

# August 2023 Newsletter



## School Hours

Monday through Thursday 9:30 a.m. to 5:00 p.m.  
Friday 9:30 a.m. to 2:00 p.m.

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## IMPORTANT DATES

- **8/7/23 First Day of School!**
- **8/17/23 Food Truck Night (Last one)**
- **8/31/23 Updated Immunization Records Due to Accelerated Schools**

[Click Here to View Our August Calendar!](#)



## Monthly Message From Our Executive Director, [Michelle Tuengel](#)



I have always loved this time of year. Not just getting new school supplies, like pens and notebooks. There is something in the air to me, it's like we are getting a fresh start, after all, it is

the beginning of a new school year, and anything is possible.

Many of you know that we have students here all year long. Our Summer session started on May 30, 2023, and ends on August 4, 2023. Our first day of classes for the 2023 - 2024 school year is Monday, August 7, 2023. This is earlier than some other schools, however, this extra week will ensure that all students will have the opportunity to earn half a credit by the winter break. All students should be here between 9:15 am and 9:30 am on Monday, August 7th.

We have many returning students as well as some new faces joining our school. I would like to welcome Infinity A. (Fin) and William (Liam) S. to the Middle School, and Avery M. and Gianna (G) W. to our High School. I would also like to welcome Mr. Tony as our new math teacher. We are so excited to have all of you here.

As we embark on a new school year, I want to remind you of the 6 core values that we here at Accelerated Schools live by.

## Birthdays this month

**Katherine S.  
Gabbee P.  
Avery M.**

## Donor Spotlight July 2023

We would like to thank the following individuals and companies for their generous donations and pledges of support during the month of June:

- Madonna Nuce

For information on becoming a donor, please visit [acceleratedschools.org](https://acceleratedschools.org) or contact us via [email here](#).

## Accelerated Schools' Core Values:

Core Value 1. Catching kids doing the right thing is paramount.

Core Value 2. In a safe and secure environment, every student will have an Individualized Success Plan.

Core Value 3. Honesty and integrity guide our decisions. We will have High morals, principles, and values. All people will be treated with dignity and respect.

Core Value 4. Cooperative efforts (students, teachers, staff, parents, and guardians) will be used in saving students' academic lives.

Core Value 5. Accelerated Schools will manifest a private school identity where teamwork is the norm.

Core Value 6. All students will progress at their own pace from where they are to where their highest potential lies.

I wish each of you a wonderful school year.

Michelle



## Referral Program Reminder!!

Attention wonderful Accelerated families (and friends)! The 2023-2024 school year is just around the corner, so it is a perfect time to offer a referral program to allow us to support more families in our community!

Current families who refer a new family will get a \$1,000.00 scholarship towards their student's tuition (with a successful referral). AND new families joining Accelerated Schools on referral will receive \$4,000.00 towards their first full year of tuition.

Want more information? Click the button below to be directed to our scholarship page!!

[Click Here!](#)

Students with Learning Differences Heading Back to

# School This Fall 2023

Liam Murphy, Instructor, Enrollment Counselor and Community Outreach

As the summer comes to a close and the new school year approaches, students of all ages are gearing up to head back to the classroom. Among them are the countless students with learning differences, who are preparing to embark on a unique educational journey. The fall of 2023 brings renewed hope and opportunities for these students, as educators and society continue to embrace the principles of inclusivity and support.

One of the most significant shifts in the education landscape over the past decade has been the increased emphasis on inclusivity and diversity. This ongoing evolution in teaching practices aims to provide an equitable education for every student, regardless of their learning differences. Accelerated Schools are now more focused on recognizing and catering to the unique needs of each of our students, fostering an environment that nurtures their strengths and supports areas of challenge.

Accelerated School has undergone specialized training to better understand various learning differences, such as dyslexia, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and more. Armed with this knowledge, teachers are better equipped to offer differentiated instruction, personalized learning plans, and accommodations to create a more accessible learning experience for all students.

The continuous advancements in technology have proven to be a game-changer for students with learning differences. The incorporation of assistive technologies in classrooms has opened up new possibilities for these students, allowing them to engage with the curriculum on their terms.

For students with dyslexia, text-to-speech software and dyslexia-friendly fonts have become invaluable tools, making reading and comprehension more manageable. For those with ADHD, apps and tools that aid in organization and time management have greatly improved their ability to stay focused and on task. Additionally, students with communication challenges find alternative communication devices and apps that empower them to express themselves effectively.

