

NEWS

ISSUE 13 | WINTER 2021

SUMMIT'S NEWEST
TEACHERS FIND IT
A HAPPY HOME

4

EVERYONE IS A
MATHEMATICIAN

8

CHRIS DALTON
DIRECTOR OF FACILITIES

16



A message from the Head of School

The idea that we learn by doing is commonplace. And it misses the mark. We learn by *thinking about what we're doing*—compelled by a strength of emotion. The doing, the thinking, and the feeling (what one might call passion) are interwoven in the lives and in the learning of our Summit students and those who educate them. Summit's flywheel of learning captures the interplay of these elements as do this year's *Summit News* and *State of the School Report*.

These quotes, and the pieces from which they are excerpted, tell the story of people who want learning to last a lifetime.

- "I'm incredibly fortunate to have a classroom of 'Renaissance' students who adeptly waltz between subjects and topics and find novel ways of connecting them."
- "I try to instill in my students that they are all creative."
- "Now that the greenhouse has been upfitted with hydroponic systems, we will grow all our produce in the greenhouse...Students will be responsible for monitoring the pH of the water, adding the nutrient solution, and harvesting the greens."
- "Reflecting back now [on the early days of the pandemic], it's clear that we were more nimble than we could ever have foreseen."
- "Entrepreneurship is a natural inclination for children and teachers with creative and open mindsets. Summit continues to develop fresh and inspiring ways to engage the world inside and outside our walls."
- "Students are shown that they're already mathematicians in their daily lives...You don't want to teach math in isolation; you want it integrated across subject areas."
- "We are planning a robust Parent Learning Series...a combination of virtual and on-campus learning opportunities...so stay tuned."
- "We model lifelong learning to our students by supporting teachers in their personal and professional growth."
- "We're looking more closely than ever at talking with children, finding out what makes them uniquely *them*....what they enjoy in and out of school, what they perceive their strengths to be, and what they need to develop next in their learning."

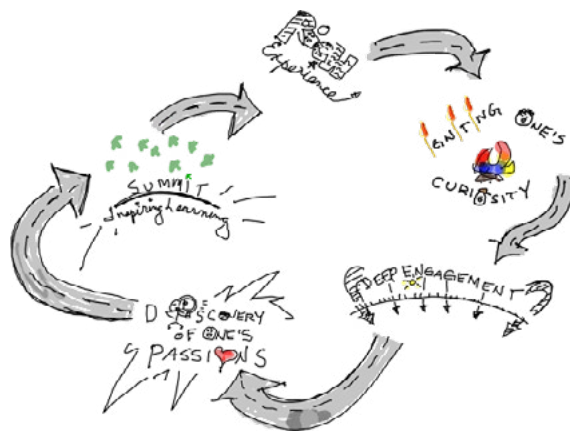
And this: "Everyone works in collective efforts and also is given the space to shine and flourish individually. 'Where everybody could be a somebody' isn't just a mantra; it's a way of living."

Thank you for all that you are and all that you do to make this a community committed to Inspiring Learning—*it's a way of living*.

Onward and Upward,



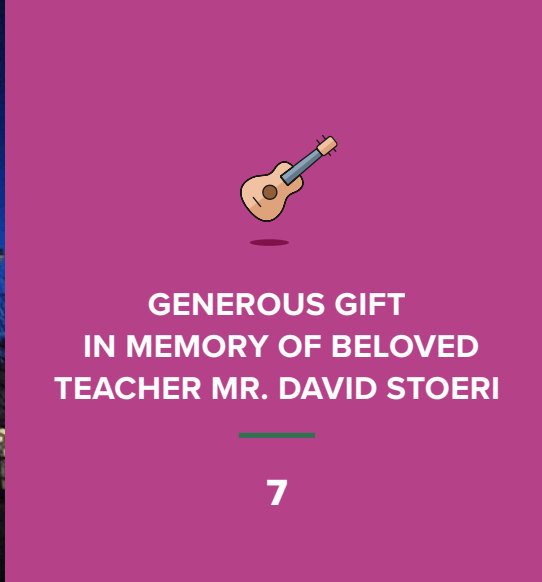
Michael Ebeling





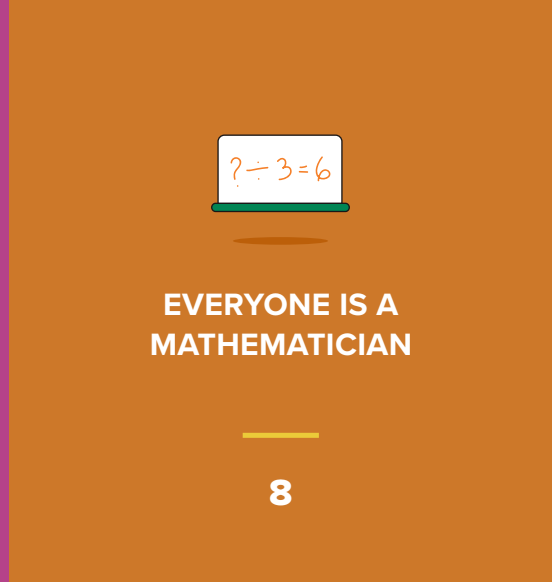
**SUMMIT'S NEWEST
TEACHERS FIND IT
A HAPPY HOME**

4



**GENEROUS GIFT
IN MEMORY OF BELOVED
TEACHER MR. DAVID STOERI**

7



**EVERYONE IS A
MATHEMATICIAN**

8



**LETTUCE
LEARN**

10



**MARIAN MILLAWAY
DOUGLAS '69 AWARD**

12



**INNOVATION AND
ENTREPRENEURSHIP
AT SUMMIT**

14



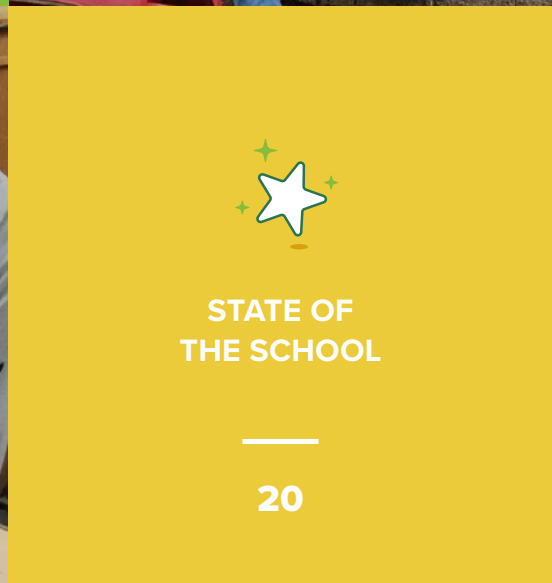
**CHRIS DALTON
DIRECTOR OF FACILITIES**

16



RETIREMENTS

17



**STATE OF
THE SCHOOL**

20

SUMMIT NEWS

ISSUE 13 WINTER 2021

2100 Reynolda Road, Winston-Salem, NC 27106 | 336.722.2777 | summitschool.com

Photography: Sally Gupton | Writing: Page Leggett | Design: One Hero Creative, Inc.
Editor: Sarah Dalrymple, Director of Alumni and Community Engagement

Summit School admits students of any race, religion, color, and national or ethnic origin.

