



Law Overview

1. What are the newly mandated class size caps under the new law?

- Kindergarten - 3rd Grade - 20 students
- 4th - 8th Grade - 23 students
- High School - 25 students
- Physical Education and Performing Groups – 40 students per class at all levels
- There are no changes to existing contractual caps for Pre-K or 3-K grades.

2. How does class size reduction affect ICT classes?

- ICT classes should remain at a 60/40 ratio. If a school chooses to reduce the overall class size of its ICT classes, then for classes of:
 - 20 students there can be no more than 8 students with IEPs.
 - 23 students there can be no more than 9 students with IEPs.
 - 25 students there can be no more than 10 students with IEPs.
- If an ICT class contains fewer than 20, 23, or 25 students, the maximum number of students with IEPs must be adjusted to remain at or below 40% of the class.
- If a school does not reduce the overall class sizes of ICT classes this year, there is no change to the total number of students with IEPs in the class – the 60/40 ratio remains in effect.
 - This was communicated to all schools via a P-Digest in June, which is available [here](#).

3. What is the timeline for class size reduction under the class size law?

SY 2023-2024 was the first year of implementation and 20% of all classes in NYC were in compliance with the class size law. City compliance will increase each year as follows:

- a. SY 24-25 - 40% of all classes
- b. SY 25-26 - 60% of all classes
- c. SY 26-27 - 80% of all classes
- d. SY 27-28 - All classes should be in compliance

NOTE: The law applies to the school system as a whole, not each school individually. The percentages apply to the number of classes across the city that are under the class size caps. In 2024-25, percentages of classes at or below the caps will be higher in some schools and lower in others.

4. Where are we citywide in terms of this year's percentage? What is our forecast for next year?

As of data reported on 11/15/23, the city was at 40% of classes in compliance for SY 24-25. More updated data will be available for this school year on 11/15/24.



Across the city (not at each individual school), we need to be at 60% of classes in compliance citywide for SY 25-26, as measured on 10/31/25.

5. What is my responsibility *this year* in terms of coming into compliance with the class size law?

For SY 2024-25, no individual school has been identified by Central as needing to meet the 40% compliance threshold. Overall, Superintendents were required to increase their compliance with the newly mandated caps by 3% across their Superintendency. Your Superintendent may have asked you to make progress.

This year, in advance of SY 2025-26, schools which wish to bring more classes below the newly mandated caps may assess their capability to bring more classes into compliance for SY 2025-26. If you find your school has the potential to reduce class size with more funding for staffing and related work, you are encouraged to apply for class size funding using our new application which is detailed below.

6. How would I calculate my school's compliance rate?

K-5 class compliance is based on official class in ATS. 6-12 is based on STARS schedules; as a result, 6-12 schools have roughly 7-8x as many classes counted in the compliance rate. In order to ensure accurate information, ensure that all students in grades K-6 are assigned to an official class and enter valid room numbers for all course records in STARS.

- For K-6, data comes from Official Class in ATS. Students active as of 10/31 grouped by grade level, official class, program (Gen Ed, ICT, G&T). Classes with students of multiple grade levels are categorized as “Bridge” classes (e.g., G2 and G3 together in a class).
- For 6-12, all students active in ATS, including shared instruction students and D75 inclusion students.
 - Courses in STARS with five or more (and 100 or fewer) students enrolled and are listed on the Master Schedule Report, excluding the below. See [here](#) for the course code directories for descriptions of the codes.
 - elementary-level courses (“J” in fourth character)
 - guidance courses (“G” in first character)
 - exam prep courses (“P” or “S” in sixth character); independent study and internships (“S” or “Y” in seventh character)
 - extended day for middle school (“X” in seventh character and “M” in fourth character)
 - functional courses that are not interdisciplinary (“Z” in first character and anything but “J” in second character), e.g., lunch, related services
 - courses that do not meet on any day (CycleDayBinaryString all zeroes)
 - Individual student course records are grouped into classes including all students meeting at the same time (Days and Periods) and place (Room Numbers). When RoomNumber is missing, we group students together when they meet at the same time with the same teacher.
 - Note that each unique class (as defined above) is only counted once. For example, if a class meets during Period 1 on Mondays and Period 2 on Tuesdays, it may have multiple records



on the Master Schedule Report, but it would only be included once in class size compliance rates. In this example, the class would be counted based on the Period 1/Mondays meeting—classes are counted based on their earliest meet/time during the schedule cycle.

