



SY26-27 Class Size Planning and Funding Survey Training for Principals

Monday, November 3rd
3:00 pm – 4:00 pm

Session Objective:

To review the survey structure and approach to ensure you are completing the planning and funding survey in consultation with your SLT by December 3, 2025

What is the class size law?

Requires that NYCPS reduce **actual** class sizes (not average) as follows:

- ✓ K-3: 20 students/class
- ✓ 4-8: 23 students/class
- ✓ 9-12: 25 students/class
- ✓ PE and performing groups (all grade levels): 40 students/class

Reductions were required to begin in SY23-24 (Year 1), with 20% of classes in compliance; threshold increases by 20% each school year to reach 100% compliance by SY27-28

- 23-24 SY: 20% of classes citywide must be in compliance
- 24-25 SY: 40% of classes
- 25-26 SY: 60% of classes
- 26-27 SY: 80% of classes
- end of 27-28 SY: 100% of classes

We are awaiting final numbers for SY25-26.

This survey will support the identification of resources necessary to progress to 80% system-wide.

Exemptions:

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

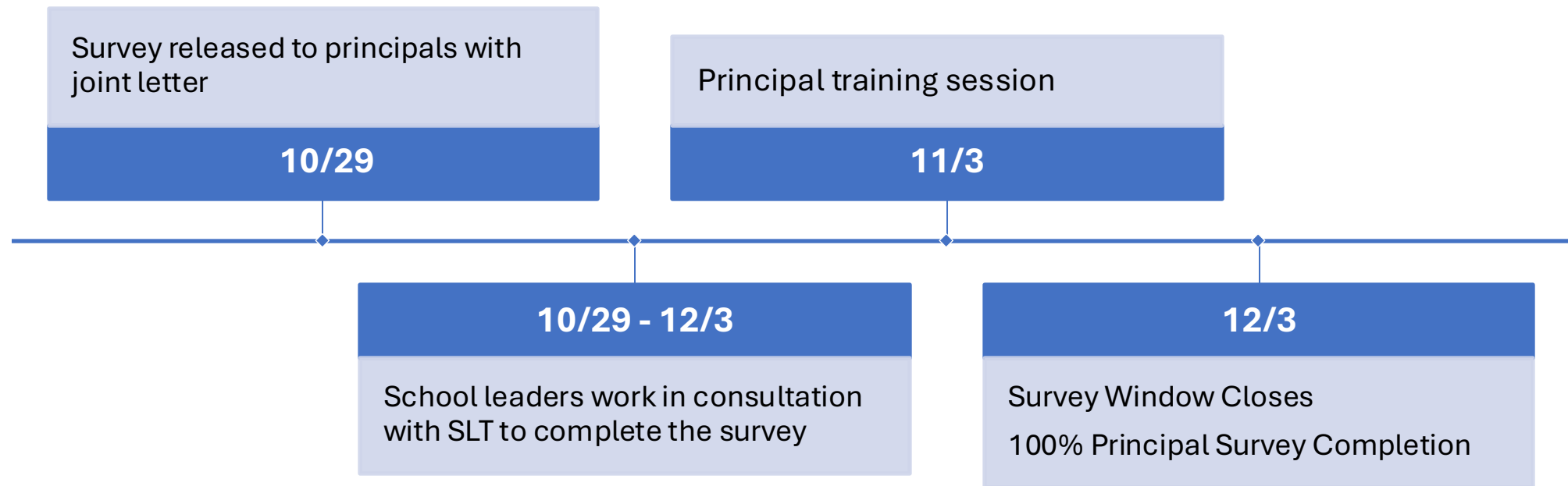
- ✓ space (with capital budget aligned to resolve)
- ✓ over-enrolled students
- ✓ license area shortages
- ✓ severe economic distress

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.

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

Timeline: Principals



What is the survey asking of me?

- Similar to last year, NYCPS will ***continue the overall school-driven approach*** of collecting information from schools regarding their needs to achieve the required proportion of classes below the newly mandated caps.
- For SY 2026-27, we are asking all principals to complete a survey ***by December 3rd*** to determine what they can achieve in terms of class size reduction, in a streamlined approach.
- Principals must affirm that the class size survey has been completed following consultation with the SLT, and that the estimates contained herein reflect our school's current class configuration and identified class size needs for the 2026-2027 school year.
- Please note that this survey will serve as the application for SY2026-2027 class size funding for all eligible schools, as well as a critical source of school-level information to inform future planning.

