

DRAFT SY 2026-27 (FY27) 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 describe the current state of actual class sizes in New York City Public Schools (NYCPS), the plan for meeting the mandates of this legislation next school year, additional strategies being considered, and the next steps the NYCPS will take to implement these mandates and engage communities.

This plan is the *fourth* annual plan. NYCPS and labor partners have agreed that each version of this document will be updated annually for every year of the 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 plan for implementation in FY27. The first annual plan, for FY24, is available [here](#). The second annual plan, for FY25, is available [here](#). The third annual plan, for FY26, is available [here](#).

This document is a preliminary draft that has been publicly posted on June 10, 2026 as a part of the Contracts for Excellence public process. **This draft plan has not been signed off on by the Chancellor and the respective labor partner presidents and may be revised based on feedback obtained during the public comment process.**

As a result of the work undertaken within the second and third plans (covering FY25 and FY26), NYCPS was able to exceed the required 60% benchmark for SY 2025-26, with **64% of classes at or below the class size caps, including exemptions (59.5% without exemptions)**. Additional information about compliance results for SY 2025-26 were outlined in the November 15, 2025 Implementation Plan, which is available [here](#).

In SY 2025-26, NYCPS invested over \$450 million in schools to fund nearly 3,700 teaching positions and 100 Assistant Principal positions, allowing for significant progress in class size reduction across all grade levels:

- Elementary grades made the most significant progress in SY 2025-26:
 - Grades K-3 saw a 28.7 point increase in compliance
 - Grades 4-5 increased compliance by 23.1 points
- Middle and High Schools made meaningful progress:
 - MS grew 20.4 pts more compliant
 - HS grew 16.0 pts more compliant
- Many classes that did not achieve compliance only slightly exceeded the new caps:

- o Nearly a third of non-compliant classes (32%) are only 1-3 students over the new caps
- NYCPS notably reduced the number of classes that were 6 students or more above the cap:
 - o The number of such schools declined 12 pts, from 29% in FY25 to 17% in FY26
- Schools that received class size funding for SY 2025-26 saw the most significant growth in compliance:
 - o Schools that were awarded additional teaching positions increased compliance by 27 pts, as contrasted with 7 pts for schools that were not awarded additional teaching positions through the FY26 Funding Process

To support implementation for SY 2026-27, NYCPS, in partnership with UFT and CSA, undertook a planning process in September 2025, beginning with the design and dissemination of a Class Size Planning and Funding Survey. This survey was completed by all schools in Districts 1 – 32 and was our most comprehensive survey of class size needs to date. The survey asked schools to consider the number of teachers needed to maximize class size compliance given their current space and enrollment configurations. Through the survey, which was completed in consultation with School Leadership Teams (SLTs) and verified by Superintendents and teams, schools indicated that they would need at least 6,000 teachers to reduce class sizes in their current space and enrollment configurations. Additional teachers will be required as more space is created for class size reduction in outyears.

Class size reduction is a complex process that requires increasing investments in not only teachers, but also in classroom space. Under Chancellor Samuels and Mayor Mamdani, NYCPS has made a dramatic shift in the approach to planning and considering space in relation to class size reduction efforts, marking a substantial commitment to implementation.

To that end, in March 2026, NYCPS and the School Construction Authority (SCA) engaged in a new, more intensive approach to evaluating and planning for space needs to support class size reduction. Through this joint effort, teams from both agencies reviewed and identified pathways to compliance for over 600 schools that had centrally-identified space deficits and developed a comprehensive plan to identify pathways for each school to gain the necessary space to comply with the law. For the first time, the plan includes a strategic blend of capital as well as non-capital strategies that aim to more efficiently utilize existing space to support compliance and is described in greater detail in [section 4.3.1](#). The City of New York, under Mayor Mamdani’s leadership, also added an additional \$1.5B into the capital plan, in alignment with this new approach.

On June 4, 2026, both houses of the NYS legislature passed amendments to the class size law that changed the annual citywide compliance targets for NYCPS to 70% in SY 2026-27,

80% in SY 2027-28, 90% in SY 2028-29, ¹100% in SY 2029-30.² NYCPS is fully in support of this change in timeline to ensure that our intensive focus on capital strategies for class size reduction can take root and be implemented with fidelity.

In June 2026, New York City announced a commitment of \$244 million to fund teachers for class size reduction across just over 360 schools. Utilizing the principal responses from the FY27 CS Planning and Funding Survey, which were further verified by Superintendents and teams, NYCPS prioritized schools first by economic need, in line with the law’s requirement to prioritize schools serving higher populations of students in poverty, then by schools’ self-identified capacity to increase compliance, and then by current compliance so as to help schools that need it most first.

As shared in previous plans, 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’s 1530+ diverse schools. Class size reduction requires school leaders to consider many aspects of their school. Some of the challenges schools grapple with are spaces to use for new classes, how to structure schedules to increase the number of sections of classes while also adhering to student-specific requirements—such as those for students with Individualized Educational Programs (IEPs) or multi-lingual learners—while also ensuring that teachers’ schedules align to contractual requirements and current programming offerings are 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 additional periods to increase the number of teaching periods, in line with the teachers’ contract.

As NYCPS moves towards implementation on the extended timeline, meaningful community engagement and nuanced decision-making about how to utilize space across our system will be critical. This process will involve exploring a range of strategies to meet the requirements of the state law, including expanding capacity in communities where there is high demand.

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

¹ These amendments are awaiting sign-off by the Governor.

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 Class Size Reduction Plan as part 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, enacted in 2022, 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 in 2007, 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 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 originally required the plan, which commenced in September 2023, to be achieved by September 2028, and during each year, an additional 20% of classrooms, excluding special education classes and exempted classes, must achieve compliance with the class size targets. The recent amendments to

the class size law extend the period of the plan to September 2030 and change the annual citywide compliance targets to 70% in SY 2026-27, 80% in SY 2027-28, 90% in SY 2028-29, 100% in SY29-30.

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

Chapter 556 notes five situations in which classes are not subject to the class size caps, which are listed below; the first four 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.

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.

NYCPS submitted the first and only financial impact statement to the New York State Education Department (NYSED) on **November 15, 2025**. The report is accessible [here](#).

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 FY23. 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 FY24, 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 FY24; and 40% of the increase in FY25 and FY26. This brought NYCPS's C4E requirement to \$576 million in FY24 and \$621 million in each of FY25 and FY26.

In FY25, SED also modified the phase-in of the FY24 increase, so an additional 20% of the \$225 million phases in every year. Additionally, in FY25, an additional portion of Foundation Aid funding was subject to Contracts for Excellence. As a result, in FY25, the total amount of funding which was subject to Contracts for Excellence was \$803 million.

In FY26, as a result of additional Foundation Aid, the set-aside grew by \$241 million; further, an additional \$45 million of the Foundation Aid from FY24 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 FY26.

In FY27, as a result of new Foundation Aid, the set-aside grew by \$224 million, largely driven by an increased ELL weight and new STH weight in Foundation Aid; further, an additional \$45 million of the Foundation Aid from FY24 will be newly subjected to Contracts for Excellence restrictions. As a result, the total amount of Foundation Aid subject to Contracts for Excellence will be \$1,358 million in FY27.

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

As of the November 15, 2025 Implementation Report (the report and associated documentation can be found [here](#)), NYCPS reached a compliance rate of 64%, above the annual target of 60% for all classes to be at or below the newly mandated caps. These counts reflect the number of non-exempted classes. Including exempted classes, 59.5% of classes were at or below the caps as of November 15, 2025.

On September 23, 2025, NYSED approved the implementation report and released all funding in December 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 October 31, 2025 and may change as enrollment at schools change. Methodology on all reporting is noted in [Appendix A](#).

As noted, as of the November 15, 2025 Implementation Report, **64% of non-exempted classes are at or below the caps**, including 6-12 performing groups and physical education classes, above the 60% required for SY2025-26. Since SY2024-25, compliance increased 28.7 percentage points in grades K-3, 23.1 percentage points in grades 4-5, 20.4 percentage points in 6-8, and 16 percentage points in grades 9-12 (excluding PE & PG classes). Below is the breakdown of non-exempted classes.

Figure 3: SY 2025-26 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	67.1%
Grades 4-5	68.9%
Grades 6-8	57.1%
Grades 9-12	64.3%
Grades 6-12 Physical Education	76.4%
Grades 6-12 Performing Group	95.6%
Total	64.0%

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

Class size compliance varies across grade bands, with the highest compliance rates in elementary schools. The Bronx has the highest share of classes in compliance with the class size caps, at 71%, 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 SY 2025-26

	Elementary (K-5)	(K-8)	Middle (6-8)	Secondary (6-12)	High School (9-12)	Total
Bronx	75%	54%	67%	70%	75%	71%
Brooklyn	69%	66%	63%	83%	63%	65%
Manhattan	72%	69%	67%	66%	70%	69%
Queens	65%	55%	58%	48%	59%	58%
Staten Island	60%	27%	43%	54%	54%	50%
Total	69%	60%	61%	66%	65%	64%

Data show that the districts with the greatest percentage of classes at or below the class size caps are in districts 32 (Bushwick) which has reached 81% compliance, 23 (Ocean Hill, Brownsville), and 16 (Stuyvesant Heights, Crown Heights). Districts 26 (Bayside, Glen Oaks), 31 (Staten Island), and 20 (Bay Ridge, Fort Hamilton) 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: SY 2025-26 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)	67%	16
02	65%	19
03	72%	12
04	70%	13
05	78%	9
06	77%	11
07 (Bronx)	78%	8
08	64%	20
09	80%	4
10	69%	14
11	62%	24
12	79%	6
13 (Brooklyn)	78%	7
14	68%	15
15	64%	21
16	80%	3
17	77%	10
18	79%	5
19	65%	18
20	50%	30
21	65%	17
22	51%	29
23	81%	2
24 (Queens)	63%	22
25	61%	25
26	48%	32
27	55%	28
28	56%	27
29	58%	26
30	62%	23
31 (Staten Island)	50%	31
32 (Brooklyn)	81%	1
Citywide	64%	--

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 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 83% 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: SY 2024-25 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	35%	49%
2	59%	54%
3	72%	58%
4	80%	62%
5	85%	65%
6	88%	71%
7	91%	69%
8	93%	71%
9	95%	78%
10 - Highest need decile of schools based on ENI	97%	83%
All schools	79%	64%

Section 4: NYCPS Class Size Plan

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 the levers NYCPS and SCA are planning on implementing for next year, which will also be integrated into the November 2026 Capital Plan Amendment.

