



2024-2025

DISTRICT GOALS

End of Year Report

Chester Union Free School District
June 2025

CUFSD MISSION





CUFSD VISION

The Chester School District develops global leaders by providing students with learning opportunities that foster critical thinking, creativity, collaboration, and communication. Students engage in authentic applications that support inquiry and innovation through partnerships with their community, local businesses, and higher education.



2024-2025 CUFSD DISTRICT GOALS

1.	Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.	➔	Welcoming & Inclusive Learning Environment
2.	Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.	➔	Innovative, Data-Driven Instruction
3.	Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.	➔	Collaborative Communication & Engagement
4.	Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.	➔	Proactive Safety & Facilities Management
5.	Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.	➔	Effective Budgetary Planning & Continuous Improvement



Welcoming & Inclusive Learning Environment

1

Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

a. **Expand opportunities for professional development in support of inclusivity and culturally responsive practices.**

- **Partnership with Hudson Valley RBERN and Hudson Valley Writers Project:**
Provides targeted professional development for teachers, enhancing culturally responsive practices and inclusivity in the classroom.

- **Support for ELL Learners:**
Programs and professional development are continually updated to reflect the district's changing demographics, ensuring targeted support for ELL learners and equitable access to learning opportunities.

- **District Representation in DEI Leaders Network:**
Active participation in NYSED Diversity, Equity, and Inclusion (DEI) Leaders Network meetings keeps the district informed of best practices and state-level initiatives, ensuring the continuous integration of culturally responsive education.



Welcoming & Inclusive Learning Environment

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Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

- b. Broaden PBIS (*Positive Behavioral Interventions and Supports*) and Choose Love initiatives at Chester Elementary School reinforcing positive behaviors and promoting social-emotional well-being.

- **PBIS Expansion:**

PBIS initiatives at Chester Elementary School emphasize reinforcing the core values of being ready, responsible, respectful, and safe. These efforts foster a positive school culture and promote consistent behavioral expectations.

- **Incentive Challenges:**

Students participate in monthly challenges that target key behaviors, such as safety, based on data review. These initiatives encourage students to demonstrate positive behaviors aligned with PBIS goals.

- **Choose Love Integration:**

The Choose Love program continues to enhance social-emotional well-being by fostering compassion, courage, gratitude, and resilience. These principles complement PBIS efforts to create a holistic approach to student development.





Welcoming & Inclusive Learning Environment

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Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

- c. **Continue the Safe School Ambassadors program at Chester Academy, empowering students to take an active role in supporting a safe and inclusive school community.**
 - **Safe School Ambassadors Training**
Scheduled in December, involving 40 students (27 new participants) and five advisors, with support from the Orange County Youth Bureau.





Welcoming & Inclusive Learning Environment

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Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

- d. **Refine and strengthen the Advisory Model and The 7 Mindsets program at Chester Academy, incorporating feedback from both students and staff.**
- **Improvements Based on Feedback:**
Advisory is now scheduled once per month at the end of the school day.
New student groups organized by staff and counselors were identified to build stronger connections.
Ongoing feedback from students and staff will inform and drive continuous improvement.
 - **Focus on The 7 Mindsets Program:**
Sessions focus on one theme per month, including:
 - Everything Is Possible
 - Passion First
 - We Are Connected
 - 100% Accountable
 - Attitude of Gratitude
 - Live to Give
 - The Time Is Now





Welcoming & Inclusive Learning Environment

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Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

- e. **Conduct surveys of students and staff to gather feedback on the effectiveness of social and emotional support programs and the overall school climate.**

Students:

- October survey focused on key areas:
 - Welcoming & Inclusive Environment: *Classroom and school-wide experiences.*
 - Personal Mindset & Growth: *Academic and social perspectives.*
 - Pathways to Success: *Academic and social support systems.*
- June survey will measure growth and evaluate changes.

Staff:

- October survey completed on evaluative process specific to formal and informal observations.
- Additional input specific to professional development and instructional support needs with building discussions on broader climate, inclusivity, and support systems.





Welcoming & Inclusive Learning Environment

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Promote an environment that prioritizes diversity, equity and inclusion where every individual feels safe, valued, respected and empowered to achieve their highest potential.

- f. Continue to identify and improve supports for students and families reflective of changing demographics.
- **New and Improved Communication Platforms:** Enhanced CUFSD website and transition to ParentSquare for streamlined, inclusive communication.
 - **Pocket Talks:** Initiated this year as an additional resource to support translation and facilitate communication with families.
 - **CA Hambletonian (Hambo) Check-ins:** Regular engagement with ENL families to address needs and foster communication.
 - **CUFSD Family Instructional Academy:** Offers workshops and resources to support family engagement and student success.
 - 9/26/24: Tech Talk
 - 10/24/24: The Tricks & Treat of Student Assessment Data
 - 2/25/25: Winter Wonderland: Painting Together Experience- importance of Art Education
 - 3/20/25: Let's Get Physical! Daily Fitness
 - 4/29/25: Poetry Cafe/Open Mic" Community Guest performer- Daniel Villegas





Welcoming & Inclusive Learning Environment

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- f. Continue to identify and improve supports for students and families reflective of changing demographics.
- CUFSD Parent Advisory Panel: Expanded to include building-specific meetings in addition to district-wide discussions, fostering more targeted collaboration.
- | | | | |
|--------------|-------------------|-------------------|----------------|
| CUFSD | October 30, 2024 | January 30 2025 | June 2, 2025 |
| CES | November 14, 2024 | February 20, 2025 | April 10, 2025 |
| CA | November 19, 2025 | February 18, 2025 | April 22, 2025 |
- Partnership with **OUBOCES**: Collaboration to provide translation services, ensuring effective communication with all families.

