
NEWBURGH ENLARGED CITY SCHOOL DISTRICT

SUPERINTENDENT'S MONTHLY REPORT

OCTOBER 2026

DR. JACKIELYN MANNING CAMPBELL,
SUPERINTENDENT OF SCHOOLS



SUPERINTENDENT'S MESSAGE

Dear Members of the Newburgh Schools Community,

Every decision we make as a district should answer one question: does it improve what happens for students in the classroom? The most important work in Newburgh happens between a teacher and a student. Our job as leaders is to strengthen instruction and to support the people closest to students: teachers, teaching assistants, coaches, counselors, aides, and building leaders.

For too long, our district has not had the systems to do that consistently. Good work has happened, but it has depended on individual effort rather than shared expectations. We have lacked a common definition of strong teaching, common measures of student progress, a clear process for getting help to students who need it, and a reliable way to know whether that help is working. Without those systems, there is no real accountability, for adults or for results.

That is what we are building now, and this report is organized around that work. In each area, you will see the same four steps: **set measurable targets, monitor progress, target interventions, and document improvement.**

I share this level of detail because the Board and our community need a deeper understanding of these systems, not only the outcomes but what we hope they will produce. Systems are slow to build and easy to overlook, but they are what make improvements last beyond any one leader, program, or school year.

Thank you for your continued dedication to the children of Newburgh Schools.

Respectfully submitted,

Dr. Manning Campbell

Superintendent of Schools



GOAL #**1**

Academic Success; Success: Lead a districtwide system that sets measurable targets, monitors progress, targets interventions, and documents improvement.- On Track

Exceptional Learners:

Division of Exceptional Learners student data as of Oct. 26, 2026.

Department Restructuring:

The Division of Exceptional Learners is restructuring. As part of this work, the department is partnering with consultants to determine the operational structure, training, and professional development it needs to serve students well. For this reason, this update looks different from the others in this report. Rather than following the four-step format, it takes a deeper look at student data, referral trends, staffing, and space, so the Board and community can better understand the needs of our students with disabilities and how we will support them. We will share the consultants' recommendations as this work moves forward.

Metric	Total
Total Active Special Education Students (School-Age)	2,181
Total Active Out-of-District Placements	338
Total Parentally Placed Students	90
Total students on Home Instruction	41
Total School-Age Referrals (since July 1, 2026)	73
Total Pre-K (CPSE) Referrals (since July 1, 2026)	75- UPK 111- Early Intervention / Registration 186

Exceptional Learners Night:

On October 1, the Department of Exceptional Learners hosted Exceptional Learners Night for families of students with disabilities. The event was well attended and provided an important opportunity to share information about special education services, supports, and available resources, while also connecting families directly with division staff. A key focus of the evening was strengthening communication between the department and families by ensuring parents knew the supervisors and directors assigned to their child's school building. The department also used the event to discuss its current work, highlight ongoing efforts, and share its vision and goals for the Department of Exceptional Learners' future.

Professional Development:

The Exceptional Learners Department and the Curriculum & Instruction Department are collaborating and have provided professional development to special education teachers on using Panorama and the new reading curriculum at the elementary and secondary levels. Based on teacher feedback, we will schedule additional professional development sessions.



Staffing:

The Exceptional Learners Department continues to fill special education vacancies and has expanded by adding much-needed positions. We are also actively working to fill vacancies in related service areas resulting from resignations, leaves, and additional students in parentally placed programs who require related services.

Regional Partnership Center:

The district is working with the Regional Partnership Center (RPC) to review processes in areas where the district has been cited for shortfalls. This work is focused on improving outcomes for all students with disabilities.

Referral Trends:

Current referral numbers indicate school staff needs additional training on the steps and supports that should be in place before referring a student. The district is also seeing a high volume of CPSE referrals from students inside and outside the district. If many of these students are found eligible for services, the district may need additional staffing, and students who transition to kindergarten with a classification could require several additional classes for the 2027–28 school year.

