



Parent Brochure
2019-2020



Bilingual and English as a New Language Education

Elementary

Family Engagement

Handbook

WELCOME!



Bilingual and ENL Department
631-434-2511

Wanda Ortiz-Rivera, Assistant
Superintendent for Bilingual
Services K-12 & Student Intake
wortiz@bufsd.org

Paula Ribeiro-Manikas, Assistant
Coordinator of Bilingual and ENL
Programs K-12
pribeiro@bufsd.org

Maria Rodriguez, Assistant
Coordinator of Bilingual and ENL
Programs K-12
mrodrigu@bufsd.org

Mary Alice Gans, Bilingual and
ENL High School Department
Chairperson
631-434-2501
mgans@bufsd.org

Karen Morgan, TOSA
SIFE Liaison and Embedded
Coach
kmorgan@bufsd.org

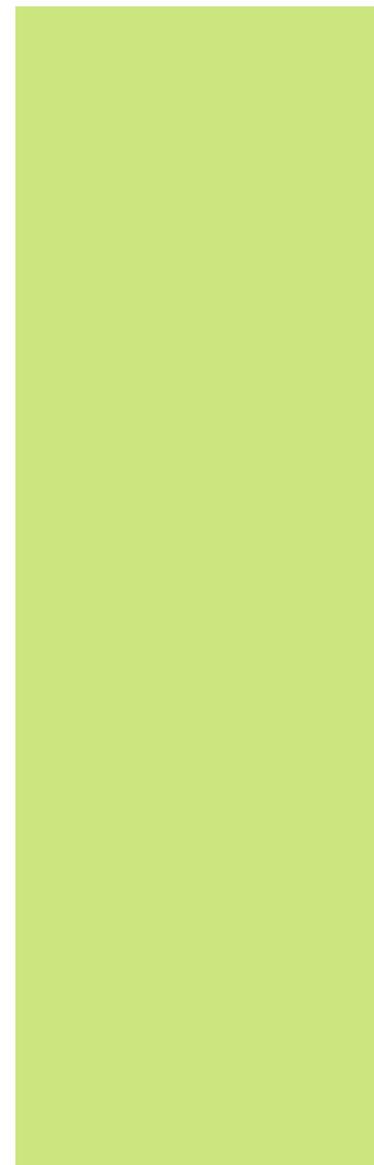
Inside this Issue

- * Table of Contents.....2
- * Board Members , Central Administration and Mission Statement3,4
- * Schools in the District.....5,6
- * PTA-Parent Teacher Association 7
- * NEW Parent Advisory Council–PIQE8
- * Community Plaza9
- * FAQ.....14-15
- * Vaccines.....17
- * Curriculum.....13-15
- * Report Cards24
- * Title III Before and Afterschool Programs.....26
- * Parent Rights29
- * Resources for Parents...36-42
- ♥ Learn English for Free.....30
- ♥ Parent Portal.....27
- ♥ Digital Subscriptions.....33-34
- ♥ Help with Housing36-37
- ♥ Connections-Family Bereavement Program41
- ♥ Our Family Community Center .42

Bilingual and English as a New Language Education Parent Handbook

Table of Contents

<u>Mission Statements</u>	3,4
<ul style="list-style-type: none"> • Board of Education Mission Statement • Bilingual & ENL Department Vision & Mission 	
<u>Schools in the District</u>	5,6
<ul style="list-style-type: none"> • Elementary Schools addresses and telephone numbers • Secondary Schools addresses and telephone numbers 	
<u>Parent-Teacher Associations-PTA</u>	7
<u>NEW-PIQE</u>	8
<u>Community Plaza</u>	9
<u>Student Identification & Placement and Program Models</u>	10-13
<ul style="list-style-type: none"> • What is the initial identification procedure for ELLs/MLLs in New York State? Flow Chart • When is the NYSITELL administered? • What is the NYSESLAT? How long may a student remain in a Bilingual Program • <i>Program Models</i> • Transitional Bilingual Program • English as a New Language Program (ENL) 	
<u>Frequently Asked Questions (FAQs)</u>	14-15
<ul style="list-style-type: none"> • <i>New York State Regulations</i> • What is the purpose of Commissioner’s Regulation Part 117? • What is the purpose of Commissioner’s Regulation Part 154-2 	
<u>Myths vs. Facts</u>	16
<u>Vaccines</u>	17
<u>Student Attendance & Illness Notification</u>	18-21
Notes for absences, lateness, and what you should do if you decide to move	
<u>Code of Conduct</u>	22
<u>Curriculum</u>	23-25
<ul style="list-style-type: none"> • What is the curriculum in place for Bilingual & ENL programs grades K-12? • Report Cards • Common Core Standards 	
<u>Title III Before & Afterschool Programs</u>	26
<ul style="list-style-type: none"> • What is Title III? • What Title III Programs are available at BUFSD? And Where are they offered? 	
<u>Parent Portal</u>	27
<u>Terminology</u>	28
<u>Parent Bill of Rights</u>	29
<u>Learn English for Free</u>	30
<u>Tips for Parents</u>	31
<u>How to Help you Child</u>	32
<u>Digital Subscriptions</u>	33-34
<u>What Kindergarten Students Need to Know</u>	35
<u>Helpful Resources for Parents</u>	36-42
Bereavement Program for Parents-Connections, DACA, Community Organizations & Resources, Make the Road New York	
<u>*NEW- Family Community Center</u>	42



Our Board of Education



Board of Education Mission Statement

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

Importance of our mother tongue...

"When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively."

- Jim Cummins

Robert Feliciano
President



Julia Burgos
First Vice President



Maria Gonzalez-Prescod
Second Vice President



Paula Moore
Trustee



Cindy Ciferri
Trustee



Eileen Felix
Trustee



Simone Holder-Daniel
Trustee

Our Central Administration

Richard Loeschner
Superintendent of Schools



Dr. Monique Darrisaw-Akil
Assistant Superintendent
for Secondary Education,
Programs and Policy



Stacy O'Connor
Assistant Superintendent for
Finance and Operations



Wanda Ortiz-Rivera
Assistant Superintendent for Bilingual
Services K-12 and Student Intake



Ann Palmer
Assistant Superintendent for
Elementary Education



Our Bilingual and ENL Department



Paula Ribeiro-Manikas
Assistant Coordinator of Bilingual
and ENL Programs K-12



Maria Rodriguez
Assistant Coordinator of Bilingual
and ENL Programs K-12



Mary Alice Gans
High School Chairperson of
Bilingual and ENL Programs



Karen Morgan
TOSA, SIFE Liaison and Embedded
Coach



Norma Muller and Joannie Toro
Senior Office Assistants

Our Vision Statement

With honor, integrity and dedication, our vision is to graduate ELL/MLL students who are autonomous critical thinkers, communicators and innovators. We will nurture, inspire and empower students to take ownership of their own learning, take pride in their culture and multi-literacy, as well integrate 21st Century Skills into their life's work so that they may become dynamic, empathetic and successful citizens in our society.

Our Mission

To accomplish our vision, we will:

- ◆ Cultivate communication with students' families
- ◆ Establish clear expectations through the use of models and rubrics
- ◆ Use SIOP best practices to support student academic success
- ◆ Incorporate instruction that helps students learn how to tackle authentic 21st century challenges
- ◆ Differentiate instruction for ALL
- ◆ Use diagnostic tools, formative assessments and summative assessments to inform instruction
- ◆ Guide students to self-assess and set specific individual goals
- ◆ Make use of available technological resources to assist student learning and application of learning
- ◆ Foster character development and socio-emotional health





SCHOOLS IN THE BUFSD DISTRICT

Kindergarten - Grade 5



School Names	Principal	Address	Grades
East Elementary	Minerva Feliciano	50 Timberline Drive Brentwood, NY 11717 Tel. (631) 434-2525	K
Pine Park	Ann Weishahn	1 Mur Place Brentwood, NY 11717 Tel. (631) 434-2251	K
Southwest	Michele Rogers	1095 Joselson Avenue Bay Shore, NY 11706 Tel. (631) 434-2261	K-5
Frank J. Cannon Southeast	Lisa Calderaro	1 Melody Lane Brentwood, NY 11717 Tel. (631) 434-2265	1-5
Hemlock Park	Dr. Christopher Dalley	19 Hemlock Drive Bay Shore, NY 11706 Tel. (631) 434-2451	K-5
Laurel Park	Eric Snell	48 Swan Lane Brentwood, NY 11717 Tel. (631) 434-2464	1-5
Loretta Park	Robert McCarthy	77 Stahley Street Brentwood, NY 11717 Tel. (631) 434-2246	1-5
North Elementary	Patrick Morris	50 W. White Street Brentwood, NY 11717 Tel. (631) 434-2275	1-5
Northeast	Marilyn Ituarte	2 Devon Road Brentwood, NY 11717 Tel. (631) 434-2435	1-5
Oak Park	Lisa Catandella	775 Wisconsin Avenue Bay Shore, NY 11706 Tel. (631) 434-2255	1-5
Twin Pines	Dr. Gloria Jackson	2 Mur Place Brentwood, NY 11717 Tel. (631) 434-2457	1-5



SCHOOLS IN THE BUFSD DISTRICT

Grades 6 -12



<u>School Names</u>	<u>Principal</u>	<u>Address</u>	<u>Grades</u>
North Middle	Matthew Gengler	350 Wicks Road Brentwood, NY 11717 Tel. (631) 434-2356	6-8
South Middle	Dr. Bergre Escorbores	785 Candlewood Road Brentwood, NY 11717 Tel. (631) 434-2341	6-8
East Middle	Barry Mohammed	70 Hilltop Drive Brentwood, NY 11717 Tel. (631) 434-2473	6-8
West Middle	Felicia T. Williams	2030 Udall Road Bay Shore, NY 11706 Tel. (631) 434-2371	6-8
Freshman Center	Vincent Autera	33 Leahy Street Brentwood, NY 11717 Tel. (631) 434-2541	9
High School	John Callan Jr.	2 Sixth Avenue Brentwood, NY 11717 (631) 434-2204/2561	9-12

We encourage you to get involved.