SUMMIT'S NEWEST TEACHERS

FIND IT A HAPPY HOME

WELCOME JULIE MILLER, ERIC JUTH, AND TENSLEY NESBITT



JULIE MILLER

Julie Miller was pouring herself into gardening and puzzles during COVID, but she wanted more structure and meaning to her days. So, she was elated when the unexpected call came. Summit's Triad Academy Division needed an assistant teacher for 3rd grade.

Miller was no stranger to Summit. Her three children, the youngest of whom is in college, went to Summit. She has spent considerable time at the school. "Summit holds a very dear place in my heart," she said.

Still, being a Summit teacher is not the same as being a Summit parent. "Being a new teacher at Summit during the pandemic was an adventure," Miller said. "With the amazing support of my lead teachers and other Triad faculty, I was able to navigate a new career path, immerse myself in the Orton-Gillingham approach to teaching literacy, and juggle the technological demands required of remote learning."

"Thanks to the rational and scientifically based protocols developed by Summit leadership, I felt I had the knowledge and support to prioritize a safe teaching environment focused on the physical, emotional, and educational well-being of our students," she added. "I am amazed at how everyone at Summit accomplished teaching during the height of a pandemic."

Editor's note: In 2020-21, Summit hired 26 staff members; these stories represent a member of each division.

Triad Academy, founded by Carrie Malloy, began as an independent school for students with dyslexia. When Triad merged with Summit in 2012, Summit began offering a very specialized, individualized curriculum for those children.

Miller has had a full and varied career. She worked in nonprofits while raising her children. One of the jobs she loved most was with Arts for Life, a nonprofit that teaches art to kids with cancer and other life-threatening illnesses.

While most of her career has been devoted to marketing and fundraising for nonprofits, she has taught in the classroom before—at Salem College, where her specialty was nonprofit fundraising and nonprofit management.

"When my youngest went off to college three years ago, I was wondering what I was going to do next," Miller said. "I started volunteering at Read WS and tutored a 3rd grade student in the school system. I completed training through the Augustine Literacy Project. It's a very cognitive, structured approach to teaching children how to read and spell."

She worked with a student at Old Town Elementary until COVID hit. "I decided, before COVID hit, that I really wanted to learn and do more, so I attended the Orton-Gillingham training through Triad Academy to expand my knowledge and see what doors might open from there."

A door opened directly to Summit, and she became a 3rd grade assistant teacher. "The timing was perfect," she said.

This year she teaches Language Tutorial (LT) classes to 3rd and 4th graders.

"Students enjoy LT because they get such personalized attention," Miller said. "Their LT teacher really gets to know them. We know when to push and when not to push."

"They leave LT thinking: That was fun. I can do this. I'm really very energized by these kids," she concluded. "Their potential is so motivating for me."



ERIC JUTH

Eric Juth, a Wake Forest University alum, was teaching at the Sawtooth School for Visual Art and as an adjunct professor when Elizabeth Kerr Wild '84, Summit's ceramics and glass teacher, contacted him about an opening

for a photography teacher for 6th through 9th grades. The previous teacher, Martin Tucker, was retiring.

"It came out of the blue," said Juth, who has an MFA in documentary film production and a master's in communications from Wake Forest University. "And when I looked into the school and started to meet other faculty members here, it just sounded like a unique place to work. A lot of the values I have in regard to teaching are part of the culture here. It was a good fit and a miraculous opportunity I wasn't expecting."

"Summit focuses on the development of the students based on the individual learning needs and their personalities," he added. "The school also fosters a sense of community and a sense of social responsibility."

Even though he'd been teaching at the college level (Elon University, Wake Forest University, and UNC-Greensboro), Juth didn't have to adjust his teaching approach at Summit, he said. "I've developed a curriculum around the things my students care about and enjoy doing." He finds his students curious and motivated.

"If I'm doing my job, I'm inspiring them to learn and to develop their creative voice, take risks, and enjoy the process of learning," he said. "I try to instill in my students that they're all creative. They all have talent. It's about making your best effort, learning along the way, and discovering that everybody has the opportunity to express their perspective through visual art, or any other medium, really."

The kind of photography Juth teaches can be better characterized as digital art. He teaches Photoshop and

other Adobe Creative Suite programs and gets into photo editing, frame-by-frame animation, and digital illustration.

Juth feels entirely at home at Summit. "The culture here is so welcoming and supportive," he said. "Although I came in during COVID—where there was probably a lot more isolation than there typically would be—people still went out of their way to make sure I felt supported and to offer a helping hand. The people here are genuine, supportive, kind, and curious. I get a lot of questions about what we're doing in class. People really want to know, and they're excited to see student work. I feel recognized here in a way I don't know if I've ever felt in any other work environment."





TENSLEY NESBITT

Tensley Nesbitt teaches kindergarten at Summit. She likens joining the staff to “being adopted or getting married.” That’s how much it feels like a family.

“You get to learn and experience the unique traditions and culture, while also contributing a bit of your own,” she said. “The culmination

is this beautiful bounty—a celebration of how much our students have grown, the community they have built, and the lives they will continue once they leave your classroom.”

Summit, she said, is “a wildly different experience from any school I’ve had the fortune of working with.” And that’s a good thing.

Prior to Summit, she taught literature and academic writing at the secondary level at Zhangjiagang International School in the Jiangsu province of China. The years leading up to her time in China were spent as the ESL (English as a Second Language) instructor at Forsyth Academy in Winston-Salem.

“[Summit] was one of the reasons I decided to...give education in the States another try,” she said. “Summit

**“a wildly different experience
from any school I’ve had
the fortune of working with.”**

is a family in every sense of the word—a group of individuals bound to a cause through a variety of lineages—alumni who span the generations and newer additions added down the years. Everyone works in collective efforts and also is given the space to shine and flourish individually. ‘Where everybody could be a somebody’ isn’t just a mantra; it’s a way of living.”

Nesbitt, who earned her undergraduate degree in cultural anthropology and Hispanic studies at East Carolina University and a master’s in teaching at UNC-Greensboro, feels every activity, subject or task she and her students encounter brings possibility.

“I’m incredibly fortunate to have a classroom of ‘Renaissance’ students who adeptly waltz between subjects and topics and find novel ways of connecting them,” she said. “In November, we officially kicked off our first structured writing unit. The students took on the role of authors and narrated the stories they’ve cultivated in their imaginations and began putting them to page...at their own pace and comfort level.”





photo by Jeff Turner

AEDAN MCCARTY '23 MAKES A GENEROUS GIFT IN MEMORY OF BELOVED TEACHER

MR. DAVID STOERI



BY JEFF TURNER

A heartfelt thank you to eighth grade student, Aedan McCarty, for his recent donation to Summit's music program in memory of Mr. David Stoeri, former Lower School and Triad Academy teacher. Mr. Stoeri was a talented musician, storyteller, and songwriter. He passed away on July 2, 2021.

