

Welcome to Summit Academy's Open House

6:30 – 8:00 pm

Wednesday, September 28, 2022



Introduction to Staff Academy Leadership Team

Principal

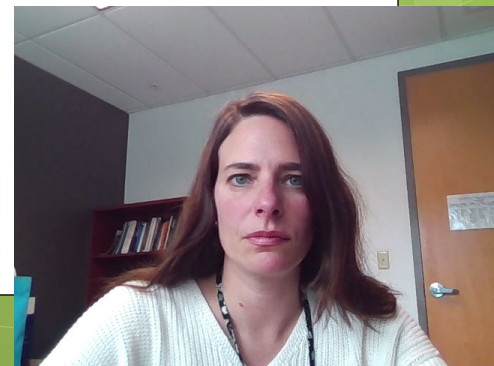
Mary Bennett

Director of Behavior Support

Johanna Shaflucas

Curriculum Director

Amy Armstrong



Introduction to Staff Academy Leadership Team

Unit Directors

Mary Belile (*PS and Early Childhood*)
Marina Oldin (*Elementary and Middle School*)
Nicholas Rockwell (*Middle and High School*)
Darlene Firkins (*High School*)

Educational Coordinators

Chrissy Ray (*Preschool*)
Melissa Ruh (*Elementary School*)
Michelle Young (*Elementary and Middle School*)
Shawn Scibetta (*Middle and High School*)
Christina Arroyo (*High School*)
Claire Spangenthal (*High School*)





Introduction to Staff Academy Leadership Team

Supervising Clinicians

Audrey Howard (*Preschool and Early
Childhood*)

Gretchen Abdulla (*Elementary, Middle, and
High School*)

Maggie Calkins/Christine Percy (*Elementary and
Middle School*)

Lori Simmons (*High School*)

Clinical Coordinators of Related Services

Kelly Siminski and Rachel Epstein: Speech

Suzanne Tuburdyke and Jill Beang: OT and PT

Introduction to Staff Academy Leadership Team

Transition Program Leaders

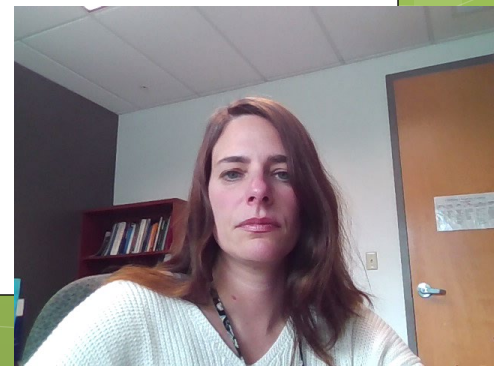
Shawn Scibetta (Supervisor)

Phil Munson (Transition Coordinator)

Dineen Harvey (Transition Coordinator)

Early Autism Program Coordinator

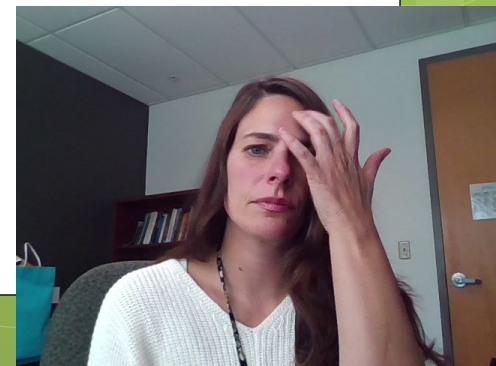
Stacey Chambers



Our staff supporting your child....

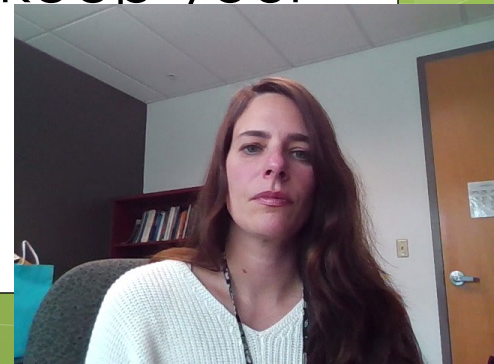
- 48 classrooms across Summit Central and Summit Creekside
- 334 students in our school-based program
- 6:1:3, 8:1:3, and 12:1:3 classroom structures for School Age
- 8:1:3 for Preschool Self-Contained and 8:1:2 for Preschool Integrated