## Promoting Mental Health and Well-being:

Recognizing the emotional well-being of students is essential, particularly for those with learning differences who may face unique challenges. Accelerated Schools are increasingly focused on fostering a positive and supportive culture that addresses the mental health needs of all students.

In conclusion, the fall of 2023 brings a renewed sense of hope and progress for students with learning differences. As Accelerated Schools continue to evolve, there is a growing commitment to embracing diversity, providing necessary accommodations, and nurturing the potential of every student. With advancements in technology, a focus on mental health, strong partnerships with parents, and the promotion of self-advocacy, these students are better equipped than ever to thrive in the classroom and beyond. Together, as a school, we can create a more inclusive and supportive learning environment that celebrates the unique abilities of all our students.



## Summer Colors

Raechel Kimsey, Fine Arts Instructor

When I was in art school, my professors would always stress the importance of drawing from life. Though they insisted there was no better way to improve skill, I resented the sloppy, thoughtless lines of the hurried drawings I made of the art-class models. I often preferred to work from the stillness of photographs. The lofty goal of photorealism was much more achievable when drawing from photographs, while the models and angles I encountered in my life-drawing class were far less predictable. I produced a lot of really terrible drawings when working from life. It was often frustrating and uncomfortable. However, it is also true that life-drawing improved my artistic skills, and

yielded very *good* work sometimes without the many hours of labor other work often required. It is easy to miss the true depth and color of things in the real world when they are viewed in a photograph.

My point is not to compare one way of working to the other in order to decide which is superior. The point is that art is about expression, and there are as many ways to create as there are people on the planet. Art is a way to explore and understand ourselves and others. The skills we learn from careful, patient observation of the things that exist outside of ourselves can extend to many areas of our lives.

Pictured above is a watercolor I created over break. By observing my real-life surroundings I was able to create something that is a reflection not only of my surroundings, but of the way I *felt* in those surroundings. I see this image and remember the exact way the seafoam gently circled around each blade of grass, and how the gray sky was not a source of worry, but a source of curiosity and inspiration. I encourage each of my readers to try this way of creating one day. What you observe may surprise you.

## Perseid Meteor Shower

Adrienne Chainey, Science and Creative Writing Instructor

Last month I reflected on limiting usage of digital devices, and taking advantage of the long days of summer to unplug and “recharge.” This month, I recommend you take it a step further, leave your phone behind, and head out into the areas of Colorado free of light pollution.



August is the best month to watch the Perseid Meteor Shower, with the peak this year around August 13, when the New Moon is predicted to produce only 8% of Full Moon Light. Best viewed during the pre-dawn hours of the northern hemisphere, even twilight or midnight viewers will be privy to quite a show!

The Perseid Meteor Shower is considered, by NASA, to be the best meteor shower each year. It is characterized by swift and bright shooting stars, which frequently leave “long ‘wakes’ of light and color behind them as they streak through Earth’s atmosphere” (NASA). The Perseids are also known for “fireballs,” which originate from larger particles of cometary material (leftover comet particles and bits of broken asteroid), and produce large explosions of light and color that are longer lasting than a standard meteor or “shooting star.”

Swift-Tuttle, the comet that birthed the Perseids, orbits the sun every 133 years, and last passed near-earth, within the inner solar system, in 1992. It is considered a large comet, and is about twice the size of the object that is hypothesized to have impacted earth at the transition of the Cretaceous-Tertiary boundary approximately 65 million years ago (aka the Dino Killer).

## Fast Facts

Comet of Origin	109P/Swift-Tuttle
Radiant	Constellation Perseus
Active	July 14 to Sept. 1 (Peak Aug. 13)
Peak Activity Meteor Count	Up to 100 meteors per hour
Meteor Velocity	37 miles (59 km) per second

## 12 Touchstones of Teaching at Accelerated Schools- Touchstones 9 and 10

Evan Simpson, Dean of Students

### 9. Make the Most of Every Minute

Accelerated Schools functions on seven 45 minute class periods as well as having a homeroom/connections time at the beginning and end of the day. In academic classes teachers are encouraged to provide a warm-up/review of prior learning and closure bookending the periods. Additionally teachers are expected to follow a format of “I do, we do, you do” to organize the rest of the lesson into lecture, guided instruction, and individual practice. There is always variation in the classroom and attention to individual learning needs and goals, but this structure allows clear demonstration of the desired performance for students as well as time for students to get direct practice with a subject and build confidence in the material and receive 1-on-1 instruction. This module provides adequate time for focused practice while also freeing up the teacher to give targeted instruction based on student needs (Ostblom & Timbers, 2021). There are also clear modifications of this format that can build on prior instruction and knowledge by reversing or reorganizing the steps. Students can open with a review before spending more time on practice and introducing a new topic (and an exit ticket) once mastery of a concept has been observed by the teacher. Since students receive credit based on spending 80 hours on task in the classroom, maximizing the use of time is of the utmost importance.