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- a. **Continue to review programs and assessments aligned with the NY Next Generation Learning Standards through ongoing data analysis.**



- Data analysis of current programs and assessments continues to highlight areas for improving student learning through individualized support and differentiated instruction. *Public presentation to the BOE on November 20, 2024 provided an overview of NYS and i Ready Student Assessment Data.* [Click here to view the 11/20/24 BOE presentation](#)
 - Public presentation to the BOE on October 23 highlighted piloted programs and assessments identified for the 2024-2025 school year, *demonstrating alignment with NGSS and a commitment to ongoing data-driven review.* [Click here to view the 10/23/24 BOE presentation](#)
- Examples include:

- English Language Arts: The pilot programs, Scholastic Literacy at Chester Elementary School and Commit Lit 360 at Chester Academy, support grade-level standards and enable ongoing data analysis.



Innovative, Data-Driven Instruction

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- a. **Continue to review programs and assessments aligned with the NY Next Generation Learning Standards through ongoing data analysis. *(continued)***



- Mathematics: CES continues to implement iReady Mathematics, while CA grades 6-8 have transitioned to the iReady program, Ready NY, complemented by eMathinstruction to enhance student learning outcomes.
- The iReady Diagnostic assesses individual student progress in ELA and Math in the Fall, Winter and Spring aligning directly with iReady MyPath individualized support K-8.
- Financial Literacy: Introducing the LYFE Financial Literacy course as part of the newly expanded curriculum at Chester Academy, emphasizing the importance of financial education for students.





Innovative, Data-Driven Instruction

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a. Continue to review programs and assessments aligned with the NY Next Generation Learning Standards through ongoing data analysis. *(continued)*

- World Languages: Launching the Somos curriculum pilot in Spanish courses at CA to enhance language learning experiences.
- Science: Piloting the Inner Orbit science assessment platform in grades 6-12 to deliver actionable, real-time data on student progress. Based on the pilot's review, consideration will be given to an elementary-level pilot of Inner Orbit for the 2025-2026 school year.
- The New Visions curriculum is being piloted in high school courses at CA to align with standards, foster critical thinking, and support the New York NGSS.Generation Science Standards (NY NGSS).
- Reviewing NY NGSS-aligned science programs for potential pilots in 2025-2026 for grades K-5 and 6-8. - *Amplify Science- (PreK-5) Lab Aids (6-8)*

Ongoing Program Review and Improvement:

- Data analysis of current programs continues to highlight opportunities for enhancing student learning, shaping instructional decisions, and guiding targeted professional development.



2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- b. Provide professional development that integrates data analysis to support differentiated instruction and optimize student learning.



- Content area teachers continue to attend professional development focused on programs and assessment aligned with the NY Next Generation Learning Standards.
 - **Full-Day PD:** September 3, 2024, November 5, 2024, and March 7, 2025.
 - **Half-Day PD:** October 31, 2024, January 17, 2025, and May 16, 2025. Add dates
 - **CUFSD In-Service Academy Launch (May 2025):** New teacher-led professional learning series designed to share best practices, foster collaboration, and support growth. Workshops offer timely, relevant topics and CTLE credit opportunities—created by teachers, for teachers.
- Teacher input gathered prior to and following these sessions through the APPR/PDP Committee, designated surveys and student performance on assessments is used to refine and enhance future professional development offerings.

Innovative, Data-Driven Instruction

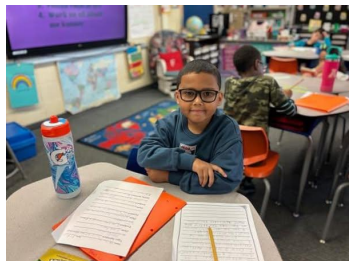
2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

b. Provide professional development that integrates data analysis to support differentiated instruction and optimize student learning. *(continued)*



- Incorporating teacher feedback on New York State Next Generation Learning Standards aligned piloted programs to identify future needs.
- Supporting English Language Learners (ENL) through targeted strategies **and professional development including RBERN-led workshops on 1/17/24**
- **Initiated ongoing discussions and professional development on the role of AI in instruction, leading to the adoption of BOE Policy #8273 on February 12, 2025. As part of this process, teachers selected the MagicSchool AI platform for district-wide implementation in 2025–2026, with professional development provided to support effective and responsible classroom use.**
- Emphasizing data-driven instruction through the analysis of classroom and individual assessments, alongside iReady, NYS assessments, and Regents exams



Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- c. **Utilize technology and multimedia resources to create interactive and innovative learning experiences.**

Makerspace and Innovative Technology Integration

- **Engineering Design and Problem-Based Learning:** Integrated across grade levels, aligned with New York State Next Generation Learning Standards to foster critical thinking, collaboration, and real-world problem-solving skills through hands-on, design-focused learning.
- **Robotics and Coding Instruction:** Aligned with NGSS Standards and content area skills, robotics education has expanded with a continued focus on opportunities in grades 6-8, following vertical alignment across Pre-K through 8th grade.

Advanced Electives in Grades 9-12:

- **CAD (Computer-Aided Design):** Foundational and advanced skills in digital design and modeling.
- **College-Level Technical Drawing and Engineering Graphics through SUNY Oswego:** Preparation for higher education and professional careers in engineering and design.





2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- c. **Utilize technology and multimedia resources to create interactive and innovative learning experiences. *(continued)***



Advanced Electives in Grades 9-12: *(continued)*

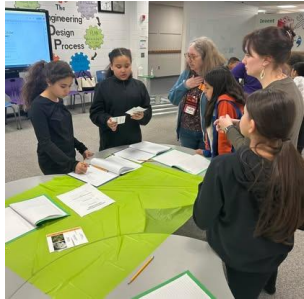
- **Mechatronics:** Integration of mechanical and electronic systems to explore automation and robotics.
- **Architecture and Civil Engineering:** Hands-on opportunities to design structures and study engineering principles related to infrastructure and construction.



- **Green Screen Technology:** Utilized to support multimedia projects and enhance student creativity across grade levels, with WeVideo and green screen applications integrated into productions by the CES Broadcasting Team and CA Newsies, allowing students to develop both technical and creative skills through dynamic, student-led content.
- **Podcasting:** Chester Academy's podcast provides students with an innovative platform to create and share audio content, fostering communication skills and creativity.

