

BOARD OF EDUCATION

MONDAY, MAY 11, 2026

6:00 PM

NASHUA NORTH BOARDROOM

Meetings are broadcast live on Channel 22 via Comcast or

LIVE Stream link to watch/listen Nashua ETV is: <http://tinyurl.com/NashuaETVStream>

AGENDA

ROLL CALL

PRAYER

PLEDGE OF ALLEGIANCE

RECOGNITION/PRESENTATION(S): Nashua High School Advanced Placement

CONSENT AGENDA

- Board of Education Meeting Minutes April 27, 2026
- Special BOE Meeting Minutes May 6, 2026
- Communications
 - Email Correspondence List (sent via email)

ITEMS REMOVED FROM CONSENT AGENDA

COMMUNICATIONS OUTSIDE THE CONSENT AGENDA

PUBLIC QUESTION/COMMENT PERIOD LIMITED TO ITEMS ON THIS AGENDA [15-minute time limit]

SUPERINTENDENT'S COMMENTS

BOARD RESPONSE TO SUPERINTENDENT'S COMMENTS

STUDENT MEMBERS OF THE BOARD COMMENTS

COMMITTEE ON BUDGET

Monday, June 8, 2026, 7:00 PM; NHS North Auditorium

Public Hearing - All Divisions/Departments on FY27 budget

Wednesday, June 10, 2026, 7:00 PM; City Hall Aldermanic Chamber

*Wrap-Up Session #1 **including trust funds***

Thursday, June 11, 2026, 6:30 PM; City Hall Aldermanic Chamber

Wrap-Up Session #2 – if needed

Tuesday, June 23, 2026, 7:30 PM; City Hall Aldermanic Chamber

Board of Aldermen 2nd reading and possible final passage of FY27 budget

COMMITTEE ON FINANCE AND OPERATIONS

COMMITTEE ON POLICY - April 21, 2026

First Reading

N/A

Second Reading

- Recommendation to approve policy CCA - Organizational Chart
- Recommendation to rescind policy EBC - Drug and Alcohol Resources
- Recommendation to approve policy GBEA - Professional Ethics
- Recommendation to approve policy JLCD R2 - Administering Medications to Students - Over the Counter
- Recommendation to approve policy JJB - Student Extracurricular Activity Eligibility – Behavioral Expectations

COMMITTEE ON CURRICULUM AND EVALUATION

COMMITTEE ON HUMAN RESOURCES

UNFINISHED BUSINESS

- Special Education Reconfiguration

NEW BUSINESS

- Recommendation to approve the Personnel Recommendations dated May 11, 2026
- Recommendation to approve the Administrative Recommendations dated May 11, 2026
- Recommendation to approve the 2026-27 Teacher, Principal, and Assistant Principal Renomination List

LIAISON REPORTS

PUBLIC COMMENTS [15-minute time limit]

BOARD MEMBERS' COMMENTS

NONPUBLIC SESSION, IF NEEDED:

RSA 91 A:3 II (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests an open meeting in which case the request shall be granted.

RSA 91 A:3 II (b) The hiring of any person as a public employee.

RSA 91 A:3 II (c) Matters which, if discussed in public, likely would affect adversely the reputation of any person, other than a member of the BOE, unless such person requests an open meeting.

RSA 91 A:3 II (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof, because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled...

RSA 91 A:3 III Minutes of the meetings in nonpublic session shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes and decisions reached in nonpublic session shall be publicly disclosed within 72 hours of the meeting, *unless, by recorded vote of 2/3 of the members present taken in public session, it is determined that divulgence of the information likely would affect adversely the reputation of any person other than a member of the Board...*

NEXT MEETING(S): BOE Meeting, Tuesday, May 26, 2026 @ 6:00 p.m.

ADJOURNMENT;

NONMEETING FOR NEGOTIATIONS, IF NEEDED;

NONMEETING WITH COUNSEL, IF NEEDED

Advanced Placement (AP) Overview

- College-level rigor in high school
- Nationally standardized curriculum
- Prepares students for postsecondary success

Nashua School District AP Program Snapshot:

- 15+ AP courses offered
- High enrollment in Psychology, Calculus, Economics
- Broad access across disciplines

<u>Courses Offered:</u>	<u>Sections:</u>	<u>Courses Offered:</u>	<u>Sections:</u>
AP BIOLOGY	3	AP MICROECONOMICS	4
AP CALCULUS AB (FY)	4	AP PHYSICS 1	2
AP CALCULUS BC	2	AP PHYSICS C: MECHANICS	2
AP CHEMISTRY	1	AP PHYSICS 2	1
AP COMPUTER SCIENCE A	2	AP PSYCHOLOGY	6
AP ENGLISH LANG & COMP	2	AP STATISTICS (FY)	3
AP ENGLISH LIT & COMP	3	AP STUDIO ART - FY	2
AP ENVIRONMENTAL SCIENCE	2	AP US GOVT & POLITICS	2
AP MACROECONOMICS	4	AP US HISTORY	2
AP WORLD HISTORY	3	Total Sections Taught:	50

