Fox Lane Middle School

STUDENT/PARENT SCHOOL HANDBOOK

2026-2027

BEDFORD, NY

Updated 8/20/26

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
Vision

We envision the Bedford Central Schools providing an environment which builds the foundation for life-long learning and responsible citizenship.

Mission

- We are dedicated to academic excellence, inspiring creativity, and the realization of one's full potential through equal access to educational opportunities for all students.

- Our schools foster the development of positive interpersonal relationships and self-esteem within a safe and secure environment.

- Our schools are places where all are treated with mutual respect and empathy, encouraged to act responsibly, and contribute in their own way as valued members of the community.

This school is dedicated to each pupil who enters...that each may discover his own talent for learning, for growth, and for service. *November 6, 1966*

The founders of Fox Lane Middle School recognized that middle school is not simply a link between elementary school and high school, but rather a critical phase in the development of young adolescents. They understood that middle-level educational programs that are most successful capitalize on the unique characteristics and needs of middle-level students and serve two purposes: academic excellence and personal/social development. Hence, the rich tradition that is Fox Lane Middle School was grounded in the *Turning Points* principles for middle-level education:

- Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.
- Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.
- Staff middle school grades with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.
- Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.
- Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.
- Involve parents and communities in supporting student learning and healthy development.

The mission for Fox Lane Middle School remains as true today as it did in 1966.

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HOUSE AND TEAM ORGANIZATION

The middle school consists of three houses: East, West and South. East and West houses offer students a sense of community within the larger school setting, as well as a continuum of support from school counselors and house staff for the three middle school years. East and West houses have an academic team of teachers for each grade and each team consists of approximately 125 students. School counselors are assigned to teams and work with students, parents and teachers assigned to that team. Incoming students are placed into the three houses randomly but balanced according to ability levels, gender and their elementary school attendance area. South house is our world language, ESOL and literacy space. There are also grade level content area teachers in that house who teach students from East and West houses. Our three Assistant Principals are responsible for the three houses.

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HOME BASE

As cited in middle level research, middle level education is at its best when a sense of community is nurtured in small learning environments. To this end, every student is assigned a home base upon entrance into the middle school. This model enables us to strengthen the connection for our students to our school and to one another. All students are assigned a home base within their grade level.

CLINICAL TEAM

The Middle School Clinical Team is a group of school counselors and psychologists. They have the responsibility for overseeing the social and emotional well-being of all students. Some of their responsibilities include, but are not limited to, individual and group counseling, teacher and parent conferences, articulation from elementary school to middle school and from middle school to high school. The school counselors are responsible for all academic scheduling.

The school psychologists support and strengthen the ties between the home, outside agencies and the community to ensure a positive outcome for behavioral, academic, social, and personal issues. In addition to mandated services, they provide direct mental health services to children, and supportive services to parents. Interventions are both preventive and remedial in nature. The school clinical workers also consult with administrators and teachers regarding the developmental, learning and mental health needs of our middle school students.

SCHOOL PROCEDURES

TRANSPORTATION – Buses, drop off/pick up

All registered students receive a letter prior to the opening of school from the Transportation Department indicating students' bus assignments for the year. **If you would like your child to ride home on a different bus, that MUST be entered in School Dismissal Manager.** Otherwise, your child will not be permitted on a bus other than their assigned one. **Students may invite NO MORE than 2 friends who are not already assigned to the requested bus, to ride home with them**. Every assigned bus rider must have a seat, so there may be times that even 2 extra passengers may not be allowed. In this case, transportation may refuse the request(s) that were entered in School Dismissal Manager most recently. You will be notified in the morning if the bus is too full.

Bus transportation is a privilege. This privilege can be suspended or revoked at any time should a student not follow the FLMS CARE Behavioral Expectations.

Student Change of Address during School Year: Families of students moving within the district during the school year need to meet proof of residency standards. An executed lease or contract to purchase must be provided along with a notarized District Residency Form. Please contact our District Registrar at (914) 241-6107 for more information. **New bus assignments will not be provided by the Transportation Department until the District Residency requirements are met**. It would be best for families to provide this information in advance of the move; if that is impossible, families should expect to drive their child to and from school until the information is processed.

PARENTS WHO DRIVE STUDENTS TO SCHOOL: All students are strongly encouraged to ride the school buses. In the event that a student must be driven to school please enter via the middle school entrance and adhere to designated drop off locations only. Please drive all the way to the sign indicating to pull up. Otherwise, traffic becomes backed up.

PICKING UP AT DISMISSAL: Parents picking up students at the end of the day must be watchful of both students and buses during this very busy time. The parking lot will be closed to cars at approximately 1:45 PM to allow buses to arrive and leave, and will reopen once all buses have departed. Students being picked up must wait in front of the school until all buses leave campus and cars begin to arrive. **If you are picking up your child instead of having them ride the bus, you DO NOT need to let us know your plan. Just make sure your child knows that they will be picked up.**

CAMPUS PARKING REGULATIONS: Please be advised that the spaces in the campus parking lot are assigned to staff. Parents are requested to park in empty spaces in the lot directly in front of the Middle School *except* during the times of 1:45 PM to 2:30 PM when parking is prohibited. **For the safety of all pedestrians and fellow drivers, everyone is expected to exercise extreme caution while driving on campus.**

ALTERNATIVE AFTER SCHOOL TRANSPORTATION PERMISSION: Please be advised that students leaving FLMS are not permitted to enter an unauthorized vehicle such as Ubers, Lyfts or taxis without an authorized adult.

LATE BUSES: After school dismissal (3:15 PM and later) will be staged in the following manner:

- All students who use buses will report to the cafeteria immediately following dismissal
- All students who are being picked up report to the front of Central Building

If you have any questions regarding middle school bus transportation, please call the Transportation Department: (914) 241-6001.

ABSENCE, TARDINESS & EARLY DISMISSAL

All ATED's (**A**bsences, **T**ardiness, and **E**arly **D**ismissals) require written parental explanation. Excused ATED's include missing school due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, school emergency medical treatments, or other special health related services. All other ATED's (e.g., class cuts, extended vacations, undocumented absences and tardiness, unapproved early dismissal) are considered **unexcused absences.**

ABSENCE: Parents are required to enter their child's absence, late arrival or early dismissal and the reason (illness, doctor appointment, vacation, etc) in School Dismissal Manager by **10:00 AM** the day of their child's absence or late arrival. If we do not hear from you, absences will be marked as "unexcused". **DO NOT CALL THE MAIN OFFICE FOR ABSENCES**.

The Board of Education has directed the administration to enforce the pupil attendance laws of the State of New York. Vacations, occasional employment, or non-emergency activities are not excused reasons for absence. According to New York State law, the following, and only the following, are legal absences from school:

- Doctor or dentist appointments
- Religious observance
- Hospitalization
- School Nurse Services
- Illness or death in the family
- Personal illness or quarantine
- Required court appearances

All other causes are designated "unexcused absences." Please make every effort to schedule appointments after school. Parents who choose to remove their children from school should understand that unexcused absences are specifically discouraged.

TARDINESS: Any student who is late to school must report to the Welcome Center upon arrival and a note from the parent/guardian must be entered in the School Dismissal Manager by 10:00 AM explaining the tardiness. Students must sign in and will be issued a late pass. ***Arrive On Time.*** The school day starts at 7:50 AM. **If you bring your child to school, please keep this in mind so they can arrive in time to start their school day with the rest of their peers. Arrivals after 7:50 AM are considered tardy and attendance records reflect that**. *Students with unexcused, persistent tardiness will receive detention upon arrival to be served after school on the same day from 2:25-3:05 PM*. This policy will be enforced. Chronic tardiness does negatively impact your child's education.

EARLY DISMISSAL: Parents are strongly encouraged to schedule appointments for students outside of school hours. **If you must pick up your child early, you need to do so by 1:30 PM** since the campus is shut down to traffic after that time to allow the buses to get in and out of the school. In order to ensure the safe release of students who are required to leave school before dismissal, we have established the following procedures:

1. Please enter a note in the School Dismissal Manager by 10:00 AM indicating the reason and time that your child is to be picked up early from school, as well as who will be picking them up.

2. If there is a ***last minute*** need for an early dismissal for your child, please arrive at the school a few minutes early and your child will be called down to the Main Lobby at that time.

3. Park your car in the lot outside of the Middle School; please do not park in the bus loop. Check in at the Welcome Center, where you will be required to show your current ID and sign your child out.

NOTE: Students who become ill during the school day and who need to go home must report to the school nurse. Arrangements to go home will be made through the Health Office. **Students should not call their parents directly on their cell phones to pick them up from school; students must check in with the nurse. Only a FLMS staff member can call parents for student pick-up during the school day.**

SPECIAL SERVICES

EMERGENCY CLOSING AND EMERGENCY EARLY DISMISSAL

In September, a Demographic Validation form is sent home asking parents how they want their child to go home in case of an emergency early dismissal. Parents are asked for the names of adults to whom their child can be released in an emergency closing. Those adults should be informed that in these emergency cases, they must come into the Central Building to sign the child out.

If the Demographic Validation form is not completed, students will automatically be sent home on their designated bus; there can be no exceptions. Students will not be permitted to go home on another bus during these emergency situations.