Questions to Consider with your SLT

- ✓ What level of compliance can your school reach assuming no enrollment cuts and no program cuts?
 - ✓ We are at 100%
 - ✓ Our school can reach 100% given our current space and enrollment, but needs more resources
 - ✓ Our school cannot reach 100% but we can make some progress
 - ✓ Our school cannot make any more progress
 - ✓ What strategies do we think we need to use to reach that potential compliance? (fully program existing instructional space, repurpose space, virtual learning, multi session, other)
 - ✓ What additional resources do we need to reach that potential compliance? (full time teachers including cluster/coverage, pro-rata, 6th period, etc)
- ✓ Do we need any room conversions?
 - ✓ Do we have space on our school property for a building extension, addition, or annex?
 - ✓ How do we plan on reducing class sizes given potential new resources in our current space without cutting enrollment or program offerings. Which classes will we program at new caps? What scheduling changes will be made? What space changes will need to take place?
 - ✓ Did we receive class size funding last year, was it enough and did it help you reach your compliance target?

What if my school...

- **Is already at 100% compliance?**
 - there will be a place to indicate that.
- **Doesn't have any more space** to reduce class sizes?
 - If your school **does not have any space to make any additional progress**, there will be a streamlined path to indicate that as well.
 - Like last year, reducing enrollment is **not** an approved strategy for individual schools to increase compliance with smaller class sizes in the 2025-26 or 2026-27 school years. Any school that commits to lowering class sizes must do so without reducing year-over-year total enrollment, enrollment in any grade level, or in specific programs (such as Dual Language, Special Class, G&T, etc.).

Preparing for the Survey



What resources are available to support me in completing the survey?

School-Level Data Dashboard

- The school-level dashboard provides an overview of data to support principals in completing the survey
- Schools should familiarize themselves with this dashboard prior to starting the survey.

Link to Dashboard
(NYCPS Log In Required):
<https://tinyurl.com/FY27-CS-Dashboard>



Class Size Reduction Dashboard - Overview Data

School: [Redacted]

Application submit date. Blank if outstanding: (Blank) Submitted by: (Blank)

Links

Last Year's Sheets Application (if completed): [Link]

Compliance Data

Compliance Rate as of 10/6/25: 35.29%

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)
10.00	10.00	0.00	0.00	\$0

Enrollment & Space Data

Enrollment 10/9	Current Full-Size Classrooms	Estimated FS Classrooms Needed to Comply	Estimated FS Excess/(Deficit) Adjusted	Utilization Rate	Estimated FS Space Need to Comply
766	41	44	-3	98%	Insufficient FS Rooms