What Makes AP Different

- College Board aligned curriculum
- External AP exam (1–5 scale)
- Depth of learning over memorization
- National benchmark of achievement

Number of South Students and Tests Taken:



SCHOOL SUMMARY

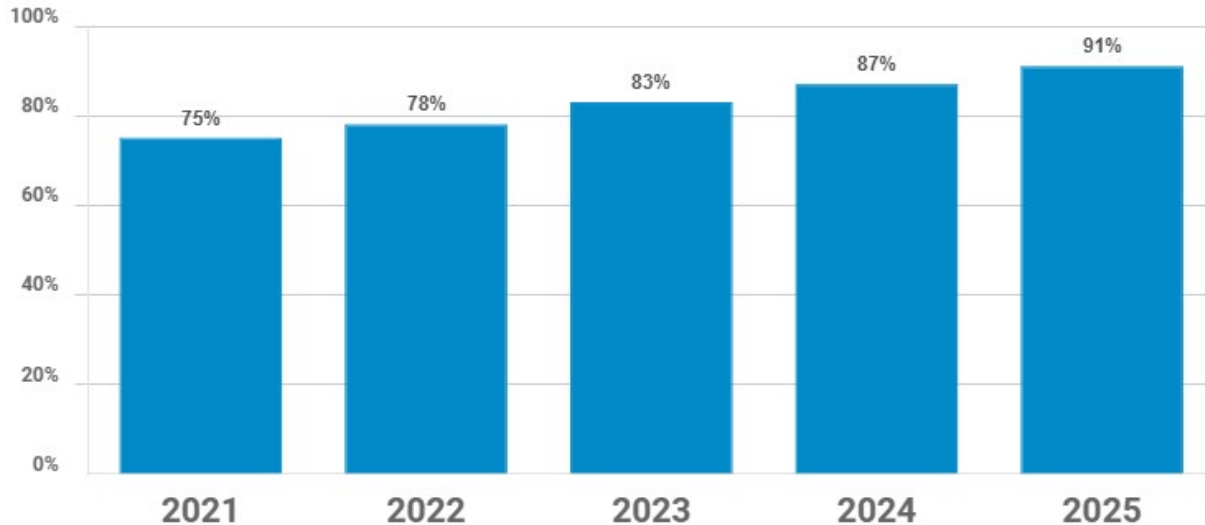
	2021	2022	2023	2024	2025
Total AP Students	268	252	249	278	284
Number of Exams	505	498	418	455	492
AP Students with Scores 3+	200	197	206	242	259
% of Total AP Students with Scores 3+	74.63	78.17	82.73	87.05	91.20

Broken Down by Grade Level (South - 2025):

Grade Level:	Number of Tests Administered:
9th Grade:	51
10th Grade:	72
11th Grade:	87
12th Grade:	74

Performance of South Students:

 % OF TOTAL AP STUDENTS WITH SCORES 3+



Number of North Students and Tests Taken:



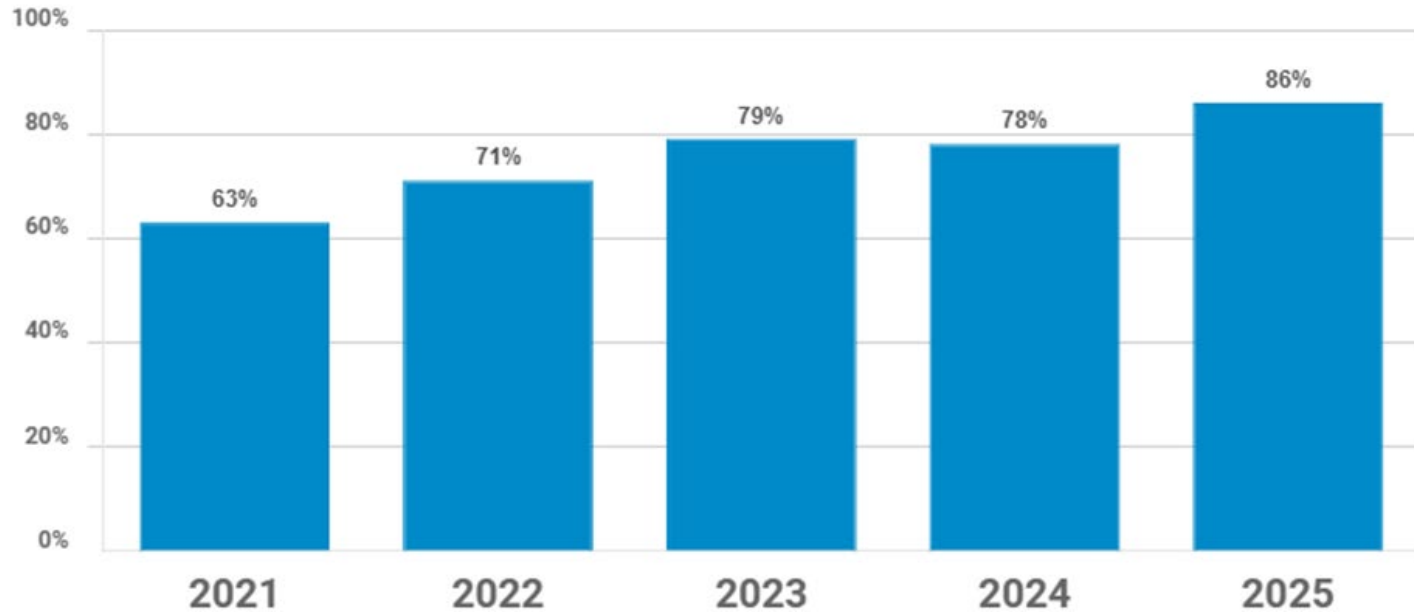
SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	165	171	186	211	214
Number of Exams	227	238	271	312	334
AP Students with Scores 3+	104	121	147	165	185
% of Total AP Students with Scores 3+	63.03	70.76	79.03	78.20	86.45

