BYRAM HILLS SCHOOL DISTRICT
Armonk, NY

BOARD GOALS 2026-27

Adopted 9/15/2026

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 2026-27 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.

Prekindergarten

Review the District's plan to prepare for the launch of pre-kindergarten in 2028, which includes:

A. Study research-informed prekindergarten curriculum and instruction.
B. Develop a vision for prekindergarten curriculum and instruction.
C. Create a scope-and-sequence for the curriculum.

K-5 Literacy Curriculum

Review the District's plan to:

A. Provide oversight of K-5 curriculum and instructional practices alignment to ensure consistent, high-quality learning across all classrooms.
B. Monitor implementation of the new language comprehension curriculum, *Arts & Letters*, for grades K-4, including the District's training, implementation, alignment with research-informed practices, evidence of student learning, the framework for ensuring consistency, and preparation for implementation in grade 5.
C. Review the evaluation of the foundational literacy curriculum, *UFLI*, in grades K-2 , and adopt it.
D. Monitor implementation of the new science program, *Mystery Science*, including teacher training, program evaluation, and evidence of student learning.
E. Review the plan to support K-5 students in literacy to ensure students are accurately identified, receive appropriate intervention.

K-5 Advanced Learner Program

Review the District's plan to:

A. Monitor the implementation of the advanced learner program to ensure students have opportunities for mathematics work that both deepens and extends the curriculum and to collaborate with peers.
B. Ensure that all students have opportunities to engage in mathematics at appropriately challenging levels.

New NYSED Graduation Measures and the Portrait of a Graduate

A. Learn about NYSED's graduation measures initiative and how our curriculum and assessment expectations align with the new requirements and the competency-based education framework.
B. Monitor the alignment of District programs to the new graduation requirements and the portrait of a graduate.

Preparing Students for College and Beyond

A. Review the study on universities' academic expectations in World Languages and English and its alignment with our 6-12 curriculum, instruction, and assessment practices.
B. Learn about the school counselor's college visits and the expert consultants' work and how this informs the college advising program.
C. Review the study on college admissions trends, including the impact of AI and test-optional changes.

Data Analytics & Continuous Improvement

A. Understand how the District is evaluating the continuity in curricular, instructional, and assessment expectations across classrooms and grades through a centralized data analytics platform.
B. Review how relevant data is used to evaluate the curriculum's effectiveness of student learning outcomes and support the continuous improvement of the curriculum.
C. Review the plan to achieve the science goals as recommended by the Tri-State Consortium and data used to evaluate student performance data and professional learning needs.

Executive Function Skills

A. Monitor the District's systematic approach to building students' executive function skills at HCC, including how to train teachers and develop resources.
B. Consider ways to scale this approach to other buildings in future years.

Multi-Tiered System of Support (MTSS)

A. Ensure that the District's Multi-Tiered System of Supports (MTSS) consistently identifies student needs, provides timely and appropriate interventions, and uses evidence of student progress to improve outcomes for all learners.
B. Monitor the MTSS plan's implementation for teacher training, review of student data, and appropriate placement of students in the continuum of services.
C. Adopt the universal screening tools recommended by the District.
D. Review the District's study, review, and evaluation of the integrated co-teaching program and its impact on student learning outcomes.

Student 1:1 Technology Use

A. Review the District's study of the impact of technology on student learning and social-emotional wellbeing. Assess whether current district policies are adequate or require any adjustments.

B. Monitor the development of the student 1:1 technology use framework.
C. Review the implementation and impact of the technology use framework on student learning.
D. Review the District's plan to evaluate instructional technology and monitor teacher and student usage.

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, Security, and CyberSecurity.

Review the way in which the District is supporting students' social-emotional learning

A. Learn how the District is collaborating with the mental health professionals at Northwell School Mental Health Services to support students who are experiencing mental health challenges. Our administrators and support staff will continue to facilitate access for our students and their parents to the services offered by Northwell School Mental Health via mental health referrals, external support groups and/or long-term individual care. The District will continue to share current resources and offerings for employees through the Employee Assistance Program (EAP).
B. Learn how the District collaborates with our new School District Physician, Dr. Eric Small, at Mt. Sinai Health System, who will support our school nurses and athletics program. We will confer with Dr. Small regarding specific procedures concerning health-related matters that impact our students and school community. Ongoing consultation with administrators and the Board of Education will occur as needed.
C. Learn about the review of the District's K-5 social and emotional curriculum, Character Strong, which is facilitated by the school counselors and support staff. Identify areas of success and areas for improvement using various data and aligning with the District's character education principles.
D. Review how the District is studying the behavioral side of the MTSS framework and identify areas of success and areas for improvement. Review revisions to the MTSS plan as necessary.