- Teachers
- Teacher Assistants
- Classroom Aides
- Behavior Consultants
- Behavior Technicians
- APE, Creative Arts, Media



COVID Updates

- You will continue to receive updates in the form of a letter sent electronically and/or hard copies in backpacks
- The most recent letter will be provided at Open House
- Please ensure you are familiar with this information
- We are doing EVERYTHING we can to keep your children safe and protected at school

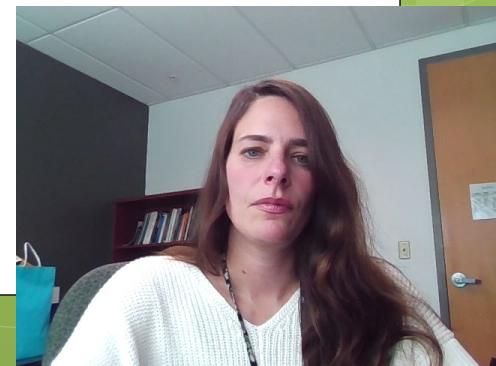


COVID/Illness Updates

When to keep your child home:

If your child is experiencing **ANY** of these symptoms not related to a pre-existing medical condition (as documented, in writing, by a doctor), they will not be able to come to school.

- Temperature of 100 or above
- Chills
- Muscle or body aches
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Headache¹
- Sore throat
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell



Home/School Communication

We encourage and welcome communication from all of you. Emails are a great way to get in touch!

If you are calling the classroom, during the day, your call will be forwarded into the classroom's voice mail. Teachers and/or other staff members will contact you before or after school.

In the event of an emergency, please ensure that we have **working** emergency phone numbers on file.

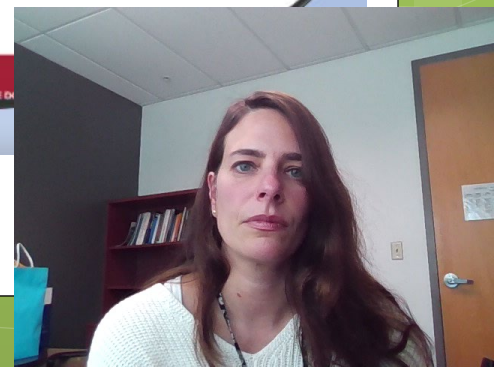
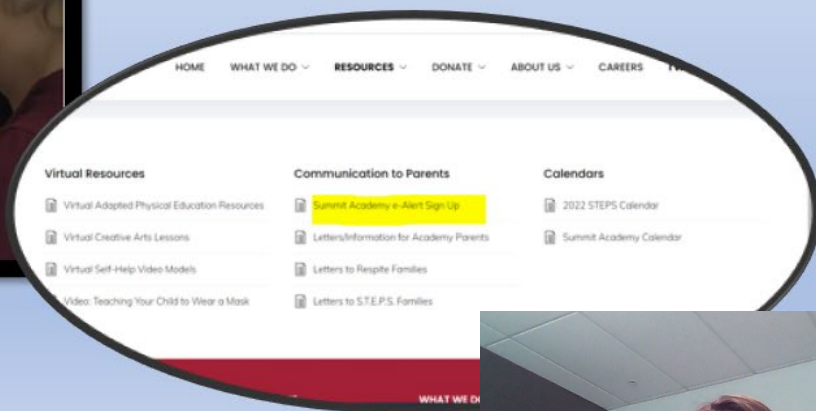
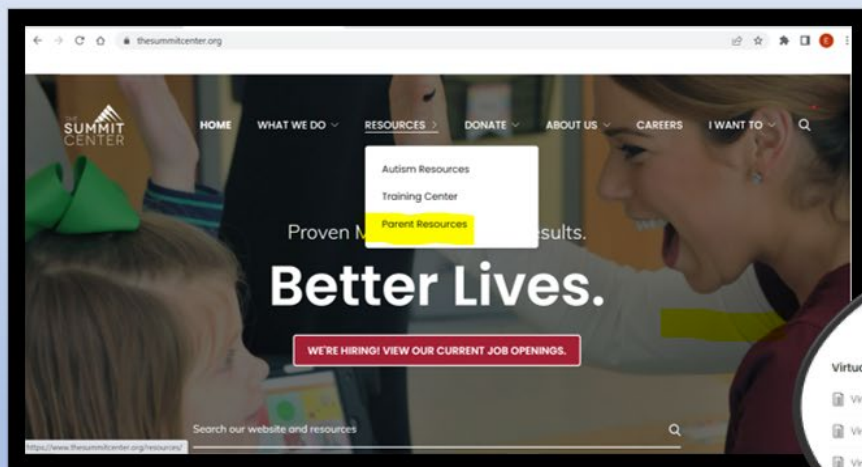
If you haven't sent back your Social History form from your child's registration packet, please do so ASAP. contains important information for your child's programming.



