

BYRAM HILLS SCHOOL DISTRICT

Armonk, NY

BOARD GOALS 2022-2023

(Adopted: 9/20/22)

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 and leaders of the twenty-first century.

The District and the Board of Education will focus on the following goals for the 2022-2023 school year. 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 rich curriculum and instructional programs where students make meaning through learning in active and authentic ways in collaboration with others. The Board will also support continued innovation in teaching and learning of academic subjects to prepare students for college and career expectations.

New Curriculum Implementation and Innovation in Teaching and Learning

K-5

- a. Review current literacy curriculum K-5 and continue training teachers on research-based literacy methods by studying the research on how students learn to read and write. Develop best practices for curriculum, classroom instruction, and parent support at home.
- b. Review and evaluate current reading and mathematics diagnostic and screening tools.
- c. Evaluate the current K-5 science curriculum and study new NYS standards in science.
- d. Continue to integrate character education curriculum K-5; expand upon the character education program and evaluate its success.

K-8

- a. Review and evaluate the current health education curriculum.
- b. Study and implement a new skills-based approach to health education K-8.
- c. Revise x-pod and student-directed learning (SDL) at HCC to increase student choice, self-reflection, advocacy, and belongingness.

9-12

- a. Implement the new entrepreneurship program and study and plan for year 2 of the program.
- b. Continue to study the college admissions data and engage in discussions with colleges and universities to learn about expectations of students.

6-12

- a. Evaluate and revise world languages curriculum and instructional practices based on new assessment data of student proficiency levels.
- b. Evaluate grades 6-12 science curriculum and instructional practices aligned to the new NYS standards.

K-12

- a. Develop guidelines for curriculum and instruction decisions.
- b. Study and review art and music programs post COVID.

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:

- a. Continue to expand the data dashboard and use it with administrators and teachers.
- b. Revise methods and tools used in the instructional support teams to best diagnose student learning needs, monitor student progress, and provide appropriate intervention services.
- c. Continue to develop a “data story” to show student performance data over time.
- d. 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

- a. Support the social and emotional health of staff and students by encouraging continued use of District resources and partnerships with Stanford, the University of Michigan, and Cognitive and Behavioral Consulting Associates for administrator/faculty and student development.
- b. Support social and emotional learning by continuing the elementary social-emotional curriculum in grades 3-5 (Character Strong), piloting this curriculum in grades 1-2, encouraging positive school and classroom communities, continuing to strengthen teacher-student and peer relationships, and reviewing and revising the District’s character education principles.

Health Protocols

- a. 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 on both COVID and monkeypox.

Security

- a. Adoption of the annual District-Wide Safety and Emergency Management Plan (public document) and review guidance issued by NYSED and the NYSDOH for the 2022-2023 school year.
- b. In collaboration with Altaris Consulting Group (our security consultants), the District Emergency Team will be focusing on the Reunification annex, a post-incident recovery plan in which students would be reunited with their parents/guardians should we need to relocate students from their school building in the event of an emergency or non-life-threatening event. This annex

requires significant planning and practice that will commence at the administrative level and subsequently be a focal point for all building level emergency teams.

Cyber Security

- a. Support of the procedures for data breach response and recovery.
- b. Monitor data privacy agreements of third-party storage and applications.
- c. Continue to develop the Comprehensive District Data Security and Incident Response Team and Plan.
- d. Start a comprehensive appraisal of the District Data Security.
- e. Collaborate with LHRIC and outside vendors to test and assess the District's security measures, including penetration tests, redundancy tests, and recovery tests.
- f. Collaborate with outside vendors to perform regular audits of applications, such as Google Workspace for Education and others.
- g. Review District policies and procedures including multifactor authentication and on/offboarding of staff/students.
- h. Deploy email and file encryption software 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.

Current Year Issues

- a. Review strategies that reduce operational costs and increase efficiencies.
- b. Plan and develop capital projects.
- c. Conduct District benchmarking, including per-pupil expenditures.
- d. Negotiate two collective bargaining agreements.

Long-Term Outlook

- a. Study five-year District forecast.
- b. Study the impact of the tax cap.
- c. Analyze the utilization of District reserves.
- d. Develop plans for capital projects.
- e. Strategize mandate to convert bus fleet to electric buses.
- f. Study the incorporation of alternative energy sources.
- g. Evaluate field usage and identify appropriate projects for turf installation.
- h. Monitor pension and health insurance contributions.
- i. Review the impact of potential increases in enrollment and building capacity.
- j. Review impact of potential new real estate development on staffing and budgets.
- k. Anticipate future revenue trends.
- l. Review tax implications.
- m. Conduct key risk analysis.

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.

The Board will continue to collaborate with the Superintendent on succession planning for the District and will also support the development of current leaders for different positions.

Leadership Development

- a. Leadership development opportunities will be studied and selected for specific administrators, including executive coaching to build leadership capacity, consultant work for conducting teacher evaluations, and Tri-States leadership training experiences.
- b. Leadership development opportunities will be studied and selected for teachers, including Year 3 New Teacher Leadership Development as well as partnerships with local universities and leadership organizations.

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.

The Board will review areas of concern for Byram Hills and for public education.

- a. Through WPSBA, the Board of Education will identify advocacy areas of focus and share goals with the school community.
- b. The Board of Education and administrators will continue to focus on the areas of state assessment and graduation requirements.
- c. The Board will study the effects of unfunded mandates, particularly related to electrical vehicles.