Aedan was especially fond of Mr. Stoeri's sense of humor, style of teaching, and love of music. Aedan decided to spend the money he earned working at Summit Summer to create a lasting memorial to his special teacher.

He purchased an acoustic guitar and found a local business to engrave the body with a unique message. He chose the title of one of Mr. Stoeri's best-known, original songs, "Reach and Rise." The guitar resides in the upper school band room and is enjoyed by students, faculty, and staff.

Aedan fondly remembers the many occasions that Mr. Stoeri played music on the Summit campus: in his classroom, during lower school morning meetings, and in the hallways of the Triad division. With the donation of the guitar, he has created an opportunity for Mr. Stoeri's love of music to live on through the Summit music program.

EVERYONE IS A MATHEMATICIAN

THE NEW MATH CURRICULUM REVEAL MATH AT SUMMIT

Everyone gets to excel in math in Summit's Lower School.

No one has to ask, "But how will I use this?" about a math problem—because all the lessons focus on practical applications. Students are shown that they're already mathematicians in their daily lives. They're always counting, subtracting, estimating, assessing space, perceiving depth.

We're all using math all the time.

"Last February, we wrapped up our Valentine's boxes to learn about volume surface area," said Lower School Math Specialist Dominique Patrick, who teaches 4th and 5th grade. "You don't want to teach math in isolation; you want it integrated across subject areas."

So, at Thanksgiving, teachers introduced "Mayflower math," which is about scaling and ratios—concepts that could intimidate a student who feels they're not good at math. But Patrick and the other teachers make it fun. And relevant.

Historical documents tell us the size of the Mayflower; it was about 100 feet long by 25 feet wide. Students measure that out in real life to get a sense for its size and scope. Then, using a map of Summit, they can determine how big the Mayflower was when compared to their classroom or the gym or the Dining Hall.

Lots of students in the lower grades are intrigued by the Titanic. So, they measured, to scale, the grand and tragic ocean liner (882 feet long by 92 feet wide) to see how it compared to Summit's campus. "Some of the students have been on cruises with their families, and they want to see how the size of their cruise ship compares with campus," Patrick said. "It's really cool seeing them get excited."

If you're thinking: 'This is an idea that should be expanded beyond math,' you're right. It has been. It's all part of Summit's approach to culturally responsive teaching which the school has focused on this year.



CULTURALLY RESPONSIVE TEACHING: MORE THAN THE NAME IMPLIES

"Culturally responsive teaching comes from Zaretta Hammond; it's a model she's put in place," explained Tom Gething, Lower School director. Hammond is a former classroom English teacher who has been doing instructional design, school coaching, and professional development incorporating equity, literacy, and culturally responsive teaching for the past 18 years. Culturally responsive teaching is about understanding your students as learners and making it a 'learning partnership.'"

"We've been talking across the whole school about the partnership between the teacher and student," he said. "This year, we're spending a lot of time asking our teachers to get to know each child as an individual learner to understand



or what they might tell themselves about what it means to be good at math or who is good at math.”

The goal is to get kids to embrace math—and to realize they’re already using it all the time. “The first unit, for every grade, is called ‘Math is Ours,’” Alfaro said. “It’s this idea of trying to help children really own the identity of being a mathematician, that math belongs to all of us, and happens all over the place in our everyday lives all the time. There’s mathematical thinking going on in games, sports, cooking, and all sorts of things.”

“We want children to see themselves as mathematicians,” Alfaro continued. “We’re focusing on student discourse and conversation—to get them to justify their reasoning. We want children to be proficient, to be confident, and to think critically and flexibly.”

their profile. Some of that can be done through assessment data as we’ve had in the past. But this year, we’re looking more closely than ever at talking with children, finding out what makes them uniquely *them*. That includes who they are as a person, what they enjoy in and out of school, what they perceive their strengths to be, and what they need to develop next in their learning.”

“The thing that will advance a student’s learning most effectively is the idea that the teacher really knows the child in front of them,” Gething continued. “It’s ‘I know what they can do and I know what the next step is in their learning.’ And that goes right back to the school philosophy, the idea of progressive education, the idea of a child being at the center of that...and it’s something we’ve always done. But I think it’s something that we want to do even better.”

Jess Alfaro, who teaches 3rd grade math, worked with Dominique Patrick—they’re the content coordinators for Lower School math—on determining what new curriculum to implement. “We’ve been working on this for several years,” she said. “Reveal Math puts a big emphasis on teaching children how to think like mathematicians. We focus on mathematical thinking, curiosity, inquiry.”

And, yes—on being culturally responsive. “That really means it needs to be accessible to children across the board, no matter what their cultural background. A lot of the idea behind that is that we’re providing rigorous expectations and rigorous instruction to all children, regardless of their preconceived notions or what they believe about themselves

**“the teacher really knows
the child in front of them.”**



photo by Martin Tucker



LESSONS FROM THE NEW-AND-IMPROVED GREENHOUSE

LETTUCE LEARN

When Upper School science teachers TJ Petronzio and Jason Felten first came to Summit a decade ago, there was a small greenhouse on campus used mostly for storage. They knew it had a higher calling.

“The first year I was here, I started a hydroponic project where students grew eight heads of lettuce in four square feet of space inside that greenhouse,” Felten recalled. “It was a great project—and the lettuce was delicious.”

It was served in the Dining Hall and won rave reviews—not necessarily from students, most of whom say “no thank you” to salad—but from teachers.

A larger greenhouse would lead to even more growth opportunities—for students *and* produce. Felten and Petronzio applied for and received a grant to build a 20-by-25-foot greenhouse behind the science building.

“Before upfitting the greenhouse, I had a club—Urban Growers—that would meet on Friday afternoons,” said Petronzio. Students from 6th through 8th grades would help maintain, plant, and harvest throughout the year. Due to COVID and the need to keep students in individual cohorts, our multi-grade level clubs were placed on hold. Without the club to help run things, the greenhouse started to be neglected. Now that all students are back on campus and can take their masks off outdoors, the greenhouse is a great space to be.”

“The goal,” Felten said, “is to continue this student-driven project and to let them try to grow more stuff hydroponically.”

HYDRO-WHAT?

Felten, who teaches 9th grade biology, explained:

“Hydroponics is basically growing plants without the use of soil or additives in the soil. With our lettuce, we have this spongy substance called rock wool that almost looks like cotton candy but it’s made out of rock; it’s very porous. We start seeds in there, and then basically run water through that material. The roots grow through the rock wool; there’s no soil—just a holding spot for roots.”

“Water flows through a tiered system of PVC pipes with holes cut in them to water the lettuce,” he continued. “All that water goes down into a bucket, and a pump system pumps it back up every so often. The roots are almost sitting in water; you add fertilizer to the water itself.”

Petronzio started using the greenhouse in his lessons right away. He asked students what they wanted to grow. “They almost always respond with fruits and vegetables they have been eating all summer—tomatoes, cucumbers, peppers. When I remind them those seeds need to be planted in the spring, without fail someone shouts ‘Pumpkins!’”