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- d. **Expand the PreK-12 Career Connections Learning Initiative, linking standards and skills to career applications through partnerships with families, businesses, and higher education.**
- **Early Exposure to Career Pathways:** Engaging students with activities that connect classroom learning to real-world applications from an early age.
 - **Community and Family Partnerships:** Collaborating with local businesses and families to highlight the importance of foundational skills in a variety of career opportunities.
 - **Integrated Curriculum:** Aligning content standards with career-related examples to demonstrate the practical relevance of academic learning.
 - **Hands-On Learning Experiences:** Offering internships, job shadowing, and project-based learning to immerse students in authentic career environments.
 - **Business and Higher Education Collaborations:** Partnering with organizations to provide real-world experiences that prepare students for future success.
 - **Focus on Transferable Skills:** Emphasizing problem-solving, communication, and critical thinking.



Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- e. **Expand the Workplace Learning Internship and Today's Students Tomorrow's Teachers programs at Chester Academy, offering students direct experience in various professions and industries to support informed decisions on future career paths.**
 - **Chester Academy Workplace Learning Internship Program:**
 - Expanded to include 45 internships, providing students with hands-on experiences in various fields to explore and support future career interests. [A Partner Appreciation Breakfast was held on Tuesday, May 13, 2025, to honor participating businesses, student interns, and their mentors.](#)
 - **Today's Students Tomorrow's Teachers (TSTT) Program:**
 - Now in its third year with 12 student participants, fostering the development of future educators through mentorship, training, and professional development.
 - 20-hour summer internship requirement fulfilled through collaborative instruction provided by CUFSD teachers and staff at both Chester Academy and Chester Elementary School. [The program is currently under review to ensure equitable access and long-term sustainability for all students interested in pursuing a career in education.](#)





2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- f. **Continue to evaluate and enhance high school courses and programs, inclusive of PreK-12 music and the arts, preparing students for future success in careers, college, and beyond.**



- **Project-Based Robotics (Grade 7):**
Replaces the STEM 7 course, focusing on hands-on, project-based learning in robotics to enhance problem-solving and technical skills.
- **Civic Readiness (Grade 8):**
Replaces the STEM 8 course, emphasizing civic engagement and preparing students for the opportunity to earn the Seal of Civic Readiness designation.
- **Financial Literacy (High School):**
A new elective aimed at equipping students with essential financial management skills, empowering them for personal and professional success.

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- f. **Continue to evaluate and enhance high school courses and programs, inclusive of PreK-12 music and the arts, preparing students for future success in careers, college, and beyond. (*continued*)**

- **Public Speaking (Grades 11 & 12):**

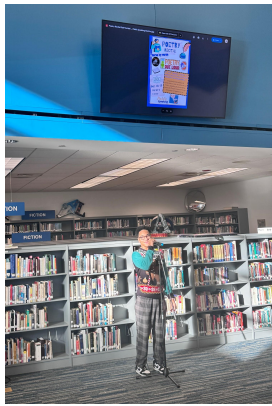
An English elective focusing on effective communication, speech writing, and presentation skills to prepare students for college and career readiness.

- **SUNY Orange Statistics (Grades 11 & 12):**

A college-level statistics course offered through SUNY Orange, requiring strong academic performance in Algebra II and a GPA of 90 for juniors or 85 for seniors.

- **Introductory Chemistry (Grades 11 & 12):**

A dual-enrollment course through Mount Saint Mary College, focusing on foundational chemistry concepts. Eligibility includes a GPA of 85 or higher and prior success in Regents Chemistry and Algebra II.



Innovative, Data-Driven Instruction

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- g. Continue advancing the Seal of Biliteracy and finalize the implementation of the Seal of Civic Readiness, ensuring students graduate with valuable credentials in language proficiency and civic engagement.

- **Seal of Biliteracy:** Now in its second year, the Seal of Biliteracy reflects growing student interest and participation. The district is on track to expand participation beyond last year's numbers, reinforcing its commitment to multilingual proficiency and cultural awareness.
- **Seal of Civic Readiness:** Introduced as a new graduation distinction emphasizing civic learning, engagement, and responsible citizenship. Students who began the pathway this year are on track to become the first CUFSD graduates to earn the Seal in 2025.



2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- h. Provide opportunities for collaboration between students and staff at Chester Elementary School and Chester Academy, fostering a culture of teamwork and dynamic learning experiences.**



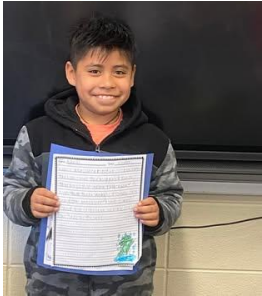
- **Collaborative Teacher Development:** Teachers from Chester Elementary School and Chester Academy work together to create interdisciplinary opportunities that connect students and staff across grade levels.
- **Makerspace Integration:** The CES and Chester Academy Makerspaces facilitate innovative learning experiences, encouraging collaboration across multiple disciplines and content areas to foster teamwork and creativity.

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- i. Advance data analysis of student performance in all subjects, including foundational reading and math skills, using iReady, NYS Assessments, Regents exams, and Pre-K to 12 grade-level assessments.**

- Highlighting the importance of data-informed instruction in tailoring teaching strategies to meet student needs and improve learning outcomes.
- March Full-Day Professional Development: Focus on data analysis of assessments and instructional planning.
- Assessment Platforms: Continued use of assessment platforms such as iReady, Inner Orbit, and CommitLit 360 to provide immediate feedback on individual student performance, supporting differentiated instruction and fostering student growth in learning.
- Analysis of state assessments to identify student needs, as well as professional development and program requirements for future improvement.
- November 20, 2024 Public Presentation on NYS & i Ready Student Assessment Data

This approach strengthens the integration of data into instructional planning, ensuring teachers have 25 the resources, training, and time to effectively meet the diverse needs of our students.