- Physical Education and Performing Group (PG) classes are identified by STARS course codes. Performing Group classes are Music (“U”), Dance (“D”), and Theater (“C”) courses that are also flagged “Yes” using the Performing Group section property in STARS.

Questions about Planning and Funding

7. How were schools selected for receipt of the Class Size Reduction money for use in the 2024-25 school year?

Schools were selected for receipt of this funding based on their space to bring additional classes below the newly mandated caps. Funding was delivered via the Contracts for Excellence formula, as SED has advised that this funding will be converted to Contracts for Excellence funding in future years and subject to the requirements of that formula.

8. What is the process for applying for funding for SY25-26 to reduce class size?

NYCPS, UFT and CSA have created an application process for schools to request funding for resources they need to support the implementation of this law.

a. Who creates each school’s plan?

Principals who decide to apply are responsible, in consultation with the SLT, for developing the Class Size Reduction plan for the ensuing school year.

The school-based budget implications of that plan shall be part of the application. The principal, who is responsible for developing the school-based budget, shall consult with the SLT during the development process so that the budgetary requests will be aligned with the Class Size Reduction plans.

Principals should discuss planning and approach to implementation, including considerations around programming, hiring teachers and use of budget with the SLTs, engaging chapter leaders to also discuss with teachers and staff at the school to ensure understanding of the approach to class size reduction at their school and that it is reflected in the plan.

Principals and teacher leaders across the school can work to consider an approach for hiring needed teachers at their school, if needed and considered as a part of the school's approach to class size reduction.

b. What must the plan include?



Plans, in an excel template, will be sent to principals from DSLBudgetSupport@schools.nyc.gov and will provide schools with individualized data on class size compliance, room space, class size and Contracts for Excellence budget allocations, as well as other relevant data to support principals, in consultation with the SLT, in completing the plans.

Principals, in consultation with the SLT, will need to complete the following:

- SLT Members
- Anticipated percentage of classes below the caps for 25-26
- Number of teachers the school is looking to hire for 25-26
- Specific questions about their approach to implementing class size
- Identification of specific strategies that they will be undertaking for the 25-26 school year
 - It is optional to provide information about their plans for years beyond SY25-26
- Number and license area of needed personnel and OTPS costs, as well as expected costs for these lines

c. Who reviews the application? What criteria are used to evaluate the application?

A joint NYCPS/UFT/CSA committee will review these plans utilizing a common rubric, including consistent guidelines for funding allocations.

Plans will be assessed on the following criteria:

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

d. What is the timeline? (submission, review, decision)

- **On Thursday, October 31st:** Principals received an individualized application emailed to them from DSLSupport@schools.nyc.gov.
- **On Tuesday, November 5th:** Live Q and A session for Principals and Chapter Leaders, more information is on the InfoHub page.

- **By Friday, December 20th, 2024:** Principals that choose to do so, after consultation with their SLT, will turn in plans for the SY25-26 class size compliance
- **January-Mid-February 2025:** NYCPS/UFT/CSA review class size reduction plans, including new resource needs and exemption requests.
- **End of February 2025:** Schools are notified if they are selected (and if so, their projected funding allocation), and/or have received one or more exemptions, so they can start to plan for hiring.

9. What are some strategies schools can use to move towards class size compliance?

In the joint training session, as well as in the plan itself, we outline a series of strategies that were previously shared with principals and outlined in the FY25 Class Size Reduction Plan. They are listed below. Schools are welcome to also indicate any other strategies that they intend to utilize to reduce class sizes that align to academic policy guidance and comply with labor contracts.

Sample Strategies for Space:

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

Sample Strategies for Funding:

- **Reallocate funding:** Principals could identify OTPS, PDPS, and spending on other purposes and redirect this funding to teacher lines
- **Use new funding stream:** \$180 million in additional funds were included in school budgets this year, including an additional \$45 million in C4E funds, and an additional \$137 million that schools may only use for class size. We expect this funding to be baselined into school budgets for SY 2025-26 to continue to support class size reduction efforts.