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

Designed and launched a comprehensive class size planning and funding survey

In September 2025, NYCPS, in partnership with UFT and CSA, began planning for the 2026-27 school year by designing and implementing a more expansive and streamlined survey to gather more comprehensive data on class size implementation. Critically, this survey asked schools to indicate the maximum possible compliance they could reach, given their current space and enrollment configurations, with and without capital interventions. School leaders worked in consultation with their school leadership teams (SLTs) to complete the survey. The resultant information from schools has provided NYCPS with the most robust data set on class size to date, allowing for more comprehensive analysis that considers both central data alongside-side school-level assessments. In addition to informing funding decisions for SY 2026-27, NYCPS and SCA used this data to identify pathways for all schools, where central data indicated a deficit of space, to become fully compliant with the law. More on the capital approach is detailed below.

This process yielded a significant output, with every single school in District 1 through 32 completing the survey, answering questions about their ability to fully comply within their current space and enrollment configuration, as well as teacher and supervisory needs. The survey also asked schools to indicate if they wanted to be considered for an addition on school property or if a small-scale room conversion was needed to increase instructional space. Central teams and SCA are using this data, along with an analysis of results from the impact of the FY26 plan, to strategically plan for the next phases of this work. This data set will be a central part of the planning process moving forward.

Further, to verify the data from schools, superintendent teams across the city engaged in a review process to verify principal and school team requests, utilizing their knowledge of school communities, their needs and specific programming, and consultations with schools to ensure that principal responses were accurate and representative of class size needs.

All 1,530+ schools in Districts 1 through 32 completed the survey.

Continued financial investment in our schools

The 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 SY 2024-25, 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 were provided to the same schools at the same levels for SY 2025-26.
- 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 SY 2024-25.
- In SY 2025-26, NYCPS and the City of New York invested over \$450 million in funding to reduce class size, resulting in a dramatic increase in compliance across the city.
- For SY 2026-27, NYCPS and the City of New York invested \$244M in funding for class size and added \$1.5 billion to the capital plan to support increased investments for schools needing capital interventions to become compliant with class size.

Comprehensively overhauled the approach to address school space deficits

As shared in the opening of the plan, in March 2026, NYC Public Schools and the School Construction Authority (SCA) undertook a focused, joint review process to strengthen the system’s approach to class size compliance. Over multiple days of in-person working sessions, cross-functional teams reviewed school-level enrollment, space, and principal survey data alongside SCA subdistrict and mapping analyses. This analysis was conducted on a school-by-school level and examined in physical and geographic constraints that shape feasibility, with the objective of identifying actionable pathways to compliance.

This collaboration resulted in a school-level planning framework that integrates use of existing space and deployment of non-capital strategies wherever viable, while reserving more intensive capital interventions in cases where no other path exists. NYCPS and SCA developed a detailed series of pathways for each school that had a centrally-identified space deficit, as well as next steps for schools with identified space needs.

Below are the categories of space interventions:

Non-Capital – High School Policy & Programming

- Schools requiring centralized programming and policy support rather than new space
- Joint central and district visits to review scheduling, space use, and staffing
- May inform future system-level policy proposals

Non-Capital – Tier I: Enrollment

- Very small enrollment overages
- Addressed through controlled enrollment adjustments over time

- Decisions coordinated with District Planning, Student Enrollment, and Superintendents

Non-Capital – Tier I: Space in Building

- Co-located campuses with potential to reallocate existing space
- District review with principals and SLTs to assess feasibility
- Division of School Facilities (DSF) supports implementation where space changes are agreed upon

Non-Capital – Tier II

- Schools near existing excess capacity elsewhere in the district or area
- Requires district-led planning with Office of District Planning and community stakeholders
- May lead to re-sitings or mergers, subject to public review and PEP approval

Capital – HS Only

- Limited (half-size) room needs; may not require full capital projects
- Joint Facilities / Space Management visits with Superintendent teams to assess options
- Development of Capital Task Force (CTF) projects

Capital

- Significant space deficits, often requiring multiple rooms
- SCA leading identification of large-scale capital solutions, in coordination with districts

Made progress on capital projects

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. Currently, the SCA has 63 projects in design or construction, providing nearly 23,000 seats to open in the next few years. This work includes 18 projects newly identified since last spring, providing almost 4,300 seats.

Increased seats through small capital projects

Part of the progress made to create seats is via the continuous expansion of the classroom conversion program at schools where opportunities are identified to create a few classrooms to address a small space deficit. Over the past year, 11 projects were authorized to provide about 550 seats with more being evaluated. As a result of the in-

depth review session, a few dozen schools are selected for consideration of this program. We anticipate additional projects to be identified in the near future.

Limited enrollment changes

Consistent with the prior year, zoned elementary and middle schools where students enrolling “over-the-counter” (OTC) 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. As NYCPS works towards full compliance, NYCPS will consider, in partnership with school communities and in line with the new approach to addressing space deficits with SCA, small adjustments to enrollment that will allow schools to reach compliance in areas where immediate capital interventions may not be possible.

Capacity building for Superintendents and Field Teams to further drive implementation

NYCPS central teams continue to support Superintendents and field teams to build their capacity for supporting schools in implementing class size reduction. Their work with and on behalf of schools directly contributed to NYCPS reaching its citywide target for SY 2025-26 of 64% with exemptions and 59.5% without exemptions. Superintendent and field teams remain critical leaders in the implementation of class size reduction.

As we continue to work towards the next major milestone, NYCPS has relied heavily on the expertise of Superintendents and teams to ensure that survey responses are accurate and appropriately represent the needs of school communities. Central-level class size leads trained Executive Directors of School Support and Operations (EDSSOs) to advise and guide principals in completing the FY27 Class Size Planning and Funding survey and supported EDSSOs and other field team leaders in driving survey completion. As a result of these critical team members’ work, all schools in D1 through 32 completed the class size survey within two days of the preliminary deadline. These teams also engaged in a review process of all submitted surveys and, in some cases, engaged in additional rounds of review to ensure that principal responses were truly representative of their schools’ needs.

As NYCPS teams work to support schools in hiring and staffing positions for SY 2026-27, Superintendent and field teams, including EDSSOs, Directors of HR and Directors of Budget, will continue to be critical supports in ensuring we reach our adjusted system-wide class size compliance target of 70% for SY 2026-27.

These points will also support the continuity of planning between NYCPS central teams, School Construction Authority and schools as we work to implement the comprehensive capital planning strategy that is now being undertaken.

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, continuing to make significant progress this year in the planning and implementation for SY26-27 in advance of the development of this plan.

Utilized exemptions, as allowed under the law

With UFT and CSA, NYCPS developed and applied criteria for exemptions in the Overenrolled category to Specialized High Schools without space to comply and to schools impacted by sited and planned capital projects. While exemptions were applied to citywide calculations, school principals were asked to continue to work to increase compliance with the class size caps, where possible.

NYCPS continues to engage UFT and CSA on the exemption criteria for SY2026-27. Exemption criteria that were agreed to by NYCPS, UFT, and CSA and implemented in SY 2025-26 are outlined below in [Section 4.3.8](#).

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

Section 4.2.1: FY27 Class Size Planning and Funding Survey

As noted previously, 100% of schools in D1 – 32 completed the FY27 Class Size Planning and Funding survey, consulting with their School Leadership Teams (SLTs) in the process. This survey asked schools to consider the maximum level of progress that could be made, given their current space and enrollment configurations.

To support schools in completing the survey, a principal-facing training was held in early November, with a recording of the training posted on the InfoHub, along with the slides from the training to support school communities in completing the survey. FAQs to support schools in completing the survey were also posted as a resource, along with a PDF illustrating the flow of the survey to ensure schools were able to accurately complete the survey.

The survey was framed to ask schools the level of compliance that they could reach, given the following assumptions:

1. Given current space allocations (e.g. the space already allocated to your school, if you are in a co-located building; do not assume you may take space allocated to another school)

2. No changes to program offerings would be made (e.g., electives, specials, advanced courses, enrichment)

Schools then indicated where they fell within the following general categories and requested teaching resources to maximize their possible compliance:

- We are already at 100% compliance.
- Our school can reach 100% in SY2026-27, given our current space and enrollment, but needs more resources.
- Our school cannot reach 100% in SY2026-27; however, we can make some progress to reduce more classes.
- Our school cannot make any more progress than we have already made.

Principals were responsible for completing the survey in consultation with the School Leadership Team (SLT) and indicating the maximum possible compliance that they could reach, with the above constraints noted. The majority of resource requests submitted through the survey were for teacher positions. However, schools were also afforded the flexibility to request resources for supervisors, room conversion supports, sixth period coverages and pro rata to support additional instructional periods delivered by existing teaching staff.

The flow chart for the FY27 CS Planning and Funding Survey is included in [Appendix F](#).

NYCPS central teams developed a class size reduction dashboard to support schools in considering their current class size and enrollment data, while providing easy access to their prior year application and data on their implementation approach. A sample screenshot of this dashboard is shared in [Appendix G](#).

This survey approach allowed schools to clearly articulate their needs and indicate the maximum possible compliance that they would be able to reach in their current space and enrollment configurations.

Again, 100% of D1 – 32 schools (1,530+ schools) completed the survey providing us with our most comprehensive class size resource analysis to date. These results provide, for the first time in our approach to implementation, a comprehensive assessment of available space, alongside required teacher resources to fully maximize compliance given current space and enrollment configurations. This information was then utilized to inform the work with School Construction Authority on the capital strategy as well.

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

NYCPS Superintendents and district teams continue to play a critical role in supporting class size implementation to date, including the success of implementation for SY 2025-26 and ensuring a strong foundation for implementation for SY 2026-27. NYCPS central teams have worked over the past two years to provide a series of trainings to build capacity for

district teams and principals to understand strategies and approaches to reducing class size, including how to support them in completing the FY27 CS Planning and Funding Survey as well as reviewing and verifying school responses.

Section 4.2.3: Superintendent Team Support for Survey Completion and Survey Verification

Leveraging the expertise of Superintendent and field teams in supporting schools to improve class size compliance, NYCPS central teams worked to support these critical leaders as schools completed their surveys. After ensuring 100% completion of surveys by all D1 – 32 schools, Superintendents and teams reviewed school responses and engaged district human resources, budget and academic policy experts, who reviewed school-level applications and utilized their school-specific context to assess and verify school requests. This work was led by Superintendents and Field Teams 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 and consider the final award of teachers to schools.

In November and December 2025, 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.

As a result of this work, teams were able to review and verify all school-level applications, bringing their school-level knowledge and context to the review process and ensuring that schools indicated a number of teachers that adequately supported class size compliance, within their current space and enrollment configurations. In some of these cases, schools that were already at 100% compliance still completed the survey to ensure that if additional resources were needed, they were indicated in the survey.

