



THE SCHOOL DISTRICT OF  
PHILADELPHIA



**OFFICE OF SPECIALIZED SERVICES (OSS)**  
*SPECIAL EDUCATION PARENT GUIDE*  
2018-2019

**Office of Specialized Services (OSS) Belief Statement:**

Special Education is a service, not a place.

**Office of Specialized Services (OSS) Mission Statement:**

Living our mission means that we demonstrate that we *CARE* with every interaction as we build relationships to better serve our students, school teams, and colleagues.

**Office of Specialized Services (OSS) Parent Line:**

215-400-5656

**Office of Specialized Services (OSS) Email Address:**

[specializedservices@philasd.org](mailto:specializedservices@philasd.org)

**Special Education Parental/Guardian Rights Summary:** (available in 9 languages)

[www.tinyurl.com/Parent-Safeguards](http://www.tinyurl.com/Parent-Safeguards)

**A Parent’s Guide to Special Education for School-Aged Children:**

[www.tinyurl.com/SPED-Parent-Guide](http://www.tinyurl.com/SPED-Parent-Guide)

**Transportation:**

215-400-6269

[osstransportation@philasd.org](mailto:osstransportation@philasd.org)

**Family and Community Engagement Office (FACE)**

215-400-4000

[askphila@philasd.org](mailto:askphila@philasd.org)

**Special Education Programming**

Special education provides support in helping children with special needs gain access to appropriate education. Students may be identified as needing special education services when a multi-disciplinary evaluation determines that a student has a **disability** and needs **specially designed instruction**. Students can be referred for a multi-disciplinary evaluation by the school’s student support team. Parents may also request a multi-disciplinary evaluation in writing or verbally to their child’s school. The School District of Philadelphia offers a full range of special education services and programs to eligible children.

**Special Education Programs**

<p><b><u>Speech and Language Support</u></b> – for children who have speech and language impairments and require services to develop communication skills.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Complete Assessments</li> <li>• Provide direct services</li> <li>• Consult with teachers</li> </ul>	<p><b><u>Learning Support</u></b> – for children whose greatest need of support is in the areas of reading, writing, math, and/or speaking or listening related to academics.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Researched-based direct instruction</li> <li>• Reading and Math interventions</li> <li>• Specific skill-building strategies</li> <li>• Extended School Year, if needed</li> </ul>
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**Special Education Programs-continued**

<p><b><u>Autistic Support</u></b> – for children whose greatest needs require services in the areas of communication, social skills, and/or behavior support.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Academic instruction &amp; adaptive skills instruction</li> <li>• Positive behavioral supports</li> <li>• Sensory Integration Strategies</li> <li>• Extended School Year, if needed</li> </ul>	<p><b><u>Emotional Support</u></b> – for children whose greatest need is in the areas of social, emotional, and behavioral support.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Highly structured environment</li> <li>• Social skills training</li> <li>• Academic instruction</li> <li>• Onsite outside agency partnership</li> <li>• Extended School Year, if needed</li> </ul>
<p><b><u>Life Skills Support</u></b> – for children whose greatest need is to learn academic, functional, and/or vocational skills that will allow them to live and work independently.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Individualized academic and adaptive skills instruction</li> <li>• Positive behavioral supports</li> <li>• Community-based instruction</li> <li>• Extended School Year, if needed</li> </ul>	<p><b><u>Multiple Disabilities Support</u></b> – for children with more than one disability, the combination of which results in severe impairment, and who require services in academic, functional, and/or vocational skills necessary for independent living.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Individualized academic instruction and adaptive skills, self-care, and self-advocacy</li> <li>• Positive behavioral supports</li> <li>• Sensory integration strategies</li> <li>• Extended School Year, if needed</li> </ul>
<p><b><u>Blind and Visually Impaired Support</u></b> – for children who require services related to visual impairment or blindness. The supports for these students must address the extent to which Braille will be taught and used.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Compensatory or functional academic skills, including Braille</li> <li>• Orientation and mobility</li> <li>• Individualized academic instruction and adaptive skills, self-care, recreation and leisure activities, and self-advocacy</li> <li>• Use of assistive technology</li> <li>• Sensory efficiency skills</li> <li>• Extended School Year, if needed</li> </ul>	<p><b><u>Deaf and Hard of Hearing Support</u></b> – for children who require services related to deafness or hearing impairment. The supports for these students must include a communication plan to address language and communication needs.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Educational Audiologist serving the district</li> <li>• Itinerant and resource levels of service</li> <li>• Hearing impairment services</li> <li>• Use of assistive technology</li> <li>• Extended School Year, if needed</li> </ul>
<p><b><u>Physical Support</u></b> – offers instruction to students who have a physical disability and require services in functional motor skills development.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"> <li>• Related Services, i.e. Physical Therapy (PT), Occupational Therapy (OT), Vision, Nursing, and Personal Care</li> </ul>	

**Related Services:**

Related services are support services that will help students with disabilities benefit from his/her special education program. The School District of Philadelphia offers a full range of related services including **specialized transportation, therapies (speech, physical, occupational, or school-based counseling), interpreting services** for children who are deaf, and **school health services** (such as school nurse services.)

