BRENTWOOD UNION FREE SCHOOL DISTRICT

2026–2027 Remote Learning Expectations

Our Commitment

As we prepare for the 2026–2027 school year, it is important that we are clear and aligned in our expectations. There are no traditional snow days built into our school calendar. If weather conditions or other emergencies prevent us from safely opening our buildings, we will transition to remote learning.

Remote learning days are full instructional days. They allow us to maintain continuity of learning, provide stability for our families, and ensure that our students continue to grow academically even when we cannot be together in person.

Our responsibility to our students does not pause because of inclement weather. With thoughtful preparation, strong communication, and shared accountability, we will ensure that learning continues seamlessly.

These expectations are designed to provide clarity for every role in our district so that, when needed, we are ready.

Superintendent Authority

The Superintendent will determine when a remote learning day will be implemented. The Superintendent will also communicate which staff members will report in person, and which will work remotely, taking into consideration weather conditions and guidance from Buildings and Grounds regarding parking lot clearance and safe access to district facilities. As conditions and operational needs may vary, reporting expectations may differ by employee group. For example, clerical staff may be directed to report to their buildings while teachers work remotely.

Based on the severity of weather or other emergency conditions, reporting expectations may be adjusted. Any modifications will be clearly communicated to all staff and families.

Administrative Expectations

- Remote learning days are full instructional and operational workdays
- Principals, assistant principals, and district administrators are expected to report to their assigned buildings unless otherwise directed
- Central Office staff may be directed to work remotely based on operational needs
- If clerical staff and monitors are expected to report, administrators are also expected to report
- Failure to report to work when required and without approved leave will be recorded as a contractual absence in accordance with district policy and applicable agreements

Building Principal Leadership & Communication

Building principals play a critical role in ensuring that remote learning days are organized, clear, and supportive for both families and staff.

Principals may not rely solely on the district-wide message issued by the Superintendent. Building-level communication is required.

Remote Learning Readiness Checklist for Principals

To be completed by the building principal prior to the first remote learning day.

School: _____ **Principal: _____**

STAFF READINESS

☐ Staff can successfully access Microsoft Teams.

☐ District-issued devices are working properly.

☐ Staff have the necessary laptops, chargers, and materials.

☐ Staff know how to obtain technical assistance when needed.

☐ Staff have practiced accessing Teams and understand remote-day expectations.

STUDENT READINESS

☐ Students have practiced logging into Microsoft Teams.

☐ Students with district-issued devices have working devices and chargers.

☐ Students have necessary instructional and/or Home Learning materials.

☐ Students without reliable internet access have been identified and connected with available support.

☐ Families know whom to contact if their child experiences a device, internet, or access issue.

☐ Families have been provided with expectations regarding remote learning.

SUBSTITUTE READINESS

☐ Permanent substitutes can access Microsoft Teams.

☐ Substitutes have access to teacher schedules.

☐ Lesson plans and instructional materials are readily accessible.

☐ Coverage plans are established for anticipated staff absences.

COMMUNICATION READINESS

☐ Families have received information regarding remote learning expectations.

☐ Families of students in UPK – grade 2 have received Home Learning Guides and materials.

☐ ParentSquare contact information and family access have been reviewed.

☐ Families know where to find schedules, Teams information, assignments, and instructional materials.

☐ Staff understand the communication procedures to follow if technology or connectivity is interrupted.

PRACTICE BEFORE THE FIRST REMOTE DAY

☐ Staff have had an opportunity to practice remote-learning procedures.

☐ Students have had an opportunity to practice accessing Teams with their teachers.

☐ Identified technology, device, connectivity, or access concerns have been addressed or referred for support.

Principal Communication to Families

Principals must:

- Send timely building-specific communication when a remote learning day is anticipated or called
- Reinforce schedules, attendance expectations, and technology guidance
- Provide reminders regarding device access and home learning activities when applicable
- Ensure communication is accessible to multilingual families in their primary language
- Issue communication promptly via ParentSquare Post/Alert, following the district announcement

Principal Communication to Staff

Principals must clearly communicate with:

- Teachers
- Teacher Assistants
- Teacher Aides
- Clerical staff
- Monitors
- Related service providers
- Teachers on Special Assignment

Principal Communication Must Outline

- Reporting expectations
- Instructional or operational responsibilities
- Coverage plans
- Attendance procedures
- Building-specific logistics
- Laptops must be ready in advance
- Any technical issues must be reported immediately to IT

Clarity in communication ensures smooth implementation and prevents confusion.