School Messenger

Register for School Messenger Alerts (emails, texts, phone calls), on Summit's website at www.TheSummitCenter.org

Under RESOURCES, click on Parent Resources
On the Parent Resources page, click on Summit Academy E-Alert Sign Up



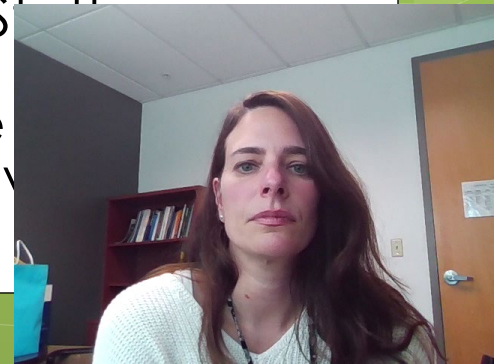
Annual Review Process CPSE/CSE Meetings



CPSE/CSE Meeting, with District and Summit Staff. The purpose of this meeting is to develop and approve a new Individualized Education Plan (IEP). **Summit staff strongly encourage parents to attend this meeting as it is a mandated meeting.**

For transitioning students (Preschool to District or Creekside to Adult Services) an additional meeting/s may be required prior to the CPSE/CSE meeting.

Parent/Teacher Conference, with Summit Staff. An informal meeting with your child's teacher to discuss progress within the classroom and to share information from a home/school perspective.

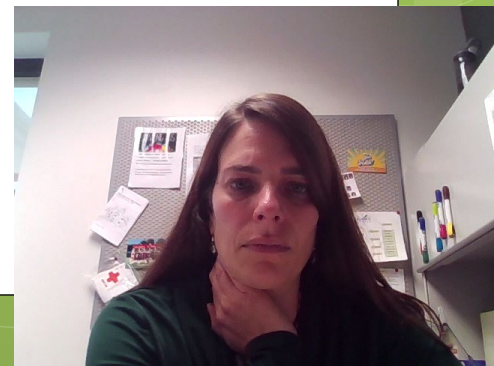


Class Dojo



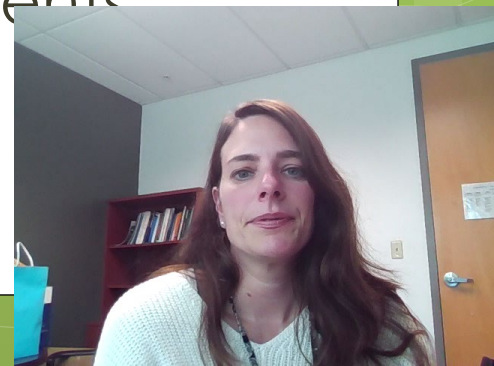
ClassDojo

- Class Dojo is an EXCELLENT way to stay connected with your child's school program; it is quick and easy!
- Reminder that teachers cannot share photos or videos of daily/ weekly student activities if the student does not have photo or video clearance.
- Teachers might not answer messages during teaching hours 9 to 3:00. If there is important information that the team needs to know call reception to leave a message for the team.



