



NEWBURGH ENLARGED CITY SCHOOL DISTRICT

ANNUAL REPORT TO THE BOARD OF EDUCATION

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INTRODUCTION

New York State Education Law §4402 requires school districts to make periodic evaluations of programs, services, and facilities for students with disabilities and to report at least annually to the Board of Education. Additionally, this report covers 504 Accommodation Plans covered under the Rehabilitation Act of 1973 and a summary of health services as it falls under the Exceptional Learners Division.

The education of students with disabilities is regulated by the Federal Individuals with Disabilities Education Improvement Act (IDEA) Legislation and Regulations, as well as by New York State Education Law, Article 89, and the Part 200 and Part 201 Regulations of the Commissioner of Education. These regulations are amended occasionally, resulting in complex processes and procedures for school districts.

The education of exceptional learners has always presented educators with unique challenges and enormous rewards. These challenges are heightened by the requirement that exceptional learners must meet the high academic standards set for all students and be educated in the same environment as their nondisabled peers as much as possible. We must understand and meet the multifaceted and changing requirements of federal and state regulations, while maintaining primary focus on meeting the academic and social/emotional needs of children with disabilities. This requires an authentic partnership with general education teachers, the community, and with parents. It is beneficial that State and Federal guidelines have expanded the pathway options. The shifts have opened multiple pathways for all students, including exceptional learners, to achieve a high school diploma. Additionally, the Board of Regents has recently made recommendations to change the requirements for students to achieve a New York State diploma that will go into effect in 2027. This exciting new graduation framework includes a range of adjustments that include the four transformations as follows:

- Adopting the New York State Portrait of a Graduate,
- Redefining credits,
- Sunsetting diploma assessment requirements, and
- Moving to one diploma

While this new framework is only in the conceptual phase, it has the potential to have a positive impact on the educational experiences and outcomes for exceptional learners. As the framework takes clearer form, the Exceptional Learners Division and NECSD will make adjustments to its support of exceptional learners to ensure greater access to the range of educational programs and the supports needed to ensure all exceptional learners are provided every opportunity to cross Academy Field with their nondisabled peers. Enclosed is the most recent guidance from the Board of Regents: [NYSED Presents Timeline to Implement the Recommendations of the Blue Ribbon Commission on Graduation Measures](#).

The Exceptional Learners Division, with the support of the Superintendent's Office and the Board of Education, has expanded the opportunities for our students to progress academically, behaviorally, and socially. We must meet the requirements set forth by Federal and State laws and regulations, as well as make every effort to ensure that students with disabilities meet or exceed academic standards that lead to equitable college and career opportunities.

Ongoing efforts have been made to ensure that programs for exceptional learners take into account the Newburgh Enlarged City School District's vision and mission:

Vision:

- Creating choice, voice, and opportunity for impacting the future of all Goldbacks.

Mission:

- As the Goldback community, we will educate and empower our students to build their futures and support their community.

NECSD has used the tenets of IDEA to guide the programs and initiatives to address the achievement of students with disabilities, kindergarten through high school. These include:

- High expectations for all students
- Common curriculum and assessments aligned with NYS Common Core Learning Standards
- Response to Intervention/Multi-tiered System of Support, using a data-driven approach to inform instruction, identify gaps in learning, and provide interventions to address the gaps
- Differentiated, high quality, specially designed instruction for **all** students
- A rigorous course of study, with appropriate supports and interventions, that lead to college or career readiness
- Access to general education curriculum in the Least Restrictive Environment



CSE/CPSE MEMBERSHIP AND PROCESS

The Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) are appointed annually by the Board of Education. The CSE consists of these mandated members: a chairperson, a school psychologist, the child's special education teacher, a regular education teacher who has or might have the student in class, the school physician (if requested), the child's parents/guardians, and a parent member who has a child with a disability (if requested by the child's parents in writing within 72 hours of the meeting). Other members may include persons having knowledge or special expertise regarding the student as determined by the CSE or parent/guardian, as well as the student, when appropriate. The Board also appoints Subcommittees on Special Education, with the same membership with two exceptions: the additional parent is not a member and the chairperson can be an administrator, a special education teacher, or a school psychologist. Subcommittees are empowered to consider Individualized Education Program (IEP) changes and to conduct annual reviews.

While the CSE is responsible for school-aged students with disabilities, the CPSE is responsible for students with disabilities ages 3-5. The CPSE includes the chairperson, the child's parent/guardian, the parent of another preschool or elementary student with a disability (if requested by the child's parent/guardian in writing within 72 hours of the meeting), a special education teacher or provider, an Orange County representative, and/or an approved evaluator. A general education teacher is also a mandated member, necessitating the presence of a kindergarten teacher at meetings. The CPSE process in NECSD is often a complex one that requires an ongoing relationship with the county who is responsible for the evaluation of children, as well as the provision of services for preschool exceptional learners. There has been an ever-increasing number of students referred to the CPSE through family members, UPK programs and medical personnel that has put extraordinary pressure on school and county personnel to complete timely evaluations and to ensure there are sufficient services to meet the needs of our young students. This process often requires hours of investigation to assist families to navigate the process and to secure approved services to ensure their children are provided services to potentially reduce their need for school-aged services once they enter kindergarten. This process has become even more challenging as a result of COVID as there has been a significant shortage of evaluators and services providers in Orange County. Our CPSE chairpersons, as well as our Senior Typist for CPSE, spend an extraordinary amount of time and energy to meet the expectations of preschool in spite of the fact that we have little to no direct responsibility for the approval of preschool evaluators and providers. More recently the provision of services under preschool and the county has become an extraordinary challenge as shortages of preschool providers have mirrored state and national trends. The District has continued to work with the county and SED to find solutions to this ever increasing concern. The District has recently sought and secured preliminary approval to operate preschool school special class programs with related services to support some of our more disabled preschool students. These new programs will be discussed in greater detail later in the report.

At any time, a member of any committee may be excused, by mutual agreement, by the parents and the District, given that the member provides written input into the IEP if the concerns raised in the meeting are relevant to that person's area of expertise. The Newburgh Enlarged City School District makes every effort to ensure that required members are available for CSE and CPSE meetings in order to ensure meaningful input is provided in the decision making process.

The only individuals authorized to make a referral to the CSE are the student's parent/guardian, the commissioner, or "a designee of a public agency responsible for providing education to students with disabilities, including but not limited to the school district in which the student resides". A professional staff member, including the building principal, may request that a referral be made to the CSE, but cannot directly make that referral. The Board of Education has

appointed the Assistant Superintendent for Exceptional Learners as the School District Designee for request of student referrals to the CSE for initial referrals.

Typically, the initial request for a CSE referral is made by the school's MTSS (Multi-Tiered System of Support) Committee, a committee that includes educational professionals in each school who are familiar with the child. Before consideration of a referral of a child to the CSE, the members of the MTSS Committee are responsible to identify interventions to remediate or otherwise address the student's difficulties in school within general education. This is an important responsibility of the committee, since districts are legally required to attempt to address learning difficulties outside of special education whenever possible. Put into effect as of July 1, 2012, a "Response to Intervention (RtI)" methodology must be used with a student in kindergarten through fourth grade as the method for determining whether a learning disability in reading is present (RtI and MTSS are often used interchangeably).

According to the State Education Department, there are clear guidelines for the implementation of a multi-tiered system of intervention under a MTSS model. The State Education Department, in their guidance, identifies what is required at each level with regard to size of grouping, frequency of the intervention, and a system for progress monitoring, including how often data needs to be collected during the progress monitoring of student progress in direct relationship to the intervention. What is noteworthy is the length of time that a student should be tracked at each Tier. There is clear guidance, borne out of educational research, for how much time a student should be in a particular Tier. The primary reason for this is that research indicates the amount of time that is necessary to allow a particular intervention to be tried, as well as the appropriate intervals to collect data and monitor student progress. In doing this, a student needs to be within a Tier for a specific amount of time in order to ensure that there is fidelity in the intervention. This issue is critical in where RtI fits into an overall curriculum, instruction and assessment system and reinforces the point that special education for most students should only be considered only after students are given targeted, measurable interventions over a period of time. NECSD has recently updated its MTSS plan that provides detail to its structure in our district [24-25 MTSS Committee Plan](#).

When a principal receives a parent referral or a CSE Chairperson receives any referral, they must immediately inform the other. Within ten days, the child's parents are sent a packet of information that includes consent for evaluation and Procedural Safeguards Notice. A multi-disciplinary evaluation of the child is conducted, the CSE meets to review the information and makes a decision regarding the student's eligibility for classification and special education services. An Individualized Education Program (IEP) is developed if the child is classified, and the Board of Education arranges for special education program placement. This process must be completed within sixty (60) calendar days from receipt of parental informed consent for the evaluation. The CSE also meets regularly to review students' programs, and it must conduct an annual review for each classified student. Re-evaluations, which may include a full assessment of the student, must be conducted at least every three years.

Since COVID, NECSD has received a significant increase in referrals to the Committee on Special Education, a trend that reflects a nationwide concern. It is critical to understand that factors such as interrupted learning, socio-economic status, race, and ethnicity must be considered before classification. While we recognize the increased learning and behavioral concerns of our students these past couple of years, special education is not necessarily the expedient solution for these concerns. Additionally there has been a notable increase in international students whose education in their previous country varies greatly and in some cases there is no formal special education process as we have in the United States. In some cases these students may also have genetic or congenital concerns that have not been fully identified or treated. It has been a significant challenge to welcome these students into the district when there are no clear evaluations to rely upon nor a clear understanding of their needs. The Exceptional Learners Division works very closely with the Registration Division to identify these students early and often and to expedite evaluations when necessary to ensure they are provided an appropriate level of educational support. The law requires schools to identify and implement pre-intervention strategies whenever reasonable to mitigate gaps or concerns in student learning.

As part of the IEP development and revision process, there is also a provision in the regulations that allows for minor changes to a student's IEP to be made without holding a CSE meeting if the parent and CSE Chairperson agree in writing. Examples of the types of IEP revisions that will be made without a CSE meeting include: changes in frequencies for special education services, test accommodations, and annual goals. While we are cautious to use this provision, it does save valuable parent and staff time, while preserving parents' due process rights.

It is critical to understand that this is a legally binding process. IEP's cannot be created, amended or terminated without a CSE meeting or an IEP Amendment no Meeting, and cannot occur without ensuring the family has prior written notice of the Committee recommendations. Prior written notice is a form that is required, in addition to the IEP, that outlines the reason why certain proposals were approved or rejected. Additionally families are members of the Committee as mentioned and decisions made on behalf of our students cannot ignore the input of families regarding placement and services. Below is a chart that distinguishes the CSE vs. CPSE process:

COMMITTEE ON SPECIAL EDUCATION VS. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION		
	CPSE	CSE
AGES	Responsible for evaluations, programs and services for children ages 3 through 5	Responsible for children ages 5 through 21 or upon a child's receipt of a regular high school diploma (whichever comes first).
RESPONSIBILITY	Orange County Dept. of Health responsible for funding of evaluations sites, programs, and services including summer services . Also responsible for transportation if needed. NECSD oversees the CPSE meetings and supports parents' access evaluations, programs and services through the county.	NECSD has full responsibility for evaluations, programs and services once the student ages into kindergarten including summer services beginning at the end of the child's kindergarten year. Responsible for special transportation upon entering kindergarten.
LOCATION OF SERVICES	Services can be provided in the home, in a day care site, or in a Universal Pre-K site. Center-based programs throughout Orange County can be considered for more disabled preschool services as determined by the Committee on Preschool Special Education.	Programs and services are provided in a public school, a BOCES program or in an approved out of district private program as determined by the Committee on Special Education. Home services for severely disabled students may be considered.
COMMITTEE MEMBERSHIP	CPSE committees consist of: <ul style="list-style-type: none"> • An Orange county representative • A special education teacher or provider • An approved evaluator • An NECSD representative • A general education teacher (K or UPK) • The parent/guardian • Physician (if requested 72 hours prior to the meeting) 	CSE committees consist of: <ul style="list-style-type: none"> • A NECSD chairperson • A school psychologist • A special education teacher • A general education teacher • Others w/ knowledge of the student • The parent/guardian • Physician (if requested 72 hours prior to the meeting) • Student (if appropriate)



ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES

The Newburgh Enlarged City School District has one Assistant Superintendent for Exceptional Learners and six full-time administrators for our exceptional learners that includes two Directors of Exceptional Learners. Four Supervisors of Exceptional Learners support the programs and CSE processes for our 14 buildings, as well special education students in preschool, private and parochial schools, as well as approved BOCES, day and residential schools. Supervisors are responsible for supporting the ongoing programmatic needs of our exceptional learners, ensuring staff deliver high quality specially-designed instruction, and completing the detailed paperwork that is required by regulation. The Directors of Exceptional Learners also have the significant responsibility of managing the many compliance requirements established by SED, monitoring special education programs and services in the district, in BOCES and out of district placements, as well as dealing with various conflicts and difficult situations. The division is supported by three CSE/CPSE chairpersons, a senior account clerk, a principal typist, three senior typists, and three typists. The division has the challenging responsibility of sending invitations and IEPs for thousands of CSE/CPSE meetings on an annual basis, serving as a conduit for the process for initial evaluations between schools and the parents/guardians, and also managing the communication among parents/guardians, schools, agencies, and special education administrators. Collectively personnel in the division must ensure all processes occur in a timely and compliant fashion. The special education administrative and support staff do an outstanding job in a very demanding environment. Additionally, the division is responsible for school social workers and school counselors who are overseen by a Director of Pupil Personnel Services. Health services are also under the purview of the Exceptional Learners Division which has additional unique and challenging responsibilities. A Health Services Facilitator supports this work to ensure the district is complying with local and state department of health requirements. There will continue to be a requirement for the various divisions to collaborate as PPS crosses over many areas including special education.

