

# March 2024 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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- Good Samaritan Day
- Did you read the classics the first time around? Do you remember them?

### IMPORTANT DATES

- 3/6- Activity: Main Event  
3/8 Teacher In-Service Day- **NO STUDENTS**  
3/10 Daylight Savings Time Begins  
**3/11-3/15 SPRING BREAK**  
3/11-3/13 **NO STUDENTS**, some staff  
3/14-3/15 **NO STUDENTS, NO STAFF**  
**3/17 Delaney's B-day**  
3/17 St. Patrick's Day  
3/20 Spring Equinox  
3/21 Skiing  
**3/23 Cherif's B-day**  
**3/26 Ms. Jessica's B-day**  
3/27 Activity: The Zoo  
3/29 Good Friday  
3/31 Easter Sunday

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

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



It is that time of year, beautiful one day and blizzards the next. Gotta love Colorado! Who knows what this spring holds for us, it might be mild and nothing to worry about or we might get a blizzard. In many cases, we have

advanced notice and can let you know if we need to close the night before. But there are just as many times that everything looks good when we go to bed, and during the night, heavy snow hits. When this happens, we will send out the automated text to notify families and update the television stations 4, 7, and 9 and our website and social media pages.

Please remember that our students come from all over the Denver Metro area. Snow amounts can be drastically different in various parts of town. Keeping our students safe is our first priority, and needing to close the school is the last thing we would like to do.

Parents - please share any changes you might make to your phone numbers or get a new email so we can continue to contact you in the event of a school closing. If you have any questions or need to update your information, please contact us at [info@acceleratedschools.org](mailto:info@acceleratedschools.org).

As we move into the month of March we have some important dates to remember. Thursday, March 7, is the last day of the 3rd Quarter. Friday, March 8, is a non-contact day for students so our teachers can complete the 3rd quarter report cards. We will be setting up parent-teacher conferences for the last week in March and April. Sunday, March 10 is Daylight Saving Time, and Spring Break will be from March 11 through March 15, 2024. The building will be open with limited staff for the week.

Welcome to John K. to our Middle School, we are excited to have you as a part of our community.



## Birthdays this month

3/17 Delaney's B-day  
3/23 Cherif's B-day  
3/26 Ms. Jessica's B-day

## Donor Spotlight March 2024

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

- **Madonna Nuce**
- **April De Roin**

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

Donate  
Here

## February Pictures

Skiing 2/1/24



Just a reminder to all of our parents of Seniors, we need to have your student's senior photos submitted no later than March 31, 2024. Please send your photo to me at

[mtuengel@acceleratedschools.org](mailto:mtuengel@acceleratedschools.org)

### Photo requirements are as follows:

-The photo must show the head, shoulders, and upper torso  
-The student must be sitting or standing. No photos of students lying or crouching on the ground.

-Senior clothing and jewelry must fit school dress code guidelines and be "school appropriate."

*No strapless tops, no spaghetti strap tops, no one-shoulder or off-shoulder tops. No professional sports clothing of any kind.*

-No props (animals, hats/hoods, sunglasses, cars, sports equipment, musical instruments, or additional people in the photo). No weapons.

### Technical Requirements

-The photo must be vertical. No horizontal photos.

-Submit the photo in digital format. All photos must be 300 dpi in resolution and saved as a JPG file. Photos must be named with the senior's legal last name and then legal first name (ex: Smith,William.jpg)

-No print photos will be accepted.

"May good luck be with you wherever you go, and your blessing outnumber the shamrocks that grow." - unknown

Best,

## Referral Program Reminder!!

Attention wonderful Accelerated families (and friends)! we want to remind everyone about our referral program, which allows us to support more families in our community!

Current families who refer a new family will get a **\$1,000.00**

**scholarship** toward 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? Ask an enrollment counselor or visit our website at

<https://acceleratedschools.org/admission/scholarships>





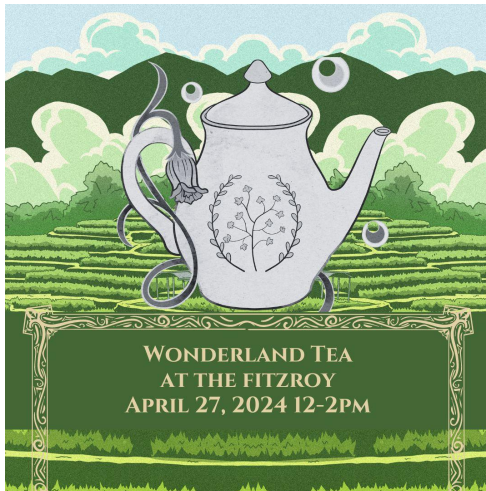
Skiing 2/15/24



Wings Over the Rockies 2/21/24



Join us for our next school event!!!!



