

FY 2028 Borough Budget Consultations

Manhattan - New York City Public Schools (NYCPS) [Department of Education] and School Construction Authority

Meeting Date:

AGENDA ITEM [1]: Impact of Measures to Close Budget Gaps and Threatened Funding Cuts on the Budget For FY 2028 and Beyond (Finance)

Mayor Mamdani's Administration took office while facing a reported \$5.4 Billion budget gap for Fiscal Years 2026 and projected FY 2027. While the current Fiscal Year budget gap is reported to have been closed, the Mayor's Administration continues to prioritize finding savings and efficiencies in a variety of agency operations and is convening a charter revision commission to expedite certain efforts to secure and implement those savings and efficiencies.

There are potential severe cuts to or elimination of funding and other resources from the federal government for a host of programs and initiatives. These are exacerbated by actual or virtual elimination of certain federal agencies that supported services for the most underserved.

With these developments in mind, please answer the following questions:

1. Has the funding for any programs or initiatives at your Agency allocated for FY 2026 or projected FY 2027 been cut or reduced as a result of the efforts to close City Budget gaps in FY 2026, FY 2027 or projected FY 2028?
 - **SCA Response: No**
 - If yes:
 - i. Please identify the program or initiative, and
 - ii. Please provide an estimate of the amount of the funding cut or reduction in both absolute and percentage amounts.
2. Has the funding for any programs or initiatives at your Agency allocated for FY 2026 or projected FY 2027 been cut or reduced as a result of actual or threatened cuts to or reductions in funding or subsidies directly or indirectly attributable to the federal government for FY 2026, FY 2027 or projected FY 2028?
 - **SCA response: No**
 - If yes:
 - i. Please identify the program or initiative, and
 - ii. Please provide an estimate of the amount of the funding cut or reduction in both absolute and percentage amounts.
3. Has any State or federal funding streams previously earmarked or allocated for programs or initiatives at your Agency been redirected or re-allocated to other uses in order to:
 - Close the City Budget Gap for FY 2026, FY 2027 or projected FY 2028?
 - i. **SCA response: No**

- ii. If yes, please provide an estimate of the funding cut or reduction in both absolute and percentage amounts.
 - Prepare for or respond to actual or threatened cuts to or reductions in funding or subsidies directly or indirectly attributable to the federal government for FY 2026, FY 2027 or projected FY 2028?
 - i. If yes, please provide an estimate of the funding cut or reduction in both absolute and percentage amounts.
- 4. Have any programs or initiatives, including scheduled or planned expansions of existing programs or initiatives, at your Agency been frozen, postponed, suspended or abandoned as a result, directly or indirectly, of measures taken to address either the City Budget Gap or the threats to cut or reduce federal funding in FY 2026, FY 2027 or projected FY 2028?
 - If yes: **SCA response: No**
 - i. Please identify such programs or initiatives, and
 - ii. Please provide an estimate of the funding needed to restore or continue those programs and initiatives as planned.
- 5. What other measures is your Agency taking in connection with:
 - The calls for greater efficiency in City government operations, or
 - **SCA response: We are improving coordination among NYCPS, SCA, City Hall, OMB, Borough Presidents, Community Boards, Community Education Councils, and elected officials so school facility, capital projects, enrollment, and program issues can be addressed more quickly.**
 - i. **Using data effectively to guide decisions on school capacity, capital projects, accessibility upgrades, class size needs, enrollment trends, and student supports.**
 - ii. **Providing responses to Community Board and CECs questions, including timelines, responsible offices, funding information, and follow-up whenever possible.**
 -
 - Actual or threatened cuts to or elimination of federal funding?
- 6. What is the vacancy rate for positions in your agency? **N/A**

AGENCY RESPONSE:

1. **Pursuant to Executive Order #12, NYC Public Schools reviewed agency operations to identify efficiencies and appointed a Chief Savings Officer to oversee these efforts. Through this process, the agency identified operational and administrative efficiencies that contributed to citywide savings goals. These actions have not resulted in reductions to student-facing programs, services, or planned initiatives.**
2. **No. To date, NYC Public Schools has not reduced funding for any programs or initiatives as a result of actual or proposed federal funding reductions. The agency continues to closely monitor federal developments and assess potential impacts as additional information becomes available.**

3. **No. State and federal funding allocated to agency programs and initiatives has not been redirected or reallocated for the purpose of addressing City budget gaps or preparing for potential federal funding reductions.**
4. **No. NYC Public Schools has not frozen, postponed, suspended, or abandoned any programs, initiatives, or planned expansions as a result of City budget gap-closing actions or actual or anticipated federal funding reductions.**
5. **NYC Public Schools continues to evaluate opportunities to improve efficiency and ensure resources are aligned with agency priorities. Consistent with Executive Order #12, the agency regularly reviews operations, spending patterns, and administrative processes to identify sustainable efficiencies while maintaining support for students and schools.**
In addition, the agency closely monitors federal budget and policy developments and works with City and State partners to assess potential fiscal impacts and develop appropriate response strategies as needed.
6. **We will provide vacancy rate information under separate cover.**

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [2]: Hold Harmless Funding (Finance)

The announcements relating to the adoption of the FY 2027 Budget include an estimated \$400M investment in funding to maintain the level of funding of schools experiencing enrollment declines. In previous Budget Consultations, New York City Public Schools (NYCPS) indicated that this funding is necessary to provide schools with budget stability. The amount of the Hold Harmless funding included in the FY 2025 was \$75M.

With respect to Hold Harmless funding, please advise:

- What factors or circumstances led to the increase over two fiscal years from \$75M to \$400M?
- What criteria are used to determine a school's eligibility for and allocation of Hold Harmless funding?
- Are Hold Harmless funds earmarked to maintain faculty staffing? Are such funds earmarked to maintain levels of other staff? Are any such funds used for OTPS purposes?
- To what extent, if any, is there a priority connection between the availability of Hold Harmless funding and school demographics or measures of student performance?

AGENCY RESPONSE:

1. **The FY 2027 Financial Plan includes an estimated \$400 million for Hold Harmless funding to maintain budget stability for schools experiencing year-over-year**

declines. School budgets can fluctuate from year to year based on changes in enrollment and other budget drivers. Hold Harmless funding provided at initial budget allocation reflects year-over-year funding changes and is used to mitigate reductions schools would otherwise experience. The FY27 amount also includes a mid-year enrollment-based adjustment, which reflects changes identified through audited enrollment counts completed in the fall. The combined impact of these adjustments resulted in a higher Hold Harmless allocation than in prior years.

