

;;;Boston City Council  
;;;Tues 4.2.2019  
;;; 5:00 - 7:30 pm

>> GOOD EVENING EVERYONE, MY NAME IS ANNISSA ESSAIBI-GEORGE  
I'M COUNCIL CHAIR FOR THE  
COMMITTEE.  
I'M JOINED BY COUNCILOR JANEY  
AND FLYNN.  
I WOULD LIKE TO REMIND EVERYONE  
THIS IS A PUBLIC HEARING AND  
IT'S BEING RECORDED AND WILL BE  
REBROADCAST ON COMCAST 8, RCN 82  
AND VERIZON 1964.  
IT WILL ALSO BE STREAMED  
ON-LINE.  
I ASK THAT YOU PLEASE SILENCE  
YOUR DEVICES AND CELL PHONES.  
IF YOU WISH TO PUBLICLY, PLEASE  
SIGN IN AT THE FRONT DOOR.  
IF YOU DON'T SIGN IN, I WILL NOT  
BE ABLE TO CALL ON YOU FOR  
PUBLIC TESTIMONY.  
WE HAVE TWO PANELS THIS EVENING  
ON THIS LIVE PANEL AND THEN  
FOLLOWING ANOTHER PANEL WILL  
TAKE A BREAK FOR TWO OR THREE  
PUBLIC TESTIMONY BEFORE WE  
SWITCH OVER TO THE NEXT ONE.  
THIS HEARING IS ON DOCKET 0199,  
REGARDING EIEP'S IN THE BOSTON  
PUBLIC SCHOOLS.  
THIS IS ABOUT INDIVIDUALIZED  
EDUCATION PLANS NOT INDEPENDENT  
EDUCATION PLANS.  
IT WAS A TYPO ON ONE OF OUR  
DOCUMENTS.  
I APOLOGIZE FOR THE MISTAKE I  
MADE IN SOME OF THE LANGUAGE ON  
OUR ORIGINAL HEARING ORDER.  
AN INDIVIDUAL EDUCATION PLAN  
IDENTIFIES THE NEEDS, GOALS AND  
SERVICES FOR A STUDENT.  
IT IS OFTEN AN INTIMIDATING AND  
DEMANDING PROCESS THAT STUDENT  
AND FAMILIES HAVE TO GO THROUGH.  
THERE ARE APPROXIMATELY MORE  
THAN 11,000 STUDENTS IN THE  
BOSTON PUBLIC SCHOOLS THAT HAVE  
A DISABILITY AND REQUIRES  
SPECIFIC SERVICES BASED ON THEIR

NEEDS AND BPS HAS AN OBLIGATION TO PROVIDE PROPER TRANSPORTATION, A SCHOOL NURSE, COUNSELLING, A PLAN FOR TRANSITION AND MORE.

IT IS CRITICAL THAT WE CONTINUE BREAKING DOWN BARRIERS FOR OUR STUDENTS TO ACHIEVE SUCCESS NOT CREATE MORE OFTEN HEAR AND FEEL THAT THE IEP PROCESS FROM START TO FINISH TO EVENTUAL GRADUATION CAN BE DIFFICULT FOR MANY OF OUR STUDENTS AND FAMILIES IN BPS.

WE WANT TO MAKE SURE THIS SERVICE IS ACCESSIBLE AND ASSISTING STUDENTS WHILE THEY ARE IN OUR SCHOOLS.

MY OFFICE AND I CONTINUE TO RECEIVE E-MAILS AND PHONE CALLS REGARDING ISSUES WITH IEPs AND SPECIAL ED IN GENERAL AND HOW IT IS NEGATIVELY AFFECTING OUR STUDENTS ABILITY TO LEARN AND SUCCEED.

I'VE ALSO UNFORTUNATELY RECEIVED CALLS THIS YEAR ON FAMILIES WHO HAVE LEFT THE BOSTON PUBLIC SCHOOLS BECAUSE THEY FELT THEY WEREN'T GETTING THE SERVICES THAT THEY FELT NECESSARY FOR THEIR CHILDREN TO ACHIEVE IN BPS.

THEY ALSO LEAVE UNFORTUNATELY AT SOME TIME GREAT EXPENSE TO THE DISTRICT AS WELL.

WE SHOULD BE ABLE TO TAKE CARE OF AND TEACH OUR KIDS HERE IN BOSTON.

I ALSO WANT TO NOTE THAT THIS CONVERSATION CAME UP A NUMBER OF TIME OVER THE FALL AS I HELD MEETINGS ACROSS THE CITY REGARDING ISSUES, REGARDING EDUCATION IN OUR CITIES.

IT WAS MORE OR LESS THE CATALYST AS WELL AS CHALLENGES THAT WE START WITH AT THE BEGINNING OF THE YEAR.

I LOOK FORWARD TO HEARING FROM ALL OF OUR PANELS AND I LOOK FORWARD TO WHICH WILL BE A THOUGHTFUL AND THOROUGH PRESENTATION FOR THE BOSTON PUBLIC SCHOOLS AND HOPE

THAT WE CAN CONTINUE WORKING TOGETHER TO MAKE SURE THAT OUR KIDS RECEIVE SERVICES THAT THEY NEED AND ABOVE AND BEYOND WHAT THEY NEED AND GET THE SERVICES THAT THEY WANT.

I THANK MY COLLEAGUES FOR BEING HERE AND WOULD LIKE TO GIVE THEM AN OPPORTUNITY TO GIVE AN OPENING STATEMENT.  
COUNCILOR JANEY.

>> THANK YOU SO MUCH MADAM CHAIR.

GOOD EVENING, EVERYONE.  
VERY PLEASED FOR THE OPPORTUNITY TO BE ABLE TO HAVE THIS VERY IMPORTANT DISCUSSION, NOT ONLY AS A BOSTON CITY COUNCILOR NOT ONLY THE VICE CHAIR OF EDUCATION BUT AS SOMEONE WHO CARES DEEPLY ABOUT THIS ISSUE.

I WANT TO FIRST GIVE A SHOUT OUT TO SOME FORMER COLLEAGUES WHO ARE IN THE ROOM.

KATHRYN AND JANENE ARE HERE.  
I WORK WITH BOTH OF THEM DURING MY TIME AT MASS ADVOCATES FOR CHILDREN.

AS MANY YOU KNOW IT'S A SELF ADVOCACY ORGANIZATION WITH A SPECIAL MISSION ON MAKING SURE THAT ALL CHILDREN THROUGHOUT THE COMMONWEALTH GET THE EDUCATION THAT THEY NEED AND FOR STUDENTS WITH DISABILITIES CERTAINLY FIGHTING A MAKE SURE THEY ARE GETTING THE SERVICES THEY NEED AND THEIR PARENTS UNDERSTAND THEIR RIGHTS UNDER THE LAW.

I'M GRATEFUL FOR THE ADVOCACY OF MAC AND THE WORK YOU CONTINUE TO DO.

I WAS PARTICULARLY GRATEFUL TO BE ABLE TO TURN TO MAC FOR MY OWN NEEDS WHEN MY GRANDSON NEEDED AN IEP AND TO HAVE THE BENEFIT OF WORKING FOR AN ORGANIZATION THAT DOES AMAZING WORK BUT ALSO TO HAVE THE BENEFIT OF ADVOCATES AND ATTORNEYS AT MY DISPOSAL.  
WHAT I DO UNDERSTAND THOUGH FROM THAT PROCESS IS MANY PARENTS

DON'T HAVE THAT SAME SORT OF RESOURCE.

I WAS FORTUNATE THAT I WORKED THERE AND I KNEW FOLKS WHO WERE DEEP IN THE ISSUE, SPECIAL EDUCATION AS WELL AS MY OWN ADVOCACY AROUND BOSTON PUBLIC SCHOOLS BUT THE MAJORITY OF OUR PARENTS AND WE TALK ABOUT 20% OF OUR STUDENTS OF YOUNG PEOPLE ARE HAVING IEPs MAY NOT HAVE THE SAME SORT OF SUPPORT.

MAY NOT UNDERSTAND HOW THE SPECIAL EDUCATION LAWS WORK, WHAT THE POLICIES ARE HERE IN THE DISTRICTS AND MAY NOT HAVE SOMEONE WHO IS FIGHTING FOR THEM.

SO IT'S IMPORTANT TO MAKE SURE THAT ANY CHILD WHO HAS AN IEP ARE GETTING THE SUPPORT AND THE SERVICES THAT THEY NEED.

I KNOW FROM PERSONAL EXPERIENCE AND FROM WHAT I HEAR FROM CONSTITUENTS THAT THAT STILL IS NOT THE CASE, THAT THERE ARE MANY FAMILIES WHO HAVE TO FIGHT. IT'S A LONG FIGHT.

IT'S A HARD FIGHT AND THEN THEY'RE STILL NOT GETTING THE SUPPORTS AND SERVICES THAT THEIR CHILDREN NEED.

SO THAT IS VERY PROBLEMATIC. I'M ALSO COMING AT THIS THROUGH THE LENS OF EQUITY AND MAKING SURE THAT ALL OF OUR STUDENTS WITH DISABILITIES, ALL OF OUR YOUNG PEOPLE ARE BEING SERVED WELL.

I KNOW THAT THERE'S A LARGE POPULATION OF STUDENTS WITH DISABILITY WHO ARE ALSO SLOW LEARNERS.

IF WE PEEL BACK THE ONION WE'LL SEE A LARGE NUMBER ARE STUDENTS OF COLOR AND MAKING SURE THAT THEIR NEEDS ARE BEING MET AND MY CONCERN IS FOR MANY STUDENTS OF COLOR PARTICULARLY BLACK AND BROWN BOYS THAT THEIR NEEDS ARE NOT BEING MET.

THEY ARE LESS LIKELY TO BE INCLUSIVE SETTINGS WITH THEIR PEERS AND MORE LIKELY TO BE IN

SUBSTANTIAL SEPARATE PROGRAMS WHICH IS PROBLEMATIC SO I WANT TO UNDERSTAND MORE WHAT WE'RE DOING TO ADDRESS THAT CONCERN. I WILL SAVE THE REST OF MY COMMENTS WHEN I ASK QUESTIONS. I JUST WANT TO OPEN UP AND THANK YOU FOR YOUR LEADERSHIP AND THANK THE PANEL FOR BEING HERE.

>> THANK YOU COUNCILOR JANEY. WE'VE BEEN JOINED BY COUNCILOR MATT O'MALLEY. COUNCILOR FLYNN, OPENING STATEMENT.

>> THANK YOU MADAM CHAIR AND THANK YOU FOR YOUR LEADERSHIP ON THIS IMPORTANT ISSUE. I JUST WANT TO TACK ON TO WHAT COUNCILOR JANEY TALKED ABOUT IS MAKING SURE OUR CHILDREN, OUR STUDENTS WITH SPECIAL NEEDS HAVE ACCESS UNDER THE LAW HAVE ACCESS TO EVERY PROGRAM THEY'RE ENTITLED TO.

AS WE APPROACH BUDGET SEASON ON THE BOSTON CITY COUNCIL THAT'S THE JOB OF THE COUNCIL TO ADVOCATE FOR THOSE PEOPLE AND THOSE CHILDREN THAT DESPERATELY NEED OUR HELP AND THAT'S WHAT I INTEND TO DO ON THE CITY COUNCIL.

I ALSO COME FROM THIS AS AN UNCLE.

MY SISTER'S BOY HAS SPECIAL NEEDS AND IS HAVING A DIFFICULT TIME NOT IN BOSTON BUT I KNEW THE STRUGGLES OF FAMILIES WITH A CHILD WITH SPECIAL NEEDS, THE ADVOCACY AND THE TIME COMMITMENT BUT I ALSO SEE THE HARD WORK OF A LOT OF FAMILIES AND THE HARD WORK OF TEACHERS GOING -- HEROIC WORK OF TEACHERS GOING ABOVE AND BEYOND AND CHILDREN AND STUDENTS GO WITHOUT A VOICE. AS COUNCILOR JANEY MENTIONED, I ALSO COMMUNITIES OF COLOR. I REPRESENT THE CHINATOWN COMMUNITY AND I WAS WITH A GROUP OF SPECIAL EDUCATION PARENTS

LAST WEEK TALKING ABOUT THE PROGRAMS AVAILABLE TO THOSE STUDENTS AND THEY ARE ALSO OVERCOMING A LANGUAGE BARRIER AS WELL.

THEY ARE ALSO OVERCOMING A, SOME OTHER ISSUE AS WELL.

NOT ONLY DO WE FOCUS ON THE SPECIAL EDUCATION PROGRAM, WE ALSO HAVE TO WORK ON THE FAMILY AND MAKING SURE THAT THEIR SERVICES ARE AVAILABLE TO THE FAMILIES AS WELL.

I'M JUST SO PROUD OF THE TEACHERS THAT WORK HARD EVERY DAY PROVIDING EXCEPTIONAL CARE AND TEACHING TO OUR CHILDREN BUT ALSO I THINK WE CAN DO MORE AS A CITY, MAKING SURE THAT OUR SPECIAL EDUCATION PROGRAM IS THE BEST THAT IT POSSIBLY CAN BE ASK THAT'S WHAT I'M GOING TO DO ADVOCATING ON BEHALF OF THESE CHILDREN DURING THE BUDGET PROCESSES.

THANK YOU MADAM CHAIR.

>> THANK YOU COUNCILOR FLYNN.  
WELCOME COUNCILOR O'MALLEY.

>> THANK YOU MADAM CHAIR AND GOOD EVENING, LADIES AND GENTLEMEN.

IT'S GREAT TO BE WITH ALL OF YOU, PARTICULARLY THOSE IN THE AUDIENCE AND THE PARENTS LOOKING FORWARD TO HEAR THE STORIES FROM FAMILIES SO I'LL BE BRIEF.

SUFFICE IT TO SAY WE'RE ALL COMMITTED TO DOING EVERYTHING WE CAN TO HAVE A STREAM ON-LINE AND THE PROCESS FOR THOSE STUDENTS WHO REQUIRE SPECIAL EDUCATION. WE HAVE MADE SOME IMPROVEMENTS IN THE IEP PROCESS BUT THERE ARE MORE IMPROVEMENTS THAT CAN BE TAKEN SO I'M LOOKING FORWARD TO FINDING OUT WAYS WE CAN IMPROVE FAMILY ENGAGEMENT, MANAGE ON THE IEPs AND PARTICULAR FOCUS NOT ONLY ON BPS BUT ON PRIVATE PAROCHIAL SCHOOLS FOR STUDENTS WE ARE SEVENNING NOT IN THE TRADITIONAL BPS FRAMEWORK AS

WELL AS EFFORTS.  
THIS IS SOMETHING THE  
SUPERINTENDENT SHARES WE ALL  
SHARE TO LIMIT THE OUT OF  
DISTRICT PLACEMENT FOR OUR  
STUDENTS FOR A WHOLE HOST OF  
REASONS NOT THE LET'S OF WHICH  
WE WILL BE DOING EVERYTHING TO  
MAKE SURE THAT BPS CAN SUPPORT  
THE WHOLE CHILD NO MATTER WHAT  
HIS OR HER CIRCUMSTANCES MAY BE.  
SO LOOKING FORWARD TO THIS  
CONTINUED GOOD WORK.  
THANK YOU FOR CALLING THIS  
MATTER.

>> THANK YOU COUNCILOR O'MALLEY.  
WELCOME AGAIN TO ALL OF YOU.  
I THINK WE'RE SET WITH OUR CHIEF  
ACADEMIC OFFICER DR. CHARLES  
GRANSON FOR OPENING REMARKS AND  
PRESENTATION.

>> GOOD EVENING, CHAIR  
ESSAIBI-GEORGE, VICE CHAIR JANEY  
AND COUNCILORS.  
WE APPRECIATE YOU HAVING US HERE  
TODAY TO DISCUSS SOME SPECIFIC  
AREAS RELATED TO SPECIAL  
EDUCATION FOR OUR STUDENTS.  
I AM CHARLES GRANSON CHIEF  
EXECUTIVE OFFICER AND IN THAT  
ROLE I OVERSEE THE OFFICE OF  
ACADEMIC PROFESSIONAL LEARNING,  
OPPORTUNITY GAPS, ENGLISH  
LEARNERS, FAREWELL WHICH WAS  
PRESENTED YESTERDAY AND THE  
OFFICE OF SPECIAL EDUCATION.  
THE BOSTON PUBLIC SCHOOLS 21% OF  
OUR 5 ,000 STUDENTS HAVE BEEN  
IDENTIFIED AS NEEDING SPECIAL  
EDUCATION SUPPORT.  
WE PROVIDE SUPPORTS FOR THESE  
STUDENT IN A VARIETY OF SETTINGS  
INCLUDE GENERAL EDUCATION  
CLASSROOMS, INCLUSION  
CLASSROOMS, SEPARATE CLASSROOMS  
AND PRODUCT PLACEMENTS.  
WARD SERVICES WE PROVIDE AND  
WHAT SETTINGS STUDENTS RECEIVE  
DETERMINED THROUGH A TEAM  
PROCESS THAT CAREFULLY CONSIDERS  
THE INDIVIDUAL EDUCATIONAL NEEDS  
OF STUDENTS.

OVER THE LAST FEW YEARS UNDER CINDY NIELSON'S LEADERSHIP, WE HAVE FOCUSED ON CREATING MORE INCLUSIVE OPPORTUNITIES AND OPTIONS FOR TRANSITION FOR OUR STUDENTS.

CHESS AN INCLUSION SUPPORT TEAM THAT PROVIDES DIRECT SUPPORT AND COACHING IN CLASSROOMS WHERE TEACHERS NEED ADDITIONAL TRAINING TO SUPPORT THE BEHAVIORAL AND LEARNING NEEDS OF THEIR STUDENTS.

AND IN RECOGNIZING THAT ALL OF OUR STUDENTS NEED STRONG FOUNDATIONAL SUPPORT.

SHE'S PROVIDING IMPLEMENTATION OF FOUNDATIONS AND LOWER GRADES ACROSS THE DISTRICT.

SHE'S MOVED OUR IEP SYSTEM INTO 21ST CENTURY WITH EASY IEP THAT CONSOLIDATES STUDENTS AND FACILITATES BETTER

COMMUNICATIONS WITH FAMILIES.

INCLUSION ALLOWS PARENTS TO RECEIVE A DRAFT IEP AT THE THE THE END OF THEIR MEETING.

THE IEP ALLOWS THAT.

HOW WE STILL HAVE WORK TO DO.

WE SEE PERSISTENT ACHIEVEMENT AND OPPORTUNITY GAPS FOR STUDENTS WITH DISABILITIES TO

CONFRONT THIS, WE HAVE BEEN ASSESSING THE STATE OF

CURRICULUM IN SEPARATE CLASSROOMS, STRATEGIZING HOW TO

SUPPORT THE TEACHING AND LEARNING IN SEPARATE CLASSROOMS, INCLUDING AND PROVIDING

CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES COACHING

AND SOCIAL EMOTIONAL LEARNING, CURRICULUM SUPPORT AND MANY

OTHER EDUCATIONAL STRATEGIES FOR OUR AS WAS MENTIONED EARLIER

MANY OF ON YOU STUDENTS WHO ARE ENGLISH LEARNERS AND STUDENTS

WITH DISABILITIES.

WITH THAT, I WILL TURN IT OVER

TO ASSISTANT SUPERINTENDENT

CINDY NIELSON AND ANDRE'S

COMMENTS, MANAGER OF COMPLIANCE.

>> THANK YOU COUNCILOR



ESSAIBI-GEORGE AND COUNCILORS, JANEY,  
COUNCILORS O'MALLEY AND FLYNN.

WE'VE BEEN WORKING THE LAST FOUR  
YEARS WHERE WE WANT ALLOR OUR  
STUDENTS TO ENGAGE IN INNOVATIVE  
HIGH QUALITY INSTRUCT AND LEAST  
RESTRICTIVE REQUIREMENT TO HIGH  
LEVEL OF READING IN  
POST-SECONDARY SUCCESS.

THIS IS WHAT DRIVES TO BUILD  
INCLUSIVE PRACTICES ACROSS THE  
SYSTEM.

EVERYTHING WE'VE PRIORITIZED  
OVER THE LAST FOUR YEARS INTO  
THE FUTURE -- IDENTIFICATION AND  
PLACEMENT MAKING SURE WIRE  
IDENTIFYING THE CORRECT STUDENTS  
FOR SPECIAL EDUCATION AND THAT  
THEY ARE ON THE CORRECT  
PLACEMENT.

IS THERE A HIGH PRIORITY.  
THE SECOND PRIORITY IS THE  
QUALITY OF SUPPORT AND SERVICES  
HAPPENING ACROSS ALL OUR  
SETTINGS FROM INCLUSION TO DAYS  
WE HAVE WITHIN BOSTON PUBLIC  
SCHOOL.

FAMILY AND COMMUNITY ENGAGEMENT  
INCREASING OUR VISIBILITY AND  
OUR ACCESS TO STUDENTS FAMILIES  
AND THE COMMUNITY AS A PARTNER  
LATER ON IN THE PRESENTATION.

THEY ARE THE MAIN PARTNER WE  
HAVE WITHIN THE IEP PROCESS.  
EQUITY AND ACCOUNTABILITY ARE  
COMPLIANCE WHERE WE ARE ALWAYS  
ASSESSED THROUGH OUR ABILITY TO  
MAKE SURE THINGS ARE ON TIME AND  
IN COMPLIANCE.

LAST TRANSITION SERVICES WE'VE  
BEEN FOCUSING ON ARE FOR A WHILE  
WITH GRADE ADVOCACY WITH THIS  
COUNCIL AND ONE CREASE THE  
TRANSITION SERVICES WE HAVE.

THOSE ARE FOR STUDENTS 14-22  
MAKE SURE STUDENTS HAVE ACCESS  
TO SUPPORT SECONDARY SUCCESS.

THE NEXT SLIDE WE HAVE JUST THE  
SNAPSHOT OF THE DISTRICTS BUT  
YOU HAVE IT IN FRONT OF YOU.

THIS IS THE SCHOOL YEAR 2018/19.  
WE SURNTLY HAVE ABOUT 12,015  
STUDENT WHEN THE SNAPSHOT WAS  
TAKEN WITH DISABILITIES, OUR EL

WITH DISABILITIES 4,05 1.  
21% OF OUR STUDENTS HAVE  
DISABILITIES AND ONE THIRD OF  
THE 2 % ARE STUDENTS WITH  
DISABILITY WHO ARE ALSO EL'S.  
IN ADDITION THE GRAPH IS SHOWING  
YOU DISABILITY BY EDUCATIONAL  
ENVIRONMENT GOING FOR FULL  
INCLUSION TO OUT OF DISTRICT.  
WE THOUGHT WE'D START OUR  
FRAMING OF INDIVIDUAL LIVES  
EDUCATION PROGRAMS WHERE THEY  
COME FROM WHICH IS PRESCRIBED IN  
LAW BOOKS STATE AND FEDERAL.  
MASSACHUSETTS ALWAYS BEEN  
PROGRESSIVE IN EDUCATION AND  
PARTICULAR FOR STUDENTS WITH  
DISABILITIES WHERE IT'S BASED  
LARGELY ON OUR MASSACHUSETTS  
SPECIAL EDUCATION LAW.  
SO WE WANTED TO BEGIN OUR  
FRAMING THERE.  
PART OF THE HIGHLIGHT THAT COMES  
FROM BOTH THE IDA AND THE  
REGULATIONS IS FAMILY  
INVOLVEMENT AS A CORNERSTONE OF  
THESE PIECES OF THE LEGISLATION.  
THESE ARE JUST SOME OF THE WAYS  
IN WHICH THE IDEA AND  
REGULATIONS DICTATE HOW PARENTS  
ARE INCLUDED IN THE IEP PROCESS  
AND THAT INCLUDES REQUIRING  
NOTIFICATIONS TO PARENTS OF  
MEETINGS IN A FAMILY MANNER.  
REQUIRING INTERPRETATION AT  
MEETINGS AND TRANSLATION OF  
DOCUMENTS.  
MAKING SURE THE PARENTS ARE ABLE  
TO PARTICIPATE BY ALTERNATE  
METHODS IF THAT WERE APPROPRIATE  
FOR THEM.  
ALSO EVALUATION OF SERVICES,  
COMMUNICATION SHOULD BE SIMPLE  
AND COMMONLY UNDERSTOOD WORDS.  
RECEIVING REPORTS SUCH AS  
FREQUENT REPORT CARDS, HAVING  
THE RIGHT TO OBSERVE PROGRAMS  
AND EACH DISTRICT MUST HAVE AN  
ADVISORY COUNCIL.