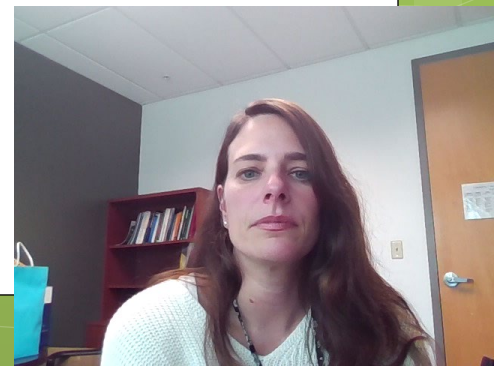
Safety in the Parking Lot

- Our speed limit is 10 mph
- Please allow your child to unload on the side closest to the building
- Please do not pass cars or busses unloading children
- THANK YOU for helping keep all students and staff members safe!



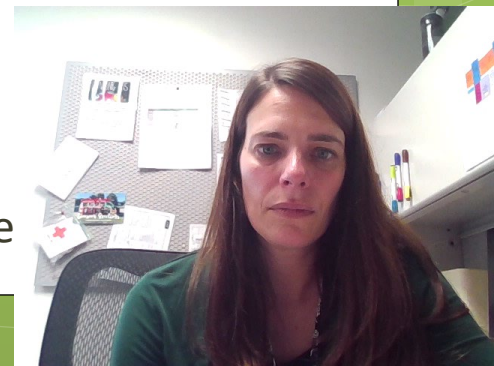
Staffing Levels

- Our staffing levels are improving in some areas!
- The education field and agencies like ours continue to suffer from staffing difficulties
- In times of EXTREME shortages, or due to an intent to reduce COVID spread, we may have to close classrooms (this is a last resort, always)



Related Service Shortage

- There are staff shortages in the SLP, OT, and PT departments
 - SLP Department is short 6 therapists
 - OT Department is short about 1 therapist
 - PT Department is short 2 therapists
 - We anticipate being fully staffed on 10/19 when 1 PT will be returning from leave and 1 new PT will be starting.
- The classroom teams will be guided by the coordinators in each discipline as we search for employees.
- Reach out to clinical coordinators for each discipline:
 - Jill Beang: PT Ext. 3438
 - Suzanne Tuberdyke: OT Ext. 1783
 - Rachel Epstein: SLP Ext. 1815
 - Kelly Siminski: SLP Ext. 1820
- Any AAC questions, please reach out to Jessica Fisher AAC Supe



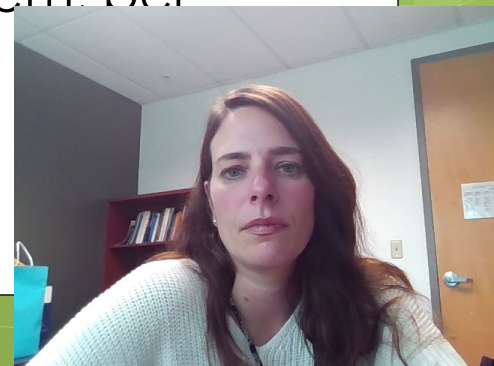
Allergies

**ALLERGY
ALERT**

Summit is an 'Allergy Sensitive' School

What does this mean?

- 'Allergy Sensitive' signs throughout the school
- Training for ALL staff on allergy safety and Epi-pen administration
- Individual signs both inside and outside the classrooms for students with life-threatening allergies
- Allergy Alert Labels on case books and lockers
- Peanut Butter Replacement (Sun Butter)
- Lesson plans for student to be advocates for their own allergies
- Allergy Alerts on our central attendance system, per individual student
- Emergency 'Blue' Cards (with a RED card for with known life- threatening allergies)



Behavior Support

Three Tiers of Support:



Tier I

- Approximately 50% of students
- Classroom Management Plan (CMP)
- Individual Student Information Documents (ISI)
- Reinforcement of appropriate behavior
- Support for general adaptive skills
- General strategies for addressing challenging behavior



Tier II

- Approximately 40% of students
- Unsuccessful with Tier I supports
- Functional Behavior Assessment (FBA)
- Individualized Behavior Intervention Plan (BIP) based on specific function(s) of challenging behaviors
- Individualized reinforcement strategies
- Specific adaptive alternatives
- Specific strategies for address challenge behaviors



Tier III

- Approximately 10% of students
- Unsuccessful with Tier II supports
- Highest level of support available
- Additional advanced functional assessment
- Intensive BIP implemented by classroom team with additional support from Behavioral Support staff
- Curriculum tailored to support adaptive skills relevant to addressing challenging behaviors
- Increased collaboration with caregivers, the school district and outside professionals