2. At initial budget allocation, schools that would otherwise experience a year-over-year funding reduction receive Hold Harmless funding to maintain budget stability. Mid-year Hold Harmless funding is based on audited enrollment data and is provided to schools experiencing enrollment declines between the initial budget process and the fall audited register review.
3. At initial allocation, Hold Harmless funding is unrestricted and may be used at a principal's discretion for instructional staff, other school-based personnel, or OTPS needs. Mid-year Hold Harmless funding is provided specifically to support staffing and is not intended for OTPS expenditures.
4. There is no direct connection between Hold Harmless funding and a school's demographics or performance measures. Eligibility is driven by budget and enrollment changes. Initial Hold Harmless funding reflects year-over-year changes in school funding, while mid-year Hold Harmless funding is based on enrollment declines identified through the audited register process.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [3]: Class Size Reduction Funding (Finance/Operations)

The announcements surrounding the adoption of the FY 2027 NY City Budget include an allocation of \$1.6 Billion for class size reduction initiatives. The announcements of the adoption of the FY 2027 NY State Budget included a postponement of certain dates for the accomplishment of certain targets for compliance with previously adopted State laws regarding class sizes at various grade levels.

- Please compare the announced funding level with the amount allocated and spent for Class Size Reduction efforts in FY 2026.
- Please indicate and provide details for any amount of funding intended to be directed to Class

- Size Reduction efforts that was either not spent or was redirected to other initiatives.
- To the extent that the allocation for FY 2027 represents an increase over previous funding allocations for these efforts, please indicate the amount of such increased funding is intended to be directed to existing Class Size Reduction initiatives, and the amount of such increased funding intended to be directed to new or different Class Size Reduction initiatives.

NYCPS's responses to the questions posed during the FY 2027 Budget Consultations (in September 2025) included significant details and citations to resources relating to Class Size Reduction efforts.

Please update the responses to last year's questions - for convenience, we set out below updated subpart questions and NYCPS's responses to last year's questions:

Updates subpart questions:

- Please indicate the programs currently in place and those planned for FY 2027 and FY 2028 which are intended to help meet the class size targets included in the State Legislation.
- Please identify the amount and source of funding for each initiative for FY 2026 and projected FY 2028.
- Please estimate the additional funding needed in order for NYC to be fully in compliance with the class size target included in the 2022 State Law.
- Please describe or summarize the approach to meeting the targets included in the law.

NYCPS's answers from last year for convenience:

First, we want to share this helpful link to all information related to class size, that might be of interest for anyone looking for more information about this important topic:

<https://www.schools.nyc.gov/about-us/funding/contracts-for-excellence> .

Schools can at their own discretion use unrestricted funding like Fair Student funding to hire staff and reduce class size. However, there are some dedicated funding sources that go to targeted schools to support class size reduction.

- *You can find on this page a list of schools proposed by us for receipt of C4E funds newly for FY 26. This proposal is being reviewed by the state right now.*
https://drive.google.com/file/d/131jNxezb8UXw0fco97Xn_cMZy0w_ewOH/view.
- *This is our School Allocation Memorandum (SAM) for schools who received C4E funding in FY 25, which also includes a list of schools.*
https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy_25_26/fy26_docs/fy2026_sam005.htm.

This year, we have allocated resources for a new initiative for class reduction compliance. Through a school-driven planning process this year, a different SAM that targeted resources to schools in order to implement plans they proposed to reduce their class sizes: https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy2526/fy26_docs/fy2026_sam031.htm. This step was one of several the city has taken in order to stay in compliance with the State's class size law.

The funding described in the last bullet is only the latest in a series of steps we have taken in order to lower class size and be in compliance with the law. This includes:

- *the facilitation of the class size working group in 2023, which produced a series of recommendations on implementation of the law.*
- *hiring an additional 1,000 new teachers for this current school year*
- *Investing in teacher recruitment*

1. Please indicate the programs currently in place and those planned for FY 2026 and FY 2027 which are intended to help meet the class size targets included in the State Legislation.

To support class size reduction efforts in the 25-26 school year, as the law requires 60% of all classes across the city to be at or below the new caps, NYCPS, in partnership with unions, the United Federation of Teachers (UFT) and Council for School Supervisors and Administrators (CSA), developed an approach that allowed schools to request resources required to reduce class size and undergo a joint review process with NYCPS, UFT and CSA. Approximately 750 schools were awarded funding for 3700 teaching positions across all five Boroughs as a result of this process. Schools are working to finalize staffing and programming at schools. We will report our final compliance number for this school year to NYSED on November 15th.

We are currently working to develop our approach for the next round of funding for SY26-27, as the system is required to get to 80% of classes at or below the caps. We anticipate that schools will also need to request resources to hire a significant number of additional teachers to meet this next major benchmark.

2. Please identify the amount and source of funding for each initiative for FY 2026 and projected FY 2027.

- *\$241 M of the total funding was allocated from Contracts for Excellence funding.*
- *\$216 M of the total funding was allocated from Tax Levy funding.*

3. Please estimate the additional funding needed in order for NYC to be fully in compliance with the class size target included in the 2022 State Law.

We will be working with schools to determine the total funding need in the coming months for FY27. Final funding amounts are also dependent upon any potential exemptions negotiated within the law, as that may change overall expense costs.

Previously published expense estimates from NYCPS range from \$1.4B to \$1.9B. NYCPS will continue to refine estimates in advance of the forthcoming Financial Impact Statement, which must be submitted to NYSED in November. Capital estimates total in the billions.

Other publicly released, independent estimates by the Independent Budget Office and the Comptroller's Office have ranged from \$1.5B to \$1.9B.

