

JANUARY-FEBRUARY NEWSLETTER

Welcome to the January-February edition of the Summit Academy Newsletter. We've continued our exciting work these past two months, both remotely and in-person. Enjoy reading about stimulating class lessons, interesting projects and events, and special residents of Summit School!

From Dr. Nancy Spitulnik, School Director

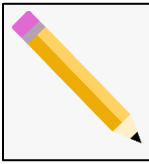
Since I came to Summit two weeks after the start of this school year, I didn't have a formal introduction to Summit parents. You have seen my name and title on numerous documents and emails, and may have received phone calls from me, without knowing who I was and what I was doing at Summit. I'm taking advantage of this edition of the newsletter to give you more information about who I am and what I do at Summit!



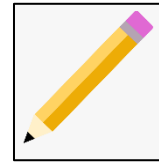
I am pleased to introduce myself as the School Director for Summit Academy. My background in education includes experience as a special needs teacher, principal, curriculum director, school superintendent, and college professor. I received my doctoral degree in Educational Administration from the University of Massachusetts/Amherst.

As the School Director, I oversee the school operations, lead in the development of educational program improvements, and foster a culture of positive learning. I also serve as a strong advocate for the school's **Core Values** – creating a supportive school environment focused on **Belonging** and **Warmth**, emphasizing **Collaboration** among staff members and with parents, providing **Consistency** in our expectations for learning and behavior, and incorporating physical, educational, social-emotional, and creative programs to build a sense of **Balance** in our students' lives. We make personal connections to help each individual feel talented, valued, and respected.

Summit Academy is a dynamic school, continually improving, changing, and growing. I am honored to work with our dedicated staff and parents to ensure the success of all our students.



CLASSROOM NEWS



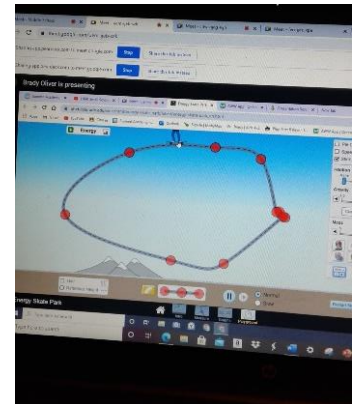
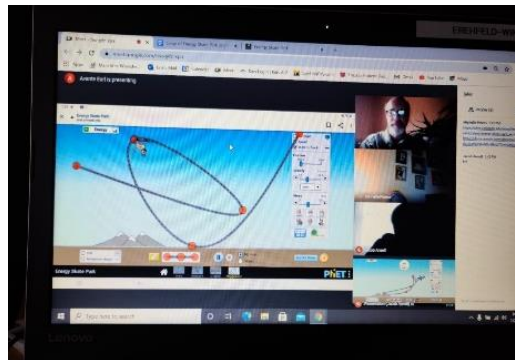
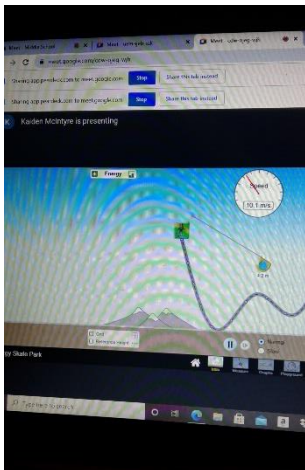
MIDDLE/PRIMARY CLASS - MRS. PETERS, MS. BUSH

The middle/primary classroom has been very busy this month.

In English we continue to share a group novel. We have finished up with Charlotte's Web and have moved on to a novel by Lynda Mullaly Hunt called Fish in a Tree. A story of a student who struggles with reading. It addresses some of her problems in school and in the classroom and highlights the teacher that helped her and made a difference in her education. In addition, it provides some reading strategies from a student's perspective.

In Math we continue to work on grade level skills. Middle school students are working on a variety of skills, exploring algebra, scale models and ratios. On the primary side, students are developing fundamental math operations and exploring the differences that decimals and fractions make when computing numbers.

In science the students have begun exploring Newton's Laws of Motion and Energy. They have been using simulation labs to explore the effects of mass, gravity and friction on moving objects. See our examples below.