Parent Brochure
2019-2020

Available at your child's school:

Council of PTSA

Parent Teacher Association

General Meetings

Held @ Anthony F. Felicio Administration Building Public Meeting Room @ 6:30pm: **Sept 19, Oct 17, Nov 21, Dec 12, March 19, April 24, May 21 and June 18**

Executive Council Meetings (for Unit Presidents)

Held @ Anthony F. Felicio Administration Building West Wing Conference Room @ 7:30pm TBA

BRENTWOOD COUNCIL OF PTSAS- PARENT TEACHER ASSOCIATIONS

President: Gerraldine Coleman-Odom

Vice-President: Milly Rivera

Secretary: Jacqueline Rivera Santana

Treasurer: Marcela Paracat-Rojas

2019-2020 PARENT TEACHER ASSOCIATIONS PRESIDENTS

East Elementary

FJC Southeast Raysa Ortiz & Jessenia Mejía

Hemlock Park Damarys Sorto

Laurel Park Sandy Alfaro

Loretta Park Janell Capurso

North Elementary Yamile Chaer

Gail Kirkham Northeast Evelyn Sainton

Oak Park

Pine Park

Southwest Lisa Spence

Twin Pines Alicia Barden

East Middle School Geraldine Cole-Oman Odom

North Middle School Arlene Brown

South Middle School

West Middle School Michele Ortiz

High School Gerri Coleman-Odom

SEPTA

Special Education PTA

631-434-2401

President: Jill Wolynetz

Recording Secretary: Beth Law

Treasurer: Rosanna Mendola

Volunteers needed

please call 435-9111



Contact Jill Wolynetz at Jill.Wolynetz@bufsd.org for information or questions.

Join our Facebook group "SEPTA of Brentwood" for information about parent information meeting and events for the 2019-2020 school year.

Every school has an active PTA affiliated with the state and national PTA organizations. Throughout the years, the PTA has been an integral part of the school system. They have worked with the Board of Education and with the public on expansion programs and School Improvement Teams.

They work closely with the administration and teachers of the schools to ensure the best possible education for all children. Membership in the PTA is highly recommended as an opportunity for parents/guardians or any adult interested in education to work closely with the schools in the education of the children in our District.

In addition to being affiliated with the state and national PTAs, each local unit belongs to the Brentwood Council of PTSAs (Parent-Teacher-Student Association). The council coordinates the work of the individual units, provides training for any adult interested in being a PTA leader, advocates for children and youth, and ensures that all PTA policies are followed. The council promotes cooperation among the individual units. The President of the Brentwood Council of PTSAs is Mildred Rivera.

Please check this publication for the dates of specific PTA meetings or check with the school your child attends. Remember, meeting dates are subject to change.



Parent Brochure
2019-2020

Come join us!



We invite you, parents/guardians, to partner up with us and help construct a creative, effective responsive team called the **District Parent Advisory Council-DPAC** with the overall goal being to enhance the educational quality and experience for ALL of our Brentwood students.

If you are interested, please click on the link and fill out the

form: https://forms.office.com/Pages/ResponsePage.aspx?id=44btYwofaUueD-yPFaCtwO3Yj3_dX-5BiDIcYkRvvpURU1DWTNQMk1OT1JHUjdXREYwUFM0NVo4VS4u

We will contact you shortly with information regarding our first meeting in January.

Helpful Parent Resources

Community Plaza Members

Community Plaza Members are district teachers who serve as liaisons between parents and school. They offer translation services and informational workshops for parents.



Title III Community Plaza/Plaza Comunitaria Program Locations and Liaisons

Elementary Schools

East Kindergarten (05) Principal Ms. Minerva Feliciano	Phone: (631) 434-2525	Ms. Marjorie Zambrano Ms. Kimberly Savage
Hemlock Park Elementary (14) Principal Dr. Christopher Dalley	Phone: (631) 434-2451	Ms. Denise Joya Ms. Diane Horvath
Laurel Park Elementary (13) Principal Mr. Eric Snell	Phone: (631) 434-2464	Ms. Lorena Atanasio Ms. Sonia Argueta Ms. Angelica Diaz
Loretta Park Elementary (03) Principal Mr. Robert McCarthy	Phone: (631) 434-2246	Ms. Denisse Fuentes Ms. Evelyn Marquez Ms. Diana Perez-Romero Ms. Anna Nuñez
North Elementary (06) Principal Mr. Patrick Morris	Phone: (631) 434-2276	Ms. Stephany Perez Ms. Nicole Cortes
Northeast Elementary (09) Principal Ms. Marilyn Ituarte	Phone: (631) 434-2435	Ms. Kimberly Duque (Mazariegos) Ms. Mariel Manrique
Oak Park Elementary (02) Principal Ms. Lisa Catandella	Phone: (631) 434-2255	Ms. Pilar Erdmann Ms. Roxanna Melendez Ms. Nelly Brenner
Pine Park Elementary (01) Principal Ms. Ann Weishahn	Phone: (631) 434-2251	Ms. Maria Tata Ms. Janet Castillo
Southeast Elementary (07) Principal Ms. Lisa Calderaro	Phone: (631) 434-2265	Ms. Yolanda Cepeda
Southwest Elementary (08) Principal Ms. Michele Rogers	Phone: (631) 434-2261	Ms. Carlene Martinez Ms. Hannah McCarthy
Twin Pines Elementary (12) Principal Dr. Gloria Jackson	Phone: (631) 434-2457	Ms. Caroline Torres Ms. Evelyn Montañez

Identifying English Language Learners-ELLs & Multilingual Learners-MLLs

What is the initial **identification procedure** for ELLs / MLLs in New York State?

In New York State there is a very specific initial identification process designed to determine whether a newly enrolled student may be an English Language Learner. This initial process must be conducted within the first 10 days of a student's enrollment and it includes the following four steps:

1. Administration of the Home Language Questionnaire (HLQ)
2. Conduct an informal interview in English and in the home language
3. Administration of a formal English assessment
4. Placement in an appropriate program

The HLQ is administered to determine whether there is another language, other than English, spoken at home and represents the first step in the identification process. The HLQ must be completed by the parent or guardian of each new entrant at the time of the students' initial enrollment in a New York State school. Schools must provide the HLQ in the language the parent or guardian best understands. If the responses on the HLQ indicate that a language other than English is spoken at home or that the student speaks a language other than English, then an informal interview in the native language and English must be conducted. If the informal interview indicates that the student is possibly an ELL, an assessment of the students' level of

Placing ELLs/MLLs in a Bilingual or ENL Program

How does my child get placed?

Placement in the appropriate instructional program begins after the administration of the *New York State Identification Test for English Language Learners-NYSITELL*. Based on the results of the NYSITELL, students are identified either as an English Language Learner (ELL)/Multilingual Learner (MLL) or English Proficient (EP). Students who are identified as EP must enter a general education program. Similarly, students who are identified as ELL/MLL must be placed in a Bilingual Program or English as a New Language (ENL) Program.

When is the **NYSITELL** administered?

The New York State Identification Test for English Language Learners -**NYSITELL** is administered after the parent/guardian completes the Home Language (HLQ) and an informal interview is conducted in the native language and in English. The NYSITELL reveals whether or not the student should receive Bilingual/ENL services.

What is the **NYSESLAT**?

The **NYSESLAT**-*New York State English as a Second Language Achievement Test* is the annual English language assessment used to measure ELL/MLL students' annual English language growth once in Program. It is administered each spring and is categorized across six grade bands: K, 1-2, 3-4, 5-6, 7-8, and 9-12. It consists of *Listening, Speaking, Reading and Writing*. The score reflects the students' English language proficiency



Program Models we offer in BUFSD

1. Transitional Bilingual Program

Classes are taught in English and Spanish with a certified teacher who has a bilingual extension. Students will receive instruction in both languages daily. The minutes of instruction in each language is determined by their level of English proficiency. Students must be able to speak and understand the Spanish language. This program maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of this program is to facilitate the ELL/MLL student's transition to an all English instructional program, while the student receives academic subject instruction in the primary language.

* SIFE stands for Student with Interrupted Formal Education.

Students in this Bilingual Program have had interrupted or inconsistent formal education. SIFE programs are offered in South Middle, West Middle and the High School. This program is designed for students who are over aged and under schooled.

2. ENL—English as a New Language Program

For grades K—12, English as a New Language (ENL) instruction is required to be offered through two settings:

1. **Integrated ENL** - ENL methodologies in content area instruction co-taught or individually taught by a dually certified teacher);
2. **Stand Alone ENL**- ENL instruction with an ESOL teacher to develop the English language needed for academic success.

Required minutes of instruction are based on the student's English language proficiency level: *Entering, Emerging, Transitioning, Expanding or Commanding.*

ENGLISH LANGUAGE LEARNERS (ELLs) SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA

ELL Screening, Identification, and Placement must be completed within 10 school days from enrollment date.

