


Welcome to Summit Academy's Open House

5:30 – 7:00 pm 

Wednesday, September 27, 2023



Introduction to Staff Academy Leadership Team

Principal

Mary Bennett

Coordinators of Behavior Support

Johanna Shaflucas- Academy

Corey Olvera- Summit Academy Enhanced

Curriculum Director

Amy Armstrong

Introduction to Staff Academy Leadership Team

Supervising Clinicians

Audrey Howard (*Preschool*)

Christine Percy (*Early Childhood and
Elementary*)

Cassidy Qualls (*Elementary*)

Gretchen Abdulla (*Middle, and High School*)

Lori Simmons (*High School*)

Clinical Coordinators of Related Services

Rachel Epstein: Speech

Suzanne Tuberdyke and Jill Beang: OT and PT

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*)
Claire Spangenthal (*SAE*)

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*)

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

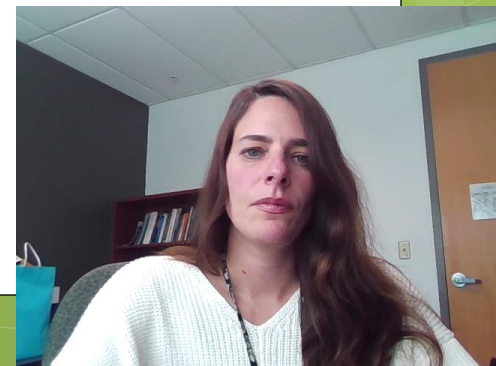


Keeping Your Child and Our School Healthy!

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 (must be fever free for 24 hours with no medicine) 
- Chills
- Muscle or body aches
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Headache
- Sore throat
- Nausea or vomiting (can return when no vomiting for 24 hours)
- Diarrhea (can return when no diarrhea for 24 hours)
- New loss of taste or smell



Student Attendance Call In Line- REQUIRED

- Notifying the school provides time for our supervisors to plan for safe and productive classrooms

716-629-3420

- *When leaving a message, please clearly state your child's name, date of absence, and classroom number spelling out the last name. Please repeat your message twice.



Written Excuse- REQUIRED

- Following your child's absence, you **MUST** send in a **WRITTEN** excuse (on paper)
- An email or Class Dojo message is not sufficient

Returning to School Form

- If your child has been hospitalized, undergone surgery, experienced a long-term illness, or visited the ER, please let the school nurse know as soon as possible
- There is a form that needs to be completed before your child returns to school

Your Child's Safety at School

- Our approach is to inform families about all injuries that occur at school, even very minor ones
- It is important to maintain transparency, especially for students that cannot currently communicate that an injury occurred
- Your child's safety is very important to us; if we become aware of a safety concern, we address it quickly.

Your Child's Safety at School



- Please ensure that your child is wearing appropriate footwear for school
- Your child engages in daily physical activities. Safe footwear is needed to participate.
- Sneakers are recommended
- No crocs, flip flops, or slides
- If your child needs assistance to tolerate safe footwear, let the team know!

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.