Pairing and Rapport Building

- Pairing and Rapport Building occurs with any child that moves to a new classroom or has new staff working with them
 - Staff are working on building trusting relationships
 - Happy, engaged, relaxed is our first goal



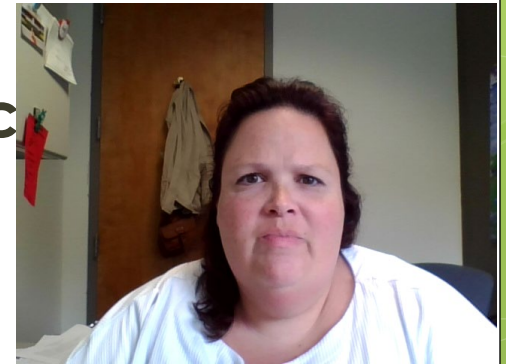
Crisis Intervention Strategies

- Ukeru and SCIP-R
 - Early warning signs-->crisis
 - Least-to-most to restore safety
 - Compassion and empathy. Reminders that they are safe and we want to help.
 - Get immediate needs met (hunger, thirst, bathroom)
 - Prompt communication ("What do you need? How can I help you?")
 - Blocking pads (absorb and retreat) Back up, provide space.
 - Most of SCIP-R is what to do to prevent a crisis and de-escalate early warning signs
 - Our goal is to NEVER to use restraint. It is a last resort to protect and main safely only if the other measures do not work first.
 - Parent notifications
 - Team collaboration



Curriculum Department

- **Curriculum Director** – Amy Armstrong
- **Educational Coordinators-** Chrissy Ray, Melissa Ruh, Michelle Young, Shawn Scibetta, Christina Arroyo
- **Curriculum and Technology Spec**
Sarah Schiske



Curriculum

SummitUp

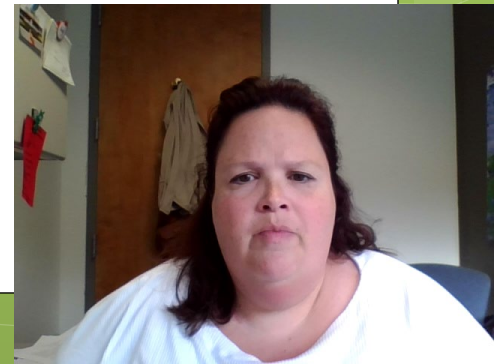
- Main curriculum used
- All students

Common Core

- Engage NY
- Some students

Healthy Relationships

- Curriculum to address health, sexual wellness, and relationships
- Some students

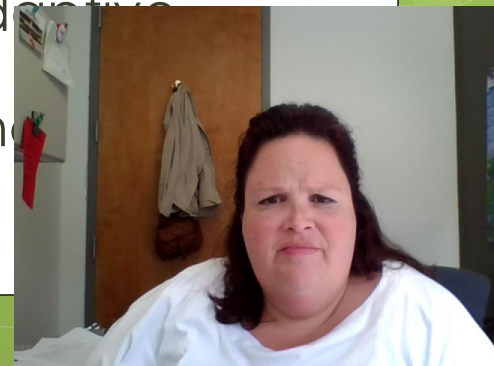




Summit^{up}

Curriculum Builder & Tracker
for Exceptional Learners

- Evidence-based curriculum addressing all domains needed for increased independence
- Developed by a Summit team, with changes and improvements made continually
- Curriculum-referenced assessment conducted for all new students
- Electronic record tracking progress across all years a student is at Summit
- Allows for consistency and continuity across years
- Early curriculum focuses on learning to learn skills, the development of communication skills and adaptive skills
- Secondary curriculum prepare students for the transition to adulthood