Day-of Monitoring and End-of-Day Update (Principals)

- The principal or designee will verify that classes, services, and support periods begin on schedule and that absences are covered.
- Administrators will monitor a reasonable sample of classes and services, review attendance and outreach, respond to reported concerns, and confirm availability of support staff.
- Problems requiring district support will be escalated as soon as identified.
- By 4:00 p.m., each principal will send the appropriate Assistant Superintendent a brief update identifying attendance/access concerns, staffing or coverage issues, technology problems, service-delivery concerns, family communication issues, actions taken, and needed follow-up.

- Central Office will review reports for building-specific and districtwide follow-up.

Technology, Power & Connectivity Interruptions

We recognize that weather conditions may result in temporary power, internet, or technology interruptions for students and staff. A loss of connectivity should not prevent a student from having an opportunity to participate in learning.

- **Students/Families:** If a student is unable to access Microsoft Teams because of a power, internet, or device issue, the family should notify the student's teacher or school as soon as they are able. Families needing assistance with a district device or internet access should contact their child's school so appropriate support can be coordinated.
- **Staff:** Staff members experiencing a power, internet, or technology issue should notify their building administrator or supervisor as soon as possible. Technical issues with district devices or systems should also be reported to the IT Department.
- **Continuity of Learning:** When a student cannot participate in live instruction because of a documented technology or connectivity issue, the school will provide an alternative opportunity to access or complete the day's learning, via ParentSquare. For students in UPK through grade 2, Home Learning materials may also be used when live participation is not possible. already establishes Home Learning Activities Guides as an option for K–2 students unable to join live sessions.
- **Communication:** ParentSquare will remain the district's primary platform for family communication.

Wi-Fi Hotspots

- Principals will identify students without reliable home internet through family outreach, technology records, attendance follow-up, and staff referrals.
- Buildings will securely submit student names and the number of requested hotspots to Candice and Samantha by October 23, 2026.
- Candice and Samantha will confirm inventory, coordinate distribution, and provide activation and support information before the first potential remote day.
- Priority will be given to students with no reliable home connection or reasonable alternative, including McKinney-Vento students and others with documented barriers. Newly identified needs will continue to be reported.

Proactive Communication Monitoring

Communication must be proactive, not reactive.

Throughout the school year, principals are expected to work periodically with the IT Department to:

- Review ParentSquare activation reports
- Ensure family accounts are active
- Monitor undelivered messages
- Confirm that contact information in the student system is accurate

- Address barriers that may prevent families from receiving communication

We must ensure that when urgent communication is needed, every family receives it.

Staffing & Coverage Prior to the Day (or Immediately Upon Announcement)

- School-based staff report to buildings unless otherwise directed
- Review teacher absences
- Remote learning schedules for all should mirror the regular school day
- Assign Permanent Substitutes to all vacant instructional positions (email the names of teachers out and assigned coverage to Nicole Valente.)
- Confirm substitutes have:
    - Teams access (Contact Candice Cheng if necessary)
    - Schedules
    - Lesson plans/materials
- Assign any unassigned Permanent Substitutes to instructional support roles

Teacher Expectations

Teachers are expected to:

- Provide instruction aligned to the adopted curriculum
- Maintain pacing consistent with in-person instruction
- Deliver both synchronous and asynchronous instruction
- Post daily learning objectives and assignments in Microsoft Teams
- Follow the remote schedules outlined in district guidance
- Take attendance for each scheduled class period
- Provide timely feedback to students
- Remain accessible, or, immediately reachable, during contractual hours
- Offer office hours or designated support times
- Communicate with families through ParentSquare

Teachers must log into Microsoft Teams and remain available as outlined in the remote learning schedule.