Preliminary Class Size Data

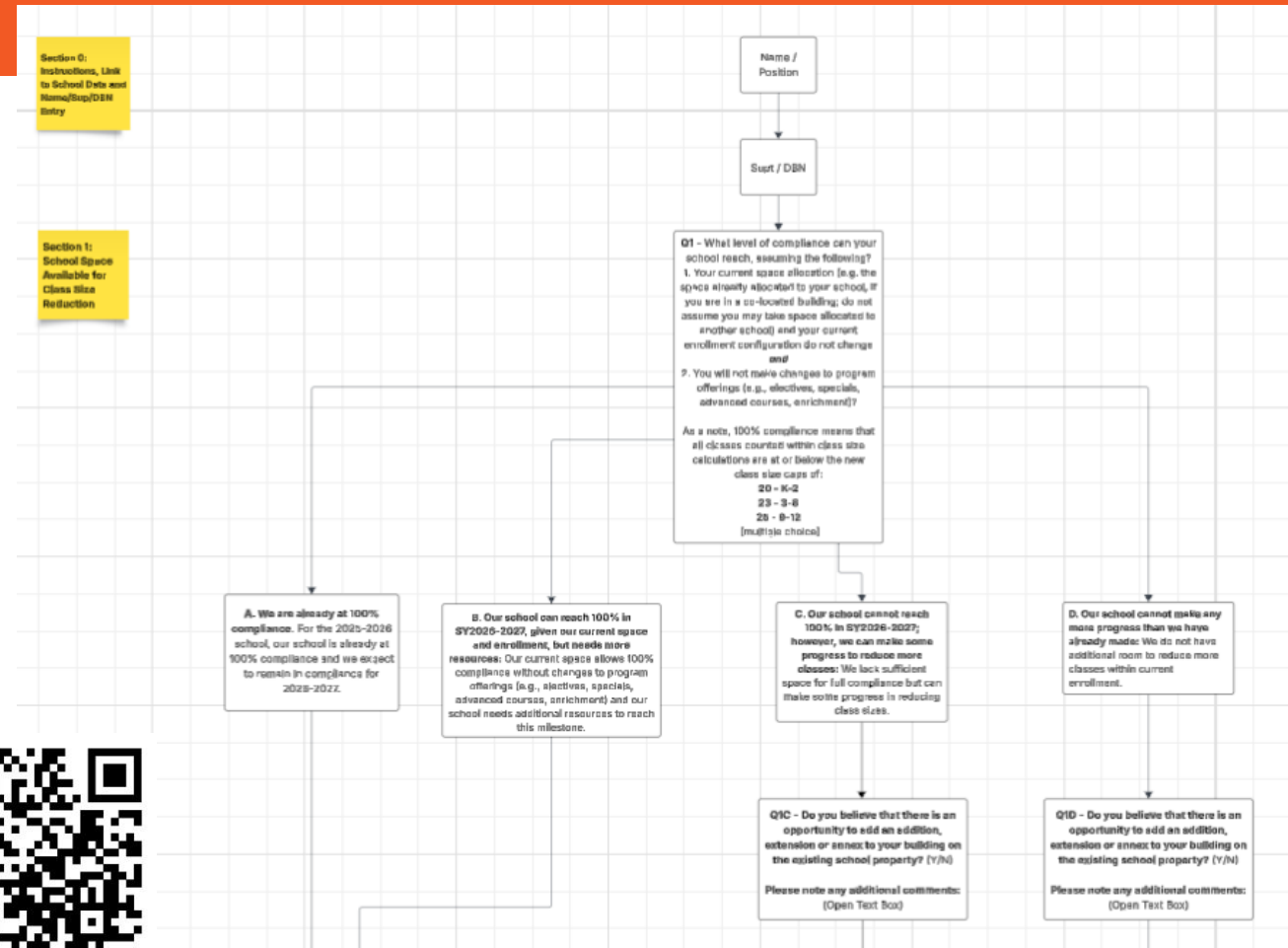
Total # of classes	Total # of classes at or below cap	Total % of classes at or below cap	YoY change in Total % of classes at or below cap
34	12	35.3%	32.0%

What resources are available to support me in completing the survey?

Survey Process Map

- To support you in understanding the flow of the survey, we have developed a process map, which is posted on the InfoHub:

<https://infohub.nyced.org/in-our-schools/policies/class-size-policy>



What should I consider as I plan to complete the survey?

In advance of completing the survey, consider having the following ready:

1. If you have space to reduce class size: outline the resources you would need to become fully compliant (including teacher license areas, grade levels and any potential 6th period coverage or pro-rata needs), given your current space and enrollment configuration.
2. If you need room conversions: the room number and an understanding of what needs to be adjusted in the room, understanding that this may not be completed in advance of SY26-27.
3. Given new resources, calculate your projected total compliance for the ENTIRE SCHOOL.
4. Given new resources, identify your expected NEW number of sections for each grade.

As a reminder, reducing enrollment is not an approved strategy for individual schools to increase compliance with smaller class sizes.

