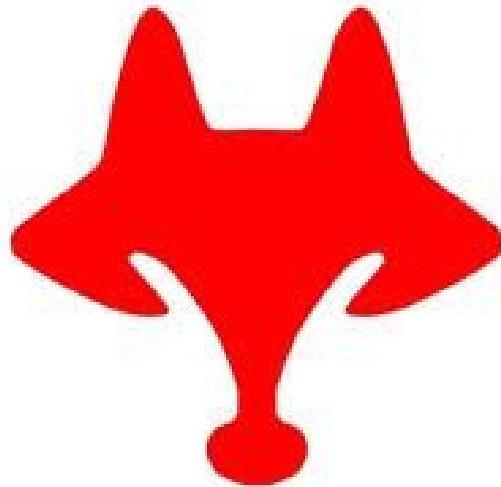


# **Fox Lane Middle School Bedford, New York**

## **Learning Guide for Families 2020-2021**



Last Updated on July 30, 2020

# Bedford Central School District



## OUR MISSION

**THE BEDFORD CENTRAL SCHOOL DISTRICT SHALL CULTIVATE CURIOSITY AND A PASSION FOR LEARNING BY PROVIDING CHALLENGING EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS SO THEY MAY ACHIEVE THEIR FULL POTENTIAL AS PRODUCTIVE AND CONTRIBUTING MEMBERS OF SOCIETY.**

## OUR VISION

**INSPIRING AND CHALLENGING OUR STUDENTS**

### FOX LANE MIDDLE SCHOOL

#### PHILOSOPHY STATEMENT

Fox Lane Middle School strives to be a community of learners whose primary goals are full human development and adaptability to change. We seek to foster these traits in a humane and caring climate in which diversity is respected. We are committed to nurturing responsibility, respect for individual rights, and active participation in community life as the necessary basis for a democratic society. In this endeavor, we encourage all members of the Fox Lane community to make choices, to share in decision-making, and to accept consequences. We are determined to create a school where individuals feel both a sense of identity and community in an environment of trust, confidence, justice, and open, honest communication.

Fox Lane is committed to helping students to use their minds well: to think critically, creatively, and independently. A liberal arts and sciences core serves as the basis of the curriculum. It is necessary for students to accomplish purposeful work that is relevant to their lives and the challenges that confront them.

Teachers will encourage their students to develop both an appreciation for the individual disciplines and for the interconnected, interdisciplinary nature of knowledge and of the world. Students must continue to recognize, understand and appreciate our global community. Awareness of modern technological advances, environmental concerns and cultural diversity are integral to the academic process. The Fox Lane Middle School, in seeking to do its best for all its students, will provide experiences that are rich and that will help the individual advance toward maturity.

## **Overview to the Learning Guide**

### **Fox Lane Middle School**

This Learning Guide for Fox Lane Middle School is intended as a resource to provide families with information on how we are supporting students and their families during this unprecedented time in response to COVID-19. Fox Lane Middle School is fully committed to maintaining continuity of learning and a sense of community for each of our students. All faculty, staff, and administrators are dedicated to providing meaningful learning opportunities, necessary support and guidance, and ongoing feedback for our students. Fox Lane Middle School has systems in place for assigning and assessing work, and providing contact and feedback to our students and families.

We deeply appreciate the high level of professionalism of our faculty and staff, dedication of our students, and partnership with parents and guardians as we diligently work to deliver quality education in a complex environment. Learning in the COVID-19 environment is hard work that requires significant time and attention from our entire school community. Given the fluidity of the current situation, we anticipate that our plans will continue to evolve, and as we continue into the unknown, we appreciate your partnership in this process.

Please review the detailed information in this Learning Guide for Families and do not hesitate to be in touch with your school contacts (preferably via email) with any questions, concerns, or need for assistance. Given the ever changing nature of the COVID 19 environment, changes may be made to this learning guide in order to best meet the learning needs of students. Any changes will be communicated to all stakeholders.