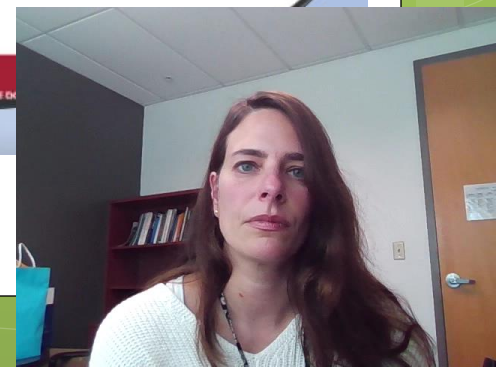
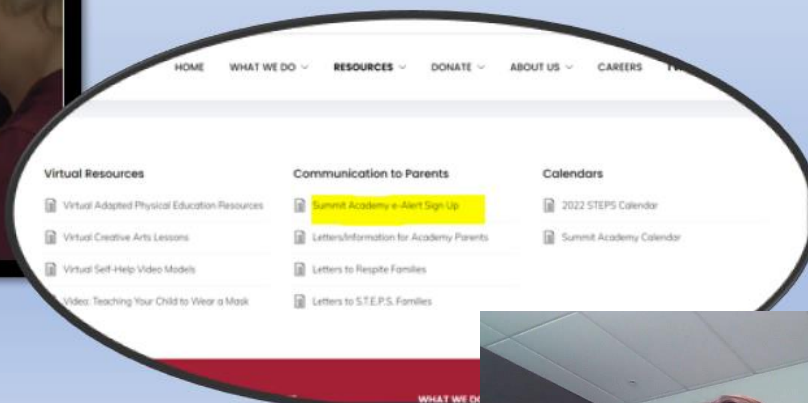
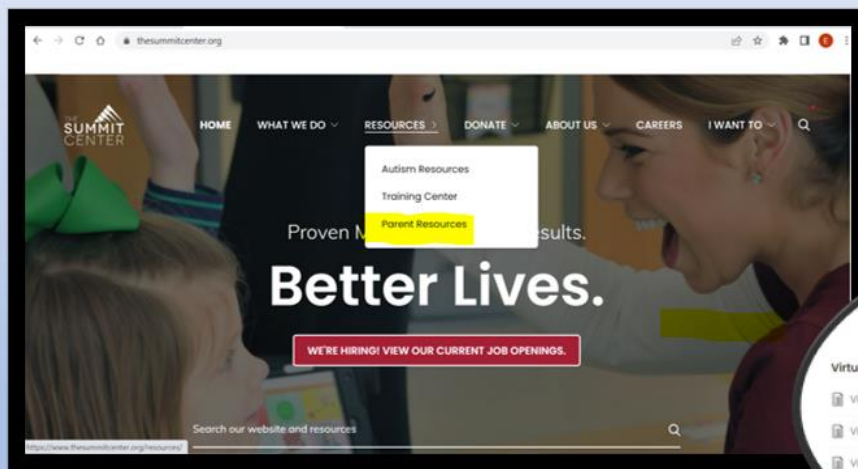
In the event of an emergency, please ensure that we have **working** emergency phone numbers on file.

Please make sure you check your child's folder daily for important information!

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



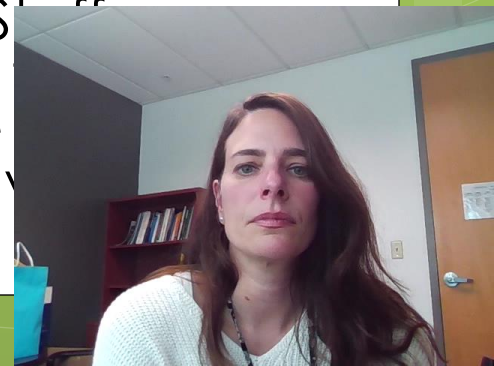
Annual Review Process CPSE/CSE Meetings



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.
- Class Dojo is a way for classrooms and families to exchange information quickly; it does not replace the need for phone calls or meetings

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
- **Please note that car drop off times are 8:45-9:05 and pick up 2:45-3:05**
- THANK YOU for helping keep all students and staff members safe!



Related Service Shortage

- There are consistent staff shortages in the speech department at this time
 - Partial services
 - Nationwide shortage
 - A communication went out with this year's parent packet
- The classroom curriculum is language-based and teams address speech and language skills as part of their daily activities
- At times, there may be shortages in the OT and PT departments
- Reach out to clinical coordinators for each discipline:
 - Jill Beang: PT Ext. 3438
 - Suzanne Tuberdyke: OT Ext. 1783
 - Rachel Epstein: SLP Ext. 1815
- Any AAC questions, please reach out to Jessica Fisher AAC Supervisor Ext 1850

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 student materials 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
- ◉ NO PEANUT, TREE NUT, COCONUT, OR LATEX

Allergies

**ALLERGY
ALERT**



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 restrain. 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 Coordinator** – Amy Armstrong
- **Educational Coordinators-** Chrissy Ray, Melissa Ruh, Michelle Young, Shawn Scibetta, Christina Arroyo
- **Curriculum and Technology Specialist-** Kamra Phillips
- **Research and Literacy Specialist** – Lisa Elliott

