

## Bilingual and ENL Department

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# Office of **BILINGUAL AND ENGLISH AS A NEW LANGUAGE** Elementary Family Engagement Handbook

## WELCOME!





## Our TEAM

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- Wendy Gudema, HTYPE Guidance, Education and Prevention Counselor  
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 Superintendent of Schools,  
 Interim Acting



[Dr. Marlene Ramos-Velita](#)  
 District Coordinator of Registration  
 and Census



[Paula Ribeiro](#)  
 District Coordinator of Bilingual and  
 ENL Instruction K-12



[Maria Rodriguez](#)  
 District Assistant Coordinator of  
 Bilingual and ENL Instruction K-12



[Margaret Amores](#)  
 District Assistant Coordinator of  
 Bilingual and ENL Instruction K-12

**Bilingual and English as a New Language Education Parent Handbook**

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**Academic Information**

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## Our Board of Education



**Julia Burgos**, First Vice President, **Eileen Felix**, President, **Cynthia Ciferri**, Second Vice President, **Hassan Ahmed**, Trustee, **Eileen Harman**, Trustee, **Brandon Garcia**, Trustee, **Maria Malave**, Trustee

### 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."

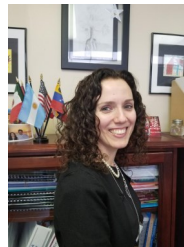
- Jim Cummins

## Our Central Administration



**Rhonda Young**  
Assistant Superintendent of  
Special Services

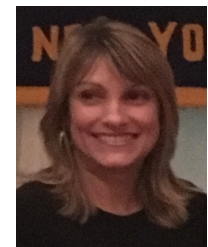
**Wanda Ortiz-Rivera**  
Interim Acting School  
Superintendent



**Stacy O'Connor**  
Assistant Superintendent for  
Finance and Operation



**Matthew Gengler**  
Assistant Superintendent for  
Secondary Education



**Ann Palmer**  
Assistant Superintendent for  
Primary Education



# Who's who in our



# Bilingual and ENL K-12 Team



**PAULA RIBEIRO**  
DISTRICT COORDINATOR



**MARIA RODRIGUEZ**  
ASSISTANT COORDINATOR



**MARGARET AMORES**  
ASSISTANT COORDINATOR



**CARLA RIBEIRO**  
HS DEPT HEAD WORLD  
LANGUAGES & HLA



**MEREDITH FORAKER**  
HS DEPT HEAD BIL & ENL



**KAREN MORGAN**  
TOSA SIFE COACH



**DENISE JOYA**  
TOSA INTAKE & REG



**DENISSE FUENTES**  
TOSA SIFE COACH



**CARLENE MARTINEZ**  
TOSA SIFE COACH

## Our Vision Statement

If I can dream it, I can do it!

*¡Si puedo soñarlo, puedo hacerlo!* -Walt Disney

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, background, 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 diverse global society.

**Our Mission** To accomplish our vision, we will:

- ♥ Cultivate communication with students and students' families
- ♥ Establish clear expectations and success criteria 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 relevant and authentic 21st Century challenges
- ♥ Differentiate instruction for ALL
- ♥ Use stakeholder surveys, diagnostic tools, formative, and summative tasks/assessments to inform/drive our instruction, programs, and practice
- ♥ Guide students to self-assess and set specific individual goals
- ♥ Make use of available technological resources to engage and empower students in their learning and their application of learning
- ♥ Foster character and socio-emotional health and development



## SCHOOLS IN THE BUFSD DISTRICT



### Kindergarten - Grade 5

<b>School Names</b>	<b>Principal</b>	<b>Address</b>	<b>Grades</b>
<b>East Elementary</b>	Minerva Feliciano	50 Timberline Drive Brentwood, NY 11717 Tel. (631) 434-2525	K
<b>Pine Park</b>	Rosa Nieves	1 Mur Place Brentwood, NY 11717 Tel. (631) 434-2251	K
<b>Southwest</b>	Dr. Karen Kregel	1095 Joselson Avenue Bay Shore, NY 11706 Tel. (631) 434-2261	K-5
<b>Frank J. Cannon Southeast</b>	Stacey Brdey	1 Melody Lane Brentwood, NY 11717 Tel. (631) 434-2265	1-5
<b>Hemlock Park</b>	Dr. Christopher Dalley	19 Hemlock Drive Bay Shore, NY 11706 Tel. (631) 434-2451	K-5
<b>Laurel Park</b>	Dr. Eric Snell	48 Swan Lane Brentwood, NY 11717 Tel. (631) 434-2464	1-5
<b>Loretta Park</b>	Robert McCarthy	77 Stahley Street Brentwood, NY 11717 Tel. (631) 434-2246	1-5
<b>North Elementary</b>	Patrick Morris	50 W. White Street Brentwood, NY 11717 Tel. (631) 434-2275	1-5
<b>Northeast</b>	Rosa Cortese	2 Devon Road Brentwood, NY 11717 Tel. (631) 434-2435	1-5
<b>Oak Park</b>	Lisa Catandella	775 Wisconsin Avenue Bay Shore, NY 11706 Tel. (631) 434-2255	1-5
<b>Twin Pines</b>	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>
<b>North Middle</b>	Elias Mestizo	350 Wicks Road Brentwood, NY 11717 Tel. (631) 434-2356	6-8
<b>South Middle</b>	Barry Mohammed	785 Candlewood Road Brentwood, NY 11717 Tel. (631) 434-2341	6-8
<b>East Middle</b>	Dr. Bergre Escorbores	70 Hilltop Drive Brentwood, NY 11717 Tel. (631) 434-2473	6-8
<b>West Middle</b>	Felicia T. Williams	2030 Udall Road Bay Shore, NY 11706 Tel. (631) 434-2371	6-8
<b>Freshman Campus</b>	Vincent Autera	33 Leahy Street Brentwood, NY 11717 Tel. (631) 434-2541	9
<b>High School</b>	Dr. Dashana Dulin	2 Sixth Avenue Brentwood, NY 11717 (631) 434-2204/2561	9-12



