

SUSAN B. ANTHONY

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ISS

DEPARTMENT

**HANDBOOK**

2023-2024

# Vision & Mission

*(developed by collective input from the ISS Department )*



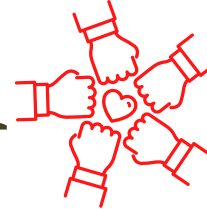
To afford all students an **equal opportunity** to **reach their highest potential** by providing a **safe haven** when entering our school & classrooms.

"Vision without action is merely a dream.  
Action without vision just passes time.  
Vision with action can change the world."  
- Joel A. Barker

Together, **in collaboration** with teachers, students, and families, we will focus on providing **engaging experiences**, while continuing to be **flexible and understanding** to each other's needs. We will focus on the **whole child** by exploring their **positive attributes**, recognizing their **individual strengths**, and developing an understanding of their **personal experiences** by fostering **student voice**, while **promoting learning** and **progress** towards their future successes.



# Meet the Team



## Teachers

Dylan Angland .... 8th Grade ELA/SC  
Rachel Baird .... 7th Grade Science/ICT/SC  
Winnifred Campbell .... 7th Grade Math/ELA ICT  
Michael DeWolf .... 8th Grade ELA/ICT/SETSS (6)  
Elhadji Fall .... 8th Grade Math/ICT  
Tara Holmes .... 6th & 7th Grade Math/SC  
Megan Jeffries .... 8th Grade SS/ICT/SC/SETSS

Fedner Joseph .... 6th Grade Math/ICT/SETSS  
Connie Jutis .... 6th & 8th Grade Math/SC  
Grace Kearney .... 6th Grade ELA/ICT/SC  
Diana McGuigan .... Intervention Teacher/Teacher Support  
Jennifer Mercado .... 6th Grade Science/ICT/SC/SETSS (7)  
Denise Neely .... 6th Grade Social Studies/ICT  
Joseph Olawayoe .... 7th Grade ELA/SC/ICT  
Kristie Recine .... 8th Grade Science/ICT/SC/SETSS  
Nancy Vukosa .... 7th Grade Social Studies/ICT/SC/SETSS

## Teacher Assistants

Saiful Bhuiyan .... Health Para  
Sherry Emerson .... Health Para  
Kim Epps .... 6th Grade SC Classroom Para  
Myriam Gomez .... Alternate Placement Para  
Fabian Jack .... Behavior Support Para  
Samson Khan .... 8th Grade Classroom Para  
Tuniqua McKenzie .... 7th Grade Classroom/Para  
Wilma Rivera .... Alternate Placement Para  
Stacy Tavarez .... Alternate Placement Para

## Related Service Providers

Gonald Moncion .... 6th Grade Guidance Counselor  
Diana Heras .... 7th Grade Guidance Counselor  
Ann Marie Mancuso .... 8th Grade Guidance Counselor  
Annie Amaya .... Speech-Language Pathologist  
Amanda Bermudez .... Speech-Language Pathologist  
Miriam Rabinowitz .... Speech-Language Pathologist  
Sonia Rodrigues .... Occupational Therapist  
Michael Novack .... Physical Therapist  
Bianca Signez .... Social Worker (*at-risk/crisis*)  
Tracey Haqq ... STH Social Worker

## School Based Support Team

Maria Alvarez .... Bilingual School Psychologist  
Nicole Rhodes .... School Psychologist  
Fabiola Cuenca .... Social Worker  
Alisia Patterson .... Special Education Family Worker

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# Expectations Overview



Teachers, paraprofessionals, related service providers, and any additional staff who are connected to our students with disabilities have the ability to be a powerful team for that student. A real difference can be made in the lives of children by reminding ourselves of our purpose as an educational stakeholder and working collaboratively to reach our goals. Below are overall expectations when working with our students and with each other.

## General:

1. Maintain a healthy and safe environment.
2. Remain open-minded, listen to understand each other (staff, students, parents) & be respectful.
3. Read and KNOW the needs/goals/accommodations of students you work with.
4. Keep distractions in the classroom to a minimum- cell phones, side conversations, etc.
5. Address & manage all concerning behaviors within your classrooms.
6. Educate the WHOLE child: academic, cognitive, social, aesthetics, physical, etc.
7. Accept responsibility for improving your skills.
8. Develop a positive rapport with students, staff, and parents.
9. Regular and prompt attendance is crucial to success. Students & staff depend on you each day!
10. Continue to learn & grow from each other- other teachers, staff, and even from our students!



**SO OFTEN YOU FIND THAT THE STUDENTS  
YOU'RE TRYING TO  
*INSPIRE*  
ARE THE ONES THAT END UP INSPIRING YOU.**

# Teachers/Service Providers Responsibilities



Ensure lessons are differentiated and tailored to meet the needs of all students. Specially designed instruction should be incorporated into lessons to support the learning and goals of students with disabilities.