The administrators and support staff in the special education office must ensure that the provisions of the Individuals with Disabilities Education Act (IDEA) and the NYS Part 200 & 201 Regulations of the Commissioner are implemented appropriately throughout the organization. Some of these responsibilities are listed below:

- The CSE and CPSE must develop an appropriate Individualized Education Program (IEP) for each student with a disability, and must review and amend the IEP as needed. An IEP includes the following information:
 - The disability classification and a statement of how the child's disability affects his or her involvement and progress in the general curriculum.
 - Each special education program and related services as appropriate, program and testing modifications/accommodations and supplementary support services, including the projected date for the beginning, anticipated duration, location and frequency for all programs, services, and accommodations.
 - Current levels of functioning in management, academic, physical, and social areas, which include parent/guardian concerns in each area of the IEPs.
 - Any transportation needs related to the student's disability.
 - Annual goals to enable the student to progress in the general education curriculum; goals and short-term benchmarks for students in an alternate curriculum for students with more severe disabilities and for preschool students.
 - An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities.

- Whether the student will participate in the New York State Regular or Alternate Assessments, and the test accommodations that will be used.
- A functional behavior assessment and behavior plan for any child whose behaviors impede the learning of the student or others.
- An enhanced transition plan for students age 15 and older, which includes outcome statements and activities in the areas of post-secondary education/training, employment, and community living, as well as specific interagency responsibilities and linkages.
- Technology supports designed to reduce the child's barriers to accessing general education curriculum.

Please refer to the [Appendix 5](#) flowchart that outlines how an Individualized Education Program (IEP) is developed.

All IEPs developed must be on a standardized state form and include the State mandated parent prior written notice forms which require a high level of detail in order to ensure that the IEP process meets with SED compliance. NECSD maintains the forms and records in an electronic database that adheres to FERPA and the privacy requirements for the district. Additionally,

- The CSE must discuss each high school student's course of study to ensure that they are meeting all of the requirements for graduation and that the courses are aligned with the student's post-secondary goals.
- Equal in importance to developing quality IEPs is program development and monitoring. The Directors and Supervisors work closely with District and building administrators, teachers, and support staff to ensure that the programs meet the needs of the students in a fiscally responsible manner.
- The Exceptional Learners Administrative Team has responsibility for compliance monitoring, including the management of data concerning students with disabilities. They are responsible for over twenty different compliance indicators that are reported to the State Education Department. Coordination with the District student management system is one of the challenging aspects of recording and tracking countless pieces of data for over 2000 special education students.
- Progress reports detailing progress that each student has made toward meeting the goals on their IEP must be sent to parents/guardians at the same time that reports are sent for general education students. These reports are sent in addition to the regular report cards.
- Informed parent/guardian consent is required for every initial and re-evaluation of a student with a disability, which lists the assessments that will be administered.
- Informed parent/guardian consent is required before providing special education and related services to your child for the first time.
- Parents have the right to receive the mandated *New York State Procedural Safeguards Notice, Rights for Parents of Children with Disabilities* upon a child's initial referral for evaluation, upon any request for a due process hearing or mediation, when a decision is made to suspend or remove a child for disciplinary reasons that would result in a disciplinary change in placement, and at least annually. This pamphlet is sent home minimally with the invitations for the student's annual review.
- The District must ensure that all instructional materials used in the schools are available in a usable alternative format at the same time they are available to non-disabled students. Each student's need for assistive technology, as well as augmentative and alternative communication systems, both in school and at home, must also be considered.



HIGH EXPECTATIONS FOR CHILDREN WITH DISABILITIES

There have also been sweeping changes in alternative exiting credentials for students in special education. Before 2013-14, students had a range of exiting options. For all students, an Advanced Regents diploma, with or without distinction, or a Regents diploma are the expected exiting credentials. For special education students, there have been additional exiting credentials that include a local diploma for any students who use any of the safety net provisions described, and a local diploma via Superintendent's Determination for students who, have achieved mastery in coursework but are unable to successfully obtain a 55 or higher on one or all Regents exams. Please refer to Appendix 7, [Graduation Pathway Options](#) for a summary of the **current pathway options**.

During the 2021-22 school year, NFA Main began a modified Regents level program for students who are moderately disabled who have struggled with core curriculum through middle school. Students in this program take Regents level programming which is modified to teach primarily the essential skills and concepts, also known as 'Power Standards', to a deeper level. Students are expected to sit for the Regents exams as well as earn a CDOS, resulting in earning either a local or Regents diploma. During 2022-23 a second cohort of students was enrolled in this program. We are proud to announce that we had our first set of graduates from this program in 2023-24. These are students that traditionally may have been shut out of a regular high school diploma program because they may have been on an alternate pathway that would previously not have led to a high school diploma. It is a great example of what happens when we hold students to high expectations and provide scaffolded support to ensure they meet the minimum standards for graduation.

In addition, the State Education Department has issued two alternative exiting credentials to replace the IEP Diploma. The first exiting credential, Skills and Achievement Commencement Credential (SACC) is available only to students whose learning profile requires them to have an alternate assessment. The SACC is a culmination of the variety of academic, functional life skills, prevocational, and job readiness experiences they have had in their school careers. To address the concern about the rest of students whose profile requires them to participate in Regents curriculum and examinations, but whose cognitive or academic profile makes these rigorous expectations challenging, a second credential, the Career Development and Occupational Studies (CDOS) Credential, is available. The expectation is that the CDOS Credential is in addition to a Regents or local diploma and can be available for both special and general education students. According to the New York State Education Department:

CDOS is an exiting credential (not a diploma) that classified students are eligible to earn beginning in the 2013-2014 school year. The CDOS Credential may be awarded as the sole exiting credential or be awarded in combination with a local or Regents diploma.

A student with a disability who has met the criteria for a CDOS Credential and has successfully completed all coursework but has NOT successfully passed one or all Regents may, by parent request, obtain a Local Diploma via Superintendent Determination. The Superintendent reviews the parent request and recommendations to determine if the student has otherwise met the standards for graduation with a local high school diploma when the student has not been successful on the Regents exam(s) because of their disability.

The CDOS Credential may not be awarded in combination with a SACC (Skills Achievement Credential).

The following criteria are included in the CDOS credential:

- *students must be provided with “meaningful access” to Regents curriculum;*
- *they must have a minimum of 216 hours of CTE coursework and/or work-based learning activities;*
- *54 of the 216 hours must include documented school-supervised, and work-based learning experiences related to career awareness, exploration, and/or preparation.*

The work based learning hours may be completed at the high school with a through job shadowing, community service, senior projects, school-based enterprise, CTE hours, etc. The CDOS learning standards include the following:

- *Career Development: knowledgeable about the world of work; explore career options; and relate personal skills, abilities and aptitudes to future career decisions*
- *Integrated Learning: academic knowledge and skills applied in the workplace and other settings*
- *Universal Foundation Skills: foundation skills and competencies essential for success in the workplace*
- *Career Majors: career-specific technical knowledge/skills*

Students with a CDOS [as a sole exiting credential] may exit after attending school for at least 12 years; or remain in school until age 21 [who do not meet the criterion for a Superintendent’s Determination for graduation]. They may participate in graduation, however, they are considered non-graduates. The District is focused on preparation for “entry-level” positions, apprenticeships, and/or technical training programs for these students after graduation. Additionally while this credential was initially only available for special education students, it is now available to all students. It can also be used in addition to a local, Regents, or Advanced Regents degree.

The District is required:

- *to provide documentation of how students demonstrated achieving the learning standards in order to award the credential;*
- *to maintain a **copy of the career plan** that was in effect the school year that the student exits high school; and*
- *to monitor a **transcript** that must include documentation of coursework and number of hours of work-based learning experiences that the student completed.*

We expect that all students with disabilities receive primary instruction in the general education environment, with exceptions for students with significant cognitive or other disabilities that necessitate alternative methods of instruction in learning environments uniquely suited to their individual needs. Not only is this a requirement of Federal and state law, but research shows us that this is the most effective way to provide a meaningful education for students with disabilities that leads to college and career readiness. We continue to review our continuum, the strategies used in both general education and special education, and also pathways to graduation that are innovative and combine academic ability with hands-on experiential learning in order to improve our graduation rate. A 9-Year Graduation Data summary can be found in [Appendix 9](#).



ENSURING ACCESS IN THE GENERAL EDUCATION ENVIRONMENT

Since 1975, federal special education law has included the requirement that students with disabilities be educated in the least restrictive environment. IDEA and NYS regulations continue to reinforce this expectation, making the assumption that students with disabilities will be educated in the regular classroom with appropriate special education services and supports. The IEP has to include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and other activities. Federal and state governments set integration targets which are broken down by the amount of time a scholar is educated with their same-aged peers. The four primary categories are:

- ☐ 80% or more
- ☐ 40-79%
- ☐ Less than 40%
- ☐ Separate School

It has been a priority of the NECSD's Exceptional Learners Division to increase the number of students who are educated as close to their same-aged peers as possible. [Appendix 2](#) represents the district's trends over an eleven-year period for **SCHOOL-AGED SPECIAL EDUCATION**. The division has been thoughtful in how programs are developed and implemented, and has developed measures for how to ensure students are being recommended for programs that match their specific needs. The Division has promoted inclusive practices in all programs, whether as part of the core curriculum, or with special-area classes where exceptional learners can benefit from peer models. After 10 years of intentional planning to promote inclusive practices, data for the 2024-25 school year indicates the district has finally achieved the 60% threshold of educating students with disabilities with their same-aged peers at least 80% of their academic day.

What is noteworthy is that integration rates vary by the type of disability involved. For example students with multiple disabilities are least likely to be educated in a general education setting 80% or more of their day, while students with a language impairment are more likely to be educated in a general education setting 80% or more of their day. Students with an emotional disability again are less likely, while students with a learning disability are more likely to be educated in a general education setting 80% or more of their day. The District trends in these areas match state and national trends which reflect a clear distinction of which profile of student finds success in public schools and which are often more likely to be segregated either for intellectual or behavioral concerns. **Appendix 2 also reflects the eight-year trend of LRE by disability.**



SPECIAL EDUCATION PROGRAMS

The District provides a continuum of special education programs and related services for students with disabilities. Resource Room and consultant teacher services provide supplemental support for students in every school. Special class programs for primary instruction are delivered in a separate location for periods of time that can vary from less than an hour daily to a full day. Integrated Co-teaching programs (ICT) pair a special education and a general education teacher in a classroom, either for a full day, or for specific instructional areas or subjects. Related services (occupational therapy, physical therapy, speech and language services, counseling) are also provided as appropriate as either stand-alone supports or in combination with specialized instruction as listed above. For a number of years, the Exceptional Learners Division has heavily emphasized the importance of specialized reading instruction. The Division has trained most of its special education teachers in the SONDAY System of Reading, which is a multi-sensory synthetic phonics program that has demonstrated high levels of efficacy for students with reading disabilities. There has been additional training in other multi-sensory tools in order to customize instruction as needed. While most teachers K-8 have been trained, we have also begun training high school teachers in these methodologies. SONDAY is also used as one of the resources for AIS teachers K-5.

Some students may have a combination of special education programs, which enable each IEP to be tailored to the student's needs and the particular circumstances of the grade and school. While IDEA emphasizes the placement of students in general education classes as being preferable to any separate location for services, some pull out services may be necessary to address the students' instructional needs in a focused and targeted manner.

Over the past ten years the Exceptional Learners Division has taken strides to stabilize the continuum and to ensure services are available to students in every building in order to reduce unnecessary transfers to another building simply because the CSE recommends a different program. Teaching assistants, aides, related service providers, specialized equipment, assistive technology, and specific teaching techniques are used to support exceptional learners in our schools. A variety of programs and services for students who are on the autism spectrum have become necessary as the population of these students has steadily increased. Students with autism who require special class programming have traditionally attended Meadow Hill. Due to the increase in the number of students with autism requiring special class services, a new program has been implemented at Fostertown Elementary School starting in 2023-24 with a second added in 2024-25. Another class was implemented this year, 2024=25, at Temple Hill Academy. At the elementary level, there are two classes for students with social/emotional needs at Gidney Avenue, two classes at New Windsor for multiply disabled students, and seven buildings that house special class 12-1+1 programs for more moderately learning and language disabled students: Vails Gate, HOH, Fostertown, GAMS, Temple Hill, Balmville, and Gardnertown. ICT is available as a half day model for kindergarten and first grade in all schools with the exception of Meadow Hill which offers a full day model in kindergarten and first grade (due to historical enrollment trends in this building). All schools have full day ICT in second through fifth grade. Every year, based on the number of students enrolled, we may depart slightly from this model, but it has been a consistent model for many years. We have attempted to increase ICT in every building to ensure there is a full day model in every grade, but due to budget constraints and variations in kindergarten enrollment, we have scaled back the model and have reverted to half day K/1 as described in almost all elementary buildings. Teaching assistants supplement this half day model and provide supplemental support. In 2023-2024, the district created a new special class 9-1+3 classroom at Gardnertown Leadership Academy. This unique program is for students with significant cognitive, mobility, and/or language delays who need hand over hand, life skills instruction to help them gain independence and communication skills to navigate their world. In 2024-25 NECSD was

successful in installing an adaptive playground for these students that allows them to play alongside their same-aged peers while reducing barriers to accessibility.