Curriculum and Instruction- As of October 25, 2026

Administrative Directors, Teachers on Special Assignment and Instructional Coaches are building one system with four parts. Here is where each part stands, and what comes next.

Foundation: A shared definition of strong teaching and aligned curriculum Progress can't be measured until everyone agrees on what we're aiming for.

- Seven core practices for elementary literacy; math and science walkthrough tools tied to Danielson Domains 2 and 3.
- The Goldbook is the common home for curriculum maps, units, and syllabi.
- Regents science and K–12 PE and health curricula rewritten.
- New curricula launching: Carnegie Algebra 1, Lenses on Literature, Mosaico, and Magnetic.
- Hands-on PD with algebra tiles, base-ten blocks, Regents science investigations, and the Sport Education Model.
- Pre-K Literacy and Mathematics: Establishing a strong instructional foundation through the continued implementation of Scholastic Pre-K On My Way, with an emphasis on consistent, developmentally appropriate literacy and mathematics instruction across Pre-K classrooms.

1. Set measurable targets (Status: Common measures in place, targets next)

- Algebra 1 teachers are using Regents item analysis to see how conceptual understanding connects to earning points.
- Science now has common unit assessments and a common writing rubric, giving every school the same yardstick.
- The switch from NYSESLAT to WIDA ACCESS (testing Feb 1 to Apr 9) will set a new ELL baseline.

Next step: Each content area names one or two numeric targets for June 2027.



2. Monitor progress (Status: Routines in place in several areas)

- Directors and building leaders conduct walkthroughs in math, science, ENL, and bilingual programs, and 6th-grade ELA; South Middle math walkthroughs happen weekly.
- Science teams review Regents-style results monthly.
- Middle school pacing guides and assessment calendars live in one shared drive.
- i-Ready data is moving into Panorama, with Panorama and Solara training delivered to AIS teachers, CTE faculty, and a districtwide audience.
- Monthly meetings are preparing schools for computer-based testing.

Next step: One districtwide calendar showing when each area reviews its data.

3. Target interventions (Status: Just starting)

- AIS teachers use the same Magnetic and Mosaico texts as classrooms, pre-teaching upcoming content and reteaching skills that screening and progress monitoring flag.
- Science is tying extra support directly to classroom lessons.
- Coaches choose 4–6 week coaching cycles using walkthrough and student data; one South Middle cycle moved a teacher to concept-first lessons in three sessions.
- Coaches, AIS teachers, and librarians work from the same elementary texts, so support reinforces classroom learning.
- New pathways widen access: CTE courses earning math credit, college-credit science, and Unified Bocce.
- K–6 Mathematics Instruction: Strengthening mathematics instruction across Tiers 1, 2, and 3 through the strategic use of instructional coaches who work shoulder-to-shoulder with teachers to administer screeners, analyze student performance, and target instructional support. In the second year of i-Ready Math implementation, directors are building instructional leadership capacity through professional development for principals and assistant principals, classroom walkthroughs, and ongoing monitoring of instructional practices.

Next step: Define the data trigger that moves a student into intervention, and the evidence that moves them out.

4. Document and communicate improvement (Status: Early)

- The Director's Way of Work tracker records progress across all nine directors.
- Coaching cycles measure growth through student learning evidence, not only teacher practice.
- ELL state data was submitted 11 days before the deadline.
- The Athletic Director's monthly Athletic Newsletter keeps families and the community informed with game schedules, team accomplishments, and resources that help student-athletes balance sports and academics.

Next step: A midyear snapshot that reports results against the targets set in Part 1.

Coming up

- Oct 29: Carnegie ELA coaching visits (*Monitor*)
- Oct 31: CEEP due (*Document*)
- Nov 2: WIDA ordering closes (*Targets*)
- Nov 3–4: Carnegie math training (*Foundation*)
- Nov 16: Carnegie Algebra 1 launches (*Foundation*)
- Dec 1: Seal of Biliteracy form due (*Document*)



Information & Technology: As of October 25, 2026

Technology is the infrastructure that makes the system work: it puts tools in students' and teachers' hands, gives leaders real-time data, and keeps families informed.

