



SKY CROSSING
AVIATORS

2025 - 2026

MEET YOUR FLIGHT CREW

Anna Farina
Speech and Language
Pathologist

Julie Maashoff
3rd - 6th Grade
Level 2

Katie McDonald
Kinder - 2nd Grade
Level 2



"Mrs. Mac"
Kinder - 2nd Grade
Level 1

Stephanie Fletcher
3rd - 4th Grade
Level 1

Dr. Stacy Anderson



Hello future aviators! I am going on my 14th year with PVUSD. Previously, I worked for two other school districts and was a case manager, therapist, and supervisor for two behavioral health agencies prior to acquiring my doctorate. I have been an adjunct faculty for 3 major universities in Arizona and have taught masters and doctoral candidates in school psychology. I mentor school psychologists in the district and have enjoyed supervising graduate students for almost 20 years across clinical and school environments. I am a past president for the Arizona Association of School Psychologists and a school safety trainer for the Arizona Department of Education.

A school psychologist has advanced specialized graduate level training in psychology and education. We are able to review research to gather evidence-based information to create systems that support the diverse needs of students. We utilize proactive interventions with individuals, groups, families, and staff to foster learning by promoting schoolwide best practices. I have the best job in the world!

Some of my favorite things include traveling around the globe to meet people who differ from me and experiencing moments with the students that lead me to question reality.

“Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.” - Antoine de Saint-Exupéry *The Little Prince*

Jen Seifried



Hello! I am excited to be a part of Sky Crossing Elementary School this year. I am on campus Mondays and Tuesdays. I am going into my 14th year as a practicing School Psychologist. In the middle of my career, I was an adjunct faculty member teaching Psychology classes to college age students. I got my Bachelor's degree in Psychology with an emphasis in Elementary Education and a minor in Special Education. I have my Educational Specialist Degree in School Psychology. I am a Nationally Certified School Psychologist.

I have a passion for working with elementary age students and their families to help make a positive impact in their lives. I look forward to an amazing year at Sky Crossing!!

Stephanie Fletcher



Hello! I am so excited to be a part of the Sky Crossing Team! I find the most joy watching my students grow and flourish in their everyday skills. This is what motivates me to come into school each day with a smile.

It is important to me to be connected with my families to help best educate their child. My goal as an educator is to create a team with all parents to best fit the needs of our students.

I am a proud Northern Arizona University graduate with a Dual Bachelor's in Elementary Education and Special Education. I have been with PVUSD since 2015. I found my home in the Structured Program and I am very excited to continue that love at Sky Crossing.

Welcome to our team!

Email: stfletcher@pvschools.net

Kathy Jo McNamara “Mrs. Mac”



Hello,
I am very excited to be your child's teacher this school year!

Teaching is a second career for me. One that I have always admired others for doing. My career began in our Sun Kids preschool program. Then moved to Liberty Elementary, Level 2. Now in my third year at Sky Crossing

Together we will continue this learning journey together, where we will build confidence and self-assurance in your child.

Honored to be your child's teacher.

Julie Maashoff

Aloha!



I am a new transplant from the Island of Hawaii. I worked as a Registered Behavior Technician for South Hawaii School District as part of their District Autism Team for many years and graduated with my Postbaccalaureate and teaching license in Special Education with emphasis on severe/autism from the University of Hawaii, Manoa.

This is my third year teaching at Sky Crossing Elementary. I am very excited to continue the spirit of aloha and sense of 'ohana (family) in our classroom.

Email: JMaashoff@pvschools.net

Katie McDonald

I am entering my third year of teaching after substituting in various structured classrooms across PVUSD.

My daughter was diagnosed with autism in 2015 and inspired me to become a Special Education teacher. I am a strong believer in inclusion, evidence-based practices, and building relationships to promote maximum achievement.

I graduated in May with my Master's Degree in Special Education from ASU and have a B.A. Degree (Magna Cum Laude) from Vanderbilt University in Psychology & English. My educational endorsements include Structured English Immersion (PreK-12) and Literacy (K-5).