PARENT SQUARE

The Bedford Central School District is enrolled in a program to notify parents/guardians quickly in the event of an emergency or early closing, etc. Each family in the district is asked to provide **one** daytime phone number (a direct line with NO extension), which can be used in the event of an emergency during the school day. If a phone number is not provided, the home number will be assigned as the contact number during the day. If an emergency or an emergency closing is declared during the school day, the district will initiate a PARENT SQUARE call to the parents/guardians sometimes paired with an email message.

Messages will be left on voicemail if the call is unanswered by an individual. All emergency information will also be posted on our website, www.bcsdny.org It is imperative to your child's safety that cell phone contact information be up to date; whenever information changes, be sure to contact the Main Office – 241-6162 - with details.

Fox Lane Middle School

2026 – 2027
Daily Schedule

Period & Times	6th	7th	8th
HOMEBASE 7:50 - 8:05	HOMEBASE	HOMEBASE	HOMEBASE
Period 1 8:08 - 8:51	ACADEMICS	MUSIC/UA/PE	ACADEMICS
Period 2 8:55 - 9:38	ACADEMICS	MUSIC/UA/PE	ACADEMICS
Period 3 9:42 - 10:25	ACADEMICS	ACADEMICS	MUSIC/UA/PE
Period 4 10:29 - 11:12	LUNCH	ACADEMICS	MUSIC/UA/PE
Period 5 11:16 - 11:59	ACADEMICS	ACADEMICS	LUNCH
Period 6 12:03 - 12:46	ACADEMICS	LUNCH	ACADEMICS
Period 7 12:50 - 1:33	MUSIC/UA/PE	ACADEMICS	ACADEMICS
Period 8 1:37 - 2:20	MUSIC/UA/PE	ACADEMICS	ACADEMICS
AFTER SCHOOL 2:24 - 3:00	Clubs, Extra Help, Intramurals, After School Help, ETC		

SCHOOL HOURS, ARRIVAL AND DEPARTURE

School hours are from 7:50 AM to 2:20 PM. After school activities and extra help are available from 2:30 PM until 3:05 PM. Late bus schedules will run at 4:00 & 5:15 PM.

DAILY ROUTINE

Adult supervision begins at 7:15 AM; students should not be dropped off prior to 7:20 AM.

7:15 AM-7:45 AM	Supervision begins in the cafeteria, Commons and Library Media Center. Breakfast will be served in the cafeteria.
7:45 AM-7:50 AM	All students are dismissed from the cafeteria, Commons and Library Media Center and report to Homebase.

BREAKFAST PROGRAM: A breakfast program is available daily in the school cafeteria. The meal includes a variety of breakfast menu selections. Breakfast will be free to all students for their first meal and additional food may be purchased a la carte. Students are not allowed to negatively charge any items to their account; all food must be paid for at the time of purchase. Families who qualify for free or reduced price lunch also qualify for assistance in this program. Your child's school counselor can give you information about free or reduced price breakfast and lunch; applications can also be found on our district website www.bcsdny.org

LUNCH IN THE SCHOOL CAFETERIA: Students have the convenience of a full service cafeteria and a dining room that will allow an entire grade level to eat in the same space. Lunch will be free to all students for their first meal and additional food may be purchased a la carte. Students are not allowed to negatively charge any items to their account; all food must be paid for at the time of purchase. The cafeteria service allows students to purchase several meals in advance; students may then use their Student ID Cards as "debit cards" and enter in their ID # at the cashier. If you have any questions, contact MYSCHOOLBUCKS directly: parentsupport@myschoolbucks.com or 1-855-832-5226 or visit My School Bucks and click on Help/FAQ's. This online payment service provides a quick and easy way to add money to your child's meal account using a credit or debit card.

AFTER SCHOOL POLICIES: If you would like your child to walk to the high school at dismissal time, you need to enter that in the School **Dismissal Manager** by 10:00 AM and let us know **who** they are meeting and **where** they are meeting.

AFTER SCHOOL PROGRAMS: There are a variety of after-school programs available at the Middle School. An important rule is that students may stay after school ONLY when they are with a teacher or involved in an activity.

AFTER SCHOOL TEACHER HELP: All teachers provide after-school help two days per week. Teachers post the days they stay in their classrooms. If your child is struggling in any content area, teachers will recommend this support for your child. The opportunity for this support is open to all students, whether teacher directed or not. Students are to sign up for after school help during the school day in the subject area classes. Students who will miss after school help to attend a club meeting must contact the teacher to say they will not be attending.

After school help is to take precedence over participation in other after school activities. Students should attend after school help and, when finished, join their after school activity without penalty. Students are permitted to go to a practice or rehearsal after they attend a help session as long as they have a pass from the teacher certifying that they came to after school help.

CLUBS AND ENRICHMENT ACTIVITIES: A variety of clubs and enrichment activities take place after school. Students will learn about all in an extended Homebase period early in the school year. Some typical "offerings" are: Art Club, Autism Speaks, Bel Canto Singers, C.A.T.C.H. Club, Honors Art for 8th Graders, Honors Choir, Jazz Ensemble, Model Congress, Instrumental Coaching Club, Pride in Purple, Rock Ensemble, Sinfonetta, Spanish Club, Student Government, and Symphonic Winds.

Policies Regarding After School Activities:

- In order to participate in after school activities (e.g., sporting events/practices, dances, music rehearsals, performance, etc.), **students must be in school on the day of the activity and in attendance in classes.** This attendance policy is in effect because, if a student is not well enough to attend classes or has received a disciplinary consequence such as in-school detention or in-school suspension for inappropriate behavior, he or she should not participate in activities taking place after school.

- **Students MUST be with a teacher in an extra help session or involved in an activity supervised by a teacher when staying after school.** Any student who is found loitering and not under the supervision of a teacher may have the privilege of staying after school suspended or revoked.

- **Students who wish to attend a sporting event at 4:15 PM** must first go home and then have their parent/guardian drive them back to the event; the school does not provide supervision from 3:15 PM to 3:45 PM for students who are not staying for extra help or an activity. A supervised study hall is held in the cafeteria from 2:25 PM to 3:15 PM for athletes who are participating in a 3:15 PM athletic event. Students found in the buildings or loitering on the school campus will be reported to their Assistant Principal.

- **Attending After-school Play Rehearsal at Fox Lane**
  Play rehearsal starts at 3:15 PM and students are encouraged to sign up for after-school help prior to rehearsal. For students who do not have an after-school help teacher available or who did not sign up for a class, there is a study hall in one of the music classrooms. Students should report to that classroom at 2:25 PM and begin their homework. There are computers available. Note: When a music classroom is not available for study hall, the students can join the athletic study hall in the cafeteria. Any student roaming the halls prior to rehearsal will be sent to the Main Office.

PARENT/TEACHER COMMUNICATION

CURRICULUM NIGHT: Curriculum Night provides an opportunity for parents to meet teachers and for the administration to welcome parents to the middle school. It fosters the development of the crucial partnership between school and parent. It also provides the school with an important opportunity to explain its educational mission and to outline curriculum, programs, expectations, and priorities. Most importantly, it helps to establish an educational climate in which parents are welcomed as active, contributing participants in the education of their children. In early September, parents will

receive details about this year's Curriculum Nights. Parents are strongly encouraged to attend. **Please note, this is an evening for parents only.**

PARENT-TEACHER CONFERENCES: Formal parent conferences are held in the fall each year as noted on the district calendar and are not required for all students. Conferences are typically scheduled for students who are struggling in multiple subject areas or for students who have had difficulties transitioning to life in middle school. If your child's team of teachers wishes to schedule a meeting with you, you will be contacted. Once these teacher-initiated conferences have been scheduled, the remaining time slots on the specified Parent-Teacher conference dates will be made available. Although there is limited availability during the formal conference days, parents are encouraged to contact their child's school counselor if the need for a meeting arises at any time during the year.

POLICY STATEMENTS

DRESS CODE

The purpose of the dress code for Fox Lane Middle School students is to provide guidelines for appropriate attire to be worn to school. Please note that we follow the district's guidelines. Recognizing that tastes vary, as do opinions concerning appropriateness of dress, the administration is responsible for determining guidelines that will promote a safe school environment, academic achievement and good school citizenship. Articles of clothing that may create a safety issue or cause a level of attention that detracts from the central mission of the school, may be deemed inappropriate by the school administration. Students are provided with as much freedom as possible to express their individuality within our dress guidelines.

Since fashion trends may emerge that are not specifically "covered" in the policy, the administration reserves the right to amend the policy when the need arises. The following is a set of guidelines that describes appropriate school attire. The guidelines are illustrative and do not enumerate every item that may be deemed inappropriate. We ask you to use it as a basis to form good judgments about the appropriateness of student attire. A student's dress, grooming, and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
3. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, religious practice, weight, creed, national origin, ethnic group, gender, sexual orientation or disability.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

This policy is not intended to abridge students' rights to express themselves. Its purpose is to foster a school environment in which students feel safe, comfortable, and can focus on their studies and activities. **We are asking parents and guardians to work with your child in ensuring she/he is following the school's dress code.**

The bottom line is that we should not see student skin on the following areas: stomach, chest and buttocks. If students forget about the dress code, the administration will speak privately to the students. If students do not have other clothes to change into, they will call parents to bring in appropriate clothing.