Innovative, Data-Driven Instruction

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

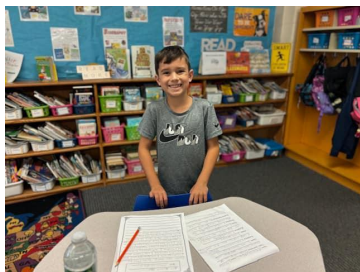
- j. **Continue to support the progression of MTSS through participation in scheduled committee meetings and support of new protocols identified for implementation.**



- The **Multi-Tiered System of Supports (MTSS)** model integrates student data and instructional supports to maximize student learning and growth.
- Regularly scheduled meetings focus on evaluating current practices, analyzing data, and identifying protocols to enhance the MTSS framework. **In 2025–2026, MTSS will be incorporated into the upgraded Synergy Student Information System, allowing for more streamlined tracking of student interventions, progress monitoring, and data-informed decision-making**

Focus Areas include:

- Identifying student needs through data-driven decision-making.
- Implementing tiered interventions tailored to academic, social, and emotional growth.
- Monitoring progress to ensure the effectiveness of supports and adjustments as needed.





Innovative, Data-Driven Instruction

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

k. Establish new teacher-mentor partnerships, professional development objectives, and collaborative opportunities, aimed at supporting professional growth.



- **Restructured New Teacher Orientation:** The two-day training was redesigned based on feedback from the prior cohort of first-year CUFSD teachers and staff to streamline efficiency, enhance professional development, and maintain a team-driven approach.
- Participation from the administrative team and staff fosters a welcoming and inclusive environment while ensuring district-wide alignment to our goals and objectives.



- **CUFSD In-Service Academy Launch (May 2025):** Initiated teacher-led professional learning series designed to share best practices, foster collaboration, and support growth. Workshops offer timely, relevant topics and CTLE credit opportunities—created by teachers, for teachers



2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- I. **Publish Pre-K to 12 course descriptions and provide professional development to support phase two of our vertical alignment initiative- progression of units.**

[CUFSD Curriculum Descriptions Link](#)



- Course descriptions published Pre-K to 12 on the CUFSD website, completing phase one of the vertical alignment of curriculum across content areas.
- Phase two initiated, integrating storyboards and unit themes to further describe the progression of learning district-wide. Professional development will continue to support this initiative to ensure effective and consistent implementation.

Innovative, Data-Driven Instruction

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- m. Launch a collaborative effort to explore the use of AI in education, gathering input from teachers, staff, and stakeholders to develop a Board of Education policy for responsible and effective integration.

September 2:

- Superintendent's Conference Day presentation: Introducing AI to teachers and gauging their familiarity with its applications. The presentation highlighted shared AI platforms designed to streamline tasks, increase efficiency, and support forward-thinking education. It also addressed protecting personally identifiable information (PII) and set the stage for future policy development to guide classroom use.

AI for Education

How to Use AI Responsibly EVERY Time

E **VALUATE** the initial output to see if it meets the intended purpose and your needs.

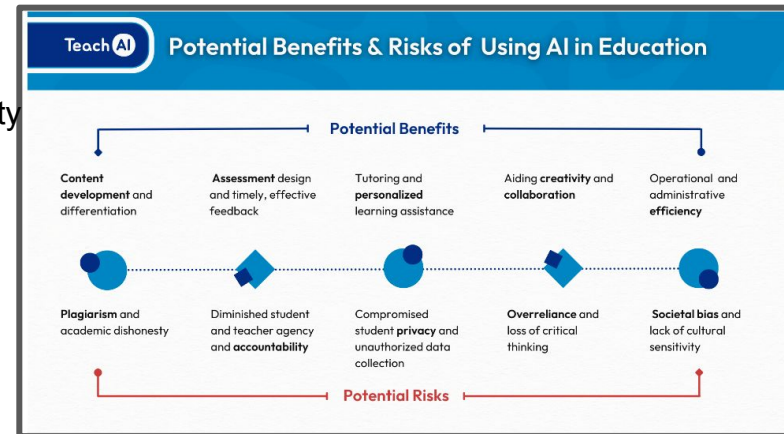
V **ERIFY** facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E **DIT** your prompt and ask follow up questions to have the AI improve its output.

R **EVISE** the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y **OU** are responsible for everything you create with AI. Always be transparent about how you've used these tools.

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Innovative, Data-Driven Instruction

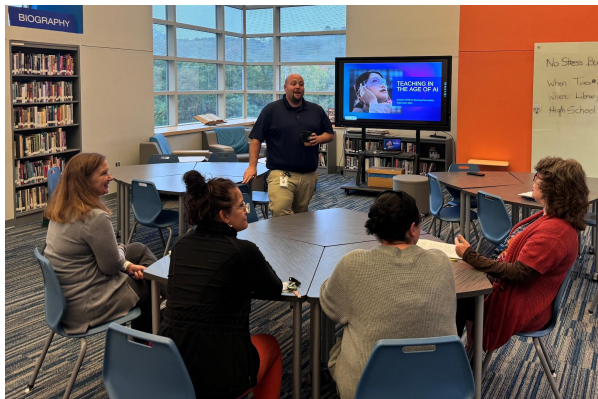
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Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- m. **Launch a collaborative effort to explore the use of AI in education, gathering input from teachers, staff, and stakeholders to develop a Board of Education policy for responsible and effective integration.**

September 26 & October 22:

- Voluntary AI Discussions at CA/CES: Introducing AI tools such as SchoolAI and Magic School while gathering teacher feedback on potential concerns, considerations, and opportunities for classroom integration.



**MAGIC
SCHOOL**
schoolai



2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- m. **Launch a collaborative effort to explore the use of AI in education, gathering input from teachers, staff, and stakeholders to develop a Board of Education policy for responsible and effective integration. *(continued)***

October 30:

- CUFSD Parent Advisory Panel general introduction of AI specific to overview of annual district goals and objectives.

October 31 & November 5:

- Professional development sessions at CA and CES with hands-on exploration of SchoolAI and Magic School platforms.