I cannot wait to have an amazing school year with your family!



**Mrs. Farina has sent you
an email with her updated
information.**

Anna Farina



Hello Aviators! I am one of the Speech-Language Pathologists on the Structured Team at Sky Crossing. This will be my 12th year serving as an SLP in PVUSD, and I am excited to support your child's academic success. My focus this year is on building strong connections with students while helping them develop and strengthen their speech and language skills. I'm looking forward to a fantastic school year and working together to help your child thrive.

NEW Email: afarina@pvschools.net

SKY CROSSING HIGHLIGHTS



COMMUNITY
CULTURE



STEAM



TEACCH

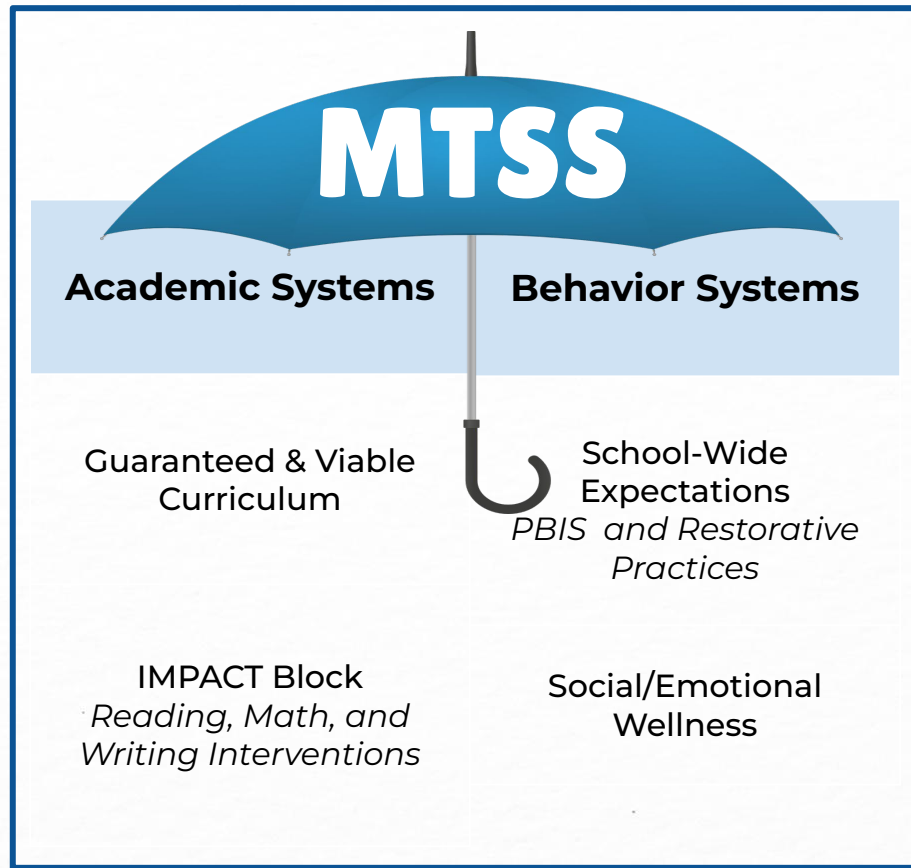


SKY CROSSING
AVIATORS

What is MTSS?

The multi-tiered system of supports is a framework to triage student needs and help teams make informed decisions to support students through targeted academic, behavioral, social and emotional interventions.

Why? Provides equity, access, and inclusivity for ALL students!





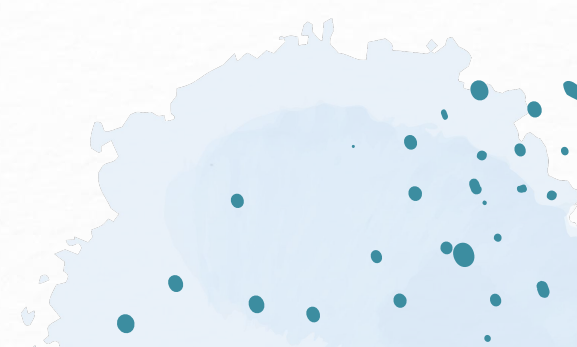
Positive Behavioral Interventions and Supports



What is PBIS? Positive Behavioral Interventions and Support is a process for *teaching* children expected behaviors and providing the supports necessary to develop and sustain prosocial behavior.