**Early Intervention:**

The School District of Philadelphia also provides support to school teams and families with Early Intervention (EI) services.

**What is early intervention?** *Early intervention* is a system of services that *helps babies and toddlers with developmental delays or disabilities*. Early intervention focuses on helping eligible babies and toddlers learn the basic and brand-new skills that typically develop during the first three years of life, such as:

- *physical* (reaching, rolling, crawling, and walking);
- *cognitive* (thinking, learning, solving problems);
- *communication* (talking, listening, understanding);
- *social/emotional* (playing, feeling secure and happy); and
- *self-help* (eating, dressing).

**Examples of early intervention services:**

If an infant or toddler has a disability or a developmental delay in one or more of these developmental areas, that child will likely be eligible for early intervention services. Those services will be tailored to meet the child's individual needs and may include:

- Assistive technology (devices a child might need)
- Audiology or hearing services
- Speech and language services
- Counseling and training for a family
- Medical services
- Nursing services
- Nutrition services
- Occupational therapy
- Physical therapy
- Psychological services

When a child transitions from Early Intervention (EI) to school age programs, the School District of Philadelphia will conduct meetings with parents and school teams to ensure a smooth transition occurs for the family and student. Early Intervention services and supports will be reviewed and a new School District of Philadelphia Individualized Education Program will be developed based on student needs.

**Transition Services:**

Transition planning begins for *every student with a disability the year he/she will turn 14 years of age*. Transition planning begins with a transition assessment with the goal of determining what a student will need in order to be successful in achieving his/her post-secondary goals. The School District of Philadelphia provides transition support in a multitude of ways.

Transition Supports	
<p><b><u>Travel Training</u></b> – prepares students with disabilities (ages 14-21) for independent travel in the community.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"><li>• Community-based instruction</li><li>• Lessons in anti-victimization and stranger awareness</li><li>• Skill development for travel</li></ul>	
<p><b><u>Secondary Transition and Community-Based Vocational Education</u></b> – prepares students with disabilities for life after graduation.</p> <p><b>Key features:</b></p> <ul style="list-style-type: none"><li>• Supports the development of career goals</li><li>• Instruction at real work-sites in the community</li><li>• Task analysis to determine strengths and needs</li></ul>	
<hr/> <ul style="list-style-type: none"><li>•</li></ul>	

## Transition Supports-continued



### School District of Philadelphia School-Based Support Teams

School-based support teams offer a multitude of supports/services to students with disabilities, their families and school personnel. The section below provides a brief description of key personnel in district schools.

- School Principal, as Local Educational Agency (LEA), is responsible for ensuring that the services in the Individualized Education Plan (IEP) are provided to the child.
- Special Education Liaison (SEL) supports and facilitates the continuity of differentiated instruction of students with IEPs by working with school administrators, teachers, staff and parents.
- Special Education Teachers serve as Case Managers for the students on their caseload
- Special Education Assistants are assigned to programs for students with disabilities and assist the special education classroom teacher.

To locate your child's school profile, [www.tinyurl.com/SDP-School-Profile](http://www.tinyurl.com/SDP-School-Profile)

The role of the Local Educational Agency (LEA), Special Education Liaison (SEL) and Case Manager is to support students, families, and school personnel with the following:

- Understanding and ensuring compliance with District, State and Federal regulations;
- Providing guidance with the development and implementation of specially designed instruction (SDI) to meet the needs of students with disabilities;
- Providing guidance with the development and implementation of individualized education programs for students with disabilities;
- Supporting families as needed

Office of Specialized Services (OSS) Supports for School Teams
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Each Learning Network within the School District of Philadelphia has an assigned:

- Director, Special Education Services
- Case Manager, Special Education Services and Compliance

***The Special Education Director*** works with school teams to:

- Ensure that appropriate processes and procedures are being utilized to provide students with opportunities to engage in learning in the least restrictive environment and that instructional changes and supplementary aids and services are employed prior to the use of restrictive services and placements.
- Utilize data to monitor the behavioral and academic progress of special education students to identify areas where educators require additional support.
- Serve as liaison between the Pennsylvania Department of Education-Bureau of Special Education (PDE/BSE) and school teams to ensure compliance with federal and state regulations including district policies and procedures.