Tickets will be sold via Event Bright with ticket sales starting 3/1/24!

Get yours now to get the early bird special pricing!

All proceeds will go towards our Preservation Fund to repair and maintain our historic building

Register Now!

## 10 Mental Health and Wellness Tips for Middle School and High School Students

Kyle Pepper, History Instructor and Enrollment Counselor

1. Use healthy coping skills to help overcome challenges.
  - Utilize breathing exercises, visualization, and other mindfulness activities.
  - Explore creative outlets, such as music, drawing, or writing
  - Engage in movement, including yoga and dance.
  - Seek outdoor activities in nature.
  - Reach out to trusted friends and mentors.
  - Set a more structured schedule. Mind-body wellness; physical well-being
  - Get enough rest and sleep (8-10 hours daily).
  - Have a “technology curfew”; limit screen time.
  - Exercise and eat a balanced diet.
2. Open and positive communication; social well-being
  - Talk about what is troubling you with a trusted adult.
  - Know how to seek assistance when struggling or confused and unsure. Identify and understand your feelings; psychological well-being
  - When feeling angry, worried or troubled, discuss your feelings with a parent, another trusted adult, or a trusted friend.
  - Teachers, counselors and coaches are examples of adults who can help. Set goals for physical, social, and psychological well-being
  - Develop SMART goals for the future to help you stay focused on things that really matter. This can help you put day-to-day problems into perspective.
3. Abstain from substance abuse
  - Avoid using alcohol, tobacco and other drugs; these don't help with problems and often make things worse. Instead, think about positive ways to handle problems and the feelings that go along with them. Get involved in your school and community, social well-being
  - Inquire about a club, group or sports team that your school sponsors that you could join and be a part of.
  - Find out how you can volunteer in your community
4. Know where and who you can go to for support
  - Be familiar with support staff at your school, and know how to access information about available resources in your community.
  - Identify trusted adults at home and at school that you can seek guidance and support from.
5. Be Kind And Express love and gratitude to others
  - Promote positive behaviors such as respect, responsibility, and kindness around you in common areas, such as hallways, cafeterias, locker rooms, and playgrounds.
  - Prevent negative behaviors such as bullying and harassment.
  - Work together with peers to stand up to a bully, encourage them to reach out to lonely or excluded peers, promote acts of kindness, and seek the availability of adult support.
  - Praise should always occur more frequently than criticism.
  - Positive emotions help to buffer students from mental illnesses like depression and anxiety.
  - Telling a friend that you care and one positive thing about them can make someone's day!
6. Get to know your school counselor
  - Do you know who your school counselor is? Find time to say hello and get to know who he/she is.
7. Learn how to do something well
  - Becoming good at a task can help build positive self-esteem.
  - Anyone can become good with at least one activity. It could be learning an instrument, doing well in school, playing a sport, and/or helping others.
  - Each of us has hidden talents. Find out what you can excel in!
8. Get Connected!
  - Build positive relationships with those around you.
  - Avoid people who bring you down.
  - Seek support and guidance from those you trust and feel valued by.
9. Be Optimistic in the face of difficulty! Think positive!
  - Seek help if you need it.
  - Work together to solve problems
  - Avoid the blame-game; it interferes with problem-solving.



- Work with people's strengths rather than focusing on their weaknesses
- Modeling positive attitudes and positive emotions is very important.
- Using a "can do" problem-solving approach to problems can empower you and give you a sense of promise. Encourage helping others.
- Know that you can make a difference. Prosocial behaviors build self esteem, foster connectedness, reinforce personal responsibility, and present opportunities for positive recognition.
- Helping others and getting involved reinforces being part of the community.

#### 10. Get fit!

- Good physical health prepares the body and mind to be more resilient.
- Healthy eating habits, regular exercise and adequate sleep protect kids against the stress of tough situations.
- Regular exercise also decreases negative emotions such as anxiety, anger, and depression.