PBIS is not a curriculum - **it is a *framework* for systems to identify needs, develop strategies, and evaluate practice toward success.**

Why?

- ✓ increase academic performance
 - ✓ increase safety
 - ✓ decrease behaviors
 - ✓ establishes a positive school culture
- 



Behavioral Expectations

	Classroom	Walkways	Playground	Restroom	Cafeteria
Wise Choices 	Use time wisely	Single file line	Return equipment and line up promptly	Leave the restroom clean	Wash your hands
	Follow all directions	Move quietly	Agree on rules before starting a game	Get in and out quickly	Use time to eat
	Give your best effort	Walk one side at a time	Keep hands and feet to yourself	Keep water in sink and toilet	Eat your own food
Integrity 	Be honest & truthful	Yield for younger students	Use friendly language	Report teasing problems to adults	Leave your area clean
	Work as a team	Proceed promptly to destination	Follow the rules to games	Be aware of time away from class	Stay seated in assigned area
	Be responsible for your actions	Respect learning environment	Show good sportsmanship win or lose	Respect the privacy of others	Respect others food choice
Nice to Others 	Treat others with respect	Keep hands, feet and objects to yourself	Include others in play	Keep hands and feet to yourself	Keep hands and feet to yourself
	Show kindness	Smile and silently wave	Use friendly language	Honor privacy	Use table manners
	Help and include others	Yield for others	Share equipment	Flush after use	Walk your turn in line
Gratitude 	Show appreciation by using good manners	Keep the walkway clean for others	Include others	Be patient	Wait for your turn
	Notice the positives in others	Wait for your turn	Respect the duty aides	Be aware of time away from class	Raise your hand for help
	Help others when needed	Help others when needed	Thank those who help you	Wait for your turn	Thank those who help you
Safety 	Keep hands, feet, and objects to yourself	Walk facing forward	Use equipment correctly	Keep water in sink and toilet	Only eat your own food
	Use materials and equipment correctly	Single file and stay to the right	Leave rocks, sticks, and sand on ground	Wash and dry hands	Stay seated until dismissed
	Stay in your own space	Eyes Forward	Stay in designated areas	Ask to leave or use a pass	Walk

BE AN AVIATOR & earn your WINGS

WISE CHOICES - **I**NTEGRITY - **N**ICE TO OTHERS -
GRATITUDE - **S**AFETY

STUDENT NAME _____

TEACHER/STAFF NAME _____

CLASSROOM ☐ CLASSROOM ☐ CAFETERIA ☐

WALKWAYS ☐ WALKWAYS ☐ OTHER ☐

W I N G S

BE AN AVIATOR & earn your WINGS

W I S E C H O I C E S

I N T E G R I T Y

N I C E T O O T H E R S

G R A T I T U D E

S A F E T Y

SC Sky Crossing Elementary School





SKY CROSSING AVIATORS

What are Restorative Practices?

Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and repairing relationships when harm has occurred.

Why?

- ✓ Creates a safer, more caring environment for all.
- ✓ Fulfills the need to belong & feel valued by peers & adults.
- ✓ Reduces bullying and other interpersonal conflicts.
- ✓ Builds a greater awareness of the importance of connectedness.
- ✓ Reduces suspensions & expulsions.