Performance of North Students:



% OF TOTAL AP STUDENTS WITH SCORES 3+



Broken Down by Grade Level (North - 2025):

Grade Level:	Number of Tests Administered:
9th Grade:	35
10th Grade:	30
11th Grade:	72
12th Grade:	76

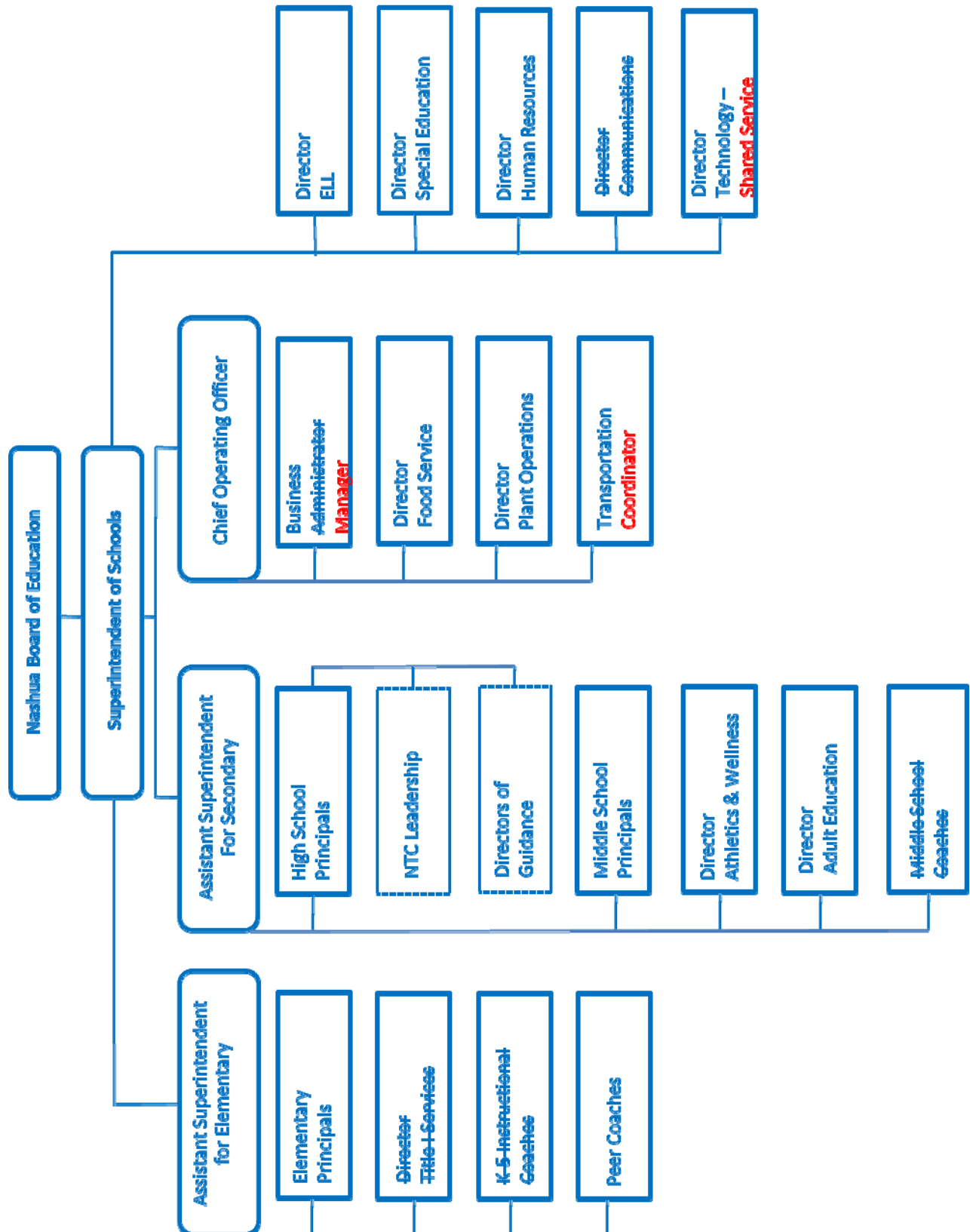
Why It Matters

- Prepares students for college and careers
- Potential for college credit
- Signals academic strength

Student Experience

- Higher workload and expectations
- Independent learning and time management
- College-style instruction

ORGANIZATIONAL CHART



DRUG AND ALCOHOL RESOURCES

Guidance counselors, social workers, administrators, and any other school personnel that may have knowledge of information and resources relative to existing drug and alcohol counseling and treatment for pupils will provide that information to pupils, parents, and legal guardians.