>> BPS HELPS FAMILIES WITH  
BOSTON FED PACK AND  
FEDERALLATION FOR CHILDREN WITH  
SPECIAL NEEDS.

WE HAVE A DEDICATED LIAISON AND THROUGH THAT WE'VE DEVELOPED TRAINING TO FAMILIES WITH SUPPORT TO PARENTS AS WELL TO UNDERSTAND AND SUPPORT THE PROCESS.

THIS NEXT SLIDE SUMMARIZES THE PROCESS FOR SPECIAL EDUCATION WHERE WE BEGIN WITH A CONCERN REGARDING A STUDENT WHO HAS BEEN REFERRED TO THE STUDENT SUPPORT TEAM ASSUMING THIS IS A STUDENT COMING UP THROUGH THE SCHOOL'S CONCERN.

WE DECIDE ON APPROPRIATE INTERVENTION BASED ON THAT CONCERN.

AS A DOPE WE'VE BEEN HEAVY EMPHASIZING THE NEED TO PROVIDE APPROPRIATE SUPPORT AND INTERVENTION PRIOR TO REFERRING A STUDENT FOR EVALUATION TO DETERMINE A DISABILITY AND THE NEED FOR SPECIAL EDUCATION.

THE REASON FOR THIS IS TO ENSURE THAT THE STUDENT IS RECEIVING QUALITY INSTRUCTION AND SUPPORT FROM A GENERAL EDUCATION POSTURE.

WE HAVE SEEN A SLIGHT REDUCTION IN REFERRALS THIS SCHOOL YEAR AS A RESULT OF THIS EMPHASIS.

IF INTERVENTIONS ARE NOT SUCCESSFUL AND DISABILITY IS TRULY SUSPECTED WE MOVE TO THE CONSENT PHASE WHERE A PARENT IS CONTACTED BY A SPECIAL EDUCATION COORDINATOR AND AGAIN IN THE SCHOOL BASE REFERRAL PROCESS THE EVALUATION IS EXPLAINED AND FAMILIES, TWO FAMILIES AND CONSENT FOR EVALUATIONS WE ARE SEEKING.

ONE CONSENT IS RECEIVED, WE HAVE 30 SCHOOL DAYS TO CONDUCT THE EVALUATION.

AT THAT POINT, WE REVIEWED THE EVALUATION RESULTS AND DETERMINE IF A STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION OR RELATED SERVICES.

IF SO AN IEP IS DEVELOPED AND THE PARENT FINDS THE IN SERVICES.

>> I WANT TO STATE THE PRESENCE OF DISABILITY DOESN'T ALWAYS QUALIFY FOR SPECIAL EDUCATION SERVICES, THIS IS WHAT THE PROCESS IS ACTUALLY DETERMINING. THERE MIGHT BE A DISABILITY PRESENT BUT IT DOES NOT ALWAYS LEAD TO IEP OR SERVICES FOR THE STUDENT. THERE HAVE TO BE DATA THAT SHOW THAT A STUDENT IS NOT ABLE TO ACCESS THE GENERAL EDUCATION CURRICULUM WITHOUT MODIFICATION.

>> THERE ARE DECISIONS ABOUT ELIGIBILITY, ACCOMMODATIONS OF SERVICES ARE MADE BY AN IT TEEN MADE UP OF STUDENTS PARENTS, ANYONE THE PARENT CHOOSES TO INVITE, A GENERAL EDUCATION TEACHER A SPECIAL EDUCATION TEACHER, REPRESENTATIVE OF THE DISTRICT WHICH IN BOSTON IS OUR COORDINATOR IS SPECIAL EDUCATION. ANY OTHERS AND THE STUDENTS. OUR COORDINATORS OF SPECIAL EDUCATION WE HAVE A FEW OF US WITH US TODAY. OUR SCHOOL INDIVIDUALS WHO COORDINATE THE IEP PROCESS, WE HAVE 105 TOTAL FULL TIME PLIES WHO ARE SCHOOL BASED AND VISED BY PRINCIPAL WITH ASSISTANT FROM AN ASSISTANT DIRECTOR. THEY IMPLEMENT THE DISTRICT'S RESPONSIBILITIES AROUND IEP DEVELOPMENTS AND IMPLEMENTATION. THEY ARE ALSO THE PARENTS MAIN POINT OF CONTACT FOR THE ENTIRE SPECIAL EDUCATION PROCESS. A COORDINATOR -- EXCUSE ME THE STUDENTS CAN HAVE A MINIMUM OF TWO EVALUATIONS. MOST WOULD HAVE THREE AND SOME COULD HAVE AS MANY AS EIGHT EVALUATIONS DEPENDING ON THEIR NEEDS. THE COORDINATOR WILL MAKE SURE THAT STAFF KNOW THAT CONSENT HAS BEEN GIVEN REMIND THEM WHEN THE EVALUATIONS ARE DUE MEN THE MEETING WILL BE HELD AND OTHER

COORDINATION AS WELL AS ASSISTING FAMILIES. THIS SIDE HIGHLIGHTS THE SCHOOL DISTRICT'S RESPONSIBILITIES REGARDING THE IEP PROCESS WE DISCUSSED AND IT'S JUST COMPARING AND DEMONSTRATING WHERE IN THE REGULATIONS THESE RESPONSIBILITIES COME FROM. I WON'T GO INTO THEM IN TOO MUCH DETAIL ALREADY IF MOST OF THEM WITH THE EXCEPTION OF THE LAST BULLET WHICH IS IF AN IEP, SORRY EXCUSE ME, IF A PARENT IS DISSATISFIED WITH THE EVALUATIONS PROVIDED BY BOSTON, WE ALSO HAVE AN OBLIGATION TO OFFER INDEPENDENT EDUCATION EVALUATIONS AT NO COST TO PARENTS. IEPs ARE WRITTEN FOR A 12 MONTH PERIOD AND THEY BEGIN BASED UPON WHEN A MEETING IS HELD. MEETINGS ARE HELD THROUGHOUT THE SCHOOL YEAR. PARENTS OR FAMILY'S RESPONSIBILITIES ARE MEANT FOR A PROVIDER AND FOR THE EVALUATION TO BEGIN IS OF UTMOST IMPORTANCE. THEY WOULD ATTEND THE TEAM MEETING, PROVIDING REMOTE OPTIONS, INTERPRETATION AS NEEDED. THEY WOULD CONCEPT FOR THE IEP WHEN IT'S DEVELOPED AND ANY MEDICAL DOCUMENTATION IS OPTIONAL FOR THE FAMILY THAT'S NOT A REQUIREMENT TO HAVE AT AN IEP MEETING AND WE CAN FACILITATE THAT PROCESS AS WELL. DISCUSSING WHAT HAPPENS AT AN IEP MEETING, CONSIDERING THESE TOPICS, THERE'S NO DOUBT THAT MEET, ARE TENSE AND CAN BE STRESSFUL WHEN YOU ARE REVIEWING YOUR CHILD'S EVALUATION RESULTS FOCUSING ON AREAS OF WEAKNESS AND WHETHER OR NOT THEY CONSTITUTED DISABILITY. WE AIM TO FOCUS STAFF DURING TRAININGS ON REMINDERS ABOUT THIS TENSION AND HAVE THEM

ATTEMPT TO SUPPORT PARENTS,  
THEIR UNDERSTANDING OF THE  
JARGON THAT IS SOMETIMES USED,  
BEING MEANINGFUL IN THEIR  
PRESENTATION AND NOT JUST  
READING A REPORT AND BEING  
ENGAGED TO THE HEBZ WHEN ALL  
PARTS OF REQUIRED IEP MEETING.  
THOSE PARTS INCLUDE LISTENING  
ACTIVELY TO A PARENTS CONCERN,  
REVIEWING THE DATA COLLECTED  
THROUGH INTERVENTIONS PRIOR TO  
REFERRAL CLASSROOM, STATE  
ASSESSMENT.  
REVIEWING EVALUATION OF THE  
DATES, THE EVALUATION DATA THAT  
WAS OBTAINED THROUGH THOSE  
EVALUATIONS.  
THEN DETERMINING WHETHER OR NOT  
THE STUDENT IS ELIGIBLE FOR  
SPECIAL EDUCATION, DETERMINING  
WHAT IF ANY SERVICES ARE  
NECESSARY, ACCOMMODATIONS, GOALS  
AND FINALLY IF PLACEMENT ISNESS  
FOR A STUDENT FOCUSING ON LEAST  
RESTRICTIVE ENVIRONMENT.  
WITH A SUPPORT THE PROCESS WITH  
A HEAVY CONCENTRATION ON HEAVY  
TRAINING FOR KARYD NARRATORS.  
THEY PARTICIPATE IN 65 HOURS OF  
MANDATORY PROFESSIONAL  
DEVELOPMENT EACH YEAR AS  
COMPARED TO A TEACHER WITH  
REQUIRED 18 HOURS HER YEAR.  
PROFESSIONAL DEVELOPMENT  
ALWAYS EMPHASIZES FACILITATING  
FAMILY UNDERSTANDING OF  
DISABILITY AND A SPECIAL  
EDUCATION PROCESS.  
TOPICS HAVE INCLUDED  
UNDERSTANDING EACH DISABILITY  
CATEGORY OUTLINED BY THE MASS  
REGULATIONS.  
CONDUCTING APPROPRIATE MEETINGS,  
CULTURALLY WITH SUSTAINING  
PRACTICES AND OF COURSE ED PLAN  
WHICH IS OUR IEP MANAGEMENT  
SYSTEM TRAINING.  
IEP MANAGEMENT.  
IN FISCAL YEAR 16 EXECUTIVE  
COUNCIL APPROVED A BUDGET  
INVESTMENT FOR BOSTON IN A NEW  
IEP MANAGEMENT SYSTEM MOVING  
AWAY FROM OUR BPS HOME GROWN

SYSTEM.

WE COMPLETED THE PROCUREMENT PROCESS IN MARCH OF 2018 AND MIGRATED DATA OVER THE SUMMER OF 2017.

THE NEW SYSTEM CALLED -- BOTH IEPs AND 504 PLANS AND STARTED THE SCHOOL YEAR IN SEPTEMBER 2017.

THE PARENT PORTAL WENT LIVE IN JUNE 2018.

THE SYSTEM ALLOWED US TO PULL ACCURATE DATA AND MORE RECORDS ELECTRONICALLY.

SOME OF THE BENEFITS FOR FAMILY IS THAT THE IEP IS EASIER TO READ AND CONTAIN MORE INFORMATION IN THE EVALUATION SUMMARY SECTION SO THAT A PERSON READING THE IEP HAS MORE INFORMATION ABOUT THE STUDENT.

THE SYSTEM IS UPWARD OF EVALUATION AND ANY PARENT MY PREEMPT.

IT HAS A PORTAL FOR PARENT VIEWING BUT MORE IMPORTANTLY ELECTRONIC SIGNATURES OF THOSE IEP'S 504'S AND OTHER DOCUMENTS INCLUDING CONSENT.

THE SAME BENEFITS ARE APPLIED TO STAFF AT A GAPS FEATURES THAT PROVIDE THE IEP WHEN THE ENTIRE DOWN IS NOT NEEDED FOR A NUMBER TO SEE.

THE ON-LINE ACCESS HOPEFULLY ALLOWS FOR LESS FOLLOW UP BY STAFF ON SIGNATURES.

AT TIMES IT CAN TAKE UP TO TWO MONTHS TO OBTAIN PARENT SIGNATURE.

AND SO WITH THAT TIMELY RECEIPT OF SIGNATURE SERVICES CAN BEGIN.

AND FINALLY THEY CAN RUN SOME OF THE REPORTS FOR THEMSELVES WHICH IS HOPEFUL TO UNDERSTAND THE NEEDS OF STUDENTS AT SCHOOLS.

THE NIRKS SLIDE SHOWS SOME OF THE TAUGHT WE HAVE OBTAINED FROM THE SYSTEM HERE.

TO DATE 77% OF IEPs PRESENTED HAVE BEEN SIGNED AND 57% OF ENROLLED STUDENTS IEP HAVE BEEN PRESENTED AND COMPLETED BETWEEN SEPTEMBER AND MARCH.

THE TYPICALLY WE HAVE A HIGH VOLUME OF IEPs COMING DUE IN JUNE AND MAY IN PART DUE TO THE REFERRALS ON THE NEXT SLIDE THAT IS CONSISTENTLY HAPPENING IN ARE MARCH OF THE SCHOOL YEAR. REFERRALS FOR INITIAL EVALUATION.

IN THIS YEAR-TO-DATE, WE HAVE 2065 STUDENTS REFERRED FOR INITIAL EVALUATION.

THE CURRENT ELIGIBILITY RATE IS 76%.

7 -- 74%.

7 4% FOR FOUND ELIGIBLE FOR SPECIAL EDUCATION.

THERE'S A SPIKE IN MARCH YEAR-OVER-YEAR.

A NUMBER OF THOSE IS 411, 37 9 AND 316 RESPECTIVELY FOR EACH OF THOSE SCHOOL YEARS 16 THROUGH CURRENT.

>> SPECIAL EDUCATION CLASSROOMS CURRENTLY IN BPS A TOGETHER OF 930 CLASSROOM EXCLUDING CLASSROOMS AT MCKINLEY AND HORSE MAN SCHOOL FOR THE DEAF. WE EXPAND HIGH QUALITY IN CLASSROOM WE'RE WELCOMING FEEDBACK TO CONTINUE TO INCLUDE THE QUALITY OF PROGRAMMING ACROSS ALL SETTINGS.

IT IS THE DEPARTMENT'S WORK TO SUPPORT AND CREATE OPPORTUNITIES FOR STUDENTS WITH DISABILITIES A PROTECTED CLASS.

WE'RE INTERESTED IN DIVERSITY SUCH AS RACE AND GENDER. THE MAJORITY OF OUR STAFF ARE FEMALE.

WE WORK TOWARD AND LOOK TO SEE AN INCREASE IN STAFF.

IN ADDITION 40% OF OUR STAFF ARE PEOPLE OF COLOR.

WE WANT TO INCREASE THE NUMBER TO CLOSELY REFLECT THE STUDENTS AND FAMILY IN THE CITY.

NOW I'LL TURN IT OVER TO DIANE CAMPBELL.

>> GOOD EVENING, THANK YOU FOR HAVING ME.

MY NAME IS DIANE CAMPBELL, I



WORK IN THE STRIVE OFFICE WHICH IS A TEAM OF TEACHERS THAT ARE ON ASSIGNMENT THROUGHOUT THE CITY TO WORK WITH STUDENTS AGE 14-22 AS THEY TRANSITION FROM MIDDLE HIGH SCHOOL INTO POST-SECONDARY EDUCATION. SO THE FIRST SLIDE THIS IS A LIST OF SOME OF THE PARTNERS WITH WHOM WE WORK OVER THE LAST FEW YEARS UNDER MS. NIELSON'S LEADERSHIP WE'VE BEEN ABLE TO INCREASE THE NUMBER OF PARTNERS FROM WHICH WE COLLABORATE. WE WORK WITH THE IF WILL INDUSTRIES WORKING TRIANGLE AND SO ON, WE ARE TRYING TO DO IS PROVIDE STUDENTS WITH INTERNSHIP AND WORK OPPORTUNITIES SO THAT THEY'LL HAVE SOME IN-SCHOOL TRAINING SO WHEN THEY TRANSITION TO AN ADULT PROGRAM THEY WUL HAVE SOME SKILLS TO INCREASE THEIR EMPLOYABILITY. SO THE STRIVE TEAM, WE PROVIDE TRANSITION, CONSULTATION TO SCHOOLS SO WE WORK DIRECTLY WITH HIGH SCHOOLS AND MIDDLE SCHOOLS. WE GO INTO THE BUILDINGS WHERE EACH ASSIGNED A COHORT OF BUILDINGS. WE GO IN AND WORK DIRECTLY WITH TEACHERS AND PEOPLE TO HELP ASSIST THEM WITH ANY QUESTIONS OR CONCERNS REGARDING STUDENTS TRANSITION SERVICES AND WE ALSO DO SOME DIRECT SERVICE WITH THE STUDENT AS WELL. WE COLLABORATE WITH THE GENDERS, MAKE SURE ALL THE TRANSPORTATION THINGS LIKE THOSE THINGS ARE IN PLACE ARE FOR WHEN THE KIDS ARE GOING OUT TO WORK SITES WE PROVIDE WORK OPPORTUNITIES AT A VARIETY OF DIFFERENT LOCATIONS THROUGHOUT THE CITY. WE EMPLOY APPROXIMATELY 500 STUDENTS A YEAR AND APPROXIMATELY 160 DURING THE SUMMERTIME WITH THE ASSISTANCE OF THE MAYOR'S SUMMER JOB PROGRAM. WE TRY TO ASSIST THE SCHOOLS IN INCORPORATING STUDENTS INTO

THEIR IEP PROCESS.  
WE LIKE TO ASSIST THEM TRONNING  
THEM HOW TO HAVE A STUDENT  
PARTICIPATE IN THEIR OWN IEP.  
APPROXIMATELY AT THE AGE OF 14  
WE LIKE TO INVITE THE STUDENTS  
TO THEIR OWN MEETING.  
HAVE THEM INVITE OTHER  
PARTICIPANTS WITH WHOM THEY FEEL  
COMFORTABLE.  
PROVIDE THE TEACHERS OR SUGGEST  
A CERTAIN TEMPLATE SO THAT THE  
STUDENTS CAN PRESENT INFORMATION  
OF THEIR SUCCESSES OVER THE  
SCHOOL YEAR.  
REVIEW THE STUDENTS PERSON  
VISION AND THEN USE THAT  
PERSONAL VISION TO ESTABLISH  
GOALS FOR THE COMING YEAR.  
DURING THE IEP PROCESS, EVERY  
STUDENT IS REQUIRED TO HAVE A  
TRANSITION PLANNING FORM  
COMPLETED, AND THIS IS A FORM  
THAT IS, WILL TOUCH ON THE  
INSTRUCTIONAL EMPLOYMENT AND  
COMMUNITY EXPERIENCES THAT WILL  
ASSIST THE STUDENT IN REACHING  
THERE VISION.  
AND THEN WE UTILIZE THIS  
TRANSITION PLANNING FORUM AND IT  
WILL INFORM THE DEVELOPMENT OF  
GOALS FOR THE IEP.

>> THANK YOU VERY MUCH FOR THE  
PRESENTATION AT THE END THERE.  
I DO WANT TO NOTE I MISSED  
MY OPPORTUNITY DURING OPENING  
STATEMENTS TO NOTE THAT TODAY IS  
WORLD AUTISM DAY ALTHOUGH IT'S  
WORLD AUTISM AWARENESS MONTH.  
STOWED IS A SPECIAL DAY.  
YOU'LL SEE MANY OF THE  
PRESENTERS AS WELL AS GUESTS IN  
THE AUDIENCE WEARING THEIR PIN.  
I KEPT MINE SITTING IN THE CAR I  
WISH I'D BROUGHT MINE UP.  
I WANT TO NOTE THIS AFTERNOON I  
WAS ABLE TO PARTICIPATE IN THE  
STRIVE PROGRAM'S 30TH  
ANNIVERSARY CELEBRATION AT WENT  
WORTH INSTITUTE TECHNOLOGY.  
IT WAS A VERY SPECIAL AFTERNOON  
RECOGNIZING SOME FORMER STUDENTS  
WHO NOW HAVE BEEN EMPLOYEES AT

WENT WORTH.

ONE WAS 30 YEARS, ALMOST  
29 YEARS AND SOMEONE ELSE WAS 26  
YEARS.

IT WAS SPECIAL TO BE THERE.

SO MY QUESTIONS THROUGH THIS  
PRESENTING, AGAIN THANK YOU ALL

FOR A VERY THOUGHTFUL AND I  
THINK DETAILED PRESENTATION.

I AM CURIOUS ABOUT IF YOU CAN  
JUST EXPLAIN THE DIFFERENCES  
BETWEEN THE 14-22 YEAR OLD  
POPULATION AND THEN THE  
18-2 POPULATION, WHAT SORT OF  
THEIR NEEDS MIGHT BE AND HOW  
THEY DIFFER IN THE SERVICES THAT  
THE TRIX PROVIDES THEM.

>> SO THE POPULATION FOR 14-17  
ARE STUDENTS WHO ARE  
POST-SECONDARY SCHOOL BOUND SO  
THEIR TRANSITION SERVICES WOULD  
CENTER MORE AROUND MAYBE COLLEGE  
APPLICATIONS OR WORK, AFTER  
SCHOOL WORK EXPERIENCE.

OR IT WOULD BE THE NEED FOR HIGH  
LEVEL OF HANDS ON TRAINING  
DURING THE WORK EXPERIENCE.

AND SO THOSE SERVICES AND THE  
SERVICES AROUND 14-17 YEAR OLDS  
AT THEY HAVE MORE OPPORTUNITY  
FOR TRANSITION SERVICES.

OUR STUDENTS 18-22 AND AGAIN --  
FOR A VERY LONG TIME.

18-22 HAVE A HIGHER LEVEL OF  
NEED AND MORE SERIOUS  
DISABILITY.

THEIR TRANSITION SERVICES WAS  
CENTERED AROUND ADULT LIVING  
SKILL AS WELL AS ON THE JOB  
TRAINING VOCATIONAL SKILLS AND  
MOVING PEOPLE FOR AS CLOSE TO  
REFERRAL LINES AS THEY CAN TO  
INDEPENDENT LIVING FOR FOLKS AGE  
18-22.

>> THE 14-18 YEARS OLD AT THE  
BEGINNING OF HIGH SCHOOL WE TRY  
TO FOCUS ON THE STUDENTS  
DEVELOPING THEIR VISION, WORKING  
WITH THE TEACHERS IN  
COLLABORATION TO BRING SOME  
TRANSITION CURRICULUM INTO THE  
SCHOOLS.

AS THEY GET THROUGH LIKE THE BEGINNING OF HIGH SCHOOL AND WORKING THERE WAY THROUGH, WE TRY TO PROVIDE THEM WITH IN SCHOOL VOCATIONAL OPPORTUNITIES SO THEY WILL SET UP A NUMBER OF DIFFERENT WORK OPPORTUNITIES WITHIN THE BUILDING TO KIND OF GET THEM STARTED, GET THEM USED TO PARTICIPATING IN A WORK PROGRAM, YOU KNOW, SIGNING A TIME SHEET, MAKING SURE THEY HAVE STAMINA FOR WORK. AND THEN AS THEY PROGRESS, WE HIKE TO MOVE THEM OUT INTO THE COMMUNITY WITH THE SUPERVISION OF THE TEACHER AND THEN FROM THERE THE NEXT STEP WOULD BE TO MOVE THEM INTO COMPETITIVE EMPLOYMENT OR INTO SERVICE TO A RENT OUT SERVICE PROVIDER.

>> HOW MANY STUDENTS DO WE HAVE IN THAT 18-22 YEAR OLDS JUDICIAL STUDENTS WITH SIGNIFICANT NEEDS PROBABLY CLOSE TO 500.

>> HOW MANY PEOPLE DO WE HAVE LIKE YOU DIANE WITH THAT 500 POPULATION.

>> SO THERE ARE 5 COMMUNITY CONNECTIONS FACILITATORS THAT WORK WITH THE HIGH SCHOOLS AND THEN WE ALSO HAVE THREE COMMUNITY FIELD COORDINATORS, ONE RUN A DISK CENTER OF ENGLISH AND TWO WHO ARE AT THE WENTWORTH CAMPUS AND BRENDA THE AT THE WENT WORTH CAMPUS JUDICIAL EIGHT OR NINE.

>> YOU RECOGNIZE NINE TEACHERS TODAY FOR THE STRIVE PROGRAM. THAT'S THE GROUP.

>> YES.

