



Lyndhurst Middle School | THE SUMMER SERIES – July 27, 2022

4th Edition – SEL, Diversity & Select Groups

If you have not done so already, please rsvp by 8/16 via this [form](#) for “Bagels and Locks” with our 6th graders & new students. To answer some of the questions received, this event is for students only. Additionally, if your child is unable to attend, chromebooks will be available during the week prior to the start of school or will be distributed on the first day. All students will have multiple opporutnities to practice their lockers the first week.

This edition of the newsletter will focus on the all-inclusive community at Lyndhurst Middle School. To support our collective children as they transition from childhood to adulthood, we must listen to, learn from and work with one another to appreciate our individuality while building unity. While our educational paths are all differentiated, below is information regarding a few of the specific programs we offer to enhance our mission.



SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At LMS, this critical component of a middle schooler’s education will be addressed in the following ways:

- Encore classes to explore such topics
- Relevant assemblies and focus groups
- Discussions and small group learning with members of the Student Services Team
- School-wide community building events
- Professional Development for staff
- Push-in classroom lessons and programs

Parental/familial assistance in letting the school know when there are specific concerns is greatly appreciated. We are in this together!



DIVERSITY

The strength of LMS is not only in our diversity, but moreover, our commitment to recognize and celebrate it. LMS is dedicated to creating a learning environment where all students can thrive together and understand that individual characteristics, cultures and colors make people positively unique rather than negatively different. Equity in education will be sought via the following avenues at LMS:

- Regular conversations and PD among staff
- Class norms that promote respect for all
- Restorative practices that encourage self-awareness, self-management, relationship building, and responsible decision-making
- Culturally-relevant teaching and materials
- Community involvement

LMS appreciates the intersections of race, ethnicity, gender, sexual orientation, religion, socio-economic status, and physical and cognitive ability among our students. Please join us!



“Diversity is having a seat at the table. Inclusion is having a voice. And belonging is having that voice be heard.”

Liz Fosslien

ENGLISH LANGUAGE LEARNERS

LMS provides a safe, welcoming environment for our English Language Learners whereby each student's language, culture and experience are valued. English language acquisition and social emotional support is offered for learners from across the globe, including Latin America, the Caribbean, Eastern Europe, Asia and Africa. The Lyndhurst English as a Second Language program is described as High Intensity; ELLs receive at least two periods of ESL instruction daily.

Three leveled courses are available depending on the language proficiency of the student: Beginning, Intermediate and Advanced. The ESL teacher serves as a valuable resource by pushing into content area classes and facilitating language workshops. This further fosters the program's goal: for students to acquire social/academic language through mastery of the four domains; listening, speaking, reading and writing. The LMS ESL Program strives to bridge the cultural and language gaps between school and home.



IEP

An Individualized Educational Plan (IEP) is a map that lays out the program of special education instruction, supports and services students may require to thrive in school. Covered by IDEA (Individuals with Disabilities Act), the plan is designed to meet a student's unique needs and may include the following program components:

In-Class Resource: In this model, a general educator and a special educator, both content specialists at LMS, work together in the classroom at the same time using a co-teaching model to support all of the students.

Pull-out Replacement: These classes are taught by special educators who are content specialists and include only students with IEPs. Instruction is modified, often using supplemental resources.

Self-Contained: This class is designed for students with challenges that require a separate program to maximize learning. Students attend PE/Health, Encore and Lunch with their peers.

Speech Therapy, Occupational Therapy and Physical Therapy, may also be provided at LMS, as per a student's IEP.

GIFTED & TALENTED

The term "gifted and talented" may be used to describe students who show evidence of high achievement capability with regard to intelligence, creativity, art, leadership and/or specific academic fields. At LMS, these students are both challenged and recognized in a myriad of ways.

In all classes, instruction (content, process and product) is differentiated to push students beyond their limits, whatever those limits may be. Students who demonstrate such an aptitude will be urged to conduct additional research and independent study to further their classroom learning. Those who excel in Math and Language Arts have the opportunity to take advanced level classes.

Encore classes at LMS encourage students to explore a variety of fields which may open previously unknown avenues of pursuit in the areas of Fine/Performing Arts, STEAM, Humanities, etc. Extracurricular activities, clubs and teams further expand students' horizons.



504 PLAN

504 plans are formal plans that schools develop to give people with challenges, often medical in nature, the support they need. They cover any condition that limits daily activities in a major way. These plans prevent discrimination and are covered under Section 504 of the Rehabilitation Act. This is a civil rights law.

504 plans are not part of special education so they are different from IEPs, but the end goal is the same: to help students thrive in school. One way 504 plans do that is through accommodations. For example, they might give extended time on tests or the ability to leave the classroom for short breaks. It is less common, but some may also provide services like skills classes or organizational check-ins. Accommodations don't change *what* students learn, just *how* they learn it. The goal is to remove barriers, level the playing field and give all children access to learning.



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