There are expected adjustments to the continuum in 2025-26 which may include the moving of programs, as well as the creation of new classrooms for students with more specialized needs. An update to the BOE will be provided regarding these adjustments once the division has completed the annual review season.

Our middle schools house a range of programs, including ICT by subject, and a range of 12-1+1 classes for grades sixth through eighth. Additionally, SMS houses a 12-1+2 class for multiple disabled students.

High School programming is a complex range of classes that include special class 15-1 and ICT classes in all core academic areas at Main and ICT at North. NFA West provides ICT in a number of classes to support the non-traditional learning environment of the school. All secondary buildings also provide consultant teaching, resource room and related services. Special Education students have equitable access to all programs including PTech, CTE, and early college experiences as appropriate, and IEPs are developed that balance students' course of study in these program offerings and their individual needs.

NFA Main houses a number of special classes for multiply-disabled students. As part of their programming these students also experience prevocational and work-related experiences to supplement their academics in order to prepare them for adulthood. In 2022-23, Project Search, a work training program, was introduced for NFA students who are in their last year of eligibility for school (typically students who are 21 years old). Project Search is a nationally recognized program that provides a variety of training experiences, typically in a health services environment. The program had Crystal Run Healthcare as our community partner for the first two and half years, but due to changes in leadership, NECSD had to seek an alternative partner. We are excited to be partnering with St. Luke's Hospital starting in January 2025. Preliminary feedback is that the students are flourishing in this new environment.

The purpose of the program is to provide authentic, real life training/vocational experiences that assure students with developmental disabilities will gain valuable career-centered learning opportunities, while also maximizing their potential to receive a well-paying job with benefits upon exit from high school. NECSD partners with ACCESS-VR (Adult Career and Continuing Education Services-Vocational Rehabilitation), an adult agency that supports students who are leaving high school and continue to need a continuum of supports as they transition to the adult world. In fact, ACCESS-VR funds a portion of the Project Search experience, especially around additional job-coaching and transportation needs.

Please refer to [Appendix 8](#) for a summary of the district-wide **Special Education Continuum**.



PRESCHOOL SPECIAL EDUCATION (CPSE)

As mentioned earlier in the report, NECSD has the responsibility to oversee the Committee on Preschool School Special Education (CPSE) process for over 325 students. This process is somewhat different than the process for school-aged students. The provision of securing evaluations, programs and services falls under the supervision of Orange County Department of Health for students who demonstrate disabilities prior to age 5. Students who are identified early as needing support, birth through aged 3, are evaluated and provided services directly through the County under Early Intervention (EI). Programs and services primarily consist of home-based services for students who have significant developmental or genetic disorders. School districts have no relationship to this process, but if a child continues to demonstrate concerns by the end of the early intervention period, they must be reevaluated before determination for services continue to be needed. At age three, the district where the child resides assumes administrative responsibility for the student. A referral is made to an approved preschool evaluator and the CPSE through NECSD must convene on or before the child's third birthday to determine whether they are eligible for preschool services, ages 3 through 5.

Historically if a child continues to be eligible for programs and services, the County continues to be responsible for arranging for and providing these services. They can consist of services provided in the home or a daycare setting of the parent's choice, or if the student has more significant needs, they may be eligible for a center-based special class program. These center-based programs are private programs and are funded through Orange County Department of Health. For Newburgh, due to the fact that we operate a Universal Pre-K program, service providers may come to one of our UPK schools to provide mandated services as per the child's IEP.

More recently, the preschool-aged programs and processes are struggling throughout the state with similar challenges that school districts are facing: there are significant shortages with program availability and certified service providers, especially in the area of speech and language and counseling support. There is also a backlog in evaluations due to a lack of providers when the student is first referred to the CPSE. Our CPSE chairpeople, in collaboration with our support staff, spend countless hours on the phone trying to secure evaluators, service providers and programs to secure the mandated services for our children. This has been especially challenging because the reimbursement rate for these services have not kept up with the cost of living and the private programs that we rely upon have had a more difficult time remaining viable as they cannot compete for employees who have other job options in the public sector.

Ironically, while the County is expected to be the primary provider of these programs and services, and school districts' role is intended to only have administrative oversight over the CPSE process including holding the meetings, the school district must make attempts to meet the needs as outlined in the child's IEP when the county falls short. As a result, NECSD has spent over a year navigating the SED bureaucracy to become an approved site for the provision of special class and related services support. This application process was approved in late Summer 2024 and allows NECSD to run 4410 programs (special class programs). As a result, NECSD has recently opened a special class 8-1+2 program at Balmville Elementary School for students with significant language and developmental needs, as well as an integrated special class 8-1 programs at Gidney Avenue where selected special education students are included in a typical UPK classroom that is supplemented with a full time special education teacher.

This has been an arduous process and reflects how difficult it can be for districts to meet the needs of our children in spite of the barriers that are oftentimes beyond our control. While these programs have preliminary approval from

SED, we are still finalizing the application process with Orange County Department of Health so that we can begin to seek reimbursement for the programs and services that we have assumed responsibility for. Additionally, we anticipate a site visit from SED during the second half of the 2024-25 school year to receive final approval. We are excited about these new opportunities for our children that were born out of necessity, and NECSD will continue to monitor the preschool process to determine if we need to expand our programs to meet the needs of children. We are optimistic that there have been recent applications for new private programs to begin in Orange County to provide these services for children, and we are partnering with these new ventures to support their application and approval process with SED. Newburgh has taken a need regionally to get in front of this growing dilemma and will continue to explore new and innovative methods to ensure students' needs are met.



SPECIAL EDUCATION PERSONNEL

Board of Education Policy 4321.14 “SPECIAL EDUCATION PERSONNEL” requires the Superintendent, in collaboration with the Exceptional Learners Division to “ prepare an annual report to the Board which provides information about the certifications and qualifications of the special education professional personnel, as well as a summary of the professional development opportunities offered.”

The Exceptional Learners Division has the following numbers for staffing:

- 154.5 special education teachers
- 2.5 CSE/CPSE chairpersons
- 19 school psychologists
- 18 speech therapists
- 18 social workers
- 25 school counselors
- 4 occupational therapists
- 5 occupational therapist assistants (COTA)
- 2.6 physical therapists
- 1 Assistive Technology Specialist
- 29 school nurses
- 105 Teaching Assistants
- 67 Teacher Aides
- 2 Attendance Teachers

As part of the BEDS process, in collaboration with Human Resources and the Information & Data Division, all professional staff are determined to be properly certified and highly qualified to teach in the areas they are hired in. Additionally great effort is spent to ensure that teachers have additional credentials to ensure they are able to support the additional needs of the district. As an example, of the 18 speech therapists, 17 have the additional licensure of speech language pathology. This licensure requires annual professional development for them to maintain their CCC's (Certificate of Clinical Competencies) which is a national certificate governed by ASHA (American Speech Language Hearing Association). This additional certification legally permits them to bill for Medicaid services.

For special education teachers, the state has introduced a complex system to receive extensions in content areas in addition to what their current certification may indicate. This system called Statement of Continued Eligibility (SOCE) allows the district to certify teachers, based on previous experience and course of study, to be highly qualified to teach special education students in various content areas. This is important because, as per the SOCE process, special class diploma-bound programs at the secondary level (15-1 and 12-1+1) must be taught by a teacher who is credentialed in that content area (i.e., English, Social Studies, Science, and Math). These new requirements have presented a challenge in the hiring process because we cannot hire teachers at the secondary level who are generalists, and there are shortages of dually certified or dually credentialed teachers to maintain compliance.

NECSD also has a higher level of nursing credentials than may typically be found in public schools. Currently we have Registered Nurses, as well School Nurse Teachers, and Nurse Practitioners. This range of nursing allows our buildings to address the routine medical concerns that are required, but also allows for our nurses to provide education to teachers, students, and families. Nurse Practitioners are able to conduct school physicals according to the Department

of Health cycle of required physicals under the direction of the School Medical Director. This is an invaluable resource given that many of our families may not have medical insurance or may not have the ability to access clinics due to job or family obligations.

One additional example of the challenge of seeking appropriate credentials, is regarding social workers. We have a range of credentialed personnel in this area that includes LCSW (licensed clinical social work) and LMSW (licensed master's social work). Recruitment and retention of LCSW level social workers is crucial because it allows for clinical supervision of LMSW personnel which allows the district to maximize its Medicaid reimbursement as they are legally permitted to bill for their services under Medicaid. This adjustment in our planning has allowed NECSD to substantially increase our Medicaid reimbursement rate at a time where additional revenue sources are much needed.

We continue to work hard to find personnel who offer a wide range of skills to meet the complex needs of our exceptional learners. Additionally we have been intentional, with the support and guidance of human resources, to seek diversity in our school personnel.

Since COVID, there have been challenges in securing highly qualified personnel in some areas of need. There are currently staff shortages in the areas of special education and pupil personnel services, a trend that is being experienced nationwide. This is especially a challenge for the reasons stated above in that we cannot provide a substitute for areas that require a license. This is true for school nurses, social workers, psychologists, speech therapists, and school counselors. If a vacancy occurs, either due to retirement or resignation, there are few candidates who have applied in recent years compared to years before COVID. When the position is vacated due to a short-term leave it is especially more difficult to find a replacement who is licensed and certified given the severe shortages that exist. This is also true for special education teachers due to the restrictive nature of the current certification process in New York State as mentioned above. Finding secondary special education teachers who are also certified in math or science is extremely difficult. It is well known that secondary math and science are areas of shortage to begin with. There have been discussions at the state level to relax the restrictive certification requirements for special education given this reality, but to date SED has provided no such relief. We continue to advocate for solutions with state representatives as we navigate these new challenges. Additionally a recruitment plan has been developed between the Human Resources and Exceptional Learners Division to continue to secure highly qualified personnel to meet our mandates in special education.



SPACE ALLOCATION FOR SPECIAL EDUCATION

Board of Education Policy 4321.3 “ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS”, requires the Exceptional Learners Division in collaboration with the Superintendent Office, BOCES, and the Board of Education to ensure any space needs or concerns regarding programming for exceptional learners be planned for in relationship to long-term capital planning. According to the policy the district must:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the district’s special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the district’s latest census, and other district child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipating any projected increase in the number of students and preschool students with disabilities the district will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.
4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.
5. Submit a report to the board regarding the results of the above review process, along with necessary recommendations for additional space allocations.

As a matter of practice, the Exceptional Learners Division has taken a proactive approach to student enrollment and program needs. Since 2015-16, the Division has worked with the CPSE Chairpersons to review all students aging into kindergarten to project their needs for the following year. The process followed consists of:

- meeting as a group to identify the students,
- collaborating with parents/guardians and CPSE providers regarding the needs,
- completing site visits in preschool programs to ensure a full understanding of their needs, and
- working with the Division leaders to ensure appropriate space and programming is available as part of the annual budget process.

As a result, the Exceptional Learners Division has resisted as possible the long-standing practice of requesting new teachers and programs after the start of the school year. Our directors keep detailed databases of each program, student enrollment, and projected openings in each program at every level. This has allowed us to prevent surprises with enrollment in certain programs and buildings. Redistributing the continuum to ensure an array of services within each building has also mitigated the need to seek additional space or programming each year. This process also occurs when students in out of district placements are considered to return to an NECSD program. Recently, NECSD has been challenged due to a high number of transfers after the school year begins who need specialized programming that may not have been accounted for as part of the budget process. Students with autism continue to be an area of focus.

The Exceptional Learners Division has been included in all Capital Bond meetings to ensure that students with disabilities and their needs will be accounted for in any major reconstruction projects. This is important because there are space requirements for special class programs, and it is important that related services personnel have adequate space to provide services and ensure students are gaining maximum benefit.



PRIVATE & PAROCHIAL SCHOOLS

An issue that continues to be complicated and difficult is that of providing special education services to students who have been placed in private or parochial schools by their parents/guardians. The district in which the nonpublic school is located (District of Location) has CSE responsibility for all students with disabilities who attend that school, including those who reside in other school districts. Currently, we are responsible for the provision of special education services for classified students attending Bishop Dunn Memorial School, Nora Cronin, Blooming Grove, and San Miguel. In 2024-25 a new school has opened in the City of Newburgh, Canterbury Brook Academy of the Arts. We have established relationships with all schools to ensure we comply with child-find and the provision of service obligations of the regulations. While NECSD students who attend our public schools are entitled to an Individualized Education Program (IEP), students who are enrolled in these private schools are entitled to an Individualized Education Service Plan (IESP). While the CSE must consider each student's needs in these parentally-placed schools as they would for students attending public schools, the difference is that NECSD is only responsible for services.