November:

- Survey conducted to determine platform preference; Magic School selected.
- Faculty meeting held to discuss teacher experiences and implications for instruction, including preliminary Board of Education policy considerations.

2

Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.

- m. **Launch a collaborative effort to explore the use of AI in education, gathering input from teachers, staff, and stakeholders to develop a Board of Education policy for responsible and effective integration. *(continued)***

January:

- Magic School AI platform pilot purchased for review.
- January 16: Voluntary workshop to review AI policy with staff.
- January 22: First reading of AI policy by Board of Education.
- January 30: CUFSD Parent Advisory Panel discussion on AI considerations

February: BOE Adopts Artificial Intelligence Policy #8273 on February 12, 2025.

March 7: Superintendent's Conference Day professional development on the teacher and student components of Magic School AI, preparing for 2025-2026 implementation.

This structured timeline highlights the collaborative and phased approach to integrating AI responsibly and effectively into CUFSD, emphasizing exploration, feedback, and stakeholder involvement.

Policy 8273

ARTIFICIAL INTELLIGENCE

The use of artificial intelligence (AI) has permeated aspects of everyday life, including school district operations, such as email spam filters, navigation apps, search engines, speech recorders, spelling and grammar checkers, and word processing auto-complete suggestions, often embedded into commonly used software. Generative artificial intelligence is a type of AI technology that can quickly generate large amounts of high-quality, convincingly authentic, human-like content, such as language, computer code, data analysis, images, video, and audio, in response to a prompt, based on data that it was trained on.

The widespread availability and use of generative artificial intelligence (GenAI) presents both challenges and opportunities for the district. Care must be taken to address and mitigate the challenges, and maximize the opportunities, to improve student learning and district operations.

Acknowledgements

The district acknowledges that many students are able to access GenAI outside of school, and may be able to use GenAI to complete school assignments. However, not all students are able or willing to do so, and should not be penalized for not using GenAI.

The district further acknowledges that the tools to detect the use of GenAI accurately, consistently and fairly may not be available, may quickly become obsolete, or may be biased against English Language Learners. AI resources should be vetted to ensure appropriate use for all students.

The district also acknowledges that the data used to train GenAI models is not usually made public, may be biased, and may violate copyright laws. The responses generated by GenAI may be biased, wrong, or violate copyright laws.

All district policies and regulations apply when using GenAI, and GenAI may not be used to violate or circumvent district policies and regulations. The district's existing policies on acceptable use of computers (8272 and 6470) and student conduct, including academic honesty apply to student use of GenAI. Additionally, the following guidelines are in place:

1. The Board supports including the principles of responsible and effective use of GenAI as it relates to the curriculum as well as life outside of or beyond school.



Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- a. **Launch the new CUFSD website with improved access to information, aimed at providing a more streamlined, user-friendly experience for students, staff, and families.**
 - **Website Launch:**

The new CUFSD website features improved navigation and easier access to important information for all users, with enhanced functionality for mobile devices.

 - Provides access to updated academic and instructional information, including resources to support parents and teacher contact details.
 - The newly digitized CUFSD handbook and code of conduct include essential CUFSD Chain of Communication information to ensure parent questions and concerns are addressed efficiently and effectively.
 - **CUFSD Parent Advisory Panel Feedback:**

Input from the CUFSD Parent Advisory Panel guided key improvements. Based on feedback, a CA and CES day/number of the week feature was added to improve clarity and communication for families.

WEDNESDAY
JANUARY

22

CES Day B / CA Day 2

☉ all day

[Read More](#)





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- b. Utilize the new ParentSquare communication platform to more effectively connect with students, staff, families, and the community.

- **Targeted Communication:** Enables the creation of specific groups for tailored messaging, such as bus notifications, athletic teams, and community updates, ensuring relevant information reaches the right audiences.

Community Engagement: Provides an option for all community members to subscribe to notifications and updates, including the CUFSD Newsletter offering streamlined access and extending outreach.

Mobile-Friendly Interface: Real-time updates ensure all users have timely access to critical information.

Translation Opportunities: Built-in translation features support families by delivering messages in their preferred language, fostering inclusivity and accessibility.

- **Customizable Notifications:** Apart from emergency notifications, parents can set timeframes for when they prefer to receive messages, providing greater flexibility and convenience.





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- c. Restructure the CUFSD Newsletter to highlight student achievements and experiences, expanding to a monthly publication.

- Monthly Publication:** Now in its second year, the CUFSD Newsletter has transitioned to a monthly format to provide more frequent updates and celebrations of student achievements and experiences.
- Dedicated Sections:** Each issue features:
 - District News: Key updates and initiatives impacting the entire CUFSD community.
 - Chester Elementary School Updates: Highlights of CES student achievements, programs, and events.
 - Chester Academy Highlights: Showcasing CA students' accomplishments, activities, and opportunities.





Collaborative Communication & Engagement

3

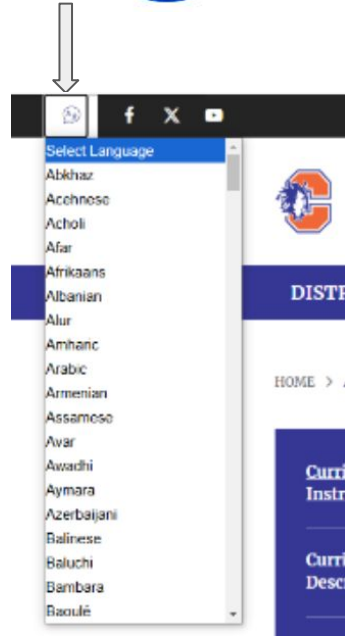
Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- d. Ensure that all digital and technology platforms offer support in multiple languages to enhance accessibility for all users.

Current Platforms and Ongoing Review

- **Current Implementation:**
Existing platforms, such as ParentSquare, and the new CUFSD website, include multi-language support to ensure accessibility for diverse users.
- **Ongoing Review:**
New digital and technology platforms are thoroughly reviewed for multi-language capabilities before adoption, ensuring they meet the district's standards for inclusivity and accessibility.