4. *Please describe or summarize the approach to meeting the targets included in the law. As shared in the prior question, NYCPS, in partnership with UFT and CSA, developed a plan to allow schools to drive the planning process. Implementing class size reduction is incredibly complex and must take into account individual student needs, available classrooms, teacher contractual requirements and academic policy requirements as schools work to reduce class sizes. In conversations with our union partners who, under the law, are required to sign off on our class size reduction plans and exemptions, it was determined that individual schools are best positioned to determine their school-level approach to reducing class size. In implementing their plans for the 25-26 school year, most schools hired teachers to reduce class sizes. Others also repurposed non-instructional rooms to create more space and utilized funding to increase the number of teaching periods in the day without hiring more teachers (essentially paying teachers overtime).*

AGENCY RESPONSE:

- 1. In FY26, more than \$450 million was allocated directly to schools to support compliance with the class size mandate. For FY27, approximately \$200 million was allocated for class size compliance following changes to State law that reduced NYCPS's annual compliance target. Prior to the statutory change, NYCPS was required to achieve compliance in 80 percent of classrooms; that requirement has been reduced to 70 percent, resulting in a lower funding need for FY27.**
- 2. The vast majority of FY26 class size funding was utilized for its intended purpose, with schools spending well over 90 percent of the allocated funds. Any unspent balances remained at the school level and were not redirected to separate citywide initiatives.**
- 3. The FY27 allocation does not represent an increase over FY26 funding levels. In FY26, over \$450 million was allocated to schools to support compliance with the class size mandate. In FY27, approximately \$200 million was allocated following the State's revision to the annual compliance target from 80 percent to 70 percent. Accordingly, FY27 funding continues to support existing class size reduction efforts and compliance requirements rather than new or expanded initiatives.**

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [4]: Increased Funding for School Cleaning (Operations)

The announcements surrounding the adoption of the FY 2027 NY City Budget included an allocation of \$100M in expanded funding for school cleaning.

With respect to this allocation:

- Please indicate the previous level of funding in FY 2026 or prior, and the amount of the net increase for FY 2027.
- Please indicate if this higher level of funding is expected to be a one-off increase or a baselined increase for FY 2028 and future years.
- Please provide an overview of any new initiatives, tasks, protocols or other practices to which the enhanced funding is intended to be directed.
- Please also explain what if any connection this allocation and the use of these funds will have with the NYC School Support Services (NYCSSS) described in NYCPS's responses to the FY 2027 Budget Consultations questions.

AGENCY RESPONSE:

1. The school cleaning budget is part of NYCPS's broader facilities budget, which totals approximately \$1.5 billion annually. The FY27 budget includes an additional \$100 million to better align available resources with increased operating costs and the actual cost of maintaining school facilities across the system.
2. The additional funding is baselined in the financial plan and is expected to continue in future years. The funding was added to ensure the budget more accurately reflects ongoing operating and maintenance costs associated with maintaining school buildings.
3. The additional funding is not associated with a specific new cleaning initiative or protocol. Rather, it addresses cost growth within the existing school cleaning and facilities operations budget, ensuring that resources remain aligned with the level of service required to maintain safe, clean, and well-functioning school environments.
4. The funding supports the overall school cleaning function, which is carried out in partnership with NYC School Support Services (NYCSSS). The additional allocation helps ensure that the budget is aligned with the costs associated with providing custodial and cleaning services across the school system and supports the continued delivery of those services at current operational levels.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [5]: Early Childhood Education (DECE)

In response to Budget Consultation questions for FY 2027 (September 2025), NYCPS provided detailed answers relating to various aspects of the increases in funding for Early Childhood Education for the FY 2026 City Budget.

Please provide an update on the funding for Early Childhood initiatives included in NYCPS's responses last year, including:

- Whether those funding increases announced for the FY 2026 Budget are carried forward (either baselined or included without baselining) in the FY 2027 Budget and projected for FY 2028.
- Whether the funding announced is being directed to the same or different initiatives or programs than those highlighted in last year's answers.
- What additional initiatives or programs are contemplated for inclusion or expansion of the funding referenced above.

The specific questions for which updates are sought from the NYCPS responses last year include:

- 3-K and Pre-K Restorations (FY 2026 \$112M baselined funding)
 - Will this funding represent an expansion of seats available to eligible children, and if so, by how many?
 - Will baselined funding be used in connection with the 3-K and Pre-K sites already in operation, or will new or different sites be selected?
- ECE Outreach - confronting the dual problems of some families experiencing waiting lists while vacant seats at other locations go unused:
 - Is the current funding a continuation of efforts to resolve this duality?
 - Will the approach and use of this funding be different in FY 2027 and projected FY 2028 than in FY 2026?
- School Day Year + Funding: For FY 2025, NYCPS identified a pilot program School Day Year + (SDY+) that would provide an extended day opportunity in certain zip codes. This pilot included \$15M in baselined funding, and the FY 2025 funding was reported to double the number of seats for this pilot program from 900 to 1,800 seats, and an additional 1300 seats were added for FY26.
 - Is this pilot program on-going? If so, please provide budgetary and operational updates.
 - **Yes. SDY+ is continuing for the FY27 school year, with \$40 million in baselined funding to support the program. For FY27, 81 programs across New York City are confirmed to operate SDY+:**
 - Brooklyn- 11 Programs
 - Manhattan- 4 programs
 - Queens- 34 Programs
 - Bronx- 26 Programs
 - Staten Island- 6 Programs
 - **Because the school year recently began, programs are still submitting September enrollment and attestation information in the SDY+ system.**

Submissions are due October 6, 2026, after which NYCPS will have a more complete picture of enrollment.

- As of October 2, 2026, information entered by programs indicates 1,548 children enrolled. This figure is preliminary and does not represent full program enrollment, as submissions are still in progress.
- Based on full enrollment and operation beginning on the first day of school, the projected total operational cost is approximately \$35.4 million.
- How many seats will be included in the pilot for FY 2027 and projected FY 2028?
 - Across the 81 participating programs, SDY+ has the capacity to serve up to 4,475 3-K and Pre-K children in FY27.
 - For FY28, NYCPS anticipates continued participation from the currently operating programs, which would maintain capacity to serve up to 4,475 children, subject to continued program participation and operational readiness.
- Have the staffing issues identified in prior years Budget Consultation Responses been wolved?
 - Programs currently offering SDY+ completed a readiness survey prior to the start of the school year, confirming their operational readiness, including having the required staffing in place.
- Preschool Special Needs - the announcement of the FY 2025 budget included allocations targeted to addressing special needs among Pre-School populations.
 - Is this funding still available?
 - How is it being used?
 - To what extent are these funds used for evaluations and testing to determine eligibility for services?
- Additional pre-School seats
 - Will all seats created or available in FY 2026 remain available in FY 2027 and projected FY 2028?
 - Please provide updates on the new sites and seats identified in the responses provided last year.