Permanent Substitute Expectations

- Deliver instruction aligned to the adopted curriculum
- Deliver both synchronous and asynchronous instruction
- Post objectives and assignments in Microsoft Teams
- Take attendance each scheduled period
- Remain available during contractual hours

Unassigned Permanent Substitute Expectations

- Principal assigns the Permanent Substitute to instructional support roles
- Possible assignments include:
    - Supporting multiple classrooms
    - Small-group instruction
    - Monitoring engagement or breakout rooms
- Substitute remains available for the full contractual day

Related Service Providers

- Maintain regular schedules, providing services to the greatest extent possible based upon student need and access
- Schedule Teams sessions for students who can participate virtually
- For students who do not have access to a device or are unable to engage virtually, providers may:
    - Conduct phone check-ins with the parent or guardian
    - Provide consultation and guidance
    - Share activities or strategies to support continuity of services at home
- Document all contacts, service attempts, and student participation in accordance with district expectations

Teacher Assistants & Teacher Aides

Teacher Assistants and Teacher Aides have been issued district laptops for use during the school year.
On remote learning days:

- Teacher Assistants and Teacher Aides are expected to report to their assigned building unless otherwise directed
- They are expected to support instruction virtually using their district-issued laptops.
- They will assist teachers with small group instruction, breakout rooms, monitoring student engagement, and supporting assigned students
- They must remain available during contractual hours

Failure to report when required and without approved leave will be recorded as an absence.

Monitors

Monitors are expected to report to their assigned building unless otherwise directed.

They may assist with:

- Attendance outreach
- Translation support
- Office operations
- Administrative tasks as assigned

Failure to report when required and without approved leave will be recorded as an absence.

Teachers on Special Assignment (TOSA)

Teachers on Special Assignment will work directly with their supervising administrator.

Responsibilities may include:

- Supporting instructional planning
- Assisting with technology implementation
- Coordinating district-wide support
- Assisting with operational needs

Assignments will be clearly communicated by supervising administrators.

Clerical Staff

Clerical staff are expected to report to their assigned building unless otherwise directed.

Their responsibilities include:

- Answering main office phones
- Assisting families with questions
- Supporting ParentSquare communication
- Conducting attendance outreach
- Assisting administrators with operational needs

All clerical staff will be issued district laptops to ensure they are prepared to work remotely when directed. Prior to the first remote learning day, staff will receive training and support in accessing required district systems, making and receiving work-related calls using their laptops, and obtaining technical assistance. Device access and functionality will be confirmed in advance.

Teacher Absences

If a teacher is absent on a remote learning day:

- A permanent substitute will be assigned
- The substitute will assume full instructional responsibility
- Live instruction must continue
- Administration will ensure lesson plans and materials are accessible, or, immediately available

Remote learning days are instructional days, and continuity of learning must be maintained.

Failure to report when required and without approved leave will be recorded as an absence.

Remote learning days are operational days. School offices remain open to support families.

Failure to report when required and without approved leave will be recorded as an absence.

Central Administration & Special Services Clerical Staff

Clerical staff assigned to Central Administration and Special Services play an essential role in ensuring that district operations continue smoothly, even when school buildings are closed.

All clerical staff assigned to Central Administration and Special Services will be issued district laptops to ensure they are prepared to work remotely when directed. Prior to the first remote learning day, staff will receive training and support in accessing required district systems, making and receiving work-related calls using their laptops, and obtaining technical assistance. Device access and functionality will be confirmed in advance.

On remote learning days:

- Clerical staff who have district-issued laptops will work remotely unless otherwise directed
- Clerical staff who do not have a district-issued device will be provided with a loaner laptop to support remote work
- Supervising administrators will clearly communicate daily assignments, expectations, and availability requirements
- Staff are expected to remain accessible, or immediately reachable and responsive during their regular contractual workday hours
- Essential district functions, including Special Education compliance, student services coordination, business operations, and family communication, must continue without interruption

Our goal is to ensure that Central Administration and Special Services remain fully operational and responsive to the needs of our students, families, and staff.

Staff members who are scheduled to work, whether in person or remotely, are expected to fulfill their assigned responsibilities. If an employee is unable to report as directed, they should communicate with their supervisor as soon as possible so that appropriate leave or coverage arrangements can be made in accordance with district policy.

