



# 2025-2026

# DISTRICT GOALS

# End of Year Report

Chester Union Free School District  
June 2026

**The 2025–2026 District goals and objectives reflect key priorities of the community-supported budget:**  
*Advancing student learning and opportunity, strengthening communication and collaboration, and enhancing facilities for safety, efficiency, and student success.*

## *Investing in Excellence*

Driven by a shared commitment and Chester pride, these objectives move us forward  
*together*  
toward a stronger future for our schools, families, and community.



# 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.



# 2025-2026 CUFS 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.	➔	<b>Welcoming &amp; Inclusive Learning Environment</b>
2.	Provide innovative, data-driven, and career-connected learning experiences through highly qualified staff dedicated to supporting the success of all students.	➔	<b>Innovative, Data-Driven Instruction</b>
3.	Strengthen communication and engagement opportunities across multiple platforms to foster meaningful connections among students, staff, families, and the community.	➔	<b>Collaborative Communication &amp; Engagement</b>
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>Proactive Safety &amp; Facilities Management</b>
5.	Create a fiscally responsible budget that effectively addresses the needs of the district while considering the concerns and input of the community.	➔	<b>Effective Budgetary Planning &amp; Continuous Improvement</b>



# CUFSD PORTRAIT OF A GRADUATE

## CHESTER GRADUATES ARE



**Effective Communicators**



**Dynamic Collaborators**



**Innovative Problem Solvers**



**Digital Strategists**



**Ethical Citizens**



**Empowered Learners**



## 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. Continue professional development to promote inclusivity and culturally responsive practices that support the success and well-being of all learners.

- **Ongoing Partnerships and State-Level Engagement**

Continued partnerships with Hudson Valley RBERN, Hudson Valley Writers Project and NYSED Leaders Network to align professional learning and instructional practices with state guidance and culturally responsive best practices.

- **Support for Multilingual Learners**

Targeted supports for multilingual learners continue to be reviewed and adjusted to reflect evolving student demographics. Professional learning includes participation in the NYSED-sponsored *Bridges to Academic Success* program through the Center for Advanced Study in Education, with continued cohort participation to strengthen instructional practices.

- **Professional Learning for Inclusive Practices**

Inclusive, culturally responsive practices are embedded across social-emotional learning and instructional programs, including piloted instructional initiatives. Additional professional learning has been provided this year for all Instructional Aides and Monitors through EdQuiddity and scheduled workshops, strengthening practices that support a diverse student population and foster a welcoming, inclusive school environment.





## 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. Advance PBIS (*Positive Behavioral Interventions and Supports*) and the Choose Love initiative at Chester Elementary School to reinforce positive behavior, and support student social-emotional well-being.



- PBIS and Choose Love initiatives were launched through September grade-level assemblies and reinforced through ongoing schoolwide assemblies and monthly student recognition. Focus areas are informed by regular review of student data to reinforce positive behavior, strengthen social-emotional well-being, and promote a school culture grounded in respect, accountability, and belonging.



# 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. Strengthen the Safe School Ambassadors program, Advisory, and 7 Mindsets framework at Chester Academy to empower student leaders and foster a respectful, inclusive school community.



- The Safe School Ambassadors program was refined to a smaller, mentorship-focused group emphasizing leadership and positive peer influence, including peer mentoring and cross-grade connections.
- Advisory was updated to provide greater flexibility while continuing to support the 7 Mindsets framework through lessons, reflection, life skills, and peer engagement. The 7 Mindsets program remains embedded in school culture, with monthly student recognition and expanded incentives for students, faculty, and staff. **Surveys were administered to students and faculty in April to gather feedback on the effectiveness and overall value of the program, helping to inform future planning and considerations for the 2026–2027 school year.**

# 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. Transition from an instructional-period device restriction to full bell-to-bell implementation, as required by NYS, extending to hallways, cafeterias, and all school-day activities to foster stronger peer connections, strengthen school culture, and support student well-being.

- The District has fully implemented the **NYS-required bell-to-bell personal device restriction**, extending beyond instructional periods to hallways, cafeterias, and all school-day activities. Compliance data is reviewed monthly to monitor consistency and effectiveness.
- A dedicated “Personal Device Use” tab was provided on the District website over the summer to support the transition, linking directly to the Board of Education policy and including an FAQ and family resources. Expectations were also updated in the Student Handbook and Code of Conduct, and reinforced through grade-level assemblies at the start of the school year outlining expectations for students.

<https://www.chesterufsd.org/district/bell-to-bell>

## Personal Device Use

Resources

FAQ

BOE POLICY #7316 Updated 7/7/25

2025 7316  
1 of 3

Students

### SUBJECT: INTERNET-ENABLED DEVICES AND OTHER ELECTRONIC DEVICES

This policy has been established with input from stakeholders, to ensure compliance with New York State Education law and to promote a safe and distraction-free learning environment for all students.

#### Definitions:

• **Internet-enabled Device** means and includes any interactive devices including but not limited to cellular devices, smartphones, tablets, smartwatches, e-readers, headphones (and other wearable devices), or other devices that commonly store or may, even in the future, have the ability to connect to the Internet and enable the user to access content online. It does not include non-internet-enabled devices which are not capable of connecting to the Internet or enable the user to access content on the Internet or internet-enabled devices supplied by the District or a BOEES that are used for an educational purpose.

• **School Day** means the entirety of every instructional day including all of the student's instructional and non-instructional time, such as homeroom periods, lunch, recess, study halls, and time between classes.

• **School Grounds** means in or on, or within any building, structure, athletic field, playground, or land contained within the real property boundary line of any school in the District.

#### General Policy Statement:

The use of internet-enabled devices by students is strictly prohibited during the school day anywhere on school grounds, except as specifically permitted in this policy.

#### Device Storage Guidelines:

• **Chester Elementary School (Grades PreK-5):** Internet-enabled devices and other personal electronic devices must be turned off and stored in lockers or backpacks for the entire school day.

• **Chester Academy (Grades 6-12):** Internet-enabled devices and other personal electronic devices must be turned off and stored in lockers or backpacks during the school day.

#### Exceptions:

Students may use school-owned electronic devices (such as Chromebooks) during the school day for instructional purposes.



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- e. Promote student well-being by strengthening the network of school-based support professionals, inclusive of newly added on-site mental health staff through the Orange County Department of Health (OCDOH).
- The district submitted an application for Chester Academy to host an on-site Orange County Department of Health mental health counselor to provide therapeutic, outside counseling services during the school day. Required documentation and follow-up materials were submitted in September, and the district is awaiting an update from OCDOH, anticipated by the end of January.
  - **The district's application to host an on-site OCDOH mental health counselor has been approved.**
  - **OCDOH is currently working through the hiring process, while the district continues planning for 2026–2027 implementation, including scheduling and space needs. Implementation remains dependent upon completion of the county hiring process.**

# Welcoming & Inclusive Learning Environment



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f. Create district-wide opportunities for students to share their voice and contribute their perspectives in shaping initiatives and improvements that strengthen the overall school experience.