“It’s why teaching them through planting is so important,” he continued. “Now that the greenhouse has been upfitted with

hydroponic systems, we will grow all our produce in the greenhouse. We will still start the seeds in my classroom, but instead of transferring them into the ground or larger containers, they will be transferred to the hydroponic towers in the greenhouse where they should thrive all winter. Students will be responsible for monitoring the pH of the water, adding the nutrient solution, and harvesting the greens. They will also need to figure out a rotation for when to plant new seedlings to keep the system continually producing.”

Petronzio and his students recently planted rhubarb, five-colored silver beet, Bibb lettuce, watermelon radish, arugula, and a few varieties of kale. “I have a ton of seeds, and it’s fun to let the kids pick what they want to grow,” he said. “It creates a little competition because they want to see which plants grow the best.”

Even students who turn their noses up at lettuce are pretty excited to see the results of their work. “The students actually design the hydro systems,” Felten said. “They like the engineering side of things. So, besides the general science we teach, we also do a lot of engineering and design projects—in fact, in 8th grade.” Felten taught 8th grade for the past nine years.

Not every hydro system that students build works as it should—but that’s all part of the lesson.

A greenhouse makes a great learning lab. Why? “You have at least some control over the environment,” Felten said. “It’s a lot easier to make predictions of what you think is going to happen. Students are here during the fall, winter, and spring. Cool season crops can be grown outside but you get all kinds of different weather patterns. In a greenhouse, you can see results a little faster. Outcomes are a little more predictable.”

Chris Dalton, Summit’s new director of facilities (see page 16 for full story), is involved in making the new greenhouse even better. “He has a huge amount of experience,” Felten said, “not only in hydroponics, but aquaponics, which is using fish for fertilizer in the water and growing plants in that. He’s helped us rethink the greenhouse.”

A greenhouse can be used for more than vegetables. Ninth graders are now growing 25 coffee plants in Summit’s greenhouse.

In fact, Summit may eventually become known for its coffee. The science

department started a coffee project last year. They buy single-origin coffee beans, roast them on campus, and sell them to faculty and staff—and eventually to Summit families. Proceeds benefit the Monteverde Cloud Forest Preserve in Costa Rica, one of Summit’s service project partners. Ninth graders may eventually get to roast some of the coffee beans they grew.

ONE LESSON BUILDS ON ANOTHER

Summit’s teachers are always looking for ways to make learning fun—and to make lessons stick.

“When TJ and I came to Summit, we redesigned the curriculum to make sure that every single year, students have exposure to physical, life and environmental, and earth sciences,” Felten said. “The way our vertically aligned curriculum is designed, there are topics covered almost every year, but they’re covered at different depths in detail, depending on the age of the student.”

It’s the opposite approach to having 6th grade dedicated to life science, 7th to physical science and so on. “We build on things they’ve learned in years past, and also take things deeper as they’re able to better handle that higher level information as they get older.”

Who knows? Students may yet decide to try their salad greens as they get older. Petronzio said, “Chef Justin Wilson is great about figuring out ways to incorporate what we grow into his menu. Hopefully, we can get to the point where we supply the greens for soups and salads. The goal will be for most of what we grow to be consumed by Summit students.”

Nothing tastes better than crops you raised yourself.





photos by Christine Rucker

The Douglas Award

**Congratulations
Cathy Denning**

2021 recipient of the Marian Millaway Douglas '69 Award for Excellence in Teaching – Cathy Denning

This year's recipient is respected by students and colleagues alike and exemplifies the Portrait of A Summit Teacher: a lifelong learner, a fully engaged member of the Summit community, and most notably an educator who strives to develop the potential of each child who enters the classroom.

This teacher is known as a good listener—a colleague who brings others alongside as we learn and grow together both as educators and as individuals. When others speak of her, one hears words like accepting, patient, respect, relational, a team player. Adults and children alike enjoy her sense of humor and the laughter that is often shared.

This teacher is a lifelong learner. She is willing to try new things in the classroom especially when using technology or applying new learning with Responsive Classroom, Writers' Workshop, or Orton-Gillingham. She generously shares her gifts and interests with those around her and her students.



A former student stated it in simplest terms as he described his experience in her classroom, “she’s the kind of teacher that gets kids, she knows how to communicate with us, she’s funny, and teaches in a way that every kid can learn. I always felt like, and still do, that she recognized me as an individual.” When a passerby has a moment to glance in her classroom, it’s hard to miss the photos taken of students and in these photos, one immediately sees how this exceptional educator draws out students to celebrate their unique personalities.

As a quiet, respectful, and gentle leader in content area development, the Dream School Initiative, and technology in the classroom, she has a profound, positive, and enduring impact on her colleagues and the student experience. She is often quoted as saying “our role is to meet children where they are and to take them as far as they can go.” This quote encapsulates both who she is as a teacher and how she helps each of us remember our “why” on a regular basis.

Joining the Summit faculty in 2000, she made her way from substitute teaching to admissions to a 2nd grade lead teacher. She is also the parent of Chris '04 and Whitney '03.

This year’s recipient of the Marian Millaway Douglas '69 Award for Excellence in Teaching has led by example, encouraging all of us to step out of our comfort zones in order to learn, grow, and be better each day than we were the day before. She does all of this with grace and humor.

**“our role is to meet children
where they are and to take
them as far as they can go.”**

Innovation and Entrepreneurship

at Summit

Summit School's Idea Shop provides opportunities for Summit students, teachers, parents, and alums to explore and implement innovative ideas to:

- Find their place in the world
- Contribute to their community
- Express their voice
- Make an impact in tangible ways
- Lead

Entrepreneurship is a natural inclination for children and teachers with creative and open mindsets. Summit continues to develop fresh and inspiring ways to engage the world inside and outside our walls.

A few examples of innovation and entrepreneurship expressed in the daily student experience:



Spring 2021

9th grade Coffee Project, current parent, Cam Whitley, and Nathan Ruffin '04 met with students to add their design expertise as the students considered an upfit to the physical layout of the coffee roasting area



Fall 2021

Twin City Bike Collective (TCBC), co-led by 9th grade students Amelia Bergman and Liam O'Neill; to date, the program has distributed more than 600 bikes and is on track to distribute more than 700 by the end of 2021; faculty member Paul Dresel, Triad Division, was recognized by TCBC for his effort to repair dozens of bikes over the summer and his continued mentorship of students



Fall 2020 & Fall 2021

3rd grade Economics unit, Elizabeth Orr '16 was a virtual guest speaker and explained to students how she built her cookie business

Spring 2021

8th and 9th grade students visited former Summit parent, Jeff Klein, at his advertising agency One Hero Creative, Inc. and were given the opportunity to express their ideas and provide input for the creation of the Idea Shop logo



Summer 2021

Summit Summer, woodworker and YouTube sensation, Michael Alm '99, was a virtual guest in the Design Build camp and gave the students a tour of his fabrication studio in Seattle, WA and Allen Pickett '11 and former parent, Skip Pickett, gave a virtual tour of their honeybee hives for the Honeybee Camp



Fall 2021

Innovation and Entrepreneurship Class (I&E) for 9th grade students, guest speakers Owen Fitzgerald '18 and Grayson Jennings '14 explained to students how they built their hauling & landscape and custom knives businesses

Fall 2021

Afternoon Academy, Whitney Denning '03 returned to campus to teach cooking classes and Ben Baker '89, current parent and Board of Trustees member, led the Winston-Salem Built class which showcases local entrepreneurs

As curricular and co-curricular programs develop, Summit continues to create and maintain connections with parents, past parents, alums, and the community. If you have a suggestion for Idea Shop or if you are an entrepreneur and are willing to share your experience with Summit, please contact:

Jeff Turner, Director of Co-Curricular Programs,
jturner@summitmail.org

Chris Culp, Director of Technology,
cculp@summitmail.org

FACILITIES VETERAN JOINS SUMMIT STAFF AND BRINGS MORE THAN 20 YEARS' EXPERIENCE TO CAMPUS



Joining the team at Summit this year feels like a homecoming of sorts for Director of Facilities Chris Dalton. Not only is Summit centrally located near most of his family, but the campus reminds him of some of the colleges and universities where he used to work.