Foundation: The right tools in every hand

- 2,421 student laptops and Chromebooks refreshed across Grades 3, 4, and 9.
- P-TECH/ECHS collegiate technology packages (laptops, software, and college digital resources) delivered to NFA Main.
- Pending board approval, roughly 600 teachers will receive replacement laptops as current devices reach the end of their useful life.
- Mobile devices are now offered to teaching assistants who requested one for professional use.

1. Set measurable targets (Status: Baselines reviewed)

- District and school administrators reviewed long-term attendance trends together, highlighting areas of progress.

Next step: Set attendance targets by school for June 2027, using these trends as the baseline.

2. Monitor progress (Status: Expanding)

- Panorama, Solara, Datamate, and Hudl now track academic progress, athletic eligibility, lab qualifications, and interventions in real time.

Next step: Ensure school leaders review this data on the same calendar as content-area data reviews.

3. Target interventions (Status: Tools in place)

- Real-time tracking lets staff see which students are receiving interventions and whether they are working.
- A new scheduling, school selection, and program showcase calendar opens high school and program requests on November 2, several months earlier than in past years, giving students more time to choose the right path and making scheduling smoother.

Next step: Use attendance and eligibility data to flag students for support early.

4. Document and communicate improvement (Status: Building)

- Integrations and data systems are underway to support the ParentSquare rollout later this school year, giving families one consistent channel for district communication.
- The scheduling and program showcase calendar has been shared with administrators and staff so everyone works from the same timeline.

Next step: Once ParentSquare launches, use it to share progress toward targets with families.



Coming up

- Nov 2: High school school and program requests open (*Interventions*)
- Staff laptop replacement pending approval (*Foundation*)
- Later this school year: ParentSquare rollout (*Communicate*)

Student Support Services: As of October 25, 2026

Foundation

- MTSS- Establish teams, roles, and consistent referral procedures:
 - Provided principal guidelines for MTSS meetings in all buildings on a consistent cadence
 - Provided MTSS protocols for the school counselors
- FACE- Build welcoming practices and accessible family communication.
 - Yearly calendar of events created
- McKinney-Vento - Strengthen identification, enrollment, and service coordination.
- 504 Implementation - Clarify team roles, procedures, and staff responsibilities.

Set measurable targets

- MTSS- Each building will identify its MTSS teams
- FACE-Set goals for participation, outreach, and family feedback.
- McKinney-Vento- Set targets for timely access, attendance, and service delivery.
- 504 Implementation-Set implementation benchmarks and student-specific access goals.

Monitor progress

- MTSS- Review building progress and how teams are created/provide additional Panorama support and monitoring
 - Cycle of Identity, Plan, Implement, and Review
- FACE- Examination of event locations/engagement events and surveys from parents
- McKinney-Vento - Review of transportation needs due to driver shortages reviewed
- 504 Implementation- Review accommodations for effectiveness and alignment.

Target Interventions

- MTSS-the creation of MTSS teams to support identification of tier students and how they will be supported
- FACE-ensuring we are engaging with all community partners and organizations
- McKinney Vento- Continued coordination of maintaining the Backpack location
 - Coordinate transportation
 - Food, clothing, and hygiene supplies
 - Extended day academic supports
- 504 Implementation-all teams must address unmet needs or ineffective supports
 - Review data from all meetings

Document and Communicate Improvement

- MTSS-Record decisions in Panorama and share progress with families.
- FACE-Share participation trends and changes made from family input.
- McKinney Vento-Maintain confidential service records and communicate follow-up.
- 504 Implementation-Document implementation, team decisions, and family communication.



