

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-Out of P.S. 167 The Parkway (17K167) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out P.S. 167 The Parkway (17K167, “P.S. 167”), an existing zoned district elementary school in building K167 (“K167”) located at 1025 Eastern Parkway, Brooklyn, NY, 11213, in Community School District 17 (“District 17”). P.S. 167 currently serves students in kindergarten through fifth grade and offers two sections of full day pre-kindergarten. K167 also houses a community-based organization (“CBO”), Brooklyn Psychotherapy, a school-based mental health clinic, and a United Federation of Teachers (“UFT”) office. The DOE is proposing to phase out P.S. 167 based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support student needs.

If this proposal is approved, P.S. 167 will no longer admit new kindergarten students and will no longer offer grades one and two or its pre-kindergarten program after the 2012-2013 school year. Beginning in the 2013-2014 school year, after P.S. 167 no longer serves kindergarten, first grade, and second grade, P.S. 167 will serve one less grade in each subsequent year until it completes its phase-out and closes in June 2016.

If this proposal is approved, current students in kindergarten and first grade, whether or not they meet promotional standards, will be served by a new zoned elementary school, District 17K532 (“17K532”), to be opened in K167. This new school option was also proposed by the DOE in a separate EIS posted on January 11, 2013, which can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Current students in second grade who meet promotional standards will continue to progress at P.S. 167. However, any current second grade students who do not meet promotional standards will complete second grade at 17K532.

Current students in third and fourth grades will continue their education at P.S. 167, regardless of whether they meet promotional standards. Current fifth-graders will proceed to apply to middle school via the District 17 Middle School Choice process, unless they do not meet promotional standards, in which case they will continue fifth grade at P.S. 167. In cases where students do not meet promotional requirements by June 2016, they will be served in 17K532.

For the purposes of this EIS describing the proposal to phase out P.S. 167, it is assumed that the proposal to open and co-locate 17K532 will be approved by the Panel for Educational Policy (“PEP”). If it is not approved, this EIS will be revised as necessary.

Background on the DOE Decision-Making Process

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state. In August 2012, SED identified Priority schools across the State, including 122 in New York City. Elementary schools are identified as Priority based on the school’s state test performance. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review, are

evaluated for intensive support or intervention, including the possibility of phase-out. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating).

P.S. 167 received an overall D grade on its Progress Report in 2011-2012, after having received an overall C grade in both 2010-2011 and 2009-2010. The school received a “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. The school was also identified as a Focus School.¹

As a result, the DOE initiated a comprehensive review of P.S. 167, with the goal of determining what intensive supports and interventions would best benefit its students and the P.S. 167 community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 167—will address the school’s performance struggles and allow for a new school option to develop in K167 that the DOE believes will better serve future students and the broader community.

Performance and School Environment at P.S. 167

As noted above, P.S. 167 has struggled, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of P.S. 167 students remain below grade level in English Language Arts and Math. In 2011-2012, only 26% of students were performing on grade level in English, putting the school in the bottom 7% of elementary schools Citywide. Only 21% of students were performing on grade level in math, putting the school in the bottom percentile of elementary schools Citywide.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. P.S. 167’s overall Progress Report grade declined in 2011-2012. P.S. 167 earned an overall D grade on its 2011-2012 annual Progress Report, including a D grade for Student Progress, an F grade for Student Performance and a D grade for School Environment. P.S. 167 has a history of low progress and performance, as demonstrated by the overall C grades it received in both 2010-2011 and 2009-2010.
- P.S. 167 was designated a Focus School, indicating that it is among the lowest-performing schools statewide in terms of overall proficiency and progress in ELA and Math, and especially in terms of the performance of students in one or more accountability groups (i.e. racial/ethnic groups, English Language Learner (“ELL”) students, low-income students, and students with disabilities).
- P.S. 167 was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. This represents a decline from its 2009-2010 Quality Review score.