AGENCY RESPONSE: (see above)

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [6]: Funding for Community Schools Initiative (FPCS/OCS)

Please provide an update on the funding and programming under the rubric of the Community Schools initiative.

Please include:

- What programs or services are projected to be supported through this funding in FY 2027 and FY 2028. Please include updates on the following uses of such funding:
 - Academic Enrichment
 - Attendance Supports
 - Collaborative Leadership and Practice
 - Family and Community Engagement
 - Expanded Learning Time
 - Wellness and Integrated Supports
- Whether this funding sufficient to meet the anticipated needs of all students in FY 2027 and projected FY 2028. If not, what level of funding is estimated to be required?
- Please summarize the criteria for receipt of this funding and indicate whether those criteria have changed from previous years.

AGENCY RESPONSE:

- There are 82 Community Schools partnered with 39 Community Based Organizations in the Borough of Manhattan.
- Community Schools in the Borough of Manhattan are funded with a variety of local, state and federal sources including city tax levy, 21st Century Community Learning Center grants, and Title IV.

Borough	School Count	Total Allocation for Community Schools
District 01	11	\$4,377,111
District 02	10	\$2,757,369
District 03	8	\$2,637,571
District 04	17	\$8,316,590
District 05	14	\$5,841,205
District 06	18	\$7,004,198
District 75	3	\$863,120
District 84	1	\$450,826
Grand Total	82	\$32,247,989

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [7]: Expansion of Special Education Programs to Pre-K (DECE/DIAL)

The Mayor and the Chancellor have committed over \$67M in funding to expand the availability of special education programs to Pre-K students in 14 selected school districts starting in FY 2027. The programs include NEST, Horizon, AIMS, Path and ACES, which collectively serve students diagnosed as being on the Autism Spectrum or with other emotional or learning disabilities in a variety of classroom environments ranging from integrated co-teaching to 6:1:1 classrooms, each with corresponding social-emotional supports.

With respect to this commitment of funding, please provide the following information:

- Please state the number of new staff (including teachers, social workers, school psychologists, paraprofessionals, school aides and others) to be hired in connection with the implementation of these programs.
- Whether existing educators as identified above will be transferred or reassigned to these programs.
- Whether additional classroom space will be needed for these programs, and if so, the source and estimated cost of securing such additional space.
- The criteria by which the participating schools were selected.
- The funding that would be needed to make these programs available in every community school district.

AGENCY RESPONSE:

- **Below are total number of new staff to be hired across the Committees on Preschool Special Education (CPSEs).**
 - **35 Preschool Regional Assessment Center (PRAC) staff, including 10 psychologists, 10 social workers, and 10 speech evaluators who will conduct evaluations of preschool students suspected of disabilities who may be placed in the new programs.**
 - **10 CPSE Administrators who conduct IEP meetings, make eligibility determinations, write IEPs, and arrange programs and service.**
 - **10 CPSE Community Coordinators who conduct direct outreach to families to support them through the CPSE process.**
- **Teachers, paraprofessionals and related service providers for the new preschool special education programs include:**
 - **39 teachers**
 - **57 paraprofessionals**
 - **21 speech therapists**
 - **17 occupational therapists**
 - **10 physical therapists**
 - **1 social worker**
- **Below are other critical citywide support staff to be hired with the \$67 million investment.**

- 20 SEITs (Special Education Itinerant Teachers) who will work in public schools with 3-K and pre-K classes
- 29 Related Service Providers for Related Service Itinerant Team who provide services to students across early childhood settings, particularly in CBOs
- These staff may be existing NYCPS staff who are transferring through the Open Market transfer process, or they may be new staff.
- Existing classroom space is being used for all 38 new preschool special education programs.
- Classrooms were selected based on individual school and district-wide demand data, the school's physical space viability, whether there was an appropriate Kindergarten program for students to matriculate up to, and direct engagement with school principals and superintendents.
- Funds needed to make programs available in every community school district?
 - We will be working with our public schools and our contracted partner programs in the coming years to convert existing classes to specialized programs. We are also exploring funding opportunities for this work.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [8]: NYCPS Payment of Private Special Education Expenses (DIAL)

Under certain circumstances, NYC Public Schools pays for all or part of the expenses of educating a student in a private school or facility rather than enrolling that student in either a traditional or specialized (District 75) NYC Public School.

With respect to such enrollment, please state:

- The total amount of funding devoted to paying such private school or facility expenses in FY 2026 and projected for FY 2027 and FY 2028.
- The total costs incurred by NYC Public Schools in FY 2026 and projected for FY 2027 and FY 2028 in connection with the placement of such students in such schools or facilities, including without limitation the costs of expert evaluations, testing, litigation and other legal expenses, and the costs associated with implementation of such plans.

AGENCY RESPONSE:

In Fiscal Year 2026, NYCPS had a total school-age budget for non-public schools of ~\$1.9 billion, which includes payments for students attending schools for the blind and deaf, State-Approved Nonpublic Schools (853 schools), and tuition costs associated with due process placements.

In Fiscal Year 2027, the non-public school-age budget is projected to be ~\$1.3 billion, increasing to ~\$1.4 billion in Fiscal Year 2028.

In Fiscal Year 2026, total expenditures to date are ~\$1.9 billion across all school-age special education budget categories, including, but not limited to, tuition, related services, transportation, legal expenses, and maintenance of effort requirements. Forecasting costs for Fiscal Years 2027 and 2028 remains challenging due to the dynamic nature of the student population and the fact that many expenditures are driven by individual legal determinations and student-specific service needs.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [9]: Arts Education (Arts Office)

The announcements surrounding the adoption of the FY 2027 City Budget included references to \$42M earmarked for arts education and social-emotional learning. In responses to the Budget Consultation questions for the FY 2027 City Budget (September 2025), NYCPS identified \$41M in baselined funding for arts education.