- **Student leadership and representation:** Fifth-grade student representatives presented to the Board of Education on January 7, 2026; middle and high school Student Council continue to provide leadership opportunities; and for the second year, the Board of Education Student Representative role includes a junior representative beginning in January to prepare for senior leadership in the 2026–2027 school year.
- **Building-level student voice and culture:** Student advisory panels and clubs at Chester Academy, including student-led pep rallies and multicultural assemblies, provide ongoing input that shapes school initiatives, strengthens inclusivity, and reinforces a positive, student-centered school culture. At Chester Elementary School the CES Broadcast Team further elevates student voice and leadership.
- **Student input informing district initiatives:** Students actively contributed perspectives through meetings and video submissions related to the Interscholastic Athletics Facility Capital Project, ensuring student experiences and priorities helped inform planning, communication, and community engagement efforts.



Student Voices, Our Why: Hear from Our Students and Staff



- [Video with spanish subtitles](#)
- [Video with english subtitles](#)

# Welcoming & Inclusive Learning Environment

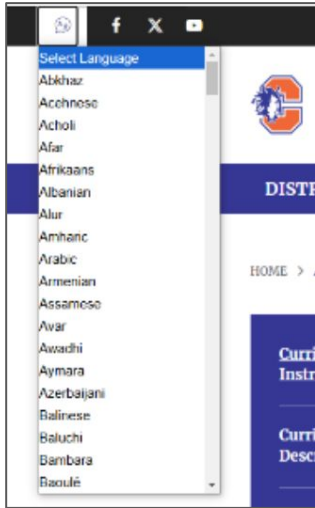


1

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

g. Continue to assess and enhance supports for students, staff and families in response to the evolving needs of our diverse school community.

- Expanded district communication through translated mailers and video communications to improve accessibility.
- Implementation of teacher-to-parent communication through ParentSquare to strengthen timely and consistent engagement.
- Improved access to demographic data across attendance, behavior, and academic performance through Synergy to better identify needs and inform targeted supports.
- **Expanded family accessibility through the introduction of the district's digital Student Handbook, available in multiple languages for the first time this year, along with translated district communications, budget information, and Interscholastic Athletics Facility Capital Project materials to support meaningful engagement and access for all families.** <https://www.chesterufsd.org/parents/cufsd-student-handbook>



Capital Project  
Newsletter

Spanish Newsletter



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○ **Advisory Panels & Community Engagement**

- **CUFSD Parent Advisory Panel:** Continued districtwide discussions to gather family input and support district initiatives. *Meeting Dates: Oct. 28 • Jan. 14 • Apr. 15 • June 8*
- **CUFSD Parent Athletics Panel:** Established to gather family input and support continuous improvement across athletics programs. *Meeting Dates: Oct. 7 • Oct. 27 • Apr. 6 • June 15*
- **CUFSD Community Advisory Panel:** Developed to engage community members and parents in discussion and input related to the proposed Interscholastic Athletics Facility and December 16, 2025 vote. *Initial Meeting: Nov. 6 Community Forums: Nov. 12 • Nov. 19*  
<https://www.chesterufsd.org/interscholastic-athletics-facility-capital-project/communication-engagement>





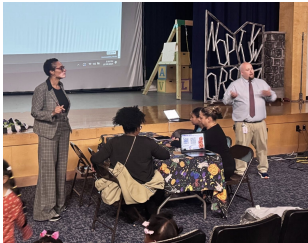
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### CUFSD Family Instructional Academy



- Family sessions designed to share student learning experiences across the district and strengthen home–school partnerships.
- Parent support and guidance on district tools, including Synergy, to enhance communication, engagement, and access to student information.
- **Session dates: Oct. 30 • Jan. 15 • Mar. 26 • May 26**

### Language Access Partnerships and On-Site Support

- The district maintains an ongoing partnership with Orange-Ulster BOCES and NTC Translation Services to provide translation support, ensuring clear, inclusive communication and equitable access to information for all families. This partnership is supported by designated, part-time on-site staffing to further enhance accessibility and responsiveness to family needs.



2

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

- a. Strengthen instructional programs and assessments aligned to the NY Next Generation Learning Standards through ongoing teacher input and targeted professional development.



- In grades K–5, the Scholastic Literacy Program continues to be evaluated for effectiveness using multiple measures, including Fountas & Pinnell assessments, i-Ready data, New York State assessments, and teacher input. The Foundations program is implemented in Pre-K through Grade 3 to support phonics-based instruction and early literacy development. In grades 6–12, CommonLit 360 supports standards-based reading instruction and assessment, along with additional resources aligned to New York State learning standards.
- CES continues implementation of i-Ready Mathematics, while CA grades 6–8 evaluate the piloted transition to i-Ready Mathematics, Ready New York. eMath resources continue to support instruction and student learning in grades 6-12.
- Chester Academy continues the Financial Literacy, *The LYFE Course*, equipping students with essential skills in financial literacy and informed decision making in alignment with New York State standards.

2

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- a. Strengthen instructional programs and assessments aligned to the NY Next Generation Learning Standards through ongoing teacher input and targeted professional development.
- **Science (K–5):** Piloting Amplify Science, aligned to NY Next Generation Science Standards, informed by student performance data and teacher input; evaluation planned following the January 16 professional development session.
  - **Science (6–8):** Piloting Lab-Aids, with InnerOrbit providing real-time data to support instructional decision-making; data use targeted for 3–5 review.
  - **World Languages:** Transitioned to a pilot of Auténtico in Spanish courses at Chester Academy to enhance language learning experiences.
  - **High School Science:** New Visions curriculum in year two at Chester Academy, for Biology & Earth & Space Science, supporting standards alignment, critical thinking, and NGSS-based instruction.

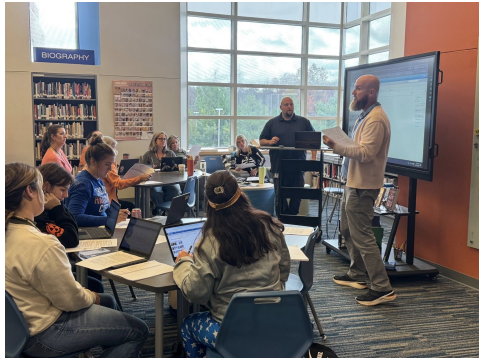




2

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- a. Strengthen instructional programs and assessments aligned to the NY Next Generation Learning Standards through ongoing teacher input and targeted professional development.



- Professional Learning Communities (PLCs) at CES and Chester Academy support instruction aligned to New York State Next Generation Standards and address grade-level or course-specific instructional needs informed by student performance data and teacher input.
- Data analysis of current programs continues to inform instructional decisions and targeted professional development, with Synergy analytics providing timely access to student data and trends to support progress monitoring and planning.
- **Synergy reporting tools and administrator dashboards were expanded to improve access to student performance data, supporting data-informed decision-making and progress monitoring. Ongoing staff feedback continues to inform additional teacher-facing reports and improved integration of gradebook, attendance, and student performance data.**

2

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



- b. Advance data analysis of student performance using iReady, NYS assessments, midterms, and local benchmarks at the classroom, grade, building, and district levels to guide instructional decisions and support student achievement.