Curriculum

SummitUp

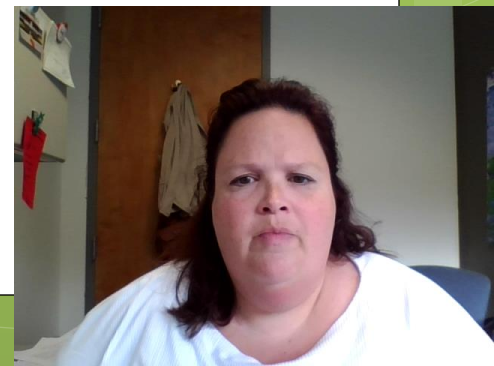
- Main curriculum used
- All students

Common Core

- Engage NY
- Some students

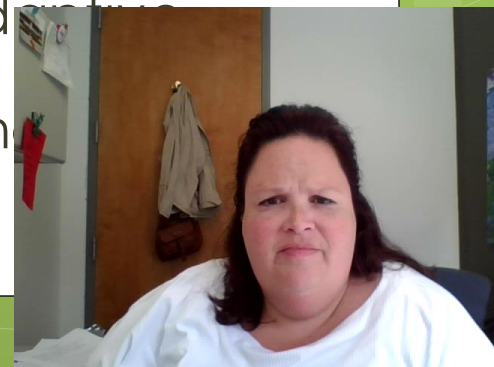
Healthy Relationships

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





- 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



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



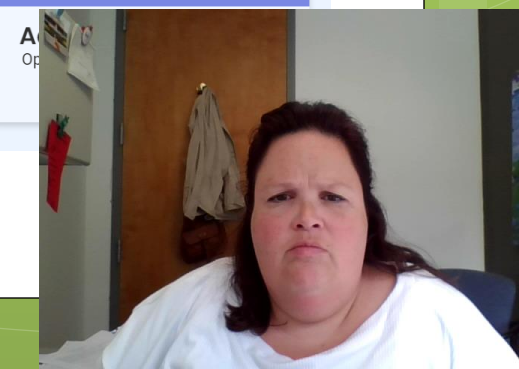
Reports

View learner and teacher reports



Student Grouping

Assign students to groups

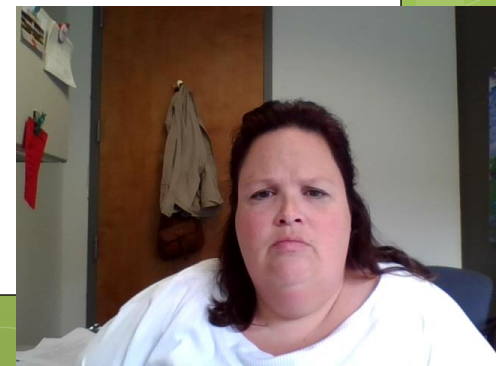




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Curriculum Builder & Tracker
for Exceptional Learners

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

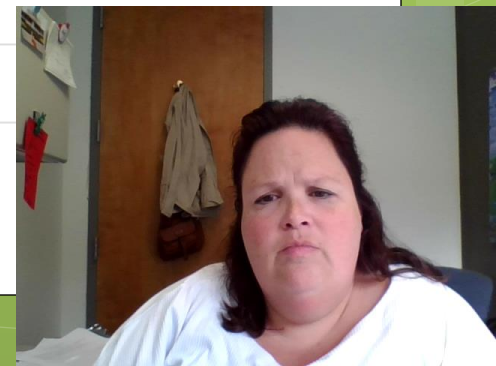




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Curriculum Builder & Tracker
for Exceptional Learners

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	✅		



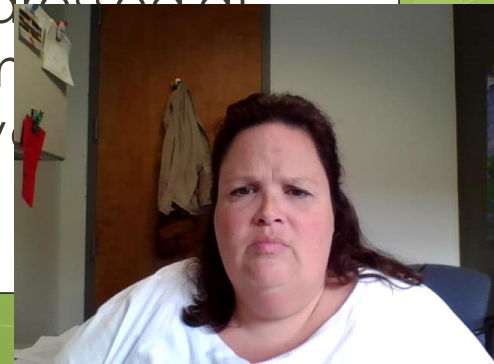


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Curriculum Builder & Tracker
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Carrying Over to Home

- **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!

