



Session One: Joint Class Size Training Webinar

*Presented by NYC Public Schools, the
United Federation of Teachers and the
Council of School Supervisors &
Administrators*

Date: October 2024

A snapshot of the moment

Where are we now? Where do we need to be?

- As of data reported on 11/15/23, the city was at 40% of classes in compliance for the 2023-2024 school year. More updated data will be available for this school year on 11/15/24.
 - Schools will receive preliminary data for 2024-2025 in their application materials, as of Mid-September 2024.
- Across the city (**not at each individual school**), we need to be at 60% of classes in compliance citywide for 2025-2026, as measured on 10/31/25.

What's the plan to get to 60% citywide?

- Not all schools are expected to get to 60% for 2025-2026; however, some will exceed that percentage.
- If your school has space to reduce class sizes, but needs staff/funding, you can apply for class size funding. A joint NYCPS/UFT/CSA committee will review these applications utilizing a common rubric, including consistent guidelines for funding allocations.
- If your school does not have space, you can still use a few strategies that we will walk through in this presentation. If those strategies work for your school and require additional funding, we encourage you to apply for class size funding. As a note, these plans will not need to demonstrate that you reach 100% compliance for the 2025-2026 school year in order to receive funding.

What happens if we don't get to 60% citywide?

- If we don't get to 60% by 2025-2026, NYCPS may lose significant funding from Contracts for Excellence
- The law allows for some exemptions, which we will also walk through, but we want to make sure each school that applies for this funding receives the class size funding it needs.

Agenda

- What does the class size law say and what are the expectations for NYCPS for the 2025-2026 school year?
- What do schools need to know about collaboratively planning for class size reduction in the 2025-2026 school year?
- What is the process for applying for class size funding for the 2025-2026 school year?
- What is the timeline for class size reduction for the 2025-2026 school year?

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 must 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

- SY23-24: 20% of classes citywide must be in compliance
- SY24-25: 40% of classes
- SY25-26: 60% of classes
- SY26-27: 80% of classes
- end of SY27-28: 100% of classes

In SY23-24, we were at 40% of classes below caps. We will have updated data for SY24-25 on 11/15/24

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 NYCPS, 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.

What's happening with Class Size for the 2025-2026 School Year?

- NYCPS, UFT and CSA have come together to design a **"schools up" approach** to implementing class size ahead of next school year.
- Principals can create plans to increase their school's compliance with the law and request resources to support that implementation. Principals are not required to apply. Principals who decide to apply are responsible, in consultation with the SLT, for developing the Class Size Reduction plan for the ensuing school year.
 - Schools **may opt out prior to receiving funding**; those schools will continue to receive all other funding sources as normal (e.g., 100% FSF) but would not receive any additional funding through this process.
- Today, we will walk you through an overview of this application and the timeline for implementation.

What are the expectations for schools to complete plans and request funding for class size implementation?

- The **principal, in consultation with the SLT, is responsible for developing the 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 plans.
- Plans will lay out the approach to reduce class size for SY25-26 **to be considered for funding**.
 - There is an option to share plans for SY26-27 and SY27-28 in the application. This is not required.
 - Schools that wish to be considered for funding must apply. Schools are not required to participate.
- Plans will be submitted **using a uniform template**. The current focus is on the needed staffing and funding for the upcoming school year (2025-2026)
 - Plans should also include operational, staffing, space and programming plans for how to decrease class size, consistent with the new class size caps, and resources needed to implement those strategies.
 - School plans should demonstrate progress towards 100 percent, but do not have to reach 100 percent compliance (although they can) for SY25-26
 - Plans can be multi-year, but schools are not required to provide multi-year plans to be approved for funding for SY25-26.
 - As of this time, this process only applies for new funding in SY25-26, and a decision has not yet been made for future years
- Plans must include a description of proposed plan to reduce class size for SY25-26 ***without reducing programming offerings***
- Plans should only include funding requests which will ensure that they can bring more classes below the newly mandated caps in their current space and enrollment configurations. Requests for funding for other purposes will not be accepted as part of this process.
 - For example, schools should only apply for funding for teachers they can program in their existing space as well as any potential needs for room conversions.

