
Fletcher Community Conversation

Partnership w/ Fletcher Staff, Fletcher PTA,
and Palo Alto CAC in collaboration w/PTA
Council Special Education Committee (PTAC)

September 17, 2024

Spanish



Chinese



Presented by: Melissa Howell - Principal, Hanisi Accetta - Assistant Principal, Kevin Rouse - Assistant Principal, Jessamy McKinney - Program Specialist, Gillian Reid - Ed Specialist, Special Ed. IL, Mich Le - TS Ed Specialist, Todd Daly - School Psychologist, in partnership with Fletcher PTA, Palo Alto CAC, and PTA Council Special Education (PTAC)

Presentation Schedule

- ❑ Introduction of PTAC Special Education committee & CAC for Special Education
- ❑ Fletcher Who is Who - Staff Connections

- ❑ General Information
 - ❑ Multi Tiered System of Support (MTSS) at Fletcher
 - ❑ Other interventions and supports available
 - ❑ Special Education supports
 - ❑ 504 Accommodation Plans and support
 - ❑ Additional Resources

- ❑ Questions and Answer Opportunity

Who's Who, Staff at Fletcher

Education Specialist Teachers: (aka IEP Case-Managers)

Gonzalo Garcia, Racquel Soto, Gillian Reid, Nick DeMartini, Derrick Bridger (Extensive Needs: 6-8), Michelle (Therapeutic 6-8)

School Psychologist:

Todd Daly, School Psychologist

Wellness Center:

Dalonna Jackson

Administrators:

Melissa Howell, Principal (6)

Kevin Rouse, Assistant Principal (7)

Hanisi Accetta, Assistant Principal (8)

Who's Who, Staff at Fletcher - continued

Speech Therapist: Rebecca Tzarnotzky (M, W-F), Maria Spencer (T)

Occupational Therapist: Aubree Guthrey

Behavior Support: Katreena Reyes (BIC), Haydee Juarez (BIC) Jeff Diokno (Behavior Specialist)

Educationally Related Mental Health Therapist: Peggy Chang

Program Specialist: Jessamy McKinney

Palo Alto Council of PTAs (PTAC)

Resources & Contact Information

Palo Alto Council of PTAs (PTAC):

- Yael Navieh: VP Special Education email: specialedvp@paloaltopta.org
- Soumaya Arfi, PTAC EVP: evp@paloaltopta.org
- General Information email: council@paloaltopta.org
- Website: <https://ptac.paloaltopta.org/>

Community Advisory Committee for Special Education (CAC):

- Website: <https://cacpaloalto.org/>

Palo Alto Community Advisory Committee for Special Education

volunteers supporting families of students with special needs since 1988



About CAC - <https://cacpaloalto.org/about-us/mission/>

- to support families of students with special education needs by providing forums for respectful interaction and communication between families, the community, and the school district.
- to educate and advocate about issues in our community,
- to develop and encourage understanding, acceptance and inclusion so all children have the resources and support they need for an appropriate education- – **Every child, Every day!**

CONNECT *with the Community*



Community
Building



Parent/Student
Education

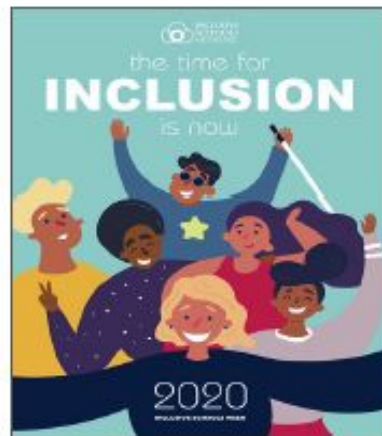


District
Advisory

FAMILY FUN DAY
For families of children with IEPs, 504s,
or learning differences

**DÍA SOCIAL DE
DIVERSIÓN FAMILIAR**
Para familias de niños con IEP, 504 o
diferencias de aprendizaje

家庭同乐
给持有IEP, 504 等特殊需要, 或
学习差异孩童的家庭



You are warmly invited to our
Annual Holiday Tea

Join the special needs community for a well-deserved morning off.
Enjoy a cup of tea or coffee, delicious holiday treats, and social time
with other parents of children who face extra challenges.