>> SO THOSE NINE, THOSE NINE TEACHER FACILITATORS COORDINATORS, THOSE NINE PEOPLE RESPONSIBLE FOR WORKING WITH THOSE 500 YOUTHS, THE 18-22 YEAR

OLDS.

>> CORRECT.

AND ALSO CONSULTING WITH THE MIDDLE SCHOOLS AS WELL JUDICIAL THE 14-18.

SO THAT SEEMS LIKE A LOT OF KIDS PER ADULT.

AT FIRST WE'RE THINKING ABOUT SOME OF THE INTENSE SUPPORT SERVICES I SPECIALLY WITH THE 18-22 YEAR OLD BUT ALSO SUPPORTING THE 14 PLUS KIDS.

WHAT ARE THE MAIN FUNCTION OF THOSE NINE TEACHERS?

>> WITH A WE DO IS WE PROVIDE CONSULTATION TO THE TEACHERS SO WE'VE BEEN DOING A LOT OF TRAINING OF THE TEACHERS TO BRING THEM INTO THE PROCESS SO THAT THE HIGH SCHOOLS ARE OWNING THE RESPONSIBILITY FOR THE STUDENTS UNDER THEIR CARE.

WE ALSO DOING SOME WORK WITH INDIVIDUAL STUDENTS AS FAR AS JOB DEVELOPMENT AND THOSE KIND OF THINGS.

WE'RE WORKING ON REFERRAL PROCESS ASSISTING THE FAMILIES AND DOING REFERRALS TO ADULT SERVICE PROVIDERS, WHETHER IT BE THE DON'T OF DEVELOPMENTAL SERVICES A THE WELL AS -- DON'T DEPARTMENT OF DEVELOPMENTAL SERVICES AND THE PROCESS, SOCIAL SECURITY ISSUE AND THING OF AT THAT TIME NATURE.

>> SEEMS LIKE A LOT FOR NINE TEACHERS.

BACK TO THE PRESENTATION. I SORT OF MADE NOTES AS WE WENT ALONG.

ON PAGE FOUR, IT'S STUDENTS WITH DISABILITIES, IT'S THE GRAPH IDENTIFYING OUT OF DISTRICT WHICH IS ESSENTIALLY SEPARATE. CAN YOU JUST TELL US WHAT EACH OF THOSE MEAN OUT OF THE DISTRICT PUBLIC DAY.

>> SURE.

THE PUBLIC DAY SCHOOLS ACCOUNT

FOR STUDENTS STILL WITHIN BOSTON  
PUBLIC SCHOOLS.  
THEY ARE ATTENDING THE MICK  
CONLY SCHOOL, HORACE MANN SCHOOL  
FOR THE DID DEAF AND THE CARTER  
SCHOOL.  
WHEN IT SAYS OUT OF DISTRICT  
THAT MEANS THEY ARE OUT OF  
DISTRICT THEY'RE NOT INVOLVED  
WITH BOSTON.

>> THEY'RE NOT IN THE BOSTON  
PUBLIC SCHOOLS.  
SUBSTANTIALLYÿr SEPARATE.

>> SUBSTANTIALLY SEPARATE ARE  
SETTINGS WORKING ARE OUTSUED OF  
THE GENERAL PLAINATION CAN CLASS  
60% OR MORE OF THE DAY.

>> THEY MIGHT BE AT ENGLISH HIGH  
SCHOOL.

>> YES.  
THOSE ARE SOMETIMES REFERRED TO  
AS STRAND PROGRAMS.  
AND THE PARTIAL INCLUSION  
STUDENTS ARE MOST OFTEN WHAT WE  
WOULD RESOURCE SERVICES SO  
THEY'RE IN THE CLASSROOMS UP TO  
20 --

>> SO PART OF THE GENERAL ED AND  
PART OF THE DAY-

>> PART OF THE DAY WE SERVE THEM  
AND GENERALIZE.  
AND FULL INCLUSION WOULD BE  
THEY'RE NOT OUT OF THE GENERAL  
EDUCATION CLASS FOR MORE THAN  
20% OF THE DAY.

>> FOR OLDER KIDS WHAT SCHOOLS  
DOES THAT INCLUDE.

>> FOR FULL INCLUSION.

>> YES.  
THE HENDERSON, MEYERY LINE.

>> THE BURKE.  
I DON'T WANT TO MISSPEAK.  
WE CAN GET YOU A LIST.

>> IT'S NICE TO SEE WHERE OUR KIDS ARE LANDING. A LOT OF THESE STUDENTS FOR THE FULL INCLUSION OR ALL OF THESE CATEGORIES WERE ALSO AT THE WEST ROXBURY ACADEMY AND URBAN SCIENCE ACADEMY.

>> YES. THERE WERE PROGRAMS THAT WE'RE WORKING VERY CLOSELY WITH FAMILIES TO MAKE SURE THEY UNDERSTAND WHAT THE TRANSITION MEANS. WE'RE SCHEDULING RIGHT NOW VISITS TO THE SCHOOL FOR FAMILIES CAN VISIT THE SCHOOL OR SPRING TO TRANSITION WHERE THEY'RE GOING NEXT.

>> THANK YOU.

>> THANK YOU SO MUCH MADAM CHAIR AND THANKS AGAIN TO THE PANEL. I WANT TO FOLLOW UP ON SOME OF QUESTIONS AROUND THE 18-22 YEAR OLDS. HOW MANY STUDENTS ARE WE TALKING ABOUT?

>> 500.

>> AND ELSE NINE TEACHERS. IS THAT WHAT I'M UNDERSTANDING FROM YOUR QUESTIONING JUDICIAL I WANT TO CLARIFY TWO THINGS. SO THERE ARE SIX CERTIFIED TEACHERS DOING THIS PROGRAMMING AND THERE ARE THREE COMMUNITY FIELD COORDINATORS OR CFCs I WANT TO MAKE SURE.

>> SO SIX TEACHERS AND THREE. SO SIX TEACHERS FOR 500 STUDENTS. HOW DOES THAT WORK.

>> I WANT TO EXPLAIN THAT A LITTLE BIT MORE. THE MODEL IS THAT WE'RE MOVING AWAY FROM THE, PEOPLE TO GO THE DIRECT SERVICES TO THE STUDENTS BUT ALSO TO THE TRAINING THE SCHOOLS IS TRANSITION SERVICES

COMPANY.

>> CAN YOU SLOW DOWN PLEASE.

>> THE LAND INTO THE SCHOOL THEY HAVE TO BE THROUGHOUT THE DAY. SO THE TRAINING IS HAPPENING MUCH TEACHERS ARE TAKING OWNERSHIP REFERRED TO THE SCHOOLS TO BE DOING TRANSITION SERVICES ALL DAY LONG RATHER THAN HAVING SOMEONE COME IN TO DO WORK REFERRAL OR AT THAT TIME PIECE.

>> SO I'M STILL, I HAVE KEZ AND CONCERNS ABOUT THE SHEER NUMBER OF STUDENTS VERSUS TEACHERS AND WHETHER OR NOT THEY'RE GETTING EVERYTHING THAT OUR STUDENTS IN BPS WOULD BE GETTING OR NOT, I DON'T KNOW. I'M HAPPY TO FOLLOW UP. IS THAT FIVE MINUTE.

>> FROM THE FIRST ROUND.

>> I WOULD LIKE TO COME BACK TO UNDERSTAND MORE. THE REASON I ASK IS BECAUSE PERHAPS THIS IS A WONDERFUL PROGRAM, WOULD LOVE THE OPPORTUNITY TO COME SEE IT BUT THE FEEDBACK THAT WE FEEDBACK WE GET FROM CONSTITUENTS WHO CALL AND CERTAINLY PEOPLE IN THE ADD CULL SEE COMMUNITY THEY ARE -- ADVOCACY COMMUNITY ARE USING PHRASES LIKE WAREHOUSE OUR STUDENTS AND WHEN YOU HAVE YOUNG PEOPLE WHO HAVE NOT GOTN'T WHAT THEY NEED THROUGH BPS COMING UP K-12 THE AND NOW WE'VE GOT JUST SIX TEACHERS AND THREE --

>> I JUST WANT TO BE REALLY CLEAR. THOSE ARE SIX FUNDED PEOPLE. ALL OF THESE 18-22 ARE ASSIGNED TO CLASSROOMS IN SCHOOL. THEY HAVE FULL PROGRAM AT THE SCHOOL LEVEL THEY'RE ATTENDING EVERY DAY AND THE TRANSITION ARE COMING IN TO WORK ON THE



SPECIFIC TRANSITION  
OPPORTUNITIES THAT THE PARTNERS  
AND VENDORS.

>> WONDERFUL.

SO ANOTHER THING THAT WE HEAR  
ABOUT ARE THE NUMBER OF STUDENTS  
WHO GO TO A CHARTER SCHOOL MAYBE  
FROM BPS BUT THEN END UP BACK IN  
BPS.

WE HEAR ABOUT THE TIMING OF  
THOSE STUDENTS COMING IN,  
USUALLY AROUND TESTING TIME.  
ONE THIN THAT I'M CONCERNED  
ABOUT IS THAT THOSE STUDENTS ARE  
NOT GETTING THEIR SERVICES IF  
THEY ARE STUDENTS WITH  
DUZZABILITIES ARE NOT GETTING  
THEIR SERVICES RIGHT AWAY, THAT  
THEY'RE KIND OF IN THIS HOLDING  
PATTERN.

WHAT IS THAT?

IS THAT, I MEAN THEY HAVE AN  
IEP, THEY'RE GOING TO THE  
DISTRICT HAVING HAD AN IEP WHEN  
THEY WERE HERE BEFORE, THEY GO  
TO A CHARTER SCHOOL, NO SURPRISE  
IT ISN'T WORK OUT.

THEY COME BACK.

HOW TO WE GET THEM THE SERVICES  
THAT THEY NEED IN A SEAMLESS WAY  
WHERE THERE'S NOT AN  
INTERRUPTION.

ARE YOU AWARE OF THIS PROBLEM  
NUMBER ONE AND MEMORANDUM TWO  
HOW TO WE -- AND NUMBER TWO HOW  
DO WE ADDRESS IT.

>> I WOULD LOVE TO FOLLOW UP  
MORE AND LEARN ABOUT THAT.  
GENERALLY FAMILIES ARE COMING  
WITH THE IEPs IN HAND WHEN  
THEY REREGISTER OR WE AN IT EP  
WITHIN THE LAST THREE YEARS --

>> AND THEN WHAT HAPPENS.

>> THIS GET ASSIGNED TO SCHOOLS  
BASED ON THE LEVEL OF NEED THEY  
HAVE.

IF IT'S A STUDENT WITH RESOURCE  
LEVEL OR INCLUSION THAT WE  
TALKED ABOUT THEY WOULD GO  
THROUGH THE WELCOME CENTER FOR

ENROLLMENT.

THEY CHOOSE THAT WAY.

WITH IEP COMES WITH SEPARATE SERVICES THAT ARE NEEDED, THEN WE WORK WITH THEM ON THE SCHOOLS THAT HAVE THAT JUDICIAL AS PARENTS ARE CALLING OUR OFFICES SAYING THAT THEY'RE NOT GETTING THE SERVICE THAT THEY NEED RIGHT AWAY.

DO I PREFER THEM BACK TO YOU? BECAUSE THAT'S WHAT I'M HEARING IS THAT THERE'S THIS INTERRUPTION THAT THEY'RE NOT GETTING THE SERVICES RIGHT AWAY. THAT THERE'S A BREAK THAT'S HAPPENING THAT SHOULDN'T BE HAPPENING.

I WANT TO COME BACK TO SLIDE FOUR.

I SEE THE CHAIR CHECKING THE CLOCK.

SO ON SLIDE FOUR, AND THANK YOU FOR THE TESTIFY MISSIONS FOR THE LEGEND THERE.

THIS IS THE SLIDE THAT HAS THE BREAK DOWN OF THE STUDENTS WITH DISABILITIES IN THE DISTRICT.

AND I CAN SEE THE BREAK DOWN BASED ON PROGRAM TYPE.

WHAT I'M INTERESTED IN YOU BREAKING THIS DOWN BY RACE GENDER, LANGUAGE OF THE STUDENTS.

SO LET'S JUST LOOK AT THE FULL INCLUSION, IF WE LOOK AT THE BLUE BARS.

AND IT IMPORTANT TO KNOW WHILE WE HAVE FULL INCLUSION CLASSROOMS AVAILABLE IT'S IMPORTANT TO MAKE SURE THAT WE'RE DOING INCLUSION, RIGHT, THAT WE ARE NOT DOWNING CHILDREN INTO GENERAL EDUCATION WITHOUT THE SUPPORT AND I WOULD ARGUE THAT THEY NEED A FULL TIME GENERAL ED AND A FULL TIME SPECIAL ED TEACHER IN THE CLASSROOM AND NOT JUST --

[APPLAUSE]

>> NOT JUST PARAPROFESSIONALS OR A TEACHER WHO HAS THREE CERTIFICATIONS.

WE'VE GOT TO MAKE SURE THEY ARE GETTING THE ACTUAL SUPPORT THEY NEED.

THAT'S NUMBER ONE.

AND I KNOW WE'RE NOT THERE BECAUSE WE'RE ASKING TEACHERS TO GET MULTIPLE CERTIFICATIONS RATHER THAN HAVING THE TWO TEACHERS BUT LET'S LOOK AT THAT BAR, THE BLUE BAR THAT SAYS FULL INCLUSION.

IF WE BREAK THAT STUDENT POPULATION DOWN AND I'D LIKE IT FOR ALL OF THEM, WHAT ARE WE LOOKING AT IN TERMS OF RACE, GENDER AND EVIDENTNESSITY.

>> SO WE DEFINITELY HAVE IT, I CAN GET THIS TO YOU SHORTLY AFTER.

WE DIDN'T INCLUDE IT IN THIS PRESENTATION BUT I CAN GET THIS TO YOU.

>> SO I WILL, SO I'VE SAID THIS BEFORE.

IN MY CAPACITY AS AN ADVOCATE BEFORE JOYING THE CITY COUNCIL AND I WILL SAY IT AGAIN HERE. FOR EVERYTHING, IF WE ARE SERIOUS ABOUT CLOSING THE OPPORTUNITY AND ACHIEVEMENT GAP WE NEED TO HAVE THIS INFORMATION CLEARLY MARKED DOWN FOR EVERYTHING.

ANECDOTALLY I KNOW IS THAT -- IT'S IMPORTANT TO HAVE IT IN FRONT OF US STAWLTS TO MAKE SURE WE'RE DOING EVERYTHING THAT ALL CHILDREN HAVE THE LEAST RESTRICTIVE SETTINGS AND HAVE ACCESS TO FULL INCLUSION, REAL FULL INCLUSION WITH THE ACTUAL SUPPORTS AND STAFFING THAT WE NEED TO MAKE SURE THAT IT'S DONE RIGHT.

SO I AM VERY MUCH INTERESTED IN UNDERSTANDING FOR EACH OF THESE PROGRAM AREAS WHAT THE BREAK DOWN IS BY RACE, BY GENDER AND BY ETHNICITY.  
THANK YOU.

>> IF I COULD ADD LANGUAGE.

>> I DID MENTION LANGUAGE.  
AND LANGUAGE IS VERY IMPORTANT  
AS WELL.  
WE ALREADY KNOW THAT A THIRD OF  
THE STUDENTS WITH DISABILITIES  
SPEAK A LANGUAGE OTHER THAN  
ENGLISH AT HOME.  
SO JUST IMPORTANT TO UNDERSTAND  
WHICH LANGUAGE GROUPS WE'RE  
TALKING ABOUT AND HOW THEY'RE  
BEING SUPPORTED.  
I WILL SAVE THE REST OF MY  
COMMENTS AND QUESTIONS FOR THE  
NEXT ROUND.  
I SEE MY COLLEAGUE WAITING  
PATIENTLY.

>> THANK YOU COUNCILOR.

>> COUNCILOR O'MALLEY.

>> THANK YOU MADAM CHAIR.  
I DON'T KNOW THE SLIDE NUMBER  
BUT I WANT TO GO BACK TO THE  
SLIDE THAT SAYS IEP PROCESS DATA  
TOWARDS THE END OF THE  
PRESENTATION.  
WE'RE COMING UP ON THAT.  
SO, IT READS FOR THOSE WHO MAY  
NOT HAVE A COPY OF IT,  
6,821 IEPs HAVE BEEN WRITTEN  
BETWEEN SEPTEMBER 2018 AND MARCH  
2019 ACCOUNTING FOR 57% OF  
CURRENTLY ENROLLED STUDENTS WITH  
DUZZABILITIES.  
SO THAT MEANS 43% HAVEN'T BEEN  
WRITTEN.

>> CORRECT.

>> IS THIS TYPICAL WHERE WE ARE  
IN THE PROCESS IS IT AHEAD OR  
BEHIND.

>> THOSE MEETINGS COME UP  
ANNUALLY AT THE SAME TIME.  
SO 43% OF OUR MEETINGS ARE HELD  
HALF THE SCHOOL YEAR.

>> IS EVERY STUDENT THAT HAS  
APPLIED OR THEIR PARENTS HAVE  
APPLIED FOR AN IEP BEING TO HAVE  
A PLAN WRITTEN NBT SCHOOL YEAR.

>> YES.

SO THERE ARE A NUMBER OF MEETING THAT MAY NOT HAPPEN FOR VARIOUS REASONS.

THERE IS OUR MANAGERS AND COMPLIANCE MEET REGULARLY WITH THE ASSISTANT DIRECTORS AS WELL AS COURT NARRATORS DIRECTLY TO FIND OUT THE STATUS OF THEIR COMPLIANCE AND WHAT'S GOING ON WITH THEIR STUDENTS MAKING SURE THEY ARE RECEIVING THERE SERVICES AND THE IEP IS IN A TIMELY MANNER.

AT TIMES WE HAVE FOUND THERE ARE CERTAIN BUCKETS OF ISSUES THAT COME UP FOR STUDENTS WHICH RESULTS IN DELAYS.

SOME OF THEM MAY BE ILLNESSES, HOMELESSNESS, CARE-GIVER CHANGES, A VARIETY OF ISSUES AND WE HAVE 10% WITH STAFFING CONCERNS THAT WORE ADDRESSING AS WELL.  
BUT --

>> STAFFING CONCERNS.

>> SOME FOLKS WHO EITHER HAVE GONE OUT ON LEAVE AND WE'RE CATCHING UP A LITTLE BIT TO GET TO WHERE THEY ARE.

SOME FOLKS WHO WERE BEHIND AND ARE WORKING TO HELP THEM CATCH UP.

>> OKAY.

>> THROUGH NO FAULT OF THE FAMILY.

>> 77% OF IEPS THAT HAVE BEEN REVIEWED, 7 PERCENT PR OF THOSE 6,821 HAVING SIGNED AND ACCEPTED BY THE FAMILY.

>> CORRECT.

>> WHAT ARE SOME OF REASONS THEY HAVEN'T BEEN SIGNED OR ACCEPTED.

>> WE HAVE DATA ANALYSIS AND SOMETIMES IT TAKES A FEW MONTHS

TO GET THAT TO A FAMILY, WE MADE  
MULTIPLE AWE THE TEMPTS AND  
THOUSAND WE HAVE MORTAL TO MAKE  
THAT EASIER.

WE HAVE STAFF GO DOOR TO DOOR  
HONESTLY TO GET SIGNATURES AND  
TRY TO CATCH A PARENT WHEN  
THEY'RE COMING IN FOR A MEETING  
OR PARENT TEACHER CONFERENCE  
SOMETIMES JUST ISN'T SIGNED.

>> DOES THAT 6821 FIGURE, IS  
THAT SPECIFICALLY BOSTON PUBLIC  
SCHOOL STUDENTS OR DOES THAT  
INCLUDE BOSTON RESIDENTS WHO ARE  
IN PRIVATE OR PROK TELE.  
TELE--  
PAROCHIAL.

>> IT INCLUDES ALL STUDENTS.

>> I REALLY APPRECIATE THE CHAIR  
KEEPING US TO A PRETIME PERIOD  
BECAUSE I WANT TO HEAR MORE FROM  
PARENTS BUT WALK US BRIEFLY YOU  
THROUGH THE PROCESS IF I HAVE A  
CHILD WHO IS AT A CATHOLIC  
SCHOOL BECAUSE DIDN'T RECEIVE A  
PLACEMENT THAT I WANT BUT  
REQUIRES SOME SPECIAL SERVICES.  
HOW DO I APPLY FOR THAT AS A  
PARENT AND WHAT DOES IT LOOK  
LIKE FROM PROCESS POINT OF VIEW.

>> THE PARENT WOULD COME TO A  
WELCOME CENTER AND WOULD LIKE TO  
HAVE A STUDENT EVALUATED FOR  
SPECIAL EDUCATION.

WITH A WOULD ASSIGN THEM A  
STUDENT ID NUMBER ASSIGN THEM TO  
A SCHOOL FOR EVALUATION CONTACT  
THAT SCHOOL AND LET THEM KNOW  
THAT THE STUDENT HAS BEEN  
ENROLLED FOR THIS PURPOSE.  
AND THEN THAT SCHOOL WOULD SEND  
OUT A CONSENT.

THIS YEAR WE CONDUCTED FOUR  
CHILD SCREENINGS FOR CHILDREN  
SIX THROUGH 21 TO IN PRIVATE AND  
PAROCHIAL SCHOOLS.

WE SENT OUT NOTICE TO COME TO A  
SCREENING IF THEY HAD A CONCERN  
RELATED TO DISABILITY, THEY  
WOULD RECEIVE A SCREEN AND

CONSENT ON SITE AND THE PROCESS WOULD BE ASSIGNED TO A SCHOOL FOR THE EVALUATION AND TEAM MEETING PROCESS.

>> CAN YOU FURNISH US A BREAK DOWN OF KIDS IN BPS AND OUTSIDE WITHIN THE CITY.

>> I CAN GET THAT TO YOU.

>> AND ALSO WHAT PERCENTAGES THAT HAVE COMPLETED IEPs MY TIME IS NEARLY UP BUT I WANT TO ASK CAROL AND CANE SOMEONE WHO HAS DONE INCREDIBLE WORK FOR ALL STUDENTS FOR MANY YEARS CERTAINLY MY TIME ON THIS BODY. HAS THE PROCESS GOTTEN BETTER IN YOUR TIME AS BOTH A PARENT AND ADVOCATE -- FEEL FREE TO JUMP IN HERE.  
FROM SPEDPAC, HOW ARE WE DOING WHAT COULD WE BE DOING BETTER.

>> FIRST OF ALL THANK YOU COUNCILOR O'MALLEY FOR THE VERY KIND WORDS AND THANK YOU CHILDREN PERSON ANNISSA ESSAIBI-GEORGE AND VICE CHAIRPERSON KIM JANEY FOR THE OPPORTUNITY TO BE HERE THIS EVENING.

MY NAME IS CAROLYN CANE, I AM FIRST AND FOREMOST THE MOTHER OF A 19 YEAR OLD WITH SIGNIFICANT DISABILITIES IN THE BOSTON PUBLIC SCHOOLS.

I HAVE HAD THE PLEASURE AND HONOR AND SOMETIMES THE DOOM OF BEING THE BOSTON SPEDPAC CHAIR WHICH IS A VOLUNTEER POSITION FOR THE LAST TEN YEARS.

DURING THAT TIME FRAME I HAVE WORKED WITH FOUR DIFFERENT SUPERINTENDENT AND FOUR THE DIFFERENT SPECIAL EDUCATION DIRECTORS.

I WILL TELL YOU THAT IN DOING SOME HOUSECLEANING THIS WEEKEND, SPRING IS HERE, I CAME ACROSS SOME DOCUMENTS DATED 2013.

AND I WILL THE TELL YOU THAT IT WAS VERY ENLIGHTENING IN LOOKING

AT THOSE DOCUMENTS BECAUSE THINGS THAT WE WERE ASKING THE DISTRICT FOR IN 2013 ARE THE SAY THINGS THAT WE'RE ASKING THE DISTRICT FOR IN 2019.

THE REASON I SAY THAT IS THAT --

--[APPLAUSE]

I'M SURE SPECIAL EDUCATION STUDENTS AND I'M SURE ELL HAS SOME CONCERNS HAVE NOT BEEN GIVEN THE PRIORITIES THEY NEED TO BE GIVEN IN BPS.