Summitup

Curriculum Builder & Tracker
for Exceptional Learners



Classroom Dashboard

Confidentiality

Learners

Search Learners

200, Elementary

201, Elementary

202, Elementary

203, Elementary

204, Elementary



Administration

Administrator link to system level approvals, definitions, and access



Score Sheet

Enter learner scoring data



Attendance

Record learner attendance



Reports

View learner and teacher reports



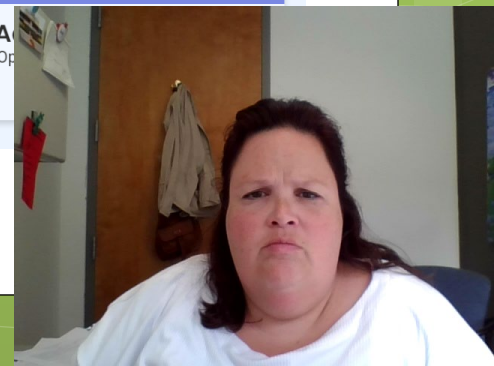
Student Grouping

Assign students to groups



A

Op

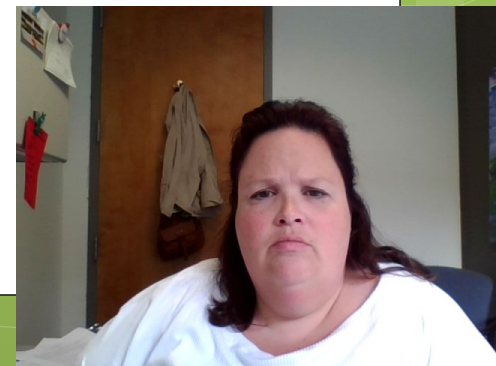




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Curriculum Builder & Tracker
for Exceptional Learners

Curriculum	Start Date
Spoon Use	9/22/2019
Interactive Imaginative Play - Play Sets	11/4/2019
Wearing a Face Mask (Ear Loop Style) - Unassessed	7/27/2020
Social Phrases	8/3/2021
1:1 Correspondence (0 to 25)	10/22/2019
Relinquish Preferred Item	10/17/2018
Learner Schedule	10/17/2018
Guided Reading	2/12/2018

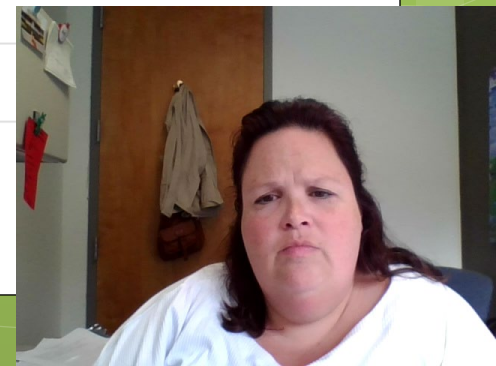




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for Exceptional Learners

ACADEMIC (4)		COMMUNICATION (4)		COMMUNITY (2)
1:1 Correspondence (0 to 25)		Social Phrases		Holds Adult's Hand in the Community
Attributes		PECS Phase I-Unassessed		Respond to Stop
Matching Identical Stimuli - Objects		Making a Choice		
Gross Motor Imitation		Requests (in sight)		
Prepositions		Verbal Imitation-Unassessed		
Imitation with Objects		1 Step Instructions		
Matching Identical Stimuli - Pictures		Instructions with Objects (Play)		
Attend to Object		Oral Motor Imitation - Unassessed		
Imitation - Multiple Steps at Desk		Spontaneous Requests (Nonverbal)		
Functional Object Labels		Spontaneous Labeling		



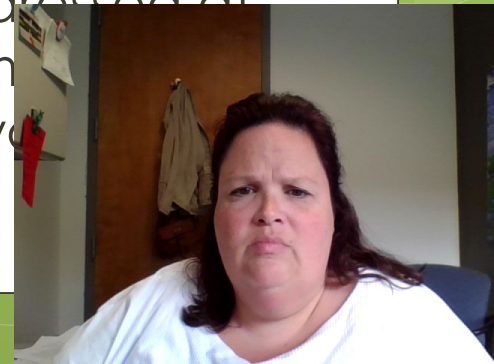


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for Exceptional Learners

Carrying Over to Home

- **Let's keep learning and communication going!**
- Get involved
 - Ask your child's teacher/therapist for progress updates
 - Talk about what you can do to work on skills to home
 - Ask for list of curriculum objectives
 - Tell teacher/therapist what skills can be addressed at school to increase independence/involvement at home, be part of the decision to prioritize work on specific skills



Thank you!

We appreciate all you
do!

Together, we make the
difference!