Coming Up:

- Title IX training for all Principals
- Alternative Instruction Compliance
- Suspension documentation supports
- Update Attendance Goldbook

**GOAL #
2**

Safe, Secure Facilities: Support capital projects that create safe, secure, and modern learning environments. While driving measurable academic improvement. On Track

Exceptional Learners Space and Placements:

Space also remains a challenge. Most special class locations are currently at capacity, and students continue to transfer into the district. In some cases, the lack of in-district space requires out-of-district placement because the district cannot provide the services. The Exceptional Learners Department is working with Curriculum & Instruction and Facilities to review building capacities so new classes can be opened if needed. We are also reviewing all out-of-district placements to make sure each one is appropriate and that students need to remain there.

Buildings and Grounds**Staffing**

Almost every custodian job is filled. One opening is waiting on the state hiring list, and another cleaner retires in December. A painter and two groundskeepers start soon. The district is still looking for a Director of Facilities and for more substitutes for days when staff are out.

Indoor work

Gym and stage floors were sanded and refinished at several schools. The old fold-out gym dividers were replaced with curtains at five schools. New doors went in at Vails Gate's gym, and new furniture at Horizons and the Gardnertown library.

Outdoor work

Crews put up taller fencing at the West Street fields to keep out cars and trespassers, put up new fencing at the Temple Hill playground and rebuilt the bus drop-off at Fostertown. They also mowed, filled potholes, trimmed trees, cleaned up after storms and added fresh mulch to playgrounds.

Moving offices

Several departments were moved out of the central office building to make room for the library construction.



Food Service

Staffing

The meals team has more than 130 employees. Three cafeteria managers retire in December, and the Board approved hiring their replacements early so they can be trained first.

New cafeteria

The cafeteria in the new career and technical high school building opened on the first day of school.

Summer meals

Free breakfast and lunch were served all summer, and Congressman Pat Ryan visited to see the program.

Feedback and menus

Students and parents were surveyed about the meals, and the results are being reviewed. New dishes such as pupusas and Spanish rice were added to better reflect the students the district serves.

Busing

Summer

Buses carried 870 students to summer programs at 44 schools.

This year

Buses now go to more than 100 schools, 11 more than last year, with 848 trips every day. The district added 10 buses for the new career and technical building and handled more than 1,300 requests to change a pickup or drop-off spot.

Staffing

The department is hiring a new assistant coordinator.

Safety and Security

Door entry systems:

Every district building now has an upgraded system that controls who can get in. The central office and Chestnut Street were the last to be finished.

Cameras:

More than 100 security cameras were upgraded at the NFA Main campus, Fostertown, and Chestnut Street. New cameras also cover the outdoor food storage coolers.

New career and technical high school building:

The building got its own safety equipment, including weapons screening, movable barriers, crowd-control lines, radios, and emergency planning software.



Radios:

A new district-wide radio system is being installed.

Message signs:

The district bought two portable electronic signs on trailers that are already being used around the district to post messages.

Training:

- Security staff completed a “Handle with Care” course, which teaches how to calm a tense situation with words and, if needed, how to safely hold someone.
- All safety staff were trained in managing crowds at events, as the state fire code requires.

A full update will be given at the Facilities Committee meeting on Nov 19, 2026

Technology

All existing classrooms in the CTE building and New Windsor received new 86-inch Samsung interactive boards as well as Chromeboxes or OPS devices. At New Windsor, these replaced aging devices.

The District is moving forward with our demographic study. We received preliminary demographic data and are compiling other data points towards building a more comprehensive report for planning purposes.

Capital Projects (as of Oct 13, 2026)

Project	Complete	Status
CTE Building	99%	In closeout.
New Windsor School	80%	HVAC finished; bus loop due Oct 21; addition due Jan 2, 2027; library work starts Feb 8, 2027.
Balmville School	80%	AC retrofit running and ready for heating season; closeout paperwork underway.
Gardnertown & Fostertown Geothermal	15%	In design; NYSERDA grant funded; budgets being revised.
NFA North Auditorium	20%	In design; theatrical scope being re-bid.
Master Plan	55%	Long-range plan with Jacobs and CSArch: safety first, bundled projects, toward a future bond.