WITHOUT APPROPRIATE FUNDING, THAT WILL ALWAYS BE THE CASE.

SO THIS IS NOT A SPECIAL EDUCATION ISSUE.

[APPLAUSE]

THIS IS A DISTRICT ISSUE.

HAS THE PROCESS GOTTEN BETTER?

YES, IT HAS.

WE GOT RID OF AND ANTIQUATED AND VERY DIFFICULT SYSTEM THAT I BEGGED THE DISTRICT FOR YEARS TO CUT OUT THE GANGRENE AND GET RID OF IT BECAUSE IT WAS ANTIQUATED

BEFORE IT WAS IMPLEMENTED

SIMILAR TO SOME OF THE TECH THE NAWLG THAT'S IN THE BIG DIG.

ANYWAY WITH REGARD TO THE IEP ITSELF, WE HAVE A NEW IEP SYSTEM

IN THE PLACE AND I WILL ALSO SAY THAT IN SITTING HERE I'M WORKING

WITH SO MANY DIFFERENT PEOPLE ACROSS THE TEN YEARS INCLUDING

THE SCHOOL COMMITTEES IS THAT THIS SPECIAL EDUCATION OFFICE

HAS BEEN THE MOST COLLABORATIVE AND THE MOST RESPONSIVE TO US AT

SPEDPAC.

NOBODY'S PERFECT.

WE HAVE A LOT MORE WORK TO DO BUT WHAT I'VE SEEN IS SEEMS TO

GROW A COHESIVE TEAM THAT IS RESPONSIVE TO PARENTS.

THE ISSUE ABOUT TRANSITION SERVICES THAT IS THE ONLY

INVESTMENT DURING THE ENTIRE TIME I'VE BEEN SPEDPAC CHAIR

AGAIN TEN YEARS OF \$1 MILLION FOR 4500 STUDENTS, WHICH IS

ABOUT \$222 PER STUDENT.

NOW TO EXPECT THE DISTRICT TO BE ABLE TO PROVIDE THINGS LIKE

TRAVEL TRAINING, PRE EMPLOYMENT



SKILLS, EMPLOYMENT  
OPPORTUNITIES, COMMUNITY  
EXPERIENCES AND DAILY LIVING  
SCHOOLS FROM MORE SIGNIFICANTLY  
IMPACTED STUDENTS, AT THAT TIME  
JUST NOT POSSIBLE.  
SO WHAT WE'RE TRYING TO DO EACH  
YEAR IS DO MORE WITH LESS.  
AND THE NUMBER OF STUDENTS WITH  
SPECIAL NEEDS IS NOT GOING DOWN.  
WE HAVE CHILDREN LEAVING FOR ARE  
CHARTER SCHOOLS, PRIVATE  
SCHOOLS, EXAM SCHOOLS, SCHOOLS  
THAT HAVE SPECIFIC ENTRANCE  
REQUIREMENTS THAT ARE BEYOND THE  
REACH OF STUDENTS WITH SPECIAL  
NEEDS AND EACH YEAR WE HAVE BEEN  
ASKED TO CUT SOMETHING FROM THE  
SPECIAL EDUCATION BUDGET.  
THE DISTRICT'S BUDGET IS AROUND  
\$1.2 BILLION.  
SPECIAL EDUCATION GETS ABOUT A  
HUNDRED MILLION DOLLARS.  
WE ARE 20% OF THE POPULATION IN  
BPS AND WE DON'T GET 20% OF THE  
DISTRICT'S BUDGET.  
SO AGAIN THIS IS NOT A SPECIAL  
EDUCATION ISSUE.  
IT'S A DISTRICT ISSUE.  
IT'S ONE ABOUT THE DISTRICT  
ITSELF OWNING RESPONSIBILITY FOR  
ALL STUDENTS IN BPS, FOR ALL OF  
THE ADULTS WORKING FROM THE  
SCHOOL PRINCIPLES TO THE  
TEACHERS TO THE THERAPISTS  
RECOGNIZING THAT THE SPED  
STUDENTS ARE NOT THE  
RESPONSIBILITY OF THE SPECIAL  
EDUCATION TEACHERS.  
THE BCBA, THE ABA AND RELATED  
SERVICE PROVIDERS, THEY ARE THE  
RESPONSIBILITY OF EVERYONE IN  
BPS.  
SO UNLESS AND UNTIL THAT GETS  
RECOGNIZED, I WILL CONTINUE TO  
LOOK BACK AT MY 2013  
PRESENTATION ABOUT WHAT'S NEEDED  
IN SPECIAL EDUCATION AND  
CONTINUE TO HOPE IT OCCURS.  
AND SOMEWHAT BEFORE MY DAUGHTER  
AGES OUT IN THE NEXT TWO YEARS.  
THANK YOU.

>> THANK YOU.

>>

[APPLAUSE]

>> THANK YOU FOR YOUR INCREDIBLE  
ADVOCACY AND YOU INSPIRE US ALL,  
BOTH OF YOU AND EVERYONE AT  
SPEDPAC.  
THANK YOU MADAM CHAIR.

>> THANK YOU.  
IF WE WERE TO TURN IN OUR PACKET  
TO PAGES PAST THERE IS A GRID ON  
THE SPECIAL ED CLASSROOM AND THE  
NUMBER OF CLASSES THAT ARE  
CURRENTLY IN PLACE FOR STUDENTS  
REQUIRING CERTAIN  
ACCOMMODATIONS.  
IT'S 930 CLASSROOMS AND IT'S  
BROKEN DOWN.  
CAN WE TALK A LITTLE BIT ABOUT  
THE NEED OF OUR KIDS.  
I'M SETTING MY OWN TIME I'VE GOT  
TO BE TRUE TO MY OWN TIME HERE.  
IS THIS FULFILLING THE NEED OF  
OUR KIDS, THE NEEDS OF OUR KIDS.  
SO I THINK THAT LOOKING AT WHERE  
WE ARE, WE HAVE INCREASED OUR  
NUMBER OF INCLUSION CLASSROOM  
OVER THE LAST FIVE YEARS WHICH  
HAS BEEN HELPFUL TO MAKE SURE WE  
CONSIDER GETTING EDUCATED WITHIN  
THE GENERAL EDUCATION CLASS --  
AS WE LOOK AT OUR -- STILL  
CONTINUE -- ONE AIR YAWS THE ABA  
CLASSROOM IF IT CONTINUES TO GET  
HIRED.  
FIVE YEARS, WE'RE STARTING TO  
PROJECT FOR FIVE YEARS, 2014  
PROJECTING TO NOW.  
THERE WAS MORE OF AN EXPECTATION  
AND POPULATION TO HAVE LEVELED  
OFF WITH AUTISM OR PEOPLE WITH  
AUTISM STARTING WITH AGE THE  
THREE BUT HAS NOT LEVELED OFF.  
IT CONTINUES TO INCREASE WITH  
MORE DIAGNOSIS AS WELL AS I  
BELIEVE THAT THE -- WHERE  
DIAGNOSIS WITH AWE ADVERTISE YOU  
IS REQUIRED FOR SERVICES IS ON  
THE FAMILY.  
THERE ARE A LOT MORE DIAGNOSIS  
THAT ARE COME CANNING OUT.  
TO THAT END WE'VE HAD TO

INCREASE OUR NUMBER OF ABA CLASSROOM WHICH ARE A NUMBER OF CLASSROOM WHICH TEACH OUR STUDENTS WITH A TEACHER TWO PAIRS AND A MASS OF KIDS. THIS IS COUPLED WITH THREE PROGRAMS THAT WE HAVE, THE HORACE MANN THE MCKINLEY AND THE CARTER DO OFFER THESE SERVICES AND SETTINGS THAT WE DO NEED IN THE DISTRICT.

WHAT I DO BELIEVE THAT WE STILL HAVE WORK TO DO WHEN WE ARE DOING THIS AS A TEAM AS WELL IS LOOKING THE AT THE QUALITY OF INSTRUCTION HAPPENING IN CLASSROOM.

I DO BELIEVE WE HAVE THE SETTINGS AVAILABLE. MAKING SURE WE ARE HOLDING OURSELVES TO HIGH LEVEL OF EXPECTATIONS OF CURRICULUM IN THOSE CLASSROOMS.

>> I THINK COUNCILOR JANEY'S COMMENT EARLIER ABOUT THE INCLUSION CHALLENGE IS A REAL ONE.

IF WE INCREASE THE NUMBER OF INCLUSION SEATS BUT WE'RE NOT INCREASING THE NUMBER OF PROFESSIONALS IN THOSE BUILDINGS.

THAT'S GOING TO CONTINUE TO BE A PROBLEM REFLECTED IN THE QUALITY AND ACCESS TO QUALITY THAT OUR KIDS AREN'T EXPERIENCING.

ONE THIN THAT WE HAVE HEARD IS STUDENTS WHO HAVE REQUIRED CERTAIN CLASSROOM SETTINGS IN THEIR IEP THAT THERE AREN'T ENOUGH SEATS FOR THOSE STUDENTS.

CAN WE TALK HOW LONG THEY'RE WAITING TO GET TO A CERTAIN SEAT U IF I SEAT ISN'T AVAILABLE

WHAT'S THAT TIME LINE AND HOW ARE WE IN COMPLIANCE IF WE HAVE KIDS THAT ARE ASSIGNED OR IN THEIR IEP HAS A CERTAIN PRESCRIPTION FOR SERVICES BUT WE'RE NOT ABLE TO MEET IT.

WHAT HAPPENS?

HOW BIG IS THAT PROBLEM AND WHAT HAPPENS WHEN THAT PROBLEM

ARISES.

>> THE PROBLEM JUST HAPPENED ON A CASE BY CASE BASIS AND DOES HAPPEN MORE OFTEN AT THIS TIME OF THE YEAR AT THE BEGINNING OF THE SCHOOL YEAR WE HAVE CLASSROOMS THAT ARE OPEN THAT AREN'T FULL YET BECAUSE OF THE NATURE OF HOW IT WORKS OBVIOUSLY BECAUSE THEY'RE GOING IN AND OUT OF CLASSROOMS OR SETTINGS BASED ON THE IEP TEAM THAT DETERMINES. IF THERE IS A DELAY IN MOVING THE STUDENT TO A DIFFERENT CITY THAT MIGHT BE MORE RESTRICTIVE. IF IT'S ACCEPTED BY THE FAMILY, THE PROGRAM, THERE ARE TWO DIFFERENT SIGNATURES.

WHATEVER IS ACCEPTED ON THE IEP WE TRY TO IMPLEMENT AS MUCH AS POSSIBLE.

IN SOME CASES THAT MIGHT BE HAVING TO ADD EXTRA STAFF PLACES IN ORDER TO COVER THE SERVICES THAT WERE THEN AGREED TO IN THAT IEP THAT WOULD MAYBE TRIGGER A CHANGE IN SETTING.

ONCE THE SETTING BECOMES AVAILABLE AS WELL.

THIS TIME OF THE YEAR I JUST WANT TO NOTE THAT WE DO TRY TO FIND, FOLLOW THE GENERAL EDUCATION PROCESSES WHILE WE'RE TRYING NOT TO MOVE KIDS THIS LATE IN THE SCHOOL YEAR TO OTHER SCHOOLS.

IT'S A CONVERSATION WE HAVE INDIVIDUAL CASE BY CASE FAMILIES THAT IF WE ARE ABLE TO PUT THE SERVICES INTO PLACE AT THE END OF THE SCHOOL YEAR AND THE STUDENT AND FAMILY SHOW THEY CAN FINISH OUT THE YEAR IN THE SAME PLACEMENT WE'LL DO THAT AND WE'LL LOOK AT SEPTEMBER FOR A TRANSITION.

THAT'S THE CONVERSATION. YOU ALLUDED TO -- THAT'S PART OF THE PROCESS THAT NEEDS TO HAPPEN.

>> THAT NEEDS TO HAPPEN WITH THE PARENTS PERMISSION.

>> YES.

>> ARE WE EVER OUT OF COMPLIANCE WITH THAT WHERE PARENTS AREN'T AGREEING TO THOSE TERMS?

>> A PARENT --

>> A PARENT WANTS THEIR CHILD TO RECEIVE THE SERVICES IN THEIR IEP.

>> RIGHT.

IF IT'S A MOVEMENT WE FIGURE SOMETHING OUT IF THEY'RE REJECTING THIS, YES. I DON'T WANT TO SAY NEVER BECAUSE WE HAVE THE COMPLIEPS IN TIME BUT IF A PARENT DOESN'T AGREE, WE'RE NOT GOING TO KEEP THEM FOR THE REST OF THE YEAR IN UNWITH PLACE.

>> IF THERE ISN'T ROOM IN THE OTHER PLACE THEN WHAT DO WE DO.

>> OTHER CHILDREN ARE MOVING. THE PLACEMENTS, THE PLACEMENT PROCESS IN THE SPECIAL EDUCATION HAPPENS VERY VERY QUICKLY. EVERY DAY LIKE ONE DAY SHE MIGHT NOT BE THERE BUT THE NEXT DAY THERE MIGHT BE THREE AT OPEN UP. IN ADDITION THERE ARE TIME WE WORK WITH SCHOOLS, PRINCIPALS IN INDIVIDUAL CLASSES TO SEE IF WE CAN ADD AN EXTRA SUPPORT OR PARAPROFESSIONAL OR SOMEONE TO THE CLASSROOM TO ALSO MEAD ATE THE FACT THEY HAVE AN -- MEDIATE THE FACT THEY MIGHT HAVE AN EXTRA CHILD IN THERE.

>> THE PROCESS WE'RE ABOUT TO EMBARK ON, WE HAVE THE APPROPRIATE BALANCE OF SEATS TO MEET THE NEED OF OUR CHILDREN. IF WE AREN'T ABLE TO MEET THE NEED OF OUR CHILDREN, ADJUSTING STAFFING LEVELS AND ADDING CLASSROOM OR SHIFTING CLASSROOMS TO MEET THE NEEDS OF THOSE KIDS BECAUSE WE TALK A LOT ABOUT

COMPLIANCE AND IF WE AREN'T ABLE TO FULFILL AN IEP THEN WE'RE OUT OF COMPLIANCE.

AND THAT'S A SIGNIFICANT PROBLEM, NOT JUST A MORAL AND ETHICAL PROBLEM BUT THAT'S A LEGAL PROBLEM FOR THE CITY ASK SCHOOL DEPARTMENT.

CAROL.

>> THIS IS A BIGGER ISSUE IN THE DISTRICT YEARS AGO WHERE WHEN CHILDREN, THE MAJORITY OF CHILDREN CAME TO SPECIAL EDUCATION FROM EARLY INTERVENTION.

OKAY, SO THEY'RE COMING IN WHEN THEY TURN THREE YEARS OF AGE EARLY INTERVENTION ENDS AND THEIR IEP IS SUPPOSED TO BE IN PLACE AT THE TIME THEY TURN THREE.

BECAUSE OF THE DISTRICT'S PREVIOUS ASSIGNMENT PROCESS, RIGHT, THEY WEREN'T SAVING SEATS FOR CHILDREN COMING IN THROUGHOUT THE YEAR THROUGH SPECIAL EDUCATION, YOU KNOW, BEING ELIGIBLE FOR SPECIAL EDUCATION.

THE DISTRICT HAS BEEN DOING A MUCH BETTER JOB WITH THAT WORKING WITH EARLIER INTERVENTION LOOKING AT THE NUMBER OF KIDS COMING IN AND OPENING ADDITIONAL CLASSROOMS SO THAT DOESN'T HAPPEN.

SO THAT WAS MORE OF AN ISSUE IN THE PAST THAN IT IS CURRENTLY. OBVIOUSLY CHILDREN DO GET BEEN DEEMED ELIGIBLE IN THE LATER YEARS BUT MORE SO IT HAPPENS AT THE EARLY CAGES AND MAKING SURE THAT WE HAVE SEATS IN THOSE EARLY CHILDHOOD CLASSROOMS ESPECIALLY INCLUSION CLASSROOMS BECAUSE CHILDREN LEARN THROUGH PLAY AT AGES THREE AND FOUR T SOMETHING WE'VE BEEN DOING A BETTER JOB AT BUT WE NEED TO CONTINUE TO IMPROVE BY MAKING SURE THAT SPECIAL EDUCATION STUDENTS ARE ACCOUNTED FOR WHEN CLASSROOMS ARE BEING OPENED

THROUGHOUT THE YEAR.  
A LOT OF TIME IN THE PAST  
BECAUSE THERE WERE NO SPOTS LEFT  
IN THE EARLY EDUCATION  
CLASSROOMS, THAT'S HOW WE ENDED  
UP WITH SO MANY KIDS IN  
SUBSTANTIALLY SEPARATE SETTINGS.

>> THANK YOU.  
COUNCILOR JANEY.

>> YES.  
SLOWLY BUT I WOULD LIKE TO WAIT  
UNTIL IT CULLY COMES ON SO YOU  
CAN HEAR ME.  
THANK YOU FOR THAT CAROL, I  
THINK THAT'S VERY IMPORTANT TO  
KNOW AND UNDERSTAND THE PROGRESS  
THAT THE DISTRICT HAS MADE AND  
PROGRESS DOES NOT COME WITHOUT  
STRUGGLE AS I'M SURE YOU KNOW  
MASS ADVOCATE FOR CHILDREN SUED  
THE DISTRICT AROUND THIS ISSUE  
OF EARLY EDUCATION INTERVENTION  
FOR CHILDREN.

SO I'M GLAD THEY'RE MAKING  
PROGRESS THERE.  
I KIND OF WANT TO FOLLOW UP ON  
SOME OF MY EARLIER QUESTIONS AND  
SOME OF QUESTIONS THAT THE CHAIR  
WAS ASKED AROUND ABA SERVICES.  
SO ONE OF THE THINGS THAT I'M  
HEARING IS THAT PARENTS AGREE TO  
IT, IT'S IN THE IEP AND YET THE  
SERVICES ARE NOT BEING PROVIDED  
FOR AT LEAST A NUMBER OF PARENTS  
WHO ARE REACHING OUT TO  
ADVOCATES IN THE ADVOCACY  
COMMUNITY.  
SO I'M HOPING YOU CAN SHED SOME  
LIGHT, SOMEONE CAN SHED SOME  
LIGHT ON WHAT IS HAPPENING.

>> MY DAUGHTER FIRST OF ALL GETS  
ABA SERVICES IN THE BOSS THAN  
PUBLIC SCHOOLS AND I WILL SAY  
THEY HAVE BEEN OF THE HIGHEST  
QUALITY THAT I'VE EVER SEEN AND  
I'VE WORKED WITH HUNDREDS  
OF FAMILIES.  
SO KUDOS TO BPS AND ABA TEAMIC  
PARTICULARLY MY DAUGHTER'S ABA.  
WITH REGARD THE TO ABA THE  
EXECUTIVE DIRECTOR OF THE AUTISM

COMMISSION FOR THE COMMONWEALTH OF MASSACHUSETTS, I CAN TELL YOU THAT WE HAVE MAJOR WORK FORCE ISSUES, PARTICULARLY IN THE AREA OF BCBA'S AND ABA'S.

WHAT HAPPENED WAS IN 2010 THE LEGAL LAW PASSED WHICH MAIDS COMMERCIAL INSURERS RESPONSIBLE FOR MEDICALLY TREATMENT TO INDIVIDUALS WITH AUTISM.

SO THAT MEANT IF YOU HAD BLUE CROSS OR YOU HAD SOMEONE ELSE, YOU CAN GET A TREATMENT PLAN APPROVED BY YOUR INSURER AND THEN YOU HAVE TO GET SOMEBODY TO BE ABLE TO RIDE THOSE SERVICES. IN AWE -- TO PROVIDE THOSE SERVICES.

IN 2014 THE AUTISM OMNIBUS WAS PASSED FOR CHILDREN UP TO THE AGE OF 21 TO PROVIDE MEDICALLY NECESSARY TREATMENT INCLUDING ABA SERVICES.

SO BECAUSE OF THOSE TWO LAWS, WHAT IS THE INCREASE IN INDIVIDUALS BEING DIAGNOSED WITH AUTISM, CURRENTLY IT'S ONE IN 59.

MUCH HIGHER LIKELY IN BOYS THAN GIRLS IS THERE'S NOT ENOUGH PEOPLE TO GO AROUND.

PRIVATE PROVIDERS ARE STRUGGLING, INSURANCE COMPANIES ARE STRUGGLING AND SCHOOL DISTRICTS ACROSS THE CITY --

>> I APPRECIATE THE HISTORY ON THE LAWS AND AGAIN I HATE TO KEEP SINGING THE PRAISES OF MAC BUT MAC WAS VERY INVOLVED. IN FACT RESPONSIBLE FOR THE VERY FIRST SPECIAL EDUCATION LAW IN THE NATION WHICH IS RIGHT HERE IN MASSACHUSETTS. IN LARGE PART OF CLASS IN THE NATION, AS WELL AS THESE OTHER LAWS. SO IS THIS INSURANCE ISSUE DOES THAT EXPLAIN WHY BPS IS NOT FOLLOWING THROUGH ON PROVIDING ABA PROGRAMS?

>> I THINK IT'S AN ISSUE OF THEY CONTINUE TO HIRE MORE AND MORE ABA THERAPISTS AND THAT IS PART



OF THE YEAR'S BUDGET IN THE SPECIAL EDUCATION PROGRAM. LIKE OTHER RELATED SERVICES IT'S CENTRAL FUNDED BY SPECIAL ED BUT IT'S FINDING THE PEOPLE TO FILL THOSE POS POSITIONS THAT EXIST ACROSS THE STATE AND QUITE FRANKLY ACROSS THE NATION. THERE IS A SHORTAGE -- BE.

>> WHAT I HEAR YOU SAY THERE'S A STAFFING PROBLEM AROUND WORKFORCE COMMENT WOULD YOU AGREE WITH THAT?

>> THERE IS. WE HAVE CONTRACTS THROUGH YOUR THREE OR FOUR, MAYBE FIVE AGENCIES THIS TRY DO THE BACK FILL OF THE SERVICES WE NEED.

>> WHAT IS THE BACKLOG THEN? WHAT IS THE SCALE OF THIS PROBLEM IF THERE'S A WORK SHORTAGE IN TERMS OF WE DON'T HAVE THE STAFFING TO MAKE SURE THAT STUDENTS WHO REQUIRE THE IS SERVICE ARE GETTING IT, WE KNOW THAT THERE ARE STUDENTS WHO NEED IT. SO WHAT IS THAT ACTUAL NEED? HOW MANY PEOPLE DO WE NEED TO HIRE TO MAKE SURE THAT EVERY CHILD WHO DESERVES AND REQUIRES ABA SERVICES ARE GETTING THE SERVICES THAT THEY NEED?

>> I CAN GET YOU WHERE WE ARE ON THE SERVICES THAT MIGHT NOT BE PROVIDED RIGHT NOW, I CAN GET YOU THE NUMBER.

>> THE GAP, THAT'S WHAT I'M INTERESTED IN WHO IS NOT BEING SERVED. AND SPEAKING OF GAPS, I NOTICED TOO, THERE WERE A NUMBER OF FAMILIES, I CAN'T REMEMBER WHICH SLIDE IT WAS, WHO HAD REJECTED, I GUESS, THE IEP.

>> YES.

>> WHAT PAGE WAS THAT?

AND THEN I WANT TO ASK A  
TRANSPORTATION QUESTION.  
AND THEN I WANT TO BE DONE.  
BECAUSE I REALLY WANT TO HEAR  
FROM FOLKS.  
WHICH SLIDE WAS THAT?  
IS IT NUMBERED?  
IT WAS A HIGH NUMBER OF -- THANK  
YOU IT'S THIS ONE.  
IT WAS A HIGH NUMBER OF FAMILIES  
WHO DON'T HAVE THEIR IEP'S  
SIGNED.  
WHAT DO WE KNOW ABOUT THAT, AND  
WHY, ARE THEY NOT HAPPY WITH  
THAT?  
DO WE KNOW WHY THERE'S SOX  
FAMILIES --

>> SO THERE ARE 88 REJECTED IEP'S  
CURRENTLY AND THOSE COULD BE A  
NUMBER OF REASONS.  
IT COULD BE REJECTED PLACEMENTS  
WHERE THE IEP IS ACCEPTED OR THE  
PLACEMENT IS REJECTED, IT COULD  
BE AWE JUST A SECONDED L  
SERVICE, I'D LIKE TO SEE  
SOMETHING ELSE ADDED --

>> DO YOU HAVE AN ANALYSIS OF  
THE BREAKDOWN OF WHAT IT ALL IS  
AND ARE WE SEEING CERTAIN TRENDS  
OF PROBLEMS OF A LOT OF  
REJECTIONS OF THIS PARTICULAR  
SITE OVER ANOTHER SITE?  
WHAT ARE YOU ABLE TO  
ASCERTAIN -- I KNOW YOU SAY IT'S  
CASE-BY-CASE, BUT I'M WONDERING  
WHAT THE DATA WILL TELL US IF  
ANYTHING ABOUT WHAT THIS MEANS.  
BECAUSE IT IS A VERY HIGH  
NUMBER.