Application and Funding Process

- Principals, in consultation with their SLTs, will develop and **submit the plan by Friday, December 20th**.
 - Schools may opt out at any time prior to receiving funding; those schools will continue to receive all other funding sources as normal (e.g., 100% FSF) but would not receive any additional funding through this process.
- A **joint NYCPS/UFT/CSA committee** will review these plans utilizing a common rubric, including consistent guidelines for funding allocations. The selection criteria is shared in the final tab of the application materials.
- NYCPS will provide funding to schools, based on these applications and the results of these reviews, with **money distributed to schools via a SAM**, in time for initial school budgets.
 - > **Depending on the results of these reviews, schools may not receive funding for everything included in their application.**

Strategies for Use in Plans:

Sample Strategies for Space

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

Sample Strategies for Funding

- **Reallocate funding:** Principals could identify OTPS, PDPS, and spending on other purposes and redirect this funding to teacher lines
- **Use new funding stream:** \$180 million in additional funds were included in school budgets this year (SY24-25), 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 SY25-26 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 SY25-26.

Sample Strategies for Staffing

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

How do I fill out the application?

Basic School Information Tab

- Principals will receive the application in a Google Sheet form, via email from DSLBudgetSupport@schools.nyc.gov
- The first tab includes pre-filled information about the school and other class size-related data.
- There are sections in white that will need to be completed by the school, including:
 - SLT Members
 - Anticipated percentage of classes below the caps for 25-26
 - Number of teachers the school is looking to hire for 25-26

The screenshot shows a Google Sheet application form titled "Classroom Reduction - TEMPLATE". The form is organized into several sections:

- School Information:** Rows 2-6, containing fields for School DBN, School Name, Principal, SLT Members, and Superintendent.
- School Data:** Rows 9-18, containing fields for Economic Need Index, Current Full-Size Classrooms, Estimated Rooms Needed to Fully Comply in Current Enrollment, Estimated Room Excess/(Deficit), % and number of Classes Below Caps SY23-24, % and number of Classes Below Caps SY24-25, C4E Funding in SY24-25, and Class Size Funding in SY24-25.
- Anticipated Percentage of Classes Below Caps for SY25-26:** Row 19, containing a text box with the instruction: "Given your plan on the following pages, please indicate the anticipated percentage of classes below the caps for SY25-26".
- Number of Teachers:** Row 20, containing a text box with the instruction: "Indicate how many total teachers you are seeking to hire for SY25-26".

The bottom of the sheet shows a navigation bar with tabs: "Basic School Information", "Program Narrative", "Class Size Reduction Strategies", "Budget Application - Personnel & OTPS", and "Lookup".

Program Narrative Tab

- The second tab asks you to respond to specific questions about your approach.
- Please answer these questions in column B of this tab.
- Questions go to row 8.
- Questions in Rows 4 and 5 are optional.

	A	B
1	Program Narrative - Question	Response
2	How do you plan to reduce class sizes at your school in SY25-26? Your response should include, but should not be limited to: which classes will you program at the new caps, etc.? What scheduling changes will be made? What space changes will need to take place? How will you use the strategies, outlined in detail on the next tab, where appropriate?	
3	What numbers/percentages of classes in your school do you expect will be at or below the caps for SY25-26 if you implement this approach? Please include your proposed school program demonstrating reduced class sizes for SY25-26, compared to prior year program(s), in current space. PLEASE NOTE that your plans do not need to reach 100% compliance for this school year to be funded.	
4	Building on your plan for SY25-26, what is your plan for increasing the number of classes beneath the caps for SY26-27 and SY27-28? Are there any barriers that you anticipate in implementing your plan? Your response should include, but should not be limited to: which classes will you program at the new caps, etc.? What scheduling changes will be made? What space changes will need to take place? How will you use the strategies, outlined in detail on the next tab, where appropriate? (OPTIONAL)	

Class Size Reduction Strategies Tab

- Use the drop downs to answer which strategies you may have utilized in 24-25 and strategies you will use in 25-26 (Columns B and C).
- Indicate if you are asking for resources aligned to this strategy (Column D).
- Provide a brief narrative regarding the anticipated impact of the strategies you will use (Column E).
- The columns regarding your strategies for SY26-27 and SY27-28 are optional (Columns F and G).

