduction strategies were discussed.

https://docs.google.com/forms/d/e/1FAIpQLScjTtWJYHpAhv_IG2CtYnDTXa5FYwd7GhDfco20D2C3-YsZWg/viewform

Instructions to Complete the Class Size Strategies Program Narrative and Budget Plan

To apply for additional Class Size Reduction funding, schools must fill out every column and worksheet in the "Budget Plan" spreadsheet included in this document. Principals may consult with their EDSSO's and/or DSL Field Teams for any questions on how to fill out this document, as well as for support in determining financial needs and costs associated with their school. Principals should take care to only include costs necessary for their plans to bring more classes at or below the newly mandated class size caps; costs to support other activities will not be funded through this process.

This Class Size reduction budget plan includes fields that require written text or the selection of a drop down menu. Please ensure that your answers are completed in alignment to the options on this budget plan.

For the "**Basic School Information**" worksheet, the majority of the informtion is already pre-populated. Please complete the two questions on rows 19 & 20.

For the "**Program Narrative**" worksheet please review the questions and ensure that your responses reflect the projected funding requirements for the coming school year and any future needs.

For the " **Budget Application - Personnel & OTPS**" worksheet, please indicate in Column A the type of expenditure the school expects to incur from the dropdown option. Carefully review the options in Column A before making a selection. As a strategy, principals may reduce the overall costs and recruitment requirements by using sixth period coverage and/or pro rata rather than hiring a new teacher if hiring a full time teacher is not required.

For the " **Budget Application - Personnel & OTPS**" worksheet, columns B and C are in alignment with costs associated with the title, subject and/or OTPS needed to achieve class size reduction efforts only. ***Please make sure to include seperate entries for each Title and/or OTPS requests where additional resources are required.*** If unsure about the appropriate Title, subject or OTPS required in order to meet the goals laid out in your plan, please reach out to your EDSSO or DSL Field Team.

In the same worksheet as referenced directly above, use columns D and E to indicate the respective type and quantity of the resource needed to reduce class size. The quantity selected in column D will differ and is based on the type of need selected in column A. For example, requesting a full-time teacher in column A would correspond with selecting "FTE" in column D. If requesting an F-Status Teacher in column A that would correspond with selecting "Days" in column D.

In addition, selecting OTPS in column A corresponds with selecting an allowable OTPS code in column B.

In column E, please indicate the number of units that is in alignment with the selection made in column D if requesting personnel or a dollar amount if requesting OTPS. For example, if you need 2 full-time Math teachers, you would indicate under column E the total number for Math Teachers needed as 2.

Reminder, If you expect to need 2 new teachers in two separate licenses, ensure you are creating two rows of "Teacher – Salary Costs (Regular)", one for each title and subject and indicate the unit as "FTE" the quantity as "1".

Lastly, in the "**Budget Application - Personnel & OTPS**" worksheet, please answer the questions in Columns F-I as relevant. Column F is required for all needs;
Column G is only required for teacher costs;
Column H is only required for non-teacher personnel costs;
Column I is only required for OTPS costs.
Please answer all questions fully and completely; the joint review committee will require accurate information in order to determine funding awards.

Basic School Information Page:

School Information	
School DBN	
School Name	
Principal	
SLT Members	
Superintendent	
School Data	
Economic Need Index	
Current Full-Size Classrooms	
Estimated Rooms Needed to Fully Comply in Current Enrollment	
Estimated Room Excess/(Deficit)	
% and number of Classes Below Caps SY23-24	
% and number of Classes Below Caps SY24-25	
C4E Funding in SY24-25	
Class Size Funding in SY24-25	
Given your plan on the following pages, please indicate the anticipated percentage of classes below the caps for SY25-26	