## Introduction to World Art

Raechel Kimsey, Fine Arts Instructor

Most of you know me as the Art Teacher, however, at the beginning of the semester I started teaching *Art History* as well. Teaching this class has, in some ways, felt like starting the whole teaching thing from square one. The study of the ancient world has provided a

welcome resurrection of information I learned in Art School, but in the new context, that of a guide and resource for my students. It seems many of us have learned to view artworks simply as visual items that reflect the artist and historical context they were created within. However, because artworks existed in the past, and continue to exist in the present, art historians regard them as "persisting events".

In designing this course, it was easy to figure out where to start – the beginning! The *literal* beginning. Prehistory, that is. From there, we have studied the Ancient Near East and begun work on Ancient Egypt. Though the cultures and customs of the Ancient World can seem so foreign to us, Ancient Studies can also illuminate common threads that connect us to each other through the past. While we may not understand why, for instance, ancient people picked up black charcoal and began drawing bison and horses on the rugged walls of the *Lascaux* or *Altamira* caves in Europe, we may be able to see a little of ourselves in those drawings, or at least gain a new perspective on where we came from, and who we are.

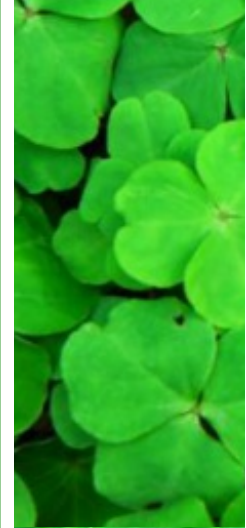

Pictured: *Three Bison* from the Altamira cave in Cantabria, Spain, c. 35,000-11,000 BCE.

## Journeying Through Ramadan with Mo, A Dedicated Student-Athlete

Taleya Zinnea, Mathematics Instructor

Ramadan, the sacred month of fasting observed by Muslims worldwide, is set to commence on March 10th this year, culminating in the joyous celebration of Eid on April 9th. At Accelerated Schools, our commitment to embracing and celebrating diverse faiths, cultures, and traditions is exemplified during this auspicious time. Mo, a dedicated student and a key player in the National Boys' Basketball Team, shares his unique experience of observing Ramadan while managing a demanding practice schedule.

Hailing from Senegal, where Islam is the predominant religion, Mo shares his experience of fasting during practice days. Juggling academics and rigorous training, he stays at school until 4 pm and then heads straight to practice, breaking his fast with a quick bite as the sun sets. Despite the challenges, Mo expresses his enjoyment of the experience, noting that it becomes more manageable after the initial days.



The practice of fasting during Ramadan holds profound spiritual and health benefits. It serves as a religious discipline, training the mind and body to endure challenges such as hunger, thirst, and anger, fostering resilience and self-control. Beyond these, fasting encourages prayer, charitable acts, and avoidance of wrongdoing, empowering individuals to overcome adversity. Additionally, it promotes the development of virtues like grace, forbearance, fortitude, humility, simplicity, and sacrifice. Medical experts recognize fasting's positive impact on health, from restoring well-being to countering addiction to harmful substances like alcohol and drugs. As students like Mo exemplify, the observance of Ramadan not only strengthens one's spiritual connection but also contributes to holistic well-being.

At Accelerated Schools, we respect and honor the diverse personal beliefs of our students. The observance of Ramadan, for those who choose to participate, provides a valuable opportunity for self-reflection, the practice of discipline, and the fostering of a sense of community.

## **"What did they learn today in Music class?"**

**Val Montano, Music Instructor**

Come check us out!

Music classes are held in the beautifully renovated carriage house.

The music program has a balanced and comprehensive design, with developmentally appropriate activities for students of every age level. Students acquire musical skills and knowledge through singing, listening, playing instruments, composing and improvising music. Our digital pianos, guitars, percussion instruments, soprano recorders and electronic keyboards are used extensively by the students.

Please encourage your musicians to share their music with you by practicing and performing for you at home.

## **A Cultural Journey and Shared Delight**

**Kate Oh, High School ELA, Korean and Cooking Instructor/Enrollment Counselor**

Participating in the Cooking class with our students is an enriching experience, fostering cultural exchange and providing insight into the diverse thoughts and ideas each student brings to the table. This interactive setting allows for a deeper connection and engagement with the students, creating an environment where they not only learn culinary skills but also embrace values of respect, manners, and the joy of sharing.

