



Student Services: Natick Public Schools

Natick High School Continuum of Special Education Services

Natick High School

Natick High School offers a broad continuum of services for students with educational and other needs resulting from specific learning disabilities, communication disabilities, autism spectrum disorders, health disabilities/ADHD, social/emotional disabilities and physical disabilities. NHS strives to educate students in the least restrictive environment and integrates transition planning into service delivery for all students beginning at age 14. The continuum of services at NHS is always evolving to meet the needs of the student population and currently includes the following supports and programs:

Consultative services for academics and other areas of need (communication, social/emotional, etc.)

Direct services in the general education setting:

Co-taught Courses: Co-taught English, Science, Math, and History courses are taught by both a general educator, in the specific content area, and a special education teacher. These professionals team together to provide an integrated instructional approach that focuses on content instruction as well as the development of skill based strategies in the areas of reading comprehension, writing, test preparation and executive functioning (organization, time management, setting priorities, etc.). In

addition, teachers share responsibilities such as grading, preparation, parent communication and creating assessments. Appropriate accommodations and modifications are made for special education students based on their Individual Education Plans (IEPs). Co-teachers would have a common planning period to prepare lessons and assess student work.

Supported Courses: Taught by General Educator with support from Paraprofessional

- Paraprofessional supports general educator in the implementation of curriculum
- Supports students with organization, task completion, note-taking, etc.
- Consult with Special Education Liaison/Gen. Ed. Teacher/Para

Direct services in settings outside of general education setting

Essential Skills Courses:

- Small group instruction taught solely by a Special Education Teacher
- Designed for students with significant disabilities who cannot access general education classes such as co-taught or supported classes
- Classes consist of 3-6 students on average
- Significantly modified material

Skills Development:

- Provides students with specialized instruction in the area of organization, planning and time management as well as specific instruction in content areas.
- Utilizes student content work as vehicle to teach executive function skills

Related services and other supports
<ul style="list-style-type: none">• Speech and language therapy• Counseling• Transition support and planning• Job coaching• BCBA services/consult
Compass Program
<ul style="list-style-type: none">• Specialized, therapeutic program for students with social/emotional/behavioral disabilities who require ongoing therapeutic support to access the general education curriculum.• Offers full to partial inclusion program with varying levels of support• Therapeutic approach to educational experiences• Academic content taught in and out of general education setting• Daily modification for location of services based on student social-emotional need• Therapeutic interventions embedded across activities and settings• Access to NovaNet for credit recovery from previous semesters• Access to online classes and “virtual high school”
ACCESS Program
<ul style="list-style-type: none">• Specialized program for students with intellectual impairment, autism spectrum disorders or multiple disabilities• Offers partial inclusion to substantially separate programming with high student/staff ratio

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- Counseling
- Transition support and planning
- Job coaching
- BCBA services/consult

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- Academic content taught in and out of general education setting
- Daily modification for location of services based on student social-emotional need
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ACCESS Program

- Specialized program for students with intellectual impairment, autism spectrum disorders or multiple disabilities
- Offers partial inclusion to substantially separate programming with high student/staff ratio

- Use of curriculum “entry points” and elimination of some curriculum standards to access the general education curriculum in core content areas
- Emphasis on functional academic, community living and career readiness skills
- Students participate in electives such as art and PE in the general education setting
- Students take alternate state assessment (MCAS-Alt) and receive certificate of achievement upon completion of grade 12

Alternative High School Program/North Star Program

- Specialized, substantially separate therapeutic program for students with social/emotional/behavioral disabilities or for students with learning disabilities or who have difficulty with school attendance who are seeking a non-traditional and more flexible high school experience ·
- Small group, self-contained classes in school located with Natick High School with modified arrival and dismissal time
- School experiences integrate use of Level-Based behavioral system
- Emphasis placed on group work and projects designed to build positive school experiences and increase participation
- Modified school day schedule with most homework completed within school day program
- Access to NovaNet for credit recovery from previous semesters
- Access to online classes and “virtual high school”

ACHIEVE Program

- Highly individualized Public Separate Day program for 18-22 year old students who are entitled to services beyond grade 12

- Emphasis is on functional academics, career readiness skills, independent living skills, social skills, travel training and community integration
- Program is housed outside of Natick High School in an environment that allows for authentic learning
- Students attend program on-site and also go to jobs, volunteer opportunities and internships in the Natick community

* Please note, this is not an exhaustive list of services provided within the Natick Public Schools. It is Natick practice that services are determined by the IEP Team based on individual student need and present levels of educational performance, including, how the child's disability affects the child's involvement and progress in the general curriculum. Team recommendations include the involvement and input of parents and student, together with regular and special education personnel, in making individual decisions to support each student.