>> IT IS 88 THAT HAVE BEEN  
REJECTED.  
THERE ARE 1400 THAT HAVEN'T BEEN  
SIGNED AT ALL.  
THAT DOESN'T MEAN THERE'S A  
DISAGREEMENT YET, IT MEANS THE  
PARENT HASN'T RESPONDED.

>> DO WE KNOW WHY?

>> SOMETIMES IT COULD BE JUST  
NOT RECEIVING IT, WE HAVE TO

ATTEMPT, MULTIPLE ATTEMPTS FOR  
TO IT GO IN MULTIPLE DIFFERENT  
WAYS, OTHER PORTALS, THERE'S  
BACKPACK, MAILING HOME, IT COULD  
BE THAT, ADDRESS CHANGES,  
SOMETIMES WE GET IEPS BACK  
BECAUSE THERE IS AN ADDRESS  
CHANGE WE WERE NOT AWARE OF.  
WE HAVE COORDINATORS THAT GO TO  
THE DOOR TO GET THAT SIGNATURE.  
SOMETIMES THE SPAIRNT OUT FOR A  
LOCK PERIOD OF TIME.  
DOESN'T NECESSARILY MEAN  
DISAGREEMENT YET.

>> THE OLD IEP WILL CONTINUE TO  
BE VALID AND BE USED IN TERMS OF  
THOSE SERVICES.

OKAY THAT'S HELPFUL.

I JUST WANTED TO RAISE THIS  
QUESTION ON TRANSPORTATION  
BECAUSE IT'S COME UP AT A NUMBER  
OF HEARINGS.

THANK YOU FOR THAT WONDERFUL  
TIMER.

USE WITH THE TRANSPORTATION  
BUDGET HOW EXPENSIVE IT IS TO  
BUS ALL OF OUR KIDS, CERTAINLY  
WITH STUDENTS WHO ARE RECEIVING  
DOOR THE DOOR, EVEN HIGHER,  
THOSE WHO ARE OUT OF DISTRICT,  
EVEN HIGHER, AND OBVIOUSLY ANY  
CHILD WHO REQUIRES  
TRANSPORTATION DOOR TO DOOR OR  
TO THE CORNER OR OUT OF DISTRICT  
WHEREVER IT IS, SHOULD CERTAINLY  
GET THE SERVICES THEY DESERVE  
AND ARE ENTITLED TO.

BUT I'M WONDERING FROM A SYSTEMS  
PERSPECTIVE HOW OFTEN ARE THESE  
CONVERSATIONS COMING UP IN IEPS  
AROUND DOOR TO DOOR?

AND LAST TIME I THINK YOU WERE  
HERE MR. GRINSMAN, ONE OF THE  
THINGS WE LEVERAGED WAS THERE  
WAS AN EFFORT TO SEE FOR OLDER  
CHILDREN IN PARTICULAR WHO ARE  
HAVING -- ARE DOING BETTER  
AROUND SOCIAL SKILLS AND NAVE  
GATING AROUND THEM, PERHAPS THEY  
ARE BEING TRANSITIONED FROM THE  
DOOR TO THE CORNER LIKE THE  
NEAREST CORNER.

I'M JUST WONDERING HOW THIS

PLAYS OUT IN THE IEP PROCESS, AS DISCUSSIONS ARE HAPPENING EVERY DAY WITH FAMILIES.

>> SO THE TRANSPORTATION NEED FOR A STUDENT AND THE NEED CORNER TO CORNER SHOULD BE DISCUSSED EVERY YEAR IN A REVIEW.

THERE I GET THAT IT SHOULD BE. BUT FROM THE SYSTEM STANDPOINT WHAT YOU GUYS HAVE TO MANAGE, IS IT HAPPENING, HOW DO WE KNOW IT'S HAPPENING, WHO IS AGREEING TO GO FROM THE DOOR TO THE CORNER, OR NOT, WHY -- WHAT ARE THE CHALLENGES, WHAT ARE THE BARRIERS.

I KNOW WHAT'S SUPPOSED TO HAPPEN.

WHAT'S SUPPOSED TO HAPPEN, WHAT ACTUALLY HAPPENS, SOMETIMES DON'T LINE UP.

I KNOW IT'S A LOT OF WORK SO I'M JUST WONDERING IF THERE'S ANY INSIGHT THAT YOU CAN -- BECAUSE IT'S COME UP AT A NUMBER OF HEARINGS.

>> THIS IS SOMETHING I WAS HOPING TO BE ABLE TO ANSWER PUTTING BACK MY FORMER HAT. AND I THINK FROM MEMORY I KNOW THAT THERE WERE A LOT OF CONVERSATIONS, AS YOU MENTIONED, ESPECIALLY DURING THE TIME OF TRANSPORTATION CHALLENGE, HOW DO WE SUPPORT CHILDREN AND FAMILIES WHEN STUDENTS ARE READY AND FAMILIES ARE READY TO MAKE THOSE KINDS OF TRANSITIONS TO TRY TO JUST THE OPPORTUNITY AS A LEARNING OPPORTUNITY FOR STUDENTS.

AND EVEN OUTSIDE OF THE CLASSROOM TO HAVE SORT OF LEAST RESTRICTIVE ENVIRONMENT. AND SO THERE WERE MANY FAMILIES WHO WERE -- YOU KNOW WE MADE PHONE CALLS AND ALSO WORKED AND PROVIDED SOME GUIDANCE TO SCHOOLS IN TERMS OF A CONVERSATION THAT COULD BE HAD. BUT DEFINITELY, NEVER PRESSURED

FAMILIES AND STUDENTS IF THEY WEREN'T READY TO HAVE, YOU KNOW MAKE THOSE KIND OF TRANSITIONS. AND SO IN TERMS OF THE DATA THAT WAS COLLECTED CAN I GO BACK AND WORK WITH OUR OPERATIONS TEAM TO GET MORE SPECIFICS ON THE DATA THAT WAS COLLECTED DURING THAT TIME.

>> THAT WOULD BE HELPFUL. THANK YOU. AND THANK YOU ALL AGAIN. YES.

>> JUST ON THE TRANSPORTATION PIECE I WANTED TO ADD, WHETHER OR NOT SOMEONE GETS DOOR TO DOOR TRANSPORTATION, I MEAN JUST LIKE THERE'S SUPPOSED TO BE AN INCLUSION FOR YOUR SCHOOL DAY, THAT INCLUDES TRANSPORTATION TO THE MAXIMUM EXTENT APPROPRIATE. AND SO THE ISSUE IS THAT WE ALWAYS HAD EITHER A BIG SCHOOL BUS OR WITH OR WITHOUT A MONITOR OR THE SMALL SCHOOL BUS WITH THE ONE TO ONE. WE REALLY DO NEED TO DO SOME SERIOUS TRAINING WITH THE MONITORS ON THE BUSES. WHEN WE HAVE THE SAME NUMBER OF MONITORS AS WE DO CHILDREN WE'RE DOING SOMETHING VERY WRONG AND SPENDING MONEY NEEDLESSLY. IF WE TRAINED INDIVIDUALS TO BE BUS MONITORS THAT UNDERSTOOD HOW TO RESPOND TO ISSUES WE CAN DECREASE THE NUMBER OF MORCHTS THAT ARE NECESSARY AND WITH PROPER TRAINING WE CAN MIGRATE SOME OF THOSE KIDS FROM DOOR TO DOOR TO THE REGULAR SCHOOL BUS. SO THAT'S THE BIGGER ISSUE THAT WE NEED TO BE LOOKING AT.

>> WONDERFUL, THANK YOU.

>> THANK YOU, COUNCILOR JANEY. IF YOU DON'T MIND I'D LIKE TO FOLLOW UP ON ADDING CLASSROOMS OR SEATS AS NEEDED. HAVE WE EVER ADDED CLASSROOMS OR SEATS IN RESPONSE TO THE NEED OF

A CHILD IN A SCHOOL?

>> CLASSROOMS IN THE SCHOOL DURING THE SCHOOL YEAR NOT FOR ONE STUDENT, THAT I KNOW OF BUT DOING PROJECTIONS DURING THE BUDGET SEASON WHAT WE ARE DOING NOW, WE WILL DO PROJECTIONS, STARTING IN SEPTEMBER. SO TO THAT FACT WE OPENED THREE CLASSROOMS AT THE MATTAHUNT, WHEN WE KNEW WE NEEDED IT, NOT IN BEGINNING OF FEBRUARY END OF MARCH.

>> SOMEBODY WHO HAD AFTERNOON IEP SOMETIME DURING THIS SCHOOL YEAR WE WOULD MAKE THEM WAIT UNTIL SEPTEMBER TO MAKE THEM BE IN THE APPROPRIATE CLASSROOM?

>> OH NO NO NO.

>> .

>> WE WOULDN'T LOOK TO ADD TO THEIR CURRENT SCHOOL THIS CURRENT YEAR, WHETHER IT BE BY STAFF, CLASSROOM OR A CLASSROOM SEAT?

>> WE WOULD NOT MAKE A STUDENT TO WAIT FROM SEPTEMBER TO MARCH, NO.

THE PROJECTION ARE THE NUMBER OF CLASSROOMS THAT WE KNOW EXIST, THERE IS NO WAITING PERIOD FOR WHEN WE PLACE STUDENTS IN THOSE CLASSROOMS, THEY ARE ALREADY TO GO WITH THEIR CLASSROOM SIZE.

INTERRIGHT IN SEPTEMBER BUT IF A CHILD DURING THE SCHOOL YEAR HAS EITHER A NEW OR RENEWED IEP THAT NOW NOTES A NEW NEED, WE'RE TALKING TO THE FAMILIES, WE'RE ASKING THEM WHAT THEY'RE LIKE. BUT IF THE FAMILY WANTS TO KEEP THAT CHILD WHERE THAT CHIELD IS BECAUSE IT'S REALLY IMPORTANT ARE WE ADDING, ARE WE LOOKING TO ADD SERVICES, HAVE WE EVER ADDED SERVICES TO A PARTICULAR SCHOOL BUILDING TO MEET THE NEED OF THE KID AT THAT TIME?

>> YES, AND THAT'S WHERE IT MIGHT COME FROM, THAT'S EXACTLY WHERE IT IS AND WE'RE MAKE SURE THAT THE SERVICES IN THE IEP ARE AT THE SCHOOL THEY'RE AT.

>> I ASK THIS QUESTION BECAUSE IT'S BEEN PUT TO ME THAT WE AS A DISTRICT HAVE EITHER CHANGED IEPS OR HELD OFF UPON IEPS SO THAT WE AREN'T NECESSARILY OUT OF COMPLIANCE. UNTIL A CHILD CAN BE IN AN ACCURATE OR APPROPRIATE SETTING FOR SEPTEMBER. DO WE DO THAT, DO WE EVER CHANGE, HOLD OFF OR MODIFY AN IEP SO THAT WE WOULDN'T BE CONSIDERED OUT OF COMPLIANCE?

>> I WANT TO BE VERY CLEAR THAT THE IEP TEAM PROCESS AND THE FEDERAL AND STATE LAW THAT IS A TEAM PROCESS AND THERE IS NOT ONE INDIVIDUAL CHANGING IEP HAPPENING AT ALL. IF THERE'S A SPECIFIC EXAMPLE I WOULD LIKE TO KNOW WHAT IT IS SO WE CAN ADDRESS IT. IF THERE ARE MULTIPLE WITH EXAMPLES, THAT'S FINE. BUT THE TEAM PROCESS ESPECIALLY AS THE FAMILY AS THE MOST IMPORTANT PEOPLE IN THE TEAM IS MAKING THE DECISIONS NOT JUST ONE PERSON.

>> LEGAL OBLIGATION, BUT MORAL AND ETHICAL OBLIGATION TO OUR FAMILIES.

>> ABSOLUTELY.

>> I WOULD ALSO RECOMMEND AND ONE OF MY BOYS IS ON A 504, I CAN'T ACCESS THAT THROUGH THE SIS. IF WE HAVE THIS INVESTMENT IN TECHNOLOGY IT SHOULD BE LINKED THROUGH PORTAL OF THE PARENTS, I CHECK THEIR GRADES PRETTY REGULARLY, I'M NOT HAPPY WITH THE REPORT I JUST GOT FROM MY

HUSBAND BUT WE SHOULD BE ABLE TO ACCESS THAT, I KNOW WHAT THE 504 SAYS BUT I THINK UNITED STATES IMPORTANT TO LINGER TO THE SIS. WHAT IS THE TRAINING THAT ANY OF OUR COORDINATORS ARE RECEIVING, THE SPECIAL ED COORDINATORS, SOMEONE HAS ASKED ME TO ASK THE QUESTION, IMPLYING THAT WE DON'T HAVE COORDINATORS THAT ARE NOT TRAINED APPROPRIATELY TO MANAGE THE TEAM MEETING WITH TEACHERS AND OTHER PROFESSIONALS. CAN YOU TALK ABOUT THAT?

>> THERE ARE 65 MANDATORY HOURS PER YEAR WITH COORDINATORS. THEY MEET WITH ME ONCE A MONTH. IT IS A FULL SIX-HOUR DAY.

>> ARE THEY TRAINED COMING IN, LICENSED COMING IN?

>> THEY ARE CERTIFIED IN SPECIAL EDUCATION, THEY SHOULD HAVE EXPERIENCE IN SPECIAL EDUCATION. THERE ISN'T A SEPARATE TRAINING PROCESS TO BECOME A COORDINATOR, NO SEPARATE LICENSURE. WE HAVE INVESTED NEXT YEAR FOR EXTRA MENTORS, SO THEY HAVE THE EXTRA MENTORING, BUT I TRAIN THEM SEPARATELY, THEY HAVE SPECIAL TRAINING FROM THE REGULAR COORDINATORS. IT IS MORE NUANCED, NOT THROUGH 105 PEOPLE LEARNING AS THEY GO AND THEY ARE ASSISTED BY ASSISTANT DIRECTORS AS WELL.

>> DO WE KNOW THE AVERAGE AGE OF THE OLDEST IEP THAT HASN'T BEEN RENEWED OR REVIEWED?

>> YES.

>> IF THE AVERAGE AND MAYBE THE OLDEST.

>> I CAN GET THAT INFORMATION FOR YOU. I ACTUALLY DON'T HAVE IT IN TERMS OF TIME.



>> AND WITHOUT THE SEEM THINGS THEY'RE OLD OR HAVING BEEN REVIEWED NECESSARILY WHAT, I'VE MRS. FOUND COMING THROUGH WE DO HAVE A LARGE TREND IN AND OUT OF THE DISTRICT, IF IT'S CHARTER OR GOING TO OTHER DISTRICTS AND LIVING IN OTHER COMMUNITIES. AT TIMES, STUDENTS ARE COMING BACK IN, AND THEY'RE NOT BRINGING THEIR IEP FROM THE DISTRICT THEY'RE COMING FROM. SO LIKE I SAID BEFORE IF THEY HAD AN IEP BEFORE, AT LEAST WE HAVE THAT RECORD AND WE CAN WORK ON THAT. BUT IF THE PARENT DOESN'T BRING THE MOST WITH UP TO DATE IEP WITH THEM, THE IEP IS GOING TO BE THE ONE WE HAVE IN OUR SYSTEM. MOVING IN AND OUT. SERVICES IN THERE TALKING WITH THE FAMILIES, THEY WANT US TO PUT THOSE IN PLACE WHILE WE DO A CONVERSION MEETING WHICH WE HAVE 30 DAYS TO DO. THERE ARE ALWAYS ANOX LIST. ANOMALIES.

>> OUR REPORTING SYSTEM ALSO SHARES THAT TIME LINE INFORMATION ON IEPs BUT CAN IT ALSO SHARE HOW MANY OVERDUE MEETINGS THERE ARE, WHERE MISSING PLACEMENTS MIGHT BE, WILL THAT SOFTWARE BE ABLE TO SHARE THOSE REPORTS? I THINK COUNCILOR JANEY ASKED ABOUT AN ANALYSIS ON THE 88 REJECTED IEPs OR WHAT THE REASON IS FOR THOSE REJECTIONS. I'M VERY CURIOUS ON THE NUMBER OVERDUE MEETINGS, THE AVERAGE WAIT TIMES AND ANY SORT OF MISSING PLACEMENTS SO ANY KIDS THAT STUDENTS WITHIN THE BOCHT PUBLIC SCHOOLS ARE REQUIRED TO HAVE A CERTAIN PLACEMENT WITHIN THEIR IEP BUT DON'T HAVE THAT PLACEMENT. WE CAN TAKE A LOOK AT THIS. AND LAST FOR THE PURPOSE HE TIME, I'M GOING TO ASK IT AND WE

CAN TALK ABOUT IT AT ANOTHER TIME.

I'M SO INCREDIBLY IMPRESSED BY THE WORK HAPPENING AT STRIVE, ESPECIALLY WITHIN THEIR PROGRAM AT WENTWORTH, I'D LIKE TO KNOW THAT'S BEING REPLICATED IN LOTS OF OTHER PLACES, MY

UNDERSTANDING IS THAT IT'S NOT. THERE ARE A GROUP OF STUDENTS THAT ARE HAVING ACCESS TO HIGH QUALITY JOB TRAINING, CAREER READINESS SKILLS, CERTAINLY SOME SOCIAL SKILLS, WORKPLACE, DEVELOPING GOOD WORKPLACE HABITS.

BUT HOW ARE WE GOING TO GROW THAT PROGRAM?

HOW ARE WE GOING TO WORK OUT TO ORGANIZATIONS AND INSTITUTIONS IN THE CITY SO THAT THESE 500 STUDENTS WHO ARE CURRENTLY IN THAT 18 TO 22 YEAR RANGE HAVE THAT OPPORTUNITY, HAVE THAT EXPERIENCE?

>> HI, CAN I JUST COMMENT?

I JUST WANTED TO ALSO INTRODUCE MYSELF, MY NAME IS DIANE, I'VE BEEN THE SECRETARY OF SPEDPAC FOR TWO YEARS NOW.

MY DAUGHTER JUST AGED OUT OF BOSTON PUBLIC SCHOOLS, SHE'S 22, JUST WEPT THROUGH TRANSITION PROCESS.

AND I THINK THERE'S POCKETS OF REALLY GOOD WORK BEING DONE. YOU ADDRESS THE SIX TEACHERS AND I DO THINK THAT IS A LARGE ISSUE BECAUSE I DO BELIEVE THERE'S A LOT OF PRESSURE ON INDIVIDUAL SCHOOLS.

TO DO A LOT OF THIS WORK AND THE IEP IS SUPPOSED TO BE INDIVIDUALIZED AS FAR AS THE TRANSITION PLAN, THAT'S HARD TO DO WHEN YOU HAVE A LARGE COHORT OF STUDENTS AND TAKE THEM OUT TO THE COMMUNITY WHICH IS REALLY WHAT TRANSITION IS ABOUT. WE TALK ABOUT RESOURCE MAPPING, BOSTON IS A MASSIVE CITY WITH A LOT OF OPPORTUNITIES FOR THESE STUDENTS.

WE SHOULD RESOURCE MAP WHAT IS OUT THERE, THAT WOULD BE EXTREMELY HELPFUL FOR THE TEACHERS IN THE DISTRICT TO KNOW RATHER THAN WHAT SOME OF THEM ARE DOING RIGHT NOW WHICH IS GOING OUT AND ACCOMMODATE-CALLING ON -- COLD-CALLING ON BUSINESSES. ASSESSMENTS IS SKI TO MAKE AN INDIVIDUALIZED TRANSITION ASSESSMENTS I THINK HAPPEN SOMETIMES. PARENTS NEED TO BE IN THE KNOW A LOT OF TIMES TO ASK FOR THE ASSESSMENT. ANOTHER THING IS A JOB DEVELOPER, SOMEONE WHO MIGHT WORK HAND IN HAND WITH STRIVE TO DEVELOP SOME JOBS FOR THESE STUDENTS THAT ARE INDIVIDUALIZED AND WORK WITH THE CITY OF BOSTON. WE HAVE MANY, MANY NEW COMPANIES COMING IN HERE AND A LOT OF TIMES WE GIVE THESE JOB OPPORTUNITIES TO STUDENTS BUT WHO IS AT THE TABLE ADVOCATING FOR OUR STUDENTS WITH DISABILITIES? MAYBE THERE SHOULD BE SOME TYPE OF A JOB DEVELOPER TO HELP CREATE THOSE POSITIONS. AND GIMP THEM TO THE TEACHERS IN THE SCHOOL SO THEY KNOW WHAT IS AVAILABLE. AND LASTLY, KAREN SPOIK ABOUT A LARGER INVESTMENT. WE ARE LEVEL FUNDED STILL TO NO DAY SIX YEARS LATER, REALLY UNFAIR TO THE STUDENTS, WHO DESERVE MORE AND I CAN TELL YOU RIGHT NOW MY DAUGHTER NOW IS IN THE WORLD AND STATE SERVICES AREN'T ALL WHAT THEY ARE CRACKED UP TO BE AND IT'S NOT EASY. SO THE MORE PREPARED OUR STUDENTS ARE BEFORE THEY LEAVE THE SCHOOL SYSTEM THE BETTER OFF OBVIOUSLY THEY WILL BE. ONE LAST THING IS ON THE HEALTH AND WELLNESS. I JOINED THE HEALTH AND WELLNESS COMMITTEE IN 2017 I BELIEVE AND

NOTICED THROUGH THEIR POLICY THAT THEY WERE SUPPOSED TO BE SERVING ALL STUDENTS, A CURRICULUM FOR SEX EDUCATION, FOUND OUT THAT THERE WAS NOT A SPECIFIC CURRICULUM FOR STUDENTS WITH DISABILITY, THAT WAS MODIFIED, WE HAVE BEEN WORKING WITH THE DISTRICT AND THEY ARE LOOKING NOW AT DIFFERENT CURRICULUM TO WORK WITH STUDENTS WITH DISABILITIES WHO ARE MORE VULNERABLE.

BUT WHAT REALLY IS NEEDED IS A SPECIALIZED TEACHER TO ACTUALLY WORK WITH THE SPECIFIC SCHOOLS ON THIS CURRICULUM. SO RIGHT NOW THAT DOESN'T EXIST AND WE'RE ASKING FOR MORE FUNDING FOR THAT POSITION.

>> WE'RE ASKING FOR A CERTIFIED HEALTH TEACHER THAT IS ALSO A SPECIAL EDUCATOR. BECAUSE THE CERTIFIED HEALTH TEACHERS THAT THE DISTRICT HAS DO NOT KNOW HOW TO MODIFY THE CURRICULUM TO MEET THE NEEDS OF THE DIVERSE GROUP OF LEARNERS. WE HAVE SPOKEN TO DR. GRANSON ABOUT THAT, THE DISTRICT IS CURRENTLY OUTSIDE ITS POLICY ARE ABOUT HEALTH AND WELLNESS.

>> PLEASE CONTINUE THAT ADVOCACY, IT'S SO IMPORTANT. JUST A QUICK FOLLOW-UP. IN TERMS OF THE TRADITIONAL SERVICES, IS THAT IN EVERY SCHOOL OR IS IT A SMALL SUBSET?

>> THE TRANSITION SERVICES ONCE YOU TURN 14 IF YOU ARE ELIGIBLE FOR SPECIAL EDUCATION, YOU SUPPOSED TO START TO DO TRANSITION PLANNING.

>> IS THAT HAPPENING AT ALL OF OUR SCHOOLS?