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

NYCPS continues to focus on nine 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 nine key areas are critical to meeting the statutory caps. Additional considerations for each of the nine areas are outlined below.

Section 4.3.1: Space

Summary of Current State

In 2026, a new Mayoral administration and new NYCPS leadership made a renewed commitment to the implementation of the class size reduction law across NYCPS. As a part of this shift in approach, building on prior work, NYCPS has deepened its partnership with the School Construction Authority (SCA) to intensively focus on identifying space to improve compliance for the long-term, multi-year implementation of the law. To that end, NYCPS and SCA engaged in a robust planning intensive, where critical parties within both organizations convened to review space needs for over 600 schools across all districts. Through this work, the group developed an approach and individualized pathways to address space needs at each school to support class size implementation. This work resulted in a comprehensive plan to move the system forward, coherently, in this next major phase of class size reduction. The two-year extension of the law's timeline supports NYCPS and SCA in implementing this plan with fidelity.

As a result of the comprehensive planning efforts, NYCPS and SCA now have a shared dataset from which all teams will drive class size planning and strategy for space in the work ahead. This singular data source allows both agencies to integrate analysis spanning multiple NYCPS and SCA teams to ensure that each school with an identified space need has a clear path forward to support class size reduction efforts.

As a part of this process, NYCPS introduced a more nuanced approach to looking at school space, taking into account the programming needs for special populations of students across all of our schools. This approach integrates half-sized room deficits into the overall space calculations to ensure that our growing populations of students with disabilities, whose services are often provided in these smaller rooms, are accounted for in our overall planning for class size reduction. As NYCPS and SCA embark on this intentional, long-term approach to planning for space to class size reduction, it is critical to account for the space needed to serve all of our students equitably to as schools reduce class sizes in general education classes.

Again, the space analysis, utilized for FY27, but taken from FY26 data (the most recent available), is more comprehensive, now integrating half-sized deficits into our overall assessments, on top of the original consideration of full-sized room deficits. Utilizing this more comprehensive approach, as of November 15, 2025, our data analyses show that 923 schools have sufficient full- and half-sized classrooms to comply within their current enrollment and space configurations, while 610 schools need additional space—445 schools have a space deficit of full-size rooms and another 165 schools have a deficit of only half-sized rooms. In schools that have a space deficit, some need a few half-sized classrooms, while others need a great deal more -- over 60 additional classrooms in some cases. NYCPS published the list of schools with full-sized room deficits in each group publicly for the first time in the 2024-25 school year. This list is accessible [here](#). To ensure coherence in the planning and implementation process for FY27, schools received

individual school space data through the dashboard shared with them to support completion of the FY27 Class Size Planning and Funding Survey.

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, as principals may have specific, nuanced views about the use of space in their building. For example, results from the FY27 CS Planning and Funding Survey showed that across all grade levels, there are approximately 190 schools where central data shows a space deficit, but the principals said their expected compliance is 100%. Based on November 15, 2025 reporting data, 12 of those schools are already at 100% compliance. NYCPS is working with principals to further verify their responses as we consider the impact of principal response on our capital planning strategy.

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. Results from the FY27 CS Planning and Funding Survey also indicate that principals are already prioritizing class size reduction and making significant compliance gains, despite the space constraints indicated within our central datasets.

NYCPS and SCA will continue to work in partnership to revise and adjust existing meeting cadences to ensure that work towards each of the identified pathways is moving forward. This will include the development of concrete goals and outcome measures for each pathway that can be monitored transparently and shared with key stakeholders, including school communities and union partners.

Background Data

In prior years, NYCPS and SCA considered space needs based on deficits of full-size rooms that would be needed for compliant general education and ICT classes. Again, as NYCPS and SCA have worked towards more thoughtful and more nuanced approach to understanding space needs at the individual school level, the analysis has now folded in considerations around half-sized room deficits, which ensure that our assessments of space availability account for all types of rooms that may be needed to serve diverse student populations, and not only those directly covered under the law.

This analysis builds on our prior approach, which considered 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, 2025. Integrating the half-sized room deficits ensures that we are taking a more holistic approach to analyzing schools' available space and programming, including special education programs, which are not covered under the law, but critical components of the schools' overall programming and space usage.

The enrollment calculations utilized in this analysis were based on the Unaudited Register as of October 31, 2025 for students in GE/ICT classes and District 75 Inclusion classes. The number of classrooms available is based on the 2024-25 Principal Annual Space Survey (PASS) with manual updates to reflect room changes for 2025-26, including room conversions and portfolio changes.

The districts with the highest concentrations of schools that need additional space are District 2 (Manhattan), District 20 (Brooklyn), Districts 24, 25, and 27 (Queens) and District 31 (Staten Island). The top six districts in need of space have remained the same from last year’s plan to this year’s plan. NYCPS and SCA continue to acknowledge the need for our approach to address not only the space needs in these districts, but also in all schools across NYCPS that have a space deficit.

Figure 7: District Distribution of Schools with Space Needs as of November 15, 2025

District	Schools with Space Need (Full- or Half-size)
1	3
2	47
3	13
4	6
5	6
6	13
7	5
8	13
9	17
10	25
11	29
12	10
13	9
14	14
15	23
16	1
17	12
18	4
19	11
20	34
21	26
22	22
23	3
24	35

25	30
26	20
27	42
28	34
29	21
30	23
31	52
32	7
Citywide	610

Space Implementation Levers

In March 2026, critical teams across NYCPS and SCA engaged in a first of its kind deep dive planning session to review all schools (as outlined above) that had identified space deficits with the intention of developing a comprehensive plan for class size implementation. The intention of convening this meeting was to seamlessly blend the approach to addressing space via capital and non-capital strategies in order to efficiently and urgently identify space for class size reduction across NYCPS.

Prior to the meeting, NYCPS engaged in a preliminary analysis, examining available space and considering potential recommendations for pathways for additional space and integrating data sources, including each school’s current class size compliance and space needs, as well as results from the FY27 CS Planning and Funding Survey, which included principal-reported expectations for class size compliance and requests for additions. Senior SCA leadership, Capacity Planning, and Real Estate teams met alongside NYCPS teams from the Office of District Planning, Division of School Facilities, Office of Space Management, and the Office of the First Deputy Chancellor to review over 600 schools identified as having full- or half-sized room deficits, developing proposed pathways for each school and tailoring the category of approach to the individual school context. Over the course of these sessions, the joint team developed a comprehensive plan which blended both capital and non-capital approaches to addressing space deficits.

This is the first part of a process that will expand to include additional layers of engagement across key stakeholders, including Superintendents and teams, principals and school communities, union partners, and others. As we partner with stakeholders to further assess the potential pathways for each school, we will collectively refine the approach, utilizing on-the-ground context for each school, to ensure the final pathway takes into account local needs, priorities and the unique realities of each community. Some schools may benefit from multiple pathways, while the approach for others may shift to a different pathway than what was preliminarily assessed, based on engagement and feedback from the local school community.

Based on the review, the following range of pathways were identified for schools. Our approach focused on finding the most efficient and expeditious path forward to identify space for compliance.

Below is a list of categories and the number of schools currently in each, based on space and enrollment data as of November 2025. Progress along these pathways will be impacted by a number of factors as we continue to assess specific opportunities to address schools’ needs within the local, on-the-ground context, such as community engagement and feedback, feasibility of capital projects and non-capital opportunities to utilize existing space.

Figure 8: Description of Space Pathways Categories*

Category	Description	Number of Schools in this Category*
Sufficient Space	Schools with sufficient space to comply with Class Size law targets, based on central analysis and/or survey data from Principals indicating that they would be able to reach 100% compliance with additional resources to hire teachers.	1,050
Solution in Place	Schools with a plan or project in place that will enable them to achieve 100% compliance. These include schools where space needs will be addressed by an addition or annex that is planned and sited, schools with an approved re-zoning being implemented that will reduce enrollment, and schools where an approved non-capital strategy (such as a re-siting) will address space needs.	24
Capital—Half-Size Only	These are schools that have <i>half-sized</i> (HS) room needs that may not require intensive capital interventions. Schools designated with this category will be receiving visits from a joint School Facilities/Space Management team alongside Superintendent teams.	41
Capital (Un-sited as of April 2026)	These schools have more significant space needs (many greater than 5 rooms). These schools must be addressed through larger scale capital projects. SCA will work to identify viable solutions for these schools in accordance with available funding,	133

	including identifying sites for new construction to alleviate space needs.	
Capital (Sited)	These schools are expected to be impacted by projects that are already sited and listed in the capital plan. These schools will be considered within a robust planning and community engagement process with District Planning and Superintendent teams alongside community stakeholders to determine use of new capacity, including plans for re-zoning, school utilization changes, or admissions changes as relevant. Schools may be re-categorized if the planning process determines that the new capacity will not fully address its space need.	28
Non-Capital-Tier I: Enrollment	These schools' space needs are triggered by very small enrollment overages (no more than 5 students in any grade). As such, these space needs can be addressed through small enrollment adjustments that will phase in as incoming enrollment is intentionally limited. These schools will be considered for such enrollment adjustments by District Planning, Student Enrollment and Superintendents and teams.	45
Non-Capital-Tier I: Space in Building	Schools in this category are co-located in buildings with other district schools that have excess space that may be able to be re-allocated to support compliance at all schools on the campus. In close collaboration with principals and School Leadership Teams, this will be assessed through ODP/DSF/Supt review, and schools may be re-categorized or multiple strategies employed if space is insufficient or cannot be re-allocated based on a physical configuration. DSF will partner closely with principals and their teams to implement any space changes that are ultimately agreed upon.	33

<p>Non-Capital-Tier 2</p>	<p>These schools are sited in areas where there is existing excess space that may be able to be utilized to address space needs. Through a comprehensive district planning process with Superintendents and ODP alongside CECs, school communities, and local stakeholders, scenarios will be developed and explored that would better align existing space to demand and enrollment. Pending extensive community engagement, these schools may be involved in school utilization proposals such as re-sitings or mergers in order to access available space, subject to formal public review processes and approvals by the PEP, and potentially by CECs if re-zoning is involved.</p>	<p>90</p>
<p>High School Policy and Programming</p>	<p>These high schools are not in areas with widespread need (such as Queens and South Brooklyn) and will need centralized programming support and policy decisions in order to support compliance. These schools will be visited by a joint Facilities/Space Management and First Deputy Chancellor Team alongside Superintendent teams to deeply review school programming, alongside use of space and teaching resources to support schools in maximizing the number of classes beneath the caps, given their current resources. Work in this category may also yield additional policy proposals to support class size reduction in these schools.</p>	<p>74</p>
<p>Specialized HS/G&T</p>	<p>This set of schools is either covered under the current specialized high school exemption, or NYCPS would like to consider covering under a new proposed exemption related to city-wide gifted and talented status, subject to agreement with UFT and CSA.</p>	<p>15</p>

* Subject to change based on further analysis. Data current as of 5/6/26

Non-Capital Levers

Lever One: Tier 1: Enrollment – <i>Small enrollment shifts</i>	Timeline: On-going
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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 space. 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 SY 2026-27.

