

Fox Lane High School Bedford, New York

Learning Guide for Families 2020-2021



Last Updated on 7/30/20

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 HIGH SCHOOL

PHILOSOPHY STATEMENT

Fox Lane High 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 High 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 for Families: Fox Lane High School

This FLHS Learning Guide for Families 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 High 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 High 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 the learning guide to best meet the learning needs of our students. Any changes will be communicated to all stakeholders.

Fox Lane High School Contacts

High School Administrators, Coordinators and Directors

Principal	Dr. Brett Miller	241-6065
Assistant Principal (10 th and 12 th Grade)	Ms. Ana Piquero	241-6089
Assistant Principal (9 th and 11 th Grade)	Mr. Jason Spector	241-6054
Athletic Director	Mr. Adam Lodewick	241-6167
English Coordinator	Mr. Paul Cullagh	241-6035
Director of ESOL	Ms. Adrienne Viscardi	241-6080
Hillside Coordinator	Mr. Greg Fedorczak	241-6000 x1106
Hillside Coordinator	Ms. Margie Ramos	241-6000x1102
Mathematics Coordinator	Ms. Samantha Hirsh	241-6046
Performing Arts Coordinator	Mr. Matthew Vanacoro	241-6072
Phys. Ed/Health Coordinator	Mr. Joseph Klausz	241-6073
Science/Tech. Coordinator	Mr. Paul Frisch	241-6043
Social Studies/Business Coordinator	Dr. Jenny Olson	241-6032
Special Education Coordinator	Ms. Deana Longden	241-6113
Visual Arts Coordinator	Ms. Heather Kranz	241-6189
World Language Coordinator	Ms. Magaly Reluzco	241-6185

Assistants to Building Administration

Assistant to the Principal	Ms. Cathy Madera	241-6061
Assistant to Jason Spector	Ms. Kathy Preece	241-6049
Assistant to Ana Piquero	Ms. Jennifer Michel	241-6068
Registrar	Ms. Patty Cord	241-6093
Assistant to the Athletic Director	Ms. Gina Fagan	241-6076

Pupil Personnel and Special Services

Guidance Coordinator	Mr. Steve Marcisz	241-6053
Guidance Counselors	Ms. Kristin Brown	241-6191
	Ms. Karen Deitch	241-6190
	Ms. Lisa Dunne	241-6092
	Mr. Greg Fedorczak (Hillside)	241-6000 x1106
	Ms. Jen Hickey	241-6071
	Ms. Rori Mackie	241-6081
	Ms. Jessica Mineo	241-6169
	Ms. Stephanie Salazar	241-6180
School Psychologists	Dr. Alyssa Kant	241-6178
	Dr. Jen Fields	241-6164
	Dr. Mary Jean MacDonald	241-6060
	Dr. Amanda Schwartz (Hillside)	241-6000x1108
School Social Workers	Ms. Laura Elwood	241-6074
	Ms. Diana Binger	241-6078
	Ms. Margie Ramos (Hillside)	241-6000x1102
Bilingual District Social Worker	Ms. Nalda Chery	241-6115
Bilingual Community Aide	Ms. Vivian Luma	241-6045
Student Assistance Counselor	Ms. Angela Alvarado	241-6050
School Nurse	Ms. Theresa Tomassi	241-6051
Dean for 10 th and 12 th Grade	Mr. Keith Alleyne	241-6069
Dean for 9 th and 11 th Grade	Mr. Dan Mulvey	241-6091
Dean for Student Activities	Ms. Kristy Emery	241-6056

[Complete FLHS Staff Directory is Available Here](#)

Fox Lane High School Learning Models

During these unprecedented times, Fox Lane High School maintains its commitment to educate students in an appropriate fashion. Our plan, described below, looks to support students' academic needs, social-emotional well being, and promote their independence regardless of the schedule that is employed at a given time. 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 these uncharted waters.

Many FLHS stakeholders have indicated that a scheduling structure will assist in the continuity of teaching and learning. To that end, we have developed three schedules to prepare for the each possible school day scenario in 2020-21. The three schedules to reflect the possible scenarios are:

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

Each of the schedules will provide each FLHS student with live classes every school day. Each schedule is provided below.

In-person Learning Schedule

In-person Schedule Following Letter Day Codes	
Periods	Times
1	7:50 - 8:28
2	8:33 - 9:11
HR	9:12 - 9:17
3	9:22 - 10:00
4	10:05 - 10:43
5	10:48 - 11:26
6	11:31 - 12:09
7	12:14 - 12:52
8	12:57 - 1:35
9	1:40 - 2:18