The CAC Sweetheart Award

In recognition of your kindness and all you have done to make a positive
difference in the lives of our children.



"You are not alone"



Contact CAC

CAC September General Meeting

Date: **Fri, Sep , 20th**, Time: **12-1:30 pm**

Meeting IN PERSON at Aspen Room, 25 Churchill, Palo Alto

Online meeting option, click [here](#), passcode: **cac**

<https://cacpaloalto.org/contact-us/>

We're here for you.

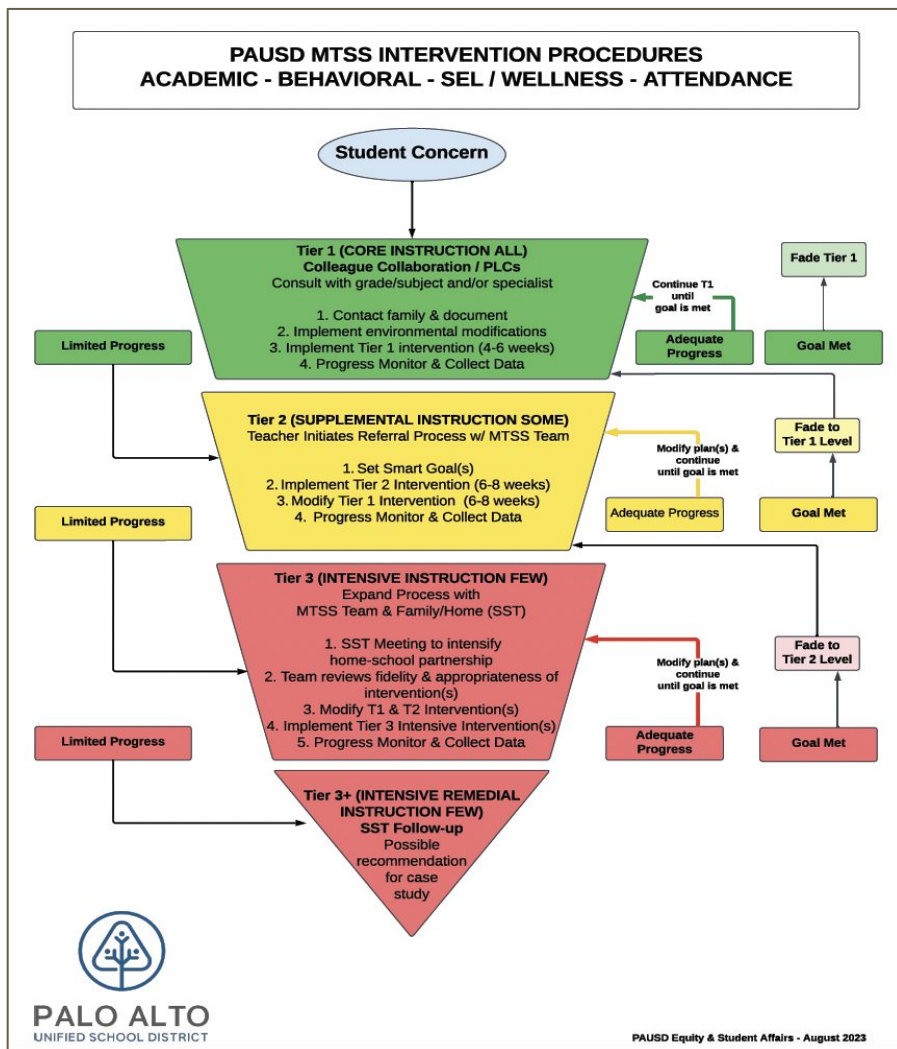
<https://cacpaloalto.org/get-involved/join-the-parent-list/>

Receive resources and news

E-mail : Palo Alto CAC Chair, Rika Yamamoto

paloaltocac@gmail.com

Baseline Multi-Tiered System of Supports (MTSS)