¹ In New York City, Focus Schools are the schools within each borough that met one or more of the following criteria in 2010-2011: 1) bottom 5% on the NYSED Performance Index and/or graduation rate for the performance of at least one accountability group and not making progress; or 2) had the highest number of non-proficient results in ELA or math or non-graduate results or the highest percentages of such results within a district; or 3) were low-performing in the district or borough according to the NYSED Performance Index and/or graduation rate and the 2010-2011 NYC Progress Report.

- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 42% of teachers believed that discipline and order were maintained at P.S. 167.

The chart below summarizes key performance data for P.S. 167 over the past three years:

P.S. 167	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	D	C	D
Progress Report Performance Grade	D	D	F
Progress Report Environment Grade	C	D	D
Quality Review Score ²	P	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	26%	28%	26%
Math % Proficient (Levels 3 and 4)	27%	32%	21%
Other Key Performance Indicators			
Attendance Rate	91%	91%	92%
2012-2013 State Accountability Status³			
Focus School			

Overview of Past Strategic Improvement Efforts at P.S. 167

Staff members have worked hard to improve P.S. 167, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, including:

Leadership Support:

- Assisting the principal and assistant principals in the development of instructional plans and goals for the school year in support of the school's Comprehensive Education Plan.
- Supporting school leadership in aligning curriculum to Citywide instructional expectations to ensure high standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

² For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>. Not all schools receive a Quality Review each year.

³ Please refer to the New York State Education Department's Web site for information on its accountability statuses: <http://www.p12.nysed.gov/irs/accountability/>.

Instructional Support:

- Training school staff in research-based instructional strategies to increase the academic achievement of special education students and ELL students.
- Facilitating professional development opportunities for teachers to increase rigor in math and English Language Arts instruction.
- Coaching teachers in the development of lesson plans, curriculum maps, and rubrics aligned to Citywide instructional expectations.
- Participating in classroom walkthroughs to provide targeted feedback on ways to improve classroom instruction and increase student engagement.

Operational Support:

- Advising school staff on budgeting, human resources, staff recruitment, and building management.
- Supporting school staff in meeting compliance requirements for students with disabilities and ELL students in order to ensure that students' needs for services are being met.

Student Support:

- Assisting the school in development of safety plans to reduce suspension rates in order to foster a positive school culture and learning environment.
- Supporting the school in monitoring student attendance and developing strategies to increase attendance rates.

P.S. 167 has received individualized support plans, as well as centralized services that the DOE provides to all schools, yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 167 community about strategies to better support students and improve outcomes at the school. This fall, between October 10, 2012 and October 12, 2012, District 17 Superintendent Buffie Simmons held meetings with the School Leadership Team ("SLT"), with the teachers, and with parents at the school to discuss what is and is not working at P.S. 167 and how joint efforts could serve students better.

Approximately 6 people attended the SLT meeting. The SLT had some positive feedback about the Common Core implementation. However, SLT members also expressed concerns about staffing.

Approximately 17 people attended the parent meeting. Parents had some positive feedback about the after-school programming and partnerships available to students. However, parents also expressed several concerns about staffing and limited parent involvement.

Approximately 37 people attended the staff meeting. The staff had some positive feedback about Common Core tasks, professional development, writing prompts and partnerships. However, staff also expressed concerns about leadership and questioned whether there were alternative options to phase-out and closure.

The DOE also solicited community feedback via phone and email, including creation of a dedicated Web site for this purpose at: <http://schools.nyc.gov/community/planning/changes/brooklyn/feedback?id=235>.

While some members of the P.S. 167 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken, given the school's performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as it continues to support current P.S. 167 students working toward elementary school completion, and develops plans to replace P.S. 167 with a new school that the DOE believes will better meets student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the PEP.