# We encourage you to get involved.

## Available at your child's school:

### Council of PTSA

**President:** Gerri Coleman-Odom

[ddccmmom@gmail.com](mailto:ddccmmom@gmail.com)

Parent Teacher Student Association

**Please communicate with your child's school if you would like to receive more information.**

### SEPTA

Special Education PTA

631-434-2143



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 Gerri Coleman-Odom.

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.

**President:** Sheree Sibilly

**Volunteers needed, please call (631) 434-2143**

Contact Sheree Sibilly at [Sibillysheree@gmail.com](mailto:Sibillysheree@gmail.com)

[BrentwoodSEPTA22@gmail.com](mailto:BrentwoodSEPTA22@gmail.com) Join our Facebook group "SEPTA of Brentwood" for information about parent information meeting and events



for the 2023-2024 school year.

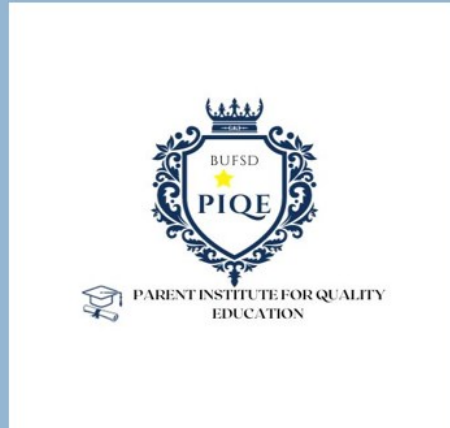




Title III **Community Plaza Liaisons** are district teachers who serve as liaisons between parents and school. They offer translation services and informational workshops for parents.

Schools-Escuelas	Community Plaza Facilitators
East Kindergarten (05) Phone: (631) 434-2525 Principal: Ms. Minerva Feliciano	Ms. Marjorie Zambrano Ms. Kimberly Savage
Hemlock Park Elementary (14) Phone: (631) 434-2451 Principal: Dr. Christopher Dalley	Ms. Erica Diaz Ms. Anna Kadian
Laurel Park Elementary (13) Phone: (631) 434-2464 Principal: Dr. Eric Snell	Ms. Lorena Attanasio Ms. Sonia Argueta Ms. Angelica Diaz
Loretta Park Elementary (03) Phone: (631) 434-2246 Principal: Mr. Robert McCarthy	Ms. Denisse Fuentes Ms. Liliana Marino Ms. Diana Perez-Romero
North Elementary (06) Phone: (631) 434-2275 Principal: Mr. Patrick Morris	Ms. Stephany Rubino Ms. Nicole Cortes
Northeast Elementary (09) Phone: (631) 434-2435 Principal: Ms. Rosa Cortese	Ms. Kimberly Duque Ms. Mariel Manrique
Oak Park Elementary (02) Phone: (631) 434-2255 Principal: Ms. Lisa Catandella	Ms. Roxanna Melendez Ms. Nelly Brenner Ms. Jessica Curry
Pine Park Elementary (01) Phone: (631) 434-2251 Principal: Ms. Rosa Nieves	Ms. Maria Tata Ms Ingrid Acosta
Southeast Elementary (07) Phone: (631) 434-2265 Principal: Ms. Stacey Brdey	Ms. Criselia Bautista Ms. Cheryl Probeyahn
Southwest Elementary (08) Phone: (631) 434-2261 Principal: Dr. Karen Kregel	Ms. Carlene Martinez Ms. Ingrid De Los Santos Ms. Karolina Arevalo
Twin Pines Elementary (12) Phone: (631) 434-2457 Principal: Dr. Gloria Jackson	Ms. Tatiana Quintana Ms. Evelyn Montañez
East Middle School (23) Phone: (631) 434-2473 Principal Dr. Bergre Escorbores	Ms. Maria Cancel
North Middle School (20) Phone: (631) 434-2356 Principal Mr. Elias Mestizo	Mr. Alejandro Callejas
South Middle School (21) Phone: (631) 434-2341 Principal Mr. Barry Mohammed	Ms. Isis Paredes Ms. Wendy Melendez
West Middle School (22) Phone: (631) 434-2371 Principal Ms. Felicia Thomas-Williams	Mrs. Francia Cortes Mrs. Karen Morgan
Freshman Center (32) Phone: (631) 434-2541 Principal: Mr. Vincent Autera	Ms. Alexa Williams Ms. Iris Urquiza
Brentwood High School (30) Phone: (631) 434-2201 Principal: Dr. Dashana Dulin	Ms. Dina Grisales Ms. Massiel Ramirez Ms. Katherine Correas