### 10. Help Students Develop Deep Knowledge

Project based learning is a focal point of Accelerated Schools. Because students' Individualized Success Plans may vary greatly depending on if their path may be to a traditional four year-college, vocational school, military, gap-year and many other options, Accelerated strives to teach applicable content for each student. Project Based learning allows students to apply their knowledge in the context of a central problem and in a setting more reflective of the practical world outside of a high school setting. There is a high positive correlation between orienting student goals on applicable outcomes and deep long-term learning within a subject (Koopman et al., 2011). Because the requirements of these projects extend beyond memorization and understanding and require research, evaluation and synthesis, students are not only measured against high expectations in applying that knowledge, but also have self-advocacy for their own interests in applying that knowledge and collaborating with their teacher to be supporting the development of their project throughout class sessions.

### References

Bolourian, Y., Losh, A., Hamsho, N., Eisenhower, A., & Blacher, J. (2022). General Education Teachers' Perceptions of Autism, Inclusive Practices, and Relationship Building Strategies. *Journal of Autism & Developmental Disorders*, 52(9), 3977–3990. <https://doi.org/10.1007/s10803-021-05266-4>

Koopman, M., Den Brok, P., Beijaard, D., & Teune, P. (2011). Learning processes of

students in pre-vocational secondary education: Relations between goal orientations, information processing strategies and development of conceptual knowledge. *Learning and Individual Differences*, 21 (4), 426–431.  
<https://doi.org/10.1016/j.lindif.2011.01.004>

## Important Reminders for the Upcoming School Year

Kayla Presnal, Office Manager

The 2023-2024 School Year starts Monday, 8/7/23. In the hustle and bustle of getting ready for the new school year, somethings can slip through the cracks. Here are just a few housekeeping items that I, as your office manager, want to make sure to remind you of

1. Make sure to pay off any disbursement account balance still due from last term and if possible, we recommend paying a little extra to start the year off with a credit balance (for example, if you have \$25 from Spring term to pay, if possible pay \$125 to have a positive balance of \$100 to start the year). If you would like to know you balance please contact the school or send me an email at [kpresnal@acceleratedschools.org](mailto:kpresnal@acceleratedschools.org).
2. Don't forget to turn in new/updated immunization records. Accelerated Schools needs updated records at the start of each school year. Ideally, please send those with your student the week of 8/7/23 OR you can email them to me at [kpresnal@acceleratedschools.org](mailto:kpresnal@acceleratedschools.org).
3. If you happen to have extra school/office supplies and you would like to donate to Accelerated Schools, we are always thankful for supplies in the classrooms! You can send those items with your student to their homeroom teacher (trust me, their day will be MADE!)
4. Our first activity will take place on . Remember, lunch is **not** included on activities, unless explicitly stated PRIOR to the activity. Please be sure to have your student bring a sack lunch or cash for lunch at the activity.

## July Activities!

Tubing 7/19/23





For more than 40 years, concerned parents have turned to Accelerated Schools for individualized learning programs helping students overcome challenges, and excel academically. The fact is, a traditional school system is not designed to meet the needs of every child. When a student is not being successful, or is not thriving in a traditional environment, parents must often look elsewhere for a solution. This is where Accelerated Schools comes in.

Accelerated Schools begins by creating a learning program designed specifically for a student. Our work points are toward changing the ratio of failure to success and by cultivating an environment of accountability. Our students are given attainable goals and are rewarded by celebrating their accomplishments. Once a student starts experiencing success, their attitude, motivation and effort improve dramatically. This ends the negative cycle and leads to positive academic progress and positive self-esteem.

If you have comments and/or suggestions about our newsletter, email [Kayla Presnal](mailto:Kayla.Presnal)

**Accelerated Schools**

**[www.acceleratedschools.org](http://www.acceleratedschools.org)**





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