The CSE is required to conduct a multi-disciplinary evaluation and convene a meeting for every student referred in writing, including those attending private or parochial schools. The CSE makes a decision regarding the student's eligibility for classification and special education services, and as indicated an Individualized Education Service Program (IESP) is developed if the student is classified in parentally-placed schools. SED has recently required each Local Education Agency, in our case NECSD, to meet with each school to determine the type of program they are operating and what curriculum they may use under general education guidelines, but NECSD has no jurisdiction to dictate how they design their education environment, what certifications, training or experience the teachers in these school may have, nor can it offer an opinion about whether a student's needs, based on their disability can be met in this environment. Additionally, without the pre-referral systems and services found in public schools, it is challenging to adhere to regulation with regard to pre-intervention strategies prior to classification for these students. To support these students, NECSD has employed a range of staff to support these schools including teachers, related services providers and a full time nurse. This is especially challenging because, while the personnel are Newburgh employees, they function within the private school routine making ongoing supervision difficult. We continue to analyze the needs of these schools and worked with the NECSD legal team to ensure we are complying with Special Education Regulations. Interestingly, while the Federal IDEA Regulations do not guarantee programs and services for students who are enrolled in parentally-placed schools, New York State has exceeded the Federal mandate by requiring districts of location to ensure "the IESP...be developed in the same manner and with the same contents as an IEP is developed" and, "services must be provided on an equitable basis as compared to other students with disabilities attending public or nonpublic schools located within the district".

While we bill other districts for the services received by students attending nonpublic school in our district, the State has limited types of services that are billable. An inordinate amount of administrative and clerical time has been devoted to meeting the requirements of this legislation, and many of these additional responsibilities are not part of the reimbursement process between districts.



SPECIAL EDUCATION POPULATION

The population of students with disabilities in the Newburgh Enlarged City School District has hovered between 15% and 17%. Please refer to Appendix 1 for a year-by-year comparison of classification rate. An ongoing issue that we continue to face is the number of referrals to special education, made both by school buildings and parent referrals. Parent referrals are often encouraged by school personnel to by-pass the RtI/MTSS process and expedite the process for evaluation. In accordance with the regulations, *'A student shall not be determined eligible for special education if the determinant factor is: (i) lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies; (ii) lack of appropriate instruction in math; or (iii) limited English proficiency.'* The purpose of the RtI/MTSS process is to provide such targeted interventions, which includes the required explicit and systematic instruction in a student's area of deficit. Students are often, therefore, found ineligible for services, as they were not provided with the required interventions needed. This at times can be a significant drain on human resources as it requires extensive time for special education teachers, psychologists, and related services personnel to evaluate students when they may be better served supporting students directly as a form of prevention.

Supervisors and directors continue to work with buildings on strengthening the RtI/MTSS process and communicating with parents as to the pre-referral programs and strategies that are required for consideration prior to determination for special education.

The number of children classified by the Committee on Preschool Special Education continues to increase year to year. During COVID, referrals to both CSE and CPSE dipped and have begun to rise again. The Supervisor of CPSE and the CPSE chairpersons have a network within the community to assist with providing families both with supports for early intervention services and options for educational supports when a preschool child has been referred to CPSE. State-wide, however, there is an ongoing shortage of evaluation sites, as well as program and related services availability to students in need of these services, as mentioned.

Below are the number of referrals to both CSE and CPSE. These numbers denote students for whom consent has been received to begin the testing process. It does not account for referrals where the parent did not provide informed consent to evaluate their child's needs. *data source: NYS Indicator 11 Inclusion report*

School Year	Referrals to CSE	Referrals to CPSE
2023-24	229	275
2022 - 23	198	266
2021 - 22	184	260
2020 - 21	184	150
2019 - 20 through March 13, 2020 (COVID shutdown)	142	211
2018 - 19	211	276
2017 - 18	183	303
2016 - 17	197	286
2015 - 16	226	323
2014 - 15	203	254



SED SPECIAL EDUCATION COMPLIANCE

A major area of focus for the Exceptional Learners Division is to ensure that our processes and protocols comply with all required areas of special education regulation. SED established compliance indicators through a Special Education Performance Plan (SPP). In 2015, NECSD had been cited for 23 areas of noncompliance that had persisted for over a generation. An action plan was implemented to address these areas which included:

- Timely Evaluation and Reevaluation of special education students
- Quality indicators for preschool students regarding social/emotional functioning
- Quality transition planning, starting at age 15, to ensure special education students transition into the adult world with goals and plans for postsecondary work or education
- The development of functional behavior assessments and behavior intervention plans for students whose behavior impedes their ability to learn
- Least Restrictive Environment: Ensuring students are educated as close to their peers as possible
- Graduation and Dropout Rates
- Disproportionality of suspension of students with disabilities by race and ethnicity, and the provision of education while the student is suspended.

Due to the areas of noncompliance, NECSD was sanctioned by NYSED and was subject to an ongoing cycle of audit and review by Regional Associates in the New York State Quality Assurance (SEQA) office. These reviews occurred monthly for the 2015-16 and part of the 2016-17 school year. As a result of the Division's commitment to corrective actions, NECSD was determined to be fully compliant by the end of the 2016-17 school year. While we are proud of this accomplishment in a short amount of time, it is the direct result of the hard work of our administrators, office staff, and building staff, including our teachers and related services providers who all worked in coordination to address our areas of noncompliance. Additionally the Division has put into place protocols to ensure we maintain compliance as we move forward. While the district was able to be removed from the list of districts in NYSED for significant concern, it is an annual expectation to maintain compliance. Since the initial corrective actions that led to compliance, every year there has been an area or two that require ongoing attention. NECSD works very closely with the State Education Department through their SEQA office to address areas of concern. For the 2023-2024 and 2024-2025 school years, the Directors of Exceptional Learners meet weekly with a SEQA Regional Associate to remain in compliance. As indicated in the appendices, NECSD continues to demonstrate ongoing compliance in a range of areas through 2023-24.

One area of concern continues to be the suspension of students with disabilities by race and ethnicity. For a number of years, NECSD has been cited for overrepresentation of students with disabilities who are suspended. Tracking of this data was suspended during COVID, but began again for the 2021-22 school year. SED utilizes a formula that determines a risk factor, which compares the suspensions of students with disabilities to the overall number of students (State Indicator 4A). This formula establishes a risk ratio and requires NECSD to be below a threshold determined by SED (currently 2.7), which equates to suspension patterns for special education students being suspended no more than 2.7 times those of all other students. In 2021-22, the risk ratio for NECSD was 3.56. Additionally the same formula is used for suspension of students with disabilities based on racial and ethnicity categories compared to the overall population by race/ethnicity. The state threshold in this area (State Indicator 4B) for 2021-22 is 3.56 and NECSD's risk ratio for black students is 7.19. This means we are seven times more likely to suspend a black student with a disability compared to the overall black population and it represents twice the rate allowable by SED. As a result of this citation, NECSD continues to be subject to an SED review. These ongoing reviews have determined that we are making progress with compliance, and we are awaiting the most recent review which will conclude by the end of this school year. Additionally, NECSD has been determined to be "at-risk" in this category for Hispanic students.

In addition to support regarding special education process and procedure, SEQA may also dedicate state support systems to the district to provide additional support and assistance. Currently NECSD is being given this support through the Regional Partnership Center who dedicate personnel to the district to focus on the following areas:

- Academy growth and performance
- Disproportionality of Suspensions for special education students including alternatives to suspension
- Transition and postsecondary planning for special education students
- Family and Community Engagement
- Support for effective behavioral strategies in classrooms

As a result of this partnership, the RPC is currently working with Newburgh Free Academy, South Middle School and Horizons on the Hudson to support various initiatives in these areas. RPC staff visit each school regularly, facilitate meetings on goal identification, data-driven analysis, and implementation of plans related to each schools SCEP (School Comprehensive Education Plan). Additionally, the RPC team meets quarterly with the Executive Team to review progress made as a result of the partnership)

Please refer to [Appendix 10](#) for an outline of SED Compliance Areas



504 ACCOMMODATION PLANS

Federal law established a parallel program for students who have medical needs, but do not qualify for special education or programs and services under IDEA. 504 Accommodation Plans are provided to students under the Rehabilitation Act of 1973 that establishes that some students may need reasonable accommodations in order for them to access the general education curriculum, as well as ensuring access to the physical environment in the event their disability limits such access. While special education students may also qualify for 504 plans, students who have 504 plans do not automatically qualify for special education. The major distinction between the two laws is that special education encompasses a range of programs, services, accommodations, and modifications in order to make progress in the general education curriculum while 504 plans are largely about the provision of accommodations and modifications to reduce any barriers to the general education curriculum or school environment. For a student to qualify under Section 504, they must have a physical or mental impairment that impacts a major life activity. There must be evidence of a substantial limitation that impacts the school environment. Like students who qualify under IDEA, students with 504 Accommodation Plans can have the plans amended as needed, and at least annually. Membership for 504 meetings is less prescribed, but it should be at least a chairperson and any individual who may have information regarding how the impairment impacts a life activity. Assistant principals in each building serve as 504 Chairpersons, and typically the general education teacher and school nurse attend the meetings. Other members are included as appropriate. Additionally parents are members of the 504 team and have an important role in developing the plan. Currently there are 293 students who have 504 Accommodation Plans.



HEALTH SERVICES

The NECSD School Health Service Department takes a leadership role in assessing health risk factors and promotes resilience to ensure that students achieve optimal health and well being. It is through the whole school, whole community, whole child approach in the educational setting that promotes learning and a greater alignment between health and education outcomes. This student centered approach ensures an overarching goal of keeping students healthy, safe, engaged, supported and challenged.

Health Services are provided in 14 public schools with a fluctuating enrollment of 11,500 students and 4 parochial schools with a combined enrollment of 337 students. Our program is staffed by 1 Health Service Facilitator, 8 Nurse Practitioners, 14 School Nurse Teachers and 5 Registered Nurses. Currently we have 10 Health Clerks and 7 Health Aides.

Overview of the work that is done through our health offices:

- Ongoing tracking and requesting of Physical Exams, Immunizations, Medications/Medication Orders, review pink emergency cards, liaison with student/family and primary provider
- Tracking and following up daily with students who are in process for immunizations by phone calls, e-mails, letters to avoid exclusion from school and maintain compliance according to NYSDOH
- Identifying medical conditions- educating faculty/staff, emergency medical plans, updating infinite campus
- Faculty/Staff training for Epipens and Glucagon- sports and field trips
- Preparing for Field trips- identifying medically fragile students, nurse accompaniment, medications, educating on health conditions
- Establishing newly diagnosis Diabetic/Seizure School Medical Management Plans and any other medical conditions- Cystic Fibrosis, Muscular Dystrophy, Cerebral palsy
- Developing Emergency Evacuation Plans for Special Education students
- Developing medically evacuation plans for temporary injured students
- Completing the New York State Immunization Survey and BMI Survey
- Participation in RTI, CSE, 504 ,Attendance, High Risk student meetings collaborating with Guidance, SEL members and Administration to work through barriers and enhancing student's educational success
- Commitment for providing health services in after school programs: 21st Century, Empire, Saturday Academy, ELL Program and Rise Program
- Participating in Open Houses, Parent/Teacher conferences and volunteering for School programs- Reading night, Family fun night, Block party, and other school and community related activities
- Coordinating Special Transportation and Home teaching requests to decrease absence from school with Building team, Administration, Family and Medical provider
- Active participants in Building Health and Safety, Emergency Response Teams and District Wellness Committee
- On going review of medical records of new entrants and update infinite campus

- Implementing plans/interventions as per the Department of Health regarding pandemics such as COVID and Influenza
- Resource for Faculty/Staff-- health information, B/P checks, ill in the workplace
- Initiate wellness program for faculty/staff: Biggest Loser, Thinnest Winner Program, Healthy Heart Program with Orange Regional Hospital
- Referrals to Lion's Club to obtain glasses for students
- Coordinate Services with Cornerstone FHC Dental Van and Colgate Dental Van, Vision Service Provider (VSP) Global and NYSED to provide full eye care
- Distribution of Back Pack Program in coordination with the Homeless Liaison
- Support building Blood Drives
- Create and maintain health theme bulletin boards and have health resource information readily available- for example flu, immunizations, communicable diseases etc.
- Thanksgiving and Christmas coordinate and/or support SEL team in providing food baskets, gifts, food drives, Adopt a family
- Sports Clearances
- Collaborate with Athletic Department and initiate Family ID for students to register and be cleared for sports
- Resource for faculty/staff and students/families in addressing Bed Bugs, Pediculosis and Roaches in the School Building
- Maintaining Hygiene Program in coordination with Homeless Liaison
- Additional programs: Building Buddy Mentor program to improve attendance, Girls on the Run, Chalk It Out, In It to win It student attendance program, support student/community Internships, Open airways Asthma program
- Support First Aid, CPR and Narcan trainings as per the DOH
- Educating Cafeteria managers regarding students food restriction/allergies
- Boys and girls maturation program
- Provide Mount Saint Mary College Nursing students clinical rotation for NUR 402 Community Health Nursing
- Participate in District Professional development
- Attend programs outside of NECSD- New York state Center for School Health Services, AHA BLS Training, Nursing Associations, Decreasing Attention Getting Behaviors, Mastered level courses to complete pathway for permanent Certification as School Nurse Teacher
- Ongoing implementation of psycho-social emotional supports and/or interventions to students on a daily basis
- Implementation of concussion protocol

NECSD nursing and office staff are unsung heroes in supporting the whole child at NECSD. It is for this reason that NECSD is unique in the area for promoting School Nurse Teachers and Nurse Practitioners in these positions given the complexity and diversity of issues our school district faces. These designations reflect a high level of expertise and experience our nurses come with, and also reflect the fact that teaching and learning is the responsibility of all professionals, including those who dedicate themselves to the health and wellbeing of our students.