**Come join us!**



**PIQE PARENT INSTITUTE FOR QUALITY OF EDUCATION**

We invite you, parents/guardians, to partner up with us and join our creative, effective responsive team called PIQE, with the overall goal being to enhance the educational quality and experience for ALL of our Brentwood students. If you are interested, please contact Funded Programs or the Office of Bilingual and ENL Programs.

## 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 English language proficiency must be conducted using the New York State Identification Test for English Language Learners -**NYSITELL**.

## 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 seven 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 level. There are five: *Entering, Emerging, Transitioning, Expanding and Commanding*-English Proficient. **Our goal is for every student to reach the *COMMANDING* level/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 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.*



## 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 CR 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
- ▶ ELL's English language proficiency level
- ▶ Information regarding the Parent Orientation session

**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/Bilingual 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 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 Arabic, Bengali, Chinese, Haitian-Creole, Korean, Russian and Spanish. The Grade 5 and 8 science assessments are available in Arabic, Bengali, 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:

### [For ELLS/MLLS](#)

- **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.



# Helpful Parent Resources

## 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.

**NOTES:** Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for each vaccine at <https://www.health.ny.gov/publications/2370.pdf>. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent. For more information: 518-473-4437 or 347-396-2433.

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) <sup>2</sup>	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 adolescent booster (Tdap) <sup>3</sup>	Not applicable		1 dose	
Polio vaccine (IPV/OPV) <sup>4</sup>	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) <sup>5</sup>	1 dose	2 doses		
Hepatitis B vaccine <sup>6</sup>	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 <sup>7</sup>	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) <sup>8</sup>	Not applicable		Grades 7, 8, 9, 10 and 11: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) <sup>9</sup>	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) <sup>10</sup>	1 to 4 doses	Not applicable		



## 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. 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.





## 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*





## 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

- Into Reading/Arriba la Lectura
  - Words Their Way/Palabras a Su Paso
  - Estrellita
  - Writer’s Workshop
  - Go Math* (K-6)
  - Elevate Science* by Pearson (K-8)
  - Rosetta Stone
  - iRead (Kinder)
  - iReady 1-5
  - LLI– Leveled Literacy Intervention
  - Social Studies Putnam BOCES (K-5)
- Assessments:**
- NYSESLAT
  - On Demand Writing Samples
  - Phonics assessments—Prueba de Fonética* Grades K-1
  - Fountas & Pinnell Benchmark
  - iReady Reading and Math (1-5)
  - Math CAM
  - New York State English Language Arts Exam Grades 3-5
  - New York State Mathematics Exam Grades 3-5
  - New York State Grade 5 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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
Pre- A B C D E	D E F G H I J K	I J K L M N
3 <sup>RD</sup> Grade	4 <sup>TH</sup> Grade	5 <sup>th</sup> 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.

## 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?





# Tips for Parents

## 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



[www.nassauboces.org/pre-k](http://www.nassauboces.org/pre-k)

## 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 know 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.

## 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 Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

[A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards](#)

### Standards in New York State

# 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)
- Bilingual JumpStart—1st Grade—Summer Program (Grade K)
- JumpStart Newcomers—Summer Program (Grades 2-5)
- Bilingual/SIFE Jumpstart—Summer Program (Grades 3-5)
- Summer Reading For Success—Summer Program (Grades 1-4)

### Middle School Level

- Community Plaza/Plaza Comunitaria
- Math Academy (Grades 6-8)
- Math Academy SIFE (Grades 6-8)
- NYSESLAT/ELA Preparation (Grades 6-8)
- Bilingual Excelsior —Summer Program (Grades 6-7)
- SIFE Excelsior—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 Global History Enrichment (Grades 9-12)
- Social Studies U.S. History Enrichment (Grades 9-12)
- Bilingual Living Environment Enrichment (Grades 9-12)
- Bilingual Newsletter, “Enterate” (Grades 9-12)
- ENL Newsletter, “The Voice” (Grades 9-12)
- Writing for College and Career Readiness (Grades 9-12)
- Bilingual Seal of Biliteracy (Grades 9-12)
- Bilingual/ENL Mentoring Program for Success (Grades 9-12)
- ELA Regents Preparation Summer Program (Grades 9-12)
- Literacy –SIFE Literacy Academy (Grades 9-12)
- Los Soñadores/The Dreamers Grados (Grades 9-12)
- Los Campeones del Éxito/Championship for Success (Grades 9-12)
- ENL Life Skills (Grades 9-12)
- Technology Club (Grades 9-12)
- Social Dance Club (Grades 9-12)
- Yerba Bruja-Teatro de los Sueños (Grades 9-12)

