

**Current Configuration:** Currently special education teams support 2 and 3 or more buildings at a time. Therefore, schools only receive building based support from the special education teams a few days per week based on the number of schools and caseloads. This is not a true building based model of support in terms of equity between building resources and demands placed on team members by individual schools.

<b>Building Based</b>	<b>Centrally Based</b>
<p><i>Model:</i> Located in Schools</p> <p><i>Pros:</i></p> <ul style="list-style-type: none"> <li>• Use of school printers, copiers, phones, desks that are already established</li> <li>• General education and special education teachers have access to teams to problem solve</li> <li>• Ability to attend school based administration meetings, TATs, PLCs and hold monthly special education teacher meetings</li> <li>• Assist leaders with building based tasks, such as supporting student behavior, scheduling and parent engagement</li> <li>• Incorporating themselves into building culture</li> <li>• Allows for a proactive approach to addressing issues as they occur in the buildings</li> <li>• Allows for relationships among special education staff and general education staff - blurs the lines of mine vs. yours</li> <li>• Better understanding of cases throughout the entire process</li> <li>• Collaboration with building administration to support building crisis responses</li> <li>• Ensuring IEPs are being followed to best support students' learning needs</li> <li>• Able to answer in the moment questions about compliance and regulations questions from teachers and building administration</li> </ul>	<p><i>Model:</i> Located at Central but assigned to specific schools</p> <p><i>Pros:</i></p> <ul style="list-style-type: none"> <li>• Allows for an increased focus on the primary responsibility of DESE compliance and maintaining FAPE/LRE</li> <li>• More training opportunities to align practice</li> <li>• Access to cohort support, mentoring and coaching</li> <li>• Centralize best practice around compliance to allow for calibrating practice to ensure consistency across the district</li> <li>• Direct access to clerks, student files and sped administration</li> <li>• Building culture across special education teams</li> <li>• Can support more cases</li> <li>• Allows for impartiality when there is conflict regarding eligibility and placement</li> <li>• Increased caseload equity</li> <li>• Increased collaboration/ problem solving among cohort and with other cohorts</li> <li>• Increased focus on data to drive decision making over personal relationships</li> <li>• Building based leaders are legally responsible for ensuring IEP compliance and teams are less involved in mediating conflicts</li> <li>• Principals and/or Assistant Principals will be less reliant on sped admin to handle issues that involve staff that are supervised by building administration</li> <li>• DESE Compliance paper will be to the clerks to process faster</li> </ul>

<p><i>Cons:</i></p> <ul style="list-style-type: none"> <li>• Difficulty completing paperwork especially when staff support more than 2 buildings</li> <li>• Have to come to Central to access clerical support and files</li> <li>• Conflicts based on building based needs/teacher capacity</li> <li>• Struggles to maintain impartiality when there is a conflict around eligibility and/or placement when there might be a request for something inappropriate</li> <li>• Viewed as interventionists that impact compliance and skew their job assignments by asking them to complete tasks such as duties that were not part of the original building based model plan</li> <li>• Inequity with office space, access to appropriate supplies (printer, phone, etc., across buildings)</li> <li>• Inequity of what teams are asked to do within buildings</li> <li>• Isolation at times being the only person with a certain role</li> <li>• Difficulty collaborating with cohort and maintain alignment in our practice</li> <li>• Difficult at times to remain focused on developing IEPs when taking on other responsibilities</li> <li>• Difficulty with creating boundaries (taking on roles outside of specific job responsibilities)</li> <li>• Continuous requests from building administration and/or teams to have new buildings or teams based personalities and/or relationships which causes anxiety and impacts other staff</li> <li>• Individuals pay for on street/garage parking</li> </ul>	<p><i>Cons:</i></p> <ul style="list-style-type: none"> <li>• Need to set up access to central desks/phones/copiers</li> <li>• Additional cost of parking passes</li> <li>• Not able to attend as many building based meetings</li> <li>• Reduced access to teams by teachers</li> <li>• Increased number of students will be sent for office referrals due to lack of consistent in-the-moment consultation</li> <li>• Reduced opportunity to maintain relationships with students and provide on-demand support when needed</li> <li>• Referrals increases due to reduced support with TATs and inappropriate requests for evaluations</li> </ul>
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Building Based: Cut Impact	Centrally Based: Cut Impact
<ul style="list-style-type: none"> <li>• Inequity of some schools being put on rotation and will not have access to a team</li> <li>• DESE Compliance at risk</li> <li>• Reduced training opportunities for teachers</li> <li>• More difficult for teams to attend school based administration meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced training opportunities for teachers</li> <li>• Reduced school ability to access support in the moment</li> <li>• More difficult for teams to attend school based administration meetings</li> </ul>

**Additional information and/or suggestions:**

- Spend next year collecting data regarding compliance and working with administration and the unions to align job descriptions and utilizing all of the staffs training. For example, psychologists could do counseling or be part of the RTI support. Additionally, some staff have more than one certification that might be able to be utilized differently to be more efficient. For example, some psychologists are also BCBA's.
- Continue to review all of the data regarding the types and numbers of meetings.
- Worcester and Brockton special education teams are housed at central but assigned to schools, which has improved their alignment of practice, consistency of support and compliance.
- Conduct site visits of Worcester and Brockton to review their models and supports, including general education BCBA's to maintain general education placements for students with challenging behaviors and to support effective general education classroom management to reduce referrals and build capacity.
- The cohorts and evaluation teams have provided training to general and special education teachers. It is critical that the district continue to build capacity and not lose the work that cohorts and evaluation teams have done in improving practice and programming.
- BCBA's need to be in classrooms modeling and coaching. The BCBA's are written into IEP and program descriptions as consults. They also participate in a great deal of crisis management and CPI training. They would be more building based for these reasons. However, some of the middle and high school services may go on rotation.
- In some districts Principals/Assistant Principals sign reviews to calibrate practice and elevate compliance issues.