- **Add Sixth Period Coverages and Pro Rata Courses:** This strategy will allow principals to utilize existing teachers to cover additional periods to reduce breakage costs for teachers. This strategy would primarily work for MS and HS.
- **Consider all the resources available in the budget:** including funding from FSF, Contracts for Excellence, and other funding streams as available and allowable.
- Principals will consult with the SLT during the development process so that the budgetary requests will be aligned with the Class Size Reduction plans for the 25-26 school year.

Sample Strategies for Hiring:

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

Exemptions

10. What type of exemptions are offered?

The law allows for four types of exemptions to the class size targets:

- space (with capital budget aligned to resolve)
- over-enrolled students
- license area shortages
- severe economic distress

Additionally, the teachers at a school may vote to allow class sizes to be increased for certain elective and specialty classes

Any exemptions must be approved by the UFT and CSA. If NYCPS and unions are unable to reach agreement on an exemption, the law mandates arbitration.



11. What is the exemption process?

NYCPS, UFT and CSA are continuing to work through the process of how schools will receive exemptions.

In the meantime, we wanted to share the exemption categories with schools so that you have an understanding of the types of exemptions and criteria for exemptions as you work through the application process.

12. What are the criteria for exemptions?

For the exemptions included in the law, below are examples of potential criteria that NYCPS, UFT and CSA may take into account when considering exemptions; the parties will continue to work to develop additional mutually agreed upon criteria.

- **Space:** Classes that are out of compliance in schools without space to comply that will likely be impacted by capital projects that are already planned and sited. For example, this could include:
 - Schools that are getting new additions or annexes;
 - Schools that are nearby (e.g., adjacent zone/within a mile) to a new school or an additions/annexes to an existing school, in the same grade level.

- **Overenrolled:** Classes that are out of compliance in schools without space to comply at their current enrollment that are:
 - Highly sought-after, e.g., schools that receive many more applicants than available seats; classes in specific programs that are limited across the city (e.g., G+T programs, dual language programs, specialized high schools, CTE etc.); and schools that are over enrolled in an area where most other schools have enough space to comply, indicating that the subdistrict does not have a space need but rather that “overcrowded” schools are high-demand.
 - Very close to having enough space for compliance, e.g., over by five or fewer students in a whole grade; or
 - Receive a large influx of new students enrolling mid-year
 - In future phases of implementation, schools without sufficient space to comply in districts without sufficient space to comply given their current enrollment, where the parties intend to pursue new construction or leasing, but where new space has not yet been identified or planned.

- **License Area Shortage:** Classes taught by teachers in license areas that are identified on an annual basis as shortage areas, based on an applicant to hire ratio.

13. Who would need to apply for an exemption, and when?

The parties are continuing to negotiate an exemption process and timeline that includes input from schools and districts. However, for next year, no schools will be centrally identified for improving compliance.



Other questions

14. Will I be forced to cut programs if I request resources to bring more classes under the newly mandated caps?

No. For SY 2025-26, schools can apply for class size funds to supplement their budget to come into compliance without having to cut programs that their school currently benefits from. This process is laid out above. As a school, it is your discretion to decide what methods are best for your school community to come into class size compliance.

15. My school has no space, what is next for me?

For FY26, schools that wish to be considered for funding must apply. Further, we will be assessing schools' plans for feasibility, in their current space and enrollment configurations.

If your school has limited space, in considering the development of your application, examine some of the space strategies noted and consider if those are feasible for your school community and determine if applying for additional funding could work for your school community.

