



# Bilingual and English as a New Language (ENL) Education

## Secondary Family Engagement Handbook

# WELCOME!



Bilingual and ENL Department  
631-434-2511

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## General Information

### Mission Statements.....3-4

- Board of Education Mission Statement.....3
- Bilingual & ENL Department Vision & Mission.....4

### Secondary Schools in the District.....5-6

- Middle School addresses and telephone numbers.....5
- Freshman Center & Brentwood High School telephone.....6

### Getting Engaged

- Parent Associations.....7
- District Parent Advisory Council.....8
- Community Plaza Liaisons.....9

## Student Identification & Placement

- Identifying and Placement of ELLs.....10
- Programs Offered here in BUFSD.....11
- The ENTIRE Process.....12
- Frequently Asked Questions (FAQs).....14-15
- Myth vs. Fact.....16

## School Information

- Immunizations.....17
- Student Attendance.....18-22
- Code of Conduct.....23
- Agenda and Guidance Info .....24
- ID Cards and Cell Phone Use.....25
- Bus Services .....26

## Academic Information

- Curriculum & Instruction Bilingual & ENL Grades 6-8.....27
- Curriculum & Instruction Bilingual & ENL Grades 9-2.....28
- Know your Reading Level is Important.....29
- How to Graduate?.....30-34
- Report Cards/Grades.....35
- Parent Portal.....36

- Tips for Parent-Teacher Conference.....37
- Tips for Graduation, College & Career.....38
- Vocational Program-BOCES .....39
- Seal of Biliteracy & Evening High School .....40
- Clubs and Organizations.....41
- What Title III Programs are available?.....42
- NYS Testing Information .....43-44

## Helpful Resources for Parents

- Extra Help & Learn English FREE Rosetta Stone for Parents.....45
- What is the Dream Act & What is DACA.....46
- Make the Road New York.....47
- Parent's Bill of Rights.....48
- Helpful Parent Resources in the Community.....49
- Family Community Center.....50

## Our Board of Education



### Board of Education Mission Statement

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

### Purpose

The BOE (Board of Education) oversees and manages a public school district's affairs, personnel, and properties. They represent the community's diverse beliefs and values. They meet on the 3rd Thursday of each month in the Public Meeting Room of the Anthony F. Felicio Building. All are invited to attend.

### 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

**Julia Burgos**  
First Vice President



**Robert Feliciano**  
President



**Maria Gonzalez-Prescod**  
Second Vice President



**Paula Moore**



**Cindy Ciferri**



**Eileen Felix**



**Simone Holder-Daniel**

## Our Central Administration



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

**Richard Loeschner**  
Superintendent of Schools



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



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



**Ann Palmer**  
Assistant Superintendent for  
Elementary Education

## Our Bilingual and ENL Department



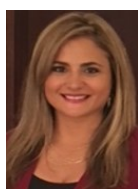
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**Karen Morgan**  
TOSA, SIFE Liaison and  
Embedded Coach  
kmorgan@bufsd.org



**Norma Muller and Joannie Toro**  
Senior Office Assistants

## Our Vision Statement

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

### Our Mission

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

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



## Middle Schools in the Brentwood School District

### East Middle School



Mr. **Barry Mohammed, Principal**  
Mr. Mc Ginn, Assistant Principal  
Mr. Austin, Assistant Principal

70 Hilltop Drive  
Brentwood, NY 11717  
**Tel.: (631) 434-2473**  
Attendance: (631) 434-2515  
Guidance: (631) 434-2476  
Nurse: (631) 434-2440

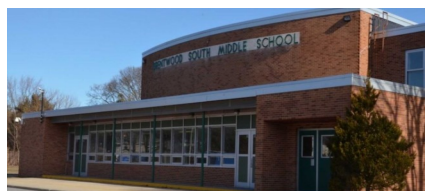
### North Middle School



**Matthew Gengler, Principal**  
Ms. Kavanagh, Assistant Principal  
Mr. Mestizo, Assistant Principal

350 Wicks Road  
Brentwood, NY 11717  
**Tel.: (631) 434-2356**  
Attendance: (631) 434-2357  
Guidance: (631) 434-2361  
Nurse: (631) 434-2370

### South Middle School



**Dr. Bergre Escorbores, Principal**  
Mr. Vanderpool, Assistant Principal  
Ms. Barber, Assistant Principal

785 Candlewood Road  
Brentwood, NY 11717  
**Tel.: (631) 434-2341**  
Attendance: (631) 434-2341  
Guidance: (631) 434-2345  
Nurse: (631) 434-2349