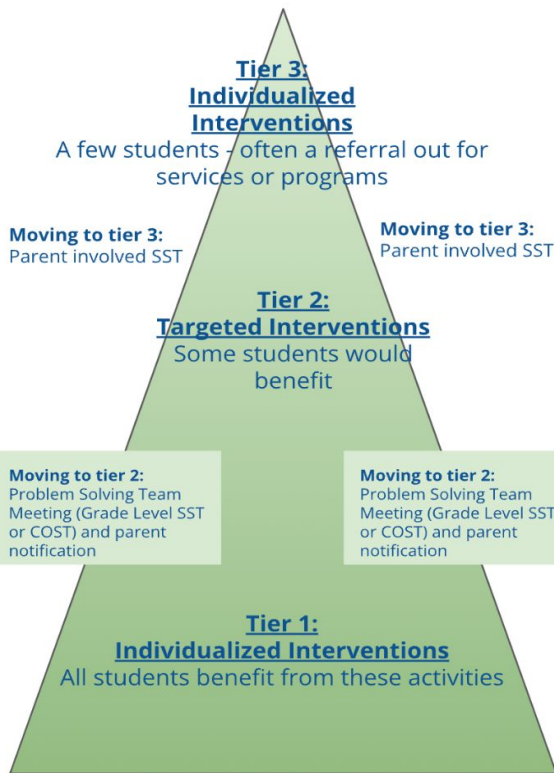
Baseline Multi-Tiered System of Supports (MTSS)

Academic Preventions / Interventions

- Referral to Special Education
- SARB
- Teams: 504, IEP, COST
- SAI and ELL Classes
- ALD support elective

- SAFE Specialist
- Math Workshop
- Dreamcatchers/Rise
- Literacy Interventions
- Lexia / Delta Math / Learning Ally

- First, Best Teaching
- [UDL strategies](#)
- ELL in-take & progress monitoring
- Homework Habitat
- Counselor check-in
- Counselor classroom support
- Weekly Team meetings
- School to home communication
- Schoology/ ParentSquare
- AVID Strategies/Exec. Func. Skills



Behavioral Preventions / Interventions

- Behavior Intervention Plan
- IEP Behavior Goals
- ERMHS Counseling

- Restorative Practices: Meetings, consequences, restoration
- MHWA referrals
- Mentoring support
- Check In / Check Out system
- Attendance Plans
- Group Counseling lunch groups
- Stress Management Plans
- Community mental health referrals
- Family outreach (conf, home visit)
- Behavior Plan / Contract
- Safety Plans

- School-wide Expectation Talks
- Team Meeting sharing of strategies
- Basics and Expectations review
- SEL Lessons
- Club Offerings
- R-Lounge
- Counselor schoology messages

- School to home communication

Note: all services should have clear entrance and exit criteria, be progress monitored, and data should be tracked and analyzed

Supports at Fletcher (see 11-12 [Program of Study](#))

Fletcher offers a variety of programs designed to assist students to reach their full academic potential and ensure academic success in high school and beyond. Students are placed in these courses through consultation with counselors, parents, and teachers. The number of classes and class size are dependent on the levels of student need.

Co-Taught Classes*

Co-Taught classes is defined as an instructional delivery approach in which general and special education educators share the teaching and learning responsibilities to assist students with accessing content material in the general education courses (ELA, Math, Science). General and special education teachers work in a collaborative and coordinated effort to support learning within the instructional environment. Co-teaching involves the joint-teaching of academic and behaviorally heterogeneous groups of students in integrated settings.

These classes are instructed by two general education content or reading specialist teachers and are intended for students who would benefit from extra reading instruction and skill in order to be successful in their academic classes. It has a specifically designed, research-based, curriculum to assist learners with reading strategies through the Reading Apprenticeship Learning Model.

Team-Taught Classes with a Reading Focus (Social Studies/Science)*

The Reading Apprenticeship model is integrated into subject-area teaching and developed through metacognitive conversation that explores students' thinking processes. Students think and talk about *how* they learn as well as what they learn. This collaborative work takes place within the context of extensive reading — increased in-class opportunities for students to practice reading in more skillful ways. These classes will focus on increasing comprehension and vocabulary through a combination of reading, writing, and phonics/word study. Students will learn to pay special attention to genre and the features of fiction and nonfiction texts through disciplinary reading.