A strength-based lens is utilized during instruction.



Co-planning and collaboration among co-teachers is imperative. A shared drive is recommended so that both teachers contribute to the lesson planning.



Weekly collaboration with paraprofessionals. Paras must be made aware of the lesson ahead of time and their role during the instructional period/planned lesson.



Annual goals must be assessed and monitored so that students progress is accurately updated in SESIS at the end of each marking period (or as indicated per the IEP). Progress monitoring is not solely for ELA and Math teachers but for all teachers who use reading, writing, or math in their lessons.



Use of data to inform instruction, as well as to support program recommendations & measurable annual goals.



Integration of social-emotional learning into lessons.



Collaboration and consultation between teachers and related service providers around practices to best support student needs in and out of the classroom.



Knowing and practicing good professional ethics.

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# Case Manager Responsibilities

- Each teacher is provided with an annual review caseload and will be the case manager for their indicated students.
  - The case manager is responsible for scheduling the annual review with the IEP team AND ensuring the annual review and IEP is **finalized on or before** compliance due date.
  - If you anticipate an IEP going out of compliance, Ms. Rowland must be notified prior to the compliance date.
  - The case manager will be responsible for ensuring that all parties on the IEP team (teachers & related service providers) enter their portion on the IEP. The case manager must ensure that the team is given sufficient time to allow entries to be inputted prior to the meeting.  
*IT IS NOT THE RESPONSIBILITY OF THE CASE MANAGER TO WRITE AN ENTIRE IEP.*
  - The case manager must provide necessary teacher reports and/or complete relevant assessments (i.e. vocational; learning style inventory; etc.) in a timely fashion.
  - The case manager will be responsible for ensuring that the IEP is written to high standards. Every IEP must be completed in its entirety and will be expected to be written with relevant information utilizing quantitative and qualitative data.  
*SEE MS. McMGUIGAN OR MS. ROWLAND IF ASSISTANCE IS NEEDED IN WRITING A QUALITY IEP.*
  - The least restrictive environment (LRE) should always be considered when reviewing student progress during an annual review.
  - If at any point in time an annual review requires an amendment, the case manager is responsible for amending and finalizing the IEP.
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# Data Tracker Protocols

- Each case manager will ensure that the data-tracker is current and updated monthly (i.e. attendance; grades; goals/progress monitoring; strengths/interests; etc.)
- All applicable teachers are required to update progress monitoring scores in the tracker each time an assessment or activity is assigned that is aligned to student's (reading, writing, or math) measurable annual goal
- In order to provide students with a deeper understanding around their IEP, present levels of performance, goals, and progress, during MTSS periods, teachers will conduct 1:1 meetings utilizing the tracker as the vehicle to engage in conversation around student agency and accountability

**“WITHOUT DATA,  
ALL WE HAVE IS AN OPINION”**

- Edward Deming

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# Paraprofessional Responsibilities

The work performed by paraprofessionals will vary depending upon teachers' expectations, paraprofessional's skills and experience, and job assignment. Paraprofessionals are primarily responsible for assisting and supporting teachers, principals, and other certified or licensed staff with:

- Team-based assignments.
- Following management needs and goals indicated in IEP.
- Building and maintaining effective communication and relationships.
- Maintaining student-centered, supportive environments.
- Organizing learning experiences for students.
- Implementing lessons initiated by the teacher or related-services personnel.
- Assessing student needs and progress under teacher direction
- Exercising good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.
- Participate in training to develop the knowledge and skills to become a more effective paraprofessional.
- Knowing and practicing good professional ethics.

## Questions

*What Paraprofessionals Need to Know in Working with Teachers,  
Related Service Providers and Other Supervisors*

- |  |  |
|--|--|
| <b>Ask</b> What are the assigned tasks?  | <b>Ask</b> About your role in supporting curriculum and instruction.                   |
| <b>Ask</b> About your role in dealing with student behavior.                   | <b>Ask</b> If there is time set aside for meeting with the teacher on a regular basis. |
| <b>Ask</b> About your role in obtaining training and professional development. | <b>Ask</b> About your role in maintaining ethical conduct and professionalism.         |



# Confidentiality

According to IDEA, school employees must follow guidelines to preserve the privacy rights of students and parents.

Confidential information refers to all information about a student, including the following:

- personal and family information
- social, behavioral, and psychological actions and data
- academic performance and progress
- program goals and objectives

Teachers, related service providers, and paraprofessionals must comply with strict guidelines as to how and with whom the information is shared.

Consider the following:

- information should be shared only with staff working directly with the student
- parent requests for information should be referred to the supervising teacher
- confidential information in the teacher's lounge or open spaces such as the halls, stairwells, cafeteria, etc.
- confidential information should never be shared in any setting other than the school and never in community social situations.