- **Assessment and progress monitoring:** The i-Ready Diagnostic measures student progress in ELA and Math three times per year in grades K–5 and grades 6–8, aligning with i-Ready My Path (K–5) and i-Ready Personalized Instruction (6–8).
- **Data-informed instruction:** Ongoing analysis of i-Ready, NYS assessments, midterms, and local benchmark data at the classroom, grade, building, and district levels informs instructional decisions and guides targeted professional development to support student achievement.

[Link to January 21, 2026 BOE Presentation - Overview of Assessment Data](#)



2

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

- c. Implement the new Synergy Student Information System with professional development to support a smooth transition from SchoolTool and ensure effective use of its core features for student data management, reporting, and daily operations.
- The transition to Synergy represents a significant system change, with ongoing support in place to address issues and concerns as they arise.
  - Synergy professional development to support the transition from SchoolTool was provided at the end of the 2024–2025 school year and continued during Superintendent’s Conference Days, including targeted small-group and team-based sessions aligned to identified staff needs.
  - As implementation continues, professional development and ongoing support will be phased in to build staff capacity around Synergy’s expanded functionality, including MTSS, enhanced student data reporting, and emergency notification protocols.
  - **On May 15, Chester Academy staff were introduced to the Synergy Digital Hall Pass system for implementation in 2026–2027, supporting student accountability, enhancing school safety, and maximizing instructional time.**





2

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- c. Implement the new Synergy Student Information System with professional development to support a smooth transition from SchoolTool and ensure effective use of its core features for student data management, reporting, and daily operations.
- A mid-year review with Synergy representatives and the administrative team is scheduled for late January/early February, followed by a review with a representative group of teachers and staff to identify priorities and implement targeted improvements.
  - Phase Two implementation will focus on expanded student data reporting, MTSS alignment, and reunification processes, reflecting Synergy's enhanced capabilities beyond SchoolTool. Parent Advisory Panel feedback on the transition was gathered at the January 14 meeting to inform continued implementation and communication.
  - **Synergy capabilities continued to expand throughout the year through student data reporting, administrator dashboards, MTSS supports, and other system enhancements informed by administrator, teacher, staff, and family feedback. Additional Synergy features, including ParentVUE/StudentVUE, simplified access to reports, reunification planning and Digital Hall Pass functionality, are being explored as part of ongoing planning and continuous improvement for 2026–2027.**



2

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

- d. Support the continued development of the Multi-Tiered System of Supports (MTSS) to ensure all students receive timely academic, behavioral, and social-emotional support through inclusive practices that meet diverse learner needs, strengthened by the use of the new Synergy SIS platform.
  - MTSS grade-level meetings for 2025–2026 are underway, using established CES protocols to support consistent academic, behavioral, and social-emotional interventions.
  - Chester Academy MTSS training has been provided to align practices across buildings and strengthen shared understanding of MTSS structures and decision-making.
  - MTSS and Synergy integration will launch in 2026-2027, supporting centralized documentation, progress monitoring, and data-informed decision-making across Pre-K–12.





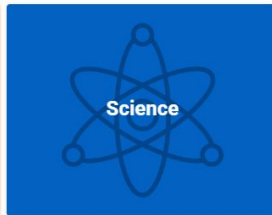
2

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

- e. Advance Pre-K to 12 curriculum alignment by developing unit frameworks for each grade-level content area and course, building on the completed course descriptions published on the CUFSD website.
  - Pre-K–12 unit framework development continues across grade levels and content areas, building on the course descriptions published on the CUFSD website.
  - A printed Pre-K–12 course catalog has been developed to provide families and staff with a clear, comprehensive overview of instructional programs and pathways.

## Curriculum Blueprint

Courses by Subject



2

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

f. Integrate technology, multimedia, robotics, and engineering applications to provide innovative, engaging learning experiences.

- **Makerspace and engineering integration:** Purpose-built engineering and design spaces at Chester Elementary School include two dedicated instructional areas for design and engineering learning, with the addition of a specialized robotics space. At Chester Academy, a two-floor innovative learning environment supports CAD, robotics, design, media production, and collaborative learning, providing flexible spaces that promote innovative instruction and future-ready skills across disciplines.
- **Robotics and coding progression:** Robotics and coding instruction is embedded within standards-based instruction and has expanded significantly at the middle level, with enhanced opportunities in grades 6–8 and intentional vertical alignment from Pre-K through grade 8 to strengthen computational thinking, problem-solving, and application of content-area skills.

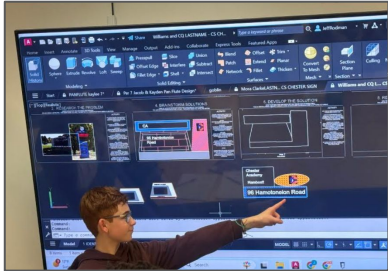


2

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

f. Integrate technology, multimedia, robotics, and engineering applications to provide innovative, engaging learning experiences.

- **Advanced engineering and design electives (Grades 9–12):** Students have access to advanced coursework in CAD (Computer-Aided Design), college-level technical drawing and engineering graphics through SUNY Oswego, mechatronics, and architecture and civil engineering, providing hands-on experience in digital design, automation, and structural engineering concepts.
- **Multimedia and creative technology:** Green screen technology, WeVideo, podcasting, and broadcasting platforms are used across grade levels, including productions by the CES Broadcasting Team and CA Newsies, as well as the Chester Academy podcast, supporting student-led content creation, communication skills, and creative expression.





2

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

g. Implement AI integration using the selected platform, Magic School AI, with a focus on ethical, responsible use that supports differentiated instruction, enhances teaching, and empowers students with future-ready skills.

- **Targeted faculty leadership development:** Designated faculty participated in the OUBOCES AI Conference and are progressing toward AI microcredentials to support and lead ongoing professional learning on responsible classroom integration.
- **Department-based implementation:** Professional learning on AI-supported math instruction was provided to grades 6–12 on December 5, 2025, on Magma Math with follow-up training on January 16, 2026. AI-supported tools such as Diffit are being used to support literacy differentiation across content areas.
- **Districtwide focus and next steps:** Magic School AI will be a focus of the March 17, 2026 Conference Day, alongside PLC-based exploration of AI literacy resources to support thoughtful, ethical classroom use.
- **Policy alignment and student expectations:** The Board of Education AI policy is reflected in the Student Handbook, which is reviewed annually based on insights from faculty and instructional teams to support ethical use and future-ready skills.