II. Proposed or Potential Use of Building

K167 has the capacity to serve 785 students.⁴ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 451 students,⁵ yielding a building utilization rate of 57%.⁶

If this proposal is approved, P.S. 167 will no longer admit new kindergarten students and will no longer offer kindergarten, first or second grade, or pre-kindergarten, beginning in the 2013-2014 school year. Beginning in the 2014-2015 school year, P.S. 167 will phase out one grade each year until it completes its phase-out and closes in June 2016. As stated above, the DOE has issued a separate EIS proposing to open and co-locate a new elementary school in K167 beginning in the 2013-2014 school year. If that proposal and this proposal are both approved, the new school will phase in until it is at full scale and serves students in pre-kindergarten and kindergarten through fifth grade in 2016-2017. Over five years, the current and proposed grade spans and enrollments for each school and the current and projected building utilization rates for K167 are as follows:

		Grade Spans				
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
17K167	P.S. 167	K-5	3-5	4-5	5	-
17K532	17K532	-	K-2	K-3	K-4	K-5

⁴ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

⁵ 2012-2013 Unaudited Register (as of October 26, 2012).

⁶ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012). This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
17K167	P.S. 167	451	195 - 225	130 - 150	70 - 80	-
17K532	17K532	-	236 - 266	301 - 341	366 - 416	431 - 491
Total Building Enrollment		451	431 - 491	431 - 491	436 - 496	431 - 491
Utilization		57%	55% - 63%	55% - 63%	56% - 63%	55% - 63%

If this proposal and the proposal to open and co-locate 17K532 are approved, 17K532 will serve approximately 431-491 when its phase-in is complete, yielding an approximate building utilization rate of 55%-63%. Therefore, the building has adequate capacity to accommodate both P.S. 167 and 17K532 throughout their respective phase-out and phase-in.

K167 also houses a CBO, Brooklyn Psychotherapy, and a UFT office, which the DOE anticipates will continue to operate in the building if this proposal is approved.

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

If this proposal is approved, P.S. 167 will be phased out gradually over the next several years and will no longer admit new kindergarten, first grade, or second grade students at the end of this school year.

Additionally, after the end of this school year, P.S. 167 will no longer offer a pre-kindergarten program. In 2013-2014, P.S. 167 will only serve students in third, fourth, and fifth grades; in 2014-2015, P.S. 167 will only serve students in fourth and fifth grades; and in 2015-2016, P.S. 167 will only serve students in fifth grade. P.S. 167 will close after June 2016.

Enrollment Options for Current P.S. 167 Students

Under this proposal, all current P.S. 167 students will either continue to be served at P.S. 167 until it closes or will be served at 17K532. All students will be supported as they progress towards completion of elementary school and transition to middle school.

All students currently attending Title 1 schools that are designated as “Priority” or “Focus” schools under SED’s state accountability system are eligible to apply for a transfer to another school through the DOE’s Public School Choice (“PSC”) Process. More information about this process can be found at the DOE’s website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including P.S. 167, to get first priority within the PSC process. This would mean that students at P.S. 167 would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.⁷

Current Pre-Kindergarten, Kindergarten and First-Grade Students in P.S. 167:

Current kindergarten and first-grade students at P.S. 167 will be guaranteed a seat in the new elementary school, 17K532, which the DOE has proposed to open in September 2013 in K167. Current pre-kindergarten students at P.S. 167 will have priority for kindergarten admissions at 17K532 in 2013-2014.

Current Second, Third, Fourth, and Fifth-Grade Students in P.S. 167:

Current second-, third-, and fourth-grade students at P.S. 167 will continue to be enrolled at P.S. 167. This includes students in these grades who enter New York City Public Schools during the school year. Current fifth-grade students will have the opportunity to graduate from P.S. 167 at the end of this school year. These students can apply to middle school through the District 17 Middle School Choice Process.

There may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students will be enrolled in 17K532 in the grade which the student is repeating. This applies to current second-grade students in 2012-2013, third-grade students in 2013-2014, fourth-grade students in 2014-2015, and fifth-grade students in 2015-2016.