ATTENDING SPECIAL EVENTS

- FLMS special events are open to all Fox Lane Middle School students**. Students who live in the district but attend private school or students who do not live in the district are not permitted to attend such events. We welcome their attendance at all events that are open to the public like concerts and musicals.**

- **Students who are absent from school the day of an event may not attend that event in the evening.**

CELL PHONES

- New York State has enacted a law for schools termed a "cell phone ban" or the "distraction free school policy". This law prohibits students from using any internet-enabled device during the school day. This includes student use of cell phones, personal laptops, tablets, gaming devices, smart watches, etc. Students are required to put cell phones in their lockers at the start of the school day and retrieve them only when they are ready to leave campus for the day. There are no cell phones allowed in the hallways, cafeteria or classroom spaces. They are not allowed after school at sporting events, extra help or club meetings. If your child is observed using a cell phone, smart watch or any other internet-enabled device at any time during the school day, their device will be collected and brought to the office until a parent comes to collect it. A repeat of this violation may result in detention and/or a personal cell phone plan or ban from school grounds.

- There is a phone in the Main Office lobby that students may use if they need to make a phone call during school hours.

Earbuds and Headphones: Earbuds/headphones may not be used at any time on campus except when directed by a teacher. Earbuds/headphones should not be exposed on a student as she/he walks from period to period.

Cell phones and earbuds/headphones are NOT permitted before school starts, when leaving school at the regular dismissal time, and while waiting for the late bus or parent pick up after 3:15 PM. Students cannot use their phones if they are staying for after school homework help or clubs without permission until the period is over at 3:15 PM.

DELIVERY OF ITEMS TO STUDENTS WHILE AT SCHOOL: As students transition to middle school, it is important for their developmental growth to accept greater responsibility for themselves. Parents are discouraged from delivering items such as homework, lunch, gym clothes and/or instruments to school. While we understand that emergencies arise on occasion, we encourage students to plan and prepare for managing these needs on their own. Additionally, if you do make a delivery, unless your child has been instructed by you to stop by the office, we cannot guarantee that items will be delivered to him/her. If a parent is delivering something for their child, the item must be dropped off at the Welcome Center/safety desk in the FLMS Central Office Building.

ITEMS NOT ALLOWED IN SCHOOL

- **Any fireworks or incendiary devices are strictly forbidden**. Students found to be in possession of any devices of this nature are liable to disciplinary action including suspension.

- The Bedford School District has established a strict policy **forbidding the possession of guns, knives, or any other weapons**. A student found to be in possession of a weapon is subject to a suspension of several days and a Superintendent's Conference Hearing. A student may be suspended for up to one year for violating this policy. The Bedford Police will be notified if a student is found in possession of a weapon.

- **The use or possession of vaping devices, alcohol or other drugs, including cigarettes**, in the school building, on school grounds, or at a school-sponsored activity on or off site, before, during or after school shall result in notification of parents, suspension from school and possible participation in a drug education program. The Bedford Police will be notified if students are found in possession of or are involved in the sale of illegal drugs.

  Effective immediately, any student found with vaping paraphernalia and/or in the act of vaping will be suspended out of school. We consider vaping paraphernalia as drug paraphernalia.

FUNDRAISING AND SELLING IN SCHOOL

- Our students are involved in so many worthwhile endeavors and we encourage them to participate and give back to the community. However, it becomes difficult for both staff and students when it's not possible to buy from/support every fundraising effort. For this reason, we do not allow fundraising on school grounds even if it's for a Fox Lane event/organization.

- While we support the entrepreneurial spirit of our students, it is against school rules for students to sell anything on school grounds to make a profit.

LOST AND FOUND

Lost and found boxes are located in 1) each academic house lobby, 2) outside the UA office, 3) in the cubbies in the cafeteria and, 4) in the gymnasium. Items with names on them will be returned. Please make sure the student's name is in all items of clothing, on lunch boxes, sneakers and books. If the item does not have a name, encourage your children to look in these areas whenever they are missing anything.

STUDENT ID NUMBERS

All middle school students are expected to know their student ID number while in school. The ID number is used to check out library books and can also serve as a debit card for the cafeteria. If students are unsure of their ID number he/she can ask their House Secretary for it.

STUDENT LATENESS TO CLASS

There is a 4-minute passing time between classes with an audible signal which rings at the beginning and end of each period. Home base begins promptly at 7:50 AM. The bells will ring during the remainder of the day at the beginning and end of each class. Teachers are responsible for tracking tardiness to class. Unexcused tardiness will result in disciplinary action.

TEXTBOOKS

Textbooks are provided as a resource to students, and students are expected to maintain them throughout the school year. **Textbooks must be returned in June. Reimbursement of textbook costs will be requested from families whose students do not return textbooks.**

1:1 DEVICES

All of our students have the privilege of using 1:1 devices everyday in school. With that privilege comes responsibility for caring for the device and the reality that students need to experience appropriate consequences for carelessness or intentional damage.

Reporting devices in need of repair

1. Students will personally deliver their assigned devices to the student help desk in the Library Media Center and complete a repair request form.
    a. The form will ask for details of the repair needed and, in the case of physical damage, what may have happened to cause the damage.
2. Students will immediately be assigned a loaner (based on availability), which they must sign for if the issue with the device is:
    a. Due to an internal computer problem: won't boot up, no wifi, etc.
    b. Obvious accidental damage and this is the first occurrence of such damage.
3. Students will not be provided with an immediate loaner if:
    a. In the opinion of the Technology Staff the damage is intentional.
    b. There have been multiple occurrences of accidental damage, indicating a possible lack of care.
4. Students whose devices fall under bullet point #3 will be referred to the Principal for further discussion. The Principal will direct the Technology Staff to issue a loaner device at their discretion.

Reporting devices that have gone missing

Students (not their teacher) will personally report a missing device to the student help desk in the Library Media Center

1. If the student has not found their device after 2 school days, they will need to return to the student help desk and fill out a "Lost Device Form"
    a. This form will ask for details including where the device was last used and where students have already searched for their device.
    b. A loaner will not be immediately issued for a lost device. The student will be told to continue searching and return to the help desk in 2 days.
2. When the student returns after 2 days to the student helpdesk, a Technology Staff member will search the network for the student's device, and if seen on network, have the student go to the appropriate location to search.
3. If the device is not found, the student will be issued a loaner.
    a. If a student loses a device more than once (or multiple devices), the student will be referred to the Principal before a replacement will be issued.

Students who forget their device at home

Students who have left their Chromebook at home or on the bus will not be issued a loaner device. Students are expected to come to school prepared for their school day.

VISITORS TO CAMPUS

In order to provide a safe environment for middle school students, all visitors to the campus must have scheduled appointments and are required to sign in at the Welcome Center/safety desk in the FLMS Central Office Building upon arrival and wear an identity (ID) badge while they are on school grounds. Visitors will be asked to provide appropriate identification and/or asked to wait for an escort if entering another building. In the case of an emergency, visitors must speak with an administrator upon arrival. Additionally, every visitor is to turn in the ID badge and sign out before leaving the facility. No visitor may enter campus nor go into an academic house without first signing in at the FLMS Central Office Building. Middle school students are not allowed to bring student guests to school. ONLY FLMS students are permitted in school.

COURSE OF STUDY

All students at the Middle School are required to take English, Social Studies, Science and Mathematics. Students may begin the study of Spanish, Italian or French in the sixth grade. Students will also have three years of Music, Unified Arts and Physical Education. Sixth grade students will be scheduled out of Physical Education for a five-week period to participate in a Health Education unit. Participation in this sixth grade Health Course will be noted on the report card as completed but receive no academic grade. In seventh and eighth grades, students will spend one marking period in Health as part of their physical education program.

The Fox Lane Middle School has a range of programs available to students with identified academic needs. These include the support of co-taught classes, learning specialists, and Resource Room assistance. In addition, we have the services of ESL, Reading, and Speech and Language specialists. Please visit the Pupil Personnel and Special Education Department section on our website www.bcsdny.org for more information.

- **ENGLISH**

At Fox Lane Middle School, the goal of the English Department is to ensure that each student masters the essentials of literacy. Through English classes, students will grow as readers, writers, listeners, speakers, and thinkers. Through their encounters with literature, they will also become more knowledgeable and thoughtful about the world and themselves as students and as global citizens.

To encourage that growth, English teachers guide students through increasingly challenging reading and writing assignments, moving from personal experiences with books to more academic, analytic work (though students are taught to never lose the personal connection). In our curriculum, students at all grade levels study shared texts (specific stories, poetry and books as a full class) but they also work independently in reading and writing workshops. Students learn strategies for improving their skills while reading appropriate books they choose themselves, and they polish and improve the organization, clarity and voice of their writing while telling their own stories, explaining their own ideas and persuading their audience.

Our expectations for student work increase as students move through the middle school years. For instance, students will understand and apply an increasing number of grammar rules each year; they will write at greater length and in greater depth, and they will each read increasingly challenging and sophisticated books all with the goal of developing into young adults.

With the arrival of the Common Core State Standards and the New York State Next Generation

Standards, students in ELA are asked to read and analyze more nonfiction texts in order to prepare them for the different kinds of writing they will use in other content areas.