### District-Wide Level

- Parental Engagement Academy
- Community Plaza
- Parent Advisory Council—PIQE

# Terminology



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

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

[NYS Assessments Schedule for 2023-2024 School Year](#)

[Parent Guide to the NYSESLAT](#)



# Helpful Parent Resources

[Parent's Bill of rights for NYS ELLs MLLs](#)

## 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.<sup>1</sup>
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.<sup>2</sup>
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](mailto:nysparenthotline@nyu.edu) For more information visit: [www.p12.nysed.gov/biling](http://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

<sup>1</sup> 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.

<sup>2</sup> 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.



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



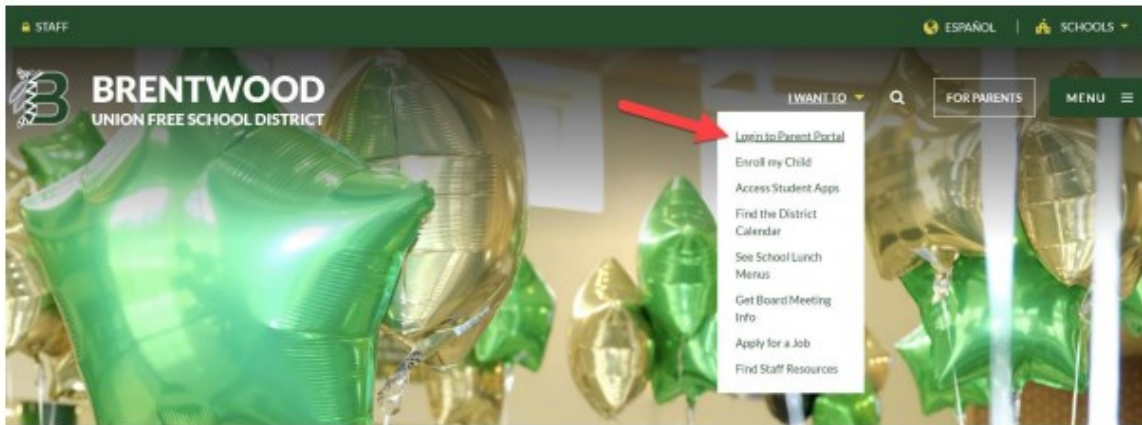
Brentwood Union Free School District  
Information Technology Department



## 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](http://www.bufsd.org) and clicking on the Parent Portal link under I WANT TO menu (see below).



Login credentials are automatically created and mailed to parents after child is registered. Parents that have not received or miss placed the District Parent Portal letter, you may request another copy by sending an email to [parentportal@bufsd.org](mailto:parentportal@bufsd.org).

If there are any issues or concerns regarding accessing the Parent Portal an email can be sent to [parentportal@bufsd.org](mailto: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](mailto:parentportal@bufsd.org)





Office of Bilingual and ENL K-12

**5:00 PM - 8:00 PM**

**MONDAYS - FRIDAYS**

**LUNES - VIERNES**



# Bilingual Hotline

## Línea Directa Bilingüe



**631-972-1375**



Call today!  
**¡Llama hoy!**

Speak to a representative to ask for assistance and guidance. Outside those hours, please leave a message with your name and phone number. A representative will get back to you.

Hable con un representante para pedir ayuda y orientación. Fuera de ese horario, deje un mensaje con su nombre y número de teléfono. Un representante se pondrá en contacto con usted.

HOW DO I USE  
PARENT  
SQUARE?

¿CÓMO USO  
PARENT  
SQUARE?

¿CÓMO  
OBTENGO  
ACCESO A  
TEAMS?

Who do I contact to update my phone number and address? ¿Con quién me comunico para actualizar mi número de teléfono y dirección?

HOW DO I GET  
ACCESS TO  
TEAMS?





## 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, 631-434-2511.

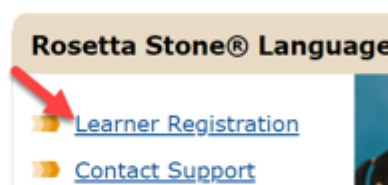


## Bilingual and ENL Programs K-12

### Rosetta Stone Community Registration Instruction for our Parents, Families and Staff

#### To register:

1. Click on this link: <https://brentwoodunionfree.rosettastoneclassroom.com/>
2. Click on the Learner Registration link



3. Enter your email address into the Username field
4. Enter a password for your account in the Password and Confirm Password field
5. Enter your first, middle, and last name
6. Enter brentwoodfamily2020 in the Authorization Code field
7. Add your email address again in the Email field

\*Username:

\*Password:

\*Confirm Password:

\*First Name:

Middle Name:

\*Last Name:

\*Authorization Code:

E-mail:

8. Once you click the Register button, you will receive a confirmation email with your account information. Save this information, just in case you forget.