GOAL #
3

South Middle School Receivership: Successfully fulfill the Superintendent's statutory role as Receiver for South Middle School under New York State's School Receivership Law (Education Law §211-f), ensuring compliance with all state requirements.

South Middle School Receivership - *On Track*

South Middle School Receivership:

The transformation at South Middle School (SMS) within the Newburgh Enlarged City School District reflects a dedicated effort to align strategic planning, instructional leadership, and rigorous progress monitoring in support of sustained school improvement.

Strategic Groundwork & Collaborative Leadership

The foundation of the Receivership work at South Middle School relies on consistent alignment across school, district, and state levels. Through structured, monthly strategic planning sessions—including dedicated SMS Receivership Planning, SMS Leadership meetings, and preparation for the upcoming Panorama/NY District Showcase—leadership teams have maintained a unified vision for success.

In September, foundational momentum expanded through targeted support for key stakeholder groups:

- Community Engagement Team (CET): Assisted with the preparation and strategic planning for the September CET meeting, fostering strong community and family alignment.
- School Improvement Team (SIT): Contributed directly to September SIT planning efforts, ensuring that building-level school improvement goals directly reinforce Receivership targets.

Instructional Coaching, PD & Classroom Impact

A central pillar of the Receivership initiative is elevating classroom instruction through direct professional development and coaching. Key highlights include:

- Curriculum Unpacking & Core Skills: Delivered direct coaching and professional development centered on conceptual thinking, curriculum unpacking, and spiraling core skills to deepen student engagement and skill mastery.
- Targeted Department Workshops: Facilitated specialized PD sessions during department meetings on *Data and the Curriculum*, empowering educators to translate achievement data into actionable instructional adjustments.
- Strategic Partnerships: Planned a high-impact coaching day with Carnegie to refine mathematics and instructional methodologies across teams.
- Side-by-Side Walkthroughs: Coordinated side-by-side administrative walkthroughs for 6th-grade ELA in partnership with Magnetic, providing structured overviews and actionable, direct feedback to teachers to strengthen instructional fidelity.

This focus on classroom-level support reflects a clear commitment to bridging high-level strategic goals with everyday teaching and learning.



Rigorous OISR Progress Monitoring & NYSED Reporting

To establish transparency, maintain accountability, and fulfill state requirements with the New York State Education Department (NYSED) Office of Innovation and School Reform (OISR), robust tracking systems were developed in October:

- Progress Monitoring Tracker: Designed and launched a comprehensive tracker to document Receivership initiatives, summarize completed work to date, and establish real-time visibility into ongoing implementation.
- Q1 Receivership Report (Aug 1 – Oct 30, 2026): Supported the compilation and finalization of the 2026–2027 Receivership Quarter 1 Report, ensuring complete alignment with state benchmarks.
- Demonstrable Improvement Indicators (DIIs): Maintained the Progress Monitoring Hub Tracker dedicated to tracking metrics across all ten Demonstrable Improvement Indicators (DIIs).

Continuous Improvement & Long-Term Sustainability

Ongoing efforts are focused on embedding continuous improvement practices into the culture of South Middle School:

- Evidence Organization: Systematically organized artifacts and evidence of completed work to enhance visibility into achieved milestones, clarify outstanding responsibilities, and outline clear next steps.
- 2026–2027 Receivership Continuation Plan: In close collaboration with building leadership and NYSED OISR, actively updated and refined core lead strategies, executive presentation slides, and the formal plan document to ensure long-term strategic alignment.

Through these combined efforts—combining strategic vision, direct teacher coaching, state alignment, and rigorous monitoring—South Middle School continues to build an environment positioned for measurable student achievement and long-term success.

Driving School Transformation: The Narrative of South Middle School's Receivership Journey

The transformation of an educational institution under state receivership requires far more than procedural compliance; it demands a unified vision, intentional instructional leadership, and a steadfast commitment to continuous improvement. At South Middle School (SMS) within the Newburgh Enlarged City School District (NECSD), the execution of the Receivership Continuation Plan represents a powerful narrative of strategic alignment and institutional renewal. By bridging high-level governance with targeted classroom support, SMS has cultivated a culture where data-driven decision-making and collaborative leadership actively propel student success.