Legal References:

RSA 189:11-d, II

RESCINDED

Board Approved: 03/27/2017

*Reference***PROFESSIONAL ETHICS**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and nurturance of democratic principles. Effective teaching requires the services of ~~men and women~~people of high ideals, broad education, and human understanding.

To maintain and promote these essential qualifications, all persons engaged in educational work and support positions in the Nashua School District whether in teaching, administrative, supervisory, or support capacities, must observe high standards of conduct across all forms of communications in their professional relationships, both in and out of school. ~~These standards include:~~

[Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators](#)

[The Board incorporates by reference and adopts as independent ethical standards relative to employment in the District, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators \(the "NH Code of Ethics"\), as the same may be amended by the State of New Hampshire.](#)

- A. All employees in relations with students, parents, or others, are expected to be just, courteous, and professional.
- B. Educators shall base all interactions and relationships with students upon mutual respect and trust; an understanding of the appropriate boundaries in an educational setting; and behaviors consistent with the educational mission of our schools.
- C. Educators should guide their students to an appreciation and practice of the principles of democracy.
- D. It is the duty of educators to maintain their own effectiveness by study, by travel, or by any other means which will keep them abreast of the world in which they live in and alert them to the trends in education.
- E. Educators should appreciate the importance of their contribution to society.
- F. Educators should refrain from using classroom privileges and prestige to promote partisan or personal politics, sectarian religious views, or flagrant personal bias of any kind.
- G. Appointments to positions and promotions within the school system should be based solely on merit. The use of pressure on school officials for appointments or promotions is, therefore, unethical.
- H. All employees must comply with privacy laws and preserve the confidentiality of student and employee data/information.
- I. No employee or contractor of the Nashua School District shall accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

~~All Nashua School District employees are subject to the ethics guidelines contained in Chapter 5: Administration of Government Part 5: Conduct Regulations, section 5-93 through 5-1034 of the Nashua City Ordinances.~~

For the convenience of district employees, a link of these guidelines can be found on the district website.

~~Related Documents~~

~~Nashua City Ordinances Chapter 5 Conduct Regulations; School Board Member Ethics (BCA, BCA-R); Board Member Conflict of Interest (BCB); Professional Ethics (GBEA); Employee Conflict of Interest (GBEB)~~

Legal References:

[Code of Conduct for New Hampshire Educators](#)

[N.H. Code Admin. Rules Ed 303.01 Substantive Duties of School Boards](#)

[N.H. Code Admin. Rules Ed 510.01- 510.05 Code of Conduct for NH Educators](#)

[N.H. Dept of Ed., Code of Ethics for NH Educators](#)

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Board Approved: 12/19/1994, 09/25/2000, 03/25/2002, 09/21/2004, 01/09/2012, 03/12/2012
(replaces POPPS 8214.40); 08/22/2016

**STUDENT EXTRACURRICULARCO-CURRICULAR -ACTIVITY ELIGIBILITY –
BEHAVIORAL EXPECTATIONS**

Introduction

The Board supports extraeurielarcu-curricular activities that supplement and enrich academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups and service to school and community.

Extraeurielarcu-curricular activities include intramural and interscholastic athletics, performing groups, academic clubs and societies, as well as student government. A complete list of extraeurielarcu-curricular activities shall be maintained by the Superintendent or designee and shall be included as part of the procedures for this policy as well as in the student handbooks at the high school and middle school levels.

Any middle school and high school student who meets the minimum standards of academic performance as stated in Policy JJJA and the behavior standards set by this policy is eligible for extraeurielarcu-curricular activities. Individual extraeurielarcu-curricular activities may require higher standards of academic performance in addition to any specific qualifications for the activity. A written copy of these additional requirements or rules shall be distributed to both the student participants and to the students' parents or guardians. None of these rules or requirements shall contradict or supersede Board policy.

These additional rules or requirements shall be approved by the coach, the advisor or supervisor of the activity, and the school principal or designee. Violations of these rules may restrict or prohibit a student's participation, such as not being able to participate in a performance, practice or game.