Finally, the classroom was introduced to our new class guinea pigs. The students are so excited and look forward to going back to in-person learning so they can see their new friends.



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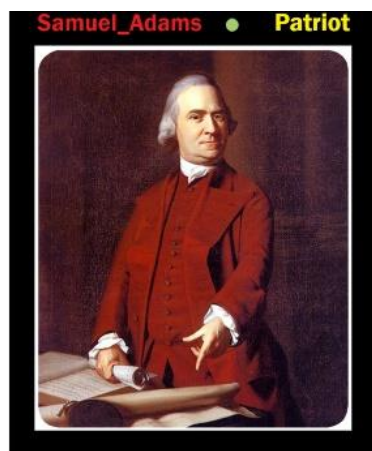
HIGH SCHOOL HISTORY: MR. HESSELTON

In light of February being African American history month, and our continuing exploration of the Civil War, some classes have just completed a unit on the Emancipation Proclamation and notable black heroes of the Civil War. We have studied the Emancipation Proclamation, which freed the slaves in the Confederate states and allowed free black men to join the Union Army. We then discussed the first all-black Army unit, the 54th Massachusetts regiment. We put a spotlight on some the black heroes of the Civil War including Alexander Augusta, a Civil War surgeon who was the highest-ranking black officer in the

war, and Susie King Taylor, the first teacher to legally teach black children in Georgia and Civil War nurse who worked alongside Clara Barton (from Oxford, MA and founder of the American Red Cross,) on the battlefields. Finally, we learned about Civil War political artist Thomas Nast. He is the artist responsible for creating the Democratic Donkey and Republican Elephant images we still use in politics today, and influential pieces of art including "Compromise of the South," and "Emancipation," that helped change people's views on slavery and the war.



Other History classes have just finished the Revolutionary War Unit, and are working on completing a "Revolutionary War Trading Card Project," highlighting the important acts, battles, and heroes of the time. While working on this final creative project, we have also started to discuss the creation of our Constitution. We will be delving into the branches of government and their function, the Bill of Rights, and amendments to the Constitution.



Samuel Adams		TOPPS
Boston Red Sox		
POSITION: custom	HOMETOWN: BOSTON, MA	
<p>Samuel Adams was an American statesman, political philosopher, and one of the Founding Fathers of the United States. He was a politician in colonial Massachusetts, a leader of the movement that became the American Revolution, and one of the architects of the principles of American republicanism that shaped the political culture of the United States. He was a second cousin to his fellow Founding Father, President John Adams.</p>		

Revolutionary War Trading Cards

HIGH SCHOOL MATH: MS. McKEOWN

Hello Summit Families,

I am happy to report that our students continue to work hard exploring math concepts and thinking critically about how those concepts can be used in the real world.

Algebra: "In Math Class we are working on slopes that are positive, negative or undefined from graphs" (Adam).

The Algebra courses have extended what they know about functions and linear equations to identify equation components. They have been discussing how linear equations are represented as graphed lines. We have been focusing on identifying the y-intercept and slope from equations, calculating the slope when given coordinates, and categorizing slope based on the appearance of a graph.

Geometry: The geometry class continues to practice MCAS problems, applying their critical thinking skills to explain their reasoning during group discussion. Lately we have been exploring circle formulas as well as their characteristics such as arc and central angle measurements. Students collaborate in group discussions to apply these concepts to real life scenarios including circle charts showing percentages of sport participation.

I am happy to see the students becoming more confident in their abilities during class! Here is some student feedback:

"Math is very clear to understand and what I personally like about it is that I can understand the math problems more easily and quicker." (Lauren)

"We are working on slopes. I'm not the best at math but I am getting better." (Anthony)

"Math is a great class because we are always able to do the best we can. Ms. McKeown always gives us the brakes we need. She will always help use if we need or ask for it. We always get the information we need to do work and we can learn a lot and we still have a lot to learn and I know she will teach us." (James Alan)



HIGH SCHOOL ENGLISH LANGUAGE ARTS: MR. KROUNER



Since our last newsletter, each ELA class of students continues to improve and work on their individual ELA skills/goals. Every student chose their own grade-level literature book or novel. They have been reading at their own pace while identifying and defining 'word-power' vocabulary. We learned about "Story Elements" and students wrote a four-paragraph summary of their book reading, thus far. The four paragraphs were structured by story element content: 1. Plot 2. Setting 3. Characters 4. Conflict-Resolution. Here is one example from a student among the many who produced high-level outcomes.