For questions about the English curriculum, contact Tricia Johnsmeyer, Coordinator of the English Department at (914) 241-6035 or pjohnsmeyer4198@bcsdny.org

- ## SOCIAL STUDIES

Students begin their middle school social studies experience exploring and developing their historical thinking skills. Through an analysis of people, places, events, and documents, students develop critical analysis skills, connect the present to the past and expand their understanding of the responsibilities and privileges that citizens have in our democratic society.

In the sixth grade, students are introduced to the middle school social studies program, which emphasizes the development of a variety of skills necessary for success in Social Studies, including note-taking, examining documents, and developing geographic and chronological reasoning. Sixth grade units include: What is Social Studies?, Physical and Cultural Geography, Early People and the Neolithic Revolution, and Ancient Civilizations.Students in the seventh grade build on the skills developed in the sixth grade, analyzing historical topics and documents of early American history. Seventh graders begin their studies learning about the growing worldview of the fifteenth and sixteenth centuries. In addition, students in the seventh grade practice critical thinking skills such as hypothesis, analysis, evaluation, and synthesis. Seventh grade focuses on Early American History from first contact through the American Civil War and Reconstruction. The eighth grade social studies student makes connections between time periods and investigates common themes and patterns in post-Civil War American history. Students use different historical lenses to analyze period documents and strengthen their academic writing to help prepare them for their transition to high school. Eighth grade continues from where seventh grade ends, examining the history of the United States from the Rise of Industry through Post-Cold War America. **For questions about the social studies curriculum, contact Jenny Olson, Coordinator of the Social Studies and Business Departments at (914) 241-6032 or jolson0829@bcsdny.org**

- ## SCIENCE

The middle school science curriculum is designed to build students' understanding of the major themes or "big ideas" of science: systems, evidence, models, explanations, constancy and change, evolution and equilibrium, and form and function. Students build on their elementary school science experiences, gradually developing an authentic understanding of the true nature of scientific knowledge and processes. Through scientific inquiry, they are encouraged to ask questions, explore explanations and take part in the scientific process. Students use technology to process and communicate information and as a tool to enhance learning. Ultimately, it is the goal that students will enthusiastically apply the knowledge and thinking skills they learn in their middle school science courses to solving real-life problems and making informed decisions.

In sixth grade, students are introduced to middle school science through a Science Foundations curriculum. The "big ideas" of science are studied through units on experimental design, the formation of the universe, electricity and magnetism, and properties of matter. Experiences that enable students to develop and refine measurement and science inquiry skills are woven into each unit.

The seventh grade curriculum shifts students' focus to life science (biology). Students develop an understanding of the differences and similarities among all living things in relation to how they function, interact with one another and their environment, and change over time. Major topics of study include life processes, chemistry of life, cells, genetics, classification, and human body systems.

Regents Earth and Space Science is the Regents-level course offered in eighth grade. Building on the skills and concepts developed in sixth and seventh grade, students expand their understanding of geology, meteorology, oceanography, and astronomy. Scientific thinking, problem-solving, and evidence-based reasoning are key components of the eighth-grade curriculum.

The course places a strong emphasis on hands-on laboratory experiences, scientific investigation, and the application of the scientific method. Students have the opportunity to complete a Regents-level science curriculum and earn high school science credit. Students who successfully complete the course, fulfill the NYS requirement of 20 laboratory hours and three required NYS Investigations, and meet the course requirements are eligible to sit for the Earth and Space Science Regents examination and, upon meeting the state requirements, earn high school science credit.

For questions about the science curriculum, contact Karyn Langke, Coordinator of the Science and Technology Department at (914) 241-6043 or klangke1254@bcsdny.org

- ## MATHEMATICS

The goal of the mathematics department is to create a learning environment where all students can develop a positive attitude towards math, become procedurally fluent, and stronger "critical thinkers." Our program fosters a spirit of inquiry into mathematical techniques and problem solving strategies where all students make sense of problems and persevere in solving them, reason abstractly and quantitatively, and model mathematics. This goal is supported by the Common Core Learning Standards (CCLS). These standards describe the attributes and characteristics of mathematically proficient students and state, "proficient students of all ages expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try various strategies, and they have the procedural and conceptual tools to continue. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically."

The mathematics program at FLMS is designed to meet the demands and rigor of the CCLS and includes the following courses:

Grade 6
Course Name: Mathematics 6
In Math 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting and using expressions and equations; and (4) developing understanding of statistical thinking. This course is differentiated to meet the needs and challenges of diverse learners. Assessments will include daily formative assessments, unit assessments, department assessments, and state assessments.

Grade 7
Seventh grade is the first of many opportunities for students at Fox Lane Middle School to accelerate their mathematics learning. At the end of 6th grade, students will be placed in one of the following

two courses, Math 7 or Math 7 Accelerated. For those students not accelerated in 7th grade, there will be another opportunity for acceleration in 10th grade.

Course Name: Mathematics 7

In Math 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area and volume; and (4) drawing inferences about populations based on samples. This course is differentiated to meet the needs and challenges of diverse learners. Assessments will include daily formative assessments, unit assessments, department assessments, and state assessments.

Course Name: Mathematics 7 Accelerated

This course includes all curricula taught in Math 7 plus 60% of the content from the Math 8 curriculum, which requires students to move at a faster pace. The Math 8 topics included are lines and linear equations, transformations, similarity, congruence, exponents, scientific notation, and parallel lines with transversals. Students are expected to think critically and to be creative problem solvers. Study skills and behavior are critical to success in this course, and the pace is such that students should expect an increased frequency and volume of work at home. This course is differentiated to meet the needs and challenges of diverse learners. Assessments will include daily formative assessments, unit assessments, department assessments, and state assessments.

Grade 8

In 8th grade students will continue their study of mathematics by taking one of two classes, Math 8 or Algebra 1.

Course Name: Mathematics 8

In Math 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course is differentiated to meet the needs and challenges of diverse learners. Assessments will include daily formative assessments, unit assessments, department assessments, and state assessments.

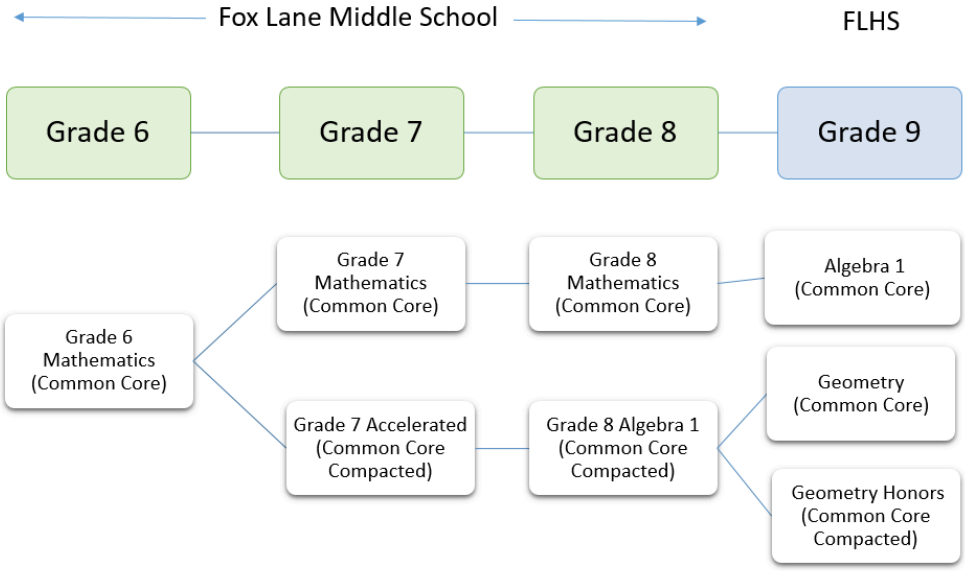
Course Name: Algebra 1 Credit: 1 High School Credit

This Common Core aligned Algebra course is typically the first mathematics course for high school students, but is offered to accelerated students at Fox Lane Middle School. It uses a problem solving approach in the study of Algebra that goes beyond rote learning in order to ensure that students have a deep understanding of algebraic concepts. Students will engage in an in-depth study of topics such as linear and exponential relationships, expressions and equations, quadratic functions and modeling, and descriptive statistics. Assessments will include daily formative assessments, unit assessments, department assessments, and will culminate with a Regents examination in June. Satisfactory completion of this course prepares students for further work in Geometry in the ninth grade, and also prepares them to be able to complete high school with Advanced Placement Calculus during their senior year. The final Algebra 1 grade appears on the high school transcript. **Prerequisite: Math 7**

Accelerated.