STEP 1: SCREENING

1a. SCREENING - HOME LANGUAGE QUESTIONNAIRE: Administer the Home Language Questionnaire (HLQ) to all new students, which is to be maintained in each student's cumulative record. *Students must be enrolled in school upon registration.*

HLQ indicates student's home or primary language is other than English.
CONTINUE TO STEP 1b. SCREENING – INDIVIDUAL INTERVIEW

OR

HLQ indicates student's home or primary language is English.
STOP STUDENT IS NOT an ELL

1b. SCREENING - INDIVIDUAL INTERVIEW: An Individual Interview is conducted in English and in the student's home language by qualified personnel with students and parents/guardians. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. *Based on the parent or guardian's indicated preferred language, the interview must be conducted with a qualified translator/interpreter provided by the school/district.*

Results of the individual interview confirm that the student's home or primary language is other than English. Results may assist in Student with Interrupted/Inconsistent Formal Education (SIFE) determination in step 2b.

OR

Results of the individual interview indicate that the student's home or primary language is English.
STOP STUDENT IS NOT an ELL

FOR STUDENTS WITH DISABILITIES WHO ENTER WITH AN INDIVIDUALIZED EDUCATION PLAN, CONTINUE TO STEP 1c. SCREENING – STUDENT WITH AN IEP

FOR STUDENTS WITHOUT AN IEP, CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL

1c. SCREENING - STUDENTS WITH DISABILITIES WHO ENTER WITH AN IEP: Follow CR Part 154-3 procedures regarding Students with Disabilities. Based on evidence reviewed, the Language Proficiency Team (LPT) makes the following determination:

If the LPT determines that the student with an IEP *may have* second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.
CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL

OR

If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL Identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record.
STOP STUDENT IS NOT an ELL

STEP 2: INITIAL ELL IDENTIFICATION ASSESSMENT

2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL: Qualified personnel administer the statewide English language proficiency identification assessment, currently the NYSITELL. *For students with disabilities, provide approved testing accommodations per the student's IEP or 504 Plan, as indicated in C section 154-3.3(a)(7).* Originals or copies of NYSITELL score sheets and results must be maintained in each student's cumulative record.

Student demonstrates English language proficiency at one of the following levels:

- ▶ Entering (Beginning) ▶ Transitioning (Intermediate)
- ▶ Emerging (Low Intermediate) ▶ Expanding (Advanced)

STUDENT IS an ELL

IF A STUDENT WAS IDENTIFIED AS A POTENTIAL SIFE DURING STEP 1b., CONTINUE TO STEP 2b. DETERMINATION OF ELL STUDENT WITH SIFE STATUS OTHERWISE, CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION

OR

Student demonstrates English language proficiency at the
▶ Commanding (Proficient) level.

STOP STUDENT IS NOT an ELL

2b. DETERMINATION OF ELL STUDENT WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE): Qualified personnel administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

ELL student *is also designated* as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.

CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

OR

ELL student *is not designated* as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.

CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

ENGLISH LANGUAGE LEARNERS (ELLs) SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA

2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION: *The notification letter must be maintained in the student's cumulative record.*

Within 5 school days of a student being identified as an ELL, parents/guardians are to receive written notice in their indicated preferred language, including the:

- ▶ Parents' right to seek a Review of ELL Identification Determination
- ▶ Information regarding the Parent Orientation session
- ▶ ELL's English language proficiency level

CONTINUE TO STEP 2d. PARENT ORIENTATION FOR NEW ENGLISH LANGUAGE LEARNERS

2d. PARENT ORIENTATION FOR NEW ENGLISH LANGUAGE LEARNERS

Prior to an ELL's placement in a Bilingual Education (BE) or English as a New Language (ENL) program, districts are required to provide the parents/guardians of new ELL entrants with a high-quality orientation session in the parents'/guardians' indicated preferred language. The session must include information regarding New York State Common Core Learning Standards (CCLS), assessments, school expectations for ELLs, and program goals and requirements for BE and ENL programs. Orientation agendas and sign-in sheets must be maintained in district/school files.

CONTINUE TO STEP 3. ELL PROGRAM PLACEMENT

STEP 3: ELL PROGRAM PLACEMENT

3. ELL PROGRAM PLACEMENT: Students must be identified and placed in an appropriate ELL program within 10 school days of enrollment. BE is the default ELL instructional program placement. Grade span for any BE or ENL class is 2 contiguous grades. *Bilingual Special Education services are provided per the IEP of a student with a disability. The grade/age span for ENL classes provided within a special class must comply with CR section 200.6 (h)(5).*

Parent Notification and Agreement of ELL Program Placement: *BE is the default ELL Program Placement. BE programs must be in place for parents to have the ability to opt out of a BE program. ELLs are to be placed in a timely fashion whether or not parents/guardians attend the orientation session. If parent/guardian does not attend the orientation, then the student must be placed in a BE program.*

Parents must receive written notification of their child's ELL Program Placement, including, but not limited to the following:

- 1) Their ELL child's placement in a BE or ENL program.
- 2) A BE program is required in a school when 20 or more recently enrolled grade-level students speak the same home/primary language. In New York City, per the ASPIRA Consent Decree, a BE program is required in grades K-8 if 15 or more grade-level students speak the same language in two contiguous grades. In any district in New York State, if there is not a sufficient number of qualifying students in a school, but there are within the district, the district must provide a BE program.
- 3) In a school district where the number of eligible students requires that a program be provided, but the school district has been granted an exemption, the notification must explain how the school will offer home language support and its plans for instituting a BE program the following school year.

For more information to include in the parent notification of ELL program placement letter, see CR section 154-2.3(f).

STEP 4: REVIEW OF ELL IDENTIFICATION DETERMINATION

4. REVIEW OF ELL IDENTIFICATION DETERMINATION: CR section 154-2.3(b) provides a mechanism for schools/districts to address possible instances of initial ELL misidentification.

Upon receiving a written request from a parent/guardian, teacher, or student age 18 years or older within 45 school days of a student's initial ELL designation, a district has 10 school days to initiate a Review of ELL Identification Determination. The review must be concluded within 10 school days (if Committee on Special Education (CSE) consulted, 20 school days). Before final determination, parents are to be informed and consent to the results of the Review of ELL Identification Determination. Within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status. Any reversal must be made in consultation with the Superintendent and with consent of the parent.

STEP 5: ELL EXIT CRITERIA

5. ELL EXIT CRITERIA: Upon exiting ELL status, an ELL is entitled to 2 years of Former ELL Services and testing accommodations on NYS assessments. *The same Exit Criteria pertain to ELLs with disabilities, but they must receive testing accommodations listed in their IEPs. (Please refer to CR section 154-3.4.)*

Grades K-12: Scoring at the Commanding/ Proficient Level on the NYSESLAT

OR

Grades 3-8: Scoring at the Expanding/Advanced Level on the NYSESLAT, and 3 or above on the NYS ELA assessment in the same school year

OR

Grades 9-12: Scoring at the Expanding/Advanced Level on the NYSESLAT and 65 or above on the Regents Exam in English



Frequently Asked Questions



- **As a parent, may I refuse ENL services for my child?**

Under federal and state regulations, students that do not test commanding are required to receive ENL services. **ENL services are not optional.** However, if a bilingual program is available in your school, you have the option to opt out of the bilingual program with the understanding your child will receive ENL services.

- **Can parents withdraw their child from an English as a New Language (ENL) Program?**

No, there is no opting out from ENL once a child is identified and placed in the ENL program. New York State requires that all identified ELL/MLL students receive ENL instruction appropriate to their proficiency level. Parents do not have the option to withdraw their child from an ENL program.

- **How long may a student remain in an ENL Program?**

ELLs/MLLs must receive instruction in an ENL program until they reach the commanding level on the NYSESLAT, regardless of years of service.

- **How long may a student remain in a Bilingual Program?**

Students enrolled in grades K-12 can remain in a bilingual program based on Part 154-2 regulations and availability of programs.

- **Is the NYS English Language Arts (ELA) assessment available in other languages?**

No, the ELA assessment is a test of English language arts, and therefore is not administered in other languages. The NYS English Language Arts Assessment is not available in other languages.

- **In what languages are the NYS content-area assessments available?**

The Grades 3-8 assessment in mathematics is available in Chinese, Haitian-Creole, Korean, Russian and Spanish. The Grade 4 and 8 science assessments are available in Chinese, Haitian-Creole, Korean, Russian and Spanish. In the event that the test is not available in the student's first language an interpreter may be provided.

- **What other accommodations regarding the New York State and Regents exams can ELL students receive?**

ELL students receive accommodations such as extended time and separate location. For more information, refer to the New York Education Department website for assessments and accommodations: <http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-assessment-testing-accommodations>

- **Do these accommodations apply to a student who has reached the *Commanding Level* and/or is no longer classified as an ELL?**

Students can obtain accommodations for the Regents exams up to 2 years after receiving a proficient score (*Commanding Level*) on the **NYSESLAT -New York State English as a Second Language Achievement Test**.



•What is a SIFE student or Student with Interrupted Formal Education and/or inconsistent Education?

A SIFE student is an ELL—English Language Learners who has attended school in the United States for less than twelve months and who are two or more years below grade level in literacy in their home language and/or are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States. The definition includes *Low Literacy SIFE* which are students that have literacy at or below third grade in their home language. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge.

•If we speak another language at home, will it negatively affect how my child learns English?

NO, in fact, it will help the student develop English. Bilingual/multilingual students develop a more flexible brain and a series of cognitive skills that will help them learn language more effectively.

• Will my child get confused using two languages?

Learning two or more languages at the same time does not confuse your child. Children raised in places where both languages are spoken and valued will experience cognitive, social, and possibly economic benefits. Children exposed to more than one language have a higher tissue density in areas of the brain related to language, memory and attention.

• Will my child learn English faster if he is exposed to only English?