My Book Summary 1: 1/26/21

Spirit Animals Tales Of The Great Beast by Brandon Mull :

Emily (read up to page 183)

Elements of Reading: 1. Plot 2. Characters 3. Setting 4. Conflict-Resolution

Spirit Animals is a book that has a variety of stories about beasts:

The story of Kovo :

The plot in this story is that the lion's kingdom was troubled, he tried making a liquid to change the troubles of his kingdom. The liquid holds the power to change anything you want and helps the beasts survive. He was a good king, the king has been murdered by The Reptile King K Cobra by revenge for stealing magic objects and ingredients to help the king stay alive. Also The Reptile King was jealous of the lion who was king because he thought the lion had a better kingdom than he did. Then K Cobra sent other reptiles to destroy the lion's kingdom. The son of the king made a deal with the reptile king that if we share the kingdom we can work together. K Cobra agreed to this deal to share instead of destroy. They both shared one part of the kingdom.

The characters that are in my book describe many traits. Captain Jorick served for the king as a royal guard. He has the power of knowledge and strength. He is mostly afraid of losing a loved one like his wife in a house fire. Feliandor is the son of the king, he is 17 Years old and almost ready for the throne. Feliandor's favorite memories were his mother, she went on vacation to make turtle soup in a swamp and never came back. Donnat is an intelligent, brave animal. She has great powers like breathing fire and water bending. Smith is an old man who trusted the king, he worked at a church near the kingdom. He can be silly but also a caring fello. K Cobra is the villain in my book. He is a very sly snake that likes to take anybody's freedom away. Also he is brave and selfish. He gets really jealous and thinks that people are better than him.

There are only a few settings: The king's kingdom is near an ocean in the dark forest. The forest is always foggy and rainy. The kingdom is located in africa. K Cobra lived in a desert with his evil friends close to the kingdom. K Cobras kingdom was broken down and torn. Filled with rotten food and spirits. The desert is called the army's fort. The army's fort is located behind the kingdom, Donnat lives near the desert. The desert is dry but has an island hole filled with water.

The conflict resolution in the story is that the lion's kingdom was troubled. The king was making a liquid to try to keep his kingdom safe and alive. The king was ill and got murdered by K Cobra. K Cobra was jealous about how great the lion's kingdom was. How he treated his subjects respectfully. Feliandor the king's son made a deal with the reptile king and said, " we can share the kingdom to work together." The Reptile King was confused. He thought of war while the son thought of peace. They mutually compromised to share the kingdom. The ultimate resolution was that peace and togetherness was finally found in their kingdom.

HIGH SCHOOL SCIENCE: MRS. MARRO

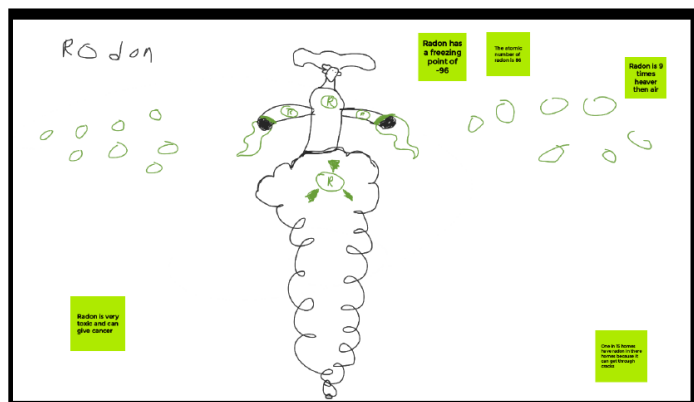
In Biology class, students were learning about the four important biomolecules that make up life. In order to help us understand these molecules, we created models out of clay and Tinkercad. In order to add some creativity to these lessons, students created art work to share at least five facts about their elements.

Josh making the four macromolecules of life: carbohydrates, lipids, proteins and nucleic acids.



