



# THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

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OFFICE OF THE CHIEF FINANCIAL OFFICER  
52 Chambers Street, New York, NY 10007

## SCHOOL ALLOCATION MEMORANDUM NO. 74, FY07

**DATE:** October 31, 2006

**TO:** **INSTRUCTIONAL LEADERSHIP DIVISION (ILD) SUPERINTENDENTS, REGIONAL OPERATION CENTER EXECUTIVE DIRECTORS, and SCHOOL PRINCIPALS**

**FROM:** Susan Olds, Executive Budget Director

**SUBJECT:** **Positive Behavior Intervention and Support (PBIS)**

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The Department of Education's Office of Special Education Initiatives has identified eight schools in Region 4 and eight schools in Region 6 for implementation of the PBIS program. The purpose of this program is to support the development of comprehensive, pro-active and preventive systems of support for all students in the school community. The program has been effective in enhancing the capacity of schools to manage student behavior in order to successfully educate all students, including those with challenging behaviors. PBIS incorporates data-based decision making and a broad range of instructional practices, interventions and system change strategies.

This allocation memorandum provides funds to enable these selected schools to assist in the implementation of this program which will positively impact the behavior of both students with disabilities and their non-disabled peers and effectively support instructional and social outcomes for these students.

The goal of this initiative is to support the development of self-sustaining PBIS schools and regions in New York City with practices and team-based systems that reflect fidelity to the PBIS national model and sustainability over time.

PBIS systems and practices help schools and staff to:

- Build school environments where team-building and problem-solving skills are expected, taught and reinforced with consistency
- Work for and with all students, since every child entering school needs behavioral support
- Integrate instructional practices that support both academic and behavioral success for all students
- Incorporate data collection and analysis as a basic and integral component of team discussions and decision making, as well as for monitoring and evaluation processes
- Develop positive school climates where both staff and students express greater satisfaction
- Give priority to empirically validated procedures and systems
- Increase collaborative relationships and partnering between schools, parents and community support systems

- Emphasize prevention in establishing and maintaining safe and supportive school climates
- Support improved academic and social outcomes for students
- Build capacity for education in the least restrictive environment
- Develop practices that encourage parent involvement and cultural competence

**All selected schools will:**

- Provide active leadership and ongoing support of school administration to school staff in the implementation of this initiative in order to achieve an effective continuum of PBIS systems and practices at the school-wide, targeted, classroom and individual levels of student support.
- Maintain PBIS/student behavior/school climate as one of the top three school improvement goals.
- Provide active and regular participation of the Principal and/or an Assistant Principal as members of the school-wide PBIS school team
- Prioritize PBIS professional development so that all staff has the opportunity to develop the knowledge and skills needed to implement PBIS practices consistently and effectively.
- Complete a brief end of year report that identifies student and school outcomes.

**Allowable Program Activities include:**

Funds must be used to support the program and may be utilized to purchase instructional materials or as per session, class coverage or preparation period coverage for:

- Common planning time for teachers
- Teacher consultation with PBIS coaches and the NYC PBIS Project Office
- Supervised study groups to develop and implement the PBIS program
- Professional development relating to the PBIS program (training rate)
- Writing of the end of year report

**Allocation Methodology:**

The Office of Special Education Initiatives issued a Request for Application (RFA) to enable a total of 16 schools in Regions 4 and 6 to develop a full complement of self-sustaining PBIS systems and practices that are implemented with fidelity to the national and state models, thereby reflecting the “best practices” of effective school-wide positive behavior support and school-family-community partnerships. Selected schools were allocated \$5,000 each as a start-up grant for the program.

Funds are being placed in allocation category “[TL Instructional Programs](#)” for this program.

Attachment

SO:KS

c: Andres Alonso  
 Brian Osborne  
 Linda Wernikoff

### **Positive Behavior Intervention and Support (PBIS) Allocation**

<b>REGION</b>	<b>LOCATION</b>	<b>NAME OF SCHOOL</b>	<b>ALLOCATION</b>
04	24Q005	Q005	\$5,000
04	30Q010	IS 010 HORACE GREELY	\$5,000
04	24Q061	IS 061 LEONARDO DA VINCI	\$5,000
04	32K106	PS 106 EDWARD EVERETT HALE	\$5,000
04	30Q126	IS 126 THE ASTORIA	\$5,000
04	30Q127	PS 127 AEROSPACE SCIENCE MAGNE	\$5,000
04	30Q204	IS 204 OLIVER W HOLMES	\$5,000
04	32K291	JHS 291 ROLAND HAYES	\$5,000
06	17K091	PS 091 THE ALBANY AVE. SCHOOL	\$5,000
06	17K167	PS 167 THE PARKWAY	\$5,000
06	22K198	PS 198 BROOKLYN	\$5,000
06	22K203	PS 203 FLOYD BENNETT	\$5,000
06	18K219	PS 219 KENNEDY-KING	\$5,000
06	17K398	PS 398 WALTER WEAVER	\$5,000
06	17K352	EBBETTS FIELD MIDDLE SCHOOL	\$5,000
06	17K587	MIDDLE SCHOOL ARTS	\$5,000

**\$80,000**