Impact on Academic and Extracurricular Offerings at P.S. 167

⁷ Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at P.S. 167. As a result, the enrollment projections in this EIS assume historical transfer rates.

The DOE does not anticipate that this proposal will prevent P.S. 167 from continuing to offer any particular academic or extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes.

With respect to academics, P.S. 167 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school decreases, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping P.S. 167 students to succeed. If this proposal is approved, P.S. 167 will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment.

P.S. 167 currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for ELL students. Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided as P.S. 167 phases out. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current ELL students will also continue to receive mandated services as the school phases out.

According to the P.S. 167 school Web site, the school currently offers the following special academic programs, extra-curricular activities and partnerships:⁸

Special Academic Programs and Extra-Curricular Activities:

- Basketball
- Cheerleading
- Drama
- Ralph Lincoln After School Program
- Steel Pans
- Violins
- After-school homework help
- Peer mediation activities
- Chorus
- Recreation
- Public Schools Athletics League
- C.H.A.M.P.S. Middle School Sports & Fitness

Partnerships:

- Brooklyn Public Library
- Brooklyn District Attorney
- New Ballet School (Feld)
- School-to-School

This proposal will not prevent P.S. 167 from continuing to offer any of these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

⁸ The school Web site is available at <http://schools.nyc.gov/SchoolPortals/17/K167/default.htm>.

As the school phases out, the DOE will work with P.S. 167 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period.

Enrollment Impact for Future Elementary School Students

P.S. 167 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: <http://schools.nyc.gov/choicesenrollment/elementary>.

As stated above, in a separate EIS also posted on January 11, 2013, the DOE has proposed to open and co-locate 17K532, a new zoned elementary school, in K167. If approved, 17K532 will serve the same zone as P.S. 167. If both this phase-out proposal and the proposal to open and co-locate 17K532 are approved, the 416 kindergarten through fifth-grade seats eliminated by P.S. 167's phase-out and eventual closure will be recovered through the phase-in of 17K532 at K167.

Incoming kindergarten students who reside in the P.S. 167 zone will be zoned to the new elementary school that will open in September 2013 in the building where P.S. 167 is located. The building has the capacity to serve 785 students. If both this phase-out proposal and the proposal to co-locate 17K532 are approved, 17K532 will accept and serve students zoned for P.S. 167 including students requiring SC or ICT classes, students who are ELL students, and students requiring SETSS services. Based on historical enrollment patterns at P.S. 167, the DOE anticipates that 17K532 will be able to accommodate all zoned students who wish to attend the new school, although zoned families' demand may fluctuate.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by

reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at their elementary school.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

Future Pre-Kindergarten Students

If the proposal to open and co-locate 17K532 is approved, 17K532 will offer a pre-kindergarten program equivalent to the one currently offered at P.S. 167. The DOE anticipates that the new school will offer two sections (a total of 36 seats) of a full-day pre-kindergarten program.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at either 17K532 or P.S. 167 will have first priority for admission to the pre-kindergarten program at 17K532. Students who reside in the P.S. 167 zone who do not have siblings enrolled at either 17K532 or P.S. 167 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at 17K532 will be subject to continued funding availability and demand.

Impact on Brooklyn Psychotherapy and the UFT Office

If this proposal is approved, the DOE does not anticipate that Brooklyn Psychotherapy or the UFT office will be affected by P.S. 167's phase-out and anticipates that both will continue to operate in K167.

B. Schools

If this proposal and the proposal to open and co-locate 17K532 are approved, there will be sufficient space in K167 to accommodate the two schools pursuant to the Citywide Instructional Footprint ("Footprint") throughout the period during which P.S. 167 phases out and 17K532 phases in. There will also be sufficient space to continue to house Brooklyn Psychotherapy and the UFT office. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by a representative from the Office of Space Planning and a representative from the school.