In Science Three, students are learning about current events in science, engineering, and earth science. Last week they requested to learn about planets that might have life. Are there other planets that are habitable in the universe? We learned about what is required on a planet to support life and created our own planets that support a life type that is adapted to conditions on that planet. We looked at the possible planets that NASA has identified and made our own.

In Chemistry class, the seniors are looking in depth at elements on the Periodic Table.



Adam

Jason



1. Radioactive
2. Carbon 15
Noble Gas 4.
Colorless 5.
Odorless

PET PAGE

Mr. Hessleton's Class

Lou



Lou and Coco



Annabelle and Coco

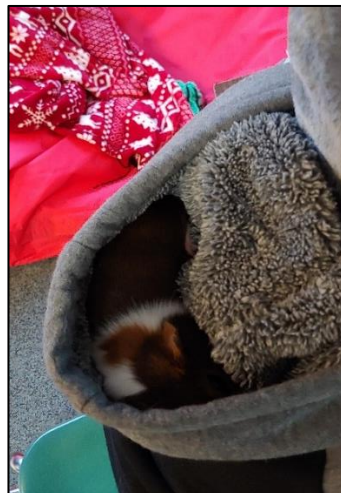
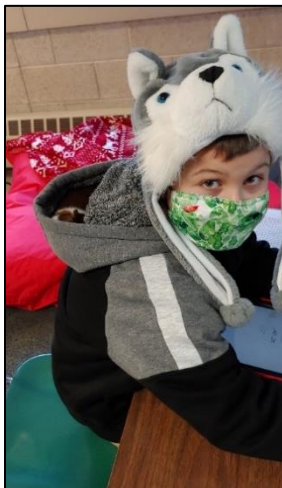


Lou is our emotional support dog, rescued by our history teacher Mr. Hessleton in September of 2019. His kind eyes, warm demeanor, and innate ability to understand the emotions of our student's, make him the perfect support dog. You may see him walking through the halls of our school, in and out of classrooms, helping to guide tours of prospective new students, or sneaking into a nearby office of a staff he knows has a special treat in their drawer for him. He works closely with our behavior and clinical team to support our students. Students are able to earn time 1:1 with Lou after exhibiting positive behavior and academic choices in correlation with our ABA program. When struggling with emotional dysregulation, a few calming minutes hanging out with Lou can help deescalate these difficult emotional moments for our students, helping them to use their coping skills learned in counseling and social skills. Lou is more than just a dog, he is a special part of our team, and has helped many of our students on their journey to reach their own personal summit at our school.

Mrs. Peters' Guinea Pigs

Cookie and Sven are great at reducing stress and anxiety,
and helping students stay focused on their work.

Avante with Sven curled up in his hood!



Kaiden with Cookie



SPECIAL ACTIVITY CLASSES

TRANSITION CLASS 2021: Mrs. Catanzaro, Mrs. Dowd, MS. Cashman

Happy New Year and good health to you all. We're proud to report the transition class students have demonstrated so much patience and adaptability in managing all the changes asked of them this year to date! Regardless of these challenges, the students worked hard completing skill building assignments in laundry, understanding meal prep, nutrition, and creating a safety COVID poster after their health training with our nurse, Susan Hope.



Most recently, the students had fun with learning the 5 Levels of Friendship and understanding how friendships are an important part of life in school, work, and with peers in the future. Prevocational instruction included practice in completing applications, preparing for employment interviews, understanding professional and personal references, creating a resume, and objective statement.

A sampling of our impressive list of vocabulary words include: demographics, initiative, dependable, bias, GED, CORI and mock interview. Soon we will be delving into completing hiring paperwork, appropriate/ethical behavior in the workplace, and building effective communication skills.

A special Thank You to our parents for all your generous support for our High School auction. It was an inspiring event as students used their earned classroom points to bid on many different special items.

Golf Tournament Fundraiser Sponsors

Summit Academy is planning to hold a Golf Tournament Fundraiser this Fall. Our transition classes are helping to plan this fundraiser as they learn valuable life skills.

Our recent "Do Now" lesson was to define previous vocabulary words related to this event (e.g., profit, non-profit, Fed ID #, reputable, tax reduction, private vs public organizations). We brainstormed a list of companies that we could contact, why they would be interested in supporting our school, and reasons why they would donate (e.g., community support, tax deduction, marketing).