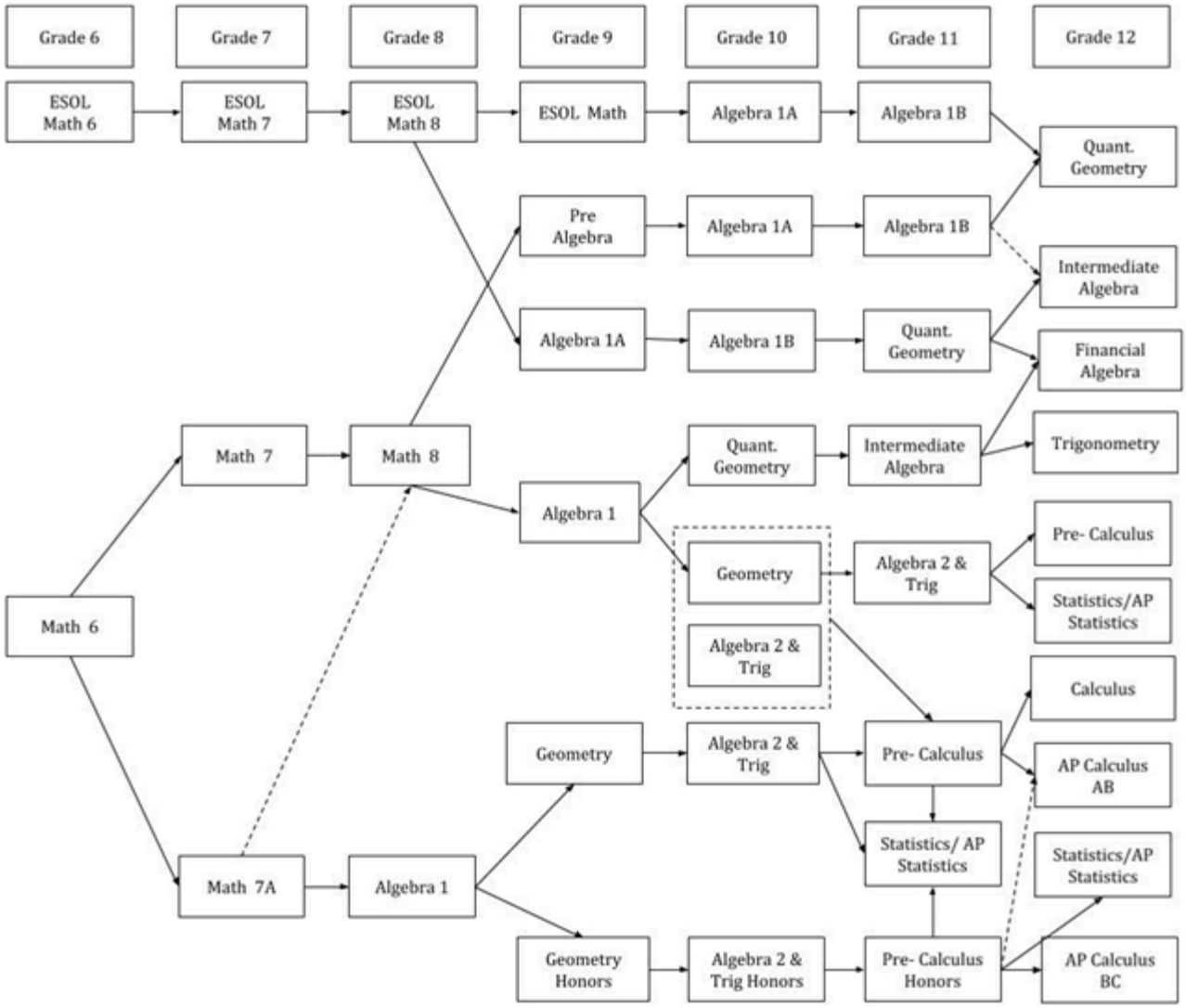
About Mathematics Placement: Our guiding principle for determining appropriate courses is to place children so that their potential for growth and success is maximized. Individual students are able to work at varying paces with increased depth and complexity at different stages in their cognitive development. Placement decisions are based on students' achievement on common unit assessments administered throughout the school year as well as their performance on several placement assessments that will be given throughout the year.

The course trajectory for middle school mathematics is shown below. Essentially, the determination for placement into an "Honors" level course is made after students complete Algebra 1. Any student who is accelerated in 7th grade will follow a sequence of courses that culminates with students taking Advanced Placement Calculus in their senior year by offering two compacted courses: "Accelerated 7th Grade (Math 7A)" and "8th Grade Algebra 1 Accelerated" as illustrated below. Students who successfully complete the Algebra 1 course and Regents will earn one high school credit.



Students are individuals and develop differently. For students who do not accelerate in middle school, there will be an opportunity to accelerate in high school by taking Geometry and Algebra 2 simultaneously in tenth grade. Please see below for a complete list of course pathways from grades 6 – 12.

Coordinator



For questions about the math curriculum, contact Tom McGinn, Coordinator of the Math Department at (914) 241-6046 or tmcginn2254@bcsdny.org.

- **WORLD LANGUAGE**

The goals of the Fox Lane World Language program are based on the New York State Syllabus, Modern Languages for Communication and The National Standards for Foreign Language Education. They address the needs of today's students preparing to meet the challenges of the 21st century. The six major goals of the language program are:

1. Students will be able to use a language other than English for communication.
2. Students will develop cross-cultural skills and understandings.
3. Students will be able to access new information and knowledge.
4. Students will develop insight into their own language and culture.
5. Students will be able to participate in multilingual communities and a global society.
6. Students will develop problem-solving skills, creative-thinking skills, and language-learning strategies.

Primary Goal

The primary goal at the middle school is the achievement of functional communication in the context of the target language culture. The functions identified in the New York State Syllabus are: socializing; providing and obtaining information; expressing personal feelings; and getting others to adopt a course of action. Functions, like language structures, are embedded in a context. Contexts include conversational situations as well as storytelling experiences.

The four skill areas of listening, speaking, reading, and writing are taught in communicative contexts with the major emphasis placed on listening and speaking. The proficiencies for each of these four skill areas are designed to stress the successful communication of meaning rather than structured accuracy. Proficiencies indicate how well the students function in the target language and to what extent they can be understood by native speakers used to dealing with non-native speakers.

A variety of instructional approaches and literacy techniques are employed to enhance the communicative nature of the curriculum. Language functions, topics, skills, proficiencies, and culture, as well as the structure and the vocabulary of the language, are combined to offer opportunities for authentic language development.

The topics listed below will form the basis for student communication in the first-year program. Students will focus on biographical information/personality traits, physical characteristics, family, food, home life, and clothing.

First-Year Learning Outcomes

The student will learn the simple structures needed to function within the language such as: formation of statements and questions, negative statements, noun-adjective agreement, possessives, object pronouns, and noun and verb vocabulary specific to each unit. A student in the first-year program at the middle school will:

- Socialize by greeting, introducing, thanking, and providing salutations
- Provide and obtain information about oneself and others as it relates to biographical information and other various topics
- Describe oneself and others and make comparisons

- Express personal feelings, opinions, and likes and dislikes as they relate to home life, clothing, shopping, and food

Second-Year Learning Outcomes
The topics listed below will form the basis for student communication in the second-year program. Students will focus on sports and leisure, house and home, town and country, meal taking, and entertainment. In addition to what the students learned in the first year's program, a student in the second year will:

- Provide and obtain information about someone's home
- Describe rooms and furniture
- Compare and contrast the town in which the student lives and target culture towns/cities
- Obtain information from a restaurant menu and place an order
- Express needs and wants while dining
- Provide and obtain information and express opinions about entertainment options
- Extend, accept and decline invitations
- Convince/persuade others to participate in an event or activity

Third-Year Learning Outcomes
The topics listed below will form the basis for student communication in the third-year program. Students will focus on physical environment, travel, education, foods, health and welfare and a comprehensive three-year review. In addition to what the student learned in the first and second year programs, a student in the third year will:

- Prepare regional dishes using target language recipes
- Provide and obtain information about someone's health, express feelings about someone's health or condition
- Provide and obtain information about education topics
- Provide and obtain travel information to plan a trip
- Express feelings and emotions in various thematic situations
- Convince and persuade others to participate in social interactions
- Express and resolve problems at school

The third-year program equates to one high school credit. The grade in this class will appear on the student's high school transcript.

Spanish Language Arts and Spanish Home Language Arts for grades 6, 7 and 8

The SpanishLanguage Arts course at FLMS serve our district's DLBE students as they continue their Spanish language literacy growth. Home Language Arts recognizes the language and culture of the newcomer and heritage language Spanish speakers as a valuable resource which should be nurtured, maintained, and strengthened. The courses build upon the students' Spanish proficiency, taking advantage of what is already present and enhancing the completely structured communication system with which each student arrives.

Language learning is usually identified by the four skill areas of listening, speaking, reading, and writing. Within each of these skill areas and from one skill to another, our SLA and HLA speakers

exhibit a wide range of linguistic proficiency, and the major portion of skill development is taught within a content-based curriculum where oral and written communication can be addressed in a more meaningful way. Integration of the students' language and cultural knowledge allows for the development of literacy skills around the interests, strengths and needs of the students. Furthermore, the SLA and HLA courses help both the emerging and heritage language speakers to develop the cross-cultural, problem solving, and general language learning skills that are essential dimensions of language study and human development.

For questions about the World Language program, contact Lorraine Minotti, the Coordinator of the World Language Department at (914) 241-6185 or via email lminotti2809@bcsdny.org

- **ENGLISH to SPEAKERS of OTHER LANGUAGES**

The ESOL Department provides English language learners (ELLs) excellent instruction in English while promoting academic achievement, acculturation, and school membership. Students in the Bedford Central School District speak a wide variety of languages at home, including Albanian, French, Georgian, Hungarian, Italian, Korean, Mandarin, Portuguese, Spanish, Thai, and Tagalog.