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 in entry grade levels (K, 6, and 9), in consultation with school principals. NYCPS for the first time is also naming this as a strategy within the overall capital approach. To that end, there may be cases where small changes to incoming enrollment will limit the need for capital projects and funding, while also supporting implementation of reduced class sizes.

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: Tier I: Space in Building – <i>Efficiently utilize excess space in buildings with co-located schools</i>	Timeline: On-going
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Description:

Space allocations among co-located district schools will be reviewed by DSF/OSM in collaboration with Superintendents, principals and ODP to determine opportunities to shift space from schools with excess to co-located schools that require additional space to comply. This strategy aims to align space with enrollment within co-located campuses to support compliance across all schools. Schools in this category may require additional strategies as well (such as enrollment changes, programming support, or small room conversion projects) if the available space in the building isn't sufficient to address all needs or cannot be re-allocated entirely because of physical configuration of the building.

Lever Three: Tier 2 – <i>Space allocation that may require A-190 processes or rezonings</i>	Timeline: May 2026 and forward
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Description:

Through comprehensive district planning, opportunities will be identified to repurpose available space in existing NYCPS buildings to support schools that require additional space in reasonable proximity. These opportunities, which could include full or partial re-sitings, mergers, truncations, or other school utilization proposals, will seek to address class size space needs within the context of other district needs and priorities, and will entail substantial community engagement and, in most cases, approval of formal proposals by the PEP. Re-zoning, which requires CEC approval, may also be employed.

Lever Four: High School Policy and Programming	Timeline: May 2026 and forward
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Description:

For FY27, NYCPS will implement targeted, non-capital strategies to support class size reduction in schools, particularly high schools, identified as having space needs that can be addressed within their existing facilities. These schools require fewer rooms to become compliant, and our preliminary analysis indicates that pathways to compliance may not require capital construction.

Through this approach, NYCPS will focus on optimizing current resources while ensuring programming is not reduced across the school. Schools in this category will receive targeted support from central teams and programming experts, coupled with joint walkthroughs conducted by DSF/OSM and the Office of the First Deputy Chancellor, in close collaboration with Superintendent teams. These supportive visits will include a comprehensive review of school programs, instructional models, master schedules, and classroom utilization throughout the school day. Teams, in partnership with principals, will assess how space is currently utilized programmatically, in alignment with contractual requirements and academic policy guidance, and how programmatic decisions are being made to support class sizes across grade levels and subjects. Teams will work with the principal to ensure the school fully utilizes all resources to maximize the number of classes operating below the caps.

The approach will ensure that visits are collaborative and supportive, as teams work in partnership with principals and key stakeholders at the school. Recommendations will be school-specific and developed collaboratively with school leaders. In addition to supporting individual schools, insights from this work may inform broader policy proposals or operational guidance to strengthen class size reduction strategies in similarly situated schools citywide.

Capital Levers

Lever One: Small room conversions to generate additional capacity through the Capital Task Force Program (CTF)	Timeline: On-going
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The FY27 CS Planning and Funding Survey again provided principals with the opportunity to indicate within their application if a “Non-Instructional Room Conversion” or renovation to existing instructional space was a viable strategy to meet class size mandates.

Utilizing data and feedback from the school-driven FY26 and recent FY27 Class Size Planning and Funding Survey, DSF/OSM and SCA have partnered to complete conversion projects to continue to increase instructional space throughout NYCPS. These projects address non-instructional space in schools that could be converted into instructional space, large instructional spaces that could be subdivided into smaller instructional spaces or outdated instructional spaces that could be repurposed into a more traditional classroom.

While optimizing classroom capacity is certainly a priority, NYCPS’s process ensures maintaining the availability of specialty classrooms and unique learning environments for our students. Each school is entitled to access cluster spaces such as science labs, arts rooms, technology suites, performing arts spaces, and a fully functional library. These spaces play a critical role in enriching students' educational experiences, fostering creativity, and supporting diverse learning needs.

As OSM evaluates conversion projects, the team ensures that all proposals remain fully compliant with our established footprint standards, guaranteeing that specialty spaces are preserved and accessible. This process is not intended as an exercise to remove or diminish these vital specialty classrooms. Instead, the process commits to maintaining a well-rounded environment where students can thrive academically and creatively.

Following ongoing field analysis and principal engagement, to-date, 22 projects have been deemed feasible. These projects are now in various stages of review and development, and NYCPS anticipates these projects will result in the creation of approximately 1,300 seats.

Through the review process, teams utilized a comprehensive review approach 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

Below is a list of schools (subject to change as projects continue to be identified) of room conversions resulting from either building walkthroughs by the DSF/OSM or the FY26 and FY27 CS Planning and Funding Survey since the last report. The projects below have been identified and shared with the SCA and are in process.

SCA anticipates that rooms with capacities of approximately 384 seats may open in September 2026, and rooms with capacities of approximately 323 seats may open in September 2027.

As part of the Half Size Deficit Pathway, NYCPS identified 41 schools with space deficits that may impact their ability to comply with class size mandates. Superintendents have been notified of the schools within their districts and provided with information regarding the pathway, process, and expectations. Members of the Office of Space Management and Division of School Facilities are currently coordinating and conducting on-site visits with Superintendent teams to review school programming, assess existing space utilization and identify potential capital projects or other strategies that may address identified deficits. These collaborative conversations and walkthroughs are ongoing and are expected to continue throughout June 2026, helping to inform school-specific pathways toward compliance.

Figure 9: Schools Where Capacity Projects are Identified from building walkthroughs by the Space Management Team or the FY27 CS Planning and Funding Survey

Borough	DBN	CSR Project Origin	Anticipated Seat Gain	Anticipated Classroom Gain	Target Completion Date
Bronx	08X101	Survey	104	4	Completed
Queens	24Q293/ 24Q296	Survey	50	2	Completed
Queens	27Q302	Survey	59	2	Completed
Bronx	09X361	Application	23	1	Sep-26
Brooklyn	20K048	Application	23	1	Sep-26
Brooklyn	21K177	Application	47	3	Sep-26
Brooklyn	21K525	Application	75	3	Sep-26
Brooklyn	22K197	SCA CIP	23	1	Sep-26
Queens	25Q241	Survey	25	1	Sep-26
Queens	25Q460	Survey	50	2	Sep-26
Queens	27Q302	Survey	37	2	Sep-26
Queens	27Q202	Application	23	1	Sep-26
Queens	28Q157	Application	46	3	Sep-26
Staten Island	31R450	Application	12	1	Sep-26

Queens	29Q492	Survey	50	2	Jan-27
Staten Island	31R455	Application	50	2	Jan-27
Brooklyn	20K204	Application	12	1	Jan-27
Queens	24Q061	Survey	92	4	Jan-27
Queens	25Q285	Survey	119	5	Sep-27
Staten Island	31R063		78	3	Sep-27
Brooklyn	22K197	SCA CIP	12	1	TBD
			1,010	41	

Lever Two: Initiation of feasibility study for construction of additional capacity on school grounds with sufficient exterior space on the property	Timeline: March 2026 - Ongoing
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Description:

Within the Spring 2026 NYCPS/SCA Planning Intensive, the comprehensive review process included analysis of this data point, in addition to other factors, including aerial views of schools, evaluation of exterior square footage and proximity to nearby schools that also had identified space needs.

Through this process, NYCPS and SCA identified approximately 30 sites that will be evaluated for additional feasibility studies to support alleviation of class size space. As the sites complete the feasibility study process, information will be shared on the progress of this work with key stakeholders.

Lever Three: Sited new construction projects and impact on existing schools	Timeline: On-going
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Description:

Through the review process, NYCPS and SCA also assessed the impact of sited projects, as well as recently opened projects on schools with space deficits. These schools will be considered within a robust planning process with district planning and superintendent teams to determine use of new capacity, including plans for re-zoning, school utilization changes, or admissions changes as relevant. Schools may be re-categorized if the planning process determines that the new capacity will not fully address its space needs.

There are 28 schools that will be impacted by currently sited projects within the school-by-school plan.

Lever Four: Directing un-sited capital dollars to geographic subdistricts of need and focusing site searches to areas of need.	Timeline: On-going
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Description:

Through the review process, NYCPS also identified areas where there was additional seat need, but no in-process site identified or potential addition that could impact schools in that area. In some of these cases, geographic isolation played a role in the need to allocate funding to find a new site, coupled with space needs from schools localized in this area. At this point in the review process, NYCPS and SCA agreed that the only potential solution for alleviating space concerns in this set of schools was to allocate funding in the capital plan for those particular geographic areas. Again, this funding is allocated for a specific geographic area, but these projects are not yet sited. As sites are identified and acquired, updates will be made to forthcoming capital plan amendments.

Currently, the following subdistricts have been allocated 451 seats with PS/IS projects: Manhattan, District 2, Upper East Side; Bronx, District 11, Van Nest / Pelham Parkway (seats sited); Bronx, District 12, Tremont / West Farms; Brooklyn, District 20, Dyker Heights; Brooklyn, District 20, Borough Park / Kensington / Bensonhurst; Brooklyn, District 21, Gravesend; Brooklyn, District 22, Mill Basin; Queens, District 24, North Corona / South Corona / Lefrak City / Elmhurst; Queens, District 25, Beechhurst / College Point / Whitestone; Queens, District 26, Bayside / Auburndale; Queens, District 26, Little Neck/Douglaston/Bellerose/Glen Oaks; Queens, District 27, Howard Beach/Lindenwood; 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.

Lever Five: Continued commitment to building within the capital plan	Timeline: On-going
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Description:

Building on prior work, starting with the February 2025 Amendment to the SCA’s Capital Plan, NYCPS and SCA 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 was that funding for 7,125 seats was 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, an approach that was further refined through the most recent planning intensive.

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.

In the Proposed February 2026 Amendment, three additional sub-districts received seat allocation for a total of 1,178 seats, two of which have sites identified.

The latest plan was released in February 2026 and is available to review [here](#).