Supports at Fletcher (see 11-12 [Program of Study](#)) - Continued

Academic Language Development (ALD)

This year-long course is designed for students who have reached advanced English language proficiency or have been redesignated as fluent English proficient (RFEP). The class focuses on argumentative, expository, and narrative reading and writing, vocabulary development, grammar instruction, and the use of spoken language in core content areas. Effective organization and study skills are integrated into the curriculum. This course prepares students for success in high school by teaching listening, speaking, reading and writing skills that can be transferred into their core classes. This class takes the place of one elective course (7th/8th grade).

Math Workshop*

7th – 8th grade This class is for 7th or 8th grade students who need help staying organized and completing homework assignments. It is designed to help struggling learners by teaching study skills strategies. Placement is based on counselor and teacher recommendations. Parents should consult with their child's counselor for further information.

Focus on Success

This class is intended for students who would like extra help in order to be successful in their math classes. In a supportive environment with no more than 15-18 students and a math teacher who is familiar with their respective grade level program, students will learn how to succeed in math through individual and small group tutoring, organizational help, projects, games, and computer programs. This class is intended for students who are performing below grade level in math and have been recommended by their teacher and/or guidance counselor.

Eligibility for Special Education

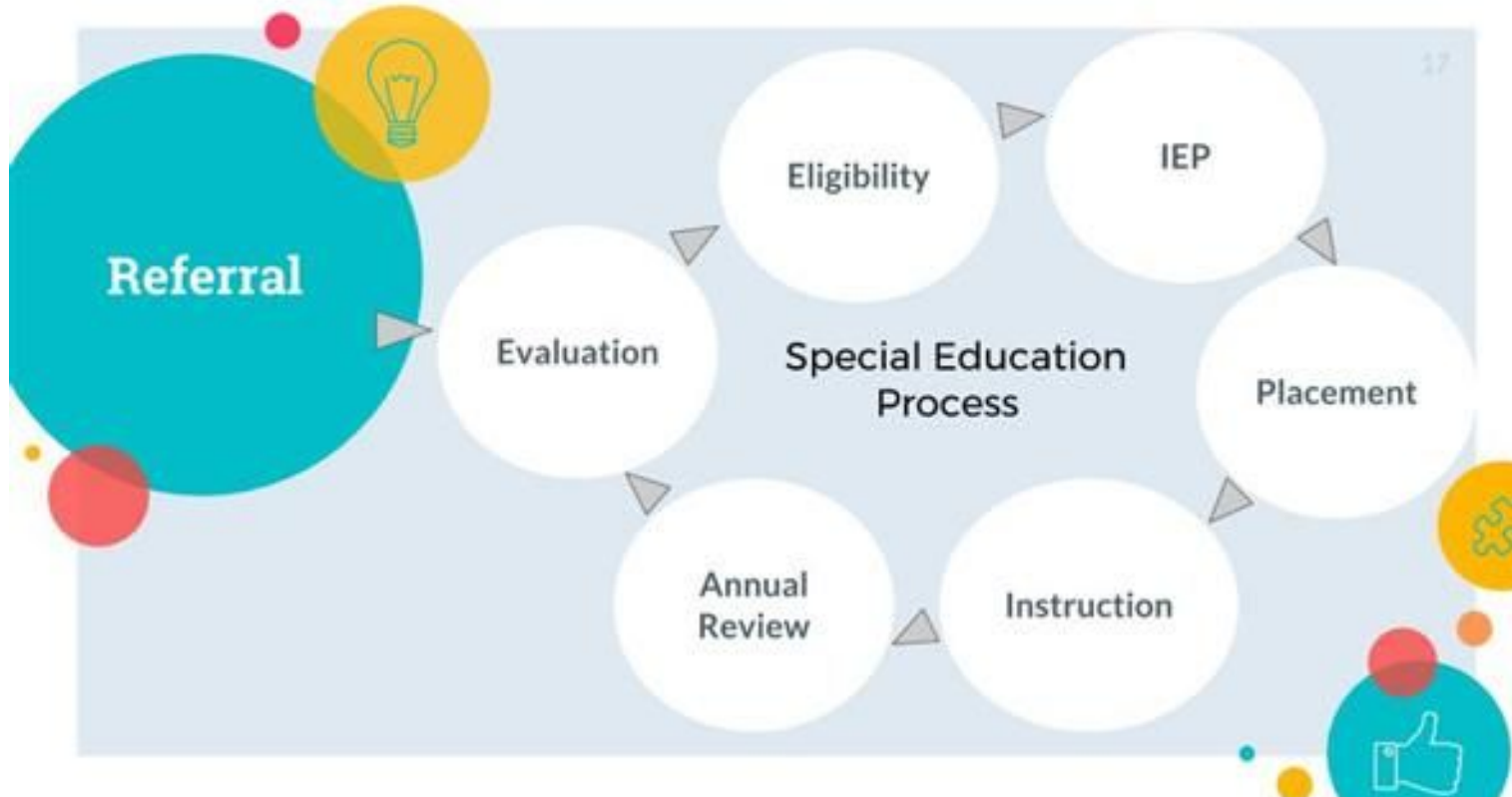
In general, to qualify for special education in California,