Our students worked really hard and came up with a number of different ideas for this fundraiser! We look forward to continue working on this project as part of our Transition instruction classes at Summit.

SPEECH - SOCIAL SKILLS: Mrs. Catanzaro

On January 15th, 2021, students learned how to cook pancakes! Teaching cooking to our students is an opportunity to teach nutrition education such as planning meals and making smarter food choices. Cooking can aid children in acceptance of responsibility. Each student had a task to complete to contribute to the meal preparation and cleanup! Jacob is slicing fresh bananas! He wanted to offer bananas, strawberries and maple syrup to his friends! The students also gain social skills by working in small teams and communicating in the kitchen! It was a great opportunity for our students and staff! Looking forward to our next cooking extravaganza!



Jake slicing bananas to go with our great pancakes.

MARTIAL ARTS: MRS. RIVERA

SMART stands for:

S	• Specific
M	• Measurable
A	• Achievable
R	• Relevant
T	• Time Bound

During the beginning of the year, the high schoolers at Summit took some time to learn about smart goals and how to achieve them. We then picked a health and fitness goal and their assignment was to turn that goal into a smart goal and then into a positive statement. They did a wonderful job and these are some of their goals.

GOAL: Lose weight

S: Specific: Lose 5 pounds.

M: Measurable: Check my weight once a week.

A: Achievable: Diet. I will do Martial Arts for an hour twice a week. I will walk by dog at least once a day for 10 minutes.

R: Relevant: I want to feel better.

T: Time: Over the course of 4 weeks.

My SMART Goal

S: Specific: Train more to enter a men's hockey league.

M: Measurable: Keep a training log to record my reps and weight progress.

A: Achievable: Eat more healthy foods. Train for 3 hours every other day.

R: Relevant: It is the right time because I am unhealthy.

T: Time: It is going to take me all year.

My goal is to get into better shape so I can enter a Men's Hockey league. I want to do this so I can be healthy and do other things. It also gives me exercise during the winter too. I will keep logs of my training sessions for about a year.

Martial Arts SMART goal

(S) Do more physical activity to avoid feeling depressed.

(M) I will basketball a few times a day.

(A) Spend 20 minutes playing basketball a day 7 times a week.

(R) This is important to me because I wanna be in better moods.

(T) I want this to be a long time habit!

I want to do more physical activities so I can feel happier and have a positive mood. This goal will feel good when I achieve it. I will spend 20 minutes a day playing basketball once a day every day 7 times a week. This goal is important to me because I am always feeling stressed, upset and negative. I don't want to keep feeling that way so I am going to make this a long time goal to do everyday for the rest of my life.

My SMART Goals statement

I want to get enough sleep so I don't be overtired and so my brain can function during my Job. How I should measure my goal is that I should keep track of my sleeping hours every day. I will sleep 7 hours on weekends and 9 hours on weekdays until I'm an adult. How I should attain that goal would be don't stay up late. This goal is important because I need sleep, sleep helps my brain function.

Martial Arts Smart Goal

Goal: To gain muscle mass and gain the benefits of exercise.

I want to gain 3 pounds of muscle mass in 3 months by evaluating myself. I want to feel accomplished and motivated. I will attain the goal by riding the air assault bike 3 times a week and going martial arts twice a week and add more protein into my daily diet.

S: Specific: I want to gain 3 pounds of muscle mass in a period of 3 months.

M: Measurable: Do a evaluation at the end of every month, recognize if the process is getting easier.

A: Achievable: Exercise on the air assault bike three times a week, martial arts, add protein to diet.

R: Relevant: I will gain a better body structure, sleep better and be more motivated to do more and a sense of achievement.

T: Timely: 3 months to accomplish the goal I set for myself.

OTHER NEWS

Coming Soon to Summit Academy! New STEM Programs for the Media lab!

Summit will soon have in place two exciting new technologies to engage our students. One technology will be two new 3D printing labs, with new computers and 3D printers. This will expose the students to numerous engineering programs and ideas and CAD designs. Students will be able to see their designs come to life in the form of a 3D printed object!



Summit Academy will also be engaging students with the exciting field of Robotics. Lego robotic kits will help students create different forms of robots, and also challenge them to program the robots to do an assortment of fascinating tasks.