Student Expectations

Students are expected to:

- Follow their regular school schedule
- Log into each scheduled class
- Participate in synchronous and asynchronous instruction
- Complete assigned independent work
- Ungraded/NYSAA students will receive Home Learning Guides in advance to support learning at home, with directions and guidance shared through ParentSquare. Recognizing the unique needs of each student, a flexible approach and strong partnership with families will support meaningful learning experiences and ongoing growth
- Follow the district Code of Conduct and digital citizenship expectations

Attendance is mandatory on remote learning days.

Students who do not log in and participate will be marked absent.

Student Schedules

- Remote learning will be a full instructional day. Approved schedules will include live instruction, independent work, age-appropriate breaks, lunch, and student-support time.
- Secondary students will follow their regular class sequence unless a modified bell schedule is issued. Elementary schedules will balance whole-group, small-group, independent learning, movement, and screen breaks.
- Related services, ENL, intervention, special-area instruction, and special education supports will be scheduled to the greatest extent practicable without creating student conflicts.
- Each building will send its approved schedule to staff and families in advance and repost it when a remote day is announced.

High School and Freshman Campus Remote Schedule

Period	Time	Remote Synchronous & Asynchronous Instruction
Period 1	7:18 AM – 7:38 AM 7:38 AM - 8:00 AM	Live Instruction on Teams Independent Learning
Period 2	8:06 AM - 8:26 AM 8:26 AM - 8:45 AM	Live Instruction on Teams Independent Learning
Period 3	8:51 AM - 9:11 AM 9:11 AM - 9:30 AM	Live Instruction on Teams Independent Learning
Period 4	9:35 AM - 9:55 AM 9:55 AM - 10:15 AM	Live Instruction on Teams Independent Learning
Period 5	10:21 AM - 10:41 AM 10:41 AM - 11:00 AM	Live Instruction on Teams Independent Learning
Period 6	11:06 AM - 11:26 AM 11:26 AM - 11:45 AM	Live Instruction on Teams Independent Learning
Period 7	11:51 AM - 12:11 PM 12:11 PM - 12:30 PM	Live Instruction on Teams Independent Learning
Period 8	12:36 PM - 12:56 PM 12:56 PM - 1:15 PM	Live Instruction on Teams Independent Learning
Period 9	1:21 PM - 1:41 PM 1:41 PM - 2:00 PM	Live Instruction on Teams Independent Learning

Middle School Remote Schedule

PERIOD	2-HOUR DELAY		NORMAL		REMOTE LEARNING	
Period 1	10:00-10:20	20 Min	8:00-8:42	42 Min	8:00-8:20 8:21-8:42	Live Instruction on Teams Independent Learning

Period 2	10:24-10:44	20 Min	8:46-9:26	40 Min	8:46-9:05 9:06-9:26	Live Instruction on Teams Independent Learning
Period 3	10:48-11:18	30 Min	9:30-10:10	40 Min	9:30-9:49 9:50-10:10	Live Instruction on Teams Independent Learning
Period 4	11:21-11:51	30 Min	10:14-10:54	40 Min	10:14-10:33 10:34-10:54	Live Instruction on Teams Independent Learning
Period 5	11:53-12:23	30 Min	10:58-11:38	40 Min	10:58-11:17 11:18-11:38	Live Instruction on Teams Independent Learning
Period 6	12:26-12:56	30 Min	11:42-12:22	40 Min	11:42-12:01 12:02-12:22	Live Instruction on Teams Independent Learning
Period 7	12:59-1:29	30 Min	12:26-1:06	40 Min	12:26-12:45 12:46-1:06	Live Instruction on Teams Independent Learning
Period 8	1:32-2:02	30 Min	1:10-1:50	40 Min	1:10-1:29 1:30-1:50	Live Instruction on Teams Independent Learning
Period 9	2:05-2:34	29 Min	1:54-2:34	40 Min	1:54-2:13 2:14-2:34	Live Instruction on Teams Independent Learning

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INSTRUCTIONAL AREA	REMOTE LEARNING EXPECTATIONS
Morning Meeting	15 minutes. Attendance, daily overview, social-emotional check-in, and preparation for learning.
ELA: Reading & Language/Phonics	60 minutes of synchronous instruction and asynchronous independent learning.
Movement / Screen Break	Age-appropriate movement and time away from the screen.
Mathematics	60 minutes of synchronous instruction and asynchronous learning.
Special Area	40 minutes: Art, Music, Physical Education, or Library Media according to the regular daily schedule.
Lunch / Screen Break	Lunch and age-appropriate time away from the screen.
ELA: Writing	30 minutes of instruction and application.
Science or Social Studies	40 minutes of synchronous instruction and asynchronous independent application of skills.
End-of-Day Journal / Self-Reflection	15 minutes for closure and reflection.