## Fox Lane Middle School Contacts

### MIDDLE SCHOOL ADMINISTRATION and DIRECTORS and COORDINATORS

Principal	<a href="#">Ms. Sue Ostrofsky</a>	241-6144
Assistant Principal for East House	<a href="#">Ms. Amanda Gerber</a>	241-6077
Assistant Principal for South House	<a href="#">Ms. Mary Harrison</a>	241-6125
Assistant Principal for West House	<a href="#">Ms. Wilma Pabon-Evans</a>	241-6106
Athletic Director	<a href="#">Mr. Adam Lodewick</a>	241-6167
English Coordinator	<a href="#">Mr. Paul Cullagh</a>	241-6035
Director of ESOL & Bilingual Programs	<a href="#">Ms. Adrienne Viscardi</a>	241-6080
Mathematics Coordinator	<a href="#">Ms. Samantha Hirsh</a>	241-6046
MS Coordinator of Special Education	<a href="#">Ms. Michele Zaino</a>	241-6159
Music Coordinator	<a href="#">Mr. Matt Vanacoro</a>	241-6072
Phys. Ed/Health Coordinator	<a href="#">Mr. Joseph Klausz</a>	241-6073
Science/Tech. Coordinator	<a href="#">Mr. Paul Frisch</a>	241-6043
Social Studies/Business Coordinator	<a href="#">Ms. Jenny Olson</a>	241-6032
Visual Arts Coordinator	<a href="#">Ms. Heather Kranz</a>	241-6189
World Language Coordinator	<a href="#">Ms. Magaly Reluzco</a>	241-6185

### ASSISTANTS TO BUILDING ADMINISTRATION

Assistant to the Principal	<a href="#">Ms. Donna Kassman</a>	241-6126
Main Office Assistant	<a href="#">Ms. Barrie Sacks</a>	241-6162
Senior Office Assistant to Amanda Gerber	<a href="#">Ms. Susan Weeks</a>	241-6007
Senior Office Assistant to Mary Harrison	<a href="#">Ms. Cheryl Tarquinio</a>	241-6104
Senior Office Assistant to Wilma Pabon Evans	<a href="#">Ms. Lorraine Socorro</a>	241-6120
Assistant to the Athletic Director	<a href="#">Ms. Gina Fagan</a>	241-6076

### PUPIL PERSONNEL AND SPECIAL SERVICES

Guidance Coordinator	<a href="#">Mr. Steve Marcisz</a>	241-6053
East House Guidance Counselor	<a href="#">Ms. Norma Robles</a>	241-6105
South House Guidance Counselor	<a href="#">Ms. Amy Diaz</a>	241-6110
West House Guidance Counselor	<a href="#">Mr. Steve Quinn</a>	241-6122
East House Psychologist	<a href="#">Ms. Suzanne Morrissey</a>	241-6096
South House Psychologist	<a href="#">Mr. Seth Davidson</a>	241-6128
West House Psychologist	<a href="#">Ms. Melanie Gilbert</a>	241-6183
NEST Psychologist	<a href="#">Ms. Rebecca Harding</a>	251-6109
Bilingual District Social Worker	<a href="#">Ms. Nalda Chery</a>	241-6115
Bilingual Community Aide	<a href="#">Ms. Vivian Luma</a>	241-6045
Student Assistance Counselor	<a href="#">Ms. Tamara Tribble</a>	241-6026
School Nurse	<a href="#">Ms. Barbara Ingraldi</a>	241-6131
Dean	<a href="#">Ms. Toni Racanelli</a>	241-6142
Dean	<a href="#">Mr. David Llanos</a>	241-6152

Click on link for [Complete FLMS Staff Directory](#)

## **Fox Lane Middle School Learning Models**

Fox Lane Middle School maintains its commitment to educate students in an appropriate fashion during these unprecedented times. Our plan, described below, looks to support students' academic as well as social-emotional well being and promote their independence. We are aware that there will be challenges and struggles along the way. However, with consistent communication, we will support our students and families through this challenging time.

Many Fox Lane Middle School stakeholders have indicated that a scheduling structure will assist in the continuity of teaching and learning. To that end, we have developed three schedules for the 2020-2021 school year. These schedules will allow us to keep our community safe while at the same time providing the best educational opportunities for all of our students. Each of the schedules will provide FLMS students with live instruction everyday.