## Now you are ready to sign in and begin. There are two ways:

You can go to the same link as before: <https://brentwoodunionfree.rosettastoneclassroom.com/>

On the left-hand side, enter your username, (email) and password on the left-hand side and then click Sign in.



You can also visit your Mobile Device's App Store to download the FREE Rosetta Stone APP.

Click sign in and choose "Work or School."

Enter **brentwoodunionfree** as your namespace.

Enter your username (email) and password.

## Now HAVE FUN learning!

Please do not hesitate to contact your school's Community Plaza Liaison or Margaret Amores at or (631) 434-2511 or [margaret.amores@bufsd.org](mailto:margaret.amores@bufsd.org) if you have any questions or need help. We are here for you!



## Accessing BUFSD Digital Subscriptions

Students are able to access digital subscriptions provided by the Brentwood Union Free School District from *MyApps* in Office 365.



[www.bufsd.org/myapps](http://www.bufsd.org/myapps)

To login to *MyApps* enter the student's Office 365 login/district email address.  
Enter the same password used to log into the computers.

**\*Students can obtain their username and password from their teacher.**

The image shows a screenshot of the Microsoft sign-in page. At the top left is the Microsoft logo. Below it is the text "Sign in". There is a text input field with the placeholder text "Email, phone, or Skype". Below the input field are three links: "No account? Create one!", "Can't access your account?", and "Sign-in options". At the bottom right of the page is a blue button labeled "Next".

Once logged in successfully, you will see all the applications and subscriptions they have access to as a BUFSD student.

- For many of the application, you will be logged into it automatically.
- Some applications do require you to login. In those cases, it may not be necessary to include **@bufsd.org** at the end of the username, such as eSchoolData & Rosetta Stone. Please confirm correct login credentials with the teacher.
- Students will only be able to access the subscriptions being utilized by the classes in their schedule as well as subscriptions available to all students such as Office 365 applications, Discovery Education, and BrainPOP.
- If students have any issues logging into any of the applications, please advise the teacher.

[www.bufsd.org/apps](http://www.bufsd.org/apps)

# Get Started with ParentSquare in 3 Steps



ParentSquare  
ParentSquare  
★★★★★ (111)



1

Download the iPhone or  
Android mobile app



2

Log in with your email or phone  
registered with the school



3

Start receiving posts  
relevant to your child

NOTE: If you get an error stating phone number and/or email address not recognized, please contact the front office of your child's school to verify your contact information is up to date in the Parent Portal.

You may also go to  
[www.parentsquare.com](http://www.parentsquare.com)



Brentwood Union Free School District



The New York State Technical and Educational Assistance Center for Homeless Students

# Is Your Housing Uncertain?

## 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?

DO YOU LIVE AT A TEMPORARY ADDRESS?



## 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, or other preschool programs, and Early Intervention; and
- get help preparing and applying for college.

YOU HAVE IMPORTANT SCHOOL RIGHTS!

## 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.com/liaisons](http://www.nysteachs.com/liaisons)

For more information, call

**NYS-TEACHS 800-388-2014**

[www.nysteachs.org](http://www.nysteachs.org)

New York State Coordinator for Homeless Education  
**Jane Fronheiser**

Email: [jane.fronheiser@nysed.gov](mailto:jane.fronheiser@nysed.gov)

Web:

<http://www.nysed.gov/essa/mckinney-vento-homeless-education>



English



## 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
- Western Regional Office (585) 344-2002
- Long Island Regional Office (631) 952-3552

#### Parent Training and Information Centers (PTI)

To find your Parent Training and Information Center visit: <https://www.p12.nysed.gov/specialed/techassist/parentcenters.htm> or <https://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 more 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*)

## ARE YOU LIVING...

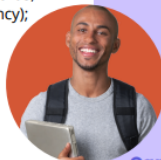
- with relatives, friends, or others because you lost your housing, or because of economic hardship?
- In a shelter?
- In a motel or hotel because
- you have nowhere else to go?
- In inadequate housing?



## 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.



For help, ask your McKinney-Vento Liaison

If blank, contact NYS-TEACHS for liaison information at 800-388-2014 or visit [www.nysteachs.com/liaisons](http://www.nysteachs.com/liaisons)

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

Call Toll-Free

**(800) 388-2014**

Email: [info@nysteachs.org](mailto:info@nysteachs.org)  
Web: [www.nysteachs.org](http://www.nysteachs.org)

### New York State Coordinator for Homeless Education

Jane Fronheiser

Email: [jane.fronheiser@nysed.gov](mailto:jane.fronheiser@nysed.gov)

Web: <http://www.nysed.gov/essa/mckinney-vento-homeless-education>

## Is Your Housing Uncertain?



DO YOU LIVE AT A TEMPORARY ADDRESS?

YOU HAVE IMPORTANT SCHOOL RIGHTS!