Figure 10: Seats in Process from the FY2020-2024 Capital Plan

Borough	School District	Sept. 2026	Sept. 2027	Sept. 2028	Total
Manhattan					
	78M	275	170		445
Bronx					
	10			696	696
Brooklyn					
	15	583			583
	20		461		461
	21	553			553
	22	517			517
Queens					
	24	451			451
	25		547		547
	26	463			463
	29	554			554
	30		547		547
	78Q	876	1,229		2,105
Staten Island					
	31		283		283
Total		4,272	3,237	696	8,205

Figure 11: New Capacity Program Summary in the FY25-29 Capital Plan

District	Sub-District	Feb 2026 Total Funded Need	Feb 2026 Funded Need (Non-District 75)	Feb 2026 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
6	WASHINGTON HEIGHTS/INWOOD	342	342	0	342
8	SOUNDVIEW	104	92	12	104
9	HIGHBRIDGE SOUTH	23	23	0	23
10	SPUYTEN DUYVIL / RIVERDALE/FIELDSTON / NORTH RIVERDALE	547	451	96	547
11	VAN NEST / PELHAM PARKWAY	547	451	96	547
12	TREMONT / WEST FARMS	451	451	0	0
14	WILLIAMSBURG / GREENPOINT	451	451	0	451
15	CARROLL GARDENS / GOWANUS / RED HOOK	557	461	96	557
20	BOROUGH PARK / KENSINGTON / BENSONHURST	451	451	0	23
20	DYKER HEIGHTS	463	463	0	463
20	OWLS HEAD PARK / BAY RIDGE	547	451	96	547
21	GRAVESEND	451	451	0	12
21	GRAVESEND / OCEAN PARKWAY	47	47	0	47
22	FLATLANDS / MIDWOOD / EAST FLATBUSH	395	395	0	395
22	MILL BASIN	438	438	0	438
24	NORTH CORONA / SOUTH CORONA / LEFRACK CITY / ELMHURST	451	451	0	92
25	BEECHURST / COLLEGE POINT / WHITESTONE	451	451	0	119
25	FLUSHING / MURRAY HILL / WILLETS POINT	696	600	96	696
26	BAYSIDE / AUBURNDALE	451	451	0	0
26	LITTLE NECK / DOUGLASTON / BELLEROSE / GLEN OAKS	312	312	0	312
26	OAKLAND GARDENS / FRESH MEADOWS	288	288	0	288
27	FAR ROCKAWAY	419	323	96	419
27	HOWARD BEACH / LINDENWOOD	451	451	0	23
27	OZONE PARK / SOUTH OZONE PARK / RICHMOND HILL / WOODHAVEN	696	600	96	696
28	REGO PARK / FOREST HILLS / KEW GARDENS / JAMAICA	451	451	0	46
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	1,346
Queens High School		2,060	2,060	0	1,014
Staten Island High School		1,412	1,316	96	1,412
Citywide		12,911	12,911	0	0
Total		33,417	32,253	1,164	14,318

* District with design-only project

NYCPS teams have conducted an analysis of the schools that came online in SY 2025-26 and the resulting impact on current schools that are currently not able to meet the new class size caps. [Appendix C](#) 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 SY 2026-27 within the 14,000 seats above, with occupancy

beginning in September 2026. Seat targets in schools opening in September 2026 and later will reflect the new class size caps.

Continuing 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 concurrently 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 gymnasium, 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, determine the decision to move forward with school site selection.

Since the publication of the original FY2025-2029 Five Year Capital Plan, 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 2026 Amendment, nearly one half of the 33,400 funded seats have been sited.

Sites are evaluated citywide for potential use as a school site and not all are considered feasible. Some of the reasons for SCA to deem a site not feasible include:

- Property is 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:
 - Site is too narrow
 - Leased building in terrible condition
 - 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. SCA typically publishes 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.

<p>Lever Six: Development of a comprehensive, shared dataset, planning approach and tracker to align NYCPS and SCA on approaches to identifying space through a blended capital and non-capital approach.</p>	<p>Timeline: On-going</p>
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Description:

As a result of the comprehensive planning efforts, NYCPS and SCA now have a shared dataset from which all teams will drive class size planning and strategy for space in the work ahead. This allows both agencies to integrate data analysis spanning multiple NYCPS and SCA teams to ensure that each school with an identified space need has a clear path forward to support class size reduction efforts.

NYCPS and SCA will continue to work in partnership to revise and adjust existing meeting cadences to ensure that work towards each of the identified pathways is moving forward. This will include the development of concrete goals and outcome measures for each pathway that can be monitored transparently and shared with key stakeholders, including school communities and union partners.

<p>Lever Seven: Proposed land use changes</p>	<p>Timeline: On-going</p>
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Description:

The City is currently engaging with elected officials at the State level on a proposed SEQRA reform that would carve out public school construction projects from environmental review. Additionally, we are working with our partners in city government on other zoning changes, exemptions, and streamlining opportunities that can expedite school construction.

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.

For SY 2026-27, 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 alleviate 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 SY 2026-27. NYCPS continues to hope 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 continues to expect that:

- 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 SY2027-28 must take place no later than September 2026 through December 2026, 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 developed and utilized exemption criteria within the FY26 Class Size Implementation Plan, submitted to NYSED on November 17, 2025. More information about these criteria are available in [Section 4.3.8](#).

Enrollment Implementation Levers

<p>Lever One: Work with schools and school communities on small changes to enrollment, to support schools to become fully compliant with reduced capital needs.</p>	<p>Timeline: On-going , typically peaks September - June</p>
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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 SY 2026-27.

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 and support implementation of reduced class sizes.

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.

<p>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:</p> <p>Zoned elementary and middle schools to continue to “cap and overflow” enrollment in line with the class size maximums being used at each individual school.</p> <p>The Office of Student Enrollment (OSE) will continue using the new statutory maximum class sizes (when appropriate) and current registers to determine seat availability for ongoing enrollment throughout the school year for un-zoned elementary and middle schools and all high schools.</p>	<p>Timeline: Annually September - June</p>
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For SY 2025-26, 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 process for SY 2026-27, NYCPS will update these policies during summer and early fall 2026 for SY 2026-27, and will communicate these updates to school staff and district staff as follows:

- In August and September 2026, 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.
- In September and October 2026, 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 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 includes 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 with the law.

- 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.
- Half of these hires are for hard-to-staff license areas including STEM, English as a New Language (ENL) and Special Education.
- NYCPS currently employs ~81,000 teachers; NYCPS hired between 3,800 – 6,600+ new teachers annually for each of the past four years, recruiting over 26,000 educators since 2021.
- Approximately 4,000 – 5,000 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 of attrition for other causes. The current attrition rate of teachers in their first 5 years is approximately 30%.
- 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](#).

Through the Class Size Planning and Funding Survey, schools indicated that they would need an increased head count of approximately 6,000 teachers to maximize class size compliance in their schools, given their current space and enrollment configuration. This hiring need is on top of our standard hiring of 4,000 to 5,000 for annual attrition.

To support these additional teacher hires, NYCPS anticipates a need to increase recruitment and training as well as retention for new teachers, 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. 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.

Data and Analysis:

NYC Public Schools currently employs ~81,000 teachers, in the following license areas

- 27% Elementary Education
 - 19% Common Branches/Elementary
 - 2% Bilingual Common Branches
 - 6% Early Childhood
- 22% Secondary Core Content
- 30% Special Education
- 8% Specialty Areas (Art, Music, PE)
- 13% Other (Speech, ESL, CTE)

The teacher workforce has increased approximately 4.5% over the past five years. Over this same period, enrollment has declined by around 8%. Overall, the pupil-teacher ratio has decreased from 12.8:1 in SY2020-21 to 11.5:1 in SY 2025-26. More detail on NYCPS pupil-teacher ratio (PTR) can be found [here](#).

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

- **Pipeline to enter 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 are 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.

According to the US Department of Education Title II data reporting, in 2023-24, roughly one-third of individuals who enrolled in teacher education programs in New York State completed them.

New York City Public Schools educate roughly 40% of New York State's student population. NYCPS's 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 2025, 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, 2.6 for each Spanish vacancy, and as low as fewer than 1 per vacancy for some science courses. For secondary special education, NYCPS received about 1.1 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 2025, 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 12: New Teacher Hiring by Borough

Borough	Average annual new hires (SY2017-18 to SY2025-26)*	New hires SY2025-26
Bronx	1,359	1,577
Brooklyn	1,578	2,122
Manhattan	860	1,016
Queens	1,130	1,691
Staten Island	210	269
Grand Total	5,155	6,675

**The figures are based on averages from 2017 to 2025 (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 leaving as voluntary resignations. Our retention rates have improved in this time:

- Over the past 10 years, retention of all teachers has remained stable between 94% and 96%.
- 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 all new hires are retained in their first five years.
- Based on an analysis in 2023 looking back over 10 years, new teachers who entered through the Teaching Fellows program, systems-level retention was comparable to those than traditionally prepared teachers.

Retention rates and the time it takes to fill vacancies vary based on the economic need of the school. NYCPS's 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 13: Teacher Retention by ENI Quartile