### West Middle School



**Ms. Felicia Thomas-Williams, Principal**  
Ms. Powell, Assistant Principal  
Mr. Moraitis, Assistant Principal

2030 Udall Road  
Bay Shore, NY 11717  
**Tel.: (631) 434-2371**  
Attendance: (631) 434-2371  
Guidance: (631) 434-2374  
Nurse: (631) 434-2378

## Secondary Schools in the Brentwood School District



### Freshman Center



**Mr. Vincent Autera, Principal**  
Dr. Taylor, Assistant Principal  
Ms. Weeks, Assistant Principal

33 Leahy Street  
Brentwood, NY 11717

**Tel. (631) 434-2541**

Attendance: (631) 434-2544

Guidance: (631) 434-2545

Nurse: (631) 434-2540

### High School

**John Callan, Jr., Principal**

Ms. Dulin, Assistant Principal

Ms. Crawford, Assistant Principal, Sonderling

Mr. Loper, Assistant Principal, Sonderling

Mr. Coleman, Assistant Principal, Ross

### H.S. Sonderling Center



**Tel. (631) 434-2391**

Attendance: (631) 434-2420

Discipline: (631) 434-2393

Guidance: (631) 434-2394

Nurse: (631) 434-2481

### H.S. Ross Center



**Tel. (631) 434-2201**

Attendance: (631) 434-2502

Discipline: (631) 434-2218

Guidance: (631) 434-2207

Nurse: (631) 434-2213



# We encourage you to get involved.

## Available at your child's school:

### Council of PTSA

#### Parent Teacher Association



Special Education PTA



#### General Meetings

Held @ Anthony F. Felicio Administration Building Public Meeting  
Room @ 6:30pm: **Sept 19, Oct 17, Nov21, Dec 12, March 19, April 24, May 21 and June 18**

#### Executive Council Meetings (for Unit Presidents)

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

#### BRENTWOOD COUNCIL OF PTSAS- PARENT TEACHER ASSOCIATIONS

President: Geraldine Coleman-Odom 631-434-2123  
Vice-President: Milly Rivera  
Secretary : Jacqueline Santana  
Treasurer: Marcela Paracat-Rojas

#### 2019-2020 PARENT TEACHER ASSOCIATIONS PRESIDENTS

East Elementary	TBD
FJC Southeast	TBD
Hemlock Park	Damarys Sorto
Laurel Park	Sandy Alfaro
Loretta Park	Jennell Capurso
North Elementary	YamileChaer
Gail Kirkham North-east	Evelyn Sainton
Oak Park	TBD
Pine Park	TBD
Southwest	Lisa Spence
Twin Pines	Alicia Barden
East Middle School	Gerri Coleman-Odom
North Middle School	Arlene Brown
South Middle School	TBD
West Middle School	Michele Ortiz
High School	Gerri Coleman-Odom

631-434-2401

President: Jill Wolynetz

Recording Secretary: Beth Law

Treasurer: Rosanna Mendola

**Volunteers needed**

**please call 435-9111**

Contact Jill Wolynetz at [Jill.Wolynetz@bufsd.org](mailto:Jill.Wolynetz@bufsd.org) for information or questions.

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



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

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

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

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

**NEW**

**District Parent Advisory Council-DPAC**

**PIQE**

**Parent Institute for Quality Education**



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

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

[https://forms.office.com/Pages/ResponsePage.aspx?id=44btYwofaUueD-yPFaCtwO3Yj3\\_dX-5BiDIlcYkRvvpURU1DWTNQMk1OT1JHUjdXREYwUFM0NV04VS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=44btYwofaUueD-yPFaCtwO3Yj3_dX-5BiDIlcYkRvvpURU1DWTNQMk1OT1JHUjdXREYwUFM0NV04VS4u)

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

Please do not hesitate to call 631.434.2511 or email [pribeiro@bufsd.org](mailto:pribeiro@bufsd.org) for more information.

## Helpful Parent Resources

### Community Plaza Members—Secondary Schools



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

#### **East Middle School**

Principal Barry Mohammed

Phone: (631) 434-2473

Ms. Maria Mendoza

#### **North Middle School**

Principal Matt Gengler

Phone: (631) 434-2356

Mr. Victoria Frias

#### **South Middle School**

Principal Dr. Bergre Escorbores

Phone: (631) 434-2341

Ms. Wendy Melendez

Ms. Isis Paredes

#### **West Middle School**

Principal Felicia Thomas-Williams

Phone: (631) 434-2371

Ms. Francia Cortes

Ms. Karen Morgan

#### **Freshman Center**

Principal Vincent Autera

Phone: (631) 434-2541

Mr. Agostinho Fernandes

Mr. Eddie Ramirez

#### **Brentwood High School**

Principal John Callan

Phone: (631) 434-2201

Ms. Kamalic Cabrera

Ms. Dina Grisales

Ms. Gladys Nancy Ramirez

## 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 six grade bands: K, 1-2, 3-4, 5-6, 7-8, and 9-12. It consists of *Listening, Speaking, Reading and Writing*. The score reflects the students' English language proficiency 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 South Middle, West Middle and the High School. This program is designed for students who are over aged and under schooled.