With respect to these categories of funding and curriculum/services, please provide the following information:

- Is the FY 2027 figure of \$42M cumulative of or in addition to the baselined funding for arts education announced last year?
- Please explain the addition of social-emotional learning to the uses of this funding, including:
 - Whether this is one of several ways in which social-emotional learning is incorporated into the classroom day experiences of students at various grade levels.
 - Whether the addition of social-emotional learning to the uses of the arts education funding represents a change or addition to the curriculum, programming or approach to students' experiences.

AGENCY RESPONSE:

- The FY27 \$42M is baselined funding. It is not additional funding and consists of \$27,696,428 in SAM, \$12,404,766 in OTPS, and \$2,293,852 in PDPS.
- The Arts Office defines rigorous arts instruction as inherently incorporating social-emotional learning as a foundational characteristic of effective arts education. SEL is therefore one of several ways students' classroom experiences are supported across grade levels through arts learning, including creative expression, collaboration, reflection, and critique.
- Positioning SEL as a foundational pillar of effective arts education does not represent a change to the curriculum, programming, or instructional approach; rather, it affirms an existing and integral component of high-quality arts instruction.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [10]: Teacher Recruitment and Retention (FINANCE/OFDC/DHR)

Public announcements concerning the State's class size targets and deadlines include references to the need to hire additional teachers as one of several means to affect student-teacher ratios in our schools.

The City FY 2026 budget included baselined funding for teacher recruitment and retention.

With respect to recruiting, hiring and retaining teachers, please explain:

- Has the dedicated funding announced last year been carried forward to FY 2027 and projected FY 2028?
- What funding has been earmarked for these initiatives in FY 2027 and projected FY 2028?
- Are these funds projected to be used for the same programs and initiatives as in previous years? Please explain any new uses of these funds.
- Please explain the approach to recruiting teachers from specified demographics identified by NYCPS, if any.
- Please provide an overview of the programs and initiatives aimed at retaining and supporting existing teachers in the NYCPS system.
- Are these efforts continued through the Office of Teacher Recruitment and Quality?

AGENCY RESPONSE:

1. This funding was baselined in the budget.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [11]: Support for Students Challenged by Dyslexia and Other Struggling Readers (DIAL)

Please provide an update on programs and initiatives that address dyslexia and other sources of challenges for struggling readers including with respect to the following program and initiatives below. Please include the funding allocated to each program, the number of students able to be served at those funding levels, and what funding would be needed to serve additional students.

- The IREAD (Intensive Reading Education and Development) Program, including plans to expand the program to serve additional schools and communities.
- Centrally Funded Intervention Teachers
- Literacy Academies

AGENCY RESPONSE:

- The IREAD (Intensive Reading Education and Development) Program, provides literacy and reading support to students in NYCPS community schools for students with language-based learning disabilities. IREAD planning includes expansion of the program to serve additional schools and communities.
 - SY2026-27 NYCPS expanded the IREAD program by 7 sections, grading up in current schools that are not at the terminal grade and to 4 new middle schools in D2, 9, 14, and 31. (SCHOOL ALLOCATION MEMORANDUM NO. 20, FY 2027)
 - The IREAD program has ~450 seats for students in grades from kindergarten to seventh grade in Districts 2, 9, 10, 12, 14, 15, 24, 27, 30, and 31. This program not only supports students with IEPs, but also students without IEPs who may have dyslexia or need literacy/reading support.
 - SY207-28 NYCPS is seeking to open 20 new IREAD program to significantly expand access for more communities, keeping students close to home.
- Centrally Funded Special Education Intervention Teachers
 - Central NYCPS funds 960 teachers in as many schools K-12 citywide through SAM 16
 - In SY25-26, CFITs served over 15,000 students with and without IEPs for intervention. On average, those students gained nearly 2 years of reading growth.
- Literacy Academies
 - South Bronx Literacy Academy: NYC's first public school exclusively designed for

students with dyslexia and reading challenges, featuring small classes (6:1) and multi-sensory structured literacy. ~115 students

- Central Brooklyn Literacy Academy: this school serves as a dedicated public option focused on supporting students with language-based learning disabilities and reading hurdles. ~40 students

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [12]: Supports and Programs for Students in Temporary Housing and Shelters (FPCS/STH)

Please provide updates on prior programs, and descriptions of any new programs, aimed at supporting students in shelters and/or temporary housing situations. Please include:

- The amounts and changes in funding in FY 2027 and projected FY 2028,
- the programs and initiatives to which such funding is allocated,
- the number of students at each grade level able to be served at those funding levels, and
- The estimated number of students who could benefit from access to such programs who are not able to be served at these funding levels, and an estimate of the additional funding needed to include such additional students.

Please include current funding levels for Title I funding, Title IV funding, allocations from Fair Student Funding formulas for students in these situations, as well as additional sources of funding such as AIDP (Attendance Improvement/Dropout Prevention) and the McKinney-Vento grant program.

AGENCY RESPONSE:

Manhattan Allocation	FY27 Budget	FY27 Total Budget	% of Total Budget
SAM 11 Title I	21,712,018	113,328,157	19.16%
SAM 15 Title IV	1,751,366	13,504,928	12.97%
SAM 40 Bridging the Gap Social Workers	1,876,725	12,511,500	15.00%
SAM 42 AIDP STH	1,934,587	8,069,882	23.97%
Total FY27 Budget	27,274,696	147,414,467	18.50%

Funding Source	Funding 2026-27
Title I	STH Title I Funding SAM 11

Title IV	School-based Community Coordinators SAM 15
AIDP	Shelter-based Family Assistants and Community Coordinators SAM 42
Tax Levy	Bridging the Gap Social Workers SAM 40

