



# BOARD OF EDUCATION OF THE CITY OF NEW YORK

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## MEMORANDUM

November 29, 1999

**TO:** All Superintendents

**FROM:** Francine B. Goldstein, Supervising Superintendent  
Division of Student Support Services

**SUBJECT:** Utilization of School Based Support Teams (SBSTs)

Recently, superintendencies have created various innovative service delivery and intervention/prevention models that effectively utilize the professional skills of SBST members. We commend you and encourage your continued efforts in concert with the Chancellor's special education reform package. In utilizing SBST staff, however, we must strike a balance between evaluation responsibilities, which remain their first work priority, and non-evaluative responsibilities.

SBST members should be employed in professionally appropriate activities in their respective disciplines. SBST staff can be an invaluable resource in intervention/prevention initiatives for students at risk of referral to special education (counseling, consultation, interventions.) I believe we would agree that utilizing these staff in administrative assignments outside of these areas is not the best use of their time. Clearly, the use of School Social Workers and School Psychologists to cover classes is outside of their licensure and may not occur.

Lastly, the impact of these various ~~duties along with~~ corollary factors that impact upon timely assessment (i.e. bilingual staff shortages, student non-attendance, special evaluations required, etc.) must be weighed in considering the individual and collective productivity of SBST staff.

Thank you.

FBG:jc  
cc: Judith A. Rizzo