

BYRAM HILLS SCHOOL DISTRICT
Armonk, NY
BOARD GOALS 2021-2022
(Adopted: 9/21/21)

Mission Statement

In an environment of mutual respect, the Byram Hills School District and its community will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the twenty-first century.

The District and the Board of Education will focus on the following goals for the 2021-2022 school year. Board Goals remain aligned with the implementation of the Return-to-School Plan as we transition all students back into regular classrooms. The goals include a continued focus on excellence in teaching and learning, the social, emotional, and physical health and safety of students and staff, fiscal accountability and communications, leadership development and succession planning, and education reform and advocacy.

Excellence in Teaching and Learning

The Board will support excellence in teaching and learning through dialogue with the administration, policy development, and implementation.

The Board will support a rich curriculum and instructional program where students make meaning through learning in active and authentic ways in collaboration with others. The Board will consider the learning needs as students transition from the pandemic safety plan to the new school year.

New Curriculum Implementation

Continue to support the K-5 mathematics program implementation and study the learning outcomes for students as they progress to the middle school; support the study of the K-5 literacy curriculum, the use of progress monitoring tools, and the coherence of student learning K-5; study and implement new standards in K-5 social studies and science, and K-12 fine arts and physical education; continue to evaluate the new high school courses and programs; and study and pilot a K-5 social emotional curriculum.

Innovation in Teaching and Learning

Support continued innovation in teaching and learning of academic subjects to prepare students for college and career expectations, which include:

- ❖ Continue to study the college admissions data and engage in discussions with colleges and universities to learn about expectations of students.
- ❖ Support teaching and learning in the block schedule at the middle and high schools to ensure high cognitive engagement through authentic learning experiences, inquiry, problem, and place-based learning, and cross disciplinary learning.
- ❖ Develop students as historians by integrating the historical thinking skills throughout the curriculum.
- ❖ Reflect upon and design assessments that include student choice, reflection, and self-reporting.

Using Data to Inform Practice

Support the use of a variety of data types to study, evaluate, reflect upon and revise programs, school environment, curriculum, and instructional practices that impact student learning. Specifically:

- ❖ Train administrators and teachers on the data dashboard and continue to import various data sources into the dashboard.
- ❖ Use the data dashboard to analyze longitudinal student data to make informed decisions through the instructional support teams.
- ❖ Reflect upon the diagnostic data K-5 and use the data to provide appropriate interventions to support student learning.
- ❖ Create a “data story” to show student performance data over time.
- ❖ Continue to support the use of multiple measures of student performance data in the classroom, including authentic learning experiences, problem-based learning, and learning dispositions.

Social, Emotional, and Physical Health and Safety of Students and Staff

The Board will continue to support the District plan for health and safety measures involving Social-Emotional Learning, COVID-19 protocols, Security and CyberSecurity.

Social-Emotional Learning

- ❖ Support the social and emotional health of staff and students by encouraging continued use of District resources and partnerships with Stanford and the University of Michigan for faculty development, student success, and pandemic recovery strategies.
- ❖ Support the new school and class schedules for HCC and BHHS, including time for students at the beginning and end of the day.
- ❖ Support social and emotional learning by piloting an elementary social-emotional curriculum in grades 3-5, encouraging positive school and classroom communities, continuing to strengthen teacher-student relationships, and reviewing and revising the District’s character education principles.

COVID-19 Protocols

- ❖ Review guidelines from the **Centers for Disease Control** (CDC), the **Department of Health** (NYSDOH), the **New York State Education Department** (NYSED), and the **American Academy of Pediatrics** to ensure we are following safety protocols that reflect the most up-to-date science.
- ❖ Continue to include District and community stakeholder partners as contributing groups to the District plan, including medical professionals from the field, operations experts, parents, teachers, administrators, town liaisons, the school physician, and school medical consultant.
- ❖ Update mitigation plans to respond to potential COVID-19 and variant cases, contact, and proximal contact cases, notify the school community, and formulate action plans while obtaining DOH guidance.
- ❖ Support the programs and schedules necessary for our school community depending upon the state requirements for instruction and the state of the pandemic in our region throughout the year. The focus will be on supporting staff to teach our children and supporting staff and students in the school setting.

Security

- ❖ Adoption of the annual District-Wide Safety and Emergency Management Plan (public document) and review guidance issued by NYSED and the NYSDOH for the 2021-2022 school year.
- ❖ Development of standardized procedures for video surveillance at all buildings.

CyberSecurity

- ❖ Continue support of the procedures to respond to a data breach and continue training for the staff on IT security and awareness, including the monitoring of third party storage and applications.
- ❖ Development of a Comprehensive District Data Security and Incident Response Plan
- ❖ Collaboration with LHRIC and outside vendors to test and assess the District's security measures, including penetration tests, redundancy tests, and recovery tests.
- ❖ Collaboration with outside vendors to perform regular audits, such as Google Enterprise Domain Administrative settings with Amplified.
- ❖ Review of District policies and procedures including password refresh and multifactor for administrators.
- ❖ Deploy email and file encryption software.
- ❖ Facilitate ongoing data security training for all staff.

Fiscal Accountability and Communications

One of the Board's primary functions is direct oversight of the District budget, with emphasis on communicating the District's financial stability and fiscally responsible choices that support educational excellence.

The Board will continue its focus on both current year and long-term fiscal planning, monitor trends, and ensure that the District continues to produce responsible budgets that support an excellent educational program. The Board will review the following:

Current Year Issues

- ❖ Strategies that reduce operational costs and increase efficiencies
- ❖ Requests for reimbursement for COVID-19 related expenditures through both federal and state agencies
- ❖ District benchmarking, including per pupil expenditures
- ❖ Collective bargaining agreements

Long Term Outlook

- ❖ Five-year District forecast
- ❖ Budgetary implication of potential state aid changes
- ❖ Impact of the tax cap
- ❖ Analysis and utilization of District reserves
- ❖ Capital projects
- ❖ Pension and health insurance contributions
- ❖ Impact of enrollment no longer declining
- ❖ Impact of potential new real estate development on staffing and budgets
- ❖ Anticipated future revenue trends
- ❖ Tax implications

Leadership Development and Succession Planning

The Board of Education shall support teacher and administrator leadership development to guide the greater K-12 vision. The Board shall also continue the succession plan for administrators through dialogue with the administration; support the development of internal candidates who show potential and interest in leadership positions; support practices designed to ensure the success of new and transitioning administrators; and support efforts to recruit excellent candidates.

Education Reform and Advocacy

The Board will continue its commitment to monitoring Federal and State education initiatives and will advocate for policies that are in the best interest of Byram Hills. Areas of focus may include state funding, unfunded mandates, curriculum changes, testing, APPR, shared services, Standard Equivalency, and fiscal management. The Board will continue to participate in programs related to policy and advocacy and maintain a dialogue with legislators and other decision makers to advocate for District priorities, as appropriate.