Research shows that students who are taught in their native language learn English faster. The knowledge acquired in the native language is transferred to the second language. In fact, learning to read in the native language helps to obtain a better level of reading in English. (source: National Reading Panel: Teaching Children to Read, 2006)

Bilingualism provides multiple advantages and, as the New York Times stated, "Being bilingual makes people smarter." (source: Why Bilinguals are Smarter, NY Times 2012)

• What is the purpose of a 504?

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law, and is attending an elementary or secondary educational institution, receives accommodations that will ensure their academic success and access to the learning environment.

MYTH vs. FACT

Bilingual Language Development



MYTH

FACT

Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.

All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.

It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.

Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.

Young bilingual children are delayed in learning language compared to peers who only speak 1 language.

Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.

Bilingual children should not mix parts of the languages they speak.

"Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.

Children become bilingual just by listening to people around them speaking the second language.

Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence.



Immunizations to Attend School



The New York State Department of Health requires that children attending school should be age-appropriately immunized. Vaccines protect you, your children and your community from a long list of serious and potentially life-threatening illnesses. Parents and/or guardians must provide appropriate proof of immunization before they are permitted to attend school. For more information, please contact the school nurse. *Refer to pages 5-6 in this booklet.*

2019-20 School Year New York State Immunization Requirements for School:

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ²	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years	
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		1 dose
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9 and 10: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		



For more information, contact the New York City Department of Health and Mental Hygiene Program Support Unit, Bureau of Immunization, 42-09 28th Street, 5th floor Long Island City, NY 11101 (347) 396-2433

<https://www.health.ny.gov/prevention/immunization/>



Student Attendance

Your child's success in school, as well as the ability to learn good work habits, are directly related to attendance and punctuality. Please do everything possible so that your child arrives to school on time and is absent only if necessary. New York State law requires that individuals ages 6 to 16 attend school for the entire year. By law, a student who turns 16 during the school year must complete the year. If students have not graduated high school, they can attend until they reach 21 years of age. Students who attend classes on time and every day are more likely to succeed in their studies and state exams.

ABSENCE

New York State assistance laws require a written excuse note for each absence, stating the reason for the absence. This note must accompany your child upon returning to school. Please call the school when your child is absent. Each time your child is absent from school, a note of absence similar to the one below should be sent to your child's teacher.

***Extended Holidays during the school year are not advisable and they are considered illegal absences.**

LEGAL ABSENCES include: a death in the family, personal illness, hospitalization, appointment with the dentist-full day, appointment with the doctor-full day, and an appointment in court. Telephone calls are every day during school hours. Contact your school's office to report all student absences.



ILLEGAL ABSENCES

Students who are illegally absent will receive a phone call home indicating the class(-es) unattended. Our attendance teacher reviews student attendance and will contact the parents of those students who have several illegal absences. Students who accumulate a significant number of absences, and who have not yet reached age 17, should keep in mind that the school may request a Pupils in Need of Supervision (PINS) through the court.

If a student is frequently late to school, the parents will be notified. If tardiness persists, the student may receive a suspension within the school or other administrative actions, including a parent conference.

PERFECT ATTENDANCE

Students with perfect attendance will be invited to a ceremony at the end of the school year. During the assembly, students receive certificates of recognition for this achievement. The awards for perfect attendance can be noted on their academic record/transcript for university.



What do I need to do when my child is absent?



When your child is absent, please follow the steps below.

Step 1-Please call the school when your child is absent.

Step 2-Write a note or fill in the note with the information listed below.

Absence Note – Please hand in at school upon your child’s return.

School Name: _____ School Grade: _____ Date of Absence: _____
Month/ Day /Year

Student’s First and Last Name: _____ ID # _____
First Name *Last Name*

My child was absent due to:

- Illness (explain): _____
- Medical or dental appointment Death in the family
- Other (explain): _____

Parent/Guardian First and Last Name: _____
First Name *Last Name*

Absence Note – Please hand in at school upon your child’s return.

School Name: _____ School Grade: _____ Date of Absence: _____
Month/ Day /Year

Student’s First and Last Name: _____ ID # _____
First Name *Last Name*

My child was absent due to:

- Illness (explain): _____
- Medical or dental appointment Death in the family
- Other (explain): _____

Parent/Guardian First and Last Name: _____
First Name *Last Name*

Health Tips

A child may be exposed to strep throat or other viruses for which there are no vaccines. However, a well-nourished, physically fit child can be more resistant to illness. If your child should become ill, the following suggestions may be helpful:



1. Keep your child home, if he/she has a temperature of 100° F or over.
2. Keep your child home, appears to be fatigued, has a headache, is vomiting, has diarrhea, or has symptoms of a beginning cold.
3. Keep your child home, if during the previous day or evening he/she has had any of the symptoms listed above. Children need some time to recover before they can return to school.

***Should your child feel ill in school, the nurse will notify you or your emergency contact. Please make sure the nurse has the correct emergency phone numbers and contact information!**

What do I need to do when our emergency information has changed?

Contact Information – Please send to school.

School Name: _____ School Grade: _____ Date of Change: _____
Month/ Day /Year

Student's First and Last Name: _____ ID # _____
First Name Last Name

Contact Information:

Parent/Guardian First and Last Name: _____
First Name Last Name

Phone Number: _____

.....
Emergency Contact Person #1 : _____
First Name Last Name

Relationship to the student: _____ Phone Number: _____

Emergency Contact Person #2 : _____
First Name Last Name

What do I need to do when my child is late to school?

Lateness Note – Please hand in at school upon arrival.

School Name: _____ School Grade: ____ Date of Lateness: _____

Month/ Day /Year

Student's First and Last Name: _____ ID # _____

First Name

Last Name

My child was late because doctor's appointment woke up late legal appointment

other _____

Parent/Guardian First and Last Name: _____

First Name

Last Name

Phone Number: _____ Signature: _____

What do I need to do if I move to another Brentwood school or leave the district?



Please follow the steps listed below if you move to another Brentwood school or leave our district.

Before you leave:

Step 1—Please contact the school and let them know.

Step 2—Fill in the Yellow Card, displayed below, BEFORE you move.

BRENTWOOD UNION FREE SCHOOL DISTRICT STUDENT WITHDRAWAL FORM
Forma de Retiro/Transferencia de Estudiante

DATE/Fecha: _____

NAME/Nombre _____ STUD.# _____ DOB _____ AGE/Edad _____

SCHOOL/Escuela _____ GRADE/Grado _____ H.R. _____

Student's/Estudiante Old/Vieja Address/Direccion _____

Student's/Estudiante New/Nueva Address/Direccion _____

Full Name of Parent/Guardian/Agency/Nombre Completo del Padre/Tutor/Agencia _____

***New School or Other Placement (Name & Address)/Escuela Nueva u Otra Colocación (Nombre y Direccion)**

Exit Codes
(To be checked off ONLY by Building Personnel or Attendance Staff)

<p>TRANSFER TO OTHER SCHOOLS</p> <p>* <input type="checkbox"/> (153) Transferred to another school in this district or to an out-of-district placement</p> <p><input type="checkbox"/> (170) Transferred to another NYS public school outside this district with documentation</p> <p><input type="checkbox"/> (204) Transferred to a NYS non-public school with documentation</p> <p><input type="checkbox"/> (221) Transferred to a school outside NYS with documentation</p> <p>* <input type="checkbox"/> (238) Transferred to home bound instruction provided by this district</p> <p>* <input type="checkbox"/> (255) Transferred to home-schooling by parent or guardian</p> <p><input type="checkbox"/> (272) Transferred to a postsecondary school prior to earning a diploma</p> <p>OTHER CIRCUMSTANCES FOR ENDING ENROLLMENT</p> <p>* <input type="checkbox"/> (289) Transferred to an approved AHSEP or HSEP program</p> <p><input type="checkbox"/> (323) Transferred outside district by court order</p> <p><input type="checkbox"/> (442) Left the U.S. _____ (Country)</p> <p><input type="checkbox"/> () _____</p> <p>* (Requires name of New School or Other Placement listed above)</p> <p>* (Requiere el nombre de la nueva escuela u Otra Colocación nombrada arriba)</p>	<p>DROPOUTS</p> <p><input type="checkbox"/> (136) Reached maximum legal age and has not earned a diploma</p> <p><input type="checkbox"/> (306) Transferred to other high school equivalency (GED) preparation program</p> <p><input type="checkbox"/> (340) Left School: first-time dropout</p> <p><input type="checkbox"/> (357) Left School: previously counted as a dropout</p> <p><input type="checkbox"/> (391) Long-term absence (20 consecutive unexcused days and student is over compulsory attendance age)</p> <p><input type="checkbox"/> (408) Permanent expulsion (student must be over compulsory attendance age)</p> <p><input type="checkbox"/> (425) Left School: No documentation of transfer</p> <p>Student, Parent/Guardian interviewed: Yes _____ No _____</p> <p>Estudiante/Padre/Tutor Entrevistado: Si _____ No _____</p> <p>Phone Number/Teléfono _____</p> <p>Parent/ Guardian Signature/Firma Padre/Tutor _____</p>
---	--



Code of Conduct— Expectations for ALL *available in the agenda and our district website*

The Board of Education (the “Board”) of the Brentwood UFSD (the “District”) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and visitors is essential to achieving this goal. The Brentwood School District has adopted a uniform code of conduct for all students, school personnel, parents and visitors.

Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
12. Be forthcoming with information concerning violations of the Code.

Parent/Guardian— Essential Partners

All parents/guardians are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Ensure their children attend school regularly, on time, and ready to participate and learn.
3. Ensure absences are excused.
4. Insist their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the District.
8. Build good relationships with school staff, other parents and other children.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Be forthcoming with information concerning violations of the Code.