AVIATOR
TURBULENCE MONITOR

Passenger: _____	Date and Time: _____
WINGS Expectation that I can show growth: <input type="checkbox"/> Wise Choices <input type="checkbox"/> Integrity <input type="checkbox"/> Nice to Others <input type="checkbox"/> Gratitude <input type="checkbox"/> Safe	Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Walkway <input type="checkbox"/> Other: _____
What Happened?	What Were You Thinking BEFORE?
What Did You Want?	How Do You Feel Now?
How Did Your Choice Affect You?	How Did Your Choice Affect Others?
How Can You Make It Right?	Comments: _____
Teacher Signature: _____	
Parent Signature: _____	

AVIATOR
TURBULENCE MONITOR

Passenger: _____	Date and Time: _____		
WINGS EXPECTATION THAT I CAN SHOW GROWTH:			
 WISE CHOICES	 INTEGRITY	 NICE TO OTHERS	 GRATITUDE
HOW CAN I MAKE IT BETTER?			
 APOLOGIZE	 FINISH MY WORK	 CLEAN UP	 SOMETHING ELSE
WHY SHOULD I MAKE A BETTER CHOICE NEXT TIME?			
 PEOPLE WILL WANT TO BE AROUND ME	 I WILL BE PROUD OF MYSELF	 I WILL LEARN MORE	 EVERYONE WILL BE SAFE
Teacher Signature: _____			
Parent Signature: _____			



WE DID IT!!! Sky Crossing earned the LEVEL 4 Fidelity Award!

A PBIS (Positive Behavioral Interventions and Supports) Level 4 Fidelity Award signifies that a school has demonstrated high fidelity implementation of all three tiers of PBIS: Tier 1 (universal supports for all students), Tier 2 (targeted supports for some students), and Tier 3 (intensive, individualized supports for a few students).

STEAM

Sky Crossing will be a STEAM-focused school with emphasis on providing opportunities for students to participate in project-based learning (PBL) using problem solving skills rooted in science, technology, engineering, art and math.

In addition to STEAM activities built into classroom curriculum, students will also have access to a makerspace. A makerspace is an area that will allow aviators to work collaboratively in creating, learning and exploring.

Sky Crossing has a partnership with the Arizona Science Center which includes teacher training on STEAM implementation.



TEACCH

PVUSD Structured Teachers are trained in the TEACCH Model, which is researched based to help support students with autism and communication needs. Some features of the TEACCH model are;

- Low student to staff ratio - conducive to small group and individualized instruction
- Visual cues (e.g., pictures to communicate classroom/task expectations; visual boundaries)
- To indicate personal space, individual work stations, and group areas
- Physical structure (e.g., layout of classroom including: positioning of individual work stations, academic centers, and various group areas)
- Sensory integration supports and equipment

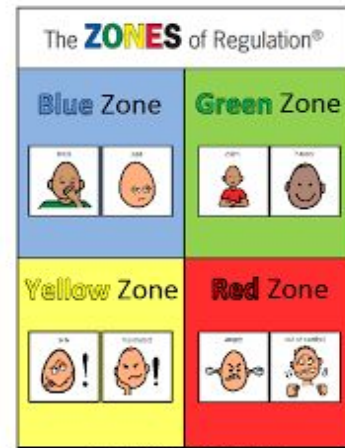


Above is an example of a TEACCH Classroom Set Up

Curriculum Used



Everyday  Speech



Accelerated
Reader



Unique Learning System

Reading Programs



Wit & Wisdom® is a comprehensive K–8 English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers, exceptional writers, and effective communicators.



Unique Learning System is a one-of-a-kind solution designed specifically to help students with special learning needs master their state's extended standards. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence.



Really Great Reading (RGR) foundational literacy with easy-to-implement solutions that deliver measurable outcomes. Rooted in the Science of Reading, our approach goes beyond phonics, building the full spectrum of foundational and oral language skills for fluency and comprehension. Designed for real classrooms, we combine teacher-centered instruction with tech-powered solutions that eliminate barriers and drive literacy success.

Math Programs



Thoughtfully constructed and designed like a story, *Zearn Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year.



Our supportive approach to math mastery, delivered in conjunction with Unique Learning Systems highly interactive Dynamic Math feature, creates a motivating way to cultivate positive, personalized results. Dynamic Math is a simple, convenient way to provide extra practice problems and measure student skill development. Simply identify the skills each student needs to practice and Dynamic Math's expansive collection of problems creates targeted, on-demand practice in addition, subtraction, multiplication, and division—providing all the reinforcement that's needed to master the concept!