- In-person
- Hybrid (in-person & remote)
- Remote

### **In-person Learning Schedule**

<b>In-person Learning Schedule</b> Following Letter Day Codes (A,B)		
<b>Periods</b>	<b>Times</b>	<b>Extended HB - Tues &amp; Fri</b>
<b>HB</b>	8:05 - 8:10	8:05 - 8:35
<b>1</b>	8:13 - 8:56	8:38 - 9:18
<b>2</b>	8:59 - 9:42	9:21 - 10:01
<b>3</b>	9:45 - 10:28	10:04 - 10:44
<b>4</b>	10:31 - 11:14	10:47 - 11:27
<b>5</b>	11:17 - 12:00	11:30 - 12:10
<b>6</b>	12:03 - 12:46	12:13 - 12:53
<b>7</b>	12:49 - 1:32	12:56 - 1:36
<b>8</b>	1:35 - 2:17	1:39 - 2:17
<b>HB</b>	2:17 - 2:20	2:17 - 2:20

**Hybrid (in-person and remote) Learning Schedule**

Students will be divided into either Group 1 (last name beginning with A-L) or Group 2 (last name beginning with M-Z). Students will follow the pattern of coming to school in person following a two week rotation:

Week one: 1, 1, 1, 2, 2

Week two: 1, 1, 2, 2, 2

**FLMS operates on an A/B alternate schedule. Therefore your child’s schedule will always follow the A/B schedule.**

Parents, please note that the week one and two schedules will not change as long as we are on a hybrid schedule. For example: Student Sally Jones is assigned to Group 1 because her last name starts with J. She will always come to school on Monday, Tuesday and Wednesday during week one, and Monday and Tuesday during week two.

<b>Hybrid Schedule - Week One and Week Two</b>		
Following Letter Day Codes (A/B)		
	<b>Live In-school Instruction for Group 1 with Remote Broadcast for Group 2</b>	<b>Live In-school Instruction for Group 2 with Remote Broadcast for Group 1</b>
	<b>Group 1 (A day)</b>	<b>Group 2 (A day)</b>
HB	8:00 - 8:35	8:00 - 8:35
Period 1	8:40 - 9:15	8:40 - 9:15
Period 2	9:20 - 9:55	9:20 - 9:55
Period 3	10:00 - 10:35	10:00 - 10:35
Period 4	10:40 - 11:15	10:40 - 11:15
Period 5	11:20 - 11:55	11:20 - 11:55
Period 6	12:00 - 12:35	12:00 - 12:35
Period 7	12:40 - 1:15	12:40 - 1:15
Period 8	1:20 - 1:55	1:20 - 1:55
HB	2:00 - 2:17	2:00 - 2:17

<b>Mock September Schedule</b> Following Letter Day Codes (A/B)				
Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8 School - 1 Remote- 2	9 School - 1 Remote- 2	10 School - 2 Remote- 1	11 School - 2 Remote- 1
14 School - 1 Remote- 2	15 School - 1 Remote- 2	16 School - 2 Remote- 1	17 School - 2 Remote- 1	18 School - 2 Remote- 1
21 School - 1 Remote- 2	22 School - 1 Remote- 2	23 School - 1 Remote- 2	24 School - 2 Remote- 1	25 School - 2 Remote- 1
28	29 School - 1 Remote- 2	30 School - 2 Remote- 1	1 School - 2 Remote- 1	2 School - 2 Remote- 1

### Remote Learning Schedule

<b>Remote Learning Schedule</b> Following Letter Day Codes (A,B)		
Periods	Times	Extended HB - Tues & Fri
HB	8:05 - 8:10	8:05 - 8:35
1	8:13 - 8:56	8:38 - 9:18
2	8:59 - 9:42	9:21 - 10:01
3	9:45 - 10:28	10:04 - 10:44
4	10:31 - 11:14	10:47 - 11:27
5	11:17 - 12:00	11:30 - 12:10
6	12:03 - 12:46	12:13 - 12:53
7	12:49 - 1:32	12:56 - 1:36
8	1:35 - 2:17	1:39 - 2:17
HB	2:17 - 2:20	2:17 - 2:20

# **Student, Teacher, and Parent Responsibilities and Expectations**

## **Student Responsibilities and Expectations**

Students should follow these guidelines to ensure productive, respectful class time through **all of our learning platforms**:

- Attend class daily. Attendance will be taken every period regardless of the learning platform, and the Attendance Policy will be in effect.
- Adhere to the BCSD Code of Conduct in all learning environments, including dress code.
- Arrive to classes on time.
- Actively participate in classes.
- Maintain daily access to their classes' Google Classroom.
- Check their emails and Google Classroom daily.
- Engage actively in all learning activities.
- Submit assignments on time.
- Communicate with teachers consistently for clarification and/or assistance.
- When attending a class remotely:
  - Ensure that appropriate settings for video and audio have been set or activated.
  - Mute your microphone when not speaking.
  - Leave the camera on and be visible.
  - Use the background assigned by the teacher for all remote sessions.
  - Minimize distractions.
  - The chat feature should not be used to engage in social or off-topic conversations with classmates.
  - Screenshots and/or recordings are prohibited; respect the privacy of others.
  - Consider using headphones.

## **Teacher Responsibilities and Expectations**

For each learning environment:

- Provide daily live instruction, which will allow for student-teacher interaction, in all three schedules.
- Take attendance for every class period, including Homebase.
- Maintain daily announcements and learning activities/assignments for all classes via Google Classroom.
- Answer student posts and emails to provide instruction, clarification and to answer student questions.
- Engage students in person and via remote learning platforms to provide instruction, clarification, feedback, and answer student questions.
- Maintain the Google Classroom Calendar of assignment due dates for each class.
- Provide consistent feedback to students on completed work within an appropriate time frame.
- Update eSchool Gradebook within an appropriate time frame.
- Communicate with students and families in-person and/or via Google Classroom, Google Meet, or email/phone on a consistent basis.



- Provide office hours for students to receive support.

## **Parent Expectations and Involvement**

Parents can support their child's learning in the following ways:

- Ensure your child is ready to go online from the start of the day. They must attend home base each morning to check in.
- Encourage your child to reach out to their teachers when they have questions and/or concerns about school work. They can do this through their school email and/or Google Classroom.
- Contact your child's teacher(s), counselor, or assistant principal if you have concerns. The majority of concerns can be addressed by the teacher.
- Monitor TV watching, gaming, social media and unproductive computer time outside of distance learning.
- Remind your children not to take pictures, recordings or screenshots of teachers or students in any Google Classroom, hangout, hangouts meet or other platform as it violates district policy as well as the privacy of our students.

## **Grading**

Whether on Distance Learning or in-school, Fox Lane Middle School will resume its usual procedures for assessment of student work.

Middle school teachers use many components to determine a grade including tests, quizzes, projects, homework, quality of class work, and a variety of other measures. FLMS uses a letter grade system. "Plus" grades, (i.e., A+), are given for students at the upper range of a letter grade. This system allows teachers to recognize truly outstanding work, provides an opportunity to show incremental change, and offers an incentive for students to raise their level of performance. The plus grades will be given to students who demonstrate an overall performance which is "translated" numerically according to the intervals listed below:

A+ 97 and up	B+ 87-90	C+ 77-79	D 65-69
A 90 - 96	B 80-86	C 70-76	F Below 65

The rubric below enumerates standards for earning a 1, 2 or 3 in conduct and effort for each class. You will notice that the standard is clearly articulated, and a student must demonstrate consistent behavior in a number of categories to receive a 1. It is our belief that a clear understanding of what is expected greatly increases the opportunity to succeed.

Eighth grade students who are enrolled in World Language Level I and I/II as well as Algebra will receive a numerical grade as these courses are high school credit bearing courses and will be part of their high school transcript. As per the high school grading policy, for the 2020-21 school year, a grading floor of 58 will be applied for each marking period.