Please stay tuned as Summit Academy works to bring these exciting new STEM technologies into operation.

Latest News for K-8 MCAS, 2021: Mrs. Donahue

The Department of Elementary and Secondary Education, DESE, plans to reduce MCAS testing time for students in grades 3–8 through a session sampling approach. Each student will take only a portion of each MCAS assessment in each subject. Instead of taking two sessions each of English language arts (ELA), Mathematics, and science and technology/engineering (STE), students will take only one session each.



Tentative Testing Windows for Grades 3–8

Schools will administer the MCAS tests to students during the following windows. While the ELA window is one week shorter in 2021 than the testing schedule that had been planned for 2020, schools will be administering only one test session for each subject area to students in 2021.

Subject Area Test	Testing Window
ELA	April 5–May 7
Mathematics	April 26–May 28
STE (Grades 5 and 8)	April 27–May 28

As of this date, we do not have the testing information for grade 10 students. Grade 9 students will be participating in the administration of Biology in June.

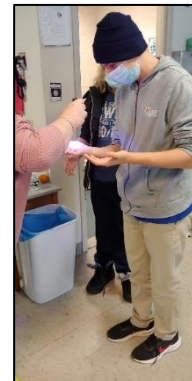
Highlights from the Nurses Office: Sue Hope BSN, RN

COVID Prevention Training

On January 11th when students returned to in-person learning, they all received updated training on COVID policies and procedures to insure a safe, healthy environment for everyone at Summit. Mrs. Hope, our school nurse, presented information on the following subjects:

- Bus Drop Off and Pick Up
- Classroom Policies and Procedures
- Mask Policy
- Lunch and Recess
- Hand Hygiene Policy
- Classroom Cleaning Policy and Procedures

The Middle School students and adults also participated in a hand-washing exercise to demonstrate the importance of washing hands properly. Students' hands were sprayed with a liquid that fluoresces under a blacklight. After washing their hands, a blacklight showed how well they had washed, highlighting all the spots they had missed. It was a strong message to both students and adults that they need to wash their hands thoroughly to get rid of any germs and stay healthy.



Influenza Vaccination Update

On January 15th, The Massachusetts Department of Health rescinded the order for mandatory Influenza Vaccination. However, it continues to strongly recommend that all students be vaccinated. The change to the order is due to the low number of seasonal influenza cases in Massachusetts.

Note: Below (and in all upcoming Newsletters) you will find contact information for our Administration and Staff. We hope this will be helpful to you in keeping in contact with us should the need arise.

Staff Contact Information

All staff can be reached by email by using their first initial and last name at summitacademiesma.com (i.e. ddimezza@summitacademiesma.com).

Please feel free to use these email addresses to contact staff throughout the day. Staff will be happy to contact you at their earliest convenience.

Please note: Staff may be in classes, in meetings, or on telephone calls, and therefore unavailable immediately. If you have immediate questions or concerns, please call the school office for assistance (508-751-8500) or you may contact administration directly at the following extensions:

Administration

Extension

Dan Dimezza, Executive Director	1001
Nancy Spitulnik, School Director	1002
Kathleen Buchanan, Program Director	1003
Paula Donahue, Special Education Director	1002
Susan Hope, School Nurse	1004
Sherry Kellaher, Clinical Director	1009
Sheri Litterio, Director of Human Resources	1006
Dave Robert, Director of Technology	1013
Dave Buchanan, Technology	1013
Pat Schutt, Administrative Assistant	1001

Teachers and Classroom Assistants

Jamie Buckmaster, Middle School Classroom Assistant
Kasie Bush, Primary/Middle School
Jeff Hesselton, High School History
Mitchell Krouner, High School English
Mary Marro, High School Science
Mary McKeown, High School Math
Michelle Peters, Middle School
Erik Rehfeld, Middle School Classroom Assistant
Maria Rivera, High School Classroom Assistant

Specialists

Jamie Buckmaster, Art
Christine Cashman, Occupational Therapist
Donna Catanzaro, Speech-Language Therapist
Linda Dowd, Transition Specialist
Catherine Mumbi, BCBA
Holly Grieco, School Counselor
Susan Hope, School Nurse
Maria Rivera, Martial Arts Instructor
Charlene Vient, Reading Specialist