PUPIL PERSONNEL SERVICES

The Pupil Personnel Services (PPS) in NECSD encompasses a range of support services designed to promote students' academic, social, and emotional well-being. PPS staff includes school counselors, social workers, and attendance teachers who work collaboratively to address student needs. Their responsibilities include providing mental health support, crisis intervention, attendance monitoring, and family outreach. By fostering a supportive learning environment, PPS helps ensure that all students have access to the resources and interventions necessary for success in school and beyond.

The Pupil Personnel Services (PPS) Department in the Newburgh Enlarged City School District supports approximately 11,500 students across 14 schools, prioritizing their academic success and well-being. The team consists of two attendance teachers focused on improving student attendance and engagement, 24 school counselors who offer academic, college, and career guidance, and 19 social workers who provide mental health services and social-emotional support. Together, they play a vital role in promoting student success, addressing barriers to learning, and facilitating graduation pathways through individualized interventions and comprehensive support services.

Overview of the work that is done through Pupil Personnel Services:

- Provides mental health services through counseling, crisis intervention, and referrals.
- Implements social-emotional learning (SEL) programs to enhance student well-being.
- Supports academic success with individualized guidance, college and career planning.
- Monitors and improves student attendance to reduce chronic absenteeism.
- Conducts threat assessments and crisis response to ensure school safety.
- Facilitates restorative practices to promote conflict resolution and positive behavior.
- Provides counseling with special education services and Individualized Education Plans (IEPs).
- Engages families and caregivers through outreach and community partnerships.
- Provides professional development for staff on trauma-informed practices and de-escalation strategies.
- Coordinates substance abuse prevention and intervention programs.
- Connects students and families to community resources for additional support.
- Ensures compliance with state and federal regulations regarding student services.
- Supports diverse learners and English language learners (ELLs) with targeted interventions.
- Collaborates with teachers and administrators to create inclusive learning environments.
- Promotes graduation readiness through individualized academic and emotional support.
- Develops and implements district-wide mental health initiatives to support student well-being.
- Establishes early intervention programs to identify and address student challenges before they escalate.
- Provides professional development for staff on SEL, crisis response, and student support strategies.
- Coordinates multi-tiered systems of support (MTSS) to address academic, behavioral, and emotional needs.
- Collaborates with community organizations to expand access to counseling, mentorship, and social services.
- Leads trauma-informed care initiatives to ensure schools are safe and supportive for all students.
- Oversees school reentry programs for students returning from suspension, hospitalization, or other absences.

- Implements data-driven decision-making to track student progress and refine support strategies.
- Advocates for equity and access to resources for all students, including marginalized and underserved groups.
- Ensures a coordinated response to crises and emergencies, providing immediate and long-term student support.

The Pupil Personnel Services (PPS) Department supports students' academic, social, emotional, and mental well-being across a school district. Through a comprehensive approach, PPS professionals—including school counselors, social workers, and attendance teachers—collaborate to remove barriers to learning, improve student attendance, and provide essential mental health services. They implement crisis intervention, restorative practices, and trauma-informed care while promoting student success through college and career readiness initiatives. By engaging families, coordinating with community organizations, and utilizing data-driven decision-making, the PPS ensures that all students receive the individualized support they need to thrive. The PPS team relies heavily upon district-funded databases to support its work. These include Infinite Campus, Naviance, and Panorama. Their work is crucial in creating safe, inclusive, and equitable school environments that empower students to reach their full potential and successfully graduate. The chart below outlines how each database is utilized to inform the work of PPS:

STUDENT DATABASES FOR PUPIL PERSONNEL SERVICES

DATABASE	DESCRIPTION	IMPACT
Infinite Campus	<i>PPS staff use the primary student management database for report cards, scheduling, transcripts, parent and building communication documentation, and attendance initiatives.</i>	<i>Maintains a centralized repository for all student data needed to track and report on academic progress, as well as parent/guardian contacts and social/emotional progress.</i>
Naviance	<i>Naviance is a comprehensive college and career readiness platform used to help students plan their futures. It provides tools for academic goal setting, career exploration, and post-secondary planning, apply and remain in contact with colleges allowing students to make informed decisions about their education and career paths.</i>	<i>Serves as a central hub for students to manage their college application process; provides targeted support for students in grades 6-12 to ensure college and career readiness.</i>
Panorama	<i>The system consolidates all academic data (including iReady scores, state assessments, and report cards), attendance records, and social-emotional information for each student and school in a visually accessible format. It is used by (PPS) and Academic Intervention Services (AIS) staff to identify and monitor social-emotional, attendance, and academic interventions as part of the Multi-Tiered System of Support (MTSS). Additionally, it includes student social-emotional learning (SEL) survey data, which is collected twice a year.</i>	<i>The system consolidates all academic data, including iReady scores, state assessments, and report cards, along with attendance records and social-emotional information for each student and school. It is utilized by PPS and Academic Intervention Services (AIS) staff to identify and monitor social-emotional, attendance, and academic interventions as part of the Multi-Tiered System of Support (MTSS). Additionally, the system includes student social-emotional learning (SEL) survey data, which is collected twice a year. This data provides suggestions and strategies to support student success.</i>



SPECIAL EDUCATION, PPS & HEALTH SERVICES **BUDGET**

Special education is highly controlled by Federal and State laws and regulations, which are designed to ensure that students with disabilities are provided with appropriate programs that ensure opportunities to access the general education curriculum. These laws, as well as case law driven by court decisions, also provide parents with due process rights. Legal expenses for special education impartial hearings and court appeals are difficult to predict during the annual budget process. The complexity of special education law also requires frequent consultation with the District's attorneys.

New York State's requirements exceed those in the Federal Individuals with Disabilities Education Improvement Act (IDEA) in many areas, driving special education expenses. A memorandum from SED in March 2018 delineates over 200 requirements in New York Part 200 Regulations that are not required under the Federal IDEA. Class size and caseload restrictions in the NYS Part 200 Regulations, as well as the requirements for related services, drive staffing needs for students with disabilities. Both New York State and federal law require districts to provide special education programs and services to students with disabilities who are placed by their parents in nonpublic schools. However, federal law limits the cost of those services to the per-pupil federal allocation, while NYS requires districts to pay the amount that exceeds federal funding.

Some students have significant needs, requiring specialized services, sometimes including expensive out-of-district placements. There has been a significant increase in the number of students who require a BOCES, day, or residential placement. Currently, we have 6 students who are placed by the CSE in a residential program but have a number of additional students pending placement. Historically, the District has worked very hard to collaborate with families, outside agencies, and community supports to prevent students from having to leave their homes and enter into a residential setting. It is the belief of the District, and supported by Regulation, that it is better in most circumstances to keep students as close to their home as possible with appropriate supports to address the level of need that the student presents. Additionally, the District holds very strongly to the regulatory requirement to consider the Least Restrictive Environment for students. In spite of this, there has been increased pressure on the CSE to consider these types of restrictive placements, in large part because of the shortage of supports in the community that are expected to prevent such a placement. The District continues to work diligently with all stakeholders to seek more proactive, locally-based solutions for our neediest of students with the intent to maintain the continuity of a home placement and also prevent unnecessary and costly placements in residential settings that often have a complexity all their own in how they meet the needs of these students. Additionally, not only do we have a large number of students who require BOCES, approved day or residential programming, NECSD also enlists programs in five counties: Orange, Ulster, Sullivan, Westchester, and Rockland counties. This requires a large number of bus runs to sites that may require a student to endure a 90 minute bus run each way on a daily basis. Not only does this separate the student from their home community, it also puts stress on our most complex students to negotiate a long commute to and from school each day. These challenges have only increased as a result of the interrupted learning during COVID and the challenging behaviors that have occurred as students have returned to the classroom full time.

Additional needs that also drive costs in special education include teaching assistants and aides that may be used as one-to-one that enable students to stay in general education classes, and they are sometimes needed in special classes as well. Assistive technology and adaptive equipment required by some students with disabilities are necessary expenses, especially since technology expands on an almost annual basis. Tools that may be appropriate in a given year or a given grade level, may quickly become obsolete as technology expands or as students' needs change as they grow. The

District supports the critical importance of building 21st Century skills for all students, including special education students. Technology and adaptive equipment can effectively allow exceptional learners greater access to general education curriculum while providing them life tools to negotiate learning in a way that removes barriers associated with their disability. While the District has aggressively increased the range of technology tools for all students, special education has the responsibility of providing additional tools as appropriate, and based on the disabilities of individual students. NECSD is one of the few districts in the area that has hired an Assistive Technology Specialist to work with teams of teachers and individual students to determine whether technology is warranted and would benefit a student. Additionally, one of our speech therapists supports augmentative and alternative communication needs for students who struggle with spoken communication. The process requires an ongoing review and assessment of the effectiveness of the tools considered, with particular emphasis on whether students will utilize the tool consistently and appropriately. Additionally, it is important to determine whether a student has the prerequisite skills to benefit from the tool considered. These personnel work closely with the Information and Technology Division to ensure that any special education technology support is aligned with the district's overall technology plan. Additionally the requisite is needed for the teachers so they can appropriately support the students' needs around technology.

A hidden expense for special education comes from the many individual assessments that are required for students with disabilities. Replacement test protocols (booklets that cannot be copied) must be purchased every year for use by special education teachers, speech & language therapists, OT/PT, and school psychologists. Additionally, the standard test instruments for cognitive and academic assessments are revised every few years. Outdated assessments cannot be used, requiring districts to purchase new test kits, protocols, and scoring software. Additionally, some of the vendors of these assessments have begun to introduce paperless, computer-based assessments that offer promise and are in keeping with 21st Century learning, but the initial costs to move in this direction are prohibitive. We have been working very closely with the vendors, as well as with our related services personnel, to determine if and when we may want to move in this direction without creating unnecessary costs to the district. The CSE sometimes needs information beyond what can be obtained from evaluations done by district staff, and will contract for an outside evaluation, such as a psychiatric or a neuropsychological evaluation. Parents who disagree with an evaluation done by the District have the legal right to an independent evaluation at district expense. [APPENDIX 6](#) provides a breakdown of the **SPECIAL EDUCATION BUDGET SUMMARY**.



FUNDING FOR SPECIAL EDUCATION

Special education programs and services are funded in the same manner as general education programs, supplemented by state and federal funding. There are several methods used to access this financial support, such as those noted below:

- Accurate completion of State Aid forms to ensure appropriate weighting of aid for special education students.
- Completion of STAC (System to Track and Account for Children) forms and follow-up paperwork for all students in district and BOCES programs who generate high-cost aid for the school year, summer, and for transportation costs.
- Timely filing of Medicaid reimbursement forms for eligible students.
- Completion of Federal flow-through grant applications – Section 611 and Section 619.

It should be noted that the Medicaid process, State Aid, and STAC processes are complex and time consuming. We have been able to recapture a significant amount of state aid through a close collaboration between the Exceptional Learners and Finance Division. NECSD contracts with an outside consultant for the maintenance and filing of all Medicaid claims. This consultant is adept at working closely with our related services personnel to ensure we maximize our remittances in order to receive a high reimbursement for Medicaid Services. NECSD also contracts with a consultant to maximize reimbursement for state aid for high-cost students.

Special education represents one of the largest unfunded mandates imposed by both federal and state legislation. When IDEA, formerly known as PL 94-142, was first signed into law in 1975, there was a promise to federally fund 40% of the costs. Over the past few years, economic and political forces at both the state and federal levels have prevented the potential of full funding for special education originally promised in the initial law. As a result, the allocations through the various funding mechanisms have not kept pace with the costs associated with educating special education students. The District has been able to mitigate costs in light of the increased demands and decreased funding.



FUTURE PLANNING 25-26 & BEYOND

As discussed, special education is a dynamic, ever evolving system that must remain flexible to meet the ongoing needs of the students we serve, while also ensuring we are meeting all legal requirements and mandates in a fiscally responsible manner. Special education must work in close collaboration with all stakeholders to ensure students with disabilities are provided the full range of appropriate supports and services to promote positive outcomes beyond high school. The special education continuum is one example of how the Division must always plan ahead. Our administrative team continuously makes projections for programs and services that will be needed at all levels, especially for aging-into kindergarten students, students transitioning from 5th to 6th and then 8th to 9th to ensure there are available programs and services in the upcoming school year. Given that programs have mandated ratios, the challenge is to finalize these projections with minimal impact to the budget and ensure there is an opening for all students in need of support, whether it be in a district-based program or a program outside the district. This is especially challenging because NECSD must present a balanced budget by April, but the CSE continues to meet on students for annual reviews and initial referrals beyond this date. Additionally new students may become classified throughout the school year and it is difficult to always plan for transfer students who may enter the school district and who may have complex needs. Our division must be planned and purposeful while also being flexible as noted. Once programs open in September of the following year, it can accommodate additional students in prescribed programs by applying for variances to increase the number of students who are enrolled in a mandated program (e.g., we can apply to place a 13th student in a special class 12-1-1 if necessary). While this is not ideal, it is allowable by Regulation; we do this judiciously and in full collaboration with SED.