Hybrid (in-person & remote) Learning Schedule

Hybrid Schedule Following Letter Day Codes <i>Group 1 (last name beginning with A-L) and Group 2 (last name beginning with M-Z)</i>					
	WEEK 1 Live Instruction for Group 1 with Remote Broadcast for Group 2			WEEK 1 Live Instruction for Group 2 with Remote Broadcast for Group 1	
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7:50-8:28	7:50-8:28	7:50-8:28	7:50-8:28	7:50-8:28
Period 2	8:33-9:11	8:33-9:11	8:33-9:11	8:33-9:11	8:33-9:11
HR	9:12-9:17	9:12-9:17	9:12-9:17	9:12-9:17	9:12-9:17
Period 3	9:22-10:00	9:22-10:00	9:22-10:00	9:22-10:00	9:22-10:00
Period 4	10:05-10:43	10:05-10:43	10:05-10:43	10:05-10:43	10:05-10:43
Period 5	10:48-11:26	10:48-11:26	10:48-11:26	10:48-11:26	10:48-11:26
Period 6	11:31-12:09	11:31-12:09	11:31-12:09	11:31-12:09	11:31-12:09
Period 7	12:14-12:52	12:14-12:52	12:14-12:52	12:14-12:52	12:14-12:52
Period 8	12:57-1:35	12:57-1:35	12:57-1:35	12:57-1:35	12:57-1:35
Period 9	1:40-2:18	1:40-2:18	1:40-2:18	1:40-2:18	1:40-2:18

Hybrid Schedule

Following Letter Day Codes

Group 1 (last name beginning with A-L) and Group 2 (last name beginning with M-Z)

	WEEK 2 Live Instruction for Group 1 with Remote Broadcast for Group 2		WEEK 2 Live Instruction for Group 2 with Remote Broadcast for Group 1		
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7:50-8:28	7:50-8:28	7:50-8:28	7:50-8:28	7:50-8:28
Period 2	8:33-9:11	8:33-9:11	8:33-9:11	8:33-9:11	8:33-9:11
HR	9:12-9:17	9:12-9:17	9:12-9:17	9:12-9:17	9:12-9:17
Period 3	9:22-10:00	9:22-10:00	9:22-10:00	9:22-10:00	9:22-10:00
Period 4	10:05-10:43	10:05-10:43	10:05-10:43	10:05-10:43	10:05-10:43
Period 5	10:48-11:26	10:48-11:26	10:48-11:26	10:48-11:26	10:48-11:26
Period 6	11:31-12:09	11:31-12:09	11:31-12:09	11:31-12:09	11:31-12:09
Period 7	12:14-12:52	12:14-12:52	12:14-12:52	12:14-12:52	12:14-12:52
Period 8	12:57-1:35	12:57-1:35	12:57-1:35	12:57-1:35	12:57-1:35
Period 9	1:40-2:18	1:40-2:18	1:40-2:18	1:40-2:18	1:40-2:18

Remote Learning Schedule

Remote learning Schedule Following Letter Day Codes	
Periods	Times
1	7:50 - 8:28
2	8:33 - 9:11
HR	9:12 - 9:17
3	9:22 - 10:00
4	10:05 - 10:43
5	10:48 - 11:26
6	11:31 - 12:09
7	12:14 - 12:52
8	12:57 - 1:35
9	1:40 - 2:18

Student Responsibilities and Expectations

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

- Attend classes daily. Attendance will be taken, and the FLHS Attendance Policy will be in effect.
- Actively participate in courses, whether in person or remotely.
- Maintain daily access in their classes' Google Classroom.
- Check their Google Classroom and emails daily.
- Arrive to classes on time (virtually or in-person).
- Engage and turn in learning activities provided by teachers either in person or via Google Classroom.
- Communicate with teachers in-person conversation and via Google Classroom, Google Meet, or email as needed to support learning.
- Students will submit their assignments by their assigned deadlines.

Expectations During Virtual Sessions

- Focus and appropriately engage in the virtual classroom environment.
 - Mute your microphone when not speaking.
 - Ensure you are in an appropriate setting for video and audio.
 - Minimize distractions.
 - Be on task throughout all lessons.
- Be respectful.
 - Do not take screenshots or recordings.

- Consider using headphones.
- Respect the privacy of others.
- Students will adhere to the BCSD Code of Conduct in all learning environments.

Teacher Responsibilities and Expectations

For each learning environment:

- Daily live instruction will allow for student-teacher interaction in all three schedules.
- Take daily attendance for every class.
- Maintain daily announcements and learning activities for all classes via Google Classroom.
- Engage students in person and via remote learning platforms to provide instruction, clarification, feedback, and answer student questions.
- Maintain a calendar of assignment due dates for each class.
- Provide continuous feedback to students on work.
- Schedule office hours for students to receive support after school hours.
- 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 as needed.

Academic Integrity

Expectations for academic honesty continue and become even more relevant with blended learning models. 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 or 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.

Grading

Grading practices at FLHS will be consistently applied for the In-person, Hybrid, and Full Remote Schedules. To determine report card grades, teachers may include tests, quizzes, written work, homework, class participation, presentations, and reports. Teachers will explain their expectations and grading policy at the beginning of the school year. As per BCSD BOE Policy, all sections of a course should reflect consistency of course content and performance expectations. Grading practices may include credit for completing meaningful assigned work, class preparedness, and class participation, but may not be used for disciplinary purposes.