Supplemental Reading & Math Programs



**Accelerated
Reader**

From recognizing students' achievements to students discovering new interests, Accelerated Reader helps create a culture of reading through choice. Personalized dashboards and reports provide insights on your students' progress, as well as what they're reading—giving you the ability to differentiate and personalize instruction.

Book Finder: <https://www.arbookfind.com/UserType.aspx?RedirectURL=%2fdefault.aspx>

Video: <https://videos.renaissance.com/watch/CXYt1AoQZJvfSM2Eresilo?>



IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.



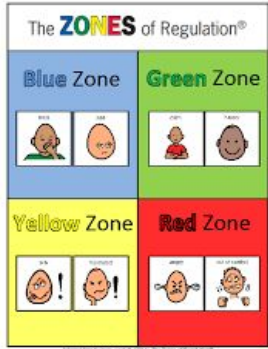
Zearn is an online nonprofit educational organization behind Zearn Math, the top-rated math learning platform used by 1 in 4 elementary students nationwide. Everything we do is driven by the belief that every kid is a math kid.

Link: https://about.zeam.org/?utm_campaign=homepage&utm_medium=native&utm_source=homepage

Social Emotional Programs

SANFORD
HARMONY™

Harmony is a social and emotional learning program for Pre-K-6 grade students, accessible online. Harmony fosters knowledge, skills, and attitudes boys and girls need to develop healthy identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies. The curriculum focuses on 5 main components, which are, Diversity & Inclusion, Empathy & Critical Thinking, Peer Relationships, Problem Solving and Communication.



The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Social Emotional Programs



Positivity

Positivity includes a range of classroom management strategies designed to support self-regulation and positive behavior. These include visual schedules, decision trees, social narratives, video modeling, incentives, break cards, calming breaths, alarms, and more.

Everyday  Speech

Everyday Speech is units build on one another to support skill development over time. Students grow in confidence through repeated exposure, peer modeling, and practice on skills like calming down, asking others to play, and advocating for themselves.

Behavior Supports

Safety-Care® Behavioral Safety Training program **provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change.**



Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program will provides staff with strategies for preventing and managing behavioral challenges teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement-based approach and development of new skills.

All staff working in the Structured program are required to be annually trained in Safety Care.

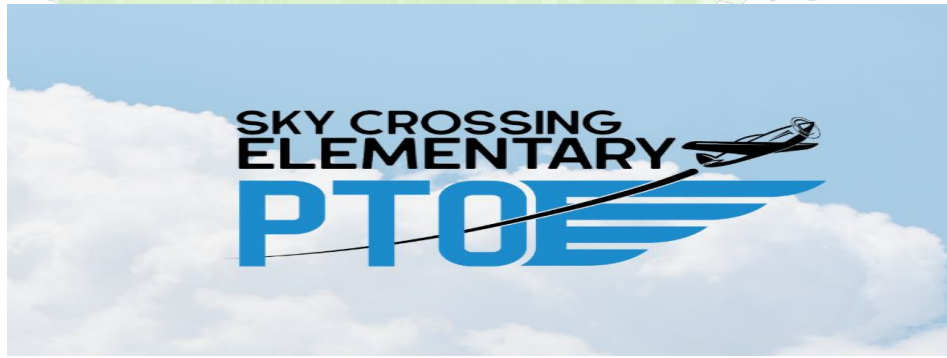
4 Day SPECIALS Rotation:

Katie Hart - Music and Choir

Ms. Rokes- Art Teacher

Michelle Bradach -PE

Delane Grainger-STEAM



PTO Parent Teacher Organization

Please register on the PTO Website

skycrossingpto.org

- ◆ **Order our class shirts by August 15th - TOMORROW**
 - ◆ Stay connected to school activities & events
 - ◆ Support our school in any different way

[Please stop by their table on your way out](#)

**We will email you this
slide presentation**

Thank you for coming!

**These tools are used to support your
child and you as a parent,
during your educational journey
at Sky Crossing.**

Together we make a GREAT team!