***The Special Education Case Manager*** works with school teams to:

- Coordinates the provision of special education services per the student's Individualized Education Plan (IEP); ensures that all due process procedures and timelines are met; ensures that parents/guardians are notified of meetings.
- Responds to school concerns and works with parents and school staff to resolve disputes regarding special education services; maintains ongoing communication with parents, school staff and community
- Collects and analyzes data; prepares reports and data related to compliance and monitors the progress of students with physical and mental challenges; ensures that Individualized Education Plans (IEPs) are implemented appropriately and that goals and objectives are updated as required.

To locate the name of your child's Special Education Director and Case Manager, please see pages 11-13.

## **Curriculum & Instruction, Behavior, Low Incidence, and Transition Support Teams:**

The Office of Specialized Services (OSS) Support Teams have been developed to provide an additional layer of support to schools and parents. OSS Support Team members work alongside new teachers or those that are having difficulty meeting the needs of students with disabilities. Administrators and teachers can request on-site assistance from OSS support teams or at any time by submitting a referral or speaking with their Learning Network team.

### **Curriculum Support Team**

#### **What is the purpose of the Curriculum Support Team?**

The purpose of the Curriculum, Instruction, Assessment, and Professional Development Program is to support administrators, school-based teams, teachers, students, and their families. With a data-driven approach, our team seeks to help schools intervene early, increase academic engagement and improve outcomes for students with disabilities in the Philadelphia Public Schools. When a student, student group, special education program or school is not demonstrating measurable gains, our team is available to work collaboratively with school-based teams to help them identify the problem, develop a plan, secure the appropriate resources, and provide follow up support/progress monitoring to ensure continued success. Additional responsibilities of the Curriculum, Instruction, Assessment, and Professional Development Team include planning and delivery of meaningful professional learning sessions throughout the year, use of the coaching model to improve instructional practices, and working collaboratively with other district departments to support students with disabilities.

#### **What are key components of the Curriculum Support Team?**

- Oversee and provide curriculum for all programs
- When warranted, assess individual students to determine appropriate placement within the curriculum
- Provide assessment tools to schools and teachers
- Provide professional development to all stakeholders
- Work closely with general education curriculum leads and coaches to ensure students with disabilities are included in all school initiatives



## **Training & Consultation Team (TaC)**

### **What is the purpose of the TaC team?**

The TaC team will work with general education and special education staff to apply research-based strategies and best practices to meet the needs of students with disabilities in the Least Restrictive Environment. The TaC team will provide job-embedded support by observing, modeling, co-teaching, mentoring, providing non-evaluative feedback, and problem solving support with teachers.

### **What are the key components of the TAC team position?**

- Work in the classroom alongside general education and special education teachers who struggle to meet the needs of students with disabilities
- Support new teachers through modeling, co-teaching, planning, etc. to improve the teacher's practice to meet the needs of students with disabilities

## **Behavior Support Team**

### **What is the purpose of the Behavior Support Team?**

The Behavior Support Team is comprised of people with expertise around designing and monitoring function-based behavioral support plans and targeted group interventions with solid understanding of function-based perspectives.

### **What are key components of the Behavior Support Team?**

- On-site classroom management coaching and professional development
- On-site observation of students displaying behavioral challenges
- On-site support to administrative teams
- Collaboration with outside agencies
- Support in transitions of students

## **Low Incidence Support Team**

### **What is the purpose of the Low Incidence Support Team?**

The Low Incidence Support Team provides direct and consultative support to teachers and schools through an established referral system, which includes observations, collaboration, strategies, etc.

### **What are key components of the Low Incidence Support Team?**

- Conduct observations and written follow-up reports
- Assist in development and implementation of IEPs
- Assist in preparation of functional behavioral analysis
- Assist in the development of positive behavior support plans
- Provide assistance in use of visual communication systems
- Provide professional development for schools and staff around autism

## **Transition Support Team**

### **What is the purpose of the Transition Support Team?**

The transition support teams purpose is to provide transition services and supports to students with disabilities (ages 14 – 21) in order to prepare them for life after graduation.