16. What resources are available to support me in hiring?

NYC Public Schools' Division of Human Resources is available to support schools in the hiring process. As outlined in the joint training, DHR has provided the following resources for SY24-25:

- Candidate pool including 500 alternative certification candidates and 10,000 certified applicants
- Prioritized candidate cultivation via Early Match program
- Early Commitment program (eligible districts only)
- Robust schedule of networking events for candidates and schools
- Peer Recruiters at the school level (eligible districts only)
- Designated recruitment points in the Office of Teacher Recruitment and Quality to offer customized staffing support
- Robust schedule of webinars to support schools with staffing strategy, best practices, and implementing new initiatives

We are also working to engage in the following longer-term strategies:

- Expansion of "Grow Your Own" talent development programs
- 400 Residents via Empire State Residency program
- Enhanced collaboration with schools of education around student teaching
- Expanded marketing and recruitment into new markets
- Advocacy to reduce barriers to entry to teaching



17. Who can my school reach out to for support?

Principals can reach out to their EDSSOs for support in completing the applications or the Division of Human Resources' Office of Teacher Recruitment and Quality through the [Contact Us form](#) on [HIRE Connections](#).

New questions posted after 11/5 Q + A Session

18. Will funding be recurring or will schools need to figure out in the following years how to continue funding positions that are created?

The plan is to have funds be recurring so schools can sustain improvements to class size compliance rates. We intend to continue to provide schools with the resources they need to continue to implement their plans submitted and accepted through this process.

Law:

19. Why is there a 60% benchmark for the 2025-2026 school year?

The law measures compliance as the number of classes across the city that are at or below the new caps. The benchmark set out in the law itself for 2025-2026 school year is that 60% of all eligible classes across NYCPS are at or below the caps.

K-5 class compliance is based on official class in ATS. 6-12 is based on STARS schedules; as a result, 6-12 schools have roughly 7-8x as many classes counted in the compliance rate. In order to ensure accurate information, ensure that all students in grades K-6 are assigned to an official class and enter valid room numbers for all course records in STARS.

20. Will there be a variance allowed if you go over the class size? If so, what is the variance by grade?

"There is not a specific variance allowable under the law; the law sets specific caps. The law does allow for certain types of exemptions to the class size targets; however, each of these must be signed off upon by NYCPS, UFT and CSA -- schools may not simply utilize them. The exemptions are: space (with capital budget aligned to resolve), over-enrolled students, license area shortages, and severe economic distress. Additionally, the teachers at a school may vote to allow class sizes to be increased for certain elective and specialty classes. If NYCPS and unions are unable to reach agreement on an exemption, the law mandates arbitration. NYCPS, UFT and CSA are continuing to work through the process of how schools will receive exemptions. Here are some examples of potential criteria that NYCPS, UFT and CSA may take into account when considering exemptions; the parties will continue to work to develop additional mutually agreed upon criteria.



Space: Classes that are out of compliance in schools without space to comply that will likely be impacted by capital projects that are already planned and sited. For example, this could include schools that are getting new additions or annexes and/or schools that are nearby (e.g., adjacent zone/within a mile) to a new school or an additions/annexes to an existing school, in the same grade level.

Overenrolled: Classes that are out of compliance in schools without space to comply at their current enrollment that are (1) Highly sought-after, e.g., schools that receive many more applicants than available seats; classes in specific programs that are limited across the city (e.g., G+T programs, dual language programs, specialized high schools, CTE etc.); and schools that are over enrolled in an area where most other schools have enough space to comply, indicating that the subdistrict does not have a space need but rather that “overcrowded” schools are high-demand, (2) Very close to having enough space for compliance, e.g., over by five or fewer students in a whole grade; or (3) Receive a large influx of new students enrolling mid-year. In future phases of implementation, schools without sufficient space to comply in districts without sufficient space to comply given their current enrollment, where the parties intend to pursue new construction or leasing, but where new space has not yet been identified or planned.

License Area Shortage: Classes taught by teachers in license areas that are identified on an annual basis as shortage areas, based on an applicant to hire ratio. "

Application

21. Can information about the application requirements be shared soon so we have this information for the next SLT meeting?

On October 31st, you received the application via an email from DSLBudgetSupport@schools.nyc.gov with a link to your application. On the first tab of the application are detailed instructions. Additionally, the application contains the Assessment Criteria, all of which you may share with your SLT.

22. Can a non-title 1, appeal school apply in the same way?

Yes. All District 1-32 schools are eligible to apply for funding.

23. Will there be specific criteria that must be met in order to get this funding?

"Plans will be assessed on a set of criteria, which is outlined in the application:

Feasibility of the plan, given the school's enrollment and personnel recruitment contexts.