In the kitchen, students collaborate and learn from one another, demonstrating a shared commitment to the art of Cooking. Beyond the practical aspects of preparing meals, the class instills a sense of respect for others and the happiness that comes from sharing with the community.

While students are still mastering time management skills, their eagerness to contribute, even after school hours, reflects their dedication to the culinary journey. It's heartening to witness their willingness to go above and beyond, ensuring that all tasks are completed.

### **Spotlight on Katherine: A Culinary Role Model**

In the 12th grade, Katherine stands out as a remarkable role model in our Cooking class. From the moment we set the agenda for the day, she takes charge, ensuring her station is organized and ready for the day's culinary adventure. The class emphasizes not only the art of Cooking but also the important life lesson of delivering constructive criticism professionally, considering others' feelings. Katherine embodies these principles, contributing to a positive and supportive learning environment.



### **Celebrating Lunar New Year with Dumpling Soup**

Last week, our Cooking class joyfully celebrated Lunar New Year by preparing a delicious dumpling soup. The experience not only delighted our taste buds but also provided insights into how different parts of Asian countries mark the Lunar New Year. We are grateful that students like Katherine, Quinn, Christian, Miles, and Lars were able to share in this cultural experience together. The teachers, too, reveled in the joy of tasting new dishes, highlighting the fulfillment that comes from giving and serving.



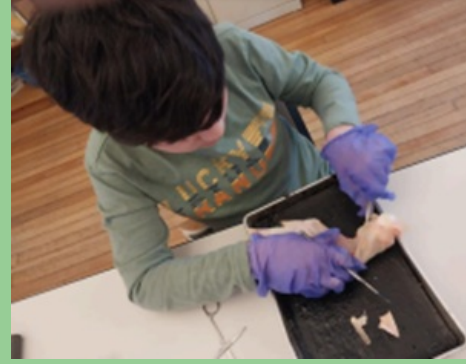
### **Last Month in Science and P.E.**

Dan McMahon, Science Instructor

#### **Middle School Science**

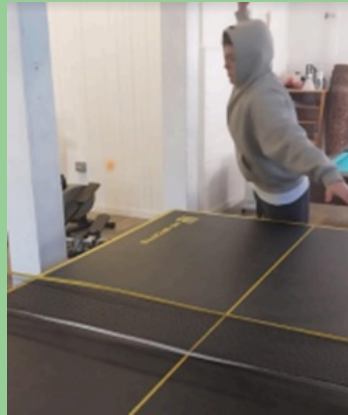
Middle school science students have moved on and are reevaluating the hypothetical injury evaluating MRI's and looking at similarities from a dissection. After a thorough look at the damage done due to the accident students' are studying the various body systems involved in the healing process. The first system we have studied is the circulatory system. Students have used microscopy, medical models, films, and projects to gain an understanding of the composition of blood and how the

various parts work in the human body. This week we have started our investigation into neurons and the central nervous system



### **P.E.**

The weather has forced the PE class indoors on a number of days this quarter. Ping Pong and Pool are a few of the activities students are exploring, while taking some liberties with the official rules. On clear days we still make our way to Observatory Park to make use of the playground and beautiful trees



### **Environmental Science**

The environmental science class spent a few cold mornings out looking at the current concrete channel which is part of the Harvard Gulch Flood Control Project. The final assignment in the water pollution unit was to design a new channel to reduce N and E-coli runoff in the channel. They were encouraged to incorporate design techniques that would increase infiltration, and reduce runoff, while still addressing flood mitigation.

This month the topic moved on to air pollution. The class focused on ozone pollution in the Denver Metro Area. After defining the causes of ozone, students carried out an investigation into ozone levels in the Observatory Park neighborhood vs the I-25 corridor. The unit on pollution is wrapping up this week with an indepth look at the Montreal Protocol and its impacts on society.



### **Chemistry**

With a better understanding of pH, the chemistry class has reexamined the oyster



die-offs which was the initial question for the unit. Students are looking for links between the events and the amount of carbon dioxide cycling through the Carbon Cycle. The class modeled the reaction of salt water with increased levels of carbon dioxide in a small scale simulation using an indicator and a source of carbon dioxide. The model illustrated the steps of carbonic acid formation as well as neutralization in a reversible reaction. The past weeks have been spent defining the patterns of chemical reactions and investigating the properties of “weak” and “strong” acids.



