

Accommodations Found Here @ Glenforest School



1. This is not a comprehensive list but it starts with a small class size
2. Staff to student ratio of 1:3 (includes all our staff members on campus, because everyone is mission-centered)
3. Small size / less noise and movement in the hallways (vs. a large school of 4,000 which cannot do this no matter how many accommodations are provided)
4. Therapy dogs/animals for kids to connect and decompress with
5. Passes for students to leave class when they need to refocus. Students are allowed when over stimulated or frustrated to go to the "blue chair" or pet a therapy dog. (Commonly known as red card technique)
6. Relationships, relationships, relationships. "No significant learning can occur without a significant relationship" - James Comer. (Best practices concerning Education from On Common Ground)
7. Visual Schedules
8. Use of binders with a visual schedule / calendar instruction provided during Glenforest "Renaissance" with required teacher signatures
9. Helping kids organize with executive function skills or journal recording with direct instructional techniques on note taking
10. "Catch – Up" club on a daily basis for struggling learners
11. Thursday meetings with the student body as a whole. This allows for social interactions, decision making, planning, and ownership of the school setting
12. Friday fun clubs employing a school-wide token program/ system of rewards using social skills as well as relationship
13. Sports - the only qualifier to be on the team at GF, unlike public school, is the desire to participate and the willingness to work (No Tryouts Required)
14. Zero tolerance for bullying
15. Direct instruction of social skills (social skills addressed in every class)
16. No block scheduling - kids rotate every 47 minutes and are given multiple breaks each day
17. Built in break mid morning even for upper grades. 20 minute breaks allow students to have a snack and some down time (both critical when on medications or on the spectrum)
18. Gym open for release as needed with supervision (AM, Lunch, Recess) which allow for gross motor work
19. Reduced homework load
20. Testing (word banks, multiple choice, oral, repeats available depending on student need)
21. Community service projects, hands on learning / various modalities of instruction based on individual learning styles
22. Diploma's for kids who are LD - many districts do not offer this, you should inquire
23. Routine parent conferences which can include social skills check sheet
24. Parents are working with the *SC special ed. teacher* concerning State IEP's, 504's, etc
25. This is not comprehensive so please ask about your special needs so we can discuss



"Our mission is to provide an outstanding education to those who have not thrived in a traditional learning environment. By meeting the academic and social needs of students with learning differences; empowering them to realize self-worth and achieve their full potential." - SACS Accreditation December 2005