Program Narrative Page

Program Narrative - Question	Response
How do you plan to reduce class sizes at your school in SY25-26? Your response should include, but should not be limited to: which classes will you program at the new caps, etc.? What scheduling changes will be made? What space changes will need to take place? How will you use the strategies, outlined in detail on the next tab, where appropriate?	
What numbers/percentages of classes in your school do you expect will be at or below the caps for SY25-26 if you implement this approach? Please include your proposed school program demonstrating reduced class sizes for SY25-26, compared to prior year program(s), in current space. PLEASE NOTE that your plans do not need to reach 100% compliance for this school year to be funded.	
Building on your plan for SY25-26, what is your plan for increasing the number of classes beneath the caps for SY26-27 and SY27-28? Are there any barriers that you anticipate in implementing your plan? Your response should include, but should not be limited to: which classes will you program at the new caps, etc.? What scheduling changes will be made? What space changes will need to take place? How will you use the strategies, outlined in detail on the next tab, where appropriate? (OPTIONAL)	
What number/percentages of classes in your school do you expect will be at or below the caps for SY26-27 and SY27-28 if you implement this approach? Please include your proposed school program demonstrating reduced class sizes for SY26-27 and SY27-28, compared to prior year program(s), in current space. (OPTIONAL)	
How will you mitigate the increase of supervisory workload?	
If you need to hire additional personnel, what will be your approach to recruitment? Is there additional support that you need from NYCPS' Division of Human Resources and Teacher Recruitment? Please indicate where you anticipate significant hiring challenges, if any.	
Please confirm and describe your approach to engaging the SLT in the planning process by submitting meeting minutes from the meeting in which you consulted with the SLT about the plan.	

Class Size Reduction Strategies

Class Size Reduction Strategy	Did you utilize this strategy in SY24-25? (Y/N)	Will you use this strategy in SY25-26? (Y/N)	Are you requesting additional resources in the Budget Application to utilize this strategy?	What do you anticipate will be the impact of utilizing this strategy in SY25-26?	Will you use this strategy in SY26-27? (Y/N) (Optional)	Will you use this strategy in SY27-28? (Y/N) (Optional)
Hire Additional Personnel: In order to accommodate the additional sections that you may need to create to accommodate your current number of students in the new classes or for other purposes to support class size reduction, identify the new personnel needed, including license areas. Also, please note your recruitment strategies for finding additional teachers and where you will need support. **On the next tab, you will be able to indicate the number of personnel needed, along with license area.**						
Rebalance Classes: Principals could look across their classes and ensure students are balanced across classes (e.g., to prevent a class of 19 and a class of 21 in the same grade).						
Repurpose Space: Principals could closely review the space available in their school, including spaces currently not used for instruction but capable of supporting classes, and identify new space available to create new sections to reduce class sizes.						
Maximize Teacher Programming: Principals could ensure all existing teachers (including those in comp time positions and working as deans/coaches) are more fully utilized as teachers.						
Fully Program Existing Instructional Space: Principals could ensure that all available classrooms are utilized to the greatest extent possible during the school day.						
Reallocate Funding: Principals could identify Other than Personnel Services (OTPS), PDPS, and spending on other purposes and redirect this funding to teacher lines, using Contracts for Excellence or other funding.						
Add Sixth Period Coverages and Pro Rata Courses: Principals could utilize these additional mechanisms for creating instructional periods. These are more easily funded by re-allocation of Contracts for Excellence dollars than hiring new teachers and reduce breakage costs for teachers. This strategy would primarily work for middle and high schools. Pro-rata courses may be used for high-school credit-bearing courses offered during the week and per session classes offered on the weekends.						
Utilize Multi-Session Programming: Principals could consider utilizing multi-session as an approach to increase the available space within school buildings. Multi-session programming allows schools to add additional periods in the school day (with students running on a 1-8 or a 2-9 period schedule, for example) to allow for more flexibility in available space in a building.						
Consider Shared Instructional Models in Co-located Schools: For specialty courses that have smaller numbers of students, principals could consider sharing instruction between co-located schools.						
Consider All Individuals at the School Level Who Hold a Teaching License to Teach: Principals could ensure dually certified and other teachers can be flexible to teach needed courses, in legally and contractually allowable ways.						
Utilize Virtual Learning as a Strategy: Consistent with the newly negotiated labor contracts, principals could consider utilizing virtual learning initiatives to allow students to receive regular remote instruction, potentially reducing the overall impacts on space in schools. It should be noted that both the UFT and CSA contracts as well as the DOE Academic Policy for virtual/blended learning prevents both families and staff from being involuntarily assigned to virtual/blended programs.						
Other Strategies: If your school has identified other strategies to reduce class sizes, aside from what are listed above, and require additional funding, please indicate the strategy in the rows below, and complete the aligned columns to the right.						