### **What are key components of the Transition Support Team?**

- Coordinate rehabilitation and transition services for students with IEPs beginning no later than age 14 and continuing through graduation as required by Federal and State guidelines
- Services may include: career counseling and guidance, community and agency connections, and planning/preparation for employment, post-secondary education & training and independent living
- Provide individual or group counseling on personal, academic, career, or transition related issues
- Complete transition assessment for each student, every year in order to identify and support the student's post-secondary goals
- Use ongoing transition assessment to identify and support student's post-secondary goals and integrate results into the student's IEP
- Provide linkages to community agencies and resources where appropriate and with parental permission
- Coordinate services between educators, agencies, service providers, employers and employment specialists

To locate the name of support personnel, please see pages 11-13.



# THE SCHOOL DISTRICT OF PHILADELPHIA

## Office of Specialized Services Contacts

<i>I need help with.....</i>	<i>I need to contact....</i>
<i>Records</i>	<b>Special Project Assistant</b> Cheri Graham - <a href="mailto:cmgraham@philasd.org">cmgraham@philasd.org</a>
<i>Transportation Issues</i>	<a href="mailto:osstransportation@philasd.org">osstransportation@philasd.org</a>
<i>Behavior Support</i>	<b>Behavior Program Manger</b> Caitlin Gallihue - <a href="mailto:coneill2@philasd.org">coneill2@philasd.org</a>
<i>Learning Network Support</i>	<b>Special Education Director</b> LN 1 Dr. Jodi Roseman - <a href="mailto:jroseman@philasd.org">jroseman@philasd.org</a> LN 2 Tracy-Marie Moody - <a href="mailto:tmmoody@phialsd.org">tmmoody@phialsd.org</a> LN 3 Marie Capitolo - <a href="mailto:mperaza@philasd.org">mperaza@philasd.org</a> LN 4 Jennie Stadelberger - <a href="mailto:jstadelberger@philasd.org">jstadelberger@philasd.org</a> LN 5 Jaclyn Fossett - <a href="mailto:jfossett@philasd.org">jfossett@philasd.org</a> LN 6 Sonya Berry - <a href="mailto:sberry2@philasd.org">sberry2@philasd.org</a> LN 7 Ed Davies - <a href="mailto:eadavies@philasd.org">eadavies@philasd.org</a> LN 8 Nicole Velez - <a href="mailto:nmvelez@philasd.org">nmvelez@philasd.org</a> LN 9 Dr. Jodi Roseman - <a href="mailto:jroseman@philasd.org">jroseman@philasd.org</a> LN 10 Amy Holdsworth - <a href="mailto:abgormley@philasd.org">abgormley@philasd.org</a> LN 11 Jennie Stadelberger - <a href="mailto:jstadelberger@philasd.org">jstadelberger@philasd.org</a> LN 12 Amy Holdsworth - <a href="mailto:abgormley@philasd.org">abgormley@philasd.org</a> LN 13 Susan Farley-Ellison - <a href="mailto:sfarleyellison@philasd.org">sfarleyellison@philasd.org</a> Accel. Tanya Bradley Watson - <a href="mailto:tbradleywatson@philasd.org">tbradleywatson@philasd.org</a> Opp./Inn. Susan Farley-Ellison - <a href="mailto:sfarleyellison@philasd.org">sfarleyellison@philasd.org</a> IU 26 Charlotte Brickhouse - <a href="mailto:cbrickhouse@philasd.org">cbrickhouse@philasd.org</a>  <b>Learning Network Case Manager</b> LN 2 Deb Share - <a href="mailto:dshare@philasd.org">dshare@philasd.org</a> LN 4 Dr. Maya Sherin - <a href="mailto:msherin@philasd.org">msherin@philasd.org</a> LN 5 Bianca Reyes - <a href="mailto:breyes@philasd.org">breyes@philasd.org</a> LN 6 LaTwyne Wise - <a href="mailto:lkwise@philasd.org">lkwise@philasd.org</a> LN 7 Nefertiti White - <a href="mailto:nwhite@philasd.org">nwhite@philasd.org</a> LN 8 Christine Hilferty-Feeney - <a href="mailto:cfeeney@philasd.org">cfeeney@philasd.org</a> LN 9 Jessica McCracken - <a href="mailto:jrbuchanan@philasd.org">jrbuchanan@philasd.org</a> LN 10 Lucia Granger - <a href="mailto:lgranger@philasd.org">lgranger@philasd.org</a> LN 11 Dr. Maya Sherin - <a href="mailto:msherin@philasd.org">msherin@philasd.org</a> LN 12 Lucia Cullinan - <a href="mailto:lgranger@philasd.org">lgranger@philasd.org</a> IU 26 Diana Sterling - <a href="mailto:dysterling@philasd.org">dysterling@philasd.org</a>