K-5 Scheduling Notes

- Elementary teachers follow their daily class schedule and will provide the schedule to families for continuity of instruction.
- Art, music, PE, library media, ENL, interventionists, related service providers, and resource room teachers provide instruction according to their daily program.
- For students in grades K–2, synchronous sessions may be shorter in duration to support developmentally appropriate screen time, with learning balanced through hands-on activities, movement, and breaks.
- For K-2 students unable to participate in live sessions, the Home Learning Activity Guide paired with hands-on remote learning resources provides an alternative learning option.
- Ungraded/NYSAA students will receive Home Learning Activity Guides in advance, with directions and guidance shared through ParentSquare.

Sample UPK/EIP Remote Learning Schedule

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Times are approximate. Short, developmentally appropriate sessions may be offered separately throughout the day to support limited screen time, play-based learning, and meaningful family engagement.

INSTRUCTIONAL AREA	REMOTE LEARNING EXPECTATIONS
Morning Meeting	10-15 minutes: Greeting, attendance, peer connection, and a simple interactive activity such as weather or calendar.
Interactive Story Time	10-15 minutes: Read-aloud with discussion, movement, or dramatization to promote engagement and language development.
Movement & Music	5-10 minutes: Yoga, dancing, movement, or action songs to support physical development and self-regulation.
Asynchronous Hands-On Learning	30-60 minutes: Play-based art, sensory exploration, STEM challenges, fine-motor tasks, and other hands-on experiences using provided materials.
Interactive Math Experience	10-15 minutes: Counting games, patterns, shapes, sorting, and other developmentally appropriate math exploration.
Play / Lunch / Rest / Family Routine	Flexible off-screen time integrated into the child's home routine.
Closing Circle	10-15 minutes: Reflection, social-emotional check-in, goodbye song, or brief group sharing.

UPK/EIP Scheduling Notes

- UPK teachers follow their daily class schedule and will provide the schedule to families for continuity of instruction.
- Provide approximately 75-115 minutes of synchronous instruction through short, developmentally appropriate sessions offered across the day.
- Provide an additional 30-60 minutes of asynchronous, hands-on, play-based, and sensory learning.
- Related service providers will maintain their regular daily schedules and provide services to the greatest extent possible.
- For UPK students unable to participate in live sessions, the Home Learning Activity Guide paired with hands-on remote learning resources, provides an alternative learning option. Directions will be provided in written format and shared on ParentSquare.
- Instruction intentionally incorporates social-emotional learning and opportunities for peer interaction while honoring the flexibility needed for our youngest learners.

Posting, Teams Links, Assignments, and Substitute Materials

- Schedules, Teams links, assignments, and directions will be posted by 7:00 p.m. before an anticipated remote day. If the announcement occurs later, materials will be posted as soon as practicable and no later than the start of the student day.
- Students will find live links and assignments in their Microsoft Teams classes. ParentSquare will notify families that materials are available and provide building reminders.
- Students should contact the teacher through Teams for instructional help. Families unable to locate materials or reach the teacher should contact the building main office.
- Teachers will maintain current substitute-ready plans, rosters, links, schedules, and materials in an administrator-accessible location. Principals will verify substitute access before instruction begins.

Special Education, ENL, Related Services, Aide Support, and Ungraded/NYSAA Students

- Special education and ENL teachers will provide live and asynchronous instruction, maintain family contact, monitor participation, and coordinate with general education and support staff.
- Related service providers will maintain schedules to the greatest extent possible. Teams sessions, parent consultation, telephone contact, or home activities may be used when direct virtual service is inaccessible. All services, contacts, attempts, and participation will be documented.
- Teacher assistants and aides will support assigned students and classes under teacher and principal direction, with assignments consistent with their respective roles.
- For ungraded/NYSAA students, the teacher remains responsible for instruction, regular family contact, Home Learning Guide support, coordination of services, and documentation of engagement.
- If a required support cannot be delivered, staff will notify the principal and Special Services supervisor that day so an alternative can be arranged.