Budget Application

Schools were provided with a template to complete to indicate the following:

- Type of Need (Teacher, Non-Teacher, Non-Instructional Room Conversion, Teacher – PDPS, Teacher – Pro Rata, Teacher – F-Status, Teacher Sixth Period Coverage)
- Title
- Subject (for Teacher License Areas)
- Quantity Needed
- Quantity Needed Amount

- How specifically is this request supporting compliance in alignment with new class size regulations?
- For teachers: are all current staff members of this title and license teaching at their maximum schedule (as contractually allowed)? If no, please explain.
- For non-teacher staff: why is this resource needed to support class size reduction? Please be specific about how this fits into your strategy to reduce class sizes and the current workload of your non-teacher staff.
- For OTPS: What are you intending to purchase? Please be specific about the estimated items, quantity, and if you anticipate any difficulty in procurement of the items. Please also include whether you expect these items to be baselined and how it will impact class size reduction compared to using these funds for personnel.

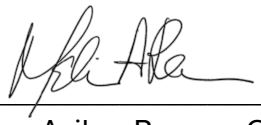
Assessment Criteria

Clarifying Criteria for Rubric	Expectations for a 3	Expectations for a 2	Expectations for a 1
Feasibility of the plan, given the school's enrollment and personnel recruitment contexts	Given the school's available space, enrollment history and patterns and teacher recruitment history and patterns, school has identified a plan that is feasible and could be reasonably implemented to drive to the targeted compliance percentage.	Given the school's available space, enrollment history and patterns and teacher recruitment history and patterns, school has identified a plan that could be feasible and would require luck or are overly optimistic in driving to the targeted compliance percentage.	School plan appears infeasible under most reasonable scenarios.
Indicated reduction strategies align to overall approach and will support reduction of class sizes in that school	Selection of strategies on the strategy page are aligned to the program narrative and will support reasonable implementation of the plan.	Selection of strategies on the strategy page are somewhat aligned to the program narrative and could support reasonable implementation of the plan.	School has not identified strategies aligned to the program narrative.
School has provided a school program that demonstrates reduction in class sizes, compared to prior year program	School has provided room schedule with an outline of teacher programs, including number of students in each class that demonstrates that there are more classes beneath the new caps compared to the prior school year. This program is aligned to reasonable assumptions regarding enrollment and meets student mandates.	School has provided room schedule with an outline of teacher programs but either does not include students per class or does not clearly meet mandates or show an increase in the number of classes beneath the caps.	School has not provided a schedule or the schedule is unclear in illustrating the increase in the number of classes beneath the caps.
School has identified an approach to mitigate supervisory workload	School has reasonably and completely addressed supervisory workload in its application.	School has partially addressed supervisory workload in its application.	School has not addressed supervisory workload in its application
School has identified an approach to recruit and hire personnel	School has specific outline of approach to recruit teachers, including a variety of approaches, identifying NYCPS supports required, where appropriate to their context	School has identified general outline of approach to recruit teachers.	School has not identified a practicable approach to recruit teachers.
Budget application aligns with the overall plan, the needs of the school, and the new program, and is efficient in utilizing existing and new resources to drive compliance	Budget application reflects costs and resources needed to reasonably implement the plan and program as described, does not request more resources than are needed given school's context and current programming, and adheres to funding guardrails determined by all parties.	Budget application includes unreasonable assumptions on costs and resources needed to reasonably implement the plan and program as described, requests more resources than are needed given school's context and current programming, or does not adhere to funding guardrails determined by all parties.	Budget application is incomplete, or two or more of: unreasonable assumptions, requests more resources than necessary, does not adhere to funding guardrails.
Narrative proposing overall approach the ensures the school will not reduce program offerings	Principal certifies no program offerings will be affected.	Principal does not clearly certify no program offerings will be affected.	Principal indicates programs will be reduced.

Application Status

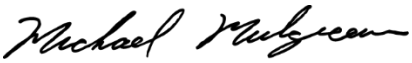
Section	Ready for Submission (Yes / No)
Basic School Information	
Program Narrative	
Class Size Reduction Strategies	
Budget Application - Personnel & OTPS	

Signatures:



Date: July 21, 2025

Melissa Aviles-Ramos, Chancellor
City School District of the City of New York



Date: July 21, 2025

Michael Mulgrew, President
United Federation of Teachers
Local 2, AFL, AFL-CIO



Date: July 21, 2025

Henry Rubio, President
Council of School Supervisors and Administrators