Curriculum

What are the courses of study in our Bilingual and ENL Programs at the elementary level?

Bilingual & ENL Grades K-5 Curriculum and Instruction

- Core Knowledge (Kindergarten) - Modules, Listening and Skills Strands, (engageny)
- Good Habits, Great Readers/Bueno Habitos, Grandes Lectores
- Words Their Way
- Zona de Escritura
- Palabras a Su Paso*
- Writer's Workshop
- Go Math* (K-6)
- Elevate* Sciences by Pearson (K-8)
- Rosetta Stone
- iRead (K)
- iReady 1-5)
- LLI– Leveled Literacy Intervention
- Social Studies Putnam BOCES (K-5)
- Assessments:**
- NYSESLAT
- On Demand Writing Samples
- Prueba de Fonética* Grades K-1
- Fountas & Pinnell Benchmark
- RI grades 3-5
- Math CAM
- New York State English Language Arts Exam Grades 3-5
- New York State Mathematics Exam Grades 3-5
- New York State Grade 4 Science Exam
- Writing Portfolios

REPORT CARDS



Elementary Level

- Report cards align with NYS Standards; they are available for parents in English and Spanish.
- Report Cards and student information are available on the Parent Portal.
- ENL and general education teachers collaborate to generate each ELL/MLL student’s ELA report card grades.
- Students receive 3 report cards throughout the year in December, March and June.
- Students also receive progress reports in November.

Instructional levels and expectations for reading:

Grades K-5 Instructional Level		
Expectations for Reading		
Kindergarten	1 st Grade	2 nd Grade
Pre- A B C D E	D E F G H I J K	I J K L M N
3 rd Grade	4 th Grade	5 th Grade
L M N O P Q	P Q R S T	R S T U V W

Secondary Level

- Report cards align with NYS Standards; they are available for parents in English and Spanish.
- Reports are available for parents in Spanish, upon request.
- Report Cards and student information are available on the Parent Portal.
- Parents receive progress reports of their child in October, December, March and May.
- Students receive 4 report cards in November, February, April and June.

Text Complexity - *How is my child reading?*

College and Career Ready Proficiency Levels Spring Proficiency Targets for Students to Meet Rigorous Demands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

Next Generation Standards

Standards in New York State

The Next Generation Standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is on track for college and career readiness. The New York State Education Department (NYSED) will continue to develop educator resources to support its successful implementation in classrooms across New York State over the next several years.

Title III Before and After School Programs

- **What is Title III?**

Title III provides high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness in increasing English proficiency and student academic achievement in the core academic subjects. Title III staff must provide direct, but supplemental language instruction educational services to ELL/MLL students in grades K—12.

- **What Title III programs are available at BUFSD? Where are they offered?**

Several Title III programs are offered throughout all 17 school buildings. The types of programs offered depend on the needs of the students at each particular school.

Title III Programs

Elementary School Level

- Community Plaza/Plaza Comunitaria
- NYSESLAT /ELA Preparation (Grades K-5)
- Bilingual Science Literacy (Grades 2-5)
- Bilingual Math Literacy (Grades 2-5)
- JumpStart—Kindergarten—Summer Program (Grade K)
- JumpStart—Summer Program (Grades 2-5)
- SIFE Jumpstart—Summer Program (Grades 3-5)
- Summer Reading For Success—Summer Program (Grades 1-4)

Middle School Level

- Community Plaza/Plaza Comunitaria
- Developing Math Skills (Grades 6-8)
- Developing Math Skills SIFE (Grades 6-8)
- NYSESLAT/ELA Preparation (Grades 6-8)
- ENL/ELA/HLA/Math for Students Entering Grades 6-7—Summer Program
- SIFE ENL/ELA/HLA/Math—Summer Program (Grades 8 & 9)

Secondary School Level

- Community Plaza/Plaza Comunitaria
- Freshman Center –NYSESLAT Prep/Reinforcement of Content Area for Students (Grade 9)
- BESARS (Grades 9-12)
- Mathematics Enrichment (Grades 9-12)
- Social Studies Enrichment (Grades 9-12)
- Bilingual Newsletter, “Enterate” (Grades 9-12)
- ENL Newsletter, “The Voice” (Grades 9-12)
- Writing for College and Career Skills (Grades 9-12)
- Bilingual Seal of Biliteracy (SIFE) (Grades 9-12)
- Bilingual Mentoring Program for Newcomers (Grades 9-12)
- ELA Regents Preparation Summer Program (Grades 9-12)
- Low Literacy –SIFE Summer Program (Grades 9-12)

District-Wide Level

- Parental Engagement Workshops
- Parent Advisory Council—PIQE



Parent Portal to access your child's grades, attendance, schedules, etc.



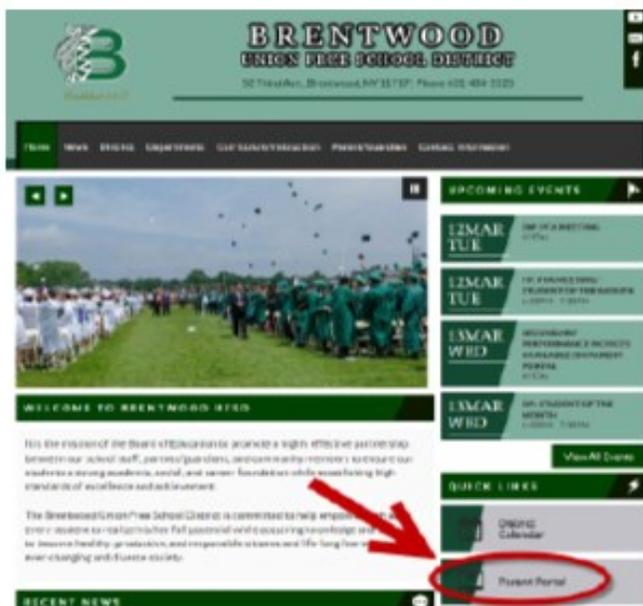
Brentwood Union Free School District
Information Technology Department



Brentwood Parent Portal

The eSchoolData Parent Portal is a web-based program that allows parents to access information about their child's academic progress. It allows parents to obtain information such as attendance, schedules, progress reports and report cards. It also provides a means for parents to communicate directly with their child's teachers.

The link to the Brentwood Parent Portal can be found by visiting the Brentwood website at www.bufsd.org and clicking on the Parent Portal link under Quick Links (see below).



Parents that have not received the District Parent Portal letter can request another copy by sending an email to parentportal@bufsd.org.

If there are any issues or concerns regarding accessing the Parent Portal an email can be sent to parentportal@bufsd.org and it will be promptly addressed.

For questions regarding specific information about a student(s) grades or academic progress, please contact the student's school directly.

Phone: (631) 434-2308

Email: parentportal@bufsd.org

Terminology



BUFSD	Brentwood Union Free School District
ENL	English as a New Language
ELL/MLL	English Language Learner/Multilingual Learner
EP	English Proficient
ELA	English Language Arts
NYSITELL	New York State Identification Test for English Language Learners
NLA/Home Language	Native Language Arts
NYSESLAT	New York State English as a Second Language Achievement Test
SIFE	Students with Interrupted Formal Education or Inconsistent Education
Dually Certified	Teacher who poses two teaching certificates (i.e. ESL and Common Branch, ENL and Content Area, ESL and Special Ed.)

Testing Information: When is my child taking a NYS Exam?

2019-2020 Elementary and Middle School Testing Schedule:

<http://www.p12.nysed.gov/assessment/schedules/2020/ei-testingschedule-20rev2.pdf>

Accommodations for Testing <http://www.p12.nysed.gov/assessment/accommodations/>

NYSESLAT <http://www.p12.nysed.gov/assessment/nyseslat/>

NYSESLAT Parent Brochure <http://www.p12.nysed.gov/assessment/nyseslat/brochure/archive-pg-09.html>

A Parent's Guide for New York State Grades 3-8 Testing Program in ELA and Mathematics: <http://www.p12.nysed.gov/assessment/ei/parentguide/home.html>

High School Regents Exams: <http://www.nysedregents.org/>

High School General Information: <http://www.p12.nysed.gov/assessment/hsgen/>

Helpful Parent Resources

<http://www.nysed.gov/bilingual-ed/parents-bill-rights-new-york-states-english-language-learnersmultilingual-learners-ell>

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Angelica Infante-Green, Associate Commissioner Office of Bilingual Education and World Languages

55 Hanson Place, Room 594 Brooklyn, New York 11217
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room 528EB Albany, New York 12234
(518) 474-8775/ Fax: (518) 474-7948

PARENTS' BILL OF RIGHTS FOR NEW YORK STATE'S ENGLISH LANGUAGE LEARNERS

The New York State Education Department (NYSED) Commissioner Regulations Part 154 provides you – the parents/guardians of English Language Learners (ELLs) – with:

1. The right for your children to receive a free public education in the school district where you live, regardless of your or your children's immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.
2. The right to enroll your children in school without being asked to provide information or paperwork which may reveal your or your children's immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.
3. The right under federal law to have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
4. The right to have your children in a Bilingual Education (BE) program when there are 20 or more grade-level students that speak the same home/primary language.¹
5. The right to written notice in English and your preferred language that your children have been identified as ELLs and will be placed in a Bilingual Education or English as a New Language (formerly called English as a Second Language) program.²
6. The right to a high quality orientation session, provided by your school district, that focuses on state standards, tests, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language. This orientation must occur before final school program placement, and must be in your preferred language.
7. The right to receive information about your children's English language development, and also about their home language development if they are in a Bilingual Education program.
8. The right to meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children's overall learning and language development progress.
9. The right for your children to be placed in a Bilingual Education or English as a New Language program within 10 days of enrollment, and the right to opt out of a Bilingual Education program. At a minimum, your children must receive English as a New Language instruction.
10. The right for your children to transfer to another school in your district that offers Bilingual Education in your language, if your children's original school does not offer such a program.
11. The right for your children to have equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.
12. The right for your children to receive all core content instruction, and to learn English and other subjects such as Reading/Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to ELL services does not limit the ability to get core content instruction.
13. The right for your children to have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.
14. The right for your children to get support services (e.g., Academic Intervention Services) aligned with any intervention plans that the school/district provides to all students.
15. The right to have your children tested yearly to determine their English language progress, and to obtain information about your children's performance on academic tests, including New York State tests.
16. The right to have your children continuously enrolled year to year in a Bilingual Education or English as a New Language program while they remain ELLs.
17. The right to contact the New York State Education Department's Office of Bilingual Education and World Languages if any of the above rights have been violated. Please call the **ELL Parent Hotline at 1-800-469-8224**, or email: nysparenthotline@nyu.edu For more information visit: www.p12.nysed.gov/biling or write to:
New York State Education Department
Office of Bilingual Education & World Languages
55 Hanson Place, Room 594
Brooklyn, NY 11217

¹ In New York City, per the Aspira Consent Decree, a BE program is required in grades K-8 if 15 or more grade-level students speak the same language in two contiguous grades. If there is not a sufficient number of qualifying students in a school, but there are within its district, the district must provide a BE program.

² All ELLs develop their English skills through "English as a New Language" courses. In addition, those in a Bilingual Education program also take Home Language Arts. Core content area courses (i.e., Math, Science, and Social Studies) are offered in a Bilingual Education program in both English and their home language. Those who are not in a Bilingual Education program take core content area courses in English.



We continue to offer Rosetta Stone!



Learn ENGLISH at home FOR FREE with *Rosetta Stone Community Solution K12*

The Brentwood Union Free School District is now offering our students' families the opportunity to learn English, by providing free access to *Rosetta Stone Community Solution for K12*. This language learning program allows anyone the flexibility to learn English on their schedule, with any device, from anywhere. If you have any questions or need additional assistance, please feel free to contact the Community Plaza Liaisons at your child's school or our Bilingual/ENL department.

Bilingual and ENL Department

631-434-2511

Wanda Ortiz-Rivera, Assistant Superintendent for Bilingual Services K-12 & Student Intake

wortiz@bufsd.org

Paula Ribeiro-Manikas, Assistant Coordinator of Bilingual and ENL Programs K-12

pribeiro@bufsd.org

Maria Rodriguez, Assistant Coordinator of Bilingual and ENL Programs K-12

mrodrigu@bufsd.org

Mary Alice Gans, Bilingual and ENL High School Department Chairperson

631-434-2501 mgans@bufsd.org

Karen Morgan, TOSA

SIFE Liaison and Embedded Coach

kmorgan@bufsd.org

Tips for Parent Teacher Conference or Meeting with Your Child's Teacher

Academics:

- What areas do you think my child does well in?
- What areas do you think my child struggles in?
- Which subjects does my child enjoy the most?
- Which subjects does my child enjoy the least?
- What do the assessment results reveal about my child?
- What can I do at home to support what you are doing in the classroom?
- How can I help my child become a better reader?
- What should we be practicing at home for math?
- How much time should be spent on homework?
- Is there anything digitally available for our family to use at home?
- Are there any questions you may have of me?
- What is the best way to communicate with you?

Behavior:

- How well does my child pay attention in class?
- How well does my child listen and follow directions?
- Is my child putting forth his/her best effort?

Socially:

- How is my child doing socially with his/her peers?
- How does my child communicate with others?
- How is my child doing emotionally?
- Has my child formed any friendships?



How to help your child with HOMEWORK

Children are more successful in school when parents take an active interest in their homework — it shows them that what they do is important.

Tips on how to help with your child with homework

- **Get to now the teacher** and what they are looking for. Attend school events, such as parent-teacher conferences, to meet your child's teachers. Ask about their homework policies and how you should be involved.
- **Set up a designated spot to do homework.** It could be the kitchen table, a workstation, a desk in your child's bedroom, the public library, etc. It should be quiet and free from distractions. This means no TV, loud music, or phone calls. (Occasionally, though, a phone call to a classmate about an assignment can be helpful.)
- **Schedule a regular homework time.** Some kids work best in the afternoon, following a snack and play period; others may prefer to wait until after dinner.
- **Give short (15 min) breaks.** Sometimes it is challenging for children to sit for a long period of time. Allow them movement breaks to help pace their energy and increase their focus.
- **Empty your child's backpack.** This is IMPORTANT! Many school notices and teacher notes are sent home in the backpack. Check your child's homework folder or agenda. It is easy to lose a worksheet, a book, or a folder. **As soon as homework is complete or you have signed a notice or permission slip, place it right back in their backpack.**
- **Create a call list.** From kindergarten on, kids need a list of three or four classmates they can call on when they forget an assignment. The study buddy can read your child the spelling words over the phone, or his mom can snap a pic of the worksheet and text it to you. You can ask the teacher for help with this.
- **Always feel free to ask for HELP.** If your child is having trouble with the homework, is taking too long, is regularly upset when doing the homework, etc. communicate with the teacher. Possible modifications can be made. We are here to help.
- **Praise their work and efforts.** Hang up art projects or tests on the refrigerator or somewhere in the house.
- ***Unique Situations** - If you or your child do not understand the assignment or your child is dealing with a family or personal issue (death in the family, argument with a friend, too tired from a sports tournament, etc.) you can call or write a note to the teacher to explain why the homework was not completed.

Digital Subscriptions



Brentwood Union Free School District
Information Technology Department

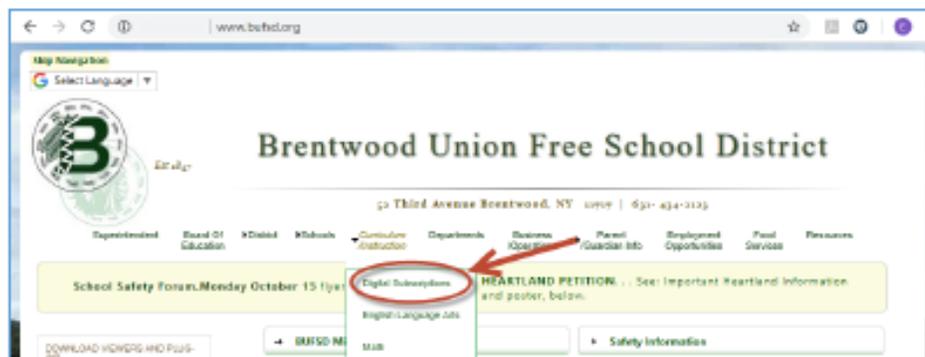
Student: _____

Accessing BUFSD Digital Subscriptions

Students are able to access digital subscriptions provided by the district from the Brentwood Union Free School District website at www.bufsd.org. Subscriptions include:

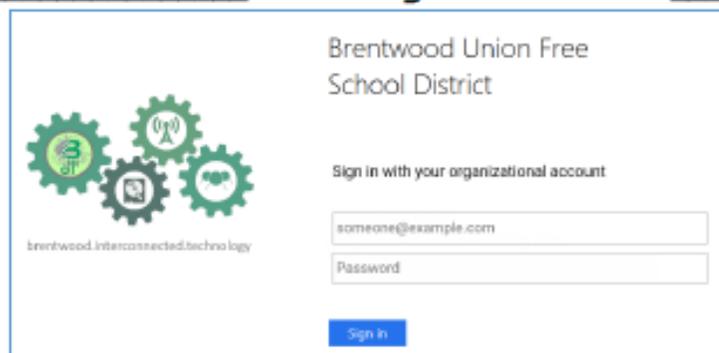


Go to the Curriculum/Instruction tab and click Digital Subscriptions in the dropdown menu.



Select "Click here" under the application logo to access that specific subscription. The BUFSD login screen will pop up in new window. Enter Windows username used in school and added @bufsd.org in the username field. Enter the same password used to log into the computers.

Username: _____@bufsd.org Password: _____



*Exception – eSchoolData & Rosetta Stone: It is not necessary to add @bufsd.org in the username field

Once you have logged in successfully you will be redirect to the subscription site.

Final Notes

- Students will only be able to access the subscriptions being utilized by the classes in their schedule.
 - Exception: *Office 365* and *eSchoolData* access are available to all student.
- If students have any issues logging into any of the applications, please advise the teacher.

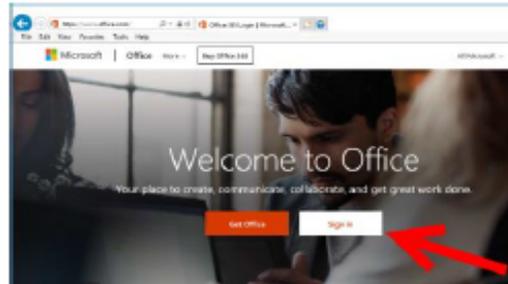


Brentwood Union Free School District
Information Technology Department

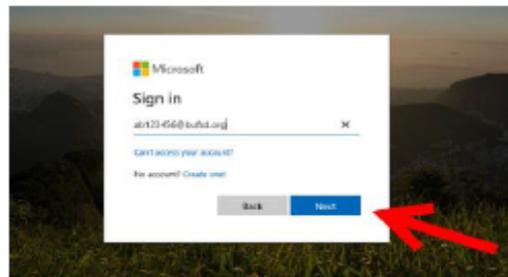
Microsoft Office 365 for Students

Students are now able to access Office 365 from any location and any device. Office 365 is a collection of services that allows for collaborating and sharing of schoolwork with teachers and other students. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1 TB of cloud storage in OneDrive, Teams, and more. Students are also able to install the full Office applications on up to 5 PCs or Macs for free. To access your account in school, just click the Office 365 shortcut on your desktop.