In preparation for the 2025-2026 school budget, the Exceptional Learners Division has been analyzing the continuum and is considering the following factors in our planning:

- Students who age into kindergarten may have gaps in learning and development that make for a difficult transition into a kindergarten setting. These students may or may not have had the opportunity to participate in preschool special education services and/or UPK. Additionally initial projections indicate there are a large number of students who are currently in center-based preschool programs who will likely need out of district placements upon entering kindergarten. This will inevitably increase the budget to account for the additional expenditures needed for these students.
- Initial projections for 2025-26 continue to reflect a significant increase of students identified with Autism, especially for aging-into-kindergarten students. Preliminary projections indicate over 30 students who will need a special class program for autism in kindergarten. Additionally transfer students and existing students who are newly identified with Autism continue to be an area of focus as they too need additional programming to meet their needs. The Division is considering the impact of opening one or two new programs for Autism for our incoming kindergarten students.
- The district has currently committed to a special class 9-1+3 program at Gardnertown for students with significant cognitive and medical disabilities. While these students have flourished by being in our schools, a number of them are aging into middle school and a sister program must be considered to allow these students to move with their peers while also opening seats for younger students who can also benefit from this program design. A new middle school special class 9-1+3 program is being considered for the 2025-26 school year.

- A review of current middle school programming is also underway. As new programs and spaces are needed, an analysis of current programs across our two middle schools and two K-8 schools are underway to determine the appropriate array of programs that best prepare students for their high school experience.
- The Exceptional Learners Division continues to explore the most appropriate array of programs and services for NFA students. The Division has been working closely with NFA administrators, teachers, as well as with the Regional Partnership Center and the Curriculum and Instruction Division to determine what program adjustments are needed to meet the academic gaps our students are presenting. This process is multi-year in scope with the focus being on incoming 9th grade students for the 2025-26 school year.
- As part of the multi-year restructuring of NFA special education programming, the Division is planning for how special education will be configured with the expected opening of the new CTE building in 2025-2026. Determining how to redistribute programming appropriately across our NFA campuses is beginning now, as well as determining what new programs may be needed if additional space is available in current NFA campuses once students are transitioned into the new building.
- While the division has strongly emphasized specialized reading instruction as part of its continuum of supports, especially kindergarten through eighth grade, the Division continues to explore additional opportunities to ensure our programs are aligned to state standards and the literacy briefs published by NYSED. Additional curriculum resources are being explored, as well as professional learning opportunities for personnel to ensure they have the tools to meet the academic, management and social/emotional needs of our Exceptional Learners.
- Ongoing professional development for teachers and support staff that emphasize positive behavioral supports in light of the fact that students continue to present challenges with emotional regulation. The Division will continue to emphasize alternatives to suspension to support changing student behavior as a proactive measure to prevent behavioral concerns and teach replacement strategies.
- A review of Pupil Personnel Services is ongoing to ensure there is an appropriate level of support by grade and by level and to ensure the skills of these professionals are appropriately distributed across our 14 buildings. This includes any related services needs that may need to be provided if new programs are introduced that require additional related services support (i.e., speech therapy, OT, PT, and counseling). There may be a need for additional related services personnel to support these new classrooms.
- Pupil Personnel Services continued staff training in Panorama to enhance social-emotional learning (SEL) and academic support across schools. This training identifies student needs, tracks progress, and implements targeted support strategies within a Multi-Tiered System of Support (MTSS). Ongoing professional development is essential for administrators and personnel services (PPS) to engage in Comprehensive School Threat Assessment Guidelines (CSTAG). This training utilizes an evidence-based framework designed to help school districts assess and respond to potential threats proactively and systematically. Additionally, the training is supported by the Critical Incident Stress Management (CISM) team, which provides immediate and ongoing assistance following a crisis or traumatic event.g support following a crisis or traumatic event.



CONCLUSION

The Newburgh Enlarged City School District continues to provide quality special education and general education programs to students with disabilities. The District is committed to placement of students with special education needs in the least restrictive environment. We continue to make a strong effort to engage families and community members in the CSE process, to respect the due process rights of parents/guardians, and to comply with special education regulations. We continue to evaluate our programs to ensure that they are appropriate pathways to enable our students to be college and career ready. We have continued to make strides in having exceptional learners included in academically rigorous programs with appropriate supports where curriculum is differentiated to meet individual needs.

The onerous requirements in the regulations, the potential for litigation, and the ongoing movement to raise standards for all students present great challenges to the District. While we have much to be proud of, we must continue our efforts to improve the academic performance and the graduation rate of students with disabilities. It is vital that we continue to focus on providing high quality special education programs and services to students within the District whenever possible that leads to increased growth and achievement on local and state assessments, improved graduation rates, and greater access to college and career opportunities.

The appendices that follow provide information regarding the population of students with disabilities and the staff that serve these students. Other charts provide data on the Elementary and Middle School State Assessments, as well as the Regents Examinations. Finally, a summary of the District budget and Federal support for special education is included.

APPENDIX 1: SPECIAL EDUCATION POPULATION

School Year	Number of Exceptional Learners	Percent of Exception Learners	New York State
2024-2025	2054	TBD	TBD
2023-2024	1961	17.0%	19.0%
2022-2023	1905	16.4%	18.8%
2021 - 2022	1906	16.5%	18.5%
2020 - 2021	1886	16.4%	18.3%
2019 - 2020	1882	15.9%	18.0%
2018 - 2019	1862	16.0%	18.0%
2017 - 2018	1921	16.3%	17.6%
2016 - 2017	1977	17.0%	17.3%
2015 - 2016	1887	15.9%	17.3%
2014 - 2015	1826	15.0%	16.6%

*NECSD has experienced an increase in students since COVID. This is a combination of newly classified students as well as transfer students who have entered into NECSD.

Data Source: eservices.nysed.gov/pdsystem

**Number of Special Education Students by Disability
October BEDS Day Data (student count data)**

Disability	2018-2019	2019-2020	2020-2021	2021-2023	2022-2023	2023-2024	2024-2025
Emotional Disability	78	60	58	59	47	37	26
Autism	174	200	220	239	276	304	330
Learning Disability	659	622	592	572	539	546	556
Intellectual Disability	20	28	32	37	29	29	28
Other Health Impairment	347	354	371	355	352	345	349
Speech/Language Impairment	476	511	512	551	575	614	675
Multiple Disability	93	93	86	78	71	67	67
Visual Impairment	5	3	4	3	3	1	2
Orthopedic Impairment	1	1	0	2	3	3	2
Deafness	3	3	4	5	6	7	7
Hearing Impairment	3	2	2	1	2	2	2
Traumatic Brain Injury	5	5	5	5	6	5	3

**There are 13 classification categories in New York State as per Commissioner's Regulations. We have omitted the 13th Blind/Deafness because we have not had a student who has that classification.*

***Students classified with a speech or language impairment has increased by 200 students over 7 years. This is a direct result of COVID as students were not socialized or had school experiences in preschool which is critical time developmentally for students to develop language skills. Additionally due to shortages in speech and language services in preschool, some students entered into kindergarten with minimal to no services. This has had a residual effect on students needing required services when early intervention may have previously mitigated this concern.*

***While there are notable changes in some classification areas, autism for NECSD students has almost doubled. This reflects a global trend seen in many developed countries:*

[Autism Statistics](#)

Number of Special Education Students Placed Outside of Newburgh Schools October BEDS Day Data (student count data)							
Disability	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
*BOCES	144	162	140	150	149	163	173
**Out of District-Day	86	76	98	100	100	106	106
**Out of District-Residential	12	12	8	6	5	7	6
Home by CSE	10	5	17	14	15	15	20
***Parentally Placed in Nonpublic School	35	39	34	45	37	49	51

**NECSD places students in six area BOCES sites: Orange-Ulster, Rockland, Putnam-Northern Westchester, Southern-Westchester, Ulster and Dutchess BOCES*

***NECSD places students in approved private schools for special education throughout the region across six counties*

****Parentally-placed special education students are placed by parent choice in Newburgh private schools (e.g., Bishop Dunn, Nora Cronin, SanMiguel, and Blooming Grove)*

APPENDIX 2: SCHOOL-AGE SPEC. ED. LEAST RESTRICTIVE ENVIRONMENT (LRE)

SCHOOL-AGE SPECIAL EDUCATION LEAST RESTRICTIVE ENVIRONMENT (LRE) OCTOBER BEDS DAY DATA (Student Count Data)			
School Year	More than 80%	Less than 40%	Separate School
2024-2025	60.0%	24.3%	7.3%
2023-2024	59.0%	23.9%	7.2%
2022-2023	53.4%	24.1%	6.3%
2021 - 2022	54.4%	22.5%	6.3%
2020 - 2021	52.6%	23.1%	6.5%
2019 - 2020	No data reported	No data reported	No data reported
2018 - 2019	51.7%	22.8%	6.0%
2017 - 2018	53.6%	23.1%	4.9%
2016 - 2017	52.6%	22.7%	6.1%
2015 - 2016	42.6%	23.7%	6.1%
2014 - 2015	43.9%	24.0%	6.0%

Data Source: eservices.nysed.gov/pdssystem

NYSED Monitors School Districts programs to ensure students with disabilities are provided opportunities to learn alongside their same-aged peers. The numbers reflect the percentage of time SWD's are in general education settings. Generally SED expects 60% or more of students to be in general education settings 80% or more of their day.

“The LRE continuum places a burden of fitting in or being able to access the classroom on the student who is seen as having deficits, rather than encouraging schools to create systems designed to benefit all students in the community.”

IDEA Series: The Segregation of Students with Disabilities Feb. 2018, page 34

Integration Rates by Disability
October BEDS Day Data (student count data)

Disability	% of sped pop	80%+	40-79%	<40%	OOD/PP
2023-24					
ED	1.40%	15.4%	0%	57.80%	26.90%
Autism	16.92%	17.51%	17.53%	41.11%	19.48%
LD	30.17%	75.54%	17.99%	16.91%	0.92%
ID	1.49%	0.00%	57.11%	28.67%	14.20%
OHI	19.12%	56.71%	12.33%	23.83%	7.21%
Speech	35.6%	62.31%	7.82%	25.00%	4.91%
MD	3.75%	1.41%	15.49%	42.25%	40.85%

2022-23					
ED	2.48%	17.02%	8.51%	40.43%	34.04%
Autism	14.35%	20.59%	13.60%	45.59%	22.06%
LD	28.44%	70.87%	18.74%	9.28%	1.11%
ID	1.37%	0.00%	42.31%	50.00%	7.69%
OHI	18.58%	62.50%	11.65%	18.47%	7.39%
Speech	29.55%	59.46%	10.36%	26.96%	3.21%
MD	3.75%	1.41%	15.49%	42.25%	40.85%

2021-22					
ED	3.16%	11.86%	22.03%	37.29%	28.81%
Autism	12.68%	21.10%	16.03%	40.08%	22.78%
LD	27.93%	81.03%	18.77%	8.05%	1.72%
ID	1.98%	0.00%	45.95%	40.54%	13.51%
OHI	18.83%	60.80%	11.93%	19.89%	7.39%
Speech	29.11%	60.48%	9.19%	26.29%	4.04%
MD	4.17%	1.28%	15.38%	46.15%	37.18%

2020-21					
ED	3.38%	15.52%	18.97%	37.93%	27.59%
Autism	12.48%	21.50%	14.49%	44.39%	19.63%

LD	34.52%	68.24%	21.28%	9.12%	1.35%
ID	1.87%	0.00%	50.00%	37.50%	12.50%
OHI	21.63%	58.76%	13.75%	19.14%	8.36%
Speech	29.21%	59.88%	9.18%	27.15%	3.79%
MD	5.01%	0.00%	16.28%	45.35%	38.37%
2019-20					
ED	3.41%	18.64%	18.64%	42.37%	20.34%
Autism	10.65%	20.11%	12.50%	48.37%	19.02%
LD	36.00%	66.88%	21.38%	9.81%	1.93%
ID	1.50%	3.85%	57.69%	34.62%	3.85%
OHI	18.75%	57.41%	13.58%	21.30%	7.72%
Speech	23.09%	61.40%	11.03%	23.31%	4.26%
MD	5.09%	2.27%	10.23%	54.55%	32.95%
2018-19					
ED	21.90%	24%	14.10%	31%	21.90%
Autism	15.20%	23.80%	13.20%	47.70%	15.20%
LD	34.20%	65.90%	21.90%	26.20%	1.20%
ID	1.00%	0	55.00%	35.00%	10.00%
OHI	16.60%	55.30%	17.30%	20.40%	6.90%
Speech	19.30%	59.80%	13.20%	25.90%	1.10%
MD	4.70%	0	12.10%	53.80%	34.10%
2017-18					
ED	4.80%	26.60%	14.90%	46.80%	11.70%
Autism	7.10%	25.70%	10.00%	50.70%	13.60%
LD	35.20%	69.10%	20.30%	10.30%	0.30%
ID	0.90%	5.60%	44.40%	38.90%	11.10%
OHI	16.20%	56.10%	16.50%	22.10%	5.30%
Speech	18.70%	61.80%	11.90%	25.50%	0.80%
MD	4.70%	0	12.00%	55.40%	32.60%
2016-17					
ED	5.20%	26.30%	15.20%	45.50%	13.10%
Autism	6.30%	26.10%	10.10%	51.30%	13.40%

LD	39.8%%	67%	22.00%	10.40%	0.70%
ID	1.30%	0	50.00%	41.70%	8.30%
OHI	16.40%	56.50%	15.50%	6.50%	5.50%
Speech	17.90%	60.80%	11.00%	26.40%	1.80%
MD	5.50%	1.00%	14.60%	50.50%	34.00%

Data Source: eservices.nysed.gov/pdssystem

“Segregation makes the building run smoother ... (but) leadership needs to be a proponent of inclusion and not allow segregation.”