ESOL teachers provide intensive instruction to develop students' listening, reading, speaking, and writing skills. Students at the entering, emerging and transitioning levels of English proficiency study language and content with ESOL teachers in sheltered classes in preparation for the curricular challenges at the middle and high schools. In addition to their ESOL classes, ELLs engage fully in grade-level mathematics, physical education and unified arts. As students acquire English, they are integrated into mainstream courses in ELA, science, and social studies while receiving ongoing instruction from their ESOL teachers.

FLMS offers three program options for ELL eligible students:

1. Freestanding English as a New Language (ENL)
2. Transitional Bilingual Education (TBE)
3. Dual Language Bilingual Education (DLBE)

For questions about ESOL/bilingual programs and services, contact Adrienne Viscardi, Director of ESOL Programs, at (914) 241-6080 or aviscardi1133@bcsdny.org

- **SPECIAL EDUCATION**

A full continuum of special education services are offered at Fox Lane Middle School. Programmatic decisions and placements are determined by the Committee on Special Education. Detailed information regarding our continuum of services can be found on the BCSD website.

For questions about Special Education Services, please contact:
Ms. Michele Zaino, Secondary Superintendent 241-6159

Ms. Deana Longden, Coordinator of Special Class Programs 241-6113

Ms. Sara Price, Secondary Coordinator 2421-6021

- ## MUSIC PROGRAM

PROGRAM OPTIONS BY YEAR:

6th Grade: Band, Chorus, Orchestra, or Exploratory Music

7th Grade: Continue with Band, Chorus or Orchestra
Exploratory Music students will continue with Exploratory Music, Applied Guitar or Applied Piano. (These assignments are at the discretion of the music teacher.)

8th Grade: Continue with Band, Chorus or Orchestra
Exploratory Music students will continue with Exploratory Music, Applied Guitar or Applied Piano. (These assignments are at the discretion of the music teacher.)

Students in Band, Chorus and Orchestra attend ensemble rehearsals every other day as part of their regular daily school schedule. Additionally, Band, Chorus and Orchestra students are scheduled for weekly rotational lessons in the same manner as elementary and high school students. Small group rotational lessons allow students to learn specific instrument and vocal fundamentals such as technique, articulation, fingerings, trill fingerings, tone production, vocal diction, vowel placement and much more. Furthermore, these rotational lessons allow the music teacher to provide individualized instruction to students. Students are expected to make up work for all missed classes when attending rotational lessons. The academic teams and the music teachers work together to ensure that the rotational lesson experience runs smoothly and does not impact student learning of other core subjects in a negative manner.

Participation in evening performances is required for Band, Chorus and Orchestra students as these performances are an extension of the daily performance curriculum.

Once a student begins a course of musical study in September, he or she may not discontinue this study until the next academic year. Exceptions to this may include a documented medical problem or overwhelming lack of musical progress. These changes must be approved by both the incoming and outgoing music teacher, and the performing arts coordinator.

For questions about the music program, contact Matt Vanacoro, K-12 Coordinator for Performing Arts at (914) 241-6072 or mvanacoro1114@bcsdny.org.

- ## UNIFIED ARTS

Unified Arts encompasses 3D & 2D Visual Arts, Applied Design, Trades, and Technology/Engineering. Through four rotations through the different disciplines, students develop essential skills: their ability to use innovative and entrepreneurial thinking, engage in the creative process and reflective practice, and develop their personal aesthetic and their engineering minds. Through the 3 year sequence, students will experience Visual Art 3D Design (functional design, sculpture, ceramics); Applied Design (industrial design, graphic design, entrepreneurial design challenges); Visual Art 2D Design (drawing, painting, printmaking, collage); and Technology/Engineering (Robotics and 3D modeling). Instruction is focused on engaging the student in work that is meaningful, where students are empowered to pursue their own ideas while developing relevant skills and processes. Students must solve a variety of construction and design problems, visually express themselves clearly and concisely, incorporate appropriate materials, and complete their projects in a way that satisfies their own developing aesthetic sensibility.

As part of the Trades Curriculum, Unified Arts provides students with foundational experiences that connect creative design, hands-on problem-solving, technology, and engineering. These experiences introduce students to the skills and mindsets that are essential across a range of trades and technical pathways, while helping students recognize the connections between creativity, design, and the world of work.

Essential Concepts

6th Grade-
<u>Spatial Understanding (H,W,L,D)</u>
Rationale:
The essential concept of Spatial understanding provides students the ability to explore and depict the world as observed and as a reflection of the understanding of advanced concepts and principles of drawing, design and sculpture.

Major concepts:

- Drawing concepts - creating illusion of visual space (1 point perspective)
- Shading, shadow- creating the illusion of 3D forms
- Color theory basics - Mixing , blending tints and shades
- Measurements- using digital and manual tools to build and design
- 2D to 3D - manual and digitally drawing plans to build or 3D print an object

Outcomes:

- Using different mediums to create visual representations of skill-based and choice-based projects
- Being able to measure accurately using digital and manual tools to build and print 3D projects
- Design and create using 3D Modeling software to 3D print any object
- Draw thumbnail sketches, Multiview and Isometric drawings both by hand and using a CAD program to solve a skill based problem.

7th Grade-
<u>Intro to systems-Understanding Systems/Using Systems</u>
Rationale:
Applying a systematic approach (thumbnail sketches and isometric drawings) to work through skill-based learning activities that reinforce the spatial understanding concepts integrated in 6th grade. These learning experiences will build each year from 6th - 8th grade in which students will use previous knowledge while working through individualized content driven Problem Based Learning Activities (PBLA).

Major Concepts:

- Creative choice based learning and skill based units in drawing, design and sculpture
- Painting skill-builders for application and color theory understanding
- Building skill-based units focusing on measurement , attachments and strength
- Automation/Robotics
- Applied systems

Outcomes:

- Using different mediums to create visual representations of skill-based and choice-based projects specific to 7th grade curriculum
- Being able to measure accurately using digital and manual tools to build and print 3D projects
- Further developing creative skills, and choosing materials for application in 2D&3D art projects
- Build and use vex robotics mechanical systems
- Understand how to use Automated systems to complete a PBLA

8th Grade-
Process of Design
Rationale:
Students in the eighth grade explore problem solving, both as a creative exercise and as a linear and technical learning experience in order to produce an optimal outcome or product.
Students grow in confidence by building from previous experiences as they learn to solve complex and challenging problems. Students increase their independent thinking and become more empowered through choice based learning.

Major Concepts:
- Problem solving multi-faceted skill based units (linear/technical and creative)
- 9 Studio habits of Mind
- Researching artist and ideas to deepen their understanding knowledge
- Identify and Define problems
- Developing and Testing solutions
- Analyze and Measure results
- Create/build models
- Team dynamics- working together to grow together

Outcomes:
- Using different mediums to create visual representations of skill-based and choice-based projects specific to 8th grade curriculum
- Being able to measure accurately using digital and manual tools to build and print 3D projects
- Further developing creative skills, and choosing materials for application in 2D&3D art projects
- Use Design Process to work through a PBLA

For questions about the unified arts program, contact Heather Kranz, K-12 Coordinator for Visual Art at (914)241-6189 or by email hkranz0584@bcsdny.org

● PHYSICAL EDUCATION AND ATHLETICS

In keeping with the philosophy of education followed by Fox Lane Middle School, we provide a physical education program that emphasizes understanding and development of both the mind and body. It is the role of the Physical Education Department to provide an opportunity for all students to engage in activities that support this growth and lifelong learning.

Students are expected to:
1. Participate actively in a daily PE Class.
2. Change into **appropriate athletic attire** for activities.
3. Remove all jewelry before class begins.
4. **Secure belongings in gym lockers** (if lockers are being used).

5. Demonstrate school-wide CARE expectations.

Students are issued a locker to use throughout the course of the year. Each locker should contain: shorts, t-shirt, socks, sweatpants, sweatshirt, and deodorant. Students are responsible for ensuring all personal items such as iPods and cell phones are **stored securely in their regular school lockers**. Sharing lockers or combinations is strictly prohibited. **Gum chewing is not permitted in the gymnasium**. Frequent violators may receive **lunch detention**.

Medical Policy: A parent/guardian note may excuse a student from participation for up to two days due to illness or injury. The note must include the specific dates of inactivity and the reason. During this time, students are still expected to dress for class and complete an **Alternative Physical Education Assignment**. A doctor's note is required for absences longer than two days and must include the reason for exclusion, expected return date, and clearance to participate. Students with long-term injuries or illnesses will be required to complete a **Physical Education Project**.

Adaptive Physical Education is an extension of our PE program and is available through a student's Special Education plan when mandated.

Activities offered throughout the year include:

Flag Football | Soccer | Field Hockey | Volleyball | Tennis | Project Adventure | Hiking | Bowling
Floor Hockey | Gymnastics | Basketball | Team Handball | Dance | Belay Training | Step Aerobics | Lacrosse | Softball | Ultimate Frisbee | Speedminton | Yoga | Fitness Training/Wellness | Bedford Challenge Course

MODIFIED SPORTS PROGRAM (*INTERSCHOLASTIC*): The Modified Sports Program allows middle school students to compete in interscholastic sports. These are **competitive teams**, not intramurals, and require registration through **Final Forms** along with medical clearance. Only 7th and 8th grade students are eligible to play a modified sport. Registration information can be found on the district website.