Queens University of Charlotte. South Carolina State and Claflin Universities in Orangeburg. UNC-Pembroke. He's helped beautify and maintain each of those campuses.

Dalton most recently lived in Clearwater Beach, Florida, where he served as director of engineering and operations at the Clearwater Marine Aquarium for the last three years.

Summit isn't the first independent school to benefit from Dalton's skills. Prior to his work in Florida, he was with Frederica Academy in St. Simons Island, Georgia—an independent pre-K through grade 12 school. He also served the Clover (South Carolina) School District as director of facilities. He oversaw more than 100 staff in that role.

At Summit, landscaping, maintenance, janitorial services, transportation, and security fall under his purview. Dalton—

who reports to Director of Finance and Operations Carter Sturkie—and his staff of three take care of all 28 acres of Summit's campus.

Dalton earned his associate's degree in applied science, landscape gardening from Sandhills Community College in Pinehurst, North Carolina. He later completed an internship as an arborist at the largest ornamental horticulture garden in the world—Longwood Gardens in Kennett Square, Pennsylvania.

He has big dreams for Summit's campus but isn't ready to share his vision just yet. All he'll say is that he wants to help make Summit a "world-class campus." He's already at work on making it happen and has developed short-, mid-, and long-term goals for the care of the campus and facilities.

Dalton has "watched and listened but has not sat on the sideline," said Head of School Michael Ebeling. "He has a real sense of what is possible and an eye for detail."

In 1976 our Director of Facilities, duWayne Amen, joined the staff of Summit School as an open-minded young man with a passion for all things mechanical. Over the ensuing 44 years, duWayne has wrapped his arms around every inch and aspect of Summit's physical plant, engaging in everything from driving and servicing our school buses to guiding the community construction of Summit's Lower School playground; and from overseeing the building of the parking lots, 2nd & 3rd Grade Building, Athletic Center, Arts & Technology Center, and Dining Hall to leading the recasting of Summit's facilities in response to COVID-19. His legacy can be witnessed simply by walking the campus.

duWayne reflected on his four decades at Summit, displaying in his self-effacing style both love and gratitude for the Summit community:

- In 1976 I strolled onto campus and met with Jack Tally (then the Director of Facilities) hoping to get a job as a bus driver. I had already pulled out my driver's license and school bus license when Jack handed me a key and a list of students already on the bus and said, 'Take them home. They're waiting....'
- One of my favorite memories was when the school decided to do a community build (Lower School) playground. The main structure and the surrounding components were all built as a team effort. What had to happen was coalescing all the building materials, all the tools, and working with parent volunteers, alums, as well as students and teachers to build that in seven days. It was a daunting task—and we pulled it off together.
- Working on the campus since April (2020) to make it ready for the start of school was a big—but in a way exciting—challenge. I wouldn't want

DUWAYNE AMEN



photo by Martin Tucker

this sort of challenge often. I don't think anyone would. It's a serious life-disrupting affair. But still, it required learning, attending webinars, reading and digesting all kinds of information, filtering out the noise, and using my years of experience. August came and we had a good solid plan, and it has all unfolded very well.

duWayne Amen is one of those rare individuals whose exceptional gifts of a tireless work ethic, deep commitment, appetite to learn, extraordinary versatility, keen mind, and goodwill are distributed equally within his being. In answer to the question "How would you like to be remembered?" duWayne offered this reflection: "That I was professional-minded, to the point of being a perfectionist. But I enjoyed a good laugh. I wanted always to make things better than I found them. And that I really care about people, especially children."

COLLEEN BRYANT-SILLS



“During my 31 years at Summit School, I have had many roles: Afterschool, Kindergarten, yoga, and woodworking teacher. For the past several years I have worked as a physical education teacher and coach—I have enjoyed all of these many opportunities. I feel that colleagues and administrators have given me encouragement to follow my unconventional path. I have loved watching students find their own path through the years. Recently I have had the great joy of teaching with some former students, it was wonderful to see the adults they became.

As a teacher, it is my privilege to help students learn to use that mind-body connection that hopefully, they can use every day. Play is the work of childhood. What better place to do that work but in physical education. If play is intentionally designed, students will develop skills that hopefully will stay with them a lifetime. Play in itself is joy, and we all need a little joy every day. Luckily our students come to physical education daily.

Time is finite for us all, it's what we do with it—I plan to try to make the most of mine. My husband Brooks and I have penciled in some hiking trips. Our son Baird is getting married so our family is growing. The future looks bright.”



JANE JESTER

“Forty-two years after joining the Summit faculty, I cannot imagine a more enriching or rewarding environment in which to work. One of the highlights was helping to

design and plan a new library. How excited and proud we were in 1998 when the building was completed!

I am grateful that Summit is the place that offered me the opportunity to be the kind of librarian I aspired to be—a librarian whose core mission is to

bring together children and books. It doesn't get any better than that. Above all, my life has been enriched by the relationships with the people of Summit School—students and parents, teachers with whom I've worked closely, and colleagues from all areas of the school. Thank you for making Summit a happy place to be. It has been a privilege.

Knowing that I will always be a part of the story of Summit is a comforting thought as I adjust to and look forward to the future. It will be a joy to spend more leisurely time with family and friends, to dance in morning fitness classes, to actually have time to read the books for my book club, to return to yoga classes, to sleep later, and maybe to get a dog or cat, or both. Best wishes to all with love.”

SUSAN SCHAMBACH



“I can't begin to describe the joy that I felt upon returning to the Summit campus in 2012, after a 30-year gap. Back to old friends and so many new ones, back to my roots, where I began as a newlywed Biology teacher in 1977. I am so thankful to have had the opportunity to work with so many dedicated colleagues across our beautiful campus.

Over time, I have been able to mold the Triad Division Lower School Science curriculum. I added a brain piece to the 3rd grade Human Body Unit. This includes a discussion of the reading brain and the dyslexic brain. Adding ocean currents to the 2nd grade Oceans Unit resulted in the Message in a Bottle Project. It succeeded beyond my wildest dreams.