NYS-TEACHS.org

The New York State Technical and Educational Assistance Center for Homeless Students

## 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/liaisons](http://www.nysteachs.org/liaisons).

### 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.







# The DREAM Act and DACA

## What is the Dream Act?

The Dream Act (short for Development, Relief and Education for Alien Minors Act) is a piece of legislation that would create a pathway to citizenship for young people who were brought to the United States as children without documentation, but it never passed. The Act intention was to allow current, former, and future undocumented high-school graduates and GED recipients a three-step pathway to U.S. citizenship through college, work, or the armed services.



## Who qualifies as a Dreamer?

A Dreamer refers to a young person who qualifies for the Development, Relief and Education for Alien Minors (DREAM) Act. He or she has proof that he/she entered the US before the age of 16, has continuously lived in the U.S. for at least 5 years, has graduated from a U.S. high school or obtained a GED in the U.S, and demonstrates good moral character, passes criminal background checks and reviews. The term Dreamer originally took its name from the bill in Congress, but it has a double meaning about the undocumented youth who have big hopes and dreams for a better future.

## What is Deferred Action for Childhood Arrivals (DACA)?

In response to the failure of the DREAM Act legislation to pass both houses of Congress, President Obama initiated the immigration policy known as the **Deferred Action for Childhood Arrivals** in 2012.



On June 15, 2012, Deferred Action for Childhood Arrivals (DACA) was created. DACA is an exercise of prosecutorial discretion, providing temporary relief from deportation (deferred action) and work authorization to certain young undocumented immigrants brought to the United States as children. DACA has enabled almost 800,000 eligible young adults to work lawfully, attend school, and plan their lives without the constant threat of deportation. Unlike federal legislation, however, DACA does not provide permanent legal status to individuals and must be renewed every two years.

On September 5, 2017, Acting Secretary of Homeland Security Elaine Duke rescinded the 2012 DACA memorandum and announced a “wind down” of DACA. Effective immediately, no new applications for DACA would be accepted. DACA beneficiaries whose status was due to expire before March 5, 2018 were permitted to renew their status for an additional two years if they applied by October 5, 2017. Any person for whom DACA would have expired as of March 6, 2018, would no longer have deferred action or employment authorization.

On January 9, 2018, a federal judge in California blocked the current administration’s termination of DACA and continued to allow renewal requests. Similarly, on February 13, 2018, a federal judge in New York issued a preliminary injunction preventing the administration from abruptly ending the DACA program. As of June 2019, individuals with DACA or those who have had DACA in the past can continue to renew their benefits on a two-year basis. However, first-time applications are no longer being accepted.

If you have questions, about the Dream Act or DACA, consult with an immigration lawyer.

Source: <https://www.americanimmigrationcouncil.org/research/dream-act-daca-and-other-policies-designed-protect-dreamers>

Additional Source for issues applying for tuition assistance: <https://www.timesunion.com/news/article/DREAM-Act-application-goes-live-14192966.php>



## 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:

### CHILD AND FAMILY BEREAVEMENT SUPPORT PROGRAM Good Shepherd Hospice

Good Shepherd Hospice offers a FREE, professionally run, 8-week bereavement group program for children ages 5-17 years old and their caregivers who have experienced a death of a loved one.

- Children engage in therapeutic activities that encourage emotional healing, increase understanding, development of healthy coping skills and preservation of memories.
- Adult caregivers attend their own concurrent support group, where they will learn about the nature of their children's grief and how to best support them

For more information, call Maribeth McKeever, LCSW-R,  
Director of Bereavement, Good Shepherd Hospice,  
@ (631)-828-7628



## What we do:

Family Service League (FSL) helps individuals, children, and families to mobilize their strengths and improve the quality of their lives at home, in the workplace, and in the community.

[Visit us for more information!](#)

790 Park Ave  
Huntington, NY 11743  
(631) 427-3700



# Find Help Now



## Our Services

- ◇ Drug and Alcohol Abuse Prevention/Addiction Services and Treatment
- ◇ Children's Services
- ◇ Training and Employment
- ◇ Family and Community Support
- ◇ Housing and Homeless Services
- ◇ Mental Health and Integrated Care
- ◇ Senior and Caregiver Services
- ◇ Trauma and Crisis Counseling
- ◇ Center of Treatment Innovation (COTI): Mobility Recovery
- ◇ And many more





## Yes: Youth Enrichment Services

<https://www.yesnews.org/>



**FOSTERING A HIGHER QUALITY OF LIFE**

### Our Mission

Youth Enrichment Services Counseling is committed to the mental health and wellness of youth and their families, through prevention, intervention, treatment, and education. Our focus is to provide quality programs with strong collaborations with Long Island school districts, other agencies, governmental partners, and the private sector.

We will provide support for children and adolescents struggling with emotional or mental health problems resulting from depression, anxiety, and family adjustments, amongst others. Our programs and services are inclusive of all youth and families.