Book	Policy Manual
Section	Section 8000 - Instruction
Title	Artificial Intelligence
Code	8375
Status	Active
Adopted	February 12, 2025

**ARTIFICIAL INTELLIGENCE**

The use of artificial intelligence (AI) has permeated aspects of everyday life, including school district operations, such as email distribution, programmatic data, social media, website creation, content creation, and general education. The use of generative AI, which produces content, often mimicking the commonly used software, generative artificial intelligence is a type of AI technology that can quickly generate large amounts of high-quality, convincing content, such as text, images, audio, video, and code, 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 digital content 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 based against English Language Learners. All resources should be used 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 include copyright law. The resources generated by GenAI may be biased, wrong, or violate copyright law.

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 8470) and student conduct, including academic honesty apply to student use of GenAI, distributed, the following practices are in effect:

1. The Board supports including the principles of responsible and effective use of GenAI as it relates to the curriculum as well as the conduct of all district school.
2. Students are responsible for their own work, and any errors it may contain, and must cite the sources they use as required by the classroom teacher.
3. The Board expects the professional capability of the instructional staff to equip work that is fair, accessible to student use of GenAI to encourage learning, and allow for multiple methods for students to demonstrate competence and understanding.
4. Instructional staff must be clear about their expectations for student use of GenAI in assignments. Staff who suspect a student has not done an assignment on their own can request that the student demonstrate their knowledge of the material in other ways, to the extent they already do.

Any use of GenAI in schools, on school networks/computers, or for school purposes must be compliant with Education Law and its regulations, applicable employee district and staff personnel classification information in contracts, including third party agreements where applicable. Staff must consult with the district's Data Protection Officer to determine

2

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h. Strengthen cross-building collaboration between students and staff at Chester Elementary School and Chester Academy through purposeful projects and shared learning experiences that promote teamwork, leadership, and a connected school community.

- **Student leadership and interdisciplinary learning:** Chester Academy students collaborate with Chester Elementary School students through shared reading, writing, and engineering design experiences, as well as peer-led STEAM lessons, supporting leadership development, problem-solving, and meaningful cross-building connections.
- **Cross-building programs, community, and alumni engagement:** Chester Elementary School students participate alongside Chester Academy students in shared experiences such as theatrical productions, music program performances, and community events, including athletics. This collaboration extends to Chester Academy alumni, who engage with juniors and seniors to share college and career transition experiences, strengthening mentorship and a connected school community across buildings.





2

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

- i. Expand high school course offerings at Chester Academy to reflect the evolving needs of students, align with future college and career pathways, and ensure learning experiences are relevant and responsive to life beyond the classroom.
  - **Grade 6 Reading Course**  
Chester Academy has implemented a new reading course for all Grade 6 students in addition to STEM. The course runs for three marking periods, with progress monitored quarterly through literacy assessments and teacher feedback to evaluate its impact on reading comprehension and academic growth.
  - **Continued Implementation of 2024-2025 New Courses**  
The district continues to implement and refine new courses introduced last year, developed in response to student interest and evolving academic, civic, and career readiness needs some of which include:



2

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- i. Expand high school course offerings at Chester Academy to reflect the evolving needs of students, align with future college and career pathways, and ensure learning experiences are relevant and responsive to life beyond the classroom.
  - **Project-Based Robotics (Grade 7):**  
Replacing STEM 7, this course emphasizes hands-on, project-based robotics to strengthen problem-solving, collaboration, and technical skills.
  - **Civic Readiness (Grade 8):**  
Replacing STEM 8, this course focuses on civic engagement and prepares students for the opportunity to earn the **Seal of Civic Readiness** designation.
  - **Financial Literacy (High School):**  
Implemented last year, this course builds essential financial management skills to support students' personal and professional readiness.





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- i. Expand high school course offerings at Chester Academy to reflect the evolving needs of students, align with future college and career pathways, and ensure learning experiences are relevant and responsive to life beyond the classroom.
  - **Public Speaking (Grades 11–12):**  
An English elective focused on effective communication, speech writing, and presentation skills to support college and career readiness.
  - **SUNY Orange Statistics (Grades 11–12):**  
A college-level statistics course offered through SUNY Orange, requiring strong performance in Algebra II and a minimum GPA of 90 (juniors) or 85 (seniors).
  - **Introductory Chemistry (Grades 11–12):**  
Implemented last year, this dual-enrollment course through Mount Saint Mary College focuses 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.

- j. Transition from Today's Students, Tomorrow's Teachers to the Orange-Ulster BOCES Future Teachers Enrichment Program, expanding access for 11th and 12th grade students to explore careers in education and earn college credit.

- Orange-Ulster BOCES continues to explore the development of future programming in this area, including prior efforts to establish a college-credit partnership with Mount St. Mary's College.
- Students pursue education-related career pathways through Orange-Ulster BOCES Career and Technical Education (CTEC) offerings, along with internship and career exploration opportunities coordinated through the district's Workplace Learning Internship Program. **Hosted the annual Workplace Learning Partner Appreciation Breakfast on April 28, 2026, recognizing participating businesses, community partners, workplace mentors, and student interns involved in career exploration experiences that help students make informed decisions about future college and career pathways, including education.**





2

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- k. Implement a new Academic Eligibility policy at Chester Academy for all students, promoting individual responsibility and high expectations while providing targeted support to achieve academic success.
- The 2nd Quarter progress report reflects measurable improvement, with the policy functioning as an early-identification tool for academic, organizational, and engagement needs across all students.
  - Student-athletes attending required study sessions continue to demonstrate strong progress, indicating that structured academic supports are having a positive impact.
  - Students involved in clubs/activities and those not participating in extracurriculars were also identified, reinforcing the policy's role in informing broader, school-wide support strategies.
  - Next steps: Use identified trends to expand targeted academic and organizational supports beyond athletics and strengthen school-wide interventions that promote accountability, engagement, and improved outcomes for all students.





2

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

- I. Expand opportunities for students to earn the New York State Seal of Biliteracy and the New York State Seal of Civic Readiness, recognizing graduates for multilingual proficiency and active civic engagement.
  - The district continues Year 3 implementation of New York State–approved Seal pathways, recognizing students for multilingual proficiency and meaningful civic engagement.
  - Systems to identify, track, and support student participation are actively refined, strengthening access and consistency across programs.
  - Ongoing instructional alignment and forward planning ensure equitable access to assessments and sustainable opportunities for future graduates.



These efforts equip students with state-recognized credentials that support college, career, and civic readiness while strengthening the district’s commitment to inclusive, future-focused learning opportunities.