This approach demonstrates CUFSD's commitment to fostering an equitable and inclusive digital environment for all students, families, and staff.





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- e. **Expand the CUFSD Parent Advisory Panel, providing opportunities to meet with CES and CA building leadership to support discussions on curriculum, instruction, and student success.**
 - **District and Building-Specific Meetings:**
 - In October, the CUFSD Parent Advisory Panel meetings were expanded to include district-wide sessions and building-specific meetings for Chester Elementary School (CES) and Chester Academy (CA) leadership.
 - These meetings provide focused opportunities for parents to engage directly with school leaders on topics related to curriculum, instruction, and student success.

CUFSD	October 30, 2024	January 30 2025	June 2, 2025
CES	November 14, 2024	February 20, 2025	April 10, 2025
CA	November 19, 2025	February 18, 2025	April 22, 2025



Collaborative Communication & Engagement

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Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- e. **Expand the CUFSD Parent Advisory Panel, providing opportunities to meet with CES and CA building leadership to support discussions on curriculum, instruction, and student success.**

CUFSD Parent Advisory Panel

The purpose of the CUFSD Parent Advisory Panel is to provide meaningful input on district-wide priorities impacting students PK-12.

Serving as grade-level representatives, parents work in partnership with the district toward the shared goal of driving continuous improvement across all areas for all students.

Purpose and Goals:

- Strengthen communication between families and school leadership.
- Encourage collaboration to align district initiatives with parent perspectives and priorities.
- Enhance transparency and inclusivity in decision-making processes impacting student achievement.



Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- f. Continue informational workshops for parents and families through the CUFSD Family Instructional Academy, tailored to meet current interests and needs.

- **Fall Workshops:**

- **9/26/24 - Tech Talk:** Focused on navigating CUFSD's digital platforms and resources.
- **10/24/24 - Tricks & Tricks of Student Assessment Data:** Aimed at helping families understand and utilize student assessment data to support learning at home.

- **Winter Workshops:**

February & March 2025: Collaboration with the Arts and Physical Education departments to facilitate interactive workshops highlighting the importance of creativity and physical wellness in student success.

- **2/25/25 - Winter Wonderland: Painting Together Experience-** importance of Art Education
- **3/20/25 - Let's Get Physical! Daily Fitness**

- **Spring Workshop:**

- **4/29/25 - Poetry Cafe/Open Mic Community Guest performer- Daniel Villegas**





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- g. **Initiate a CUFSD Parent Athletics Panel to foster collaborative discussion and input, focused on continuous improvement of the student-athlete experience and our athletics program. Add dates and note improvements in Athletics this year.**



- **Representation and Scheduling:** The goal is to have one participant from each sport and level to ensure representation across all teams.
- **Purpose:** Launched to foster collaborative discussion and gather parent input focused on the continuous improvement of the student-athlete experience and the overall athletics program.
- **Fall Meeting Held:** October 22, 2024 – Focused on initial feedback and shared priorities.
- **Winter Meeting Held:** March 17, 2025 – Continued discussions on program enhancements and communication.
- **Spring Meeting:** Scheduled for the second week of June 2025, concluding the year's panel cycle.
- **Connected Improvements:** Feedback from the panel has informed ongoing efforts to enhance communication, access, scheduling, and the overall quality of the athletics experience for students and families.



Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- g. Initiate a CUFSD Parent Athletics Panel to foster collaborative discussion and input, focused on continuous improvement of the student-athlete experience and our athletics program.

Athletics Upgrades – Key Improvements:

- **Live streaming cameras** installed on all varsity on-campus fields
- **Internet access** added to Maple Avenue Gym and Varsity Softball Field
- **New state-of-the-art custom scoreboards, shot clocks, and LED-lit backboards** installed in the Academy Gym
- **Old scoreboard repurposed** for use in the Maple Avenue Gym
- **Upgraded AV system** in the Academy Gym featuring wireless and Bluetooth digital capabilities
- **Field permit case/system** implemented to streamline field usage and scheduling
- **Updated Facilities Use Policy (#3280)** presented for Board of Education first read on May 21, 2025, designed to ensure equitable access and establish cost structures to support maintenance and long-term sustainability of district athletic and facility resources





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

h. Implement Passport for Good to track student participation and engagement in community service, extracurricular activities, and civic involvement, supporting student development and the Seal of Civic Readiness.



- **Student Engagement in Clubs:** Successfully implemented digital tracking for student engagement in clubs as first phase of integration.
- **NYS Seal of Civic Readiness:** Fully integrated, enabling students and designated teachers to monitor progress toward achieving the required civic readiness and elective point totals for the Seal.
- Planned for launch in the 2025–2026 school year, this phase will introduce a digital resume and portfolio feature, expanding student access to tools that help compile and showcase achievements for college, career, and scholarship opportunities. It will also expand volunteer tracking capabilities, allowing students to more easily log, verify, and reflect on their community service experiences, supporting both personal growth and fulfillment of civic readiness requirements. *To date, (5/30/2025) there have been 4800 participation hours posted and 375 community services hours logged.*



Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- i. **Establish an official Student Expert Panel (SEP) at Chester Academy and CES to elevate student voice and encourage active participation.**
 - 5th grade student council representatives at CES have gathered peer input on their end-of-year celebration theme.
 - **Student Voice & Engagement:** Chester Academy students who expressed interest in participating in the newly developed Student Expert Panel were invited to support Family Instructional Academy (FIA) events. The district will continue to expand opportunities for student voice, ensuring students play an active role in shaping continuous improvement.
 - **Alumni Connections:** Recent alumni engaged with juniors and seniors to share insights and advice on the college experience, offering real-world perspectives to help students navigate postsecondary planning and transition.
 - **BOE Student Representation Expansion:** In January, a Junior student was added alongside the current Senior as a Board of Education Student Representative, creating a two-representative model that fosters leadership development, continuity, and meaningful student voice in district improvement efforts.



Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- j. Strengthen partnerships with the PTA, PTSA, and SEPTSA to support opportunities that foster a positive school community

- **Enhanced Communication:** Leverage ParentSquare and social media platforms to share updates, promote events, and highlight PTA, PTSA, and SEPTSA initiatives that support students and families.
- **Collaborative Engagement:** Strengthen partnerships through ongoing communication and aligned efforts to foster a positive school community and enhance opportunities for students and families.





Collaborative Communication & Engagement

3

Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students staff, families, and the community.

- k. Provide opportunities for community input and engagement related to communication, facilities planning, and district initiatives.
- **CUFSD Parent Advisory Panel:** Provides families with a platform to offer input on district-wide communication and initiatives, promoting transparency and collaboration. Expanded this year to include building specific opportunities for discussion and input.
 - **CUFSD Parent Athletics Panel:** Facilitates discussions with families focused on athletics, encouraging dialogue about programs and opportunities for student growth.
 - **Parent/Community Forums:** Provided to discuss key topics, including safety and other school and district priorities. Future forums on facilities planning will maintain an open and inclusive atmosphere for meaningful dialogue and constructive feedback.
 - **Future Facilities Planning:** The process will ensure community input is incorporated at key stages to address stakeholder needs and priorities as planning progresses.
 - **Continued Partnerships:** Ongoing collaboration with PTA, PTSA, SEPTSA, as well as local businesses, and community members to strengthen connections across the district.



Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

- a. **Continue to evaluate district safety plans ensuring law enforcement and risk management expertise are involved in all facets of safety and security protocols.**
- **Daily On-Site Presence:** Town of Chester Police Officers and Atlas Security personnel are on-site within and outside buildings daily, providing an active and visible security presence.
 - **Enhanced Event Security:** Additional security personnel are deployed for events and activities occurring within and outside the school day to ensure comprehensive safety coverage.
 - **Ongoing Safety and Emergency Planning:**
District Safety and Building Emergency Response Teams (BERT) meetings review emergency drill procedures and identify areas for continued improvement in safety protocols.
 - **Expanded Incident Command System (ICS):**
Emergency response training, in collaboration with OU BOCES Health and Safety and local law enforcement, now includes systematic ICS training for district and BERT teams, ensuring a unified and efficient emergency response.
 - **Collaborative Emergency Preparedness:**
Partner with local law enforcement and emergency services to conduct tabletop scenarios and real-time drills to enhance readiness and refine response strategies.

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.



Maple Avenue Building Transfer Summary Highlights:

- **Official Transfer Completed:** Ownership of the Maple Avenue Building was formally transferred to Orange County, marking a major milestone in long-term facility planning.
- **Community-Driven Process:** The decision was shaped by input from the Maple Avenue Task Force, which included representatives from the Chester Historical Society, Kiwanis, Parent Advisory Panel, alumni, local residents, and officials from the Town and Village of Chester.
- **Collaborative Leadership:** The outcome reflects the shared vision of the CUFSD Board of Education, district administration, and community stakeholders.





Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

b. Advance emergency drills and specialized training for staff and students.

- Town of Chester Police Department, Village of Chester Police Department, Orange County Sheriff's Office, New York State Police, and the OUBOCES Health & Safety Risk Management Team and Atlas Security have been directly involved in all facets of building safety & security to ensure:
 - Shared commitment to safety and security at all levels
 - Standardized protocols and procedures
 - Fidelity of implementation
 - Ongoing evaluation & assessment focused on continuous improvement to systems & procedures



Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

- c. **Continue to utilize district and building emergency response teams to review and expand emergency protocols.**

Continue to Strengthen Safety and Emergency Planning:

The district and building emergency response teams regularly review and expand emergency protocols through:

- **Ongoing Safety and Emergency Planning:**
District Safety and Building Emergency Response Team (BERT) meetings are held to review emergency drill procedures and identify areas for continuous improvement in safety protocols.
- **Expanded Incident Command System (ICS):**
Emergency response training, in collaboration with OU BOCES Health and Safety and local law enforcement, includes systematic ICS training for district and BERT teams, ensuring a unified and efficient emergency response.

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

- c. **Continue to utilize district and building emergency response teams to review and expand emergency protocols.**

Continue to Strengthen Safety and Emergency Planning:

The district and building emergency response teams regularly review and expand emergency protocols through:

- **Installation of Visitor Aware System:**

The district installed Visitor Aware, a digital visitor management system that scans, tracks, and identifies all visitors, cross-checking them against national databases and customized alerts. This system enhances building security and supports real-time reporting and access control.

- **NYSED Approval of Safety Capital Project:**

The district's Safety Capital Project was approved by voters in May 2024 and recently received NYSED approval in May 2025 to proceed to bid. The bid process has been completed, and construction will begin following the formal award of bids, further advancing the district's commitment to a safe and secure learning environment.





Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

d. Evaluate and pursue options for an Interscholastic Athletics Facility.

- Incorporated findings from the previous Interscholastic Athletics Audit to identify current strengths, deficiencies, and priority areas for improvement, ensuring alignment with district goals and student needs.
- Review aidability to determine eligibility for state and local funding opportunities, such as building aid, grants, and partnerships, that could offset project costs.
- Evaluate all cost factors, encompassing construction, long-term operational expenses, and maintenance life cycle costs, to promote financial accountability and sustainability.
- Develop a timeline for stakeholder involvement, including public forums, surveys, and targeted outreach, to ensure transparency and inclusivity throughout the decision-making process.



Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

e. **Conduct a comprehensive review of the network, camera, and Wi-Fi systems.**

- The review is completed. 31 of our 112 Access Points, 28% percent, have been replaced.
- We have purchased additional Access Points and plan to install them by year end.
- A comprehensive review of the network, camera, and Wi-Fi systems has been completed. 57 of 112 access points (51%) have been replaced. The remaining 55 access points (49%) are scheduled for purchase on July 1 using e-rate funds resulting in significant cost savings for the district

f. **Expand data privacy and cybersecurity efforts through training and improved security applications.**

- **Annual Training:** Data privacy and cybersecurity training provided to **all faculty and staff**, supplemented by targeted modules through **GCN (Global Compliance Network)** based on key compliance topics.
- **Phishing Simulations:** **KnowBe4** monthly phishing simulations continue, with **individualized follow-up training** based on user response data to improve awareness and reduce risk.