IDEA Series: The Segregation of Students with Disabilities Feb. 2018, page 35

APPENDIX 3-a: ELEMENTARY & MIDDLE SCHOOL ELA STATE ASSESSMENTS

	Total	Level 1	Level 2	Level 3	Level 4
2023-24					
All Students	4,795	1,692 (40%)	1,297 (30%)	961 (22%)	324 (8%)
General Ed	3,839	1,148 (30%)	1,124 (29%)	912 (24%)	318 (8%)
SWD	956	544 (57%)	(173) (18%)	49 (5%)	6 (1%)
2022-23					
All Students	4,273	1,533 (36%)	1,318 (31%)	1,054 (25%)	368 (9%)
General Ed	3,923	1,007 (26%)	1,139 (29%)	1,018 (26%)	360 (9%)
SWD	951	526 (55%)	179 (19%)	36 (4%)	8 (1%)
2021-22					
All Students	4363	1496 (34%)	1412 (32%)	1053 (24%)	402 (9%)
General Ed	3619	992 (27%)	1229 (34%)	1004 (28%)	394 (11%)
SWD	744	504 (68%)	183 (25%)	49 (7%)	8 (1%)
2020-21					
All Students	2516	840 (33.3%)	696 (27.7%)	620 (24.6%)	363 (14.4%)
General Ed	2078	562 (27%)	587 (28.2%)	578 (27.8%)	351 (16.9%)
SWD	441	278 (63%)	109 (24.7%)	42 (9.5%)	12 (2.7%)
2019-20					
All Students	no state testing				
General Ed					
SWD					
2018-19					
All Students	4450	1595 (36%)	1491 (34%)	991 (22%)	373 (8%)
General Ed	1317	1084 (29%)	1315 (35%)	952 (26%)	365 (10%)
SWD	724	501 (69%)	176 (24%)	39 (5%)	8 (1%)
2017-18					
All Students	4934	1648 (39%)	1416 (33%)	852 (20%)	315 (7%)
General Ed	3659	1069 (29%)	1246 (34%)	946 (26%)	398 (11)
SWD	735	534 (73%)	164 (22%)	31 (4%)	6 (1%)

“When students are included, they have more access to the general curriculum and effective instruction, they achieve at higher rates of academic performance, and they acquire better social and behavioral outcomes.”

<https://data.nysed.gov/>

IDEA Series: The Segregation of Students with Disabilities Feb. 2018, page 37

APPENDIX 3-b: ELE. & MIDDLE SCHOOL MATH STATE ASSESSMENTS

<https://data.nysed.gov/>

	Total	Level 1	Level 2	Level 3	Level 4
2023-24					
All Students	4,794	1,536 (35%)	1,248 (29%)	1,254 (29%)	310 (7%)
General Ed	3,109	689 (22%)	944 (30%)	1,038 (33%)	276 (9%)
SWD	802	412 (51%)	169 (21%)	67 (8%)	5 (1%)
2022-23					
All Students	4,868	1615 (37%)	1244 (28%)	1169 (27%)	362 (8%)
General Ed	3,917	1,101 (28%)	1,093 (28%)	1,085 (28%)	340 (9%)
SWD	951	514 (54%)	150 (16%)	76 (8%)	9 (1%)
2021-22					
All Students	4105	2161 (52.6%)	995 (24.2%)	650 (15.5%)	299 (7.3%)
General Ed	3388	1558 (46%)	920 (27.1%)	621 (18.3%)	289 (8.5%)
SWD	717	603 (84.1%)	75 (10.5)	29 (4%)	10 (1.4%)
2020-21					
All Students	2495	1424 (57%)	566 (22.7%)	347 (13.9%)	158 (6.3%)
General Ed	2047	1098 (53.6%)	498 (24.3%)	329 (16.1%)	152 (7.4%)
SWD	448	356 (79.5%)	68 (15.2%)	18 (4.0%)	6 (1.3%)
2019-20					
All Students	no state testing				
General Ed					
SWD					
2018-19					
All Students	4450	1595 (36%)	1491 (34%)	991 (22%)	373 (8%)
General Ed	3726	1094 (29%)	1315 (35%)	952 (26%)	365 (10%)
SWD	724	501 (69%)	176 (24%)	39 (5%)	8 (1%)
2017-18					
All Students	4176	1941 (46%)	1096 (26%)	729 (17%)	410 (10%)
General Ed	3475	1361 (39%)	1011 (20%)	701 (20%)	402 (12%)
SWD	701	580 (83%)	85 (12%)	28 (4%)	8 (1%)

"In general education settings, students with disabilities were ... 23 times more likely to receive 1:1 instruction when educated in general education classes." IDEA Series: The Segregation of Students with Disabilities Feb. 2018, page 40

APPENDIX 4: NYS REGENTS EXAMINATIONS

June, 2024

Course	Pop	Regents Level 1	Regents Level 2	Regents Level 3	Regents Level 4	Regents Level 5
ELA	All	27%	14%	29%	16%	13%
	Gen Ed	23%	13%	31%	18%	15%
	SWD	52%	22%	19%	5%	2%
Alg 1	All	24%	25%	29%	16%	5%
	Gen Ed	20%	24%	31%	18%	6%
	SWD	48%	34%	15%	4%	0%
Living Env.	All	32%	18%	38%	12%	
	Gen Ed	25%	19%	42%	14%	
	SWD	72%	14%	14%	0%	
Earth Science	All	30%	19%	34%	17%	
	Gen Ed	26%	19%	36%	19%	
	SWD	67%	17%	15%	2%	
Global	All	18%	15%	39%	17%	11%
	Gen Ed	10%	14%	43%	20%	12%
	SWD	54%	21%	19%	3%	3%
US History	All	16%	14%	37%	26%	7%
	Gen Ed	12%	13%	39%	29%	7%
	SWD	47%	21%	23%	7%	2%

NYS REGENTS EXAMINATIONS

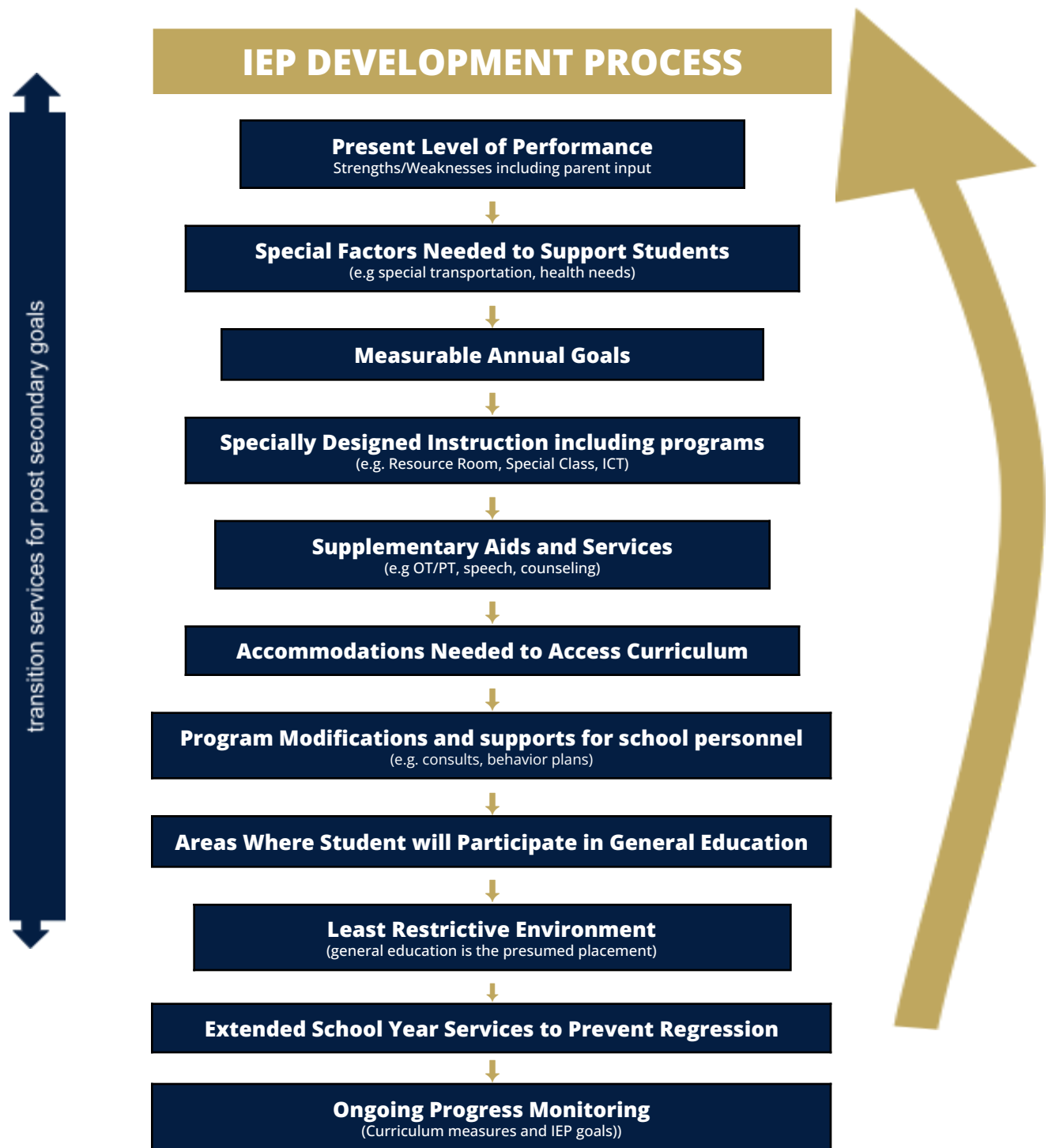
June, 2023

Course	Pop	Regents Level 1	Regents Level 2	Regents Level 3	Regents Level 4	Regents Level 5
ELA	All	22%	15%	32%	16%	14%
	Gen Ed	18%	14%	34%	18%	16%
	SWD	53%	27%	18%	1%	1%
Alg 1	All	26%	22%	36%	10%	5%
	Gen Ed	23%	22%	38%	11%	6%
	SWD	47%	26%	27%	1%	0%
Living Env.	All	30%	19%	40%	11%	
	Gen Ed	24%	19%	44%	13%	
	SWD	72%	14%	13%	1%	
Earth Science	All	38%	18%	31%	13%	
	Gen Ed	34%	18%	34%	15%	
	SWD	73%	19%	8%	0%	
Global History	All	18%	19%	39%	13%	12%
	Gen Ed	11%	18%	43%	14%	13%
	SWD	58%	22%	15%	4%	1%
US History	All	12%	18%	37%	25%	8%
	Gen Ed	11%	16%	38%	27%	8%
	SWD	28%	36%	25%	10%	1%

June, 2022

Course	Pop	Regents Level 1	Regents Level 2	Regents Level 3	Regents Level 4	Regents Level 5
ELA	All	24%	11%	30%	15%	20%
	Gen Ed	20%	11%	31%	16%	22%
	SWD	59%	16%	20%	4%	5%
Alg 1	All	28%	24%	37%	9%	2%
	Gen Ed	24%	24%	40%	11%	2%
	SWD	54%	26%	20%	0%	0%
Living Env.	All	18%	14%	51%	16%	
	Gen Ed	13%	14%	55%	18%	
	SWD	64%	19%	16%	1%	
Earth Science	All	41%	19%	31%	10%	
	Gen Ed	35%	20%	34%	11%	
	SWD	75%	10%	14%	2%	
Global (New)	All	13%	12%	44%	16%	14%
	Gen Ed	10%	11%	46%	17%	16%
	SWD	45%	22%	27%	3%	3%
US History	Not Administered in June, 2022					

APPENDIX 5: IEP DEVELOPMENT PROCESS



APPENDIX 6: SPEC. ED. BUDGET SUMMARY 2024-25

SPECIAL EDUCATION BUDGET SUMMARY 2024-2025		
ACCOUNT CODE	DESCRIPTION	2023-24 BUDGET
2250-118-26	Teaching Assistants	4,123,667.00
2250-150-26	Certified Staff-SPED	18,096,736.00
2250-151-26	OT Cert Staff SPED	50,000.00
2250-152-26	Substitutes SPED	200,000.00
2250-158-24	Home Teach SPED	150,000.00
2250-160-26	Support Staff-SPED	3,478,994.00
2250-161-24	Support-OT-SPED	25,000.00
2250-162-26	Subs Support SPED	100,000
2250-200-24	Equipment-SPED	10,000.00
2250-400-24	Contract Svcs-SPED	162,400.00
2250-402-24	Travel Conf-SPED	10,000.00
2250-403-24	Mileage-SPED	11,000.00
2250-405-24	Legal SPED	125,000.00
2250-406-24	Contract-Tutoring	75,000.00
2250-450-24	Supplies-SPED	97,000.00
2250-470-24	Tuition Private Place	7,738,000.00
2250-471-24	Tuition Parentally Placed	1,175,000.00
2250-472-24	Foster Student Tuition	170,000.00
2250-473-24	Charter School Tuition	5000.00
2250-490-24	BOCES-SPED	18,716,000.00
2250 State Function Subtotal		\$54,518,797

GUIDANCE BUDGET SUMMARY

ACCOUNT CODE	DESCRIPTION	2023-24 BUDGET
2810-150-26	Cert Sal-Guidance	1,859,407.00
2810-150-C4	C4E Guidance	841,767.00
2810-151-50	OT Cert Guidance	70,000.00
2810-160-26	NonInstruct Sal-Guidance	103,042.00
2810-161-50	OT Support-Guidance	0.00
2810-200-50	Equipment-Guidance	0.00
2810-400-50	Contract Svcs-Guidance	0.00
2810-402-50	Travel Conf-Guidance	10,000.00
2810-409-50	Testing Fees	95,000.00
2810-450-50	Supplies-Guidance	25,000.00
2810-490-50	BOCES-Guidance	31,003.00
2810 State Function Subtotal		\$2,932,177.00