2

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

- m. Review the block scheduling model for potential implementation at Chester Academy in the 2026–2027 school year, with a focus on improving student learning outcomes and opportunities.
- The target year for potential block scheduling implementation has been adjusted to 2027–2028 to reflect staff and stakeholder input and to ensure adequate time for professional learning, scheduling design, and a student-centered transition that supports learning, engagement, and success.
  - **Chester Academy Faculty Advisory Team members conducted site visits to schools currently utilizing block scheduling to gather ideas, feedback, and implementation considerations. Next steps include expanding the process to department chairs, staff professional development, and parent engagement as the district continues evaluating potential implementation in 2027–2028.**

# 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.**

- n. Expand new hire teacher-mentor partnerships and professional learning through a cohort model that provides phased, targeted support aligned with NYS Teaching and Learning Standards and district expectations, guiding professional growth as educators progress toward tenure consideration.
- Mentors have been identified and meet regularly with new teachers to provide individualized support aligned with building- and district-level expectations.
  - An evidence-based portfolio process is underway to highlight instructional practice and professional growth aligned to NYS Teaching and Learning Standards and district goals for tenure consideration.
  - **New teachers from CES and CA participated in an end-of-year cohort meeting to reflect on their first year and identify opportunities to strengthen future mentoring and support.**
  - **A presentation framework is being developed to support educators in showcasing instructional practice, professional growth, and contributions aligned to NYS Teaching and Learning Standards and district goals as they progress toward future tenure consideration, with quarterly support opportunities planned for 2026–2027.**





# Collaborative Communication & Engagement

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

a. Continue the monthly CUFSD Newsletter to highlight district initiatives and student achievements at Chester Elementary and Chester Academy, while expanding access to keep the community informed and connected.

- The monthly CUFSD Newsletter is distributed through ParentSquare and structured with a district initiatives and updates section, followed by student learning experiences, accomplishments, and highlights from Chester Academy and Chester Elementary School.
- The newsletter is posted on the district website, where translation features expand access for families who prefer to read information in their home language.



**Focus for EXPERIENCED LEARNERS**

**Chester voters approve proposed interscholastic athletics facility**

The Chester Union Free School District voters approved the proposed interscholastic athletics facility on Tuesday, November 15, 2022. The facility will be located on the site of the former Chester Union Free School District High School building.

The facility will be used for interscholastic athletics and will include a gymnasium, locker rooms, and restrooms. The facility will be owned and operated by the Chester Union Free School District.

The facility will be a significant addition to the district's athletic program and will provide a safe and secure environment for students to participate in interscholastic athletics.

**Anticipated Milestone Schedule\***

Activity	Start Date	End Date
Construction	December 2022	June 2023
Opening	September 2023	September 2023
Relocation	September 2023	September 2023
Attendance at location	September 2023	September 2023

**IMPORTANT DATES**

Date	Event
Dec. 22, 2022 - Jan. 2, 2023	Construction
September 2023	Opening
September 2023	Relocation
September 2023	Attendance at location

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<https://www.chesterufsd.org/district/district-newsletter-2025>

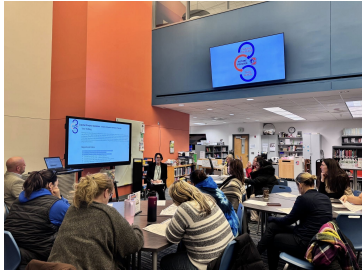


## Collaborative Communication & Engagement

3

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

- b. Utilize the CUFSD Parent Advisory Panel to engage grade-level parent representatives in providing input on key initiatives and identifying opportunities for district-wide improvement.



- October 28, 2025: Parent input on communication efforts for the Interscholastic Athletics Facility Capital Project prior to public presentations and community forums.
- January 14, 2026: Feedback on the Synergy transition, including strengths and opportunities for improvement, with participation from the Director of Technology and Data Management, and Director of Facilities leading discussion of district-level topics including the Safety Capital Project, Interscholastic Athletics Facility Capital Project, and budget planning.

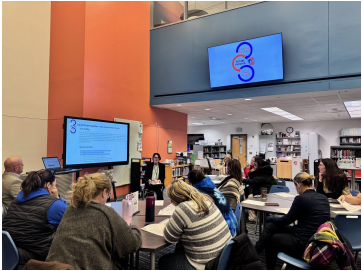


## Collaborative Communication & Engagement

3

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

- b. Utilize the CUFSD Parent Advisory Panel to engage grade-level parent representatives in providing input on key initiatives and identifying opportunities for district-wide improvement.
  - **April 15, 2026: Highlights of the proposed 2026–2027 budget, including instructional programs, student support services, and technology initiatives, presented with support from Assistant Superintendent for Business Nicole DeSousa. Parent feedback was gathered regarding special education and transportation costs, state assessment and Regents preparation, and opportunities to align clubs and course offerings with evolving student interests and needs.**
  - **June 8, 2026: Review of 2025–2026 Parent Advisory Panel contributions and district improvements, future initiatives, and opportunities for continued parent engagement. Parent feedback was gathered regarding district priorities and recommendations to support planning and continuous improvement efforts for the 2026–2027 school year.**





## Collaborative Communication & Engagement

3

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

- c. Provide informational sessions through the CUFS Family Instructional Academy to share student learning practices and foster strong home-school partnerships that support student success.

- October 30, 2025 – *“Tricks & Treats of Using Tech Tools”*  
Families received hands-on support with ParentVUE, Synergy, ParentSquare, and district communication tools, including Spanish-language assistance, to strengthen access and engagement.
- January 15, 2026 – *“Tech the Holidays” Technology & Makerspace Student Showcase*  
Families participated in guided tours led by students and teachers, highlighting hands-on learning, student projects, and career-connected pathways in technology, engineering, and design.





## Collaborative Communication & Engagement

3

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

- c. Provide informational sessions through the CUFSD Family Instructional Academy to share student learning practices and foster strong home-school partnerships that support student success.
  - **March 26, 2026 – “FACS Blend It Together: Parent & Child Smoothie Lab”**  
Families participated in a hands-on smoothie-making workshop led by Mrs. Besson, exploring healthy, budget-friendly recipes while learning about the district’s Family and Consumer Sciences (FACS) program and opportunities for student learning.
  - **May 26, 2026 – “Turning Pages Together: FIA’s Summer Reading & Book Drive Celebration”**  
Families explored strategies to support summer reading, participated in a community book drive and book swap, connected with Chester Public Library resources, and engaged in literacy-focused activities designed to foster a lifelong love of reading.

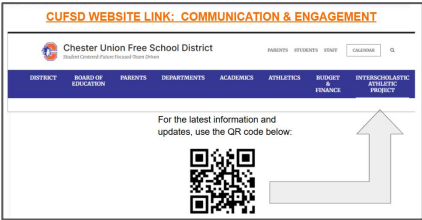


## Collaborative Communication & Engagement

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

d. Continue to improve the CUFSD website by enhancing accessibility and ensuring families and the community can easily find timely, relevant information related to current district initiatives and future plans.

- The CUFSD website continues to be refined to improve accessibility, navigation, and ease of use for families and the community.
- The athletics section was expanded based on Parent Advisory Panel input, providing clearer access to schedules, updates, and athletics-related information in one centralized location.
- A new Interscholastic Athletics Facility Project tab was added to provide centralized information prior to the December 16 vote and ongoing updates following the vote, supporting transparency and informed community engagement.





## Collaborative Communication & Engagement

3

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

### Chester Elementary School Guest Author Announcement Thursday, March 5th



e. Expand use of the ParentSquare communication platform to include teacher-to-parent messaging and broaden community access to district updates, initiatives, and engagement opportunities.