>> IT'S REQUIRED BY LAW FOR EVERY CONTINUITY 14 THROUGH 22. WHAT THAT LOOKS LIKE IS VERY DIFFERENT.

>> THAT'S WHAT I'M ASKING.

>> FOR YOUNGER KIDS IT WOULD LOOK LIKE LOOKING AT THEIR ACADEMICS OR FIELD OF STUDY, WHAT DO YOU WANT TO DO WHEN YOU GET OLDER, YOU DON'T WANT TO DEVELOP A TRANSITION PLAN THAT THE CHILD IS NOT INTERESTED IN.

>> MY QUESTION IS SIMPLE. TRANSITION IS HAPPENING AT ALL HIGH SCHOOLS --

>> THE MIDDLE SCHOOLS --

>> THOSE SCHOOLS WITH --

>> MIDDLE SCHOOL AGE TO 22 ON AN ANNUAL BASIS.

>> WONDERFUL.

>> WE CANNOT RELEASE THE IEP WHEN THE CHILD IS IN THEIR 13th YEAR, WHEN THEY TURN 14. WE CAN'T RELEASE THE IEP UNLESS THE TRANSITION PLAN IS COMPLETED.

YOU CAN'T GET A DRAFT IEP TO THE PARENT UNLESS YOU FILL OUT THE FORM.

THAT'S ONE OF OUR WAYS --

>> IN TERMS OF THE STRIVE PROGRAM HOW MANY STUDENTS OF COLOR ARE THERE?  
IS THAT FOR YOU?

>> I WANT TO SAY THAT --

>> WILL WE GET THAT FROM YOU?

>> YES.  
PARTICIPATING WITH OUR PARTNERS WITH THE PARTNERS IS THAT'S HOW WE'LL PULL THE IDEA.

>> I THINK IF YOU ARE GOING TO PULL THE STRIVE DATA IF YOU JUST ADD WHERE KIDS ARE EMPLOYED OR WHERE THEY ARE HAVING THEIR INTERNSHIPS AND I GUESS THE

QUALITY OF THE INTERNSHIP BUT MY UNDERSTANDING IS SOME KIDS ARE DOING SOMETHING MULTIPLE DAYS A WEEK, MAYBE FIVE DAYS A WEEK AND OTHER STUDENTS ARE MAYBE GOING OUT FOR SHADOW EXPERIENCE WHICH IS A ONE-OFF TIME OF EVENT OR -- TYPE OF EVENT OR EXPERIENCE. I WANT TO MAKE SURE WHAT THE QUALITY OF THOSE EXPERIENCE AND THOSE INTERNSHIPS.

>> THANK YOU ALL.

>> THERE IS A LOT OF POTENTIAL TEAM OFFICE MEMBERS, I WANT TO SAY THANK YOU FOR BEING HERE AS WELL AS THE STAFF MEMBERS AS WELL.

[APPLAUSE]

>> THANK YOU, I APPRECIATE THAT AND THANK YOU FOR YOUR TEAM FOR BEING HERE AS WELL.

WE DO HAVE PRIOR TO GETTING TO PUBLIC TESTIMONY WE HAVE ONE BPS TEACHER AND WHO IS ALSO A PARENT HERE THAT WOULD LIKE TO OFFER TESTIMONY.

SO JUST PRIOR TO PUBLIC TESTIMONY WHICH WE WILL GET INTO MOMENTARILY, I WOULD ASK THAT MELANIE ALLEN PLEASE JOIN US AT THE FRONT DESK.

WELCOME MELANIE, THANK YOU FOR BEING HERE.

>> THANK YOU.

OKAY, THANK YOU SO MUCH, COUNCILORS FOR HAVING THIS HEARING AND FOR ALLOWING ME THIS OPPORTUNITY TO SPEAK.

MY NAME IS MELANIE ALLEN, TEACHER IN THE BOSTON PUBLIC SCHOOLS AND I'M THE PARENT OF TWO STUDENTS IN BPS.

ONE OF MY CHILDREN IS ON IEP, THE OTHER IS NOT.

AT THEIR CURRENT SCHOOL BOTH MY CHILDREN HAVE THREE ADULTS IN THE CLASSROOM WHOM THEY CALL "MY TEACHER."

THEY BOTH HAVE DEVELOPED EMPATHY AND UNDERSTAND THAT EVERY

STUDENT NEEDS SOMETHING  
DIFFERENT TO LEARN.  
WHEN MY WHY SON AGED OUT OF  
BCHES HE WAS STILL COMMUNICATING  
MOST OF HIS NEEDS THROUGH SOUND  
OF A TRAIN WHISTLE.  
WHEN I SHOWED HIM THIS SPEECH  
EARLIER THIS WEEK, HE SAID OH  
MOM I'M STILL NONVERBAL  
SOMETIMES.  
WHEN PEOPLE MEET MY CHILDREN,  
THEY DON'T KNOW WHICH IS ON IEP.  
IT'S A STORY OF SUCCESS AND ITS  
FAILURE.  
LAST YEAR MY SON WHO HAD ALWAYS  
LOVED SCHOOL BEGAN CRYING AND  
BEGGING US TO KEEP HIM HOME AND  
WE DIDN'T UNDERSTAND WHY.  
UNTIL WE POUND FOUND OUT THAT HE  
WAS NOT SEEFG ALL THE SPECIAL  
EDUCATION REPORTS GUARANTEED BY  
HIS IEP.  
HIS IEP SAID HE WAS SUPPOSED TO  
HAVE 240 MINUTES A DAY OF  
SPECIALIZED INSTRUCTION.  
HE WAS ACTUALLY RECEIVING ZERO.  
IT TURNS OUT MY SON'S TEACHER  
HAD TRIED TO GET HIM THE  
SUPPORTS THAT WERE GUARANTEED BY  
HIS IEP BUT SHE WAS TOLD NOT TO  
WORRY ABOUT IT AND TO STOP  
TALKING ABOUT IT.  
AND SHE WAS ONLY A PROVISIONAL  
TEACHER WITH NO JOB SECURITY SO  
THE MESSAGE WAS CLEAR.  
AND SHE WANTED TO KEEP HER JOB.  
SHE WOULD KEEP QUIET.  
THANK GOODNESS THAT SOMEONE FROM  
OUTSIDE THE SCHOOL LEARNED ABOUT  
WHAT WAS GOING ON NOT ONLY TO MY  
CHILD.  
THEY CALLED AN INCOMPLETE TO THE  
DISTRICT.  
WITHOUT THAT PHONE CALL BPS  
WOULD HAVE BEEN AS IN THE DARK  
AS I WAS.  
BUT NOW THEY KNEW AND IN FACT IT  
WAS VERY ENCOURAGING JUST NOW TO  
HEAR CINDY NEILSEN SAY IT IS  
DISTRICT POLICY TO HIRE EXTRA  
STAFFING WHEN THEY KNOW THAT  
SUPPORTS ARE NOT IN PLACE.  
THAT WAS NOT MY EXPERIENCE.  
MY HUSBAND AND I ASKED THE

DISTRICT TO HIRE SOMEONE WHO  
COULD PROVIDE SERVICES FOR MY  
SON, IN THE CLASSROOM, AND THEY  
REFUSED.

REPEATEDLY.

WE HAD MEETING AFTER MEETING.

WE DIPPED INTO OUR SAVINGS TO  
HIRE AN ADVOCATE.

FINALLY, THE SOLUTION WAS TO  
FORCE OTHER TEACHERS IN THE  
BUILDING TO PUSH IN, WHEREVER  
THEY COULD, TO FULFILL THE  
MINUTES OF HIS IEP.

GOOD TEACHERS WERE STAYING AFTER  
SCHOOL OR COMING IN EARLY, OR  
WORKING ON THEIR BREAK.

SOME OF HIS SPECIALIZED  
INSTRUCTION WAS DURING LUNCH.

THOSE WERE HIS IEP SERVICES.

NOW I DON'T THINK BPS WAS  
INTENTIONALLY TRYING TO DENY  
STUDENTS THEIR RIGHTS.

BCHES WANTS ALL STUDENTS TO GET  
THE EDUCATION THEY NEED.

BUT IN BPS BUDGET CONSTRAINTS  
OUTWEIGH GOOD INTENTIONS EVERY  
TIME.

IN THE PAST YEAR I HAVE MET  
FAMILY AFTER FAMILY WHO TELL ME  
HOW THEIR CHILDREN WERE DENIED  
THEIR SERVICES.

HOW THEY FOUGHT FOR HELP THAT  
THEY WERE BURIED IN PAPERWORK  
AND LEGALESE.

I HAVE MET TEACHER AFTER TEACHER  
WHO CONFIDE IN ME THAT THEY KNOW  
THEY ARE BREAKING THE LAW.

THAT THEY LITERALLY CRY AT NIGHT  
BECAUSE THEY KNOW AWHAT THEY'RE  
DOING IS UNCONSCIONABLE.

THEY WANT TO FACE SOMETHING BUT  
THEY ARE AFRAID.

I AM THE ONLY TEACHER ON YOUR  
PANEL TONIGHT BECAUSE PEOPLE ARE  
AFRAID TO SPEAK UP.

I WISH MY STORY WERE UNIQUE.

I'M SO LUCKY THAT I COULD AFFORD  
AN ADVOCATE, THAT I HAVE INSIDE  
KNOWLEDGE OF BPS, THAT I SPEAK  
ENGLISH FLUENTLY, THAT I'M  
EDUCATED AND I'M NOT EASILY  
INTIMIDATED.

I CANNOT PRETEND THAT THOSE  
FACTORS ARE NOT A HUGE PART OF



WHY MY CHILDREN ARE NOW IN ONE OF THE GOOD SCHOOLS. BUT EVEN MY KIDS' CURRENT TEACHERS SAY THEY NEED MORE HELP TO TRULY FULFILL THE REQUIREMENTS EVER THE STUDENTS ON IEPS.

MY EXPERIENCE AS A BPS PARENT EVER A CHILD WITH SPECIAL NEEDS HAVE SHOWN ME TWO EQUALLY IMPORTANT TRUTHS.

ONE, BPS IS CAPABLE OF PROVIDING SPECIAL EDUCATION THAT IS NOT ONLY APPROPRIATE, IT IS LIFE CHANGING.

AND 2, BPS IS DENYING THAT OPPORTUNITY TO MANY CHILDREN AND I'M NOT SURE THEY EVEN KNOW WHAT'S HAPPENING.

>> THANK YOU MELANIE. ANYTHING YOU WANT TO ADD?

>> I SAY THANK YOU FOR SHARING YOUR STORY AND RECOGNIZING YOUR OWN PRIVILEGE IN THE SITUATION AND SO MANY FAMILIES DO NOT HAVE THAT.

WHEN I OPENED UPPER WITH MY OPENING COMMENTS, TALKED ABOUT MY OWN EXPERIENCE WITH MY GRANDSON, I WORKED AT MACK FOR A NUMBER OF YEARS, YOU KNOW, I'VE GOT LAWYERS I CAN TURN TO WHO ARE MY CO-WORKERS WHO WERE THERE FOR ME.

IN THIS SPACE AS AN ADVOCATE MYSELF AND EVEN STILL KNOWING EVERYTHING, I KNOW THESE SUPERINTENDENTS PERSONALLY, HAVE THEIR CELL PHONES CAN CALL THEM BECAUSE OF MY ROLE, EVEN STILL GOING INTO THOSE MEETINGS ARE SO INTIMIDATING.

IT IS ALL LAWYER-TALK, IT IS ALL DOCTOR-TALK AND NO ONE IS REALLY SPEAKING UP FOR FAMILIES.

AND SO I'M SO GLAD THAT THIS WORKED OUT FOR YOU AND IT'S IMPORTANT THAT WE MAKE SURE THAT IT WORKS OUT FOR THE -- SO MANY OTHER STUDENTS, THE 21% OF OTHER STUDENTS WHO ARE NOT GETTING THE SUPPORT -- I SHOULDN'T SAY THAT,

THE MANY STUDENTS WHO ARE NOT GETTING THE SUPPORT THEY NEED. I KNOW WE HAVE CHAPELS CHMS ON THE PANEL THAT WILL FIGHT FOR YOU AND THANK YOU FOR THAT.

>> THANK YOU SO MUCH FOR BEING HERE MELANIE. WE'LL NOW SWITCH OVER TO PUBLIC TESTIMONY. TWO MICROPHONES, FEW PEEK UP AT A TIME, IF YOU QUEUE UP AT EACH OF THE MICROPHONES. I HOPE YOU WILL KEEP YOUR TESTIMONY TO A FEW MINUTES. I DON'T SET THE ALARM FOR YOU, THIS IS YOUR OPPORTUNITY TO TALK TO US. BUT I DO ASK YOU TO BE QUESTIONNAIRE OF THE TIME. JESSE, AND KELLIE, AND THEN FOLLOWING THOSE TWO WE HAVE PALMA Mc  
[ Laughter ]  
MARIN AND JELMA MAY BE WITH HER. WELCOME JESSE.

>> HI, GOOD EVENING, I WILL TRY TO KEEP MY TESTIMONY AS BRIEF AS POSSIBLE. THIS IS THE FIRST TIME I FEEL I'M BEING HEARD SO I APPRECIATE THE OPPORTUNITIES.

>> JESSE, IF I COULD ASK YOU TO SPEAK UP INTO THAT MICROPHONE, THANK YOU.

>> MY NAME IS JESSEE, I'M THE MOTHER OF THREE GIRLS, MOLLY WHO IS A FRESHMAN AT NORTHWESTERN. AND A STUDENT AT UNABLE TO ATTEND HIGH SCHOOL, AND SEFNLD GRADER AT BOCHT LATIN ACADEMY. MY CHILDREN ARE VERY DIFFERENT, THEIR NEEDS ARE VERY DIFFERENT, LIKE ALL CHILDREN. I SPENT TIME ADVOCATING FOR MY ELLA, FIGHTING TO KEEP HER ALIVE. ELLA SUFFERS FROM MENTAL ILLNESS. SORRY. SHE HAS A DIAGNOSIS OF MAJOR

DEPRESSIVE DISORDER, ANXIETY AND POSTTRAUMATIC STRESS DISORDER. IN JANUARY OF TWEANT, ATTEMPTED SUICIDE FOR THE FIRST TIME AND HAD HER FIRST OF CLOSE TO TEN HOSPITALIZATIONS.

AFTER EVERY HOSPITALIZATION, ELLA TRIED TO TRANSITION BACK TO SCHOOL WITH THE SUPPORT OF SYSTEM, THERAPY, PSYCHIATRISTS, MEDICATIONS AND AN IEP.

ALTHOUGH SHE UTILIZED ALL SUPPORTS SHE WAS NOT SUCCESSFUL IN TRANSITIONING BACK.

I HAD MESSAGES FROM SCHOOL THAT ELLA WAS IN THE BATHROOM TO SLICE HER ARMS, SHE FINISHED A GOOD PART OF BOTH YEARS, AT HOME AND HOME AND HOSPITAL TUTORING. WHY FRESHMAN YEAR WE THOUGHT WOULD BE DIFFERENT.

ELLA WAS GOING TO GO TO NORFOLK AGRICULTURAL, A VOCATIONAL SCHOOL IN WALPOLE, AGREED TO FOOT ABOUT THE BULL BECAUSE WE DIDN'T HAVE ANY PROGRAMS LIKE IT.

SHE WOULD BE ABLE TO WORK WITH ANIMALS ALONG WITH THE ACADEMICS, THIS WOULD SURELY NEED THE CHANGE SHE NEEDED.

TWO MONTHS INTO SCHOOL, SHE HAD TWO CONSECUTIVE HOSPITALIZATIONS.

SHE WANTS TO DIE AND THERE ARE NO HOSPITALS FOR HER TO GO TO.

AT THIS TIME, ELLA'S PSYCHIATRIST AT BOSTON CHILDREN'S HOSPITAL RECOMMENDED A THERAPEUTIC DAY SCHOOL.

I REQUESTED SUPPORTS FOR HER IEP AND MORE THAN A MONTH NORFOLK AGRICULTURAL AND MYSELF TRIED TO TRANSITION TO BOSTON, WE CALLED THE WELCOME CENTER, SPECIAL EDUCATION DEPARTMENT AND DIDN'T GET ANYWHERE.

NO RETURN PHONE CALLS, MISS INFORMATION, AND I DIDN'T GET ANYWHERE UNTIL I REACHED OUT TO COUNSELOR GEORGE'S OFFICE AND SHE WAS ABLE TO POINT ME TO SOMEONE WHO HELPS ME WHERE TO GO.

I BEGAN TO RESEARCH THERAPEUTIC DAY SCHOOL, BOSTON HAS ONE, McKINLEY SCHOOL.

ONE WHO IS FAMILIAR WITH BOSTON PUBLIC SCHOOLS MIGHT KNOW THE McKINLEY.

DURING THIS TIME I STARTED RESEARCHING THERAPEUTIC DAY SCHOOLS AS WELL, I COULDN'T GET INFORMATION OTHER THAN ON THE COMPUTER BECAUSE YOU HAVE TO BE REFERRED BY YOUR DISTRICT.

SO WE WAITED, A NEW IEP WAS DRAFTED FEBRUARY 12th, 2019, WE SAT DOWN WITH BOSTON TO DISCUSS PLACEMENT.

I WAS EXTREMELY PREPARED FOR A MEETING AND I WAS HOPEFUL. I PREPARED MARCI BICKERTON, 50 VERY PERSONAL PRIVATE PAGES OF INFORMATION THAT PERTAINED TO MY DAUGHTER'S HISTORY, HER DIAGNOSIS, I PROVIDED HER WITH DISCHARGE PAPERWORK, SUMMARY, SAFETY PLANS, I ALSO PROVIDED HER WITH TWO LETTERS.

ONE FROM HER PEDIATRICIAN OF 15 YEARS, AND THE OTHER FROM HER PSYCHIATRIST AT BOSTON CHILDREN'S HOSPITAL REQUESTING THE NEED FOR A PRIVATE THERAPEUTIC DAY SCHOOL AS BOSTON HOANL THE Mc-- ONLY HAD THE McKINLEY.

SORRY.

STUDENTS AT THE McKINLEY EXHIBIT EXTERNAL BEHAVIORS. MY CHILD DOES NOT EXHIBIT CAN EXTERNAL BEHAVIORS.

MY CHILD EXHIBITS INTERNAL BEHAVIORS.

AND IN TIMES OF HIGH STRESS MY DAUGHTER SHUTS DOWN.

SHE CONTEMPLATES SUICIDE.

SHE ENGAGES IN SEX-INJURIOUS-- SELF-INJURIOUS BEHAVIOR.

KIDS FLIP CHAIRS, THEY SWEAR.

IT WOULD BE TRAUMATIC FOR AN INTERNALIZING KID WITH A DIAGNOSIS OF POSTTRAUMATIC STRESS DISORDER.

I ALSO EXPRESS MY CONCERN REGARDING THE STATISTICS OF THE SCHOOL SUCH AS THE GRADUATION

RATE, OTHER SCHOOL SUSPENSION  
RATE.

UNFORTUNATELY, KATHRYN DID NOT  
LOOK THROUGH THE PACKET I GAVE  
HER NOR DID SHE ASK QUESTIONS  
ABOUT MY CHILD OTHER THAN WHAT  
WAS ON THAT IEP.

WITH THAT KATHRYN VERBALLY  
RECOMMENDED THE MCKINLEY  
SCHOOL.

I AGREED TO KEEP AN OPEN MIND  
AND WENT ON A TOUR OF THE  
SCHOOL.

WEEKS LATER FINALLY SOMEONE HAD  
REACHED OUT TO ME AND ON MARCH  
1st WE TOURED THE SCHOOL.

WE PULLED UP TO WHAT LOOKED LIKE  
A PRISON.

THE WINDOWS ALL HAD BARS.

THE BLINDS WERE RIPPED.

THE BUILDING WAS DILAPIDATED.

WE WERE GREETED AT THE LOWER  
ENCUMBRANCE OF THE BUILDING BY  
AN AMAZING WOMAN, THE PRINCIPAL,  
TINA STELLA.

WHO THEN WALKED US THROUGH  
BUILDING.

SHE THEN SHOWED US THE METAL  
DETECTORS THAT THE CHILDREN  
WALKED THROUGH IN THE MORNING,  
THEY WOULD BE WANDERED DOWN.  
ALL THEIR BAGS WOULD BE TAKEN  
APART, THEIR PHONES THEIR  
LAPTOPS WOULD BE CONFISCATED FOR  
WHOLE DAY AND THEN THE STUDENTS  
CAN GO ON AND START THEIR DAY.

THE TOUR STARTED WITH A BRIEF OF  
THE MODEL OF THE SCHOOL WHICH IN  
THEORY SOUNDS GREAT.

THE MEETING WITH THE PRINCIPAL  
WAS INTERRUPTED FOUR TIMES SO  
SHE COULD PERSONALLY GO AND  
DEESCALATE STUDENTS.

AS WE SAT DOWN WE ASKED MANY  
QUESTIONS.

THOUGHTFUL QUESTIONS THAT MY  
DAUGHTER HAD PREPARED HERSELF.

SOME OF THE MOST IMPORTANT  
QUESTIONS MY DAUGHTER HAD TO  
ASK, WHAT CLUBS DO YOU HAVE?  
WHAT EXTRACURRICULAR ACTIVITIES  
DO YOU HAVE?

ARE THERE SPORTS HERE?

DO YOU HAVE PROM?

THE ANSWER TO EVERY SINGLE ONE OF THOSE QUESTIONS IS NO. FROM THERE WE STARTED ON A PHYSICAL TOUR OF THE SCHOOL. IT IS A VERY SCARY PLACE TO BE. THE HIGH SCHOOL WING OF THIS SCHOOL REEKD LIKE MARIJUANA SO MANY SO THAT THE PRINCIPAL MADE A COMMENT AND NO ONE CARED. NO ONE CARED TO GO SEE WHO WAS SMOKING POT DURING THE SCHOOL DAY. OUR FIRST STOP WAS TO AN ENGLISH CLASS. TO A TEACHER WHO I'VE HEARD AMAZING THINGS ABOUT. CLASS WAS IN SESSION AND WE WALKED IN. THERE WAS A STUDENT LAYING ON TOP OF THREE DESKS. THERE WERE TWO STUDENTS IN THE CORNER KICKING AROUND OGATORADE BOTTLE AND THERE WERE STUDENTS PUSHING AND KICKING EACH OTHER AND THIS IS WHAT WE EXPERIENCED EVERY CLASSROOM WE VISITED, IT WAS ALARMING. THIS WAS NO NO WAY THE RIGHT PLACEMENT FOR MY DAUGHTER, NOR WAS IT THE RIGHT PLACEMENT FOR ANY CHILD. I NEVER HEARD FROM ANYONE, NOT UNTIL MARCH 27th WHEN MY SCHOOL REACHED OUT TO KATHRYN AND SHE SAID WE SHOULD HAVE CONTACTED THEM. I DON'T KNOW ANYTHING ABOUT THIS PROCESS. I'VE BEEN TOO BUSY ADVOCATING FOR HER MENTAL HEALTH. THIS IS ALL NEWS TO ME. I ALSO TOOK IT UPON MYSELF TO GO THROUGH SOME DATA AND POST SOME STATISTICS FROM BOSTON PUBLIC SCHOOLS WEBSITE, THE 2016 SCHOOL REPORT CARD. I COMPARED MCKINLEY, THE ONE THERAPEUTIC DAY SCHOOL TO RANDOMLY SELECTED DAY SCHOOLS. ONE SCHOOL GETS TWO, ONE SCHOOL GETS TWO. WHAT I FOUND WAS ASTOUNDING. I PROVIDED COPIES OF THIS DATA. AND I HAVE -- I'M SORRY --

PROVIDED TASKEDZ OF THE SCHOOLS AND IN ANOTHER GRAPH I COMPARED THE McKINLEY THE HOEST PERFORMING SCHOOL, THE MIDDLE OF THE ROAD SCHOOLS AND THE HIGHETTES PERFORMING SCHOOLS, THE DATA SPEAK FOR THEMSELVES. THE McKINLEY RATED SIGNIFICANTLY LOWER THAN ANY OF THE SCHOOLS.