UPK and Grades K–2

Students in UPK and grades K–2 do not have district-issued laptops.

On remote learning days:

- UPK and K-2 remote learning will combine brief, developmentally appropriate live contact with Home Learning Guides and hands-on materials because these students do not have district-issued laptops.
- Live check-ins and mini-lessons will be offered when a family has an available device, but families will not be expected to provide instruction or remain online throughout the day.
- Home Learning Guides and materials will be sent home by October 30, 2026, and refreshed at the beginning of each marking period or when additional materials are needed.
- Families missing materials should contact the teacher or main office for replacements or an accessible alternative.
- Participation may be documented through live contact, family contact, completed guide activities, or other teacher-verified evidence. Activities will be designed for reasonable student independence.
- Teachers will log into Microsoft Teams and remain accessible, or, immediately reachable during scheduled hours

- Families will receive home learning guides and hands-on instructional materials in advance to support learning at home, with directions and guidance shared through ParentSquare
- Teachers will provide virtual support and guidance
- Activities will remain developmentally appropriate
- Synchronous sessions may be shorter in duration to reflect age-appropriate screen time
- Completion of assignments in the Home Learning Guide will count toward attendance (for those students who are unable to attend synchronous sessions)
- Documentation of student engagement and completed assignments is required

We recognize that our youngest learners require flexibility and strong partnership with families.

McKinney-Vento Students: Access & Support

To ensure continuity of learning for McKinney-Vento eligible students:

- Students will be provided district-issued laptops
- Wi-Fi hotspots will be made available to families who do not have reliable internet access at home
- Access to devices and connectivity will be prioritized to eliminate barriers to participation in synchronous and asynchronous instruction
- Schools will coordinate with the McKinney-Vento Liaison, Michele Stylianos, to ensure timely distribution, troubleshooting, and ongoing support
- McKinney-Vento Liaison: Michele Stylianos (631-434-2305); email: mstylianos@bufsd.org

Attendance Procedures

- Attendance will be taken during each scheduled period
- Active participation is required, e.g., logging in, engaging in instruction, completing assigned work
- Asynchronous work may count toward attendance when technology barriers are documented
- Schools will conduct same-day outreach for absences
- Attendance is required. Participation may be shown through live instruction, engagement with the teacher, completed asynchronous work, an approved alternative assignment, or another school-authorized method.
- Teachers will take attendance for each class or block. When a power, internet, device, or platform problem is reported, the issue will be documented and the student will not automatically be treated as having chosen not to participate.
- Alternative work will be due by the end of the next school day after access is restored unless additional time is granted.
- The teacher will provide verification of alternative participation to the attendance office, and the designated attendance clerk will update the official record. Schools will conduct same-day outreach when neither participation nor an explanation is recorded.

Social-Emotional Support

- School counselors and psychologists will remain available virtually

- Teachers should conduct brief check-ins with students
- Mandated reporting obligations remain in effect
- Any safety concerns observed during remote instruction must be reported immediately

Responsibilities of Other Staff

- Counselors will maintain scheduled contacts, respond to referrals, support attendance outreach, and provide academic, social-emotional, and postsecondary support.
- Psychologists and social workers will maintain services and consultations, document contacts, respond to safety and wellness concerns, and continue mandated reporting duties.
- Nurses will remain available for health consultation, care-plan questions, required documentation, and administrator-directed outreach.
- Special-area teachers will follow the approved schedule, provide live and independent instruction, post assignments, record participation, and offer support time.
- Teacher assistants will provide instructional support under teacher or administrator direction. Teacher aides will support assigned students, classrooms, engagement, communication, and non-instructional functions consistent with their role.
- Monitors, TOSAs, and other staff will receive written assignments identifying reporting location, duties, availability, and documentation expectations.

Communication Supports

Families may seek assistance through:

- ParentSquare
- Bilingual Hotline: 631-972-1375
- IT Help Desk: 631-972-1300
- Building Main Offices

Support will be available during regular school hours.