## Conduct

1	Consistently interacts appropriately and cooperates with peers and teachers Consistently abides by classroom rules and procedures Consistently makes good use of class time Consistently takes initiative for proper behavior
2	Usually interacts appropriately and cooperates with peers and teachers Usually abides by classroom rules and procedures Usually makes good use of class time Usually takes initiative for proper behavior when reminded to do so
3	Often does not interact appropriately or cooperate with peers and teacher Often does not abide by classroom rules and procedures Often does not make good use of class time Often does not take initiative for proper behavior even when reminded to do so

## Effort

1	Consistently prepared for class Consistently on task Consistently responsible for missed work Consistently completes required assignments Consistently seeks extra help when needed by asking questions and/or staying after school Consistently strives to meet fullest potential Consistently participates in class
2	Usually prepared for class Usually on task Usually responsible for missed work Usually completes required assignments Usually seeks extra help when needed by asking questions and/or staying after school Usually strives to meet fullest potential Usually participates in class
3	Often does not prepare for class Often not on task Often not responsible for missed work Often does not complete required assignments Often does not seek extra help when needed by asking questions and/or staying after school Often does not strive to meet fullest potential Often does not participate in class

### **Academic Integrity**

Expectations for academic honesty continue and become even more relevant with Distance Learning. Please review the below expectations with regard to academic honesty and consult your teacher with any questions or concerns.

### **Academic Honesty**

Academic honesty is a shared responsibility for students and teachers. There is an implied social contract between students and teachers that requires teachers to present educational materials to students in an intellectually honest way and requires them to evaluate students in a consistent and fair manner. For their part, students' work should reflect only their own efforts. Students should have no prior knowledge of any assessment tool and should not give nor seek unfair advantage on any

assessment experience. All students' research work should conform rigorously to accepted standards of citation and appropriation. Students should realize that demonstrating integrity is something that must be worked at consistently.

### **Additional Resources**

Please refer to the [Additional Resources for Distance Learning](#) for additional resources, activities and websites to engage all students and enhance learning.

Our librarian has provided access to many online book resources (ebooks and audiobooks) and continues to add new online resources that comply with the District's data privacy requirements as they become available. All students should join the FLMS Library Resources Google Classroom with code "yukiayz" for easy access. Many FLMS Library resources are also accessible through Launchpad (FLMS Library Resources). [FLMS LMC Website](#) provides easy access to many online resources also. Contact Mrs. Levine ([llevine0635@bcSDNY.org](mailto:llevine0635@bcSDNY.org)) with questions or for help.

Online programs to highlight (accessed via the FLMS Launch Pad ([How To Access Launchpad From Home](#))):

- **i-Ready** is an interactive online learning environment that is designed to assess students and provide individualized instruction based on each one's unique needs. This is a wonderful platform for students to utilize in order to improve their ELA and Math skills.
- **Khan Academy** is an educational organization that has created a set of online tools designed to help students better understand the content in many curricular areas. The organization produces short lessons in the form of videos. Its website also includes supplementary practice exercises.
- **IXL** is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

### **Resources for Families**

Reach out for support, but keep in mind that school staff may not be physically in the building. They will continue to be available to families and will endeavor to provide the same quality support they would if we were all in school. Use email to contact any of our counselors or clinicians. If you are not sure who to contact, reach out to your House assistant principal or principal and they can connect you with someone who can help.

### **Crisis Services**

All Westchester outpatient and school-based clinics are open and are providing services via Telehealth. Westchester crisis services information can be found here:

[Westchester Crisis Services](#)

## **Guidance & Clinical Support**

### **Academic Advisement & Social Emotional Needs**

School counselors and psychologists will be available through email and phone to support students' academic and social-emotional needs. Guidance and clinical staff will respond to emails within 24 hours of receipt.

### **Clinical Support**

School psychologists and social workers will be available for any social-emotional needs and will operate similarly to school counselors in setting-up and conducting appointments. All mandated counseling will take place as planned.

## **Special Education Services**

<https://www.bcsdny.org/domain/26>

We remain committed to supporting our students who receive additional services.

### **Special Education**

In all three models, we will continue to make every effort to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education. To the greatest extent possible, students with IEPs will receive supports and services that will address their individual identified needs and track their progress toward achieving their IEP goals. Please understand that exceptional circumstances in any of the models may affect how a particular service is provided. More information can be found here: Department of Education - [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#). Additional guidance from the Federal Department of Education and Special Education Office of the New York State Education Department is expected in the near future.