### 2. ENL—English as a New Language Program

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

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

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

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

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

### STEP 1: SCREENING

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

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

OR

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

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

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

OR

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

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

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

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

If the LPT determines that the student with an IEP *may have* second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.

**CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL**

OR

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

### STEP 2: INITIAL ELL IDENTIFICATION ASSESSMENT

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

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

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

**STUDENT IS an ELL**

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

OR

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

**STOP STUDENT IS NOT an ELL**

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

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

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

OR

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

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

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

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

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

- ▶ Parents' right to seek a Review of ELL Identification Determination
- ▶ 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?**

**ENL services are not optional.** Under federal and state regulations, students who do not test *Commanding* are required to receive ENL services. You may only opt out of the Bilingual Program with the understanding that your child will be placed in ENL services.

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

No, parents do not have the option to withdraw their child from an ENL program. As soon as a child is identified and placed in the ENL Program, New York State requires that child receive ENL instruction appropriate to their proficiency level.

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

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

- **What does *Commanding Level* mean?** The student is English Language Proficient.

- **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.

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

The Grades 6-8 assessment in mathematics is available in Chinese, Haitian-Creole, Korean, Russian and Spanish. The Grade 8 science assessment is available in Chinese, Haitian-Creole, Korean, Russian and Spanish. In the event that the test is not available in the student's first language an interpreter may be provided.

High School level assessments such as: Regents in U.S. History and Government, Global History and Geography, Physical Setting/Earth Science, Physical Setting/Chemistry, Physical Setting/Physics, Living Environment, Integrated Algebra, Algebra 2/Trigonometry, and Geometry are also available in Chinese, Haitian-Creole, Korean, Russian and Spanish. In the event that the test is not available in the student's first language an interpreter may be provided.

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

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

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

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

## ...FAQs continued



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

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

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

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

### • Will my child get confused using two languages?

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

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

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

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

### • What is the purpose of a 504?

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

# MYTH vs. FACT

## Bilingual Language Development



### MYTH

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

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.

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

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

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

### FACT

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

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.

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

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

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

# Immunizations to Attend School



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

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

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



Department  
of Health

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

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

## Student Attendance

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

### **ABSENCE**

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

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

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



### **ILLEGAL ABSENCES**

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

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

### **PERFECT ATTENDANCE**

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

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

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

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

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



### **Absence Note** – Please hand in at school upon your child's return.

**School Name:** \_\_\_\_\_ **School**      **Grade:** \_\_\_\_\_      **Date of Absence:** \_\_\_\_\_

*Month/ Day /Year*

**Student's First and Last Name:** \_\_\_\_\_ **ID #** \_\_\_\_\_

*First Name*

*Last Name*

My child was absent due to:

- ☐ Illness (explain): \_\_\_\_\_
- ☐ Medical or dental appointment      ☐ Death in the family
- ☐ Other (explain): \_\_\_\_\_

**Parent/Guardian First and Last Name:** \_\_\_\_\_

*First Name*

*Last Name*

**Phone Number:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

### **Absence Note** – Please hand in at school upon your child's return.

**School Name:** \_\_\_\_\_ **School**      **Grade:** \_\_\_\_\_      **Date of Absence:** \_\_\_\_\_

*Month/ Day /Year*

**Student's First and Last Name:** \_\_\_\_\_ **ID #** \_\_\_\_\_

*First Name*

*Last Name*

My child was absent due to:

- ☐ Illness (explain): \_\_\_\_\_
- ☐ Medical or dental appointment      ☐ Death in the family
- ☐ Other (explain): \_\_\_\_\_

**Parent/Guardian First and Last Name:** \_\_\_\_\_

*First Name*

*Last Name*

**Phone Number:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

## 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: \_\_\_\_\_

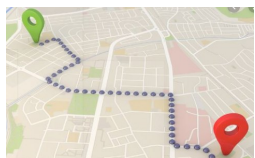
**Emergency Contact Person #1 :** \_\_\_\_\_  
First Name Last Name

Relationship to the student: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Emergency Contact Person #2 :** \_\_\_\_\_  
First Name Last Name

Relationship to the student: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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