- the child must have one or more eligible disabilities;
- the disability must negatively affect her/his educational performance;
- the disability must require special education and related services.

Special Education Process - Referral

- School team (SST) or parent can refer for evaluation
- Parent request - District has 15 days to respond to request either offering an assessment or declining request to assess
- Assessment is offered through an Assessment Plan (AP)
- District has 60 days from date of parent consent to AP to complete assessments and meet in IEP meeting to review results and determine eligibility

Special Education Process



What if I have an outside evaluation, will my child get an IEP?

Continuum of Services at Fletcher

Mild to Moderate Support Needs:

- Approximately 55 students with IEPs across grades 6, 7, 8
- Included in general education classes and receive formal services and supports
- Supported by case-managers (Nick De Martini, Gonzalo Garcia, Racquel Soto, Gillian Reid, Mich Le)

Extensive Support Needs:

- Futures Classroom, F6
- Approximately 8-10 students with IEPs across grades 6, 7, 8
- Included in general education classes and receive formal services and supports
- One Case-Manager: Derrick Bridger

Academic Planning (AP)

- Academic Planning is a special education support class included as part of a student's IEP
- Classes are split by grade level and typically have up to 16 students in each class

Students rotate through three 25 minute small groups based on their IEP goals and accommodations.

- Literacy Rotation: Reading and writing goal work
- Math Rotation: Math goal work and review of grade level content
- Organization Rotation:
 - Study skills- using a “weekly worksheet” and “Schoology checklist” to stay organized
 - Preview/ review/ extra time accommodations
 - 1:1 check-ins as needed for coping skills goals

Academic Communication (AC)

- Academic Communication is a special education support class included as part of a student's IEP
- Classes are created based on student needs

Course Information:

This course is designed to support students with social pragmatic deficits and/or academic deficits, and reinforce the skills and strategies necessary to be a successful middle school student. It is also designed to help students develop perspective taking, learn how we fit in, and what makes us unique. Additionally, the course is also geared towards personal-problem solving and communication skills by developing flexibility and independence. Furthermore, the course will focus on executive functioning skills including time management, planning and organization, and self advocacy. Students will receive academic, communication, and executive functioning support that addresses their identified area(s) of need.

SAI Math and SAI English

SAI Math: Specialized Academic Instruction (SAI) Math provides individualized math instruction for students in a small group setting. The course teaches a streamlined version of the general education math curriculum with use of manipulatives and other supplemental materials/ tools where appropriate. Students also receive instruction based on their IEP goals.

SAI English: Grades 6-8 combined. This course goes beyond a typical middle school ELA classroom to offer individualized instruction to students in order to increase their reading, writing, and speaking abilities using the Structured Literacy curriculum “LANGUAGE! Live”. This curriculum blends personalized, online learning with teacher-led instruction.