- ParentSquare is now in its second year of implementation, supporting communication at both the district and building levels.
- Use of the platform has expanded to include teacher-to-parent messaging, such as classroom updates and instructional information.
- ParentSquare supports district-wide communications and emergency notifications and provides language-accessible messaging, ensuring families can receive information in their preferred language while staying connected to district updates and engagement opportunities.





## Collaborative Communication & Engagement

3

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

- f. Upgrade the outdoor welcome signs at Chester Academy and Chester Elementary School from scrolling displays to modern digital information screens to improve visibility, accessibility, and clarity of school updates and announcements for students, families, and visitors.



- The outdoor welcome signs at both schools have been upgraded to modern digital information screens.
- The new displays provide clearer, more accessible communication for daily updates and announcements.
- The upgraded screens also support emergency notifications, enhancing timely communication for students, families, and visitors.



## Collaborative Communication & Engagement

3

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

g. Continue the CUFSD Parent Athletics Panel to foster collaborative discussion and input focused on continuous improvement of the student-athlete experience, the athletics program, and planning for proposed future athletic facilities.

### For All Students & Community

While this complex will directly benefit student athletes, it will also create meaningful opportunities for every student through physical education, wellness programs, school events, and community activities. Families will have a central, safe, and accessible location for gatherings, celebrations, and performances. Hosting athletic competitions and community events on-site will boost school spirit, foster stronger connections, and provide economic and social benefits for Chester.



- Identified and addressed communication needs to improve the student-athlete and family experience.
- Developed a one-page athletics communication guide, now available on the district website, clearly outlining the platforms used for pre-season, in-season, and postseason communication, including schedules, updates, and points of contact.
- Improved language accessibility, including guidance for Spanish-speaking families on accessing translated information through ParentSquare.
- Refined the transition from FamilyID to Synergy based on parent input, resulting in adjustments to the athletics registration process.
- Initiated seasonal “Meet the Coaches Night” events based on parent input, strengthening preseason communication and family engagement.

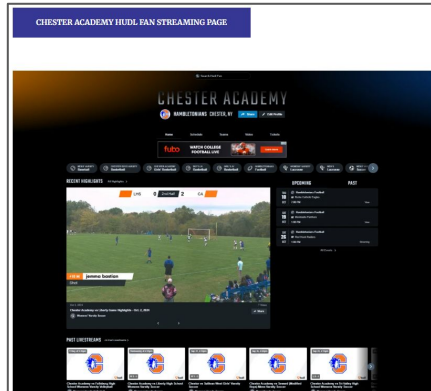


## Collaborative Communication & Engagement

3

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

- h. Streamline team communication using Hudl for in-season updates and Google Classroom for pre-season and off-season information. Leverage ParentSquare, the CUFSD website, and social media to share updates, highlight achievements, and keep families engaged.



- Hudl is used for in-season team updates, with Google Classroom supporting pre-season and off-season communication.
- ParentSquare, the district website, and social media are used to share updates, daily athletic schedules, and student-athlete highlights.
- Winter sports achievements and team standings are regularly highlighted to keep families informed and engaged.



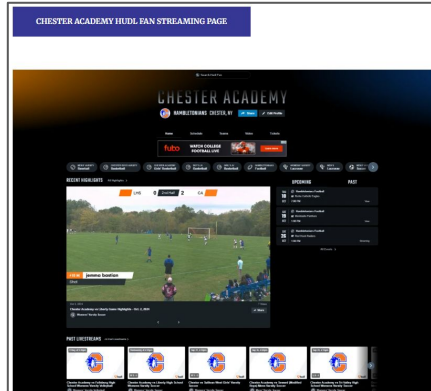
## Collaborative Communication & Engagement

3

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

- h. Streamline team communication using Hudl for in-season updates and Google Classroom for pre-season and off-season information. Leverage ParentSquare, the CUFSD website, and social media to share updates, highlight achievements, and keep families engaged.

- Based on feedback from the Parent Athletics Advisory Panel, developed a one-page athletic communication guide for families, to be reviewed and updated annually, and implemented season information sessions followed by *Meet the Coaches Night* events to strengthen communication, establish program expectations, and increase family engagement.
- Expanded athletic social media efforts to include bi-weekly student-athlete spotlights, team accomplishments, championship recognition, and postseason achievements.
- Added athletic event cameras to expand live-streaming opportunities and improve access for families and community members unable to attend events in person.





## 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 Interscholastic Athletics Facility Advisory Panel, along with opportunities for presentations, surveys, community forums, and a dedicated website, to ensure transparent communication and meaningful community input on the proposed Athletics Facility Capital Project before the referendum.

- Voters approved the Interscholastic Athletic Facility Capital Project on December 16, 2025, by a vote of 415–154, marking an historic milestone for the District and broader Chester community.
- Extensive communication and engagement efforts, as outlined in the timeline within the Communication & Engagement section of the Interscholastic Athletic Project tab on the District website, provided clear, consistent, and accessible information to the community.
  - <https://www.chesterufsd.org/interscholastic-athletics-facility-capital-project/communication-engagement>
- These efforts included a stakeholder-informed video highlighting the need for the project, along with Board of Education presentations, community forums, surveys, advisory panels, and ongoing opportunities for public input and engagement.
- Additional outreach through ParentSquare, District social media, *The Chronicle*, and community meetings expanded access and strengthened dialogue across the school community.

INVESTING IN OUR STUDENTS

STRENGTHENING OUR COMMUNITY

BUILDING CHESTER'S FUTURE TOGETHER



New Athletic Facility  
**CHESTER**  
UNION FREE SCHOOL DISTRICT





# Collaborative Communication & Engagement

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



**INVESTING IN OUR STUDENTS**

**STRENGTHENING OUR COMMUNITY**

**BUILDING CHESTER'S FUTURE TOGETHER**



Interscholastic Athletic Facility

**VOTE**

Academy Band Room 7-9pm

**THANK YOU!!!**

## Chester voters approve proposed interscholastic athletics facility capital project

Dec 16 2025

The Chester Union Free School District is excited to announce that voters approved the Interscholastic Athletic Facility Capital Project on December 16, 2025. The project was approved by a vote of 415-154, pending certification by the Board of Education. This approval marks an historic milestone for the district and community.





## Collaborative Communication & Engagement

3

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

- k. Strengthen engagement with ENL families by ensuring access to communication platforms with input guiding ongoing improvement and partnership.
- **Improved access and responsiveness for ENL families:** Daily morning calls at Chester Academy are screened to support attendance and health needs, with coordinated follow-up on Spanish-speaking messages to ensure families are connected to the appropriate school, department, or resource.
  - **Support with communication platforms:** Spanish-speaking families receive assistance navigating ParentSquare, the District website, Synergy, and ParentVUE, including support with scheduling parent-teacher conferences and accessing district information.
  - **Translation and engagement support:** Translation services are coordinated through Orange-Ulster BOCES and NTC, with additional support for ENL intake, Home Language Questionnaires, registration, conferences, and ongoing family outreach.
  - **Expanded Spanish-language communication efforts:** For the first time, the district translated the annual budget newsletter and a districtwide Interscholastic Athletics Facility Capital Project mailing into Spanish to improve accessibility, communication, and engagement with Spanish-speaking families. In addition, student handbooks were made available in multiple languages to support greater access to important district information for all families.