Strategic Governance and Stakeholder Engagement

The foundation of sustained school improvement rests upon structured, transparent planning across all leadership tiers. At South Middle School, this momentum is sustained through rigorous monthly strategic planning sessions, including dedicated SMS Receivership Planning, SMS Leadership meetings, and strategic preparation for the Panorama/NY District Showcase. These collaborative forums ensure that district priorities seamlessly translate into actionable building-level strategies.

Crucial to this operational framework is the active engagement of key stakeholder groups established during the early fall planning cycles:

- **Community Engagement Team (CET):** Direct support during September CET planning ensured that family,



community, and school leaders maintained a shared, transparent trajectory toward receivership goals.

- **School Improvement Team (SIT):** Dedicated contributions to September SIT work aligned localized school improvement targets with the overarching metrics mandated by state oversight.

Elevating Pedagogy: Instructional Coaching and Capacity Building

While strategic frameworks define the pathway, real transformation occurs within the classroom. To elevate instructional quality, SMS prioritized direct coaching and professional development focused on high-leverage pedagogical practices, including conceptual thinking, curriculum unpacking, and the deliberate spiraling of core skills across grade levels.

Instructional refinement was further reinforced through specialized partnerships and targeted department engagements:

- **Data-Driven Instruction:** Facilitated professional development modules during department meetings focused on *Data and the Curriculum*, equipping educators with the analytical tools needed to adapt daily instruction to student learning needs.
- **Strategic Vendor Coaching:** Coordinated a dedicated coaching day in partnership with Carnegie to deepen pedagogical content knowledge and strengthen instructional delivery.
- **Administrative Walkthroughs:** Partnered with Magnetic to execute side-by-side administrative walkthroughs for 6th-grade ELA. These visits provided structured overviews and immediate, constructive feedback to teachers, promoting instructional fidelity and shared accountability.

By connecting professional learning directly to real-time classroom observations, South Middle School has established a responsive instructional model that directly targets student achievement.

Accountability and Progress Monitoring: OISR and NYSED Alignment

A pivotal dimension of the receivership journey is establishing transparent monitoring mechanisms that satisfy both internal benchmarks and external mandates from the New York State Education Department (NYSED) Office of Innovation and School Reform (OISR). In October, strategic focus turned toward operationalizing progress tracking to document initiatives and evaluate implementation fidelity.

Key accomplishments in state reporting and monitoring include:

1. **Progress Monitoring Tracker:** Designed and deployed a customized tracker to capture ongoing receivership initiatives, consolidate completed benchmarks, and provide real-time visibility into active workstreams.
2. **Quarter 1 NYSED Reporting:** Led the comprehensive compilation of the 2026–2027 Receivership Quarter 1 Report—spanning August 1 through October 30, 2026—ensuring thorough documentation of all school improvement activities.
3. **Demonstrable Improvement Indicators (DIIs):** Maintained the Progress Monitoring Hub Tracker to rigorously evaluate progress across all ten mandatory Demonstrable Improvement Indicators (DIIs).



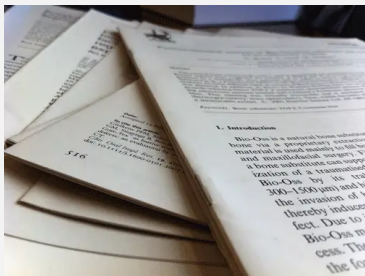
Sustainable Continuous Improvement and Next Steps

The ongoing receivership work at South Middle School is grounded in the understanding that short-term wins must translate into long-term systemic stability. To ensure lasting impact, school leadership systematically organized evidence of completed work, enhancing visibility into key milestones, outstanding responsibilities, and strategic next steps.