Summit School is an incubator in which all students can discover their strengths. It has given me great joy to watch my dyslexic students fledge the nest of the Triad Academy Division Lower School and go on to the Upper School to become athletes, actors, broadcasters, and so much more.

I have had a dream job at a dream school and it is very hard to give up, however, my husband, Gary, has recently retired. My three sons and their wives and my preschool grandchildren need my focus and attention.”



CAROLYN SIMMONS

“What an honor it has been to be a part of the Summit community for 18 years.

First, as a parent then joining the faculty a few years later, I was mindful of trying to live up to the inspired teachers my own children experienced at Summit School.

Teaching is also intensely rewarding, like when you observe a child learning to read or becoming a more independent learner. Oh, and those rewards of the heart! They are priceless—a laugh, a hand held, a smile, a hug, a shout out from the car window. I will take with me the connections to dear children and families and treasured friendships with colleagues who have supported, encouraged, and enlightened me. Growth defines my Summit journey.

What’s next? Retirement will give me the opportunity to spend more time with my new grandson, Shepherd, my family, and friends. I also imagine spending more time reading, walking, volunteering, and cultivating more creativity in my life.”

JAN STANDERFER

“Being part of the Summit community has been a privilege and a joy. I am blessed to have worked and learned with the best. I will be forever grateful to each student, parent, and colleague who has been part of this incredible experience, all touching my life in such meaningful ways.

There have been many big moments during my years at Summit, but the small ones have become some of my most treasured memories. I’ll never forget being awed by the night sky with a group of spend-the-night friends, watching the thrill and challenge of a chess club match, catching the magic of a day at summer camp, laughing with colleagues until we cried, and more recently, the honor of working with the children of former



students. The most rewarding experiences have been all the “Aha!” learning moments with students. I value and cherish my Summit memories.

When the world reopens its doors, I look forward to traveling, visiting family, being with my grandchildren Caroline and Harry, supporting Les as he continues to run marathons, and staying connected with my Summit friends. What fun awaits!”



Advancement & Enrollment

CINDY KLUTTZ

Summit School opened the 2021-22 school year on August 24 with 562 total students: 280 in the Lower School, 196 in the Upper School, and 86 in the Triad Academy Division. Two-hundred and seventy-three students are male and 289 are female. Children of alums comprise 20% of the student body, specifically 118 students. In addition, 19% of the student population identifies as a student of color.

In terms of this year's new student make-up, Summit welcomed 98 new students on opening day: 72 in Lower School, 8 in Upper School, and 18 in the Triad Academy Division. The number is down slightly from last year's new student count of 113. Of these new students, 51 are boys and 47 are girls. Fourteen new students are children of Summit alums, and 26% of the new students are students of color. Since opening day, Summit has enrolled 11 additional new students, bringing the current enrollment total to 573 students.

Early Childhood (comprising Eaglets, Junior Kindergarten, and Kindergarten) continues to be the primary entry point for new families to the school. This year, over half of the new students who joined the Summit community enrolled in Early Childhood.

Summit awarded 120 Financial Aid awards to assist 21.4% of the student body. The total aid given for the 2021-22 school year was nearly \$1.5 million. Summit's Board of Trustees and Administration worked in conjunction to create an Emergency Relief Fund (ERF) for families adversely affected financially by the COVID-19 pandemic. This year, over \$84,000 was distributed from ERF to help Summit families in need of tuition assistance.

Summit's Admissions Office is thrilled to re-open its doors to in-person tours and visits. Safety and health protocols remain in place to keep students, faculty, and visitors safe while on campus, as we continue to navigate our way through the pandemic.

Development

JEANNE SAYERS

Thanks to the continued generosity and philanthropy of the Summit community, we raised \$1,413,544 in the 2020-21 fiscal year in support of our mission, programs, faculty, and student experience.

A highlight of the year was our record-breaking virtual gala in March 2021. Thanks to our parent volunteers, generous corporate sponsors and donors, and the hundreds of community members who joined the celebration, we fulfilled the theme of Dream Big and raised more than \$335,000 for Summit.

We also honored the memory of George W. Chandler, Jr. '63, who bequeathed his estate to support Summit

through a designated fund at The Winston-Salem Foundation. His gift is the largest in school history, and will provide Summit with resources in perpetuity. As a student, George set an example of kindness, resilience, and persistence. His legacy will serve as a reminder for generations that Summit fulfills Louise Futrell's vision of creating "a dream school where everybody could be a somebody."

Please visit www.summitschool.com/support for our online annual impact report and to read more about George Chandler '63.

Summit athletics returned to competing on the fields and courts. Coaches and players leaned into our mission of “transformational athletics” and committed to core values that extend beyond X’s and O’s in order to build character for life. While football focused on TLC (Trust, Love, Commitment), varsity tennis focused on ACE (Attitude, Choice, Effort), and Field Hockey focused on TRUE (Trust, Respect, Understanding, Enthusiasm). All of our athletes competed, learned, and grew throughout the fall season thanks to their determined, positive efforts.

We focused on skill development, fundamentals, inclusivity, and trying to provide a positive, fun experience for all athletes. Our students experienced tremendous growth on and off the fields and courts. They also

experienced excitement, pride, and happiness. As I walked around and watched the teams, I witnessed teamwork, cooperation, leadership, and communication in action. It was wonderful to see the smiles on their faces during practices and games.

This fall, many of our teams participated in an athletic conference, the CCC, Central Carolina Conference which includes peer schools Canterbury, Wesleyan, North Carolina Leadership Academy, North Davie, South Davie, and Ellis. Congratulations to our girls tennis team for winning the conference championships; the boys soccer and girls volleyball teams advanced to the semi-finals of the conference championships.

Human Resources

This year we welcomed 18 new exceptional faculty to Summit’s campus. The total number of faculty and staff for the 2021-22 school year is 165 people: 54 in Early Childhood and Lower School, 32 in the Triad Academy Division, 34 in Upper School, and 45 staff members, including the Afterschool Program. We are grateful for all our faculty and staff who bring a high level of passion to the work they do to Inspire Learning and enrich the student experience. 58% of faculty hold advanced degrees. Our faculty gender breakdown is 78% female, 22% male and 13% of Summit teachers are faculty of color.

While we began the school year dealing with similar challenges to last year due to the pandemic, we continue to see our teachers meet this challenge in the way they work individually with each student and in the excellence

they bring to the classroom environment, in instruction, and in professional responsibilities. Our teachers are versatile professionals who continue to work to demonstrate an attitude of service and flexibility in spite of the challenges posed by the ongoing pandemic.

Summit continues to place an emphasis on encouraging faculty to become leaders in their field by offering professional development opportunities through the Ebeling Center for Excellence and Innovation in Teaching and Learning (CEI). Teachers are given flexibility and freedom in choosing their own professional development path so they can pursue their passions and touch students’ lives in inspiring ways. We model lifelong learning to our students by supporting teachers in their personal and professional growth.