## Collaborative Communication & Engagement

3


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

- I. Maintain strong partnerships with the PTA, PTSA, and SEPTSA to support initiatives that promote a positive and inclusive school community.
  - **Ongoing collaboration with PTA, PTSA, and SEPTSA:** Regular communication and coordination continue to support events, initiatives, and opportunities that contribute to a positive school community.
  - **Enhanced communication:** ParentSquare and District social media are used to share updates, promote events, and highlight PTA, PTSA, and SEPTSA initiatives supporting students and families.
  - **Aligned engagement efforts:** Coordination with parent organizations has expanded opportunities for student and family involvement across the district.



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. Evaluate and strengthen district safety protocols through ongoing collaboration with local and state law enforcement agencies and risk management expertise.
    - **Interagency involvement in district safety:** The Town of Chester Police Department, Village of Chester Police Department, Orange County Sheriff's Office, New York State Police, OUBOCES Health & Safety Risk Management Team, and Atlas Security are directly involved in all facets of building safety and security.
    - **Integrated Safety Systems & Continuous Improvement:** This collaboration ensures a shared commitment to safety at all levels, standardized protocols and procedures, fidelity of implementation, and ongoing evaluation focused on continuous improvement of safety systems and practices, supported by Safety Capital Project upgrades to access control, lockdown and emergency response infrastructure, and the implementation of Synergy advanced emergency protocols.
  - b. Utilize Building Emergency Response Teams (BERT) to expand safety protocols incorporating the Incident Command System (ICS).
    - Building Emergency Response Teams (BERT) continue to expand and refine district safety protocols through Incident Command System (ICS) practices, with post-drill debriefs used to gather feedback and inform continuous improvement.

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. Strengthen emergency preparedness for students and staff through focused drills, training in S.H.E.S.L. procedures, and implementation of comprehensive building safety protocols.

- The Town of Chester Police Department, Village of Chester Police Department, Orange County Sheriff's Office, New York State Police, OUBOCES Health & Safety Risk Management Team, and Atlas Security are actively involved in all aspects of district building safety and security.
- Professional development provided during Superintendent's Conference Day focused on updates and changes to safety and lockdown protocols, with building-specific presentations to ensure clarity, consistency, and effective implementation across all facilities.
- **Ongoing enhancements to district safety and security practices included improvements to Incident Command System (ICS) procedures, visitor entry protocols, door access controls, emergency response planning, and building-level safety protocols designed to strengthen preparedness and response capabilities across all schools.**



SHELTER-IN-PLACE/SHELTER



HOLD-IN-PLACE/HOLD



EVACUATE



SECURE LOCKOUT



LOCKDOWN

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. Advance upgrades to the district's network, camera, and Wi-Fi systems to improve connectivity, security, and overall technology infrastructure across all schools.

- District firewalls were replaced in July strengthening network reliability and security.
- All wireless access points district wide have been replaced improving coverage, performance, and connectivity.

**Expanded indoor and outdoor camera coverage and wireless access point infrastructure throughout the Maple Avenue facilities, improving connectivity, security, and operational efficiency.**

VisitorAware has been fully implemented and is operational across buildings. **Transitioned from a self-service kiosk model to a staff-assisted visitor management process aligned with enhanced visitor entry protocols and safety procedures. Video phones connected to building cameras have also been implemented at both schools, allowing staff to visually verify visitors before granting access to the secure vestibule, where identification is reviewed and processed through VisitorAware prior to entry into the building.**

- All school resource officers and security personnel have been trained on the VisitorAware system as part of established safety protocols and emergency response procedures to ensure consistent and effective implementation.



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. Implement the new Synergy Student Information System to enable immediate, secure access to essential data in support of effective emergency response.
- **System Transition:** The district has transitioned to the Synergy Student Information System, strengthening how student data is integrated, coordinated, and accessed across departments.
  - **Emergency Response and Accountability:** Synergy provides immediate, secure access to real time student information including location, enrollment, medical alerts, and emergency contacts to support structured emergency response operations and command level decision making.
  - **Reunification Operations:** Synergy supports controlled and documented reunification by providing verified emergency contacts and real time student status tracking, reinforcing accountability and family release procedures.
  - **Operational Readiness:** Ongoing system refinement and targeted staff training continue to strengthen reliability, access protocols, and alignment with Incident Command System procedures. **On May 15, Chester Academy staff were introduced to Synergy's Digital Hall Pass functionality for potential implementation in 2026–2027, supporting student accountability, school safety, and enhanced emergency preparedness. In addition, Synergy's reunification capabilities will be reviewed during summer planning to inform future implementation considerations.**



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. Strengthen data privacy and cybersecurity through enhanced security measures and continued staff training.
  - District cybersecurity and data privacy practices are continuously strengthened through system safeguards, ongoing monitoring, and regular security testing. **Endpoint detection capabilities were upgraded to provide enhanced cybersecurity protection and and strengthen monitoring of district devices and systems.**
  - Ongoing phishing awareness training continues, with targeted staff retraining and reinforcement of best practices when issues are identified.
  - Staff receive annual data privacy and cybersecurity training through GCN, reinforcing responsible use of district systems.
  - Practices are regularly reviewed to ensure alignment with state and federal requirements.



4

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

- g. Advance ongoing facilities upgrades at Chester Academy and Chester Elementary School, with continued focus on infrastructure improvements and operational efficiencies.

- **Safety and Security Capital Project:** Door access and lockdown systems have been fully upgraded, integrated, and tested districtwide in coordination with local law enforcement. All components are operational. Improvements include programmed badge readers at classroom access points, upgraded access control software with remote management capabilities, elementary school cluster doors, secure visitor entryways, completed entrance signage, and AED Help Points scheduled for installation upon delivery.
- **Incident Command and district coordination:** Designated spaces have been upgraded with projection and display technology to support Incident Command Center operations, emergency response coordination, training, and districtwide administrative functions.
- **Facilities and athletic safety enhancements:** Dugout access and security were improved through new egress gates and upgraded fencing, and annual in house maintenance of all 24 HVAC units including boilers and air handlers was completed.

This work reflects the expertise and coordination of the Buildings & Grounds team in maintaining safe, functional, and well-prepared facilities that support students, staff, and district operations.



4

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

- h. Begin the separation of emergency systems, utilities, and access, between the gymnasium and the remainder of the Maple Avenue property, now owned by Orange County.
  - The fire alarm system has been separated to ensure independent operation.
  
- i. Provide all relevant information from the two-year feasibility study, analysis, and design work completed for the proposed Interscholastic Athletics Facility to ensure a thorough understanding of all considerations prior to a potential capital project vote.
  - Information from the two-year feasibility study, analysis, and design work for the proposed Interscholastic Athletics Facility was shared through Board of Education and community engagement presentations and continues to be available on the District website for reference.