### Youth Enrichment Counseling Services



13 McWhorter Street  
Brentwood, New York 11717  
Tel: 631.231.4333 • Fax: 631.231.4338  
[www.yesnews.org](http://www.yesnews.org)

**We are the place to turn to when children's problems seem overwhelming and too difficult to handle alone. We help restore children's well-being and increase positive behaviors at home and school.**

Our counselors can provide positive solutions/strategies for your child or teen, we will work together to assist your child. Increase positive behaviors at home or in school. Strengthen social skills and self-esteem. Develop self-control and manage anger. Succeed in the classroom.

Decrease conflict with family members, teachers, and peers » Heal from the traumatic effects of abuse. Recover from emotional distress.

### Our Counseling Services

YES provides support for children and adolescents struggling with emotional or mental health problems resulting from depression, anxiety, and family adjustments, amongst others.

- Difficulty concentrating**
- Loss of motivation**
- Poor performance at school/work**
- Avoidance of friends and family**
- Excessive worrying**
- Irritability**
- Loss of enjoyment**
- Trouble sleeping**
- Relationship problems**
- Anxiety**
- Mood change**



- Individual/Family Counseling**
- Child Psychiatry**
- Group Therapy**
- Play Therapy**
- CBT & DBT Therapy**



## Professional Counseling Services

TEL: 631.231.4333





## 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](http://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):** 631-434-2143

### **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
- **Branches Long Island:** 631-448-7832 Food, toiletries, and supplies for families
- **St. Anne's:** 631-339-7470 Open Mon/Tues/Thur 9am-11:30am
- **Hospitality Too (at St. Anne's):** 516-666-7131 Open Sat 9am-12pm
- **Living Proof Church of God:** 631-948-5905 Open Wed 10am-12pm, Sun 2pm-4pm
- **St. Patrick Social Ministry:** 631-665-4911 Open Mon-Fri 10am-12:15pm
- **RCCG Glory Tabernacle:** Open Fri 1pm-2pm
- **Suburban Housing:** 631-665-2866 Open Mon-Fri 10am-1pm
- **United Veterans Beacon House:** 631-665-1571 Open Mon/Wed/Sat 9am-1pm
- **First Baptist of Bay Shore:** 631-665-8863 Open Thur 9am-12pm
- **Bay Shore Emergency Food Program:** 631-666-4936 Open Mon/Wed/Fri 12pm-2pm
- **First Christian Church of Brentwood:** Open Tue/Fri 9am-11am
- **God's Provision:** 1623 5th Ave; Bay Shore; Open every other Sat 10:30am-12:30pm
- **God's Provision #4:** 54 Brook St; Bay Shore; Open every other Mon 12pm-2pm
- **Planting Seeds for Christ Food Pantry:** 281 B Skip Lane; Open Mon-Wed 10am-2pm
- **River of Life Food Pantry:** Pine Aire Dr. Bay Shore; 631-231-5732 call for hours
- **Spanish Bay Shore SDA:** Open Sun 8am-10am

### **Legal Advocacy Support**

- **Carecen NY:** 631-273-8721
- **Liberty Defense Project:** 1-800-566-7636
- **The Golden Door Support Program:** 516-879-6711



## Helpful Parent Resources

### 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



## PLAN FOR LEARNING

Try to attend school activities and meetings. These meetings can be a way to express concerns you may have about school plans, ask questions, and learn how to use parenting programs, such as **Parent Square**.

- Ask for the name of the **Community Plaza Liaison** in your school. They are there to help.
- Visit our website for school information and updates: <https://www.bufsd.org/>
- Make sure you have reliable, high-speed Internet access. If you need a computer or internet, contact your designated school.
- It will be important for you to be in contact with designated teachers to know:
  - How to access online resources and materials for the class
  - Possible changes in assignments, tests, and resources or events at school
  - Available programs
  - How you can speak to a guidance counselor to begin planning for your child's graduation.

## Workspace and Essentials

- Choose a workspace where your child can focus on their work. The visible area on the camera should be organized, clean, and clutter-free.
- Make sure other people in the home (siblings, babysitter / babysitter, members of family, etc.) do not interrupt study time.
- Write down your child's schedule so everyone knows and remembers.
- Organize textbooks and all supplies so they are ready for class.
- Plan your lunch, snacks, and bathroom visits according to the schedule.
- Charge your school computer the night before your return to school.

# 12 phrases every child should hear

I congratulate you for what you have accomplished.

You can.

I will always be here when you need me.



You can do anything you set your mind to.



I believe what you say and know you will.

I love you.

I know you are doing your best.

I believe in you.

I know you are good.

Thank you.

I am proud of you.

I notice that you are getting better every day.