Indicated reduction strategies align to overall approach and will support reduction of class sizes in that school

School has provided a school program that demonstrates reduction in class sizes, compared to prior year program



School has identified an approach to mitigate supervisory workload

School has identified an approach to recruit and hire personnel

Budget application aligns with the overall plan, the needs of the school, and the new program, and is efficient in utilizing existing and new resources to drive compliance.

Narrative proposing overall approach the ensures the school will not reduce program offerings "

24. When filling out the template and requesting funds: are we requesting funds to meet the 60% benchmark or 100% benchmark? ^[OBJ]

Neither. The law requires that 60% of eligible classes across NYCPS be at or below the caps by 10/31/25. This is not a school-specific measure, and schools may develop plans for percentage increases that work for their school even if 60% or 100% is not feasible. Principals that choose to apply, in consultation with their SLTs, should develop plans that increase the number of classes beneath the caps, which may include funding to convert non-instructional spaces into instructional spaces and hiring additional personnel.

Hiring:

25. Will we be fully funded for additional teachers if approved?

There will be schools that receive full funding for additional teachers. Schools may or may not receive all of the funding for which they apply. We ask that you apply for this funding via the application process, which we anticipate may involve requests to fund personnel. A joint NYCPS/UFT/CSA committee will review these plans utilizing a common rubric, including consistent guidelines for funding allocations. NYCPS will provide funding to schools, based on these applications and the results of these reviews, with money distributed to schools for the 2025-2026 school year, via a new SAM, in time for initial school budgets.

26. If I can secure funding for 3 additional teachers, I can achieve 100% of classes under 25, can I request funding for staff?

Yes. We ask that you apply for this funding via the application process, which we anticipate may involve requests to fund personnel.

27. Will we be able to request funding for additional special education teachers?

Yes

28. Can I request funding for cluster teachers to account for the additional preparation periods, including circular six periods?

Yes. Plans should include the funding needed to support the increase in classes beneath the caps, which may necessitate the addition of more sections on grade levels to reduce class sizes, given the school's current enrollment. If this includes the need for additional cluster teachers, that should be included in the plan



Funding:

29. If I reduce class sizes in my school, will that result in lower enrollment and, therefore, less funding?

Smaller class sizes does not necessarily mean less enrollment overall - many schools have the space to reduce class sizes in their current enrollment and space configurations. But importantly, we recognize that existing funding formulas do not sufficiently support schools to meet the new mandate. That's why we've developed this process where schools can plan for reducing class sizes, calculate what new resources they would need to bring more classes below the newly mandated caps without having to cut programs that their school currently benefits from, and then request those resources in order to support it - so we can make funding work for every school that wants to participate in this year's class size reduction exercise.

30. Will you consider partially funding plans?

Yes. A joint NYCPS/UFT/CSA committee will review these plans utilizing a common assessment criteria, including consistent guidelines for funding allocations. Schools may or may not receive all of the funding they apply for, depending on the results of these reviews and funding available. This assessment criteria is included in the application that was emailed to you last week from DSLBudgetSupport@schools.nyc.gov. Schools are not required to lay out a plan for either 60 % or 100% compliance; schools may lay out a plan to whatever level they believe is feasible and the committee will review that plan.

31. Does funding include classroom conversion projects?

In the application, schools can indicate if funding will be needed to convert non-instructional rooms into instructional rooms, if that is a part of their plan for class size reduction.

32. As with other appeals, will we be forced to cut successful programs (e.g. CBOs, OTPS, per session) before receiving these funds?

No. For SY 2025-26, schools can apply for class size funds to supplement their budget to come into compliance without having to cut programs that their school currently benefits from through this process. As a school, it is your discretion to decide what methods are best for your school community to come into class size compliance.

33. Do we need to apply to receive funding to sustain the extra classes we created this year?

No. Funding distributed through this process next year will be on top of existing Contracts for Excellence, Class Size, and FSF funding currently in school budgets.

34. How will the funding be determined? (i.e. by salary amount needed, average salary at the school level or city-wide)

Funding will be determined by average salary at your school.