# THE SCHOOL DISTRICT OF PHILADELPHIA

## Office of Specialized Services Contacts

<i>I need help with.....</i>	<i>I need to contact....</i>
<i>Related &amp; Other Services</i>	<p><b>Related Services Coordinator</b> Speech - Deb Heaven - <a href="mailto:dheaven@philasd.org">dheaven@philasd.org</a></p> <p><b>Related Services Coordinator</b> Hearing - Adam Buck - <a href="mailto:arbuck@philasd.org">arbuck@philasd.org</a></p> <p><b>Director of Psychological Services</b> Dr. Schehera Coleman - <a href="mailto:skcoleman@philasd.org">skcoleman@philasd.org</a></p> <p><b>Surrogate Parent Coordinator</b> Dr. Joshua Fineberg - <a href="mailto:jfineberg@philasd.org">jfineberg@philasd.org</a></p> <p><b>Parent Coordinator</b> JoAnne Eggleston - <a href="mailto:jeggleston@philasd.org">jeggleston@philasd.org</a></p>
<i>Autistic Support</i>	<p><b>Autistic Support Coordinators</b> 6<sup>th</sup> -12<sup>th</sup> AS; Innovation and Opportunity, LINKS program Judy Anderson - <a href="mailto:janderson3@philasd.org">janderson3@philasd.org</a></p> <p>K-5 AS - including K-5 network 7 &amp; Acceleration; Philly Aims Michelle Nutini - <a href="mailto:mmdonlon@philasd.org">mmdonlon@philasd.org</a></p>
<i>Intervention and Instructional Support</i>	<p><b>Instructional Coordinators</b> Russell Washington - <a href="mailto:ruwashington@phialsd.org">ruwashington@phialsd.org</a> Joyce Dukes - <a href="mailto:jdukes@philasd.org">jdukes@philasd.org</a> Renay Boyce - <a href="mailto:rboyce@philasd.org">rboyce@philasd.org</a></p> <p><b>Transition Coordinator</b> Laquenta Montanez - <a href="mailto:lpmontanez@philasd.org">lpmontanez@philasd.org</a></p>
<i>Early Intervention</i>	<p><b>EI Coordinator</b> Quiana Carthen - <a href="mailto:gscarthern@philasd.org">gscarthern@philasd.org</a></p>
<i>Extended School Year</i>	<p><b>Director</b> Abena Osei - <a href="mailto:asei@philasd.org">asei@philasd.org</a></p>
<i>Nursing or Medical Issues</i>	<p><b>Nursing Director</b> Irene Kratz - <a href="mailto:ikratz@philasd.org">ikratz@philasd.org</a></p>
Crisis with Student - Office of Prevention and Intervention	District Crisis Line: 267-784-7895
Language Line Solutions	1-866-874-3972



# THE SCHOOL DISTRICT OF PHILADELPHIA

## Office of Specialized Services Contacts

OFFICE OF SPECIALIZED SERVICES (OSS) CENTRAL OFFICE OPERATIONS	
<i>Deputy Chief</i>	<b><u>Deputy Chief</u></b> Natalie Hess - <a href="mailto:nhess@philasd.org">nhess@philasd.org</a>  <b><u>Confidential Secretary</u></b> Betty Brizill - <a href="mailto:bbrizill@philasd.org">bbrizill@philasd.org</a>
<i>Executive Director</i>	<b><u>Executive Director</u></b> Kimberly Mecca - <a href="mailto:kmecca@philasd.org">kmecca@philasd.org</a>  <b><u>Executive Secretary</u></b> Joyce Hill - <a href="mailto:jahill@philasd.org">jahill@philasd.org</a>
<i>Out-of-District Team</i>	<b><u>Case Managers</u></b> Angela Park - <a href="mailto:apark@philasd.org">apark@philasd.org</a> Laurie Binder - <a href="mailto:lbinder@philasd.org">lbinder@philasd.org</a> Stephanie Elpenord - <a href="mailto:selpenord@philasd.org">selpenord@philasd.org</a> Stacey DiRocco - <a href="mailto:sdirocco@philasd.org">sdirocco@philasd.org</a>  <b><u>Director</u></b> Heidi Hertzog - <a href="mailto:hhertzog@philasd.org">hhertzog@philasd.org</a>  <b><u>IU #26 Director</u></b> Charlotte Brickhouse - <a href="mailto:cbrickhouse@philasd.org">cbrickhouse@philasd.org</a>