Students staying after school for sports must be supervised before practices or games begin. They may attend an athletic study hall or remain with a teacher. **Students arriving at school after 10:30 AM, or who are unable to participate in Physical Education due to illness or injury may attend games as spectators but may not participate.** Mandatory pre-season meetings are held after school in the FLMS gymnasium. Visit the FLMS Intramural and Modified Sports page for more details and forms.

MODIFIED SPORTS ELIGIBILITY: Eligibility for participation is based on academic performance during the marking period preceding or coinciding with the sports season:

Season	Marking Periods Used to Determine Eligibility
Fall Sports	4th marking period of the previous year
Winter Sports	1st marking period of the current year
Spring Sports	2nd and 3rd marking periods of the current year

Ineligible Status

1. A student who receives **three level "3" grades** in effort and/or conduct from different teachers in a marking period is **ineligible**.

2. A student who fails Physical Education is **ineligible** for the immediate next season.

3. A student who fails **any combination of three classes** with a grade of 65 or below in a quarter prior to the season is ineligible - except for failures in the 4th quarter.

Probationary Status

1. A student with **two level "3" effort/conduct grades** may participate but will be placed on probation. A satisfactory interim report is required to remain on the team.
2. A student with **two D's or F's** in a quarter may also participate on academic probation and must raise grades to a C or better on the interim report.
3. A student who fails during the 4th quarter will begin the following year on academic probation and must show improvement within five weeks.

Suspensions

1. Students who are suspended may not attend practices during the suspension and must miss the next competition.
2. A second suspension during a marking period results in removal from the team for the season.

The administration reserves the right to revoke eligibility at any time due to academic or behavioral concerns. Reinstatement is subject to approval by the administration, Athletic Director and Coach.

For athletic questions or participation requirements, Adam Lodewick, Director of Physical Education & Health and Athletics at 914-241-6167 or alodewick4708@bcsdny.org or Mike Tomassi, Assistant Physical Education & Health and Athletics at 914-241-6147 or mtomassi3178@bcsdny.org. Visit the FLMS Athletics website for more information.

- **HEALTH**

At FLMS the mission of Health Education is to increase students' knowledge, skills, attitudes, and behaviors that promote their own intellectual, emotional, social, and physical well-being. We believe that Health Education is a combined responsibility of school, community and home. We hope to inspire our youth to become responsible for their overall wellness in order to choose healthy lifestyles that enhance behaviors both now and in the future.

We envision the Middle School Health student becoming health literate based on National Health Education Standards. Students will leave the middle school as critical thinkers, responsible citizens, self-directed learners, and effective communicators.

National Health Education Standards:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.

- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family and community health.

At FLMS all students receive Health Education:

6th Grade: Students attend Health class for five weeks during one quarter of the year. During this time we focus on topics including basic nutrition, the immune system, HIV/AIDS, mental and emotional health, and digital citizenship.
7th Grade: Students attend Health class for a full quarter. During this time we focus on topics including nutrition, digital citizenship, mental and emotional health, CPR, and human growth and development.
8th Grade: Students attend Health class for a full quarter as well. During this time we focus on substance abuse, mental and emotional health, healthy relationships, reproductive concerns (STIs), and digital citizenship.

For questions about the Health Education program, please contact Adam Lodewick, Director of Department of Health, Physical Education and Interscholastic Athletics at (914) 241-6167 or alodewick4708@bcsdny.org

TECHNOLOGY

Use of Internet-Enabled Devices During the School Day

Student Acceptable Use Policy

The use of a computer network and technology tools, including the Internet, is a powerful and valuable educational and research tool. Technology provides a forum for learning various software applications and through online databases, websites and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the District's computer network, technology hardware and the Internet must understand that use is a privilege, not a right, and that use entails responsibility. All hardware, software, storage media and devices, network accounts, and other technology at the District's schools and/or facilities are property of the District. The District reserves the right to control access to the Internet for all users of its computers and network. The rules and regulations governing the responsible use of the District's computer network system (inclusive of hardware and software) and access to the Internet are linked above. All students are expected to adhere to the Acceptable Use Policy.

Per the district policy, personal technology use by students is permitted during the school day for instructional purposes and/or in approved locations only. Teachers will indicate when and if classroom

use is acceptable.

HOMEWORK

It is our belief that homework is an essential element of a student's middle school education. Homework extends the learning time for students. It provides them with opportunities to reinforce, practice, and apply skills and concepts. In addition, through homework assignments, students can check their understanding of what has been taught, develop time management and study skills, prepare for assessments, and engage in individual challenges.

General homework amounts: Guidelines: Although individual assignments may vary, the amount of time homework assignments take for individual students varies according to each student's ability to focus, the level of readiness and the pace with which the student works. Please communicate with your child's teachers if your child is consistently having difficulty completing homework assignments.

Students who play musical instruments or participate in the vocal program at school are expected to practice an average of two hours per week. Students are expected to make up homework they have missed as a result of being absent.

Weekend and vacation homework: Weekends are a good time to read, review for tests, organize notebooks and binders, and work on long-term projects. In addition, vacation time is a good time to enjoy reading for pleasure, writing letters, playing word games, and doing other activities which encourage students to practice skills. Students will occasionally receive vacation or weekend homework. While these assignments are usually connected to long-term projects, students may need to spend weekend time catching up on missed work or doing specific tasks.

Typical homework assignments: Typical homework assignments include reading and writing tasks; preparing for tests; practicing mathematical skills; engaging in problem-solving; completing lab reports; interpreting documents and data; constructing graphs, charts and tables; researching; and note-taking.

While the primary responsibility for copying homework lies with each student, FLMS teachers maintain their own websites which typically include homework assignments.

Coordination of assignments: Teams maintain a calendar to chart long-range projects, tests and important school events to minimize overlap. World Language, ESOL, Music, Unified Arts, and Physical Education teachers are not assigned to teams and make every effort to coordinate their large projects with teams, whenever possible.

Helpful Hints: Students should take full advantage of after school help. Every teacher stays two afternoons per week to help students with their academic responsibilities. This includes test preparation and test correction, review, clarification of concepts, and help with specific assignments. Teachers post their after school schedules outside the classroom doors. Students sign up for after school help in class on the days they attend. Students and parents should communicate with teachers about homework issues. Students should use their homework assignments as an opportunity to develop time management skills. Students should read independently throughout the

year and during the summer.

GRADING, REPORT CARDS

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 - 89	C+	77 – 79	D	65 - 69
A	90 – 96	B	80 - 86	C	70 – 76	F	Below 65

The rubric on the following pages 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.

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

For eighth graders only, teachers will include a statement about the student's program level in English, Social Studies, Science, Math, and World Language. The purpose of the statements is to communicate to students and their parents more information about the nature of the student's academic program. We want to continue to acknowledge the work and efforts of all students and, at the same time, communicate an accurate assessment of how the student is performing relative to the expectations of the grade level. Therefore, eighth graders will receive one of the following statements for each academic subject each marking period:

- **Student earned this grade in a program that is more challenging than typical for the 8th grade.** This statement is appropriate for students in accelerated math and accelerated world language programs and for those who consistently work on differentiated assignments that are more challenging than the mainstream program.

- **Student earned this grade in a program that is typical for 8th grade.** A typical program allows for students to work with different types of materials and assignments. This statement is appropriate for the majority of mainstream students in most classes even though they may, at times, work on "above grade level" assignments.

REPORT CARDS: All students receive report cards four times a year at ten-week intervals. Report cards in Physical Education and some special programs are done separately and reflect the student's achievement in the various skills that were the focus of that unit of study.

STANDARDIZED TESTING

The following are New York State Education Department tests administered in the Middle School:

Grades 6 & 7: New York State Assessments English Language Arts (ELA) and Mathematics; New York State English as a Second Language Achievement Test (NYSESLAT) for ELLs

Grade 8: New York State Assessments English Language Arts (ELA), Mathematics and Science (Performance and Written); New York State English as a Second Language Achievement Test (NYSESLAT) for ELLs

FOXES CARE

COLLABORATION, APPRECIATION, RELATIONSHIPS, EMPATHY

FOXES CARE, includes the tenets of *collaboration, appreciation, relationships, empathy,* and encourages a more positive learning environment for everyone at FLMS. The behavioral expectations for students include all areas of our school: classrooms, cafeteria, gymnasium, shelter, commons, hallways, lobbies, bridges, and buses. The following pages reflect the FLMS behavior matrix. At the beginning of each year, we teach and re-teach these expectations to our students, and throughout the year, we recognize and acknowledge them when we see these behaviors in action.

Our school rules specifically address respect for self and others, provide for a safe school environment and ultimately will optimize the instructional/learning environment. We apply positive reinforcement and consistent consequences for all students. By detailing every expected behavior and teaching students to behave in a positive way, we provide a common language for everyone in our building including students, teachers and our support staff. We believe that by helping students practice good behaviors, we will build a school community where all students have a safe and nurturing environment where they can succeed and grow. We know that when good behaviors and good teaching come together, our students will excel in their learning. All of us are committed to living the tenets of CARE, and our goal is to continue building a better Fox Lane community.

FLMS is not immune to the rising number of national incidences involving bullying. Just as the tenets of FOXES CARE are grounded in research on pro-social behavior, so too are our on-going efforts regarding bullying prevention. We actively work at defining bullying and educating staff and students about the signs of bullying and the roles of the bully, bystander and victim. We will continue our efforts to educate students, staff and parents on bullying prevention, as well as continue to institute a progression of appropriate responses to bullying situations.