5

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

- a. Maximize the use of available federal and state funding to advance district priorities and expand opportunities for all students, while ensuring full compliance with all applicable laws and regulations and optimizing available aid.
  - We continue to strategically access and apply all available federal and state funding, including grants, to advance district priorities and expand opportunities for all students, while ensuring full compliance with applicable laws and regulations and maximizing the effective use of aid.
  
- b. Evaluate the effectiveness and cost-efficiency of current programs to ensure that budgeted resources are being used strategically to support student success. This includes aligning programs with the district’s changing demographics.
  - Enrollment Trends  
Overall enrollment is projected to increase slightly in 2026–2027. Incoming 9th-grade enrollment increased from 4 students in 2025–2026 to 14 students, reflecting shifting cohort trends that inform program planning and staffing considerations.



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



- Program Evaluation & Data Analysis  
Current programs are evaluated using a combination of:
  - Student participation and performance data
  - Teacher input and professional feedback
  - District priorities and emerging instructional needs

Enhanced data analysis is supported through the implementation of Synergy and additional analytics tools, strengthening the district's ability to assess program impact, resource allocation, and opportunities for continuous improvement.

- Fiscal Planning Considerations  
Anticipated expenditure increases include Special Education services, English as a New Language (ENL), student instructional support services, transportation services, health insurance premiums, and negotiated contractual increases for staff, all of which are being incorporated into budget planning to ensure continued alignment with student needs and long-term fiscal sustainability.

*These cost drivers are incorporated into ongoing budget development to ensure alignment with student needs and long-term fiscal sustainability.*

# Effective Budgetary Planning & Continuous Improvement

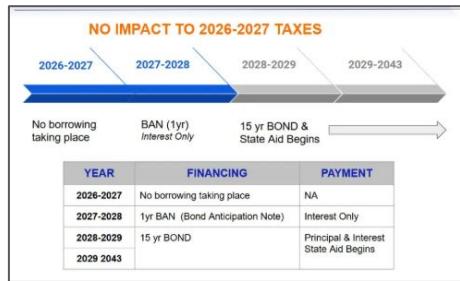
5

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



c. Communicate financial considerations related to a proposed interscholastic athletics facility capital project including an analysis of long-term costs, projected tax implications, available state aid, and potential impact on property values.

- Prior to the public vote, the district communicated key financial considerations related to the proposed Interscholastic Athletics Facility Capital Project through multiple Board of Education presentations, the CUFSD Parent Advisory Panel, Parent Athletics Panel, newly developed Community Panel, and community forums. Communication focused on long-term costs, projected tax implications, State Building Aid, Capital Reserve use, and potential impacts on property values.
- To support transparency and access related to the project’s financial considerations, a dedicated project webpage was maintained and included multiple sections, including *Communication & Engagement* and *Project Funding / Taxpayer Impact*. These resources, along with an FAQ, a project-specific email address to support questions, and a districtwide mailer with language accessibility supports, were provided to ensure voters had clear, accessible information on costs, State aid, Capital Reserve use, and taxpayer impact in advance of the December 16 vote.



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

- d. Continue expanding shared services with neighboring districts, BOCES, and municipalities to reduce costs through collaboration.

*These partnerships help us save taxpayer dollars by sharing expenses for professional development, purchasing, and specialized staff while still delivering high-quality programs and services to students. By working together, we can maximize every dollar further and reinvest those savings into our core educational priorities.*

- The district continues to expand shared services with neighboring districts, BOCES, and local municipalities to increase efficiency and reduce costs.
- Ongoing collaborations support cost savings in areas such as professional development, purchasing, and access to specialized staff.
- These shared services allow the district to maximize taxpayer dollars while maintaining high-quality programs and reinvesting savings into core instructional priorities that directly benefit students.



## 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.

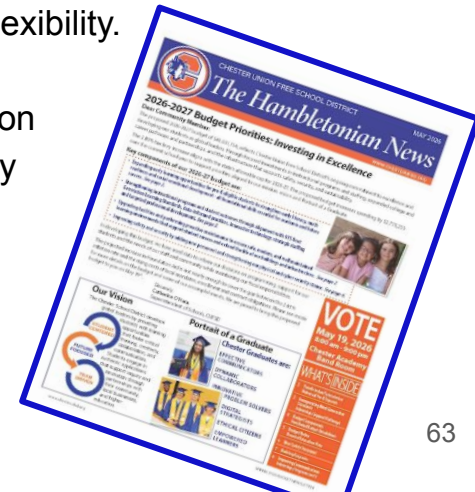
- e. Effectively communicate the implications of the Property Tax Levy Cap to ensure stakeholders clearly understand budget parameters and how they influence district priorities.

- The district continues to communicate the impact of the **2% New York State Property Tax Levy Cap** on budget development and spending flexibility.
- Budget information is shared through Board of Education presentations and publications to promote transparency understanding of how the tax cap influences priorities and long-term planning.

<https://www.chesterufsd.org/budget-finance>

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.

School District  
Tax Levy Cap  
Set  
at **2%**



## 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.



[2026-27 Budget Newsletter](#)

Boletín Presupuestario  
en Español

f. Strengthen communication of budget information through platforms such as ParentSquare, the district website, newsletters, and social media to keep families and the community informed and involved in the budget process with clear, timely updates and opportunities to share input.

- Budget information is shared through multiple platforms, including ParentSquare, the district website, newsletters, and social media, to provide clear, timely updates throughout the budget process.
- These communications are designed to keep families and the community informed, promote transparency, and provide opportunities for engagement and input on district priorities.



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

- g. Continuously align financial planning with changing enrollment trends, demographic shifts, and the district's long-term goals to promote sustainable budgeting, strategic resource allocation, and data-driven decision-making that supports the district's mission, vision and future growth.
- Financial planning continues to be informed by data-driven analysis, including enrollment, attendance, and demographic trends drawn from Synergy analytics and other internal data sources.
  - These insights are used to monitor shifts at the district, building, and cohort levels, supporting proactive planning for staffing, programming, transportation, and instructional resources.
  - Cross-department collaboration ensures financial decisions are aligned with instructional priorities, student needs, and long-term district goals.
  - This ongoing analysis strengthens sustainable budgeting, strategic resource allocation, and informed decision-making that supports the district's mission, vision, and future growth.



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

- h. Enhance financial accountability through the Treasurer position, established to strengthen internal controls and support the segregation of duties within our financial operations. This role reinforces our commitment to responsible budgeting, transparency and ongoing compliance with audit recommendations, helping the district continuously improve financial practices and maintain community trust.
- Recent audit findings reflect strengthened internal controls and improved segregation of duties within the district's financial operations.
  - Enhanced oversight and documentation practices have increased consistency, accuracy, and accountability in fiscal processes.
  - Audit recommendations are being addressed in a timely and systematic manner, supporting continuous improvement and regulatory compliance.