## Good Samaritan Day

Debby Sharp, Middle School Instructor

According to the dictionary, the definition of a good samaritan is “a charitable or helpful person”. March 13th is Good Samaritan Day, so what better time to learn how to honor this concept? By being a good samaritan we can make the world a better and safer place to live. There are many qualities we can practice and help others practice.

Some of the qualities we will be discussing and working on practicing in Middle School are:

- **Honesty** because we all know honesty is the best policy.
- **Integrity** which is being accountable for your mistakes, accepting helpful criticism, and following through on your commitments.
- **Selflessness** is when you step up to help and don't sit watching
- **Compassion** is being empathetic and putting yourself in the position of others who are suffering or needy.
- **Kindness and Tolerance** is being kind to others, you bring sunshine to everyone around you.
- **Morale Courage** is when you help someone who is suffering or going through an unfortunate time, you show courage. By being a bystander, you are becoming a coward.

It's not always easy to live by these character traits but with practice, fortitude and mindfulness, we can all become good samaritans and make this world a better place to live



Did you read the classics the first time around? Do you remember them?

**Coordinator**

This tattered copy of “The Catcher in the Rye” has made it to its final destination – maybe. It’s my copy from ... a long time ago (ahem), which I have re-read several times since it was assigned and I skimmed it enough to do the dang paper and pass the test. Sound familiar? My daughters also “read” this copy in high school. Now that my oldest daughter is in her mid-twenties, she’s decided to re-read the classics that she feels she did not give proper credence when she was supposed to read them in school. Of course, this decision of hers delights me. We have a long history of giving odd gifts at Christmas, but this year, I wrapped and hand-delivered my beloved copy of “Catcher” to her home. I was proud to pass it on and she was thrilled to receive it. She gave me a case of Peter Pan Extra Crunchy peanut butter and a spoon that says “This is my peanut butter spoon.” That’s a different story for a different day. If you need a change of pace, a trip down Sentimental Avenue, try picking up one of those old classics that you begrudgingly “read” in high school. Betcha it’ll hit pretty differently the second time around.

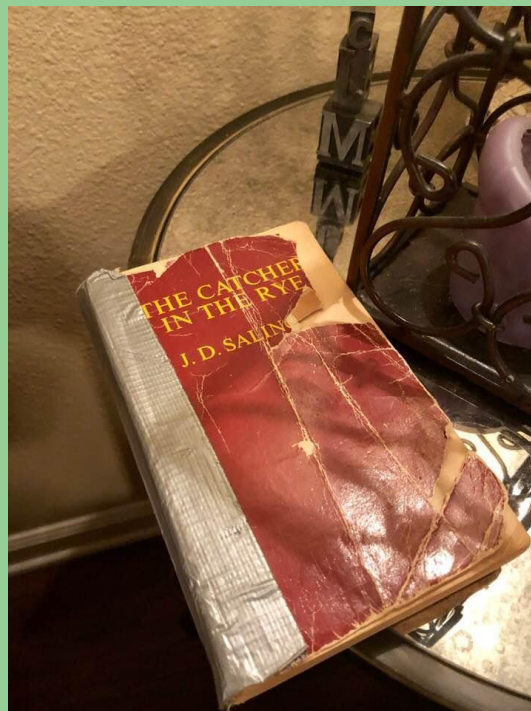
**The Color Purple**

With the newest rendition of “The Color Purple” hitting the silver screen – this time as a musical – I decided it was a great time to bust out Alice Walker’s brilliant novel in my American Literature class. I was thrilled to find an audiobook read by Alice Walker herself. Then we watched the movie directed by Steven Spielberg. We read, we listened, we discussed. This book/movie tackles some tough topics and I was proud to see my students embrace them and handle them so maturely. Akin to my advice above, if you’re not a reader, try watching or listening to this American classic. It’ll do your soul some good, promise.

**Activities**

Recent weeks have found us in onesies at Loveland Ski Basin, marveling at historic air and spacecraft at Wings Over the Rockies, and will soon take us to some Spring favorites: The Denver Zoo, Botanic Gardens and more. As activities director, I am always looking for exciting venues to enrich our students’ learning experience. Maybe you have an idea or are involved in a place or group that would want to host our kids! We at Accelerated are always looking for opportunities to expand our community and network for the good of all. Email me at

[jmachetta@acceleratedschools.org](mailto:jmachetta@acceleratedschools.org).







Accelerated Schools



ACCREDITED  
BUSINESS

A+

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.

# Accelerated Schools

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



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