Behavioral Expectations

Students who participate in Nashua High School or Middle School extraeurielarcu-curricular programs are expected to adhere to high standards of conduct. Any Class I, Class II or Class III violation of the Student Behavior Standards policy may cause a student to be suspended from extraeurielarcu-curricular activities. The following behaviors are examples of Class I, Class II, or Class III violations:

- Illegal use or possession of alcoholic beverages, regardless of where such use or possession occurs;
- Illegal use, manufacture, possession, having under control, sale, purchase, prescription, administering, transportation, dispensation, or compounding of any controlled drug, controlled drug analog, or any preparation containing a controlled drug, as any of the above terms are defined in N. H. RSA 318-B:1, regardless of where such behavior occurs;
- A finding of guilt, delinquency, probable cause, or indictment for violation of a criminal statute in any jurisdiction.
- Student Hazing as defined in N.H. RSA 631:7(d), and in POPPS 3244.2, regardless of where such student hazing occurs;
- Illegal gambling, assaultive or threatening conduct, stealing, vandalism, and destruction of property – if any of these behaviors occurs while on school grounds, or otherwise while participating or attending a scholastic or interscholastic event;
- Gross misconduct, including but not limited to assault or on advisor, coach, judge, official, participant, opponent or spectator; inappropriate behavior and/or obscene language; cheating; directing threats or obscene gestures at an advisor, coach, judge, official participant, opponent or spectator – if any of these behaviors occur while participating in or attending a scholastic interscholastic event.

Consequences

Any student suspended from school, in or out of school, will also be suspended from participating in and/or attending any school extraeurielarcu-curricular activities or functions.

At minimum the length of the extracurricularco-curricular suspension is equal to the number of days of the school suspension (in or out of school).

The suspension from extracurricularco-curricular activities begins on the date of notice of suspension and concludes no earlier than the first day the student returns to his/her regular class schedule.

NOTE: If a student is on suspension during a try-out period of an extracurricularco-curricular activity, it will be at the discretion of administration if the student may participate in a try-out period. This exception may only be made on a student's first violation.

Additional ExtracurricularCo-curricular Consequences

- **First out-of-school suspension or accumulation of five (5) total days suspension (in or out of school) in a school year:** The student shall be suspended from all extracurricularco-curricular programs for up to two calendar weeks (14 days). The building principal or his/her designee shall provide written notice of any such suspension to the student and to the student's parent(s) or guardian(s).
- **Second out-of-school suspension or accumulation of ten (10) total days suspension (in or out of school) in a school year:** The student shall be suspended from all extracurricularco-curricular programs for not less than three calendar weeks (21 days). The building principal or his/her designee shall provide written notice of any such suspension to the student and the student's parent(s) or guardian(s).
- **Third out-of-school suspension or accumulation of fifteen (15) total days suspension (in or out of school) in a school year:** The student shall be suspended from all extracurricularco-curricular programs for the remainder of the school year. The building principal or his/her designee shall provide written notice of any such suspension to the student and the student's parent(s) or guardian(s).

NOTE: A principal may remove a student from extracurricularco-curricular activities for the remainder of the school year for any single egregious act.

Appeal of Behavioral Violations

A student may appeal a suspension from extracurricularco-curricular activities by submitting the appeal form provided in JJJB-R to the Director of Student Servicesbuilding Principal. The Director of Student Servicesbuilding Principal will respond within three business days of the notice of appeal.

The decision of the Director of Student Servicesbuilding Principal may be further appealed to the Superintendent. The Superintendent will issue a final decision within seven (7) business days.

Any violation which results in a suspension that exceeds five weeks (35 days) or is a third violation can be appealed to the Board of Education.

Definitions

Possession is defined as the exercise of authority or control over something, and includes:

- direct physical control; and/or
- having both the power and the intention to exercise control over something.
- Possession also includes joint possession, where two or more persons share possession as defined above.

Participation in scholastic, interscholastic events, or extracurricularco-curricular activities, which includes practices, meetings, participation in scrimmages, competitions, performances, etc. It also includes travel to and from such events.

Standard of Proof: The imposition of consequences, as set forth in this policy and these procedures, for violations of behavioral expectations that occur off school grounds and are unrelated to scholastic or interscholastic events, including travel, must be based on an admission by the student of a violation to law enforcement personnel or a court’s finding of guilt, delinquency, probable cause, or an indictment obtained by or made available by authorities to School District officials.

School Year: School year is defined as the first day of sanctioned school extracurricular-co-curricular activities, as set forth under the adopted Nashua School District calendar, through the last day of school of the academic year, or, if later, through the last sanctioned school extracurricular-co-curricular activity of the academic year in which the student in question participates (e.g., the NHIAA Decathlon, Heptathlon or similar sanctioned school extracurricular-co-curricular activity held after the last day of school).

Additional Requirements for the Accompanying Procedures

In addition to any previous requirements, the procedures accompanying this policy will:

- Provide a form for appeal of a violation.
- Provide a form for acknowledgement of extracurricular-co-curricular expectations.

Review

Procedures accompanying this policy will be reviewed by administration prior to the start of the school year and, if changed, an updated copy will be provided to the Board.