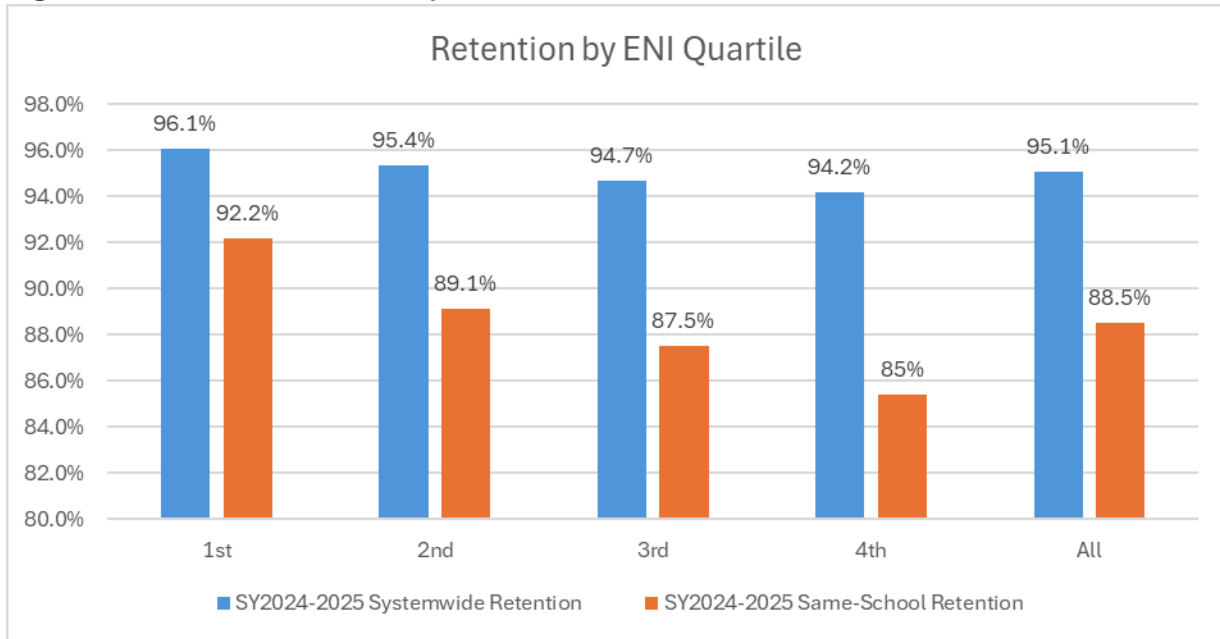
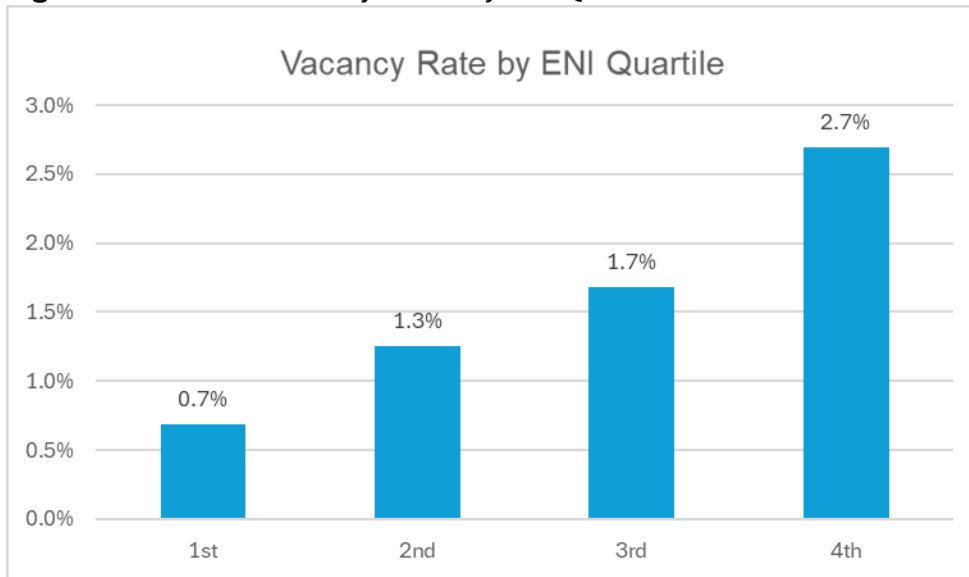


Figure 14: School Vacancy Rates by ENI Quartile as of November 2025



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 shift overall systemic hiring trends. 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. Schools will also still need to backfill positions due to annual teacher turnover, in addition to new class size positions. As class size positions are being filled, leading to increased hiring overall, the proportion of hiring or high-need districts has remained the same despite more class size positions being awarded to lower need schools.

Figure 15: Borough Summary of SY 2025-26 Teachers Awarded within Applications Compared to FY26 Hiring

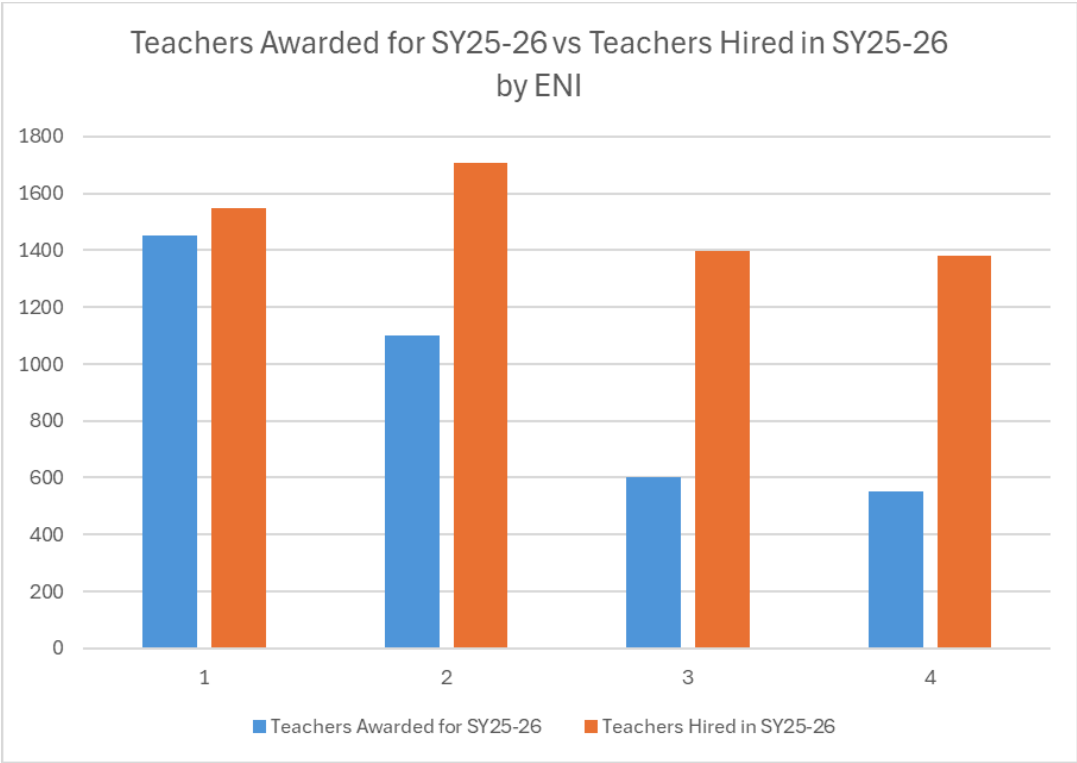
Borough	Teachers Awarded in SY25-26 Plan	SY25-26 Hires (Districts 1-32)
Bronx	634	1,434
Brooklyn	982	1,963
Manhattan	548	906
Queens	1,282	1,578
Staten Island	257	243
Total	3,703	6,124

Figure 16: District Summary of Teacher Requests from Schools that Submitted SY 2025-26 Plans Compared to FY26 Hiring (Hires include backfill and class size growth)

District	Teachers Awarded for SY25-26	SY25-26 hires (all hires)
01	61	83
02	282	366
03	75	139
04	21	96
05	36	82
06	75	140
07	56	145
08	81	193
09	116	263
10	161	325
11	160	264
12	60	244
13	61	122
14	53	150
15	125	198
16	25	63
17	85	175
18	112	124
19	75	213
20	182	308
21	113	239
22	78	184
23	14	66

24	271	340
25	147	171
26	148	129
27	172	305
28	189	220
29	144	138
30	219	275
31	257	243
32	59	121
Total	3,704	6,124

Figure 17: Summary of Teachers Awarded Compared to SY 2025-26 Hiring by School ENI



Each of the tables above compares awarded class size positions from the FY26 school-driven approach to actual positions hired in SY 2025-26, alongside SY 2025-26’s hiring needs in the same set of schools. The number of teachers awarded in SY 2025-26 in the above charts represents the number of new class size positions awarded through the FY26 school-driven approach. The hiring information includes new staff associated with new positions and backfilling for attrition.

As a result of these shifts, and consistent with the law’s requirement to prioritize schools serving populations with higher poverty levels, NYCPS will focus some levers for teacher

hiring specifically on our highest-need schools. However, given the volume of hiring and limited candidate pools for positions, NYCPS anticipates challenges with equitably meeting both the baseline hiring needs of the system and growth due to class size, particularly in schools serving students with highest economic need.

As of the publishing of this draft, NYCPS is working to finalize the total number of positions awarded to schools, informed by the FY27 Class Size Planning and Funding Survey. As in the previous year, NYCPS is working closely with schools and field teams to prioritize recruitment and hiring these positions and will be monitoring progress in staffing along with UFT and CSA. As in the previous year, NYCPS will provide additional information about the progress in staffing these positions in the November report.

Teacher Hiring Implementation Levers

<p>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 “Recruitment to Retention” pilot.</p> <p>Impacted Schools: 910 Projected Hires: 650</p>	<p>Timeline: December 2025 - October 2026</p>
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Description:

NYCPS recognizes that school-level hiring and retention of teachers requires significant support and a robust set of strategies, 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 recruiting at 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 in harder-to-staff districts are a part of the earlier application window for schools. The earlier hiring window began March 1 and allowed schools to make a pre-budget commitment to a candidate, allowing principals to make offers earlier than other schools may make offers to teachers.

Following our standard practice of early hiring, schools located in geographic Districts 7-12 (Bronx), 16, 17, 19, 23, 32 (Brooklyn), and 27 (Queens) are included in the Early Commitment Program. Schools are encouraged 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:

- **Increased Early Commitment Stipends in Select Districts:** NYCPS identified five districts with the greatest need for early commitments and has increased the new hire stipends for traditionally certified teachers who accept positions in these districts to \$5,000; in all other early commitment districts the stipend is \$3,000
- **District Teams and College of Education Partnerships:** Partnering with district-level teams and colleges of education to hold district-specific hiring fairs in districts that historically do not have strong partnership with schools of education due to geographic proximity and relationships.
- **Advertising:** Investing in paid advertising through a comprehensive, multi-platform media strategy spanning TV and radio, digital, outdoor, live sports, and on-site activations; resulting in being on track to deliver over 300 million impressions in key markets.
- **Hiring/Networking Events:** Scheduling more than 35 individual hiring/networking events across central and individual districts before June, with more events being added each day. For SY 2025-26, 425 schools and 2,282 candidates attended virtual events. This season 500 schools and 2,500 candidates are estimated to participate this season.
- **Additional “Early Commitment” efforts:** Schools that are geographically hard-to-staff, serve high ENI students, and have class size needs may participate in the Early Commitment program. This includes opening the commitment process for these schools on March 1, earlier for these schools, [financial incentives for traditionally-certified recruits](#), and offering additional support and training to schools on inclusive recruitment and hiring. Eligible schools may make a pre-budget offer to candidates across all certification areas.
 - Candidates hired via Early Commitments in schools in districts 7, 9, 12, and 32 within these geographic districts are eligible for a \$5,000 stipend.
 - Candidates hired via Early Commitments in schools in districts 8, 10, 11, 16, 17, 19, 23, and 27 within these geographic districts are eligible for \$3,000 stipend.
 - NYCPS student teachers who are hired via Early Commitments in schools in the following Superintendencies are eligible for a \$1,000 stipend: community school districts 1, 4, 18, 20, 28, 31, and Brooklyn North High Schools in Districts 13-15.
- **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 early engagement in the hiring season.
- **Early Commitment School Tours:** A staffing support strategy that provides an extra level of staffing support to areas of the city that historically have challenges with hiring quality teachers. The school tours are coordinated by TRQ and self-led by schools. This gives schools across all grade bands additional opportunities to make

connections with teacher candidates for consideration for the 2026-27 school year. Additionally, teacher candidates will get an opportunity (in some cases, multiple opportunities) to see an Early Commitment school in action. There will be four rounds of tours between March and June.

