

A Day in the Life

TEACHER:



When our students arrive on campus for the day, they are greeted with a warm welcome from our staff. The student and staff member walk together to the student's classroom where the student puts away their belongings, completes personal hygiene routines, and gets comfortable in their seat to begin academic lessons. **Each arrival routine reflects the student's individual needs in consideration for therapeutic support, sensory input, and communication.**

STUDENT:

When I walk into school every morning, I love seeing my favorite paraprofessional, Miss Jessie. She is always right there at the door to say, "Good Morning." On the way to class, Miss Jessie asks me about my morning. We love talking about basketball and racing cars. After we get to class, we put away our things and we all wash our hands, brush our teeth, and comb our hair. Then, we get in our seats. **My physical therapist, Miss Lexie, helped me get a special chair that helps me sit comfortably and safely at school. Now I can learn better at school and focus on my lessons.**



TEACHER:



Breakfast and lunch options are available to all students; mealtime takes place in the classroom to work on family mealtime skills. ACCEL's nursing, therapy, and nutrition staff coordinate together to accommodate the specific dietary needs of each student, including allergies and food sensitivities, consistency of food and liquid, and use of adaptive utensils and/or cups.

STUDENT:

My favorite part of the day is eating with my friends. We have breakfast and lunch in our classroom every day. Each one of our meals is prepared just for us, and some of my friends help to bring them to our room. My occupational therapist, Mr. Matt, helped me get my special fork and spoon. **I can do so many things now all by myself. My mom is so proud of me.**






A Day in the Life

Continued


TEACHER:



The daily routine in the classroom is structured to support the pace and needs of each student while also allowing for group interactions and activities. **Students receive a blend of specialized instruction** in academics, independent living skills appropriate to their chronological and developmental age, development in vocational experiences and social interactions. The individualized needs for therapeutic support, organization of sensory input, and an effective communication system are crafted within the delivery of each activity or routine to **ensure meaningful access and engagement.**

Expectations are established with the use of concrete visual strategies such as “First, Then” boards and visual work systems that illustrate the structure of the activity or task. **ACCEL staff build customized rewards** at intervals that are the most meaningful for your child.

STUDENT:



Every day my teacher, Miss Abby, likes to start the day with our morning meeting and my favorite time is when we have a morning dance. **Everyone in my class likes to dance and it makes me so happy!** Miss Abby makes a plan for me, so I always know what to do first, and then what to do next. It feels so good to not be lost during class time.


We learn how to make sandwiches in our cooking class and we even made a paper mâché earth for our solar system lesson. When I am afraid to try something new, I remember that there is always someone nearby to help. We were working on a big project about the weather and I wasn't sure if I could do it. **Miss Abby was there to help and I did it!** When we were done, I got a gold star. Now I have earned 5 gold stars and I get to pick a special item from Miss Abby's prize bag. When we start something new we all participate in the way we learn best to make sure everyone can understand. At my school, all the kids are different, and the **teachers and staff make sure all the students are included and everyone feels like they can do anything.**

TEACHER:



At the end of each school day, **the teacher provides a written note that is sent home sharing the events and highlights of the day.** The teacher may also choose to post a photo or video from the day on a secure subscription-based app so you can share in your child's daily experience.

STUDENT:



When it's time to go home, my teacher writes a special note to tell my family all about my day. My mom always reads it right away when I get off the bus. **Today my teacher posted pictures of us practicing making our beds. I could tell my parents were impressed.** I am getting pretty good. I cannot wait to come back tomorrow; we are making marshmallow shooters!



"We are able to communicate with our child in a way we couldn't before -- now we can do new things"