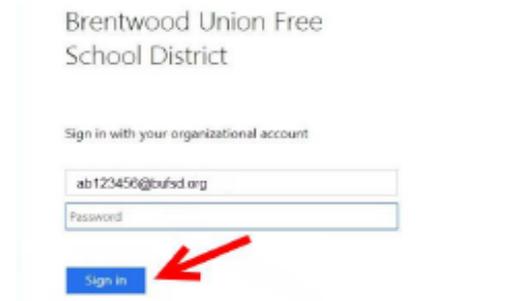
1. To access your Office 365 Account from outside the district, go to www.office.com and click Sign In



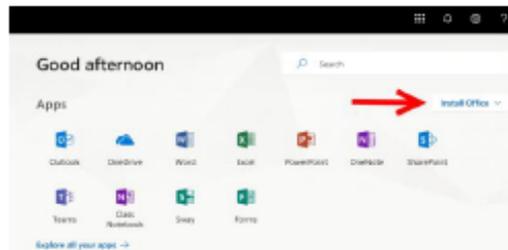
2. Enter Windows username used in school and added *@bufsd.org* in the username field then click Next.



3. On the next screen enter the same password used to log into the computers in school then click Sign in.



4. Office 365 home page providing access to all applications as well as the option to download the latest version of Microsoft Office by click Install Office.



*Note: Outlook not available in Office 365 as students do not have email.

What Kindergarteners Need to Know to Succeed

We asked more than 100 teachers what children need to know on the first day of kindergarten:
Here are 20 skills that help them get off to a good start:

SOCIAL SKILLS

- Express feelings or wants verbally—that is, use words rather than hitting another child.
- Demonstrate knowledge of basic conversational rules, such as taking turns talking without interrupting.
- Speak clearly and in full sentences, both one-to-one with an adult and in class discussions.
- Share and take turns when playing with other children and use good manners—saying please and thank you, for example.
- Follow class routines with only occasional reminders.

READING, WRITING & LISTENING

- Enjoy looking at books and imitate reading behaviors such as turning pages one by one.
- Recognize most of the letters of the alphabet by sight, both upper and lower case.
- Can hold a pencil using the correct grip.
- Can write first name using capital and lower case letters; can form letters from the top down.
- Can sit still long enough to listen to a story.

EVERYDAY SKILLS

- Use the bathroom by themselves and wash their hands.
- Take their coats off and hang them up; and put their coats on, including fasteners (zippers, buttons).
- Know and respond to their proper names, rather than just nicknames.
- Have self-help skills, such as opening their own snacks.
- Use scissors, pencils and crayons.
- Understand two or three-step instructions—e.g., "Get your jackets, put them on, and then get into line."

NUMBERS AND COLORS

- Identify and describe squares, circles, triangles and rectangles.
- Name common colors.
- Recognize one-digit numerals and count up to ten objects.
- Sort common objects into groups—e.g., they can "put all the cars together."

THE KINDERGARTEN SKILLS SURVEY included more than 100 kindergarten teachers and was conducted in the spring of 2014. The teachers came from the following ten school districts: Amityville, Franklin Square, Harborfields, Levittown, Long Beach, Middle Country, North Merrick, Valley Stream #13, Uniondale and Wyandanch. Some survey questions were based on an earlier survey of teachers in Westbury done by The Early Years Institute.

THE LONG ISLAND PRE-K INITIATIVE is a grant-funded project that seeks to strengthen relationships between school districts and community-based organizations and to share information about research, policy and best practices for early learning.

LONG ISLAND PRE-K INITIATIVE



CHILD CARE COUNCIL
OF SUFFOLK, INC.



Child Care Council
of Nassau, Inc.
Every Day Counts in the Life of a Child

www.nassauboces.org/pre-k

IS YOUR HOUSING UNCERTAIN?

DO YOU LIVE AT A TEMPORARY ADDRESS?

YOU HAVE IMPORTANT SCHOOL RIGHTS!

ARE YOU LIVING...

- With relatives, friends, or others because you lost your housing or because of economic hardship?
- In a shelter?
- In a motel or hotel because you have nowhere else to go?
- In inadequate housing?

THEN YOU MAY BE PROTECTED UNDER THE MCKINNEY-VENTO ACT!

Children and youth in temporary housing have the right to:

- stay in the same school, including pre-k, and get free transportation even if it is across district lines;
- immediately enroll in school without records (school records, medical records, vaccination records, proof of residency);
- get special education services immediately if the student has a current Individualized Education Program (IEP);
- participate fully in any school activities, including before- or after-school activities;
- get support services and help with things like school supplies through Title I;
- get free school meals without filling out an application;
- get help enrolling in pre-k, Head Start, other preschool programs, and Early Intervention; and
- get help preparing and applying for college.

Ask your McKinney-Vento Liaison for help!



DID YOU KNOW?

Every school district must have a McKinney-Vento Liaison to help students in temporary housing.

FOR HELP:

- McKinney-Vento Liaison

If blank, contact NYS-TEACHS for Liaison information at 800-388-2014 or visit www.nysteachs.org/liaison

- New York State Coordinator for Homeless Education
Melanie Faby
Email: melanie.faby@nysed.gov
Web: www.p12.nysed.gov/accountability/homeless

For more information, call
NYS-TEACHS 800-388-2014
www.nysteachs.org



HELPFUL CONTACTS

SPECIAL EDUCATION

For help with a special education matter, contact the Office of Special Education Quality Assurance or a PTI Center in your area.

Special Education Quality Assurance Regional Offices

- Central Regional Office (315) 428-4556
- Eastern Regional Office (518) 486-6366
- Hudson Valley Regional Office (518) 473-1185
- New York City Regional Office (718) 722-4544
- Western Regional Office (585) 344-2002
- Long Island Regional Office (631) 952-3352

Parent Training and Information Centers (PTI)

To find your Parent Training and Information Center visit: www.p12.nysed.gov/specialed/techassist/parentcenters.htm or www.parentcenterhub.org/find-your-center/

EARLY CHILDHOOD SERVICES

Early Childhood Direction Centers provide information about services for children, ages birth through five, who have disabilities. To contact the Center in your area, call (518) 486-7462

RUNAWAY OR HOMELESS YOUTH

For information, referrals, and crisis intervention, contact the National Runaway Switchboard at (800) RUNAWAY (786-2929)

HOUSING

For information about eviction prevention and public housing, contact the New York State Office of Temporary and Disability Assistance at (518) 473-1090

DOMESTIC VIOLENCE HOTLINE

- (800) 942-6906
- (800) 621-HOPE (4673) (*New York City residents*)



For help, ask your McKinney-Vento Liaison

If blank, contact NYS-TEACHS for liaison information at 800-388-2014 or visit www.nysteachs.org/liaison

New York State Technical and Education Assistance Center for Homeless Students (NYS-TEACHS)

Call Toll-free:
(800) 388-2014

Email: info@nysteachs.org
Web: www.nysteachs.org

New York State Coordinator for Homeless Education

Melanie Faby
Email: melanie.faby@nysed.gov
Web: www.p12.nysed.gov/accountability/homeless

IS YOUR HOUSING UNCERTAIN?



DO YOU LIVE AT A TEMPORARY ADDRESS?

YOU HAVE IMPORTANT SCHOOL RIGHTS!



ARE YOU LIVING...

- With relatives, friends, or others because you lost your housing, or because of economic hardship?
- In a shelter?
- In a motel or hotel because you have nowhere else to go?
- In inadequate housing?



You may be protected under the McKinney-Vento Act!

Children and youth in temporary housing have the right to:

- stay in the same school, including pre-k, and get free transportation even if it is across district lines;
- immediately enroll in school without records (school records, medical records, vaccination records, proof of residency);
- get special education services immediately if the student has a current Individualized Education Program (IEP);
- participate fully in school activities, including before- or after-school activities;
- get support services and help with things like school supplies through Title I;
- get free school meals without filling out an application;
- get help enrolling in pre-k, Head Start, other preschool programs, and Early Intervention; and
- get help preparing and applying for college.



F A Q

Frequently Asked Questions

Where can I get help?

Every school district must have a McKinney-Vento liaison to help students in temporary housing. Contact information for the liaison can be found on www.nysteachs.org/liaison.

Can a school require a student in temporary housing to show proof of residence to register for school?

No, if a student says they are homeless or in temporary housing, they must be enrolled immediately in school even if they don't have the papers normally needed, such as proof of residence, immunization records, a birth certificate, guardianship records, or school records.

Can a student who is living in temporary housing stay in the same school if they move out of the school district?

Yes, the student has the right to stay in the same school they went to when they were permanently housed.

Can a student enroll themselves in school?

Yes, if the youth is living in temporary housing and not with their parents or legal guardians (known as unaccompanied youth) they can enroll themselves in school.

What if a school doesn't enroll a student or provide busing because the district doesn't believe the student is homeless?

The school must immediately enroll the student and refer them to the district's McKinney-Vento liaison for help with the appeal process. Students have the right to appeal a school's decision, go to school, and get transportation until the appeal is decided.

If a student moves into permanent housing, can they stay in the same school?

Yes. A student can stay in the same school for the entire time they are in temporary housing and through the end of the school year in which they move into permanent housing.



IMPORTANT: This document contains information that is no longer current but remains on our site for reference purposes.

CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS

Deferred action for childhood arrivals (DACA) allows certain individuals, who meet specific guidelines, to request consideration of deferred action from USCIS. Individuals who receive deferred action will not be placed into removal proceedings or removed from the United States for a specified period of time unless terminated. If you receive deferred action, you may be eligible for employment authorization. You may request deferred action for childhood arrivals if you meet the following guidelines:

Can I be considered?
Review Guidelines



You came to the United States before reaching your 18th birthday



You have continuously resided in the United States since June 15, 2007, up to the present time



You were under the age of 31 as of June 15, 2012



You never had a lawful immigration status on or before June 15, 2012, or any lawful immigration status expired as of June 15, 2012



You have not been convicted of a felony, significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety



You were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS

How do I file?



Collect documents as evidence you meet the guidelines



Complete USCIS Form I-821D, I-765 and I-765 Worksheet



Mail USCIS forms and fees (total \$465)



Visit your local USCIS Application Support Center for a scheduled biometric services appointment



Check the status of your request online

Renew your DACA



Find your DACA expiration date

SUBMIT renewal request

4 months or 120 days before your current period of DACA expires.

On your Form I-797, Notice of Action



OR



Form I-766 - The date your Employment Authorization Document (EAD) expires

Ensure you meet the following



You meet the initial DACA requirements



You did not depart the United States on or after August 15, 2012, without advance parole



You have continuously resided in the United States since you submitted your most recent DACA request that was approved



You have not been convicted of a felony, a significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety

Complete and mail forms to USCIS

- 1 Form I-821D, Consideration of Deferred Action for Childhood Arrivals
- 2 Form I-765, Application for Employment Authorization
- 3 Form I-765SWS, Worksheet

REMEMBER: Read instructions carefully • Sign the forms • Pay \$465 fee

If you have questions about your request, please call USCIS Customer Service at 1-800-375-5283 or 1-800-767-1833 (TDD). www.uscis.gov/childhoodarrivals

DACA





Helpful Parent Resources

Domestic Violence Services:

- Have you been pushed, hit, verbally abused, raped sexually, assaulted or threatened? If you have been hurt by someone you know, HELP is available. (631) 853 8222 If You Are In Immediate Danger, Dial 911
- <http://www.suffolkcountyny.gov/Departments/CountyExecutive/WomensServices/STOPViolence.aspx>

Education and Instruction:

- **ADELANTE:** ENL and computer classes, employment and educational counseling, mental health and nutritional care 631)434-3481
- **Brentwood High School:** Adult ENL, and citizenship preparation classes (631) 434-2416, www.bufsd.org
- **Brentwood Public Library:** Lends books, magazines, CDs, videos, offers ENL classes, cultural programs for children and adults. (631)273-7883
- **A Guide for Parents of English Language Learners/Multilingual Learners in New York State:**
<http://www.nysed.gov/bilingual-ed/guide-parents-english-language-learnersmultilingual-learners-new-york-state>
- **PRONTO:** ENL classes, GED classes, emergency supplies, food pantry, thrift center, Girl Scouts, bilingual assistance with government agencies (631) 231-8290
- **S.E.P.T.A. (Special Education Parent Teacher Association):** 631-435-2401

Food Assistance:

- **Island Harvest:** A Foodbank for Long Island 631-873-4775 <https://www.islandharvest.org/resources/food-locator/>
- **SNAP** The Supplemental Nutrition Assistance Program (formerly known as Food Stamps) Hotline: 516-805-1642
- **Soup Kitchens at Bethany Inn:** 631-275-8913
- **Soup Kitchen at Holy Church of Christ:** 631-234-6799 They provide free food and hot meals.
- **The Commodity Supplemental Food Program (CSEP):** This program provides free food packages. The mobile vans make stops at over 70 locations here on Long Island: 631-491-4169/631-491-4156

Health Services and Prescription Programs:

- **Partnership for Prescription Assistance (PPA):** 1-888-477-2669, RxAssist 401-729-3284, RxHope 1-877-267-0517
- **South Brookhaven Health Center:** Mobile Mammography Van provides free mammograms. 631-854-1323
- **Target:** \$4 Prescription Drug Program 1-800-800-8800
- **Together Rx Access Card:** 1-800-444-4106
- **Walmart:** \$4 Prescription and Over the Counter Drug Program 1-800-273-3455

Mental Health Services:

- **AHRC:** 631-218-4949
- **Comprehensive Psychiatric Emergency Program:** 631-444-6050
- **Crisis Residential Services:** 631-853-7300
- **Family Service League:** 631-647-3100
- **FEGS Health and Human Services:** 631-234-7807 ext. 236
- **Hands Across Long Island:** 631-234-1925
- **Haven House Bridges/Transitional Services of New York for LI:** 631-231-3619
- **Home Based Crisis Intervention:** 631-205-1783
- **Long Island Crisis Center:** 516-679-1111
- **Mental Health Association of Suffolk:** 631-226-3900
- **Mobile Crisis Team:** 631-673-7701
- **The National Alliance on Mental Illness:** 1-800-950-6264, are free programs that help patients find their prescription/medication and offer drug assistance programs.
- **Outreach:** 631-231-3232
- **Psychiatric Emergency Room:** 631-968-3144
- **Respite:** 631-234-7807 provide free information and mental health services.
- **Siena Residence:** 516-634-0012
- **Single Point of Access Housing:** 631-231-3562
- **Suffolk County Department of Mental Health: CAMERA:** 631-853-2995, **SPOA:** 631-853-8513

Housing Assistance:

- **Community Housing Innovations:** 631-475-6390 help families find housing
- **Homeless Prevention and Rapid Re-housing Program (HPRP):** 631-854-9542
- **Nassau/Suffolk Coalition for the Homeless:** 516-742-7770
- **Senior/Handicapped Housing:** 516-733-7076
- **Suffolk County Economic Development Workforce Housing:** 631-853-4800

Labor: (Both offer employment training programs and opportunities for employment.)

- **Suffolk County Department of Labor:** 631-853-6600
- **Suffolk Works Employment Program (SWEP):** 631-853-3664



Make the Road New York

What is Make the Road New York?

Make the Road New York (MRNY) is a multi-service organization that helps immigrants throughout the 5 boroughs.

Make the Road New York (MRNY) builds the power of Latino and working-class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. Make the Road New York operates neighborhood-based community centers in many areas and in Brentwood. With a membership of 22,000+ low-income New Yorkers, MRNY tackles the critical issues facing our community: workplace justice, tenants' rights, immigrant civil rights, language-access, LGBTQ justice, public education, health care access, and immigration reform.

The Community Organizing Projects help New Yorkers to implement strategies to combat shared problems and develop leadership and the capacity for civic participation. Their Education Department offers English to Speakers of Other Languages (ESOL), Spanish-language literacy, computer literacy, citizenship preparation and in-school and after-school youth programs. Also, their Departments of Legal, Health & Support Services provides direct legal representation, case management, and facilitated enrollment into public health insurance programs, training, and strategic support for members and organizing campaigns. Their attorneys and advocates specialize in labor and employment law, public benefits, disability benefits, housing law, healthcare and health insurance access, immigration, public education, domestic violence, and LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) civil rights issues.

Where is Make the Road New York office in Brentwood located?

1090 Suffolk Avenue, Brentwood, NY 11717
Telephone number: (631) 231-2220



Visit the website: <https://maketheroadny.org>



Connections

A Child and Family Bereavement Program

Do you know a child/teen who has experienced a death and is grieving?

Consider referring to Connections, an 8 week bereavement group for children/teens and their caregivers who have experienced the death of a loved one.

Presented
in Spanish
Free Of
Charge

Dinner Will Be
Served
Transportation
available
if needed

Connections is a safe place for children/teens and their caregivers where they will:

- Work in separate and concurrent groups
 - Heal together while developing healthy coping.
 - Increase understanding of grief
 - Engage in creative activities and play that create and preserve memories.

**THE HRHCARE
HEALTH CENTER
AT BRENTWOOD**
1869 Brentwood Road
Brentwood, NY 11717

Wednesdays 6:30pm-7:45pm

Registration Required

PLEASE CALL (631) 828-7628



Good Shepherd Hospice
Catholic Health Services
At the heart of health



Good Shepherd in collaboration with HRHCare Community Health present this program. Funded by New York Life Foundation.



Helpful Parent Resources

Family Community Center



Our Bilingual and ENL Department
is always here for YOU!
631-434-2511

Wanda Ortiz-Rivera, Assistant Superintendent for Bilingual Services K-12 & Student Intake
wortiz@bufsd.org

Paula Ribeiro-Manikas, Assistant Coordinator of Bilingual and ENL Programs K-12
pribeiro@bufsd.org

Maria Rodriguez, Assistant Coordinator of Bilingual and ENL Programs K-12
mrodrigu@bufsd.org

Mary Alice Gans, Bilingual and ENL High School Department Chairperson
631-434-2501
mgans@bufsd.org

Karen Morgan, TOSA SIFE Liaison and Embedded Coach
kmorgan@bufsd.org

Aymara Ortiz, Social Worker

Aymara.ortiz@bufsd.org

631.434.2301

Please reach out to us if your child and/or your family need assistance:

- *coping with peer pressure and emerging personal, social and emotional problems.
- *initiating teacher/student/counselor conferences and parent/teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
- *reviewing your child's educational progress and career plans
- *finding assistance and programs within our community
- *contacting and getting referrals to other agencies and services
- *funeral services

Visit Our Webpage: <http://www.bufsd.org/>

Visit Our Bilingual / ENL department Webpage: https://www.bufsd.org/departments/bilingual_and_enl/BILENL