At Fox Lane, students are graded on a numerical basis. The grade of 65 is the lowest passing grade. A student must have a final average of 65 or better to pass a course. There will be no final average of 61, 62, 63, or 64. A student receives full credit value for passing a course. Partial credit is not awarded. A final average is based on the quarterly grades plus the final exam. A student will have a

final project or examination in each and every subject. There are no exemptions. For the 2020-21 school year, a grading floor of 58 will be applied for each marking period.

In Regents level courses, the Regents exam may take the place of the final exam. If a Regents exam is repeated, the highest grade will be placed on the student's transcript. However, the original final average for the subject will not be changed.

GPA Weighting Policy

Most courses with an H or AP designation will receive 10 add-on points in calculating a student's weighted cumulative average – often referred to as the GPA.

English 1 and Global Studies 9 do not have a weight since the H credential is awarded for superior work within a heterogeneous class. Students receive the H credential in English 1 if they earn at least a 90 average for the year. Global Studies students receive an H credential for earning at least a 93 average for the year and a 90 or above on the final exam. This H credential is an award for class achievement and is used as a tool for making final recommendations for English 2H and AP World History in grade 10.

The following courses will receive course weight:

- Geometry H
- Algebra 2H
- Precalculus H
- English 2H
- English 3H
- English 4H
- Chemistry H
- World Language Level 4H
- World Language Level 5H
- Public Affairs H
- Economics H
- Government and Economics H
- All Advanced Placement (AP) Courses

Courses taken at other schools do not calculate into the Fox Lane High School cumulative average. Therefore, the weighting policy does not apply to courses taken outside of Fox Lane High School. The cumulative average is weighted with 10 add-on points for designated courses. However, the grade that appears on the transcript for an AP or H course does not change. For example, a student takes AP World History in 10th grade and earns an 82 for the year. The 82 would still be posted as the grade for the course. It does not become a 92. The weighting for the course is applied to the weighted cumulative average posted on the transcript.

Resources for Families

Supporting the Distance Learning Environment

Parents can support distance learning in the following ways:

- Set up a daily family routine, including healthy eating and sleeping habits; create a daily schedule that includes quiet work time, physical activity and family time.
- Talk each day with your child about his/her work and promote literacy by reading to your child and encouraging him/her to read independently.

- Contact your child's teacher if you have any questions or concerns about the class, or about the contact time between the teacher and your child.
- Limit and monitor TV watching, gaming, social media and unproductive computer time outside of distance learning.

Parental Involvement

Blended learning environments add a new level of complexity when it comes to parent involvement in the learning process. Only you, your child, and your teacher can find the right balance of parental involvement. In most cases, our recommendation is to give your child just a touch more independence than you may be comfortable with. As parents, we have a tendency to want to intervene as watching our children struggle is hard. Watching them deal with frustration or even failure is harder still. Nevertheless, we know that struggle is an important part of learning. Although we may be inclined to contact a teacher about a trouble spot, teaching our students how to self-advocate is an important skill. There is no one right way to be involved in supporting your child. Strive to find the “just right spot” and then slowly back away as your child becomes more skillful. Working together, we can use this blended learning experience as a way to support the development of self-advocacy and independence in our students.

Please remind your children not to take pictures, recordings, or screenshots of teachers or students in any Google Classroom, Google Meet, or other platform as it violates district policy as well as the privacy of our students.

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: <https://dcmhservices.westchestergov.com/DCMHservices/crisisServices.jsp>

Guidance & Clinical Support

College and Academic Advisement

[School counselors](#) will be available through email and can set-up appointments with parents and/or students for course selection and academic and/or social-emotional needs. As needed, your school counselor will communicate directly with you on how these appointments will be conducted. For our seniors, counselors will continue with their work on the college process through Naviance.

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.

The Fox Lane High School Clinical Team has created a [remote support resource](#) for all students to access for those who are feeling anxious, bored, or are simply looking for some creative ideas to be healthy.

Standardized Tests

SAT

The College Board is posting updates here: [SAT Coronavirus Updates](#). Please note the following:

- Registration for the fall testing dates are open.
- For students who need to take Subject Tests, we recommend prioritizing the test date for the SAT and to plan on taking Subject Tests at a later date. If students have already taken the SAT and feel good about their scores, they can use the nearest test date as their opportunity to take Subject Tests.

ACT

[ACT.org is posting updates here at ACT Coronavirus FAQ](#). Please note the following:

- Students wishing to take the ACT should consider registering for an upcoming test date, if their schedules permit. Note that there are fewer test sites available.
- Fall test date registration is open.

AP Exams

[Important AP exam information](#) can be found on the FLHS website. AP registration will begin once students have begun their classes. AP payments (\$95 per exam) will be accepted between the opening of school and October 15, 2020.

Special Education Services

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

<https://www.bcsdny.org/domain/29>

Access to and use of technology will be an important part of blended 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 were 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 your school nurse if you need to pick up medication or 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