HEALTH SERVICES BUDGET SUMMARY

ACCOUNT CODE	DESCRIPTION	2023-24 BUDGET
2815-150-26	Cert Sal-Health Svcs	2,361,225.00
2815-151-28	OT Nurses	75,000.00
2815-152-28	Substitutes Nurses	30,000.00
2815-160-26	NonInstruc Sal-Health Svc	1,040,911.00
2815-161-28	OT Support-Health Svcs	20,000.00
2815-162-28	Subs Supp Health Svcs	0.00
2815-200-28	Equipment-Health Svcs	19,800.00
2815-400-28	Contr Svcs-Health Svcs	232,500.00
2815-402-28	Travel Conf-Health Svcs	0.00
2815-403-28	Mileage-Health Svcs	1,000.00
2815-407-28	Equip Rep-Health Svcs	1,500.00
2815-420-28	Health Svcs Other Distr	240,000.00
2815-450-28	Supplies-Health Svcs	25,000.00
2815 State Function Subtotal		\$4,046,936.00

PSYCHOLOGY BUDGET SUMMARY

ACCOUNT CODE	DESCRIPTION	2023-24 BUDGET
2820-150-26	Cert Sal-Psychology	1,519,299.00
2820-150-C4	C4E Psych	0.00
2820-150-CS	Cert Sal- CS Psyc.	279,454.00
2820-151-62	OT Psych	15,000.00
2820-160-26	NonInstruct-Psych	0.00
2820-161-62	OT Support-Psychology	0.00
2820-200-62	Equipment-Psych	0.00
2820-400-62	Contract Svcs-Psych	9,900.00
2820-402-62	Travel Conf-Psych	6,000.00
2820-403-62	Mileage-Psych	1000.00
2820-409-62	Testing Fees-Psych	25,000.00
2820-450-62	Supplies-Psych	900.00
2820 State Function Subtotal		\$1,856,553.00

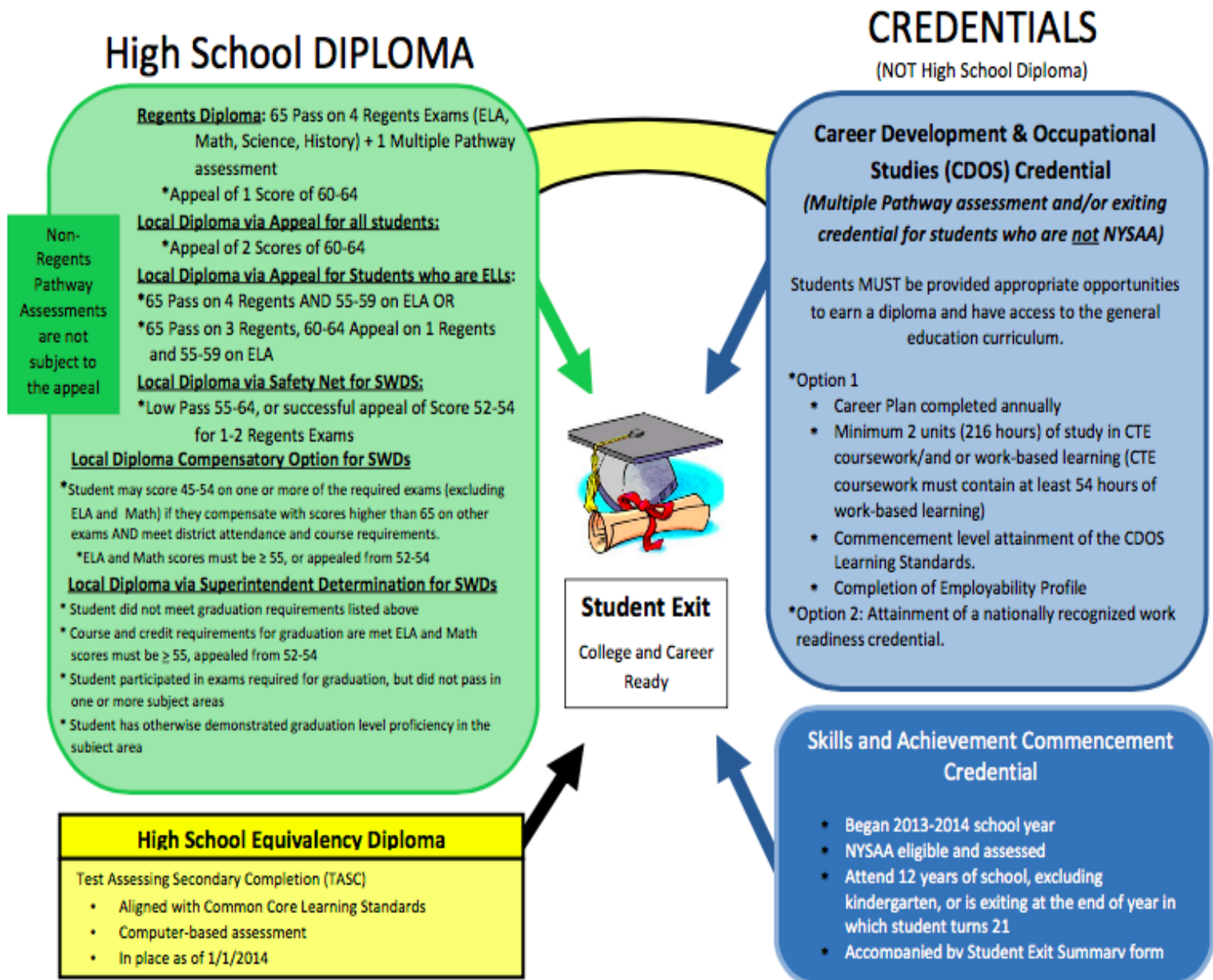
SOCIAL WORKER BUDGET SUMMARY

ACCOUNT CODE	DESCRIPTION	2023-24 BUDGET
2825-150-26	Cert Sal-Social Wrkr	573,096.00
2825-150-C4	C4E Social Wrkr	543,213.00
2825-150-CS	Cert Sal- CS Soc.Wrkr.	299,426.00
2825-151-63	OT Cert Sal-Social Wrkr	10,000.00
2825-160-26	NonInstruct-Social Wrkr	0.00
2825-161-63	OT Support-Social Wrkr	0.00
2825-200-63	Equipment-Social Wrkr	0.00
2825-400-63	Contract Svcs-Social Wrkr	0.00
2825-402-63	Travel Conf-Social Wrkr	4,000.00
2825-403-63	Mileage-Social Wrkr	250.00
2825-450-63	Supplies-Social Worker	9,000.00
2830-150-26	Certified Salary-PPS	134,113.00
2830-400-65	Contract Svcs-PPS	105,000.00
2830-402-65	Travel Conf-PPS	1000.00
2830-450-65	Supplies-PPS	900.00
2820 State Function Subtotal		\$1,679,998.00

FEDERAL GRANTS for STUDENTS WITH DISABILITIES	
PROJECT	2024-25 BUDGET
SECTION 619 (4-5 Year Old)	135,730
SECTION 611 (5-21 Year Old)	3,472,449
TOTAL	\$3,608,179

The Federal Government Allocates Monies to Supplement Programs and Services for Students with Disabilities. Monies are calculated based on the student count of Students with Disabilities on BEDS Day. Recently the increases have been minimal relative to previous years. Since much of this budget is used for personnel, the increases do not keep pace with the increase in salaries and benefits for personnel supported by this IDEA Grant.

APPENDIX 7: GRADUATION PATHWAY OPTIONS



APPENDIX 8: SPECIAL EDUCATION CONTINUUM 24-25

Special Education Continuum 24-25					
School	ICT	12:1+1	15:1	12:1+2	8:1+2
Balmville	4	1	0	0	1
Fostertown	5	1	0	0	2
Gardnertown	5	3	0	0	0
GAMS	5	2	0	0	2
Horizons	5	4	0	0	0
New Windsor	5	0	0	2	0
Vails Gate	5	4	0	0	0
Meadow Hill	9	0	0	0	6
Temple Hill	8	6	0	0	1
HMS	11	3	0	0	0
SMS	9	3	0	1	0
NFA Main	Core courses 9-12	0	Core courses 9-11	4 NYSAA 2 diploma-bound Project Search	0
NFA North	Core courses 9-12	0	0	0	0
NFA West	English / Math	0	0	0	0

***Consultant Teaching and Resource Support is provided by current teachers in each building as needed and no single teacher is solely dedicated to these programs K-12**

Special Education Teaching/Support Staff 24-25

	UPK	Balmville	Foster town	Gardner town	GAMS	HOH	NW	VG	MH	TH	SMS	HMS	NFA Main	North	West	District Wide (SPED)	Sum
Enrollment	376	327	601	574	597	380	436	504	981	902	811	823	2710	900	136		11058
SPED POP	N/A	53	94	109	119	94	84	116	174	161	145	134	325	95	23	309	2035
Special Education Teachers	2	5	8	8	9	9	7	9	15	14	14	14	30	8	2	0.5	154.5
CSE/CPSE Chairpersons	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.5	2.5
ICT Sections	0	4	5	5	5	5	5	5	9	8	By grade/ subject	By grade/ subject	By grade/ subject	By grade/ subject	By grade/ subject	0	
Special Classes	2	1	3	4	4	4	2	4	6	7	4	3	4 (12-1+2)	0	0	0	44

Current Staffing Pupil Personnel Services 24-25

	UPK	BV	FT	GT	GAMS	HOH	NW	VG	MH	TH	SMS	HMS	NFA Main	North	West	District Wide (SPED)	Sum
Enrollment	376	327	601	574	597	380	436	504	981	902	811	823	2710	900	136		11058
SPED POP	N/A	53	94	109	119	94	84	116	174	161	145	134	325	95	23	309	2035
Psychologist	0	1	1	1	1	1	1	1	1.5	1.5	1.5	1	3	1.4	0	1.1	18
Social Workers	1	1	1	1	1	1	0	1	2	2	1	2	3	1	1	0	19
School Counselor	0	0	0	0	1	0	1	0	1	1	3	3	9	4	1	0	24
Speech Therapists	0	0.8	1.5	2.8	1.7	1.2	0.8	1.5	3	2	0.8	0.8	1.2	0.2	0	2.7	21
School Nurse	1	1	2	3	1	2	1	2	2	2	2	2	3	2	1	2	29
PPS Personnel	2	3.8	5.5	7.8	5.7	5.2	3.8	5.5	9.5	8.5	8.3	8.8	19.2	8.6	3	5.8	111
Student to Staff Ratio	188	86	109	74	105	73	115	92	103	106	98	94	141	105	45	N/A	100

APPENDIX 9: GRADUATION AND DROP-OUT DATA

Graduation Rates			
School Year	All Students	General Education	Students w/Disabilities *August Grad Rates
2023-2024	71%	75%	*46.0%
2022 - 2023	72%	75%	56.8%
2021 - 2022	78%	82%	60.2%
2020 - 2021	76%	83%	60.4%
2019 - 2020	78%	82%	45.7%
2018 - 2019	73%	78%	62.7%
2017 - 2018	81%	85%	47.7%
2016 - 2017	74%	79%	62.6%
2015 - 2016	81%	85%	47.3%
2014 - 2015	76%	81%	38.0%

*There are 117 students in the August 2024 Cohort. While the graduation rate has declined, there are 31 students in this cohort who are still enrolled who are anticipated to graduate in the next year.

Drop-Out Rates

School Year	General Education	Students w/Disabilities
2023-2024	15%	21%
2022-2023	14%	28%
2021 - 2022	11%	13%
2020 - 2021	10%	11%
2019 - 2020	8%	21%
2018 - 2019	11%	18%
2017 - 2018	7%	15%
2016 - 2017	8%	18%
2015 - 2016	9%	18%
2014 - 2015	8%	7%

APPENDIX 10: SED COMPLIANCE

Special Education Compliance Focus Areas As per NYSED and SEQA			
Area of Focus	Area of Focus	Evidence of Compliance	NECSD Findings
2021-22	Indicator 11 Timely Evaluation of Special Education Students	100% of all school-aged and preschool students must be evaluated within 60 days of parent consent	School-aged = 100% Preschool-aged = 100%
2021-22	State Performance Indicator 4--Alternative Instruction	All suspended students with a disability must receive alternative instruction as per the CSE while suspended	NECSD cited for not consistently providing alternative instruction
2023-24	State Performance Indicator 13--Transition	All students whose IEPs begin at age 15 must have a comprehensive written transition plan in their IEP	NECSD in compliance
2023-24	SEQA Module CSE Process and IEP Development	As per evidence gathered during school reviews, NECSD must have compliant processes as per Part 200 Regulations	Initial findings determined compliance in all areas but one (Prior Written Notice process) and this was corrected and district in full compliance
2023-24	State Performance Indicator 4-Alternative Instruction	All suspended students with a disability must receive alternative instruction as per the CSE while suspended	SEQA required repeat due to past insufficiency--processes revised and implemented-expected to be in full compliance by April 2025

***NECSD is not required to report on an SPP indicator as per the 7-years cycle for 2024-25 school year.**