Legal References:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Board Approved: 08/31/2015 (replaces POPPS JJJ); 08/26/2019;

OVER-THE-COUNTER (OTC) MEDICATION ADMINISTRATION AUTHORIZATION FORM
Over-the-Counter Medications

Student's Name _____ DOB _____

Who lives with parent/guardian at _____

In Nashua, New Hampshire 0306__

Teacher/Advisor _____ School _____ Grade _____

Name of Medication _____

We feel that our child may benefit from the following over-the-counter medications (not to include herbal preparations or dietary supplements) and wish to have an appropriate person assist our child in taking the medication furnished by us in accordance with the printed instruction on the manufacturer's labeled bottle we have provided. We understand that if a high dose than what the manufacturer recommends is needed, that a doctor's note, so authorizing the increased dosing will be provided by our child's medical provider or pediatrician.

_____ needed for _____

_____ needed for _____

_____ needed for _____

This permission is good for one school year unless otherwise specified for a specific condition lasting less than one (1) year.

HOLD HARMLESS: I hereby authorize the designated staff person or school nurse to administer the above medication as directed. In consideration for this service, I further agree that I will not hold liable, and will otherwise save harmless, the District and/or any department or employee thereof for death or injury resulting from administration or assistance in the administration of the medication described above. I understand that (a) not more than one month of prescribed medicine may be stored in school, (b) medication will be delivered directly to the School Nurse, Principal or designated staff member by the parent or guardian, if possible, and (c) the medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

Printed Name of parent/guardian _____

Signature of parent/guardian _____ Date _____

Yes No I give my permission for release/exchange of pertinent information by telephone, mail or electronic exchange including fax or email between the school nurse and the physician's office regarding the above medication.*

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.*

*NOTE: Included in the annual NSD Health History form

Signature of parent/guardian _____ Date _____

Legal Reference:

ED 311.03i(1), Physical Examination of Students

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved: 05/28/2024

Special Education

Reconfiguration and Program
Description

Setting the Context: Elementary Intensive Needs (IN)

Two primary issues with Current Intensive Needs Programs:

- Mismatches in student needs led to staffing challenges that made meeting students' service grids much more challenging. If a student was having a difficult time or needed additional staff intervention, this would negatively impact other students in the room getting services or getting into general education for inclusion time.
- Repeated incidents of this happening led to requests for additional support for behavior technicians or RBTs for these students. These services, while often effective, involved contracting the technician, as well as BCBA consultative supports, with a six-figure cost per student. In most of these cases, the student did not require this service as a 1:1 but required access to this service that was not available as a resource in the classroom.

Setting the Context

Simultaneous to this, two other data points were emerging:

1. The program at Sunset Heights was seeing great success with an intensive service delivery model in collaboration with Constellations contract services. The high level of support from a full-time BCBA and behavior techs was resulting in increased student learning and engagement, significantly reduced restraints and seclusions, and reduction in staff injuries. Students that had been considered for out of district placements were being successful in this program.
2. We were noticing an increase in students attending private ABA centers. Students would either start school late (joining in grade one or two, rather than PK or K), or were doing partial school days with afternoons at ABA centers. It was clear that this was a service that was valuable to many families and was worth considering how we could offer more ABA-aligned programming within the public school so that families would not have to choose.

2025-26 ELEMENTARY SPECIAL EDUCATION AND ELL PROPORTIONS

School	Total Enrollment	IN/EH Program Enrollment	Active ELL Enrollment	Mainstream Special Ed. Enrollment
Amherst Street	281	29 (10.3%)	76 (27.0%)	64 (22.8%)
Bicentennial	481	23 (04.8%)	107 (22.2%)	60 (12.5%)
Birch Hill	303	21 (06.9%)	51 (16.8%)	42 (13.9%)
Broad Street	237	24 (10.1%)	34 (14.3%)	37 (15.6%)
Charlotte Avenue	372	35 (09.4%)	47 (12.6%)	59 (15.9%)
Dr. Norman W. Crisp	326	0 (00.0%)	107 (32.8%)	58 (17.8%)
Fairgrounds	431	0 (00.0%)	119 (27.6%)	88 (20.4%)
Ledge Street	428	0 (00.0%)	186 (43.5%)	89 (20.8%)
Main Dunstable	394	11 (02.8%)	48 (12.2%)	61 (15.5%)
Mount Pleasant	264	0 (00.0%)	71 (26.9%)	60 (22.7%)
New Searles	248	51 (20.6%)	28 (11.3%)	38 (15.3%)
Sunset Heights	351	35 (10.0%)	65 (18.5%)	58 (16.5%)
Grand Total	4,116	229 (05.6%)	939 (22.8%)	714 (17.3%)

2025-2026 Elem IN Student Assignments

		Amherst				Charlotte	Dr. Norman		Ledge	Main	Mount	New	Sunset	
Row	Labels	Street	Bicentennial	Birch Hill	Broad Street	Avenue	W. Crisp	Fairgrounds	Street	Dunstable	Pleasant	Searles	Heights	Grand Total
		Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	
Attending School	Amherst Street Elementary School	5	2	3			3	4	6	2	1	1	2	29
	Bicentennial Elementary School	1	5	1	1	1	2	2	2	2	5		1	23
	Birch Hill Elementary School	3		1			8	5	2	1			1	21
	Broad Street Elementary School	1			1	1	7	4	1	3	3	1	2	24
	Charlotte Avenue Elementary School	3	3	1		9	2	7	7	2	1			35
	Main Dunstable Elementary School	1		1		1	1	2	3	1			1	11
	New Searles Elementary School	2	3	7	3	1	4	4	3	1	5	7	1	50
	Sunset Heights Elementary School	2	5	1	1	1	3	5	6	2	1	1	7	35
	Grand Total	18	18	15	6	14	30	33	30	14	16	11	14	228