Extensive Needs (formerly FUTURES) ELA, Math, Science, Social Studies, CBI

- Builds on student strengths with opportunities for meaningful and transferable academic, life, vocational and social skills
- Instruction in a small group, structured environment
- Provides inclusive access to the general education curriculum and the individualized interventions that support student success
- Higher staff to student ratio
- Modified curriculum called [TeachTown](#)
- Community based instruction (CBI) - cooking, field trips,

Therapeutic Setting Classroom Overview

Le- Room K3/K9

What is TS?

- TS = Therapeutic Setting
- Supportive therapeutic classroom environment. Access to therapist, behavior coach. Individual or small group instruction.
- Students may have self-regulatory, emotional, behavioral, social and academic needs

Who qualifies for TS?

- Extensive referral process
- Observations, team meetings and trialing interventions
- Students must have an IEP and receive ERHMS services.
- If you are concerned about a student you can ask their Education Specialist or our School Psychologist about next steps.

What will services look like?

- Pull out and push in services (staff may support or observe)
- Some students will be in TS for some or all core classes
- Schedules will be very individualized.
- 6th-8th graders, cap at 10 students.

School Wide Behavior Supports

- School Wide Behavior Expectations and Grade Level talks
- Common Behavior Language
- Restorative Discipline
- Character Education Lessons
- PRIME/ADVISORY
- Socio -Emotional Lessons
- Club Offerings / Wellness Center
- [WEB](#) Student Mentoring
- Attendance Plans



Fletcher Students & Staff have Tiger PRIDE

Perseverance

We remain committed to overcome our challenges. We can do hard things!

Responsibility / Restoration

We take ownership of our choices and actions and seek to restore and maintain connections.

Inclusion

We make sure everyone knows they belong in our school community.

Diversity

We celebrate the strength in our differences.

Equity

We ensure everyone has what they need to be successful.

504 Accommodation Plans:

A Section 504 Plan is an accommodation plan that requires classroom teachers and other school staff to provide accommodations and/or services necessary for Section 504 eligible students to participate in and benefit from public education programs and activities.

They are formal plans that schools develop to give students with disabilities the support they need. That covers any condition that limits daily activities in a major way. These plans prevent discrimination. And they protect the rights of kids with disabilities in school.

Information on 504 Plans: <https://www.pausd.org/student-supports/504> or <https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>

504 Accommodation Plans:

School Counselors (aka 504 Case-Managers)