Classroom Reduction - TEMPLATE

	A	B	C	D	E
	Class Size Reduction Strategy	Did you utilize this strategy in SY24-25? (Y/N)	Will you use this strategy in SY25-26? (Y/N)	Are you requesting additional resources in the Budget Application to utilize this strategy?	What do you anticipate will be the impact of utilizing this in SY25-26?
1					
2	Hire Additional Personnel: In order to accommodate the additional sections that you may need to create to accommodate your current number of students in the new classes or for other purposes to support class size reduction, identify the new personnel needed, including license areas. Also, please note your recruitment strategies for finding additional teachers and where you will need support. On the next tab, you will be able to indicate the number of personnel needed, along with license area.				
3	Rebalance Classes: Principals could look across their classes and ensure students are balanced across classes (e.g., to prevent a class of 19 and a class of 21 in the same grade).				
4	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.				
5	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.				
6	Fully Program Existing Instructional Space: Principals could ensure that all available classrooms are utilized to the greatest extent possible during the				

Basic School Information | Program Narrative | **Class Size Reduction Strategies** | Budget Application - Personnel & OTPS

Budget Application – Personnel and OTPS Tab

- Schools should utilize this tab to indicate the personnel needed to implement their plan and relevant information.
- Drop down menus are integrated to support the completion of the application.
- Detailed instructions are available in the application.

Classroom Reduction - TEMPLATE

File Edit View Insert Format Data Tools Extensions Help

100% \$ % .00 123

A1 fx Type of Need (should not include support positions ie mandated services; pupil support services)

	A	B	C	D	E	
1	Type of Need (should not include support positions ie mandated services; pupil support services)	Subject	License, if applicable (dropdown)	Quantity Needed Metric (fte/hours/days/semester-periods/semester-week)	Quantity Needed Amount	How specific supporting com with new clas
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Basic School Information Program Narrative Class Size Reduction Strategies Budget Application - Personnel & OTPS

Assessment 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 ensures the school will not reduce program offerings

Supports for Schools

As a part of initial guidance, NYCPS will:

- Ensure superintendents and schools have access to updated data on school space and preliminary class size projected compliance
- Share comprehensive list of known strategies to reduce class size that schools may use, including teacher hiring, strategies shared for SY24-25 and any other additional strategies identified
- Put out guidance on how resource requests for varying strategies will be evaluated consistently across school plans.
 - The assessment criteria for plans are included on the final tab in your application materials.

What about Exemptions?

- 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 so that you have an understanding of examples of potential criteria that NYCPS, UFT and CSA may take into account when considering exemptions.*
- As described earlier in the presentation, the law allows for the following 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 elective and specialty classes.*

Exemption Criteria

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.

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.

What are some best practices for collaboration?

- 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.

What is the timeline for implementation?

- **On Thursday, October 31st:** Principals received an individualized application emailed to them from DSLBudgetSupport@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.

What are next steps?

- Begin conversations with stakeholders at the school level.
- Review support materials that are available at <https://auth-infohub.nyced.org/in-our-schools/policies/class-size-policy>
- Review and begin developing the application template, when you receive it.
- Schools can reach out to their Executive Directors of School Support to receive their preliminary school-level data.
- Register for the webinar on Election Day at the following link: <https://bit.ly/3C0zimD>

**For additional support, join the live
Q and A session on Election Day**

Register to join on Election Day
here: <https://bit.ly/3C0zimD>

*Participants can ask questions about class size implementation
for SY25-26 in the registration section*

Teacher recruitment supports available to schools

Short Term 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 of candidates and schools
- Access to human capital dashboard to track engagement in hiring
- Peer Recruiters at the school level
- Designated recruitment points in the Office of Teacher Recruitment and Quality to offer customized staffing support

Long Term Supports

- 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

More information can be accessed at

<https://nycdoetrq.zendesk.com/hc/en-us>