

Program Highlights

- Therapeutic milieu providing consistent routines and clinical supports
- Innovative individualized and small group instruction
- Support through a low student-to-teacher ratio
- High academic standards
- Positive behavior intervention plans
- Individual and group counseling
- Extended School Year Program option
- Ongoing communication with a student's support network
- Transitional support back to sending school
- Program largely mirrors a typical high school environment in order to facilitate inclusion opportunities when appropriate



Admission Criteria

- Student must be in grades 9 through 12 and be referred by their sending district
- Student must have at least average ability as demonstrated on standardized tests or informal assessments
- Student must have an academic record of repeated difficulties in apparent contradiction to measured or observed abilities
- Student must have a history of issues with attendance, behavior and/or inadequate coping skills
- Student's presenting behaviors must be safely and adequately managed within a sub-separate program housed in a general education, public school

ACCEPT, founded in 1974 and headquartered in Natick, Massachusetts, is an education collaborative serving 16 school districts in Boston's MetroWest area. ACCEPT provides a wide range of innovative, high quality regional programs and services, including special education student programs, transportation, technology, home-based services, Medicaid reimbursement, behavioral consultation and professional development.

ACCEPT uses the collective power and resources of member school districts to provide exceptional programs and services that maximize the potential of students, their families, educators and communities.

ACCEPT's special education teachers, therapists and professionals are experienced, well trained and licensed.

Member School Districts are: Ashland, Dover, Dover/Sherborn, Framingham, Franklin, Holliston, Hopkinton, Medfield, Medway, Millis, Natick, Needham, Sherborn, South Middlesex Regional Technical, Sudbury and Wellesley.

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ACCEPT Academy

Therapeutic Program
for Students Grades 9 – 12

UNLOCKING POTENTIAL • ACHIEVING SUCCESS



Program Overview

ACCEPT Academy is a substantially separate therapeutic program with opportunities for inclusion in a public high school. Inclusion opportunities are made possible through the strong partnership

ACCEPT has built with member school districts. Students who meet individualized academic and behavioral criteria have the opportunity to integrate within the less restrictive school environment.



Our students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning and/or poor peer relations. ACCEPT Academy provides an academically challenging curriculum within a structured, nurturing and supportive therapeutic environment to meet the needs of each student. The classrooms foster a sense of community, allowing students to feel cared for and valued.

Comprehensive clinical services are provided, and teachers use positive behavioral intervention supports to assist students with self regulation and self control. A strong home-school relationship, through ongoing communication and collaboration, is a critical and essential part of the student's success.

The ultimate goal of the program is to assist each student to recognize and utilize his or her own strengths and understanding to overcome obstacles. ACCEPT provides opportunities for students to practice effective behavioral alternatives and to enhance academic skills to be successful. As a result, students take individualized steps toward returning to their sending district.

ACCEPT Guiding Principles

- Respect for diversity and human differences
- Best practices
- Continuous improvement
- Open and honest communication
- Integrity

The Stabilization Program

The Stabilization Program, an Academy component, provides short-term stabilization, assessment and instructional services. The goal of the Stabilization Program is to identify, assess and provide recommendations for consideration in determining the most appropriate plan to foster student success. The in-depth evaluation process includes record review, observation, data collection and comprehensive assessments.

The Stabilization Program staff collaborate with school district representatives to clarify presenting issues and identify referral questions. At the conclusion of the process, evaluation data is reviewed and recommendations are made for strategies to reintegrate the student into their previous school, or to transition the student to a more appropriate educational placement.

Educational Services

A consistent therapeutic milieu and methodical academics are the cornerstones of the Academy, providing a state-of-the-art, rigorous and engaging program aligned with the Massachusetts Curriculum Frameworks.

Designed to meet the unique needs of students, the program offers highly specialized individual and small group instruction, behavior management, counseling, social skills groups, time management and study and organizational skills development. Services such as occupational, physical and speech and language therapies are provided if specified in the student's Individualized Education Program (IEP). Students engage in a blended learning environment enrolling in The Virtual High School (VHS) online accredited courses.

ACCEPT's highly trained, experienced and licensed special education teachers, therapists and other professionals work with students to build on their strengths and help manage their challenges.

Classroom teachers use 21st century research-based instruction and technology to maximize student achievement, independence and participation in the school community.

Clinical Services

The Academy provides students with a highly structured therapeutic environment which helps students to make positive choices and engage productively in the learning process. Students participate in a positive behavioral support program designed to provide each individual with clear expectations and feedback to promote respectful, productive and safe behaviors. Staff utilize a variety of behavioral intervention strategies to support students. Throughout the school day various clinical supports are available to students including group social skills instruction, individual clinical check-ins, and coping strategy practice within the classroom environment. If an individual demonstrates behavior that is inappropriate and/or disruptive, staff utilize a variety of behavioral intervention strategies to redirect the student.



Through an integrated team model, clinical services promote student success in the classroom, home and community. The counseling and teaching staff promote an environment of mutual respect, safety and consistent expectations.