ESPECIALLY LAWRNLG, THE FOUR YEAR GRADUATION RATE AT THE McKINLEY THREE OUT OF EVERY TEN KIDS WILL GRADUATE HIGH SCHOOL.

AT THE LOWEST PERFORMING SCHOOLS, FIVE OUT OF EVERY TEN WILL GRADUATE HIGH SCHOOL. OF THOSE THREE OUTS OF TEN KIDS THAT WILL GRADUATE ONLY TWO OUT OF TEN KIDS WILL GO ON TO COLLEGE.

IN THE DROPOUT RATE AT THE McKINLEY, QUITE ASTOUNDING. TWO OUT OF EVERY ALTERNATIVE KIDS WILL DROP OUT.

AT THE LOWEST SIX OUT OF TEN KIDS WILL DROP OUT.

OUT OF SCHOOL SUSPENSION, SOMETHING THAT IS EXTREMELY IMPORTANT TO ME, MY DAUGHTER AS I SAID HAS A DIAGNOSIS OF PTSD. SHE SUFFERED A TRAUMA.

SHE IS A KID WHOSE SAFETY TO HER IS SOMETHING SHE FEELS COULD BE COMPROMISED AT ANY TIME.

THE OUT OF SCHOOL SUSPENSION RATE IS ALMOST 25%.

THAT MEANS THIS ONE IN EVERY FOUR KIDS MAY HAVE AN OUT OF SCHOOL SUSPENSION.

AND THE LAST THING, THE LAST STATISTIC IS CORE ACADEMICS TAUGHT BY HIGHLY QUALIFIED TEACHERS.

I'M NOT SURE WHAT THAT MEANS BUT AT THE McKINLEY, ONLY THREE AND A HALF OUT OF EVERY TEN TEACHERS ARE HIGHLY UTILIZED.

AT THE BEST-PERFORMING SCHOOL NINE OUT OF EVERY TEN TEACHERS ARE HIGHLY QUALIFIED.

WHY SHOULD I AS A PARENT, ACCEPT FOR MY DAUGHTER A SCHOOL WHERE

NEARLY SIX AND A HALF OUT OF EVERY TEN TEACHERS ARE NOT HIGHLY QUALIFIED?  
JUST LIKE THIS TEACHER SAID HERE, I'M A PERSON THAT HAS ENGLISH AS MY FIRST LANGUAGE. I CAN ADVOCATE FOR MY CHILD. IT'S BEEN AT A HUGE COST. THERE IS -- HUGE COST. THERE ARE SO MANY KIDS THERE THAT DON'T HAVE THAT. THEY DON'T HAVE PARENTS THAT ARE INVOLVED IN THEIR LIVES AT ALL. AS A MATTER OF FACT A LOT OF THEIR PARENTS GRADUATED FROM THE MCKINLEY SCHOOL. DOESN'T ANYBODY CARE ABOUT THESE KIDS?  
THE LAST THING I WANT TO LEAVE YOU WITH IS A LITTLE BLUSH MY DAUGHTER WROTE. AND THIS IS AFTER WE VISITED THE MCKINLEY SCHOOL. THE MINUTE WE PULLED IN I FELT BAD ENERGY IN MY BODY. I FELT TRAPPED LIKE THE VIBES I GOT IN THE HOSPITAL. IT WAS LIKE THE AIR LET OUT ANXIETY AND TRAVELED THROUGH MY VEINS. THERE'S BARELY ANY WINDOWS AND WHY ARE THE ONES I SEE SO SMALL. NOTHING IN MY MIND AND BODY PEOPLES RIGHT. I FEEL SO UNCOMFORTABLE. I WANT TO GO TO A SCHOOL WHERE I FEEL SAFE AND COMFORTABLE. I WANT TO GO TO PROM AND MAKE MEMORIES. I AM TIRED OF DOING SCHOOL FROM MY DINING ROOM. I'M MISSING OUT ON MEMORIES I DESERVE. I ALSO LIKE TO NOTE THAT AT THIS MEETING I DID REQUEST PRIVATE PLACEMENT, I REQUESTED THAT PACKETS BE SENT OUT, AND I WAS REJECTED. I ALSO HAVE, I FEEL LIKE THERE IS SEVERAL PROCEDURAL VIOLATIONS. ONE THING THAT'S NOTED IN THE SPECIAL EDUCATION LAWS OR REGULATIONS, AND THE PLACEMENT



AND SERVICE OPTIONS, THERE IS I  
GUESS IT'S 28.06B, I'M NOT SURE,  
IT STATES THAT CONSIDERATION  
MUST BE GIVEN TO ANY POTENTIAL  
HARMFUL EFFECT ON THE STUDENT OR  
THE QUALITY OF SERVICES THAT THE  
STUDENT NEEDS.

THAT DIDN'T HATCH.

-- THAT DIDN'T  
HAPPEN.

ALSO I ANOTHER VIOLATION I FEEL,  
PRIOR TO THE PLACEMENT MEETING  
THE PARENT AND SCHOOL DISTRICT  
SHOULD INVESTIGATE IN AND OUT OF  
DISTRICT PLACEMENT NEEDS, THAT  
DIDN'T HATCH.

THERE ARE SEVERAL OTHER THINGS  
IN HERE I FEEL THAT SHE DIDN'T  
RECEIVE, AND I DON'T FEEL LIKE  
WE WERE AFFORDED DUE PROCESS.

THAT'S ALL I HAVE TO SAY.

THANK YOU.

>> JESSE, THANK YOU VERY MUCH.

>> THANK YOU.

>> KELLY.

>> THANK YOU COUNCILORS FOR YOUR  
TIME AND THE TESTIMONY, VERY  
POWERFUL.

MY NAME IS KELLY CALL, I'M A  
PEDIATRIC NEUROPSYCHOLOGIST.

>> PLEASE GET UP TO THE  
MICROPHONE.

>> NOBODY HAS EVER TOLD ME TO  
SPEAK LOUDER.

THAT STORY IS NOT UNCOMMON.

I WILL TRY TO BE QUICK.

MY DAUGHTER JOSEPHINE WAS BORN  
AT 26 WEEKS WEIGHING JUST OVER A  
POUND AND A HALF.

SHE SUFFERED VERY SIGNIFICANT  
BLEEDS IN HER BRAIN TO THE POINT  
THAT THE HOSPITAL WAS NOT SURE  
SHE COULD LIVE.

SO AFTER WE BROUGHT HER HOME SHE  
GOT EARLY INTERVENTION FROM THE  
DAY WE ARRIVED HOME.

SHE WAS ON OX JENNIFER FOR A  
YEAR, EI CAME, THEY PROVIDED BY

THE TIME SHE REACHED HER THIRD BIRTHDAY NINE HOURS OF SERVICES PER WEEK.

RESEARCH ON THE CHILD'S BRAIN SHOWS THE GREATEST PLASTICITY CURSE -- OCCURS BY THE AGE OF 8. CHILDREN WHO ARE BORN AS EARLY AS JOSEPHINE HAVE AN 70 TO 80% LIKELIHOOD OF DEVELOPING ADHD. EARLY INTERVENTION IS REALLY IMPORTANT FOR SITUATIONS LIKE THAT.

SHE WAS TESTED FOR IEP SERVICES, I SAT IN THE ROOM AS THE SPEECH PATHOLOGY AND OCCUPATIONAL PATHOLOGY TESTED HER, STADIUM, THAT IS NOT THE WAY IT WORKS. BASICALLY, THAT INVALIDATED HER ENTIRE PROTOCOL BUT WHEN I BROUGHT THAT UP IT WAS DISMISSED.

SHE WAS REJECTED FOR SERVICES, I FOUGHT AND I FOUGHT AND I FOUGHT AND I FOUGHT AND FINALLY ALL I ASKED FOR WAS PT AND OT AT THAT POINT.

I WAS NOT ASKING FOR INCLUSION, NOT ASKING FOR ONE TO ONE, I WAS NOT ASKING FOR A BIG FINANCIAL STRAIN ON THE DISTRICT, I WAS ASKING FOR WEEKLY PT AND OT. FINALLY I GET OT AND PT.

AS SO MANY HAVE POINTED OUT I HAD THE TIME AND ENERGY AND WHEREWITHAL TO ADVOCATE FOR THESE THINGS.

SO MANY FAMILIES DO NOT. THIS IS BATTLE MY HUSBAND AND I HAVE FACED SINCE OUR CHILD INTIEDGED THE PUBLIC SCHOOL SYSTEM IN BOSTON.

I LEFT MY FULL TIME JOB AS A PEDIATRIC NEUROPSYCHOLOGIST AND I AM VERY THANKFUL THAT I HAVE THE TIME AND ENERGY TO DEVOTE DO THIS.

BECAUSE I CANNOT FATHOM BEING A FULL TIME WORKING PARENTS AND TRYING TO FIGHT THIS BATTLE, AND IT'S FOR BABY AMOUNTS OF SERVICES.

BECAUSE OF MY CONCERNS WITH BPS AND WITH MY DAUGHTER'S NEEDS AND SHE FATIGUES EASILY I COULD NOT

ENROLL HER IN A FULL TIME BPS  
PREAM, I CHOSE ST. TERESA SCHOOL  
IN ROXBURY.

I BROUGHT HER TO THE LINDEN  
PILOT SCHOOL, BROUGHT HER TO THE  
PILOT SCHOOL THE MAKE SURE SHE  
RECEIVED HER SERVICES.

THIS YEAR THEY HAVE SORT OF  
ROLLED OUT THIS PROGRAM ABOUT  
BEING ABLE TO RECEIVE SERVICES  
IN HER HOME SCHOOL AT ST.  
TERESA'S RATHER THAN DISRUPTING  
HER EDUCATIONAL EXPERIENCE.  
AT THE END OF OCTOBER, SERVICES  
FINALLY COMMENCED.

TWO WEEKS LATER THE OT SESSIONS  
STOPPED.

APPARENTLY THE PROVIDER HIRED TO  
WORK WITH JOSEPHINE WAS NO  
LONGER PROVIDING HER SERVICES.  
HOW DID I LEARN OF THIS?

NOT THROUGH HER PROVIDER OR  
THROUGH BPS, THEY WERE NO LONGER  
IN COMPLIANCE WITH HER IEP, MY  
FOUR-YEAR-OLD DAUGHTER TOLD ME  
AND ONLY WHEN I ASKED HOW IT WAS  
GOING.

SHAME ON THE SYSTEM, MAKES A  
FOUR-YEAR-OLD MORE ACCOUNTABLE  
THAN THE ADULTS CHARGED WITH  
HELPING HER.

ONCE SERVICES STOPPED I HEARD  
NOTHING.

I E-MAILED EVERY HUMAN AT BPS I  
COULD THINK OF FROM THE TOP DOWN  
AND NO ONE APPLIED FOR WEEKS.  
AFTER SEVERAL WEEKS I STARTED  
E-MAILING MAYOR WALSH, CITY  
COUNCILORS OFFICES, AND EVERYONE  
ELSE I COULD THINK OF, AND I  
FINALLY RECEIVED A REPLY.

THE AGREEMENT WAS SIGNED ON  
DECEMBER 11th ALMOST HALFWAY  
THROUGH THE SCHOOL YEAR.

SHE IS ONE OF THOSE CHIRNLG WHO  
HAVE SERVICES WHO ARE NOT  
RECEIVING THEM, DESPITE WHAT  
BOSTON PUBLIC SCHOOLS WOULD LIKE  
YOU TO BELIEVE.

THE ONLY REASON I KNOW SHE  
RECEIVES SERVICES IS BECAUSE HER  
TEACHER VERY KINDLY PLACES A  
NOTE IN HER TIME AND LETS ME  
KNOW.

LO AND BEHOLD I SHOW UP HERE AND  
THERE IS A PARENT PORTAL I'VE  
NEVER HEARD OF.  
TWO YEARS IN BPS AND I HAVE  
NEVER HEARD OF IT.  
I'M NOT ALONE.  
THERE ARE A NUMBER OF PARENTS  
ARE AT ST. TERESA'S WHO ARE  
FRUSTRATED AT WIT'S END, AT  
BOSTON PUBLIC SCHOOL.  
ONE PARENT WANT TO GET A T  
DESIGNATION WAS LAUGHED AT AND  
TOLD GOOD LUCK.  
HE HAS STILL NOT HEARD FROM BPS,  
I AM PRETTY SURE THAT IS ALSO  
NOT IN COMPLIENLS.  
ONE PARENT SAID THEY DIDN'T WANT  
TO GO THROUGH THE HASSLE OF  
HAVING THE CHILD EVALUATED  
BECAUSE THE PROCESS IS, QUOTE,  
BROKEN.  
THE PROVIDER LEFT AND THE  
PARENTS WERE NOT NOTIFIED.  
WE HAVE SEVERAL STUDENTS AT ST.  
TERESA'S WITH READ BEING SUPPORT  
SERVICES, THUS FAR, BPS HAS NOT  
PROVIDED A READING SPECIALIST TO  
THESE STUDENTS.  
THEY REPORTEDLY GAVE THE PARENTS  
THE OPTION OF LEAVING SCHOOL IN  
THE MIDDLE OF THE DAY, ENSURING  
MAXIMUM DISRUPTION TO A PARENT'S  
WORKDAY AND TO THE STUDENT'S STUDENT'S  
LEARNING.  
ANOTHER PARENT DOESN'T ATTEMPT  
TO HAVE HER CHILD INSTEAD OF  
SERVICES TO WHICH SHE IS  
ENTITLED BECAUSE IT IS, QUOTE,  
TOO DIFFICULT TO WORK WITH THE  
SPED SYSTEM.  
STUDENTS ON IEPS, I CANNOT  
FATHOM THE REST OF THE BOSTON  
PUBLIC SCHOOL SYSTEM.  
WHICH IS WHY SO MANY FAMILIES  
ARE LEAVING THIS WONDERFUL CITY  
AND LOOKING ELSEWHERE FOR BETTER  
EDUCATIONAL OPPORTUNITIES FOR  
THEIR CHILDREN.  
I KNOW OF 18 FAMILIES WHO HAVE  
MOVED IN THE PAST YEAR FOR THIS  
VERY REASON.  
WE ARE PARENTS, TAXPAYERS IN THE  
SYSTEM AND ARE LEGALLY  
INTHIELTED TO THE SERVICES FOR

OUR CHILDREN TO HOPEFULLY  
SUCCEED.

I'M HORRIFIED THAT WHEN IT COMES  
TO SOME OF THE MOST VULNERABLE  
AND AT RISK STUDENTS, BOSTON  
PUBLIC SCHOOLS ARE SIMPLY  
FAILING THEM.

>> THANK YOU.  
PALMA.

>> MY NAME IS PALMA  
McLAUGHLIN, FROM DORCHESTER.  
I HAD A VERY DISCOURAGING DAY  
YESTERDAY, MY DAUGHTER AND I  
WERE AT HER IEP MEETING, I LEFT  
ANGRY, SHE LEFT DISCOURAGING.  
EPISODIC DISABILITY IS NOT SHUT  
UP ALL THE TIME, SHE'S GOOD ONE  
DAY, SHE MAY NOT BE GOOD THE  
THEM DAY.  
SHE HAS CHRONIC MEDICATION  
RESISTANT OCULAR MIGRAINES WITH  
AWRA.  
AURA.

IT REQUIRES BIGGER  
ACCOMMODATIONS BECAUSE OF  
DEBILITATING MIGRAINE CAN STRIKE  
AT ANY TIME, AND CAUSING  
EXCESSIVE ABSENCES AND THE NEED  
FOR GOOD COMMUNICATION SO SHE  
CAN GET HER MISSING WORK.  
IN AN EDUCATIONAL SETTING SHE  
PRESENTS VIRTUALLY THE SAME AS A  
STUDENT WITH SICKLE CELL  
DISEASE.

THE REASON I MENTION SICKLE  
CELL, IS BECAUSE LAST YEAR THE  
BOSTON PUBLIC SCHOOL SYSTEM  
ENTERED INTO A VOLUNTARY  
RESOLUTION WITH THE U.S.  
DEPARTMENT OF OF CIVIL RIGHTS  
FOR SYSTEM TAYMULLAH TAKE  
DISCRIMINATION AGAINST STUDENTS  
WITH SICKLE CELL DECEASE,  
EPISODIC DISABILITY.

MY DAUGHTER'S DISABILITY MIMICS  
THAT IN EDUCATIONAL SETTING.  
DIFFERENT MEDICALLY, SAME IN THE  
CLASSROOM.

THERE IS A BIG DIFFERENCE,  
THOUGH.  
SCD IS PREDOMINANTLY AFRICAN  
AMERICAN AND HISPANIC.

MIGRAINE SUFFERERS ARE  
PREDOMINANTLY FEMALE.  
37% OF FEMALES OF REPRODUCTIVE  
AGE COMPARED TO 6% OF MEN AND  
85% OF CHRONIC MIGRAINE  
SUFFERERS ARE FEMALE.  
MY DAUGHTER ATTENDS ONE OF  
BOSTON'S EXAM SCHOOLS AND  
REPEATEDLY AND PERSISTENTLY OVER  
THE LAST FOUR YEARS, MEMBERS OF  
THE ADMINISTRATION HAVE STRONGLY  
SUGGESTED THAT SHE TRANSFER  
SCHOOLS ON SEVERAL OCCASIONS,  
RECOMMENDING THAT SHE GO TO  
LEVEL 4 OR LEVEL 5 SCHOOLS.  
I WAS PULLED INTO A MEETING, I  
WAS TOLD I HAD TO GET THERE AND  
WHAT WAS, IT WAS THREE  
ADMINISTRATORS AT THE SCHOOL,  
TELLING ME THAT THEY WERE BETTER  
PLACES FOR HER TO GO.  
THE FEDERAL LAW REQUIRES BPS TO  
PROVIDE HER WITH FREE AND  
APPROPRIATE PUBLIC EDUCATION IN  
THE LEAST RESTRICTIVE SETTING.  
THE BOSTON EXAM SCHOOL  
APPARENTLY ONE OF BOSTON'S ELITE  
EXAM SCHOOLS, THIS MEANS  
TRANSFERRING HER AT THE  
RECOMMENDATION OF THE EXAM  
SCHOOL WITH A LEVEL 4 SCHOOL  
WITH AN 18.9% DISABLED  
POPULATION, A LEVEL 5 SCHOOL, A  
LEVEL 5 SCHOOL WITH A 20.1%  
DISABLED POPULATION.  
WHEN SHE DISCUSSED THIS WITH HER  
PEERS BECAUSE SHE DOES HAVE  
FRIENDS, SHE HAS VERY GOOD  
SOCIAL EMOTIONAL HEALTH WITH THE  
EXCEPTION SHE HAS A CHRONIC  
ILLNESS.  
HER PEERS WHO WERE FAMILIAR WITH  
THESE SCHOOLS SAID THE TRANSFER  
WOULD BE FINE BECAUSE YOU COULD  
STAY IN THE SEGREGATED CLASSROOM  
ALL DAY AND THEY WOULD BRING THE  
ASSIGNMENTS TO HER.  
THAT IS, SHE COULD BE LABELED  
FOR INCLUSION BUT BE  
SUBSTANTIALLY SEPARATE.  
THAT IS NOT EXACTLY THE LEAST  
RESTRICTIVE ENVIRONMENT AND IT'S  
NOT EXACTLY APPROPRIATE FOR  
SOMEONE WHO HAS EXPRESSED

ASPIRATION ET CETERA AND THE ABILITY TO GO ON TO MEDICAL SCHOOL.

SHE WANTS TO JOIN DOCTORS WITHOUT BORDERS.

AND BY THE WAY, THIS WAS THE FIRST TIME I HAVE HEARD ABOUT THE REQUIREMENT FOR A TRANSITION PLAN.

MY DAUGHTER IS NOW 16 YEARS OLD, WILL SOON BE 17.

OVER THE PAST FOUR YEARS WE HAVE STRUGGLED WITH THE SCHOOL TO ACKNOWLEDGE THE NEW, GET HOME AND HOSPITAL TUTORING, MAINTAIN THE TUTORING AND JUST GETTING THE SCHOOL TO FOLLOW THE IEP.

SHE HAS NOT BEEN PROVIDED WITH MATERIALS OR ASSIGNMENTS AS REQUIRED BY THE IEP.

THE ASSIGNMENTS SHE HAS BEEN PROVIDED HAVE OFTEN BEEN CRYPTIC AND INADEQUATE SUCH AS, WRITE A REFLECTIVE ESSAY ON WHAT WAS DONE IN CLASS TODAY.

SHE WASN'T IN CLASS.

OR, DO THE WORK, FINISH THE WORKSHEET DONE IN CLASS TODAY.

AGAIN, NO WORKSHEET.

NO CLASS.

THIS YEAR SHE HAS FINALLY GOTTEN APPROVED FOR A TUTOR FOR HOME AND HOSPITAL FOR SIX HOURS AND IT HAS BEEN A GODSEND.

BECAUSE NOW AT LEAST WE ARE GOING GETTING A PORTION OF THE ASSIGNMENTS THAT SHE NEEDS TO DO.

HOWEVER, THE DISTRICT DOES REQUIRE THAT I PROVIDE NEW PAPERWORK EVERY EIGHT WEEKS TO CONTINUE TUTORING.

EVERY EIGHT WEEKS, NEW PAPERWORK.

SHE HAS BEEN RESTAINED IN GRADE SPECIFICALLY DUE TO ABSENTISM RELATED TO HER DISABILITY -- ABSENTEEISM DUE TO HER DISABILITY.

AT HER LAST MEETING WE WERE INFORMED THAT SHE HAS STAY-PUT RIGHTS UNTIL THE END OF THE YEAR AND THEN NEEDS TO GO SOMEWHERE ELSE.

THIS HAS BEEN THE STRATEGY  
COMING THE FRUITION, THE FIRST  
YEAR I WAS THERE I WAS TOLD  
MAYBE SHE SHOULD BE SOME PLACE  
LESS CHALLENGING UNTIL SHE GETS  
OVER IT.

I SPENT A GOOD DEAL OF TIME LAST  
EVENING TRYING TO CONVINCER HER  
THAT DROPPING OUT BECAUSE SHE  
WAS TOO DIFFICULT TO EDUCATE WAS  
NOT MER ONLY VIABLE OPTION.

BUT I CONFESS, I DON'T KNOW IF  
HER MIGRAINES AND HOW  
COMPLICATED THEY MAKE THE  
SCHOOL'S JOB LEAVE HER WITH ANY  
VIABLE OPTIONS.

YESTERDAY'S STRESS EXACERBATED  
HER PAIN LEVEL, SHE WAS NOT IN  
SCHOOL TODAY.

>> THANK YOU VERY MUCH.  
[APPLAUSE]

>> MEGAN BELL AND THEN GABRIELLE  
NICHOLA.

THANK YOU.

WE ALSO HAVE MIKE VOCRA.

AND JEREMY PALLI OR PONTI.

WE SHOULD JUST HAVE YOU TYPE

THESE INTO A COMPUTER.

GO AHEAD.

>> THANK YOU, COUNCILORS,  
APPRECIATE THE OPPORTUNITY  
OSPEAK TODAY.

MY NAME IS GABRIELLE, I GO BY  
GABE AND ME AND MY WIFE, LAURA  
NICOLAU, ARE RECENT PARENTS OF  
AN ADOPTED CHILD FROM CHINA, HER  
NAME IS FELICITY NICOLAO.

I'D LIKE TO TELL YOU ABOUT OUR  
OVERALL EXPERIENCE WITH BPS IN  
TRYING TO OBTAIN IEP SERVICES.  
THE PARENTS OF SPECIAL NEEDS  
CURRENTLY RECEIVING SERVICES  
FROM BOSTON PUBLIC SCHOOLS, MY  
WIFE ACTUALLY HAS ADDITIONAL  
PERSPECTIVE AND HAVING WORKED AS  
A SPEECH LANGUAGE PATHOLOGIST IN  
A BOSTON SUBURB, THROUGHOUT THE  
PROCESS WE FELT OFTEN  
OVERWHELMED AND CANNOT IMAGINE  
HOW DIFFICULT IT IS FOR FAMILIES  
WHO ARE NOT FAMILIAR WITH THIS



PROCESS.