Review the District's health protocols

A. Remain apprised of guidelines put forth by the Centers for Disease Control (CDC), the Department of Health (NYSDOH), the New York State Education Department (NYSED), and the American Academy of Pediatrics related to the overall health and safety of all students.

Review the District's security plan

A. Adopt the annual District-Wide Safety and Emergency Management Plan (public document) and review guidance issued by NYSED and the NYSDOH for the 2026-2027 school year.
B. Continue to learn from Altaris Consulting Group and BH security manager regarding updated safety regulations and emergency response planning.
C. Review updates on emergency response drills practiced at each school building and how the District continues to incorporate trauma-informed approaches for students and staff, specifically during lockdown drills and all emergency response drills.
D. Receive reports on mock reunification emergency response annexes at each school building during the school year with faculty, staff and administrators. This post-incident recovery plan was drilled at BHHS during the 2025-2026 school year and required significant time and planning to execute. The findings have resulted in revisions for upcoming drills that will enhance the experience and overall efficiency for all involved. The goal of this drill is to position the District staff and students to be most prepared in the event this annex must be activated.

E. Learn about the building level Threat Assessment Team members (District/building administrators, mental health professionals, and the Student Resource Officers) which works to identify, evaluate, and address threats or potential threats to school security.

Review the District's cybersecurity plan

Learn how the District:

A. Transitions District cyber security controls from NIST 800-53 Rev 5 to NIST CyberSecurity Framework (CSF).
B. Associates NIST CSF controls with applicable applications, systems, and management protocols.
C. Supports the procedures for data breach response and recovery.
D. Monitors data privacy agreements of third-party storage and applications.
E. Reviews and refines District Data Security and Incident Response Plan.
F. Tests and assesses the District's security measures, including penetration tests, redundancy tests, and recovery tests.

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

The Board will focus on the following fiscal priorities:

A. Strategies that reduce operational costs and increase efficiencies.
B. Continued study of potential mechanisms to manage escalating health insurance costs
C. Close monitoring of budget versus actual results, including review of quarterly financial reports at board meetings and updates at Finance Advisory Committee meetings.
D. Management and facilitation of the Community Finance Advisory Subcommittee. Evaluate effectiveness after first year.
E. Management and facilitation of the Negotiations Committee. Evaluate effectiveness after first year.
F. Determination of the budgetary impact of pre-K mandate.
G. Continued efforts to replenish reserve funds.

Long-Term Planning

The Board will focus on fiscal sustainability by focusing on the following:

A. Development of the five-year District forecast.
B. Development and presentation of an updated District Long-Range Plan document.
C. Development of a long-term plan for replenishment of reserve funds.
D. Development of a long-term plan for identifying Pre-K providers, space, and forecasting budgets.
E. Determination of the need for any potential future capital projects.
F. Plan to meet the mandate to convert the bus fleet to electric buses.
G. Identify key risks to district's financial sustainability and develop action steps to mitigate, where appropriate.

H. Monitor net effect of any potential charter schools on District finances.
I. Understand the impact of enrollment trends (including new real estate pipeline) on budget/operations.
J. Understand the longer term impact of OPEB liability and rising healthcare costs on future budget cycles.

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.

A. Learn how the District develops leadership opportunities for specific administrators, including training to build leadership capacity, for conducting teacher evaluations, and for Tri-States leadership training experiences.
B. Learn how the District develops leadership opportunities for teachers, including the Teacher Mentor Program, advisory committees at the elementary level, and the development of new programs.

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 extra costs of operating UPK and continued focus on electric vehicles.
D. The Board will continue to monitor Foundation Aid to assess the continued impact on Byram Hills.
E. The Board will advocate for the ability to establish a health care reserve fund or trust fund given its large OPEB liability.
F. The Board will closely monitor the impact of proposed Westchester charter schools on our district's students.