FOX LANE MIDDLE SCHOOL BEHAVIORAL EXPECTATIONS

COLLABORATION, APPRECIATION, RELATIONSHIPS, EMPATHY

The behavioral matrices that follow clearly outline the ***Foxes CARE*** expectations for all students in each of the areas of our school. Please be sure to review the matrix with your child periodically throughout the year. Family involvement in this process is a critical component of its success.

FOX LANE MIDDLE SCHOOL CARE MATRIX

	COLLABORATION	APPRECIATION	RELATIONSHIPS	EMPATHY
CLASSROOM	- Work respectfully in groups or pairs - Contribute equally to group projects - Help organize shared supplies - Listen to others' ideas without interrupting	- Thank classmates who help you - Let your teacher know when a lesson/activity helped you learn - Use polite language like "please" and "thanks"	- Compliment others' good work - Respect personal space and materials - Be inclusive during activities	- Support peers if they make mistakes - Offer encouragement rather than criticism - Be patient when others need extra time
HALLWAYS	- Walk on the right side to keep traffic moving - Hold doors open for others - Remind a peer of expectations calmly	- Say “thank you” when someone holds a door - Acknowledge custodians who keep hallways clean	- Greet teachers and classmates respectfully - Help someone find their classroom or locker - Walk with someone who looks lost or upset	- Avoid crowding or teasing others - Recognize when someone might need space - Offer help if someone drops something
CAFETERIA	- Share table space and include others - Help clean up your area even if it’s not your mess - Follow lunch line procedures	- Thank lunch aides, monitors, and cafeteria staff - Appreciate different food choices and cultures - Use polite table manners	- Let someone new sit with you - Include classmates who may feel left out - Avoid saving seats or excluding others	- Understand if someone prefers to eat alone - Be considerate of allergies or dietary needs - Don’t comment negatively on someone’s lunch
BUSES	- Sit with classmates without arguing	-Thank the bus driver at the end of the ride	- Make room for someone who needs a seat	- Be patient during long or crowded rides

	- Help keep the bus clean - Follow safety rules together	- Respect the bus driver's directions - Don't shout or disrupt others -Don't distract the bus driver from getting you home safely	- Use kind words even when frustrated - Introduce yourself to someone new	- Offer to help someone who's carrying a lot - Notice if someone is uncomfortable or being left out
AFTER SCHOOL	- Encourage teammates during games or practices - Share materials or supplies - Be flexible with roles/responsibilities -Follow after school rules ● Stay in assigned area or with teacher ● Be with a teacher until 3:05pm ● Be in the cafeteria until 4pm	- Congratulate teammates, win or lose - Thank coaches, advisors, and helpers - Show sportsmanship	-Invite others into conversations or groups - Celebrate others' talents and contributions - Be honest and fair during games or performances	- Be understanding if someone needs extra support - Offer to stay after to help clean up - Notice when someone might be having a tough day and check in

Fox Lane Middle School utilizes teacher and administrator interventions and processes to manage infractions of behavioral expectations. **Minor Incident Reports (MIR's)** and **Office Referral Forms** are used to document inappropriate behaviors and issue consequences.

Our progressive system of disciplinary actions may include the following:

- Oral apology
- Written apology
- Parent contact via phone or mail
- Teacher/Parent conferences
- Confiscation of inappropriate property
- Mediation
- Parent conference at school
- Assistant Principal/student conference
- Denial of after-school clubs/activities
- Loss of social privileges

- Lunch detention
- School community service
- Repair/restitution
- Principal's detention afterschool
- Full day in-house suspension
- Out-of-school suspension
- Referral to the Superintendent
- Referral to the Police
- Criminal prosecution

HEALTH OFFICE

The Health Office is staffed by a Registered Professional Nurse and meets the New York State mandates for physical examinations, immunizations, first aid, and various screening procedures. If a student becomes ill during school, parents are notified. The student may then be picked up at the Health Office in the middle school Central Building.

PHYSICAL EXAMINATIONS: New York State Education Law requires that all children have a physical examination upon initial entrance to the school district and at grade levels K,1,3,5,**7**,9 and 11. A dental examination is also recommended. Parents are urged to have these examinations done by their health care provider and dentist because they have a better knowledge of the child's health. Physical examination and dental forms to be completed by your health care provider/dentist are available on the district website and from the school nurse.

SPORTS PHYSICALS: An annual physical is required of all students participating in sports. Sports physicals are given by our district physician three times per year prior to the beginning of each sports season for students participating in the Modified Sports or APP Program (only 7th and 8th grade students are eligible). The health examination for qualifying a student's participation in interscholastic athletics is valid for a period of 12 continuous months- through the last day of the month in which the exam was conducted; and through the entire sports season, even if the exam's expiration is before the season is completed. Private health care provider physicals are also accepted if given within the year and recorded in the Health Office. The district physician must approve all physicals, private or otherwise, for participation in a sport.

IMMUNIZATIONS - New York State Education Law requires the following:

6th Grade:

Tdap: All students entering 6th grade and are 11 years of age or older must receive an immunization called Tdap. To remain in school, the Health Office must be given proof that Tdap was administered.

7th Grade:

MENINGOCOCCAL: One dose of the meningococcal conjugate vaccine (MenACWY; sometimes abbreviated as MCV4; brand names Menactra or Menveo) will be required for entry into 7th grade.

All physicals and immunization records that are signed by a health care provider can be brought to the Health Office, emailed to bingraldi1938@bcsdny.org, faxed to 914-864-3413 - attention School Nurse, or mailed to Fox Lane Middle School - 632 South Bedford Road, Bedford, NY 10506.

DISPENSING MEDICATIONS TO STUDENTS DURING SCHOOL HOURS

ALL medications, **both prescription and non-prescription,** administered at school by the Registered Nurse or taken by a student who is able to self-administer their own medication, **must have a licensed health care provider order.** Therefore, any over-the-counter medications, such as Tylenol, Motrin, lotions, etc., cannot be administered to the student unless there is a health care provider order.

Parent/Guardian must comply with the following requirements:

1. The health care provider and parent/guardian must complete a two-part General Medical Authorization form. There is also a separate specific medication form for students needing Benadryl or Epinephrine (Epi-pen). Forms are available in the Health Office or on the district website. **NO MEDICATIONS CAN BE GIVEN** unless the form is completed and on file in the Health Office.

2. Students **CANNOT** deliver or pick up their medication. The parent/guardian must deliver the medication directly to the Health Office with a health care provider order, in a properly labeled container by the pharmacy with your child's name, the name of the medication, dose and the time of administration. Over-the-counter (OTC) medications must be labeled with the student's name and in the original unopened container.

3. A new General Medical Authorization form is required at the start of the school year and expires on the last day of class.

4. All medications must be picked by the last day of class by a parent/guardian.

SCHOOL POLICY REGARDING BRINGING MEDICATIONS: Students are not to bring medications into school AT ANY TIME. If they do, the medication will be taken from the student and the parent/guardian notified. The medication will NOT be given until the parent/guardian comes to school to do so. Medication will be disposed of if not claimed by the parent/guardian. This rule also applies to medication left in the Health Office at the end of the school year.

DIETARY RESTRICTIONS AND CELEBRATIONS: In order to maintain the safety of all of our students as well as to cultivate a spirit of inclusivity around eating and celebrating, please be mindful that some of our students have food allergies and/or other special dietary restrictions. It would be most appreciated if prior to sending food to school for a celebration or special event, that you inform the appropriate staff member ahead of time. If the food that is sent into school does not have an ingredient label, it would be especially helpful to let your child's teacher or event supervisor know where the food was purchased. Our goal is to ensure that all of our students have an opportunity to be fully participatory during their time here at FLMS.

For questions about the Health Office, call Barbara Ingraldi, RN at (914) 241-6131 or bingraldi1938@bcsdny.org.

FOX LANE MIDDLE SCHOOL ASSOCIATION (FLMSA)

The Fox Lane Middle School Association is the parent organization for the school and is open to all

families of children in the school. Projects are carried out in cooperation with administration and faculty in order to foster a strong partnership between home and school.

Most functions of the association are coordinated by standing and special committees headed by one or two chairpersons. It is preferred that chairs serve for two years, the first for learning and the second for leadership. The FLMSA Board consists of two Co-Presidents, Vice President, Treasurer, and Communications and Recording Secretary. This Board serves to transact the necessary business of the association.

Parents are encouraged to check the FLMSA website on a regular basis for parent information. It can be accessed directly from the FLMS website at www.bcsdny.org. In addition, FLMSA publishes e-notes on a weekly basis to keep families informed of current news and events.

Bedford Central School District
Inspiring and Challenging Our Students

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September 2025

Dear Parent/Guardian:

This important booklet is meant to provide you with information about Middle School programs and procedures.

Please sign this sheet indicating your understanding and that you have reviewed its contents with your child; then, please have your child bring it to school where it will be collected in Homebase.

Thank you for your attention to this matter and continued support.

Very truly yours,

Mary Harrison
Principal

_____ _____
Print Student Name Parent/Guardian Signature

Bedford Central School District
Fox Lane Middle School Campus
P.O. Box 298
Mt. Kisco, NY 10549