WE HAVE TO PROVIDE SOME SPECIFIC EXAMPLES WHEN TRYING TO SEEK EDUCATIONAL SUPPORTS FROM BPS. THE FIRST BARRIER THAT FAMILIES FACE IS THE WELCOME CENTER. WE VISITED THE WELCOME CENTER THIS SUMMER AND AT THE TIME THE COMPUTER NETWORK FOR BPS WAS DOWN.

THE NETWORK REMAINED DOWN FOR SEVERAL DAYS AND AS A RESULT WE WERE UNABLE TO ENROLL OUR DAUGHTER FOR BPS OR REQUEST A SPECIAL ASSESSMENT EVALUATION. GIVEN THE FACT THAT THESE WERE OPEN AND STAFFED, WHY DID WE HAVE TO RETURN?

ULTIMATELY WE FELT VERY YOUR HONOR COMFORTABLE TRUSTING A LOTTERY SYSTEM WITH OUR DAUGHTER'S SAFETY BEFORE AN IEP WAS EVENLY DEVELOPED SO WE REQUEST REQUESTED A FULL EVALUATION FROM BPS.

IN THE MEANTIME, WE PURSUED THE OPTION OF A NEARBY SCHOOL, BE ST. TERESA SIMILAR TO KELLY. WITH ONE PHONE CALL WE WERE ABLE TO TOUR THE SCHOOL, MEET THE PRINCIPAL, WE WERE ABLE TO DISCUSS OUR DAUGHTER'S NEEDS AND THE SUPPORTS THE SCHOOL WOULD BE ABLE TO PROVIDE.

IN CONTRAST WE WAITED SEVERAL WEEKS TO RECEIVE A RESPONSE FROM BPS TO OUR REQUEST FOR JUST AN EVALUATION.

AT THE WELCOME CENTER WE WERE NOT TOLD HOW LONG TO EXPECT TO WAIT NOR WERE WE GIVEN A PHONE NUMBER TO CONTACT IF WE HAD ANY QUESTIONS OR CONCERNS.

ULTIMATELY WE HEARD BACK FROM BPS AFTER MY DAUGHTER'S FIRST DAY AT THE PAIR ARE SCHOOL BECAUSE THE VICE PRINCIPAL MADE A CALL TO BPS REGARDING OUR DAUGHTER.

I WISH I HAD KEPT BETTER RECORDS OF THE DAY WE REQUESTED RECORDS AND OTHER DATES WITH HOW BPS IGNORED TIME LINES.

DPLLS THE EVALUATION WAS

COMPLETED THE PROCESS WAS NO SMOOTHER.

WE FELT THAT THE TEAM CHAIR AT THE IEP ACTED AS A GATE KEEPER ATTEMPTING TO KEEP SUPPORTS TO A MIX.

I IMAGINE THAT MANY OTHER FAMILIES HAVE FELT THE SAME.

I'D LIKE TO PROVIDE SOME EXAMPLES OF THIS.

AND IN ORDER TO REALLY HELP, TELL YOU ABOUT MY DAUGHTER. FIVE YEARS OLD, I MENTIONED SHE WAS ADOPTED TO FROM CHINA, ABSENCE OF A LARGE PORTION OF THE CEREBELLUM, SHE FALLS FREQUENTLY.

SHE HAS LOW MUSCLE TONE WHICH IMPACTS HER FINE MOTOR ACCESS TO CLASSROOM ACTIVITIES AND SHE HAS SOME VISUAL IMPAIRMENT.

HER COGNITIVE ABILITIES ARE DIFFICULT TO DETERMINE GIVEN HER STATUS AS AN ENGLISH LEARNER AND HER LIMITED EXPOSURE TO CERTAIN CONCEPTS PRIOR TO THIS YEAR.

AT THE EVALUATION MEETING, WE FELT THE TEAM CHAIR REPEATEDLY TRIED TO MINIMIZE THE SIGNIFICANCE OF OUR DAUGHTER'S DISABILITY.

AFTER THE REVIEW, THE TEAM CHAIR REQUESTED A DISABILITY CATEGORY FOR OUR DAUGHTER.

THE TEAM CHAIR SUGGESTED THE LEVEL OF DEVELOPMENTAL DELAY. THE TEAM LEADER, ACCOMMODATION SUPPORTS, THE EVALUATING PHYSICAL THERAPIST RECOMMENDED A ONE ON ONE AIDE.

THEN OUR CAWRT'S TEACHER STRONGLY SUPPORTED THIS NOTING THE FREQUENT FALLS, INDICATING THE CURRENT CLASSROOM AIDE HAS BEEN SERVING AS OUR DAUGHTER'S DE FACTO AIDE.

SO IN MY DAUGHTER'S CAUTION THERE ARE TWO TEACHERS, BASICALLY SERVING AS OUR DAUGHTER'S AIDE BECAUSE SHE JUST FALLS DOWN ALL THE TIME.

THE TEAM CHAIR HOWEVER INDICATED THAT MORE DATA WOULD BE NEEDED IN ORDER TO SUPPORT A DECISION

FOR ONE ON ONE PROFESSIONAL.  
AND PROPOSED A DATA COLLECTION  
PERIOD OF SIX TO EIGHT WEEKS.  
SO UP TO TWO MONTHS IN ORDER TO  
DETERMINE THE ADDITIONAL HELP.  
WE FELT THAT THIS WAS AN  
EXTREMELY LONG TIME TO DELAY  
DECISION RELATED TO OUR  
DAUGHTER'S SAFETY AND REQUESTED  
AN EARLIER MEETING.  
IN RESPONSE TO CONCERNS ABOUT  
OUR DAUGHTER'S SAFETY, THE TEAM  
SUGGESTED A HELMET, WE FELT THIS  
WAS INAPPROPRIATE.  
A CONCERN, BUT BPS WAS NOT  
INTERESTED IN PROVIDING ANY  
SUPPORT.  
IN THE END WE HAD TO WAIT EIGHT  
WEEKS TO RECONVENE AND DISCUSS A  
ONE ON ONE AIDE AT WHICH TIME,  
JUST A WEEK'S WORTH OF DATA WAS  
CONSIDERED SUFFICIENT TO  
DOCUMENT OUR DAUGHTER'S FREQUENT  
FALLS THROUGHOUT THE DAY.  
WE WERE INITIALLY OFFERED ONLY A  
TRIAL OF A ONE ON ONE AIDE FOR  
OUR DAUGHTER.  
OUR DAUGHTER'S SCHOOL ADVOCATED  
FOR THE AIDE TO BE FULLY  
INCLUDED IN THE YIERP, RATHER  
THAN A TEMPORARY SUPPORT.  
THE TEAM CHAIR CONTINUED TO  
INSIST ON THAT TRIAL PERIOD.  
ULTIMATELY THE SUPERVISOR  
PREVAILED AND THE ONE ON ONE BAY  
AREA PROFESSIONAL SUPPORT WAS  
INCLUDED IN THE IEP.  
OUR DAUGHTER CONTINUES TO WAIT  
FOR THE SUPPORT AS THE POSITION  
HAS ONLY RECENTLY POSTED.  
WE SHARE THIS EXPERIENCE NOT TO  
ADVOCATE FOR SPECIALTY TREATMENT  
FOR OUR DAUGHTER'S CASE BUT TO  
SHOW HOW BPS PRESENTS ONGOING  
CHALLENGES AND DELAYS PARENTS  
SEEKING ONGOING AID FOR THEIR  
CHILDREN.  
SUPPORTIVE SCHOOL TEAM AT ST.  
TERESA'S AND FAMILIES ARE LESS  
FAMILIAR WITH THE IEP PROCESS,  
THAT MAY NOT HAVE -- THAT MAY  
NOT SUPPORT FROM THEIR CHILD'S  
SCHOOL TEAM FACE A LANGUAGE  
BARRIER OR OTHER CHALLENGES,

IMAGINE HOW IT WOULD EVEN BE MORE DIFFICULT TO ENSURE APPROPRIATE SUPPORT. AND EVEN CURRENTLY, WE -- IN THE INITIAL IEP, CERTAIN ASPECTS OF IT WHEN WE HAD REQUESTED FOR ONE ON ONE PARAPROFESSIONAL AIDE, EXTENDED SCHOOL SERVICES AND TRANSPORTATION, THOSE WERE REJECTED BY THE TEAM CHAIR AND NOT GIVEN A REASON EVEN THOUGH WE HAD REQUESTED OVER AND OVER AGAIN WHAT ORDER -- WHAT IS THE REASON FOR REJECTION. ADDITIONALLY, WHEN WE PARTIALLY REJECTED THE FIRST IEP THAT WE RECEIVED, WE DID NOT RECEIVE A LETTER FOR APPEAL OR MEDIATION, BECAUSE WE BELIEVE THAT IT WAS NEVER REPORTED WHEN WE HAD REJECTED THAT IEP. SO SOMETHING WRONG WITH THE PROCESS AS WELL. AND WE STILL DON'T HAVE QUITE WHAT WE'RE LOOKING FOR IN OUR CURRENT IEP BECAUSE WE ARE TOLD THAT FROM THE PLACEMENT STANDPOINT SHE'S IN K-1 RIGHT NOW. WE ARE TOLD THAT WE WOULD HAVE TO YANK HER OUT OF HER CURRENT PLACE IN K-1, MOVE HER TO K-2 IN BOSTON PUBLIC SCHOOLS, AND THAT THE -- ACCORDING TO DISCUSSIONS WITH THE PRINCIPAL AT THE END OF THE YEAR IF APPROPRIATE WE WOULD HOLD HER BACK FOR K-2 SO SHE WOULD BE IN K-2 NEXT YEAR WHICH WE FEEL THAT IS VERY INAPPROPRIATE. AND WHEN WE HAD TOLD WHICH SCHOOL WE DID NOT WANT BUT WHICH SCHOOL WE WOULD LIKE TO CONSIDER WE WERE GIVEN PLACEMENT FOR THE EXACT SCHOOL THAT WE TOLD WE DID NOT WANT. SO OVERALL, WE WERE VERY DISAPPOINTED IN THE PROCESS. AND THE -- WE HOPE THAT YOU KNOW, THAT THERE'S AN OPPORTUNITY FOR OTHER PARENTS TO REALLY SHARE THEIR EXPERIENCES WITH THE BOSTON PUBLIC SCHOOL. WE THANK YOU FOR YOUR WORK, FOR

HELPING TO IMPROVE THE PUBLIC  
SCHOOLS AND HELPING TO IMPROVE  
THE OVERALL IEP PROCESS.  
THANK YOU.

>> THANK YOU VERY MUCH.  
I ALSO HAVE MIKE, JEREMY,  
ANTOINETTE AND PHYLLIS.  
DO YOU WANT TO MAKE YOUR WAY  
DOWN AND QUEUE UP.  
I ALSO RECOGNIZE THAT SOME  
PEOPLE MAY HAVE SIGNED IN TO  
TESTIFY BUT NOT REALIZING IT WAS  
TO TESTIFY.  
PICK A MIC AND THEN INTRODUCE  
YOURSELF.  
SO WE'LL START WITH YOU.

>> MY NAME IS PHYLLIS McCLAIN  
AND I'M A VICE PRINCIPAL AT THE  
ST. TERESA SCHOOL IN WEST  
ROXBURY.  
THERE ARE A FEW THINGS I WANTED  
TO KIND OF JUMP BACK ON BUT I'M  
HERE TONIGHT TO DISCUSS THE  
ONGOING DIFFICULTIES WE'VE HAD  
DEALING WITH BPS SPECIAL  
DEPARTMENT.  
FULT DISCLOSURE, I WAS EMPLOYED  
BY BPTS FOR 30 YEARS, RETIRING  
IN JULY OF 2018.  
SENIOR PROGRAM DIRECTOR OF  
MEDIATION DISPUTE AND SECURED MY  
CREDENTIALS AS A SCHOOL  
PSYCHOLOGIST.  
I ACCEPTED A POSITION AS VICE  
PRINCIPAL AT ST. TERESA'S  
SCHOOL, STARTED IMMEDIATELY  
LEAVING BPS, NEXT DAY AS A  
MATTER OF FACT.  
ONE OF MY RESPONSIBILITIES WOULD  
BE OVERSEEING THE SPECIAL ED  
DEPARTMENT.  
THE PROCESS IS OBVIOUSLY DONE BY  
BPS, I NOTICED MANY IEPS WERE  
NOT CURRENT, WHEN I REACHED OUT  
TO SCHOOLS, NO CHILD LONGER  
APPEARED IN THE BPS SYSTEM,  
APPARENTLY THIS IEP SYSTEM, HAS  
DROPS, CONTINUAL DROCHES PRIVATE  
SCHOOLCHILDREN FROM THE SYSTEM.  
YOU KNOW, HARD TO BE FOUNDER.  
APPARENTLY, THE PROCESS FOR  
THESE CHILDREN IS KNOWN AS A

TMPLETS IS CUMBERSOME  
INEFFICIENT SYSTEM.

PARENTS GO TO WELCOME CENTER,  
EXPLAIN, OBSTACLE COURSE BEGINS.  
PARENTS REPORT DELAYS BETWEEN  
SIX WEEKS TO THE MOST RECENT  
EIGHT MONTHS.

DIDN'T HEAR ANYTHING FROM THE  
SCHOOL, BY LAW, TO FINALLY  
CONSENT TO START THE EVALUATION.  
BY LAW THINK SHOULD HAVE THEIR  
CONSENT IN HAND WITHIN FIVE  
DAYS.

THAT NEVER HAPPENS.

ONE OF OUR FAMILIES ATTEMPTED  
OSTART IN THE SUMMER AND FINALLY  
HAD THE JANUARY MEETING WHICH  
THIS GENTLEMAN JUST SPOKE ABOUT,  
THEY TRIED TO ACCESS IN SUMMER,  
IN JANUARY WITH PARTIAL IEP AND  
THEN ONE MORE, ALMOST A FULL  
YEAR AND THIS CHILD, VERY, VERY  
STRONG DEVELOPMENTAL WINDOW,  
SHE'S A LITTLE GIRL WITH A LOT  
OF NEEDS, AND IT WAS REALLY A  
DISGRACE.

AND I THINK HOPEFULLY THAT I WAS  
ABLE TO NUDGE THIS PROCESS  
ALONG, GIVEN MY CONTACTS IN BPS.  
THE -- WE'VE HAD OTHER PARENTS  
WHO HAVE GONE DOWN TO REQUEST  
EVALUATIONS, AND OF YOUNGER  
CHILDREN FOR SPEECH PREVIOUSLY  
IDENTIFIED AREAS OF DISABILITY.  
THEY WERE TOLD AT THE WELCOME  
CENTER THAT THEY WERE NOT ISSUED  
A ROUTINE NUMBER, THEY HAD TO GO  
THROUGH SCREENING, THAT WAS NOT  
MANDATED BY LAW.

THE CHILD FIND THAT I BELIEVE  
MISS NEILSON REFERENCED IT IS  
FINALLY IN COMPLIANCE WITH  
FEDERAL LAW AROUND PROPORTIONATE  
SHARE.

THAT IS A WHOLE 'NOTHER AREA  
THAT WE PROBABLY WON'T GET INTO  
TONIGHT, BUT THAT'S MANDATED BY  
FEDERAL LAW THAT THEY HAVE CHILD  
FIND AND THEY ARE FINALLY  
REACHING OUT TO THE KIDS.

LET ME JUST -- YOU KNOW I DO  
WANT TO SAY THIS WHOLE PROCESS,  
BECAUSE IT'S ONE THAT WE  
CONSTANTLY ARE UP AGAINST,

TRYING TO GET THE KIDS THESE NUMBERS, THESE T NUMBERS, WE DID HAVE A WONDERFUL WOMAN WHO HAS UNFORTUNATELY SINCE LEFT THE DEPARTMENT WHO WORKED TIRELESSLY TO MAKE THIS HAPPEN.

WE HAD A PARENT GO DOWN AND TRY GET A NUMBER AND THEY WERE TOLD 50 WELCOME CENTER THIS PERSON LEFT, WE HAVE FIVE PEOPLE WORKING ON IT, NOTHING HAPPENS, YOUR KID WASN'T PICKED UP.

SO IT'S JUST A SYSTEM IN CHAOS. I HAD REACHED OUT MANY, MANY TIMES TO THE FORECAST IN BPS TO TRY TO PARTNER WITH THEM, TO LET'S WORK TOGETHER, YOU KNOW IT'S LIKE THE OLD SAYING, IF YOU CAN'T CHANGE WHEN YOU WON'T ACKNOWLEDGE, IF YOU CAN'T ACKNOWLEDGE THAT WE HAVE A HUGE PROBLEM HERE WE'RE NEVER GOING TO CHANGE IT.

I'VE BEEN MET WITH RESISTANCE, MYSELF AND THE PRINCIPAL WHO IS ALSO A FORMER BPS SPECIAL EDUCATION ADMINISTRATOR, KNOW HOW TO NAVIGATE THE SYSTEM. WE HAVE SENT NUMEROUS E-MAILS TO THE SPECIALTY EDUCATION DEPARTMENT, MS. NEILSON AND COMPANY, NO RESPONSES.

WE WERE TOLD THAT THE SUPERINTENDENT OF CATHOLIC SCHOOLS TOLD THEM NOT TO COMMUNICATE WITH US.

IT'S TOTALLY FALSE.

I HAVE IT THROUGH THE SUPERINTENDENT.

IT WAS ONE PARTICULAR ISSUE ON THE FEDERAL FUNDING THAT THEY WERE GOING TO OVERSEE.

WE HAVE EVERY STEP OF THE WAY KIDS GOING TO TEEN MEETINGS, IF THERE'S A TEAM MEETING SUCH AAS THE ONE WE'VE TALKED ABOUT TODAY, BY LAW THEY ARE REQUIRED TO INVITE SOMEBODY FROM THE CHILD'S PRIVATE SCHOOL TO BE A MEMBER OF THE TEAM.

WE WERE FINDING TEAM MEETINGS WITH THE PARENT, SUPPOSED TO COME TO THE MEETING, NEVER HEARD ABOUT IT.

GO TO THE SCHOOL, THEY WOULD SAY WE DON'T HAVE TO INVITE YOU, WE HAVE BEEN TOLD WE DON'T HAVE TO INVITE YOU.

SO ALL OF THESE SORT OF THINGS KIND OF THESE PROCEDURAL PROBLEMS THAT WE HAVE REALLY ENCOUNTERED.

SO, YOU KNOW, I GUESS KIND OF JUMPING THROUGH IT, IT'S BEEN A NIGHTMARE OF BPS SPECIAL ED TO THE DETRIMENT OF THE KIDS.

WE -- I WAS GOING HOWEVER AND I ABSOLUTELY DO, I'VE DONE IT FOR 30 YEARS, THAT WAS MET WITH RESISTANCE.

SEVERAL WEEKS AGO, RECEIVED A CALL FROM KATHRYN, KATHY MARES, SUPERINTENDENT OF CATHOLIC PUBLIC SCHOOLS, SHE RECEIVED A CALL THAT MS. NEILSON HAD RECEIVED FROM THE OFFICE OF PUBLIC SCHOOLS, I WAS IN VIOLATION OF CONFLICT OF INTEREST LAW, AND I QUOTE UNQUOTE, KATHRYN MARES IS A VERY GOOD REPORTER THAT I KNEW TOO MUCH AND THEREFORE WAS PERCEIVED AS INTIMIDATING AND I WAS SUBJECT TO CRIMINAL PROSECUTION AND PENALTY, IF I WERE TO GO TO -- AND DEAL ANY MORE ABOUT BOSTON KIDS.

YOU COULDN'T MAKE IT UP.

I WENT TO A NUMBER OF PEOPLE. VERY UPSETTING.

I FEEL LIKE I WAS DEFAMED, THE CATHOLIC SCHOOL OFFICE THEY WERE ALL ABUZZ.

I FINALLY WENT TO THE STATE ETHICS COMMITTEE AND TURNED THE CASE OVER TO EVE SLATTERY, CHIEF EVER THE ETHICS OFFICE.

ABSOLUTELY, NOTHING I DID IN BOSTON WAS OVERLAPPING IN ANY WAY, SHAPE OR FORM.

I HAVE THESE LETTERS.

I HAVE THE LETTER THAT WAS GENERATED, NOT ONLY DID SHE CALL KATHY MARES TO THREATEN ME TO STAY OUT AND DEFAME ME, IN ADDITION THEY PUT IT IN WRITING. THEY PUT IT IN ACTUAL WRITING THAT I WAS TOO FAMILIAR WITH THE



RULES, REGULATIONS, SO ON SO FORTH OF BPS AND I SHOULD CEASE IMMEDIATELY WORKING WITH BOSTON KIDS.

WHAT I DO WITH THAT, I DON'T KNOW WHERE I GO WITH THAT. I DON'T LIKE SCHOOLYARD BULLIES AND I DON'T LIKE BEING THREATENED WHEN I'M TRYING TO HELP KIDS.

I THINK PARENTS AT ST. TERESA'S WOULD STRONGLY --  
[APPLAUSE]

>> THANK YOU.

STRONGLY APPRECIATE MY HELP IN NAVIGATING THIS SYSTEM TO GET THEIR KIDS SERVICES.

SO YOU KNOW, WHY AM I HERE? TO HELP BPS DO BETTER.

WE WANTED TO PARTNER WITH THEM.

OUR KIDS ARE BPS RESIDENTS.

THEY ARE NOT FROM OTHER COMMUNITIES, THEIR PARENTS ARE CITIZENS, TAXPAYERS.

WE WANTED TO PARTNER.

LET'S MAKE THE SYSTEM BETTER.

THE RESPONSE HAS BEEN SO, SECONDLY, VERY IMPORTANT CLOSE TO MY HEART I HAVE A DAUGHTER WHO WORKS IN THE BOSTON PUBLIC SCHOOL SPECIAL ED DEPARTMENT AS A COORDINATOR ONE OF 100.

I AM SO FEARFUL OF HER BEING RETALIATED AGAINST BECAUSE OF MY ACTIONS I HAVE BEEN

UNQUESTIONABLY RETALIATED AGAINST FOR MY PARTICIPATION IN THESE IEP MEETINGS.

I GLADLY SHARE ALL MY DOCUMENTS FROM SUPERINTENDENT OF CATHOLIC SCHOOLS FROM OFFICE OF LEGAL

ADVISORS AND I REALLY DO SAY, THE SITUATIONS THAT WE'RE HEARING ABOUT THERE IS A REALLY HAD NOTHING BETTER TO DO WITH THEIR TIME THAN COME AFTER ME FOR SIMPLY TRYING TO HELP THE CHILDREN WITH DISABILITIES IN THE CITY OF BOSTON, THEY HAVE OTHER THINGS TO DO.

GET ON SOME OF THESE ISSUES, OVERDUE MEETINGS, AND AS I SAID, I PUT IT ON THE RECORD BECAUSE I

FEAR, YOU KNOW I RETIRED, I --  
YOU KNOW THERE'S ONLY SO MUCH  
YOU CAN DO.

I FEAR FOR RETALIATION OF MY  
DAUGHTER AND ONE NIECE AND I  
WANT THAT ON THE RECORD.  
AND HOPEFULLY WE STAND COMMITTED  
TO TRYING TO HELP THIS BETTER.  
WE ONLY HAVE 30, 35 KIDS ON  
IEPS, HOWEVER WITHIN THE  
CATHOLIC SCHOOL COMMUNITY THERE  
ARE THOUSANDS.

LOTS OF KIDS, WE'RE A POWERFUL  
FORCE.

AS YOU CAN SEE WITH KELLY AND  
GABE THEY ARE ORGANIZING AND  
THEY ARE BECOMING A FORCE,  
WRONGLY NEGLECTED PEOPLE IN THE  
COMMUNITY.

THEY DESERVE BETTER.  
AND WE'RE HERE TO THANK YOU FOR  
REALLY STEPPING IN AND HELPING  
THIS.

BECAUSE THIS, WHAT HAS HAPPENED  
TO ME, IS A DISGRACE AND I WILL  
SHARE MY LETTER FROM EVE  
SLATTERY, TO SAY I HAVE  
ABSOLUTELY NO CONFLICT.  
THANK YOU VERY MUCH.

>> THANK YOU VERY MUCH.  
[APPLAUSE]

>> PLEASE INTRODUCE YOURSELF FOR  
THE RECORD.  
THANK YOU.

>> SURE.