# Promoting Independence

- Students may initially require intensive support but it should be faded to a coaching and indirect support role as soon as possible. Avoid becoming overprotective.
- It is our goal to help students gain independence.
- Encourage independence and interdependence with classmates. Students will interact more naturally when you are not sitting or standing next to them.
- Use the least obtrusive support first. If a student requires support, ask questions and guide the student to helping them determine answer.
- Recognize the importance of peer modeling of appropriate behavior and point out examples of effective behavior and its consequences. Natural support enhances a student's independence and social acceptance.
- Assist students by providing resources rather than giving them the answers. Allow students to make as many decisions for themselves as possible. Give opportunities for making choices.
- Maintain a professional but supportive role with students as opposed to a "friend" relationship. Set boundaries.
- Try not to show favoritism; spread your warmth and friendliness around.
- End each class/day on a positive note or smile.

**THEY SAID HE WOULDN'T, BUT HE DID.**

**THEY SAID HE COULDN'T, BUT HE CAN.**

**THEY SAID HE WON'T, BUT HE WILL.**

*Source Unknown*

# Behavior Management

Many of our students have special behavioral needs. It is the responsibility of the case manager to communicate specialized behavior plans with teachers, paraprofessionals, and related service providers that work with the student and model how behaviors should be handled. It is important that all members of the educational team remain consistent and predictable when addressing problem behaviors with all students.

1. NEVER tell a student they are “bad”. Approach student behavior by discussing good and bad choices.
2. Avoid power struggles. Use a repetitive command or broken record technique to communicate expectations. Do not match a student’s disrespectful behavior or tone of voice when they make a behavior error. You cannot yell a disability out of a child. You can, however, provide structure, routine, and consistent consequences while maintaining a trusting relationship with the student.
3. Redirect students by telling them what they should do, not what they should not do. Be sensitive to a student’s feelings when providing redirections. Redirect quickly and discreetly.
4. Minimize disruption to group activities by limiting verbal redirections. Use as few words as possible to communicate what you need to the students.
5. Provide clear expectations of behavior and check for understanding of those expectations.
6. Provide prescribed, fair and consistent classroom consequences for inappropriate behavior. If in doubt, contact a dean or administration.
7. Catch the student displaying appropriate behavior or for finishing a task well and praise him/her.
8. Be specific in praising desired behavior such as, “I like the way Carrie is working on her math.” “John, I like the way you quickly lined up.”
9. Consistently follow individual behavior intervention plans developed by the student's team of professionals.
10. Continually evaluate the stress and frustration level of students. Communicate your observations and perspectives to your cohort.
11. Remember when modifying behaviors they tend to get worse before they begin to improve.
12. Maintain a calm and neutral tone of voice. Save a loud voice for very serious and dangerous situations.
13. Use positive body language. Try not to stand over students or use frustrated facial expressions.
14. Guard yourself against being more ready to criticize than to praise.
15. Paras should assist the teacher in observing, recording, and charting behavior and implementing Behavior Intervention Plans.

# Resources

Included are hyperlinks to various materials and resources.



Special Education  
Standard Operating Procedures Manual  
SOPM

Danielson Rubric

**Danielson 2014-15 Rubric**  
*Adapted to New York Department of Education  
Framework for Teaching Components*

Although the rubric language in this copy remains the same as the NYC "Official" copy, it excludes the Introduction to how the rubric has changed since its original publication. The margins and font sizes have been changed to save paper. Color/Shading was added to help the user navigate between the sections.

At the end of the document, there are two strategically placed "cheat sheets." One is for quickly identifying the components by Domains 1 & 4 and the other for Domains 2 & 3. Danielson's key elements for the components are included. This is provides a more summative and accurate description of the components than others using performance indicators.

Digital copies of this reformatted rubric and the DOE released one are available on our website, [www.CFN107.org](http://www.CFN107.org).



**Special Ed Scenarios**  
*Extended examples of Levels of  
Performance in Special Education*



Special Ed Scenarios  
extended Danielson

Danielson Framework  
for Special Education Teachers

Modified Danielson for Paraprofessionals  
(not for evaluative purposes)



# Resources

Included are hyperlinks to various materials and resources.

## PARA FEEDBACK

[Paraprofessional Performance Feedback Form](#)

[Level I Vocational: Teacher](#)

[Level I Vocational: Student](#)

[Level I Vocational: Parent/Guardian](#)

[Learning Style Inventory: Digital Version](#)

[Student Pre-Assessment \(SBST\)](#)

## ASSESSMENTS

## STUDENT REPORTS

[Student Progress Report: Teacher](#)

[Student Progress Report:  
Related Service Provider](#)

[New Visions Portal](#)

**Portal**  
by NEW VISIONS