- The programs and initiatives to which such funding is allocated
- Programs and initiatives funded by Title I, Title IV, FSF, AIDP, and McKinney Vento include:
- STH Per Session Attendance Teachers (AIDP, MKV)
 - School-based Coordinators (Title IV)
 - Bridging the Gap Social Workers (Tax Levy)
 - Shelter-based Coordinators (Tax Levy, AIDP)
 - Title I Funds Spending Coaching (Title IV)
 - Graduation Celebration Events (Title IV)
 - Guidance Counselor Per Session (Tax Levy)
 - High School Academic and College Readiness (Tax Levy)
 - Shelter-based NYC Reads (Tax Levy)
 - STH Family Worker Per Session (AIDP)
 - Family Workshops (MKV)
 - Student Enrichment Programs (AIDP, MKV, Title IV, Tax Levy)
 - SOAR (Seize Opportunities and Rise): a hybrid in-school and Saturday program that provides support for students identified by their schools as being temporarily housed. The focus is to improve school connectedness using the mentor-mentee relationship as the intervention.
 - RISE: The program focuses on strengthening social-emotional learning, academic engagement, mentoring, leadership development, and providing exposure to cultural and educational experiences. RISE is designed to increase school connectedness, improve attendance, and build students' confidence through consistent group workshops and structured enrichment activities.
 - Youth Advisory Board: Provides leadership and skill-building programming for youth leaders. Programming focuses on leadership, advocacy, communication, and collaboration through student-led discussions, committee-based work, leadership workshops, mentoring and guided reflection.
 - Saturday Regents Prep: Increase STH students' participation and outcomes in Regents, Advanced Placement and other honors courses including IB Diploma, Early College/Dual Credit, and industry certification/job readiness.
 - College Tours: Multiple college tours on campuses for high school level students in temporary housing
 - Self-care, Hygiene, Wellness Program
 - Student and Family Supplies (MKV, Tax Levy)
 - School Operated Programs (Title I)
 - School Purchased Supplies (Title I)
- The number of students at each grade level able to be served at those funding levels

- All grade levels are supported by the STH funding (Title I, Title IV, FSF, AIDP, McKinney Vento, Tax Levy)
- STH data for schools is available in the public reports published every fall. They can be found here: [Students in Temporary Housing Reports](#)
- The estimated number of students who could benefit from access to such programs who are not able to be served at these funding levels, and an estimate of the additional funding needed to include such additional students.

Through Title I funding sent to schools, all 137,144 students in temporary housing benefit from access to supports and programs.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [13]: Supports for Immigrant Students (FPCS/POA)

While recent media reports of aggressive enforcement perpetrated under the rubric of federal immigration enforcement has focuses primarily on adults as targets of such enforcement, children and students are by no means immune from such aggressive tactics as well as the consequence of families being separated.

In this context, please provide an update on programs that seek to address these circumstances, including the funding allocated to them and any additional funding requested or needed to fully meet these needs, including:

- The types of academic and social-emotional supports available to serve families caught in the web of immigration enforcement tactics.
- The extent to which enrollment in or utilization of these programs and initiatives has been hampered by fears of being targeted by federal enforcement.
- Whether NYCPS needs additional funding to offer additional or different programs and initiatives to support students and families at risk under these enforcement tactics and presence.

AGENCY RESPONSE:

New York City Public Schools has updated our Non-Local Law Enforcement Guidance:

- Streamlined the guidance to reflect chronologically how scenarios would play out on the ground in schools.
- Expanded the guidance to include protocols for after school and weekend programming.
- Expanded the guidance to include protocols for offsite activities such as field trips, proms, etc.
- Expanded the guidance to include how to respond to NLE presence nearby schools, particularly during arrival and dismissal.

NYCPS is also working on palm cards with simplified instructions for different types of staff for ease of understanding.

- This updated guidance was released in Principals weekly on the first day of school.
- We offered training on updated protocols to our District Student Services Managers, Family Support Coordinators, Family Leadership Coordinators as well as our STH Regional Managers. Additionally, we continue to offer citywide virtual trainings twice a month.
- We are releasing an asynchronous webinar for our principals.
- Through our partnership with the Mayor's Office of Immigrant Affairs and City Council we are able to connect families to immigration supports including but not limited to:
 - Immigration Legal Supports
 - Know Your Rights Family Facing Training
 - Know Their Rights Staff Facing Training
 - Stand By Guardianship Training
- A new need was submitted to advocate for additional funding for the Project Open Arms workflow and related supports for immigrant families and students.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [14]: ADA Accessibility (Operations)

Please update us on the effort to convert or retrofit existing buildings to be accessible to mobility challenged or disabled students by providing the following information.

- The number and location of schools under renovation in Manhattan that are included in the current Capital Plan that are in the process of conversion to full ADA accessibility.
 - **Building codes:**
 - District 1 - M019, M022, M061, and M510
 - District 3 - M185, M191, and M208
 - District 4 - M057, M108, M112, M155, M206, and M435
 - District 5 - M046 and M197
- The number and location of schools under renovation in Manhattan that are included in the current Capital Plan that are being made more physically accessible even if the conversion does not qualify as full ADA accessibility.
 - **Building codes:**
 - District 2 – M047, M844, M486, and M234
 - District 3 – M145, M009, M088, M841, and M470
 - District 4 – M121 and M101
 - District 6 – M187
- The percentage of schools in Manhattan that are expected to have been made (a) more accessible and (b) fully ADA accessible by the end of the current Capital Plan.

- Please see the percentage of Fully Accessible Buildings in Manhattan as a result of the current Capital Plan:
 - **District 1 – 43% Fully Accessible Buildings**
 - **District 2 – 42% Fully Accessible Buildings**
 - **District 3 – 42% Fully Accessible Buildings**
 - **District 4 – 44% Fully Accessible Buildings**
 - **District 5 – 42% Fully Accessible Buildings**
 - **District 6 – 45% Fully Accessible Buildings**

How does the current Capital Plan with respect to ADA Accessibility take into account the distances students with disabilities must travel to reach an accessible building when the local or nearest building is not reasonably able to be retrofitted to be accessible.

- **Since 2016, NYCPS has worked to reduce travel times for students with disabilities by expanding access to accessible school facilities across the city. A key strategy has been to increase the percentage of accessible school buildings in every district so that more students with disabilities have the opportunity to attend programs closer to home.**
- **As part of the capital project selection process, NYCPS also prioritizes accessibility improvements in districts where accessible schools do not currently serve certain grade levels. By targeting these gaps, NYCPS expands access to educational opportunities within students' own communities, helping more students with disabilities attend schools closer to home and reducing the need for long-distance travel.**

AGENCY RESPONSE: (see above)

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [15]: Building Renovations and Upgrades (Operations)

Please provide an overview and update of the renovation of existing school buildings in Manhattan, as well as any new construction in process.

Please describe how renovation projects are selected among schools with identified needs. Are the Building Condition Assessment Surveys still used in this context? To what extent does the magnitude of funding needed for a school's renovation play a part in deciding which project to pursue and in what sequence?