In close collaboration with building leadership and NYSED OISR, the 2026–2027 Receivership Continuation Plan remains an active, evolving roadmap. Core lead strategies, executive presentation materials, and formal plan documentation continue to be refined to reflect current data and strategic growth. Through this deliberate integration of governance, pedagogy, and accountability, South Middle School continues to write a compelling story of resilience, progress, and sustainable academic excellence.



POLICY & LEGISLATIVE



New York State Policy Information

[A NYSED Message](#)

[September 11 Inspires Memo](#)

[September 14th Inspires Memo](#)

[The Truth About NY Inspires and New York's Education Transformation](#)

[September 28 Inspires Memo](#)



Local Policy Information

Next Policy Meeting scheduled for November 10, 2026

UPCOMING EVENTS



Red Ribbon continues
until October 30, 2026



SMS STEM DAY-
November 7th



STEM Night @ GAMS



Food Bank Pop-Up with
the Regional Food Bank to
support 400 families
10-1pm



[November Parent Month](#)



The Wiz
November 13 and 14th
Tickets on sale now



UPCOMING BUSINESS MEETINGS

Date	Meeting	Time
Tue, Nov 3	Academic Committee	4:00 PM
Tue, Nov 10	Policy Committee	4:30 PM
Tue, Nov 10	Regular Board Of Education Meeting	5:30 PM
Thu, Nov 19	Facilities Committee	4:00 PM
Tue, Nov 24	Personnel Committee	4:30 PM
Tue, Nov 24	Regular Board Of Education Meeting	5:30 PM



October Events & Celebrations



Hispanic Heritage Month

Throughout the district, schools celebrated Hispanic Heritage Month with their own unique events and experiences. Food was served, families invited, and fun was had. Here are a few of the news stories posted as well as the pictures from the BOE Meeting Presentation.

[South Middle School](#)

[Balmville](#)

[Newburgh Free Academy](#)

[NFA P-Tech](#)

BOE Presentation



NFA Student Playwright Recognized by NYS

Last year was our district's first time attending NYSTEPA. Abbie is the student selected to represent Newburgh to audition for the showcase last year and was accepted to one of the plays!

[View the full story here](#)



Fostertown Science Club Hosts Annual Family Science Night!

Dozens of student-led interactive stations filled the room as young scientists confidently explained their topics, demonstrated key scientific concepts, and guided families through hands-on activities.

[View the full story here](#)



Division of Exceptional Learners Hosts "Meet the Exceptional Learners Night"

The Division of Exceptional Learners recently hosted Meet the Exceptional Learners Night as a way for families to meet the people who help support their child's educational journey.

[View the full story here](#)

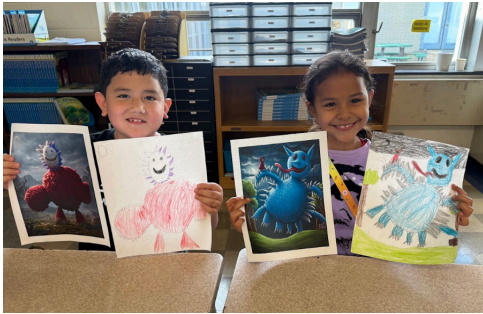




NFA AF-JROTC Participates in Annual Hudson Valley Honor Flight

This special experience provides an opportunity for them to reflect on their service, remember their fellow service members, and receive the recognition and gratitude they so richly deserve.

[View the full story here](#)



Meadow Hill Scholars Bring Monster Creations to Animated Life!

What I love most about this project is that my students get to take full ownership of not just their incredible monster masterpieces that they create, but their writing as well. - Ms. Burawa.

[View the full story here](#)



Meadow Hill Scholars Thank Fire Fighters for Prevention Week Visits

When firefighters visited Meadow Hill School for Fire Prevention Week, they were treated to a special surprise: seeing the stunning completed murals up close.

[View the full story here](#)



Fire Prevention Week at New Windsor School

Having so many of our brave local firefighters at NWS made for an unforgettable visit. The kids loved getting to meet these fantastic everyday heroes and learn firsthand how they help protect our town.

[View the full story here](#)