For elementary schools serving kindergarten through fifth grade, the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section, and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving kindergarten through fifth grade receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

As in other situations where schools are co-located, P.S. 167 and 17K532 will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. Further details regarding space allocations of P.S. 167 and 17K532 throughout the proposed co-location period are available in the EIS proposing the opening of 17K532, which can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

The DOE makes available the following supports to schools around safety and security:

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide,
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD),
- Technical assistance when incidents occur via the Borough Safety Directors,
- Professional development and support to CFN Safety Liaisons,
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. P.S. 167 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide a better option for families in the community. Under this proposal, K167 will remain open, but will offer a new educational option that is intended to better support the learning needs of future elementary school students in District 17. The DOE believes that 17K532 will better serve the needs of the community and replace the seats lost by the phase out of P.S. 167. The proposal to phase out P.S. 167 is not expected to yield a net deficit of seats in K167. P.S. 167 is the only elementary school in District 17 that the DOE has proposed to phase out this year.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use the building outside of school hours.

IV. Enrollment, Admissions, and School Performance Information

P.S. 167

Admissions Data

Current Admissions	K-5: Zoned
Admissions During and After Proposed Phase-out of P.S. 167	N/A

Enrollment Data⁹

	PK ¹⁰	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	35	79	66	75	65	69	62	451
2013-14 (projections)	-	-	-	-	70-80	60-70	65-75	195-225
2014-15 (projections)	-	-	-	-	-	70-80	60-70	130-150
2015-16 (projections)	-	-	-	-	-	-	70-80	70-80
2016-17 (projections)	-	-	-	-	-	-	-	-

Demographic Data¹¹

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with IEPs	12%
Percentage of ELL Students	3%
Percentage of Students Eligible for Free or Reduced Price Lunch	70%

School Performance Data

P.S. 167	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score	P	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	26%	28%	26%
Math % Proficient (Levels 3 and 4)	27%	32%	21%
Other Key Performance Indicators			
Attendance Rate	91%	91%	92%
2012-2013 State Accountability Status	Focus School		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the phase-out of P.S. 167 is fully implemented, the DOE will cease to allocate funds to P.S. 167 and repurpose all remaining funds previously allocated to the school. Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. FSF covers basic instructional

⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁰ Pre-kindergarten is a program that can be offered either half day or full day. The projection figures represent the full day equivalency.

¹¹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

expenses and may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 167 will decline each year, meaning that the school's budget will decrease each year, and the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If, for some reason, the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 167. The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services

A. Personnel

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at P.S. 167 will be excessed over the course of the phase-out.¹² This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract requires excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher will have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

Students who would otherwise have enrolled in P.S. 167 will now be eligible to enroll in proposed new school 17K532 or in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from P.S. 167, if sufficient number of staff apply, until the impacted school has completed its phase-out.

¹² Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to P.S. 167 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs decrease with a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S. 167 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved.

VII. Building Information

Building	K167	
Type of Building	PS	
Year Built	1911	
Overall BCAS rating	2.46	
2011-2012 Target Building Utilization	59%	
2011-2012 Target Building Capacity	785	
FY 2012 Maintenance Costs	Labor	\$16,717
	Materials	\$7,157
	Maintenance and repair contracts	\$82,194
	Service contracts	\$614
	Custodial operations costs— Materials	\$5,245
	Custodial operations costs— Custodial Allocation	\$230,963
FY 2012 Energy Costs	Electric	\$78,966
	Gas	\$59,448
	Oil	\$4,504
Projects completed during the current or prior school year	Concrete Beams	
Projects proposed in the capital plan	Upgrade Interior Spaces, IP Surveillance Camera Installation	
Accessibility of the building	Building is not functionally programmatically accessible	

Building attributes

Art Rooms, Auditorium, Cafeteria,
Computer Rooms, Gymnasium, Library,
Nurse's Office