The Center for Excellence and Innovation's (CEI) mission is to support teachers' professional growth in ways that have a direct impact on student learning. The pervasive and robust role of the CEI is reflected in the Lower School, Triad, and Upper School sections of this *State of the School Report*. The following highlights reflect the thriving nature of the professional development, growth, learning, and ever-evolving expertise of our Summit teachers:

- Our CEI Faculty Chairs designed, developed, and led the onboarding and orientation process for all new faculty, including an introduction to: Progressive Education at Summit as well as the school-wide initiatives of Harvard's Project Zero and Responsive Classroom.
- As part of our adoption of a new math curriculum in Lower School, teachers undertook training in June and August which will continue throughout the year. Teachers are integrating the curriculum into the overall program, with a focus on more intentionally aligning the Kindergarten and First Grade curricula.
- As one of 18 schools in the country and one of two in North Carolina accredited by the Orton-Gillingham Academy as a training center and school, the Triad Academy Division is asked to train others in the Orton-Gillingham Approach. Currently we are training and mentoring thirteen individuals who are working toward Associate Level Accreditation, including members of our faculty, those in the Winston-Salem community, and faculty of the North Cross School in Roanoke, VA.
- In keeping with Summit's Dream School Initiative (an ongoing expression of our Strategic Plan initiative to pursue inclusion as an essential facet of the community), our entire faculty and staff engaged in workshops led by Dr. Crystal Cooper, a nationally recognized expert in combining Responsive Classroom and culturally responsive teaching approaches. Dr. Cooper's presentations over the course of the day explored ways we can simultaneously deepen students' learning and further develop a sense of belonging in our school community by understanding our students individually, culturally, and developmentally.
- As a part of the Middle School Responsive Classroom training, our teachers are continuing to develop strategies for interactive learning and modeling, active teaching that involves student collaboration and student self reflection, and small group learning structures. Incorporation of 'brain breaks' allow students a chance to move and interact with one another, increasing focus, motivation, learning, and memory. Consistent and intentional use of positive and clear teacher language enables students to actively engage in their learning and develop skills to be successful in and out of the classroom.



Summit finished the 2020-21 school year in strong financial condition. The performance of Summit's endowment was the largest single contributor towards a successful finish to the year. In spite of expenses incurred to operate the campus safely during a global pandemic, the school also realized favorable operating results. We incurred over \$156,000 in additional expenses for: cleaning & disinfecting supplies, maintenance of outdoor learning spaces, Personal Protective Equipment (PPE), and other related costs. Some of the additional expense was partially offset by savings due to temporary suspension of certain programmatic features: field trips, athletic events, and bus service. We plan to reinstate many of these curricular items in 2021-22, and will likely move back towards a more normalized budget as the year progresses.

2020-21 Financial Highlights

- 65% of 2020-21 spending (over \$10 million) supported salaries and benefits.
- The endowment experienced favorable market returns, increasing in value by more than \$4.3 million; it is now valued at over \$19 million and contributes over \$750,000 annually towards Summit's operating budget.
- Bond debt stood at \$10.3 million with ongoing annual debt service of approximately \$1 million.

Technology

CHRIS CULP '82

The Summit technology team has continued to focus on systems we installed during the pandemic that provide a robust learning environment and allow education to take place anywhere. The implementations of software systems added to the curriculum in the previous year continued and were expanded. Expansions and additions for the 2021-2022 school year include:

- Expansion of our 1-to-1 laptop program in grades 1-9 with a reserve bank of laptops
- Additional outdoor Wi-Fi mesh access points to enhance outdoor learning
- Outfitted 10 renewed teaching spaces with AV and new technology
- Increased campus security surveillance system by adding 4k cameras on all campus entry points
- Expanded use of Google Classroom in Upper School
- Refined our use of SeeSaw in Lower School
- Expanded emergency notification system and set up a monthly test plan
- Replaced our phone system with 160 IP phones installed in all teaching spaces and offices and implemented softphone support for all faculty and staff

- Replaced classroom instructional computers in Lower School
- Transitioned to new report card documents in Veracross
- Standardized test tracking in Veracross
- Replaced desktop computers in our Photography Studio with iMac M1s
- Replaced desktop computers in our Digital Music Studio with iMac M1s
- Explored the use of digital tablets with Early Childhood students
- Expanded use of RDM and Enterprise Management software to support desktop and mobile devices
- Increased system access to data for faculty and staff to manage our programs and support our students

In the ever-changing world of technology, Summit works to provide the best for our students. Our main areas of focus are network infrastructure, student safety, data access, and availability of technical resources. We believe that learning and exploration should happen everywhere and anywhere.

Lower School

TOM GETHING

The 2020-21 academic year was unique. We began the year hoping for the best and planning for all eventualities. We were all uncertain about the scope of the impact of the pandemic on the work of educating children. Reflecting back now it's clear that we were more nimble than we could ever have foreseen. We were able to offer hybrid instruction when it was necessary and continue to educate even though things were certainly different. All of this was due to the inexhaustible commitment of the Lower School team and our community. It really was a team effort.

While dealing with those day-to-day challenges, we continued to also look further ahead, as we look to improve the educational experience for our students. Mid year, and after much consideration, we decided to adopt a new math curriculum, Reveal Math. We committed to training in both June and August, and throughout this first year we will continue to integrate

the curriculum into our overall program. One of the most exciting features is that Reveal Math allows us to explicitly align what we learn in Kindergarten with First Grade (see page 8 for full story).

Our other long term initiative, which is a whole school focus, was introducing the concept of culturally responsive teaching and the work of Dr. Zaretta Hammond into our practice. Teachers in all areas completed a book study and this year we are working at strengthening one of the core practices at Summit, getting to know each of our students as unique people and learners. This work fits beautifully with Summit's commitment to Responsive Classroom. And we are continuing to look at how to develop the Social Studies curriculum. This really is a long term project—social studies covers so much ground and so to be meaningful our commitment to the work may well extend into the next year.

Communications and Parent Engagement

SARAH MCAULEY

While examining our communication methods, the need for a comprehensive plan became evident. The mission of the master communications strategy is to provide more potent, less frequent, and easily referenced material. As processes and procedures altered greatly during the past 20 months, the frequency of communication with families, staff, and faculty increased dramatically. We are gathering feedback from all stakeholders, increasing the frequency of surveys, and will be strategic with the data collected. Two aspects we have already adopted: expanding the use of video messaging and increasing the use of bold graphic designs—both of which allow for quick comprehension and ease of referencing information.

Increased parent engagement, a highlight of the 2021-22 year, includes the reinvigoration of the structure of the Parents' Association and adding volunteer opportunities. As on-campus parent presence carefully increases this year, we are

thrilled to offer opportunities for connection. At the start of the year, we hosted our Back to School Coffee on the Dining Hall patio and had record attendance. The individual student yearbook photo project was supported by over 20 volunteers and Bookmarks partnered with Summit for a successful book fair where 15 volunteers donated their time. Both events raised a substantial amount of money that will be used toward an end-of-the-year gift to the school.

Looking forward, we are planning a robust Parent Learning series. Last year's virtual events were well attended so we will consider that fact as we move forward. As the year progresses, we will offer a combination of virtual and on-campus learning opportunities. This will allow us to provide a variety of options in an attempt to connect with as many parents as possible. Our guidance department is pairing with strong volunteer leadership to create meaningful programming—so stay tuned.