Calculating Total Compliance Rate

Step by step guide to calculate projections for SY26-27 class size compliance

- **Step 1 – Establish Baseline:** start with SY25-26 class size compliance data as a baseline (preliminary data as of 10/3 can be found on the [dashboard](#); official data will be available later in November)
- **Step 2 – Add in New Resources:** make adjustments based on the new resources requested: for example, add the number of new classes created by the new teachers being requested to the current number of classes (e.g., 1 new class for a new K-5 teacher or 5 new classes for a 6-12 teacher)
- **Step 3 – Make Projections:** count how many classes would be under the statutory caps with those new resources
- **Step 4 – Calculate Compliance Rate:** divide the total number of classes under the statutory caps by the total number of classes at your school (including any new classes created by additional resources)
- To note
 - For K-5, classes are counted using the Official Class field in ATS.
 - For 6-12, classes are counted based on course scheduling in STARS. For more details on how classes are counted, see the NYCPS Class Size Reduction Planning and Funding Survey FAQ for Principals – SY2026–27 [link coming soon]

Projecting Expected Sections

- Calculate current (2025-2026) and projected (2026-2027) number of class sections for each grade for students in GE/ICT classes (includes Dual Language and G&T; excludes Special Classes).
- The number of class sections should represent the number of classrooms being used simultaneously to serve GE/ICT students. If the number of classrooms varies during the day, use the average number.

Structure of the Survey

Survey Sections:

- **Section 0:** Opening Page with Instructions and Link to School Data
 - Superintendent Selection
 - School Selection
- **Section 1:** School Space and Maximum Possible Compliance Percentage
 - For these questions, assume no changes to enrollment and please keep in mind all current mandates, including special education and MLL requirements
 - Option to indicate if an annex should be considered
- **Section 2:** Resources Needed for Increasing Compliance in SY26-27
 - Number of Teachers/License Areas
 - Needed Room Conversions
 - If room conversions, number of teachers dependent upon rooms being completed
 - Needed supervisors
- **Section 3:** Expected Compliance and Class Sections
- **Section 4:** Schools that received Funding in SY25-26
- **Section 5:** Principal Sign Off

Structure of the Survey: *All Schools*

☐ **Section 0:** Opening Page with Instructions and Link to School Data

- Superintendent Selection
- School Selection

☐ **Section 1:** School Space and Maximum Possible Compliance Percentage

- For these questions, assume no changes to enrollment and please keep in mind all current mandates, including special education and MLL requirements

- ☐ A. We are already at 100% compliance. For the 2025-2026 school, our school is already at 100% compliance and we expect to remain in compliance for 2026-2027.
- ☐ B. Our school can reach 100% in SY2026-2027, given our current space and enrollment, but needs more resources: Our current space allows 100% compliance without changes to program offerings (e.g., electives, specials, advanced courses, enrichment) and our school needs additional resources to reach this milestone.
- ☐ C. Our school cannot reach 100% in SY2026-2027; however, we can make some progress to reduce more classes: We lack sufficient space for full compliance but can make some progress in reducing class sizes.
- ☐ D. Our school cannot make any more progress than we have already made: We do not have additional room to reduce more classes within current enrollment.

Structure of the Survey: A. We are already at 100% compliance.

For schools that are already at 100% (A):

- **Section 3:** Expected Compliance and Class Sections
- **Section 4:** Schools that received Funding in SY25-26
- **Section 5:** Principal Sign Off

- ☐ A. We are already at 100% compliance. For the 2025-2026 school, our school is already at 100% compliance and we expect to remain in compliance for 2026-2027.
- B. Our school can reach 100% in SY2026-2027, given our current space and enrollment, but needs more resources: Our current space allows
- ☐ 100% compliance without changes to program offerings (e.g., electives, specials, advanced courses, enrichment) and our school needs additional resources to reach this milestone.
- C. Our school cannot reach 100% in SY2026-2027; however, we can make
- ☐ some progress to reduce more classes: We lack sufficient space for full compliance but can make some progress in reducing class sizes.
- D. Our school cannot make any more progress than we have already
- ☐ made: We do not have additional room to reduce more classes within current enrollment.

Structure of the Survey: B. Schools with Space to get to 100%

For schools that have space to fully comply (B):

- **Section 2:** Resources Needed for Increasing Compliance in SY26-27
 - Number of Teachers/License Areas
 - Needed Room Conversions
 - If room conversions, number of teachers dependent upon rooms being completed
 - Needed supervisors
- **Section 3:** Expected Compliance and Class Sections
- **Section 4:** Schools that received Funding in SY25-26
- **Section 5:** Principal Sign Off

- A. We are already at 100% compliance. For the 2025-2026 school, our school is already at 100% compliance and we expect to remain in compliance for 2026-2027.