- **Recruitment to Retention Initiative “R2R”:** Starting in spring 2026, up to four additional priority districts will join the R2R Initiative, 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 SY 2026-27:** NYCPS will continue to leverage alternative certification programs like NYC Teaching Fellows. Teaching Fellows may only fill positions within schools on the “eligible schools list,” which has been developed utilizing student need indicators such as ENI and percentage of students served who are designated as special needs or multi-lingual learners. 1,012 schools are on the list, with some limited to hiring Fellows in specific certifications. Not all schools with class size vacancies will be eligible to hire Fellows.

<p>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 and other partnerships.</p>	<p>Timeline: On-going</p>
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Description:

In SY 2025-26, there are 35 schools participating in the FutureReadyNYC (FRNYC) Education Pathway sequences, up from 24 schools in the prior school year. This pathway supports current NYCPS students in preparing to enter the teaching profession, with approximately 2,500 students enrolled in FRNYC Education Pathway schools.

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.

This year, the Office of Student Pathways and the Office of Teacher Recruitment and Quality are piloting a Tech to Teaching workplace learning challenge where NYCPS students in the technology pathway will participate in a workplace learning challenge focused on education to encourage interest in STEM teaching.

Additionally, NYCPS is working with Read Alliance to support NYC high school students to tutor students in younger grades and participate in programming to support enrollment in education undergraduate programs.

<p>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</p> <p>225 new teachers from TRQ’s pipelines for paraprofessionals.</p>	<p>Timeline: September 2025 – June 2026</p>
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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 that will subsidize credits towards an undergraduate degree. Paraprofessionals who currently have bachelor’s degrees 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 including growth of the NYCPS Ed Prep program focused on paraprofessionals and other school-based staff.

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.

Additionally, the program includes the Aspiring Teachers Accelerator (Undergraduate) in partnership with New Leaders, providing early-career educators with targeted preparation, mentorship, and leadership development aligned to high-need school contexts.

Complementing this effort, NYCPS is evaluating and scaling programs and supports for paraprofessional to teacher pathway programs and this summer will release initial findings.

<p>Lever Four: 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.</p>	<p>Timeline: December 2025- September 2026</p>
<p>We project about 2,000 traditional teachers to be recent graduates. 75 teachers are on track to complete our Extended Cert program.</p>	

Description:

NYCPS actively recruits from over 200 schools of education locally and nationally to attract over 11,500 certified, eligible applicants to NYC Public Schools. For September 2025, 82% of hires were drawn from this pool of applicants. Plans are underway to meet similar recruitment targets by attracting 15,000 applicants for September 2026.

NYCPS has continued to deepen partnerships with districts around student teaching as a vital talent management strategy, including a citywide 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 continues to strengthen work with schools of education through a formalized partnership agreement to place 40% of student teachers in designated priority districts. In fall 2025, 80% of the institutions of higher education that are working under the partnership agreement met the 40% goal.

NYCPS continued 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. The initiative has expanded to include early engagement and cultivation activities for newly enrolled students in educator preparation programs. In spring 2026, NYCPS will host our annual student teaching conference and networking event, 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.

NYCPS also continues to share recruitment and hiring data with schools of education to inform them of how their graduates are supporting NYCPS talent needs and is building a dashboard for Institute of Higher Education (IHEs) to access real-time application, hiring, and retention data about their students. Finally, NYCPS is facilitating multiple one-on-one

and working group engagements with our highest-leverage institutional partners to build more robust and cohesive pipelines and supports for pre-service teachers.

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 partnering on a research inquiry into STEM teacher recruitment and retention to inform future pathways aimed at increasing STEM teacher recruitment and retention.

<p>Lever Five: Continue to focus on recruitment of teachers into programs such as NYC Teaching Fellows and NYC Men Teach, as well as additional recruitment levers</p>	<p>Timeline: October 2025– September 2026</p>
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Description:

NYCPS will continue to leverage alternative certification programs like NYC Teaching Fellows and the NYC Men Teach initiatives. 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 scaled the Empire State Teacher Residency program to over 150 residents in training during SY 2025-26 in preparation to be hired full time for SY 2026-27. Currently, NYCPS is recruiting residents to scale to up to 250 residents in training in the next school year. Additionally, the Empire State Teacher residency will pilot a paraprofessional program strand which will expand access to this preparation pathway to current NYCPS paraprofessionals with recruited plans underway in the spring to summer 2026.

NYCPS launched public messaging campaigns focused on recruiting talent to NYC Public Schools, including direct messaging to all employees and families through the Chancellor’s PS+You newsletter and through a paid advertising campaign promoting NYC Teaching Fellows across multiple platforms that earned more than 25 million impressions. NYCPS also partnered with DCAS on a city jobs campaign that promoted NYC Teaching Fellows through radio, bus shelter, and kiosk ads, leading to over 2,000 leads from interested individuals.

<p>Lever Six: Work with NY State and other external partners to improve teacher recruitment efforts and pathways.</p>	<p>Timeline: On-going</p>
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Description:

NYCPS continues to partner with the New York State Education Department-led “Teach NY” initiative. TeachNY.org launched in spring 2024 to deliver free, research-backed interventions and supports that help reduce the barriers to applying to a New York education preparation program. This program is modeled after work in Connecticut and other states and has grown rapidly across NYS. Over the past two years, more than 85,000

people have subscribed on the TeachNY platform and are now receiving ongoing inspiration and support to pursue teaching. In their first 17 months, TeachNY estimates that they supported more than 1,500 individuals who applied to a certification program in NYS. Of these individuals, TeachNY estimates that more than 300 applied to a CUNY school.

In collaboration with TeachNY, NYCPS promotes traditional and alternative certification programs led by NYCPS, which leads to broader exposure and recruitment. NYCPS has also worked with local schools of education and TeachNY to boost traditional enrollment in schools of education, with over 65% of schools of education across NYS officially partnering with TeachNY. TeachNY has also hosted events (with more than 1,000 registrants) promoting NYC educator preparation programs, hosted NYCPS-specific group coaching sessions, and created a unique page on TeachNY.org to promote NYCPS pathways to teaching. Additionally, NYCPS has collaborated with TeachNY to share information about TeachNY's free resources, including scholarship and fee reimbursements and individual and group coaching opportunities. TeachNY has also provided free test preparation support to more than 200 emergency-certified educators and Empire State residents within NYCPS.

Through strategic engagements, TNTP, New Teacher Center, Better Up, and BMEA revised program offerings for new teachers to align with NYCPS instructional priorities and development of a coherent, systemwide approach to new teacher induction as well as offer mentorship support focused on well-being for new teachers.

The Young Men's Initiative and City University of New York continue as critical partners in the NYCPS NYC Men Teach program, which has attracted over 5,000 men of color into teaching over the past 10 years. This partnership provides essential cross-agency coordination and support to candidates to and through to the classroom via pathway support, advising, transportation and exam subsidies, community-building, and mentorship.

NYCPS is working closely with the Fund for Public Schools to secure private funding that will strengthen NYCPS's data infrastructure and information sharing about the talent pipeline for schools of education and districts. In efforts to streamline communications and preparation experiences, NYCPS is seeking support to further deepen partnership for pre-service to in-service educator preparation, expansion of undergraduate preparation pathways and well as to pilot new engagement strategies for community-based recruitment programs.

NYCPS will continue advocacy with NY State Education Department to consider alternative pathways for initial and professional certification that are not only more responsive to the needs of candidates and districts but also address barriers to entry that have not been validated as essential for improved teacher quality. Examples of this include the review of a master's degree as a qualification for professional certifications which is costly as well as more flexibility to meet requirements for entry and progression towards certification.

Further, NYCPS and NYS Education Department staff continue to meet monthly to problem solve short- and long-term challenges with teacher recruitment.

<p>Lever Seven: To improve teacher retention efforts, NYCPS continues to build on existing strategies, including new incentives for current teachers within the most recent teachers’ contract.</p>	<p>Timeline: On-going</p>
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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 most recently negotiated raises are fully phased in. Teachers can move more quickly to reach six figure salaries; after eight years of service, a teacher with a master’s degree and additional credits (specifically 30 credits and promotional differential – credits in a subject area) will receive \$100,040.

To support the retention of experienced educators at their school, NYCPS manages an annual recruitment and selection cycle for educators to qualify for teacher leadership positions which create opportunities for experienced, tenured educators to take on additional leadership responsibilities while also remaining as a classroom teacher. In SY 2025-26, NYCPS piloted “Early Career Liaison” and “Lead Mentor” roles which are specifically designed to focus on support for teachers in years 1–5 of the profession while also building coaching skills in experienced educators. Pending review of these pilots, these roles will be implemented in SY 2026-27.

<p>Lever Eight: 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 meet annual hiring benchmarks and have a strong talent pipeline ongoing</p>	<p>Timeline: Fall 2025 – Summer 2026</p>
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Description:

NYCPS continues to work 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, NYCPS expanded the Teacher Workforce Advisory to over 40 members strong with representation from schools of education, district staff, central offices, nonprofits, researchers and philanthropy. The Advisory will meet eight times from January – May 2026. 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, retain and sustain our expanded workforce.

Lever Nine: Implement plans for new teacher onboarding, mentorship and career development that will support retention and growth of early educators in NYCPS.	Timeline: Fall 2025 – Fall 2026
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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.

Below are key aspects of the approach:

- In March 2026, NYCPS established a New Teacher Induction Working Group with representatives from all 42 community and high school districts to coordinate induction support systemwide for new and early career educators.
- Superintendents will continue to 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.
- Planning with Superintendents to present at principals’ conferences and share available tools and resources for sourcing new teachers via Open Market, New Teacher Finder, hiring committees, and induction.
- In Spring 2026, 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 SY2026-27.
- Up to three additional districts will participate in the “Recruitment to Retention (R2R)” pilot which will provide additional support to new teacher induction committees within schools as well as district-level support to new teachers.
- In September 2026, NYCPS will host thousands of new hires for a three-day orientation at central, district, and school locations.
- Expand course offerings with the After School Professional Development Program which provides low-cost courses for teachers to secure credits towards their salary differential and CTLE.