Space



35. What happens if a school physically lacks the space needed to reduce class sizes? We share our building with District 75 and do not have any additional classrooms to reduce class size. How is this going to work?

If your school has limited space, examine some of the space strategies noted and consider if those are feasible for your school community, and whether there are different ways to use existing space that would not limit programming. If so, consider if applying for additional funding could work for your school community. If a school truly does not have any space available to reduce class size, it cannot access the additional funding for SY25-26.

36. If my school is over utilized, what should I consider when developing my plan?

As a part of this process, schools develop and submit a plan to reduce class sizes where they may be able, in their current enrollment and space configurations, even if that plan does not demonstrate 60 or 100% compliance. Schools can consider utilizing the noted space strategies within the application to identify additional instructional space. Schools may also utilize appropriate HR strategies to increase class size compliance.

37. Space in my school building is limited. Funding alone would not address the issue. Would two teachers in a classroom address the law?

No, this is not under consideration for the 2025-2026 year funding process. For this school year, no school is required to reduce class sizes. Additionally, the law allows for four types of exemptions to the class size targets: space (with capital budget aligned to resolve) over-enrolled students license area shortages severe economic distress. NYCPS, UFT and CSA are continuing to work through the process of how schools will receive exemptions. In the webinar, we shared examples of potential criteria that NYCPS, UFT and CSA may consider that could be applicable in the case of your school.

Enrollment

38. What system we have in place to ensure enrollment, district, and schools are aware of the selection of class size reduction?

NYCPS will continue working with schools and districts to ensure all relevant class capacity information is captured in ATS and STARS, and will collaborate with schools and districts to develop additional systems of communication and tracking as needed.

39. Will the cap for kindergarten be lowered to accommodate reduced class size?

The submission of class size plans for the 2025-26 school year is primarily intended for schools that have enough excess space to fully comply with the new statutory class sizes during the 2025-26 school year without reducing or lowering their enrollment. OSE will be in touch with elementary school principals in January to plan Kindergarten sections for fall 2025 admissions.

40. When planning for smaller class sizes, will the Superintendent's office be approving the caps? What happens if they are denied?



For the 2025-26 school year, the capping process for zoned elementary and middle schools is expected to remain a local decision between the principal and superintendent's team. Currently, the Capping Protocol for the 2024-25 allows principals and superintendent's to cap and overflow grade levels and zoned elementary and middle schools based on statutory and/or contractual maximum class sizes, as outlined here:

<https://infohub.nyced.org/nyc-doe-topics/student-enrollment/enrollment/capping-protocol-for-the-2023-24-school-year>

41. Will lowered class size information be shared with the Office of Enrollment so they do not send additional students?

Yes, starting during the 2024-25 school year, school staff were instructed to indicate in ATS and/or STARS the maximum intended class sizes for each grade level at their school, and superintendent's teams were instructed to submit class size information directly to the Office of Student Enrollment, in order to determine seat availability for OTC enrollment at non-zoned schools accurately (as outlined here:

<https://infohub.nyced.org/nyc-doe-topics/student-enrollment/enrollment/otc-enrollment-protocol-2024-25>).

The Capping Protocol for the 2024-25 school year outlines how zoned elementary and middle schools can cap and overflow grade levels that have reached capacity (as outlined in the link previously shared in the chat.)

42. Do ICT classes have to remain at the 60/40 ratio?

Yes. We shared guidance to schools in SY23-24 about programming ICT in the context of class size. The item is viewable at the link in the chat.

43. Can schools implement class size reduction one grade level at a time?

Yes. We encourage school communities to create the plan that makes the most sense for them.

44. Who will be available to support schools if they need help through this process?

Principals may reach out to their Executive Directors of School Support and Operations for general questions about the application, to Budget Directors for questions related to budgets within the plan and for Operations Directors for support on space-related questions.