- B. Our school can reach 100% in SY2026-2027, given our current space and enrollment, but needs more resources: Our current space allows 100% compliance without changes to program offerings (e.g., electives, specials, advanced courses, enrichment) and our school needs additional resources to reach this milestone.

- C. Our school cannot reach 100% in SY2026-2027; however, we can make some progress to reduce more classes: We lack sufficient space for full compliance but can make some progress in reducing class sizes.
- D. Our school cannot make any more progress than we have already made: We do not have additional room to reduce more classes within current enrollment.

Structure of the Survey: C. Schools *that can make some progress*

For schools that can make some progress (C)

- **Section 1:** School Space and Maximum Compliance
 - Indicate if an addition, extension or annex should be considered
- **Section 2:** Resources Needed for Increasing Compliance in SY26-27
 - Number of Teachers/License Areas
 - Needed Room Conversions
 - If room conversions, number of teachers dependent upon rooms being completed
 - Needed supervisors
- **Section 3:** Expected Compliance and Class Sections
- **Section 4:** Schools that Received Funding in SY25-26
- **Section 5:** Principal Sign Off

- ☐ A. We are already at 100% compliance. For the 2025-2026 school, our school is already at 100% compliance and we expect to remain in compliance for 2026-2027.
- ☐ B. Our school can reach 100% in SY2026-2027, given our current space and enrollment, but needs more resources: Our current space allows 100% compliance without changes to program offerings (e.g., electives, specials, advanced courses, enrichment) and our school needs additional resources to reach this milestone.
- ☐ C. Our school cannot reach 100% in SY2026-2027; however, we can make some progress to reduce more classes: We lack sufficient space for full compliance but can make some progress in reducing class sizes.
- ☐ D. Our school cannot make any more progress than we have already made: We do not have additional room to reduce more classes within current enrollment.

Structure of the Survey: D. Schools *that cannot make any more progress*

For schools that do not have space to make any additional progress (D):

- **Section 1:** School Space and Maximum Compliance
 - Indicate if an addition, extension or annex should be considered
- **Section 3:** Expected Compliance and Class Sections
- **Section 4:** Schools that received Funding in SY25-26
- **Section 5:** Principal Sign Offs

- ☐ A. We are already at 100% compliance. For the 2025-2026 school, our school is already at 100% compliance and we expect to remain in compliance for 2026-2027.
- ☐ B. Our school can reach 100% in SY2026-2027, given our current space and enrollment, but needs more resources: Our current space allows 100% compliance without changes to program offerings (e.g., electives, specials, advanced courses, enrichment) and our school needs additional resources to reach this milestone.
- ☐ C. Our school cannot reach 100% in SY2026-2027; however, we can make some progress to reduce more classes: We lack sufficient space for full compliance but can make some progress in reducing class sizes.
- ☐ D. Our school cannot make any more progress than we have already made: We do not have additional room to reduce more classes within current enrollment.

Schools that Select B and C

- Indicate any strategies that you would need to undertake to reach your anticipated level of compliance.
- These were strategies that were also a part of the prior year's planning process.

As a reminder, reducing enrollment is not an approved strategy for individual schools to increase compliance with smaller class sizes.

Section 1: School Space Available for Class Size Reduction

2. In order to reach your anticipated level of compliance, will your school need to consider any of the following strategies to increase compliance? (Check all that apply)

- ☐ Fully Program Existing Instructional Space: Principals could ensure all classrooms are utilized to the greatest extent possible during the school day.
- ☐ 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, without reducing program offerings.
- ☐ 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.
- ☐ Utilize multi-session programming: Principals could consider utilizing multi-session as an approach to increase the available space within school buildings.

Schools that Select C and D: Consideration for an Annex

- Schools that indicate that they would like to be considered for an annex or addition will undergo a thorough review process by NYCPS prior to submission to SCA. Schools that indicate that they would like to be considered for an addition are not guaranteed to receive an addition.
- Please note that many factors will be considered by NYC and SCA before a full feasibility study is conducted, including the amount of space needed for compliance at your school and surrounding schools, as well as the availability of physical space for construction, etc.