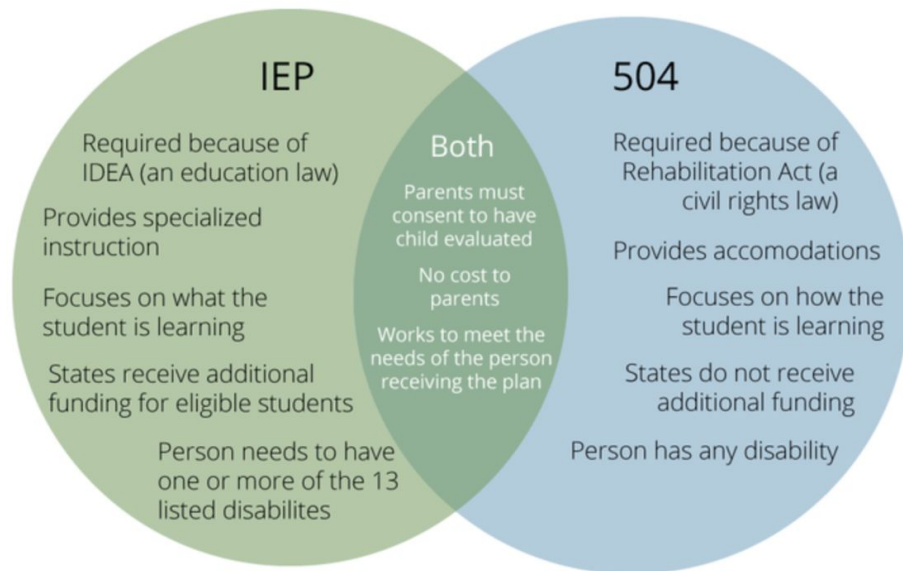
Michele Chin, 6th & 7th Grade

Jovi Johnston, 6th & 8th Grade

504 Site Lead:

Todd Daly, School Psychologist

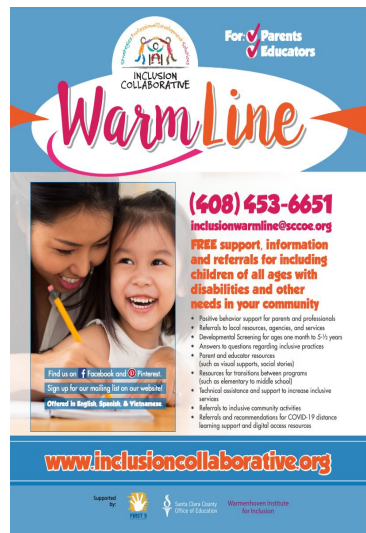
IEP vs. 504 Plan



Additional Parent Resources

PAUSD Special Education

Special Education Parent Handbook



For Parents Educators

INCLUSION COLLABORATIVE

WarmLine

(408) 453-6651
inclusionwarmline@sccoe.org

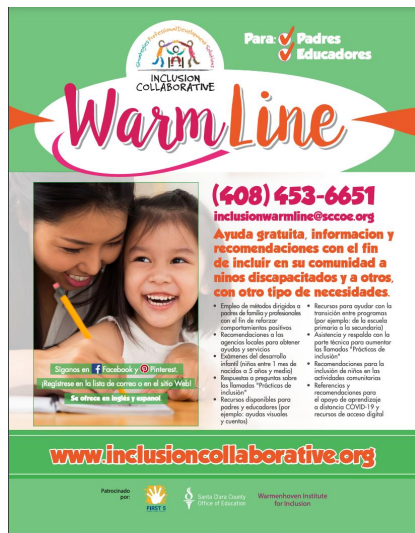
FREE support, information and referrals for including children of all ages with disabilities and other needs in your community

- Positive behavior support for parents and professionals
- Referrals to local resources, agencies, and services
- Developmental Screening for ages one month to 5 1/2 years
- Answers to questions regarding inclusive practices
- Parent and educator resources (such as visual supports, social stories)
- Resources for transitions between programs (such as elementary to middle school)
- Individual assistance and support to increase inclusive services
- Referrals to inclusive community activities
- Referrals and recommendations for COVID-19 distance learning support and digital access resources

Find us on **f Facebook** and **o Pinterest**
Sign up for our mailing list on our website!
Offered in English, Spanish, & Vietnamese

www.inclusioncollaborative.org

Supported by
SBCTA
Santa Clara County Office of Education
WarmInclusion Institute for Inclusion



Para Padres Educadores

INCLUSION COLLABORATIVE

WarmLine

(408) 453-6651
inclusionwarmline@sccoe.org

Ayuda gratuita, información y recomendaciones con el fin de incluir en su comunidad a niños discapacitados y a otros, con otro tipo de necesidades.

- Enlaces de recursos dirigidos a padres de familia y profesionales (por ejemplo: de la escuela)
- Respuestas a las preguntas relacionadas con la inclusión y transición de las opciones locales para obtener ayuda y servicios
- Exámenes del desarrollo (edad: 1 mes a 5 años y medio)
- Recursos e información sobre los programas "Prácticas de inclusión"
- Recursos disponibles para padres y educadores (por ejemplo: apoyos visuales y cuentos)
- Recursos para ayudar con la transición entre programas (por ejemplo: de la escuela)
- Recomendaciones para la inclusión de niños en las actividades comunitarias
- Referencias y recomendaciones para el apoyo de transición a distancia COVID-19 y recursos de acceso digital

Signos en **f Facebook** y **o Pinterest**
(Regístrate en la lista de correo en el sitio Web)
Se ofrece en inglés y español

www.inclusioncollaborative.org

Patrocinado por
SBCTA
Santa Clara County Office of Education
WarmInclusion Institute for Inclusion

PAUSD partnership with the Santa Clara County Office of Education's Inclusion Collaborative includes access to an amazing inclusion resource called Warmline. Parents, teachers, and community members can call/email for support (English, Spanish, Vietnamese, Mandarin)

Questions and Answers

Fletcher Special Education
Community Conversation
2024