***NEW* Questions (Updated 12/9/24)**

45. What is the process for applying for exemptions?

The law allows exemptions in four categories: space (with capital budgets aligned to resolve), over-enrolled students, license area shortages, and severe economic distress. As part of this process, if a school that is applying for funding wishes to indicate interest in an exemption in their application, the school may include information that may be relevant to the school's potential need for an exemption in the application, on the



Program Narrative Tab on row 4 (Question: *Building on your plan for SY25-26, what is your plan for increasing the number of classes beneath the caps for SY26-27 and SY27-28? Are there any barriers that you anticipate in implementing your plan...*). If you do not indicate you may need an exemption as part of this process, you are not foreclosed from pursuing and/or receiving an exemption.

At this point, the criteria, process and timeline for receiving exemptions have not been finalized; however, NYCPS, UFT, and CSA are committed to providing exemptions to schools by developing a process consistent with the class size law. The proposed draft exemption criteria are shared in the FAQ, as well as in the presentations, and are all available on the InfoHub page. Schools are welcome to reference these criteria in the question listed above within your application.

46. Can I request to remove Pre-K or 3K sections to accommodate class size reduction in other grades?

Requests to remove Pre-K or 3K sections to improve class size compliance will be reviewed on a case-by-case basis. Each review will be conducted by the Division of Early Childhood and will take into account whether programs have struggled to enroll students; if programs are consistently well-enrolled, schools will likely not be approved to remove them from the school setting. Schools may request to remove Pre-K or 3K sections by emailing ECEPortfolioPlanning@schools.nyc.gov.

47. Is there a rubric to assess the plans?

We had previously shared criteria for your plan’s assessment. We have recently added details to the rubric, updated below to support you in developing strong plans. All are listed below and have been added into your individual applications as well.

Clarifying Criteria for			
Rubric	Expectations for a 3	Expectations for a 2	Expectations for a 1
Feasibility of the plan, given the school's enrollment and personnel recruitment contexts	Given the school's available space, enrollment history and patterns and teacher recruitment history and patterns, school has identified a plan that is feasible and could be reasonably implemented to drive to the targeted compliance percentage.	Given the school's available space, enrollment history and patterns and teacher recruitment history and patterns, school has identified a plan that could be feasible and would require luck or are overly optimistic in driving to the targeted compliance percentage.	School plan appears infeasible under most reasonable scenarios.

Indicated reduction strategies align to overall approach and will support reduction of class sizes in that school	Selection of strategies on the strategy page are aligned to the program narrative and will support reasonable implementation of the plan.	Selection of strategies on the strategy page are somewhat aligned to the program narrative and could support reasonable implementation of the plan.	School has not identified strategies aligned to the program narrative.
School has provided a school program that demonstrates reduction in class sizes, compared to prior year program	School has provided room schedule with an outline of teacher programs, including number of students in each class that demonstrates that there are more classes beneath the new caps compared to the prior school year. This program is aligned to reasonable assumptions regarding enrollment and meets student mandates.	School has provided room schedule with an outline of teacher programs but either does not include students per class or does not clearly meet mandates or show an increase in the number of classes beneath the caps.	School has not provided a schedule or the schedule is unclear in illustrating the increase in the number of classes beneath the caps.
School has identified an approach to mitigate supervisory workload	School has reasonably and completely addressed supervisory workload in its application.	School has partially addressed supervisory workload in its application.	School has not addressed supervisory workload in its application
School has identified an approach to recruit and hire personnel	School has specific outline of approach to recruit teachers, including a variety of approaches, identifying NYCPs supports required, where appropriate to their context	School has identified general outline of approach to recruit teachers.	School has not identified a practicable approach to recruit teachers.
Budget application aligns with the overall plan, the needs of the school, and the new program, and is efficient in utilizing existing and new resources to drive compliance	Budget application reflects costs and resources needed to reasonably implement the plan and program as described, does not request more resources than are needed given school's context and current programming, and adheres to funding guardrails determined by all parties.	Budget application includes unreasonable assumptions on costs and resources needed to reasonably implement the plan and program as described, requests more resources than are needed given school's context and current programming, or does not	Budget application is incomplete, or two or more of: unreasonable assumptions, requests more resources than necessary, does not adhere to funding guardrails.

		adhere to funding guardrails determined by all parties.	
Narrative proposing overall approach the ensures the school will not reduce program offerings	Principal certifies no program offerings will be affected.	Principal does not clearly certify no program offerings will be affected.	Principal indicates programs will be reduced.