This year we have 86 students in the Triad Academy division. We welcomed 18 new students and seven new faculty. We offered O-G to Grow again during the summer to give new and returning students an introduction to or review of Orton-Gillingham.

Multisensory instruction permeates the Triad curriculum. In addition to using this approach in language arts and language tutorial, our faculty also implements these techniques in math. Two of our math faculty are participating in an intensive multisensory math practicum with the goal of having Triad become an accredited training center for the Multisensory Math approach as it already is for Orton-Gillingham.

Additionally, our curriculum includes teaching executive function and organization skills to help our students become independent learners. In grades one through five, students practice these skills through repetition and routines. Teachers guide them through this process with shelf work, organizing their cubbies, and making them

accountable for specific classroom responsibilities. By sixth grade, the approach is more individualized, focusing on memory, attention, planning, and goal setting.

As one of 18 schools in the country and one of two in North Carolina accredited by the Orton-Gillingham Academy as a training center and school, we are asked to train others in the Orton-Gillingham Approach. Currently we are training and mentoring thirteen individuals who are working toward Associate Level Accreditation, including members of our faculty, those in the Winston-Salem community and faculty of the North Cross School in Roanoke, VA. Parents who want to learn more about Orton-Gillingham may participate in our Subscriber Course through the Orton-Gillingham Academy. This course provides parents and community members with an opportunity to better understand the neurocognitive basis of reading acquisition and reading difficulties, and the research which supports the efficacy of the Orton-Gillingham approach to literacy remediation.

Student Support

BEKAH SIDDEN

The 2021-2022 school year is the inaugural year for our Student Support Team. Having faculty on campus serve in student service roles is not new to Summit. However, we identified a need to bring the faculty members who provide student support services together as a team. Through a coherent team approach, we aim to review student needs and identify the most effective response while empowering and equipping teachers to meet needs in the classroom. We review services, structures, and processes to ensure continuity of experience for students and families.

Working as a team allows us to leverage the expertise of faculty members across divisions and support the classroom teachers as they work with students. This re-structuring of student support includes our full-time

counselors, full-time school nurses, and full-time and part-time learning specialists. Creating this team involved current faculty moving into new roles and reimagining existing roles to maximize the student experience. One example of our work is the creation of a Language Lab class for 4th-8th grades to support students who need a differentiated approach to Reading and Writing instruction. Another example is re-framing the full-time learning specialist role in Lower School to focus on supporting differentiation in the classroom by working alongside teachers in the classroom; offering enrichment opportunities for students, supporting teachers in curriculum implementation, and through instructional coaching.

In Upper School, our faculty is using the responsive classroom approach, which integrates academic and social emotional skills to create an environment where students can learn best. Many of our teachers have been trained in the lower school approach but recently, the Center for Responsive Schools has developed a middle school training program specifically designed for middle school teachers. We are fortunate to have a Responsive Classroom trainer on campus to work with our 44 faculty to address the developmental needs of middle school students this school year.

The Middle School approach applies characteristics of responsive classroom such as developmental responsiveness, positive community, and engaging academics to the unique needs of adolescents while promoting strong academic and social emotional skills. By developing predictable routines organized around applicable themes, students develop a community within their advisory group. Some of these themes include: using language to reinforce student relationships, investing in community expectations, and setting clear boundaries and expectations with logical consequences. Responsive classroom offers a solid framework for building meaningful connections and developing

trusting and respectful relationships that create a safe environment in which teachers see the best in every child.

As a part of the Middle School Responsive Classroom training, our teachers are continuing to develop strategies for interactive learning and modeling, active teaching that involves student collaboration and student self reflection, and small group learning structures. Incorporation of 'brain breaks' allow students a chance to move and interact with one another, increasing focus, motivation, learning, and memory. Consistent and intentional use of positive and clear teacher language enables students to actively engage in their learning and develop skills to be successful in and out of the classroom. Responsive classroom strategies blend cohesively with current and past initiatives such as Pedagogy of Play, Cultures of Thinking, Culturally Responsive Teaching, and best practices in teaching and learning.

Other areas of focus include: developing student voice through direct feedback to teachers and continuing peer observations across content areas, grade levels, and disciplines.



Innovation and Entrepreneurship

In recent years, our co-curricular programs have been the vehicle to engage our students in a variety of innovative and entrepreneurial activities. As the Innovation Quarter (IQ) in downtown Winston-Salem developed, so did our involvement. Our students visited the people and places of the IQ through classes and camps. We identified current and former students starting their own businesses. We connected these students with resources at Summit, to our network of alums and parents, and in the growing entrepreneurial ecosystem of Winston-Salem. We began to ask ourselves if Summit was a significant contributor to this ecosystem. These questions led to a realization that over the years Summit has always been a launching pad for entrepreneurs and a home for innovators. To formalize this reality, we chose the name Idea Shop. Summit School's Idea Shop provides opportunities for Summit students, teachers, parents, and alums to explore and implement innovative ideas to find their place in the world, contribute to their community, express their voice, and make an impact in tangible ways (see page 14 for full story).

Afterschool

The Summit Afterschool Program provides a safe and caring environment that flows from the academic day with a dedicated staff that inspires and engages the whole child, meets the needs of parents, and reflects the values of Summit.

Wendy Rice, Director of Summit Afterschool, continues to adapt the program to fit the needs of students and the spaces available as the school made changes to spaces over the summer. Ms. Rice's office moved to the small space near the Main Office that had served

as the School Store. Upon dismissal, Afterschool groups now meet in indoor classroom spaces and Afterschool teachers also make great use of outdoor spaces throughout the afternoon. Four new staff joined the returning team of eight, including Olivia Gervasi, Sydney Gortman, Ashley Hanes Strain '87, and Tim Perry.

Afternoon Academy

It has been so good to reopen our after school enrichment program. Currently, enrollment is limited to Summit students. There are 21 classes with 153 registrations. Topics include art, drama, cooking, metal detecting, archery, chorus, animals, farm life, entrepreneurship, and soccer. Spring classes will begin in March.

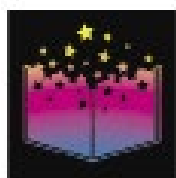
Summit Summer

The 33rd year of Summit Summer was a great success as we saw a return to a higher number of camps, registrations, and registrants. Our camps were more popular than ever. By mid-March, there were over 350 names on a waitlist. Sixteen new camps were added to the program.

	2021	2020	2019
Number of camps	75	39	87
Number of weeks	6	5	6
Number of registrations	931	284	1365
Number of registrants	537	199	659
Percentage Summit	46	48	42
Percentage non-Summit	54	52	58
Number of schools	83	37	94
Number of zip codes	48	19	45



• • • Six Promises of Summit • • •



Scholarship
at No Cost



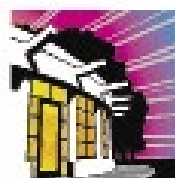
A Fertile Learning
Environment



A Strong
Confidence



Intellectual
Independence



Seeds of the Arts
Foundation



Educators
Who Engage the World