Please identify the funding allocated to these renovations and new construction projects, and whether additional funding would either allow additional upgrades or renovations at the schools in progress, or facilitate additional construction sites.

Have changes in as-of-right zoning opportunities for developers affected the number of new projects through which new or upgraded school facilities can be achieved as a community benefit or developer concession?

How are renovations and improvements tied to planned ADA upgrades discussed above?

- **The proposed new construction and renovation projects advance NYCPS's commitment to equitable access by delivering facilities that comply with applicable New York City Building Code requirements and the 2010 ADA Standards for Accessible Design. By incorporating accessibility into the design and construction process, these projects increase the availability of accessible educational environments and ensure that school facilities can be more fully utilized by students, staff, families, and community members of all abilities.**

AGENCY RESPONSE:

Please provide an overview and update of the renovation of existing school buildings in Manhattan, as well as any new construction in process.

SCA response: Projects that are in process can be found in the Capital Plan Amendment or on our website which is being updated and added to at www.nycsca.org. Please refer to the latest Capital Plan Amendment release for the SCA's engagement to support upgrading schools: See list at end of document

Please describe how renovation projects are selected among schools with identified needs. Are the Building Condition Assessment Surveys still used in this context? To what extent does the magnitude of funding needed for a school's renovation play a part in deciding which project to pursue and in what sequence?

SCA response: Each year, the SCA performs a comprehensive Building Condition Assessment Survey (BCAS) of school facilities across the City. The survey provides the data used to identify and prioritize the most critical building needs, helping to guide capital investment decisions and the development of the Five-Year Capital Plan and its amendments.

Please identify the funding allocated to these renovations and new construction projects, and whether additional funding would either allow additional upgrades or renovations at the schools in progress, or facilitate additional construction sites.

SCA response: We have received \$1.5B to advance work in Class Size Reduction compliance. Our current funding for capacity is \$6.98B and \$7.95B for capital improvement as well as \$2.32B for healthy schools which includes funding for electrification project. Additional funding would always allow us to provide more capital improvement projects or additional funding for capacity needs. To confirm capital funding is on a prioritization basis, Reso A funding can be used based on specific school needs allocated by a Council Member or Borough President

Have changes in as-of-right zoning opportunities for developers affected the number of new projects through which new or upgraded school facilities can be achieved as a community benefit or developer concession?

SCA response: Because Expedited Land Use Review Procedure (ELURP) is relatively new, it is difficult to draw a firm conclusion about whether it has increased the number of school-related community benefit opportunities. We are seeing more developer interest in mixed-use projects that may include new or upgraded school facilities. Historically, those opportunities were more commonly tied to ULURP actions. However, the trend began before the recent charter revision changes, so we would be cautious about attributing it solely to ELURP or as-of-right zoning changes. Market conditions also appear to be a significant factor.

How are renovations and improvements tied to planned ADA upgrades discussed above?

SCA response: Renovations/upgrades are separate, however, when in the same building are coordinated and packaged.

The proposed new construction and renovation projects advance NYCPS's commitment to equitable access by delivering facilities that comply with applicable New York City Building Code requirements and the 2010 ADA Standards for Accessible Design. By incorporating accessibility into the design and construction process, these projects increase the availability of accessible educational environments and ensure that school facilities can be more fully utilized by students, staff, families, and community members of all abilities.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [16]: Enrollment Trends (FDC/OSE)

Please update on the total enrollment in FY2026 and projected for FY 2027 and FY 2028.

Has DoE/SCA's methodology or process of evaluating future enrollment changed, been revised, or been adapted or expanded in any way since the responses to the Budget Consultation Questions for FY 2027 (during September 2025)? If so, please describe the changes, the reasons for such changes, and the net effect of implementing such changes.

AGENCY RESPONSE:

FY2026 enrollment is available under Demographic Snapshot:

<https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview#jump-to-heading-3> . Register Projections are available here:

<https://infohub.nyced.org/reports/financial/financial-data-and-reports/sy-2026-27-final-enrollment-projections>

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [17]: Fair Student Funding (Finance)

In DoE's responses to the questions for the FY 2027 Budget Consultations (September 2025), DoE provided a chart reflecting allocation changes in the Fair Student Funding formula and allocations with projections for recent and upcoming Fiscal Year budgets.

Please provide the counterpart projections (or a link to a site with such information) for FY 2027 and projected FY 2028.

Media reports suggest that in previous years not all schools received the full funding to which the Fair Student Funding formulas would otherwise entitle them. Please advise whether this phenomenon occurred in FY 2026, or is projected to occur in FY 2027 or projected FY 2028.

If Fair Student Funding has been or is expected to be underfunded at NYCPS schools, please identify any sources that lead to such underfunding, and estimate the amount of additional funding needed to make all NYCPS schools fully funded from a FSF standpoint.

AGENCY RESPONSE:

FSF Components	Categories	Allocation Change from FY 2022 Projected to FY 2023 Projected	Allocation Change from FY 2022 Projected to FY 2024 Projected	Allocation Change from FY 2022 Projected to FY 2025 Projected	Allocation Change from FY 2022 Projected to FY 2026 Projected	Allocation Change from FY 2022 Projected to FY 2027 Projected
Grade Weight Gen. Ed. + Spec Ed	K-5	(\$142,967,663)	(\$110,158,339)	(\$90,435,936)	(\$106,093,756)	(\$173,702,062)
	6-8	(\$96,118,851)	(\$93,550,287)	(\$85,641,072)	(\$97,957,786)	(\$133,670,530)
	9-12	(\$47,667,440)	(\$14,133,473)	\$18,313,774	\$2,407,020	(\$53,366,475)
	Grade Weight	(\$286,753,955)	(\$217,842,099)	(\$157,763,234)	(\$201,644,522)	(\$360,739,066)
Academic Intervention	Poverty Count K-12	(\$10,269,100)	(\$11,449,928)	(4,422,014)	(5,905,298)	(\$13,561,570)
	4-5 Well Below	\$31,829	\$8,507	8,582	17,138	\$11,912
	4-5 Below	\$3,037	(\$7,351)	(3,056)	(4,094)	(\$5,224)
	6-8 Well Below	\$7,053,462	\$4,303,848	3,123,200	3,224,009	\$2,076,579
	6-8 Below	(\$3,493,534)	(\$3,983,842)	(4,350,163)	(4,437,859)	(\$5,392,761)
	9-12 Well Below	\$14,024,615	\$12,208,634	11,674,254	8,166,045	\$1,983,941
	9-12 Below	(\$3,690,910)	(\$3,798,965)	(3,543,787)	(2,987,465)	(\$3,348,537)
	9-12 Overage Undercredited OTC	(\$41,813)	(\$1,716,976)	(1,407,131)	(25,143)	\$355,547
	Academic Intervention Needs Weight	\$3,617,585	(\$4,436,072)	1,079,887	(1,952,665)	(\$17,880,113)
English Language Learners	ENL K-5	(\$5,981,907)	(\$2,849,023)	5,815,683	4,386,434	(\$7,923,124)
	ENL 6-8	(\$2,642,566)	(\$799,294)	4,099,684	3,737,060	(\$2,744,848)
	ENL 9-12	\$409,773	\$1,069,498	5,070,107	11,326,046	\$4,656,187
	BIL K-5	\$845,362	\$2,997,744	5,809,804	4,513,030	\$386,902
	BIL 6-8	\$252,407	\$1,097,348	2,229,070	2,002,879	\$947,254
	BIL 9-12	(\$955,595)	\$256,244	4,402,824	3,886,107	\$891,844
	CMD K-5	(\$709,718)	\$3,297,312	4,321,153	4,492,140	\$4,638,996
	CMD 6-8	(\$701,564)	\$2,054,757	2,541,714	2,613,936	\$2,502,735
	CMD 9-12	(\$1,860,455)	\$1,102,676	2,491,946	2,458,132	\$2,985,616
English Language Learners Needs Weight	SIFE	(\$67,628)	\$577,281	1,296,628	1,105,427	\$155,660
		(\$11,361,892)	\$8,804,543	38,078,614	40,521,191	\$6,497,224
STH & Concentration Weight	STH	\$0	\$38,242,722	48,839,010	55,435,416	\$55,471,691
	CW Tier 1	\$0	\$4,869,770	5,283,494	5,149,067	\$5,373,328
	CW Tier 2	\$0	\$9,345,633	9,767,155	10,231,985	\$10,097,697
	CW Tier 3	\$0	\$14,216,251	13,564,832	13,387,541	\$12,817,521
STH & Concentration Needs Weight		\$0	\$66,674,376	77,454,491	84,204,010	\$83,760,237
Special Education	Single <=20%	(\$2,741,361)	(\$3,188,862)	(4,599,790)	(5,854,428)	(\$7,503,190)
	Multiple 21% to 59%	\$5,967,259	(\$4,505,184)	299,863	9,192,492	\$2,058,035
	SC K-8 >=60%	(\$15,243,601)	(\$15,351,228)	(12,856,121)	3,785,660	\$7,078,173
	SC 9-12 >=60%	(\$40,910)	(\$59,649)	148,700	(1,563,441)	(\$1,411,389)
	ICT Kindergarten >=60%	(\$2,543,767)	(\$5,377,548)	1,765,356	6,535,015	\$4,683,183
	ICT 1-5 >=60%	(\$28,807,321)	(\$20,547,152)	(29,003,861)	4,590,323	\$9,191,304
	ICT 6-8 >=60%	(\$5,422,123)	(\$4,842,212)	(12,511,342)	(6,041,275)	(\$5,997,378)
	ICT 9-12 >=60%	(\$1,707,877)	(\$3,836,957)	6,527,065	(9,034,012)	(\$13,102,809)
Special Education Needs Weight		(\$50,539,701)	(\$57,708,792)	(50,230,130)	1,610,335	(\$5,004,070)
Portfolio Schools	CTE_Nursing	(\$47,546)	(\$340,720)	(737,588)	(133,531)	(\$385,855)
	CTE_Hlth/Tr/Tech	(\$765,762)	(\$372,888)	144,746	288,574	\$90,215
	CTE_Business	\$316,720	\$386,331	1,175	351,134	\$455,385
	CTE_HomeEc/Arts	(\$14,456)	(\$64,018)	86,913	(97,426)	(\$134,636)
	Academic	(\$70,029)	\$157,879	552,686	627,384	\$780,001
	Audition	(\$1,058,229)	(\$568,957)	(569,156)	(437,091)	(\$528,288)
	Transfer Heavy Challenge	(\$1,484,561)	(\$764,229)	(1,010,188)	(1,147,062)	(\$664,571)
	Transfer Non-Heavy Challenge	(\$307,165)	(\$13,229)	618,722	1,062,510	\$502,099
Portfolio Schools		(\$3,431,028)	(\$1,579,832)	(912,690)	514,491	\$114,350
Total		-\$348,468,991	-\$206,087,876	-\$92,293,062	-\$76,747,160	-\$293,251,439

Fair Student Funding (FSF) continues to be funded at 100 percent, and schools receive the full amount generated through the FSF formula based on their student enrollment and student needs. This was the case in FY26 and is projected to continue in FY27 and FY28.

FSF allocations are driven by school enrollment and student characteristics, including the educational needs of the students served. As enrollment and student needs change, school allocations may increase or decrease accordingly; however, those changes reflect the operation of the formula rather than a reduction in the percentage of FSF funding provided.

As FSF is funded at 100 percent, there is no identified funding gap requiring additional resources to bring schools to full FSF funding.

MEETING NOTES:**NEW INFORMATION:****FOLLOW-UP COMMITMENTS:****AGENDA ITEM [18]: Wish List (External Affairs – IGA, OPA)**

For community board advocacy, we need to know which important programs or projects are most in need of funding. If your agency were given a large amount of money, to which staffing need, program, or capital project would you assign it?

AGENCY RESPONSE:

These are the key priorities we focused on funding in last year's budget and continue to be important system wide priorities:

- Class Size Reduction to support compliance with State class size requirements.
- Early Childhood Education Expansion, including investments in 2K, 3K, and Pre-K programs.
- Special Education Pre-K Expansion to increase access to services and support growing demand.
- NYC Reads and NYC Solves, providing continued support for citywide literacy and math initiatives.
- Teacher Recruitment and Workforce Investments to strengthen staffing and support classrooms.
- Special Education Services, including investments to support mandated services and program growth.

MEETING NOTES:**NEW INFORMATION:****FOLLOW-UP COMMITMENTS:**