Proactive Safety & Facilities Management

4

Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

f. Expand data privacy and cybersecurity efforts through training and improved security applications.

- **Data Privacy Compliance:** Ed Law 2-d protocols were updated to allow for both state and national-level data privacy agreements, expanding the district's ability to maintain compliant vendor relationships.
- **Firewall Upgrade:** Firewall upgraded at the Maple Campus Gym, aligning it with district-wide security protocols and enhancing network threat detection and prevention at that site.
- **Incident Response Plan:** Completed an Internet Response Plan, providing a district-wide framework for identifying, reporting, and responding to cybersecurity incidents.



Ensure the continual improvement and expansion of district facilities promoting safety, security and student opportunity in the most efficient and economical manner possible.

- g. **Design and submit the Safety Capital Project for state authorization, as approved by voter referendum.**
- The design and submission of the Safety Capital Project for state authorization has been completed, as approved by voter referendum. [CUFSD received NYSED approval in May 2025, with bidding and vendor selection expected to conclude in June. Construction is targeted to begin in Summer 2025, further advancing the district's commitment to a safe and secure learning environment.](#)
- h. **Complete facilities upgrades at Chester Academy and Chester Elementary School, focusing on infrastructure, classroom updates, and safety enhancements.**
- Completed facilities upgrades at Chester Academy and Chester Elementary School, focusing on infrastructure, classroom updates, and safety enhancements. Notable improvements include the HVAC project, a pollinator garden constructed at CES, new lighting in the Chester Academy auditorium and district-wide to support energy efficiencies, carpeting in the CA auditorium, new flooring in the CA cafeteria, and the installation of a new projector at CES. Additionally, TV monitors were installed in incident command centers onsite to enhance safety and support effective communication, as well as in office locations to facilitate data-driven meetings.



5

Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.

a. Leverage federal and state funds to advance district initiatives and enhance programs.

- We continue to access all federal and state funds, inclusive of grants, in support of District goals and initiatives.

[2025-26 Budget Development Calendar & Presentations](#)

b. Evaluate the effectiveness of current programs in relation to changing student demographics and future-focused education.

- Enrollment is projected to increase slightly in 2025-26.
- Current programs are evaluated based on student participation and performance, District priorities and emerging needs targeting continuous improvement in all areas.
- An increase in expenditures in Special Education, ENL and student instructional support services, health insurance premiums and negotiated increases for staff is anticipated.



5

Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.

- c. **Evaluate financial implications of identified safety and facility improvements including the potential construction of an interscholastic athletics complex.**
- **Completed** a comprehensive feasibility study to assess the viability of safety and facility improvement projects, including the construction of an interscholastic athletics complex.
 - Reviewing aidability to determine eligibility for state and local funding opportunities that could offset project costs.
 - Analyzing all cost considerations, including construction, and long-term operational expenses, to ensure financial responsibility.
 - Ensuring alignment with district priorities and fiscal stewardship while advancing opportunities for students and the community.
 - Prioritizing a transparent process to engage stakeholders and provide updates throughout the evaluation and decision-making process **scheduled for the 2025-2026 school year.**



Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.



- d. Develop and implement a 4-year replacement plan for all student Chromebooks.

Shift from 4-Year to 6-Year Replacement Plan: Adjust the Chromebook replacement cycle to a 6-year plan to align with Google's guaranteed 6 yr coverage of software and security updates to reduce long-term costs.

- CES will collect Chromebooks at the end of the school year, with plans to keep devices in school for Pre-K through 5th grade during the 2025–2026 school year. This shift is designed to minimize screen time and strengthen foundational reading and writing skills. To support this approach, CES will begin a phased replacement cycle, updating one grade level per year as needed,
- This approach allows us to maximize the lifespan of our devices, optimize the technology budget, and ensure continued performance and security without compromising instructional needs.



Effective Budgetary Planning & Continuous Improvement

5

Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.

e. Continue to expand shared services with neighboring districts.

Expand and Strengthen Shared Services:

- **Collaborative Efforts with Neighboring Districts:** Continue to explore and expand shared service opportunities with neighboring districts, fostering resource optimization and cost efficiency.
- **Participation in OU BOCES Initiatives:** Maintain active involvement in cooperative purchasing agreements and shared transportation services for long-range Special Education placements through OU BOCES.

Sustaining Valuable Partnerships:

- **Greenwood Lake Partnership:** Uphold the partnership with Greenwood Lake to provide quality educational opportunities for students in Grades 9-12, ensuring a seamless and supportive high school experience.
- **Interscholastic Contract with Florida School District:** Continue the interscholastic contract to offer students inclusive opportunities for experiential learning, such as shadowing programs, that enhance academic and career exploration.



Effective Budgetary Planning & Continuous Improvement

5

Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.



f. **Communicate the implications of the Property Tax Levy Cap.**

- The school tax levy increase is capped at 2%. Future budget presentations will explain how this affects Chester taxpayers and the 2025-2026 budget.

[2025-26 Budget Development Calendar & Presentations](#)

A **tax levy** is the total amount of property taxes a school must collect to balance its budget, after accounting for all other revenue sources including state aid.



Effective Budgetary Planning & Continuous Improvement

5

Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.



g. Continue to use the district website, newsletters, and social media to disseminate budget information.

- In addition to future BOE Presentations, the CUFSD website, newsletters and social media will provide information specific to the 2025-2026 budget.

- To enhance accessibility and transparency, the Budget Newsletter was also published online for the first time, with translation options available to support family engagement and understanding.

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Budget Information

2025-2026 Budget Development Calendar



September / October	Board Guidelines to Superintendent
November / December	Instructions to Key Budget Contributors
December 20	Budget Requests to Business Office
January 6	Staffing & Program Requests Business Office and Superintendent
March 5	Presentation of Budget Priorities