In all three models, special education teachers, Related service providers (physical therapy, occupational therapy, speech therapy, assistive technology, and counseling) will be working in conjunction with classroom teachers to provide specialized instruction to meet the individual needs of our students. Each of our providers will continue to implement each child's Individualized Education Plan (IEP) to the greatest extent possible during this time. They will continue to maintain their websites and classroom resources to support on-going specialized instruction. They will be providing indirect, direct, and individualized support.

### **CSE Meetings**

In all three models, the Special Education Department will continue to hold CSE meetings. We will be working in collaboration with families to schedule CSE meetings. Meetings can be conducted via teleconference. Families will be contacted with specific dial-in information.

Evaluations requiring face-to-face assessment or classroom observation, will be done in compliance with NYS health and safety guidelines.

### **504 Meetings**

Section 504 annual review meetings can continue to be held through the use of Google Hangout Meet. Student Accommodations will continue to be provided, as applicable, to students' distance learning plans.

## **Reopening Schools: English Language Learners**

In accordance with NYS Guidelines, the ESOL Department recognizes the importance of equity and flexibility serving all students. Whether learning occurs in-person or remotely, English language learners will continue to have full access to the general education curriculum and explicit instruction per CR Part 154 Guidelines.

The ESOL Department will continue to work closely with the District Registrar to welcome new students and identify those who are ELL eligible. When school buildings open, faculty will screen and assess students to determine whether they are ELL eligible per the [NYS ELL Identification Process](#). The NYS Identification Test for English Language Learners (NYSITELL) will be administered while buildings are open; should buildings be closed, faculty and staff will exercise best judgment to determine whether students should receive ELL instruction remotely until testing can be scheduled. Interviews with parents and/or guardians will be conducted by a clinician, counselor, or trained staff in-person, remotely, or by telephone as part of the intake process.

To the extent possible, ELLs at the entering level of English proficiency will join in-person instruction daily. Full participation in live instruction will be determined by students' proficiency level, course assignment, and class size. In addition, ESOL/bilingual faculty and staff will provide mandated and supplemental small-group instruction remotely to ensure that students have access to grade-level content as they develop their language skills.

At the elementary level, families of ELLs who are new to the District may elect to participate in Dual Language Bilingual Education (DLBE) or English as a New Language (ENL) programs. School assignment will be determined based on program selection. At the secondary level, ELLs have access to bilingual instruction in mathematics and Spanish as well as ENL courses. In addition to highly qualified ESOL and bilingual faculty at all grade levels, high school students may receive supplemental instruction and academic support from bilingual instructional assistants in the Math and ESOL Departments.

The majority of the ELL population shares Spanish as a home language. To that end, all district and building communications are disseminated in English and Spanish. Additionally, district personnel will continue to fortify the home-school connection with families via email, text, or telephone communications as needed. The District will communicate with all families in their preferred language to ensure that parents and guardians receive and understand critical information.

The social and emotional wellness of all students remains our priority. Faculty, clinicians, and counselors will continue to collaborate to support ELLs and their families. Specifically, the ESOL bilingual social worker will conduct regular counseling sessions remotely and accept referrals throughout the school year as needs emerge.

All teachers serve ELLs throughout the District. In accordance with the [Blueprint for ELL Success](#), faculty and staff will continue to participate in professional learning opportunities that contribute to the achievement and well-being of bilingual students.

## **Technology**

Please refer to this link for more information about the District's technology department:

[BCSD Technology](#)

Access to and use of technology is essential for Distance Learning. Although an incredible tool for learning and connection, technology use does not come without significant concerns related to security, privacy, appropriate use and more. We will need your help to ensure that our students maximize the positive impact of technology use in their lives while minimizing the potential negative consequences. There are many online resources which can help you strike this balance in your home as we strive to do the same each day while students are in our classrooms.

If you are having trouble with your computer, or if you are not able to connect, log on, or access a required program, please contact the [Student HelpDesk](#).

## **Nurse**

Our school nurse will remain in contact with families regarding your child's specific needs. Please email our school nurse if you have a particular question or need. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.

## **Athletics**

Information regarding Athletics at the Bedford Central School District can be found on our website at <https://www.bcsdny.org/domain/493>.

For questions about athletics, please reach out to: [Adam Lodewick](#), Athletic Director.