Section 1: School Space Available for Class Size Reduction

Q1D. Do you believe that there is an opportunity to add an addition, extension or annex to your building on the existing school property? *

☐ Yes

☐ No

Q1D. Please note any additional comments:

Your answer

Overview of Section 2:

- Teachers
- Pro Rata
- Sixth Period Coverage
- Supervisor

Section 2: Resources Needed for Increasing Compliance in SY26-27

Principals should consider coverage requirements of 1.2 for Elementary Schools and 1.4 for each newly staffed teacher for Middle and High Schools.

Note: Per Diem and OTPS will be provided to schools through a formula, based on the total number of teachers needed to increase the number of classes beneath the caps. The survey does not ask you to include estimates for either of these funding categories.

A Pro-Rata Teaching Assignment is a voluntary teaching assignment that is a high school credit bearing course and is taught before or after the regular work day (not including Saturday and Sunday) and during the regular school year. For the purposes of this survey, Pro Rata for teachers is equivalent to the total number of hours per week per teacher for the school year.

Sixth Period Coverage is the number of periods needed per year per teacher.

Entering Teacher Data: Teachers, Supervisors

You will complete the following for each teacher

- Do you require additional teachers (y/n)?
 - Number of teachers – typically would be 1 unless you have multiple of the same license area
 - Title – Regular Grades, Special Education, Sub-assigned
 - Teacher license area
 - Bilingual indicator, language
 - Grade Level
 - Teacher subject
 - Mode
- Do you require additional teachers in another area?
 - Click yes and repeat as needed
- Supervisor question follows the Pro Rata and Sixth Period Coverage Question – indicate if supervisor is needed

Section 2: Resources Needed for Increasing Compliance in SY26-27

3a.) Teachers (1)

3a.) Teacher Selection 1

Please list **additional** teachers needed for a specific area (including clusters)

1 = 1 Teacher for a full year. Do no input salaries.

Your answer

3a.) Teacher Selection 1

Please list title needed:

Choose

Entering Teacher Data: Pro Rata and Sixth Period Coverage

Section 2: Resources Needed for Increasing Compliance in SY26-27

3b.) Is Pro Rata needed?

Pro Rata is a unit of funding available to **Middle School & High School grades only** that we provided previously that allows credit bearing courses to be taught outside of the school day.

☐ Yes

☐ No

3b.) If yes, how many hours per week per teacher for the school year of Pro Rata are needed?

Your answer _____

Section 2: Resources Needed for Increasing Compliance in SY26-27

Sixth Period Coverage

3c.) Are Sixth Period Coverages needed for the **Fall Semester (1st)**?

☐ Yes

☐ No

3c.) If yes, please enter the number of **Fall Semester (1st)** periods needed per year per teacher in Sixth Period Coverage.

Your answer _____

Entering Room Conversion Data and Resource Dependencies

Section 2: Resources Needed for Increasing Compliance in SY26-27

4. Do you require funding for any room conversions at your school to increase available instructional space in order to maintain current program offerings?

You can refer to your most recent [PASS data](#) as a resource.

- ☐ Yes
☐ No

Section 2: Resources Needed for Increasing Compliance in SY26-27

4b.) If yes, are any of the personnel resources you requested in **contingent upon the above room conversions being completed by September 2026?**

Note: These are personnel needs dependent on the room conversions above, and are separate from the needs requested earlier in this survey.

- ☐ Yes
☐ No

Complete the Following for Each Requested Room Conversion:

- Room Number
- Current Use/Purpose
- Impacted Grade Levels
- New Use of the Room (Check Boxes)

THEN,

- Indicate if any requested personnel resources are dependent upon room conversions. (Y/N)
- Then identify which personnel resources are dependent upon this room conversion
- *For example: In order to open up an additional section of second grade, you indicate that room 321 will need to be converted. This means that one of the 2nd grade teachers that you indicated in the prior parts of the survey is dependent upon this room conversion.*

Exemptions

- We know many schools have inquired about exemptions.
- Please know that certain exemptions have already been agreed to (for example Specialized High Schools) and the parties are currently in discussions about the applicability of further exemptions as we work to comply with the law's mandates.
- Please know that by completing this question on exemptions, which is for informational purposes only, does not in anyway mean that an exemption for an individual school will be under consideration.