# How to DRESS for school in Brentwood New York

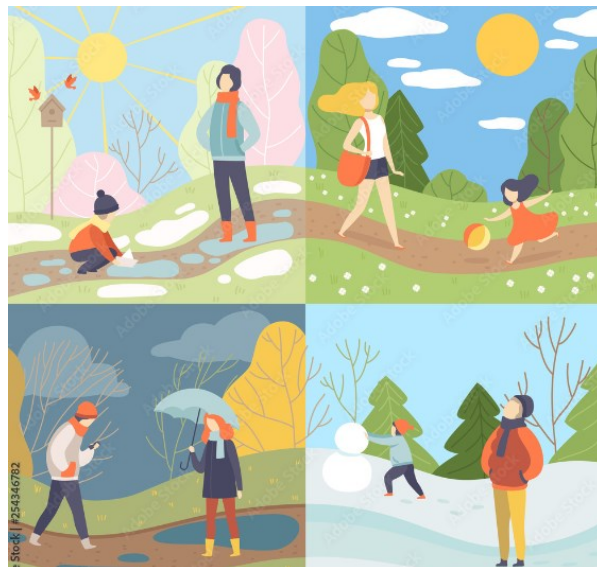


Here in Brentwood, we experience the four seasons, so remember to check the weather forecast and temperatures so your child can dress accordingly. We need to ensure students are properly dressed to safely be outside for any period of time, whether it is walking to school, playing outside at recess or just running to and from the car at arrival and dismissal.

## Students should dress in **LAYERS!**

If it is hot, they may remove a coat/jacket, sweatshirt, etc. to feel cool.

If it is cold, they can add a sweater, sweatshirt, and coat/jacket.





If ever you are in need of clothes, please let us know so we can help.

**Weather and Temperature**

**Clothes**

HOT >70°



- Shorts or pants
- T-shirt
- Sneakers, shoes, or sandals

Warm 60°-70°



- Pants or shorts
- Sweater or sweatshirt
- T-shirt
- Sneakers, shoes, or sandals

Chilly 50°-60°



- Pants
- T-shirt or long sleeve shirt
- Sweater or sweatshirt
- Coat or jacket
- Socks
- Sneakers, shoes, or boots

Cold 35°-50°



- Pants
- Long sleeve shirt
- Sweater or sweatshirt
- Coat or jacket
- Socks
- Sneakers, shoes, or boots
- Hat, gloves, or mittens
- Scarf

Very COLD <35°



- Pants
- Long sleeve shirt
- Sweater or sweatshirt
- Coat or jacket
- Socks
- Sneakers, shoes, or boots
- Hat, gloves, or mittens
- Scarf

**During the cold weather**, please send your child with warm winter jackets, hats, mittens, appropriate footwear since elementary and middle school students do have recess and/or gym outside. Students will be kept indoors when weather is too cold.



Please make sure your children are dressed appropriately for these cold days. Appropriate footwear/boots, hats, snow pants, warm jackets, layers, scarves, and gloves or mittens are essential for students to safely be outside for any period of time.

It is important that children not be allowed to leave the house with exposed skin (ears, hands, legs, etc.), as this increases the chance of frostbite in cold weather. **Please call the school if you need clothing items, information or referrals to agencies that can help your family secure winter clothing.** We want all students to be comfortable while enjoying these brisk winter days. As always, we also ask that you stay tuned to weather so that your family can be prepared.



## Checklist for Parents

Please make sure to do the following every night before a new school day:

- ♥ Plan what to wear for tomorrow. Dress in layers, in case it turns cold or rains. Remember classes may go outside for recess or physical education class.



- ♥ Pack your lunch and/or snack for the next day.
- ♥ Charge your laptop the night before school.
- ♥ Pack your book bag the night before school.
- ♥ Your child should bring laptop charging wire to school every day, in case the battery runs out. \* Please note that schools DO NOT provide charging wires for laptops during the day.
- ♥ Parents/Guardians should be checking Parent Square app for updated important school, teacher, and/or district messages.
- ♥ Parents/Guardians should be checking Parent Portal and Eschool for grades, attendance, teacher comments, etc...
- ♥ Parents/Guardians should check individual TEAMS sections to make sure child has TURNED in the completed assignment.

\*IMPORTANT: Not only check TURNED IN but open the assignment to make sure it was completed. We have had some cases of students turning in blank assignments. Students in Grades 3-12 need to bring their school issued laptop every day, unless the teacher directs otherwise. Laptops should be housed in proper cases to be brought back and forth to school to ensure laptops are not damaged.



# Self-care to be Healthy and Happy

It is important to take care of our hygiene regularly. If we feel good, we do good!

Please call the school if you need hygiene resources, information or referrals to agencies that can help your family secure any items you and your family may need.

	<p>I do a good job of taking care of myself everyday</p>		
 <p>I'm proud of my efforts</p>	 <p>I keep my body clean</p>	 <p>I wash my face and hands</p>	 <p>I wash my hair</p>
 <p>I wear clean clothes</p>	 <p>I pick out clothes to wear</p>	 <p>I get dressed</p>	 <p>I wear a jacket when it's chilly</p>
 <p>I check my self in the mirror</p>	 <p>I comb or brush my hair</p>	 <p>I blow and clean my nose</p>	 <p>I brush my teeth</p>
 <p>I clip my finger nails</p>	 <p>I clip my toe nails</p>	 <p>I use lotion and sunscreen</p>	 <p>I take my medicine</p>