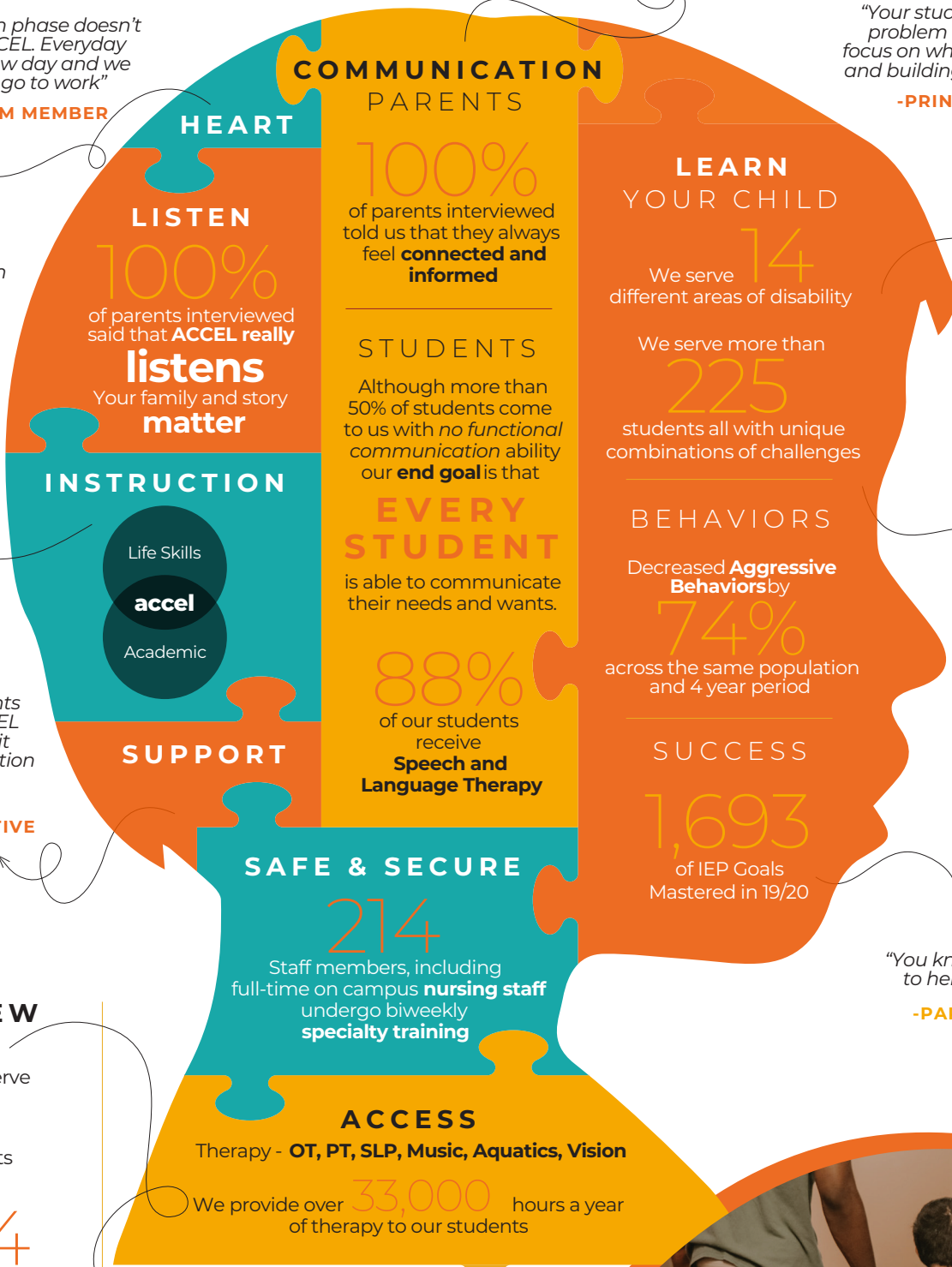
-PARENT OF CHILD WHO IS NONVERBAL

"The honeymoon phase doesn't go away at ACCEL. Everyday we restart a new day and we are happy to go to work"

-ACCEL TEAM MEMBER

"Your student isn't a problem to us. We focus on where they are and building their skills"

-PRINCIPAL



"It took a team to get him where he is"

-PARENT

"When parents come to ACCEL they have hit Special Education Lottery"

-DISTRICT REPRESENTATIVE

"Every day we were getting a note home about our son's behavior. We didn't know what to do, until we found ACCEL"

-PARENT

"You know how to help her"

-PARENT

OVERVIEW

We currently serve 34 school districts (10/2/2020)

1,664 Students Served since '04-'05 school year

Since 2012 - Well Over 200 students have graduated from ACCEL

"Someone asked me the other day how my daughter is doing at her new school, ACCEL and I said, 'Where do I start?'"

-PARENT

"...he comes home happy"

-PARENT

Come Take a Tour

If you can see your child here...
Come take a tour and see how they will thrive at ACCEL

CLICK HERE TO SCHEDULE →