Section 3: Expected Compliance and Class Sections

7. The class size law allows for certain exemptions such as ^{*} Space, Over-enrolled Students and License Area Shortage. As the parties continue to discuss the exemption criteria, do you have any suggestions or questions about school-level scenarios related to exemptions to inform these conversations?

☒ Yes

☐ No

If yes, please share:

Your answer

Section Four: Schools that Received Funding in SY25-26 through SAM 31

- Please answer the questions to let us know about the impact of funding in your school.
- This section is only for schools that received funding in the 25-26 school year via SAM 31.
- If your school did not receive funding via SAM 31, please indicate that you did not receive funding and move to the next section.

Section Five: Principal Sign Offs

- Principals should complete the final sign off section, indicate that the survey has been completed following consultation with the SLT.

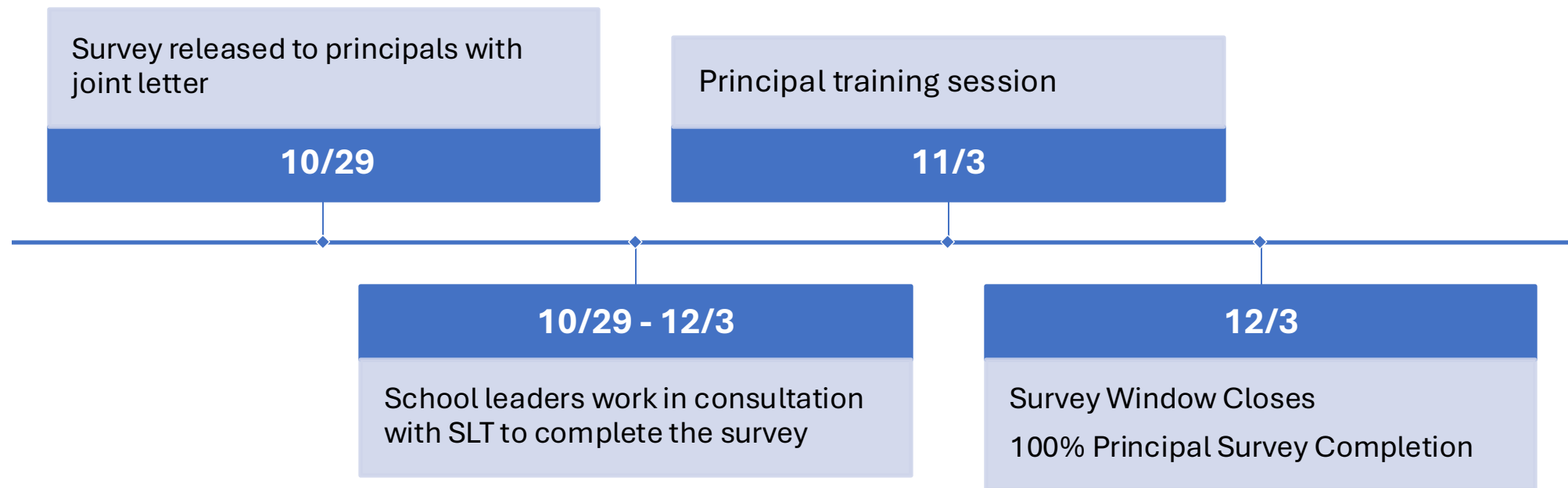
Section 5: Principal Sign Off

11. Please certify the following: *

☐

I affirm that the class size survey has been completed following consultation with the SLT, and that the estimates contained herein reflect our school's current class configuration and identified class size needs for the 2026-27 school year.

Reminder of Timeline: Principals





Q + A

What questions do you have?

- *For questions, reach out to classsize@schools.nyc.gov*
- *Visit the InfoHub page at <https://infohub.nyced.org/in-our-schools/policies/class-size-policy>*