Section 4.3.4: Funding

Summary of Current State:

NYCPS has already invested significant new dollars in increasing schools' resources to comply with the law. In FY24, 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 FY25, 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 that year. The distribution methodologies of both FSF and C4E prior to FY25 incorporate student need and were available for schools to use for class size reduction.

In FY26, all of these investments continued. In addition, as noted above, in FY26, 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. In FY26, over \$450M of funding was allocated through this process.

Schools also received funding in FY26 holding them harmless for financial losses, providing schools with additional resources which some schools may use to avoid excessing and therefore reduce class sizes. This funding is not currently baselined in future years.

As a result of this funding, NYCPS reached a compliance rate of 64%, with exemptions.

In FY27, NYCPS allocated \$244M to support class size reduction. The funding will be distributed across ~360 schools to support class size reduction. The funding amount reflects the law extension and the new benchmark for FY27 of 70%.

Background Data and Analysis

To support schools in reducing class sizes in SY 2026-27, NYCPS expects to spend \$244M in response to the FY27 CS Planning and Funding Survey and in alignment with the new annual benchmarks laid out within the amended timeline for implementation. This investment builds on the over \$450 million investment made through the school-driven approach. The funding allocations by DBN are available in the [School Allocation Memorandum #31](#).

For context, as of May 2026, NYCPS’s FY26 budget is approximately \$45 billion, 41% (\$19 billion) of which is non-discretionary spend on fringe, pension benefits for employees, and debt service. and certain legal mandates, including spending on charter schools and Carter and other special education supports. Approximately \$17 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 (\$6 billion), as well as early childhood education costs (\$2.9 billion) and central administrative, superintendents and field teams are about 1% of total budget. administrative and supervisory expenses necessary to the operation of the system (central staff being allocated approximately \$185 million and superintendents being allocated approximately \$380 million, which combined are about 1% of the overall budget).

NYC is receiving \$538 million in new Foundation Aid in FY27, of which \$224 million is subject to Contracts for Excellence restrictions. This is about the same as the increase in FY26. For FY27, the state increased the ELL weight and added an STH and Foster weight to Foundation Aid, the resulting increase is subject to C4E.

Funding Implementation Levers

<p>Lever One: Considering the FY27 CS Planning and Funding Survey responses, NYCPS provided schools with funding to reduce class sizes for SY 2026-27, prioritizing schools serving students in poverty, current compliance and schools and that indicated they have space to comply, or are receiving new space in September 2026.</p>	<p>Timeline: June 2026</p>
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Description:

As shared in prior sections, NYCPS, in partnership with UFT and CSA, developed and implemented a streamlined survey to support schools in communicating their class size reduction needs.

As outlined above, schools utilized the survey to indicate the number of teachers and other needs to increase the number of classes at or below the caps to the maximum possible compliance in their current space and enrollment configurations. All schools within D1 – 32 completed the survey, in consultation with their leadership teams, and Superintendents and field teams reviewed and verified school responses. NYCPS shared all results of the surveys and verification processes with UFT and CSA.

Additionally, within the joint UFT, CSA and NYCPS Class Size meetings, the group reviewed schools that appeared to be outliers due to requesting significantly more teachers than expected or fewer than expected, based on compliance expectations, for example. This set of schools was reviewed an additional time with superintendent teams and further conversations with principals to gather additional context on the schools’ requests.

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

As a result of the multi-year investment by NYCPS into class size reductions, schools have access to the following funding sources to support continue class size reduction efforts:

- The **FY26 Class Size Reduction Planning SAM (SAM #31)** was allocated based on schools’ approved class size reduction plans and will be scheduled by Field Teams on principals’ behalf, in alignment with their approved class size reduction survey. This funding stream may include tax levy and/or C4E funding and is subject to the restrictions of that funding stream and must be used for class size reduction to meet the compliance targets set out within your survey. More information about this allocation is available [here](#).
- Other **Contracts for Excellence Funding (C4E) allocations (SAM #5)** are allocated to schools based on a state formula. These funds are provided to schools and principals have discretion, within the six allowable uses of C4E, to utilize that funding in their school. The allowable uses of C4E include class size reduction, time on task, model programs for multilingual learners, full day pre-k and kindergarten, teacher and principal quality initiatives, middle and high school restructuring. Principals may use this funding to help meet their class size target but are not required to reduce C4E spending on any other programs or services to students in order to do so. More information about this allocation is available [here](#).
- There is also a **Class Size Reduction (SAM #43)** that schools may have received in prior years. This funding is available to principals to utilize and schedule at will to reduce class sizes and meet their school’s target. More information about this allocation is available [here](#).
- In FY25, 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 FY24.

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. Similar to the “school driven” approach in SY 2025-26, principals were again required to consult with School Leadership Teams (SLTs) in the development of the FY27 Class Size Planning and Funding survey. NYCPS believes deeply that engagement with school communities in the implementation of this approach is a core part of the success of this implementation.

Community Engagement Implementation Levers

Lever One: Continue Regular Union Partner Engagement	Timeline: Weekly meetings
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Description:

NYCPS continues to engage with UFT and CSA on a regular cadence on implementation of the law for SY 2026-27 and beyond. This past year, we have worked together on the policies in this plan, in particular, the FY27 Class Size Planning and Funding Survey.

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: Late Spring/Summer 2026
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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 FY27 Class Size Planning and Funding Survey	Timeline: Fall 2025
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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 completion of the survey. The parties believed that this was a critical measure of success for ensuring the most accurate responses from schools.

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 access to class size data to ensure transparency in the planning and verification process for SY2026-27 implementation.	Timeline: Fall 2025 and ongoing
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Description:

In September 2025 and October 2025, NYCPS central data teams provided updates on school-level class size compliance to all superintendent teams as they worked to ensure schools met their class size reduction milestones, in alignment with their FY26 Class Size Reduction Plans. This data provided Superintendents with detailed information by school and showcasing school-level data for class size compliance.

Building on this data analysis, NYCPS central teams built a comprehensive central dashboard to store every school's class size compliance data, alongside their FY26 Class Size Reduction Plan information and FY27 CS Planning and Funding Survey results. This dashboard also included critical information on student enrollment and available space to comply with class size reduction. The platform is accessible to all Superintendents and teams as they build their own institutional capacity for class size reduction and support schools in reaching the next milestones laid out for the system within the law. Individual

schools also had access to their individual school's data to ensure that all parties were reviewing class size data through the same platform and format.

Section 4.3.8: Developing Preliminary Criteria for Exemptions

For the 2026-2027 school year, NYCPS, UFT and CSA continue to discuss the application of exemptions. The final version of the class size reduction plan that is shared with NYSED and publicly posted at the culmination of the public process will contain final agreements on exemptions.

NYCPS, UFT, and CSA are continuing to discuss other appropriate exemptions for over-enrolled students, space, and license area shortages.

For the 2025-26 school year, within the FY26 Class Size Reduction Plan, NYCPS, UFT, and CSA agreed to the exemptions outlined in the section below.

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
- Fiorello H. LaGuardia High School of Music & Art and Performing Arts
- 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.

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 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 11/15/25 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. 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.

Compliance rate calculations include only non-exempted classes.

Notes to [“Figure 6: SY 2025-26 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 (2023 ACS estimates were used in calculations for 2024-25 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 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	23
Brooklyn	21	K597	IS	640	New D21 6-12 school	21K968	11
Queens	27	Q509	PS	229	Re-siting of Grades K–2 of 27Q065	27Q065	27
Queens	28	Q026	PS	399	Addition for 28Q206	28Q206	17
Queens	28	Q160	PS	354	Addition for 28Q160	28Q160	17
Queens	28	Q278	PS	100	Annex for 28Q182	28Q182	17
Queens	30	Q472	HS	3066	Re-siting of 30Q367 and 30Q417, New High School 30Q472, New D75 site	30Q367,30Q417, 30Q429	6
Staten Island	31	R005	PS	290	Addition for 31R005	31R005, 31R003, 31R036	36
Staten Island	31	R121	PS/IS	547	Re-siting and expansion of 31R026, New D75 Site	31R026	43

New Capacity Projects Opening in September 2026

Borough	District	Building ID	Level	Total Seats	Plans for New Capacity	Schools Directly Alleviated	Number of Schools at Grade-Level Currently Without
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							the Space to Comply
Manhattan	2	M634	HS	275	Harbor School Annex	02M551	25
Brooklyn	15	K004	IS	487	Re-siting of Global Innovators Academy (15K428)	15K428, 15K516	7
Brooklyn	21	K358	IS	553	Grade Expansion of John Dewey	21K540	11
Brooklyn	22	K206	PS	517	P.S. 206 Addition	22K206	16
Queens	24	Q340	PS	451	New school P.S. 437	24Q437	18
Queens	26	Q216	IS	463	J.H.S. 216 Addition	26Q216	4
Queens	28	Q497	HS	876	Re-siting of QHSS	28Q687	13
Queens	29	Q095	PS	229	P.S. 95 Addition	29Q095	15
Queens	29	Q116	PS	325	P.S. 116 Addition	29Q116	15

Appendix D: Schools that Received Class Size Reduction Plan Funding for FY26

The list of schools that received class size funding for FY26 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: Flowchart of the FY27 CS Planning and Funding Survey

Full PDF: [preview of the FY27 CS Planning and Funding Survey \(flowchart\)](#)

Appendix G: Screenshot of Class Size Reduction Planning Dashboard for Schools

Class Size Reduction Dashboard - Overview Data NYC Public Schools

School: [Redacted] Application submit date. Blank if outstanding: 11/21/2025 Submitted by: [Redacted]

[Clear All Filters](#) **Links** **Compliance Data**

Last Year's Sheets Application (if completed): [Link](#) Compliance Rate as of 10/6/25: **31.0%**

CS Funding Received for SY25-26 via SAM 31

Teacher FTE Received	CS teachers staffed 10/6	Sixth period coverages received	Pro-rata received	C4E Funding received (SAM 43)
6.00	6.00	0.00	0.00	\$0

Enrollment & Space Data

Enrollment as of 11/12 (K-12)	Current Full-Size Classrooms	Estimated FS Classrooms Needed to Comply	Estimated FS Excess/(Deficit) Adjusted	Utilization Rate	Estimated FS Space Need to Comply
676.00	40	40	0	104%	Sufficient FS Rooms

Preliminary Class Size Data of 10/6

Total # of classes	Total # of classes at or below cap	Total % of classes at or below cap	YoY change in Total % of classes at or below cap
29	9	31.0%	31.0%

Please note that this document is draft and not yet signed; a signed plan will appear following the conclusion of the public process.