Contingency Planning

If Microsoft Teams becomes unavailable:

- Teachers will communicate through ParentSquare
- Assignments will be posted through alternative platforms
- Independent learning will continue until synchronous instruction resumes

Remote learning days require preparation, collaboration, and leadership at every level of our organization.

Our families look to us for clear communication.
Our students rely on us for consistency and structure.
And our staff continue to demonstrate that learning in Brentwood moves forward with purpose, regardless of the setting.

When we work together, administrators, teachers, support staff, and families, we ensure that our students remain at the center of every decision.

Even when our buildings are closed, our commitment to our children remains open and strong.

Wanda Ortiz-Rivera
Brentwood Union Free School District
Superintendent of Schools
(631) 434-2325

IMPORTANT INFORMATION ABOUT REMOTE LEARNING DAYS

2026-2027 School Year

Dear Brentwood Families,

There are no traditional snow days built into the Brentwood Union Free School District's 2026-2027 school calendar. If weather conditions or another emergency prevent us from safely opening our buildings, the Superintendent may designate the day as a full remote learning day.

Remote learning days are full instructional days. Our goal is to provide students and families with a clear, consistent structure so that learning can continue safely when school buildings cannot open.

How Families Will Be Notified

- The district will notify families through ParentSquare when a remote learning day is called.
- Your child's school will follow with building-specific information, including the applicable schedule and any additional directions.
- Families should make sure their ParentSquare account and contact information are current so they receive district and school messages.

Remote Learning Schedules

Students will follow the remote learning schedule provided by their school. Schedules will reflect a full instructional day and will include:

- Live instruction with teachers through Microsoft Teams, when applicable;
- Independent or asynchronous assignments;
- Age-appropriate breaks and lunch; and
- Designated time for students to receive help and support from teachers and other school staff.

Secondary students should be prepared to follow their regular class sequence unless the school provides a modified remote schedule. Elementary schedules will include a developmentally appropriate combination of live instruction, independent learning, movement, breaks, and teacher support.

Attendance and Participation

- Attendance is required on remote learning days.
- Students are expected to follow their assigned schedule, join live instruction when scheduled, participate in learning activities, and complete assigned work.
- Participation may be demonstrated through live instruction, engagement with the teacher, completion of assigned independent work, or an approved alternative assignment.
- If a student cannot connect because of a power, internet, device, or platform problem, the family should notify the teacher or building main office as soon as possible.
- A student with a documented access problem will be given an alternative opportunity to participate and will not automatically be treated as a student who chose not to participate.
- Schools will contact families on the same day when a student has not participated and no explanation has been received.

Devices, Materials, and Assignments

- Students who have district-issued devices should bring them home each day and keep the device and charger in a safe, accessible location.
- Students will find live instructional links, assignments, and learning materials in their Microsoft Teams classes. ParentSquare will be used for family notifications and building reminders.
- Students should have needed books, notebooks, learning materials, and chargers available at home.
- Teachers will post directions and assignments and will identify how students can ask for help during the remote day.

UPK and Grades K-2

Because UPK and K-2 students do not have district-issued laptops, remote learning for our youngest students will include Home Learning Guides, hands-on materials, brief developmentally appropriate live contact when possible, and teacher support. Families are not expected to provide instruction or remain online with their child throughout the entire school day. Teachers will explain how completed activities and other forms of student participation will be documented.

If Technology or Power Is Unavailable

- Notify your child's teacher or building main office as soon as you are able.
- The school will provide an alternative way for your child to access or complete the day's learning.
- If Microsoft Teams is unavailable, teachers will communicate through ParentSquare and provide independent assignments or directions.
- Families needing assistance with a district device or internet access should contact the building main office or the IT Help Desk.

Whom to Contact for Help

Instructional questions or help with assignments	Your child's teacher
General questions or help locating information	Your child's building main office
District device or technology assistance	IT Help Desk: 631-972-1300
Language assistance	Bilingual Hotline: 631-972-1375

Your child's school will provide the remote learning schedule and any additional building-specific directions. Thank you for your partnership and for helping us ensure that learning continues safely, consistently, and with appropriate support for every student.

Sincerely,

Wanda Ortiz-Rivera
Superintendent of Schools