Workgroups:

- Workgroup (included a range of staff members from across buildings)
 - Concern 1: A lack of clarity involving the referral packet process (timelines, requirements, notifications, etc.) This was easily addressed with an updated flowchart and timelines.
 - Concern 2: A lack of clarity around what made each of the existing programs special - how were they different from each other? What staffing model or specialized services did each program provide for students? Students were placed in a program based on where an open seat was, rather than by consideration of the match between student needs and available resources.
- SEAT Team
 - Reviewed IEPs to look at amount of time in inclusion, as well as other service needs (para support, BCBA consult, etc.).
 - Clear themes emerged of students with similar service grids. Many students with this profile were already being served in the successful program model at Sunset Heights. The first thought was to add additional classrooms there so that students with similar needs could access this level of service too.

2025-2026 SAMPLE INTENSIVE NEEDS ROSTER

Grade	Para Support	Hours in Gen Ed
1	Group	5.5
1	Group	1.5
1	Group	2
1	Group	1
2	Group	5
1	Group	2
1	Group	3
1	Group	4.5

2025-2026 SAMPLE INTENSIVE NEEDS ROSTER

Grade	Para Support	Hours in Gen Ed
4	Group	5
4	Group	5.5
3	Group	3.5
3	Group	1
3	Group	1
4	1:1	3
3	1:1	1
3	Group	6
2	1:1	1
2	Group	.5 (30 mins)
2	1:1	2
2	1:1	1.5

Intensive Needs Programs

EPICS - Evidence-based Positive Intensive Compassionate Structured

- These programs serve students with the highest level of need who require the most intensive supports. These students typically have minimal inclusion in their IEP and are primarily served in the self-contained classroom.
- An Intensive Needs self-contained classroom is designed for students who require specialized, consistent support that typically cannot be provided in a general education setting, even with accommodations and resource/pull-out services.

Students in this setting may:

- Need significant support to access instruction (often through modified or highly scaffolded teaching)
- Have substantial communication, behavioral, medical, and/or daily living needs
- Require frequent adult supervision and support for safety, regulation, and learning

- Benefit from a small, structured environment with predictable routines
- Need related services (e.g., speech, OT, PT, counseling) closely integrated into the school day

Program focus (in practical terms):

- Individualized instruction aligned to IEP goals (grade-level standards when appropriate, or alternate/modified curriculum as needed)
- Skill development in communication, self-regulation, executive functioning, and social skills
- Functional life skills as appropriate (independence, self-care, transitions, vocational readiness)
- Embedded behavioral and sensory/regulation supports throughout the day

Intensive Needs Programs – cont'd

Common classroom supports may include:

- Visual schedules, timers, and designated regulation/calm spaces
- Behavioral supports (reinforcement systems, structured breaks, check-in/check-out)
- Assistive technology (speech-to-text, AAC, adapted materials)
- Scheduled time for related services and staff-supported practice of targeted skills

- 4 Classrooms will be housed @ Broad St (K-3)
- 3 Classrooms will be housed @ Sunset Heights (4&5)

Classes will be capped at 10 students and will be staffed as follows (per room):

- 1 Teacher
- 3 BTs
- 4 paraeducators

In addition, the program will be supported by:

- 2 BCBA's
- 1 Program Coordinator

Moderate Needs Programs

CLIMB: Communication, Language, Inclusion, Models & Supports for Building Skills

These programs serve students with moderate levels of support. These students typically have inclusion time focused on social engagement, including specials, lunch/recess, morning meeting & science (90-120 minutes/day). Academics are typically accessed in the self-contained classrooms

- A *Moderate Needs* classroom typically serves students who require more support than a mild/resource setting, but do not require the highest level of intensive, full-day support. The setting is generally smaller and structured, with specialized instruction and inclusion in general education when appropriate.

What it may look like day-to-day:

- Smaller class size than general education, with adult support based on student needs
- Predictable routines, structured transitions, and visual supports as needed
- Targeted small-group instruction (e.g., reading, math, writing, functional academics)
- Students working at varied instructional levels (some near grade level with significant supports; others with modified goals)
- Explicit instruction in executive functioning, social skills, and self-regulation, embedded into the day

Instruction and curriculum may include:

- Grade-level standards with accommodations (e.g., reduced workload, read-aloud, visuals, frequent checks for understanding)
- Modified pacing or assignments when needed (same topic, adjusted expectations)
- For some students, a blend of academics with functional skill instruction (communication, independence, organization)

Common classroom supports may include:

