

# Special Education Budget Presentation FY2025

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# Disability Categories

ABI – Acquired Brain Injury -1  
Multiple Disabilities-17

AUT – Autism-256  
Health Impaired-256

DD – Developmental Delay-514  
Impairment-1

DF – Deafness-6  
Specific Learning Disability-717

ED – Emotional Disturbance-134  
Impairment-120

HI – Hearing Impairment-2  
Traumatic Brain Injury-4

ID – Intellectual Disability-70

MD –

OHI – Other

ORT – Orthopedic

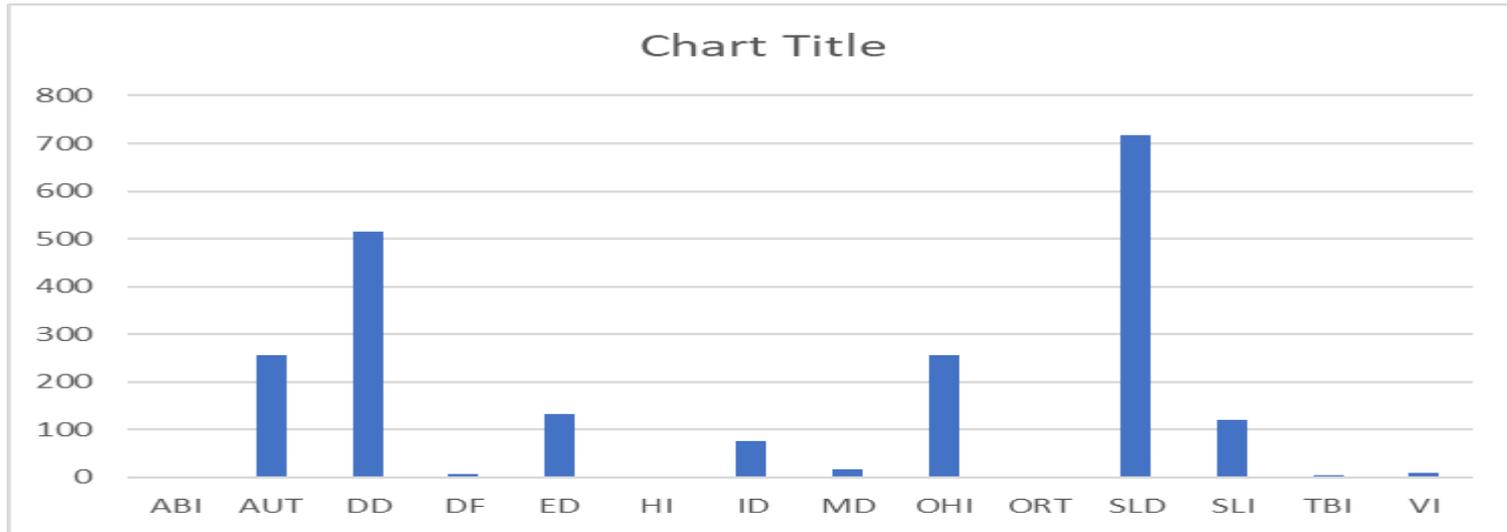
SLD –

SLI – Speech/Language

TBI –

VH – Visually Impaired

# Our Students



# The Special Education Process

**Referral Received** – District has 15 business days to meet with the parent(s) to determine suspected area(s) of disability

**Permission to Evaluate** – District has 60 calendar days to evaluate and meet with parent(s) to review results

**Student found Eligible** – District has 30 calendar days to develop an IEP and meet with parent(s) to review

**IEP agreed upon** – District must propose placement (determined based on Least Restrictive Environment)

*School vacations, world-wide health pandemics, weather cancellations, etc. do not interrupt the timelines*

# Special Education Budget Requests for FY 25

- Middle School Special Ed Coordinator
- Two (2) Full-Time American Sign Language Interpreters
- Brentwood Coordinator

# Rationale for Middle School Special Ed Coordinator

- Nashua district-wide SpEd programs (~100 students with significant needs) will be centralized at McCarthy Middle School
- Onsite support three (3) days per week and one (1) day each to the other two middle schools
- Continuity across all of the middle schools for SpEd programming and instruction
- Support transitions for SpEd students into Middle School as well as from Middle School to High School

## *Positive Outcomes observed from Newly Hired Elementary Coordinators :*

- Improved relationships between the SpEd department and school administrations
- Coordinators are present in the buildings and accessible to provide direct support to both administrators and teachers
- Active members of the schools' SpEd teams which has fostered an environment of trust, support and improved/timely communication

## Rationale for 2 Full Time ASL Interpreter Positions

- The District's Signs of Learning Program continues to grow PreK - Grade 12+
- The District currently accepts students from ten (10) other SAUs into the program
- Due to the growth of the program and the number of students requiring interpreting, the District is in need of an additional interpreter
- The position will be charged to the Special Revenue Fund and will be covered by the cost of tuition from other Districts

# Rationale for Brentwood Certified Coordinator

- Franklin Street School houses two of the most intensive populations in the school district.
  - Brentwood Academy: The Brentwood Academy population has almost doubled in size from 15 to 28 students (currently)
  - To continue to grow and maintain a therapeutic learning environment for students with emotional challenges, a full-time administrator dedicated to Brentwood is crucial to the operation and cultivation of the culture. The goal is to maintain a population of 30-35 students with ~30% from school districts outside of Nashua. The addition of a Brentwood Coordinator would allow this to occur.
  - Franklin Street Preschool: The total student population of Franklin Street School has doubled from approximately 150 students (2022-23) to 310 students (2023-34)
  - Franklin Street is the student/family's first exposure to the Nashua School District. With the appropriate administrative team, we will lay the foundation for their child's entire experience in the Nashua School District.
- The position will be charged to the Special Revenue Fund and will be covered by the cost of tuition from other districts.