- Visual schedules, timers, and regulation/calm spaces
- Behavioral supports (reinforcement systems, breaks, check-in/check-out)
- Assistive technology (speech-to-text, AAC, adapted materials)
- Coordination with related services (speech, OT, counseling) and structured opportunities to practice skills

Moderate Needs Programs (cont'd)

Inclusion (often a key difference from intensive self-contained)

Programs are typically designed to increase time with peers when appropriate, such as:

- General education for specials (art/music/PE), lunch, and recess
- Co-taught or supported general education periods (science/social studies/electives)
- Mainstreaming with push-in support and/or paraprofessional support, as appropriate
- 3 Classrooms @ Bicentennial
- 2 Classrooms @ Main Dunstable
- 2 Classrooms @ New Searles

Classes will be capped 12 each and will be staffed as follows (per room):

- 1 Teacher
- 1 BT
- 5 Paraeducators

In addition, the program will be supported by:

- Shared BCBA support (1.5 FTEs needed across programs)
- Shared LEA support from SEAT team

Intensive Services Programs

IMPACT - Inclusive Moderate Programming for Academic and Collaborative Teaching

This program serves students with a high-level of inclusion (2.5-5 hours) who still require access to the structure and support of a self-contained classroom for academic remediation and self-regulation.

The Intensive Services level provides special education services while maintaining placement in the least-restrictive environment (LRE). Students are mainstreamed in general education for most of the day and receive scheduled pull-out services in a special education setting for targeted intervention.

Support setting and routines may include:

- Small-group setting with access to additional adult support as needed
- Predictable routines and clear expectations to support engagement and transitions
- Visual/organizational supports (schedules, checklists, timers) when helpful
- Space for small-group instruction and brief regulation breaks as needed

Instruction and services may include:

- Targeted, explicit instruction aligned to IEP goals, with scaffolds that fade as independence increases
- Pull-out services provided in planned blocks
- Academic intervention/support aligned to IEP goals
- Explicit social skills instruction and guided peer interaction
- Regulation/self-management instruction (check-ins, coping strategies, structured breaks)

Intensive Services Programs – cont'd

Supports in general education may include:

- Accommodations and check-ins (chunking, extended time, preferential seating, visual supports)
- Staff coaching on routines, organization, and self-management strategies
- Proactive classroom-based behavior supports, as needed

- 2 Classrooms @ Charlotte
- 1 Classroom @ New Searles
- 1 Classroom @ Broad Street
- Classrooms will shift from New Searles & Broad Street to Sunset Heights by the 28/29 SY

Classes will be capped at 12 students and will be staffed as follows (per room):

- 1 Teacher
- 3-5 Paraeducators/room
- 3 @ Broad
- 5 @ New Searles
- 9 @ Charlotte Ave

In addition, the program will be supported by:

- BCBA consult, as needed
- Shared LEA support from SEAT team

PROJECT ACHIEVEMENT PROGRAM

This program serves students with social emotional and behavioral needs with support in the self-contained classroom as well as high-levels of inclusion, as appropriate.

- 4 Classrooms @ Birch Hill

Classes will be capped at 12 students, but we will aim to keep them at 10. They will be staffed as follows (per room):

- 1 Teacher
- 3 Paraprofessionals

In addition, the program will be supported by:

- ESS – Full-time mental health clinician & 2 BTs
- 1 District behavior specialist
- Shared LEA support from Chief School Psychologist

2026-2027 ELEMENTARY SPECIAL EDUCATION AND ELL PROPORTIONS

School	Total Enrollment	Programs in School	Anticipated Active ELL Enrollment	Anticipated Mainstream Special Ed. Enrollment
Amherst Street	281	Intensive Needs (1)	76 (27.0%)	64 (22.8%)
Bicentennial	481	Moderate Needs (3)	107 (22.2%)	60 (12.5%)
Birch Hill	303	Project Achievement (4)	51 (16.8%)	42 (13.9%)
Broad Street	237	Intensive Needs (4) Intensive Services (3)	34 (14.3%)	37 (15.6%)
Charlotte Avenue	372	Intensive Services (2)	47 (12.6%)	59 (15.9%)
Dr. Norman W. Crisp	326	0	107 (32.8%)	58 (17.8%)
Fairgrounds	431	0	119 (27.6%)	88 (20.4%)
Ledge Street	428	0	186 (43.5%)	89 (20.8%)
Main Dunstable	394	Moderate Needs (2)	48 (12.2%)	61 (15.5%)
Mount Pleasant	264	0	71 (26.9%)	60 (22.7%)
New Searles	248	Intensive Needs (3) Signs of Learning (3)	28 (11.3%)	38 (15.3%)
Sunset Heights	351	Intensive Needs (3)	65 (18.5%)	58 (16.5%)
Grand Total	4,116		939 (22.8%)	714 (17.3%)

2026-2027 SAMPLE INTENSIVE NEEDS ROSTER

Grade	Para Support	Hours in Gen Ed
4	Group	5
4	Group	5.5
3	Group	6
5	Group	5.5
5	Group	4
5	Group	5
5	1:1	4.5
4	1:1	4.5

Questions