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

### Before you leave:

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

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



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

NAME/Nombre \_\_\_\_\_ STUD.# \_\_\_\_\_ DOB \_\_\_\_\_ AGE/Edad \_\_\_\_\_  
 SCHOOL/Escuela \_\_\_\_\_ GRADE/Grado \_\_\_\_\_ H.R. \_\_\_\_\_  
 Student's/Estudiante Old/Vieja Address/Direccion \_\_\_\_\_  
 Student's/Estudiante New/Nueva Address/Direccion \_\_\_\_\_  
 Full Name of Parent/Guardian/Agency/Nombre Completo del Padre/Tutor/Agencia \_\_\_\_\_  
 \*New School or Other Placement (Name & Address)/Escuela Nueva u Otra Colocación (Nombre y Direccion) \_\_\_\_\_

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

##### TRANSFER TO OTHER SCHOOLS

- \* ☐ (153) Transferred to another school in this district or to an out-of-district placement
- ☐ (170) Transferred to another NYS public school outside this district with documentation
- ☐ (204) Transferred to a NYS non-public school with documentation
- ☐ (221) Transferred to a school outside NYS with documentation
- \* ☐ (238) Transferred to home bound instruction provided by this district
- \* ☐ (255) Transferred to home-schooling by parent or guardian
- ☐ (272) Transferred to a postsecondary school prior to earning a diploma

##### OTHER CIRCUMSTANCES FOR ENDING ENROLLMENT

- \* ☐ (289) Transferred to an approved AHSEP or HSEP program
- ☐ (323) Transferred outside district by court order
- ☐ (442) Left the U.S. \_\_\_\_\_ (Country)
- ☐ ( ) \_\_\_\_\_

\* (Requires name of New School or Other Placement listed above)

\* (Requiere el nombre de la nueva escuela u Otra Colocación nombrada arriba)

##### DROPOUTS

- ☐ (136) Reached maximum legal age and has not earned a diploma
- ☐ (306) Transferred to other high school equivalency (GED) preparation program
- ☐ (340) Left School: first-time dropout
- ☐ (357) Left School: previously counted as a dropout
- ☐ (391) Long-term absence (20 consecutive unexcused days and student is over compulsory attendance age)
- ☐ (408) Permanent expulsion (student must be over compulsory attendance age)
- ☐ (425) Left School: No documentation of transfer

Student, Parent/Guardian Interviewed: Yes \_\_\_\_\_ No \_\_\_\_\_

Estudiante/Padre/Tutor Entrevistado: Si \_\_\_\_\_ No \_\_\_\_\_

Phone Number/Teléfono \_\_\_\_\_

Parent/ Guardian Signature/Firma Padre/Tutor \_\_\_\_\_

**What do I need to do when my child is late to school?****Lateness Note** – Please hand in at school upon arrival.School Name: \_\_\_\_\_ School Grade: \_\_\_\_ Date of Lateness: \_\_\_\_\_  
*Month/ Day /Year*Student's First and Last Name: \_\_\_\_\_ ID # \_\_\_\_\_  
*First Name Last Name***My child was late because** ☐ doctor's appointment ☐ woke up late ☐ legal appointment☐ other \_\_\_\_\_**Parent/Guardian First and Last Name:** \_\_\_\_\_  
*First Name Last Name*

Phone Number: \_\_\_\_\_ Signature: \_\_\_\_\_

**Lateness Note** – Please hand in at school upon arrival.School Name: \_\_\_\_\_ School Grade: \_\_\_\_ Date of Lateness: \_\_\_\_\_  
*Month/ Day /Year*Student's First and Last Name: \_\_\_\_\_ ID # \_\_\_\_\_  
*First Name Last Name***My child was late because** ☐ doctor's appointment ☐ woke up late ☐ legal appointment☐ other \_\_\_\_\_**Parent/Guardian First and Last Name:** \_\_\_\_\_  
*First Name Last Name*

Phone Number: \_\_\_\_\_ Signature: \_\_\_\_\_

**Lateness Note** – Please hand in at school upon arrival.School Name: \_\_\_\_\_ School Grade: \_\_\_\_ Date of Lateness: \_\_\_\_\_  
*Month/ Day /Year*Student's First and Last Name: \_\_\_\_\_ ID # \_\_\_\_\_  
*First Name Last Name***My child was late because** ☐ doctor's appointment ☐ woke up late ☐ legal appointment☐ other \_\_\_\_\_**Parent/Guardian First and Last Name:** \_\_\_\_\_  
*First Name Last Name*

Phone Number: \_\_\_\_\_ Signature: \_\_\_\_\_

## **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:**

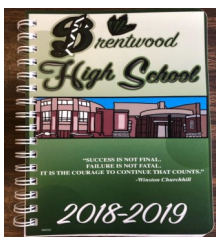
1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are 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.

## Free Agenda Book for ALL Students



At the beginning of each school year each student receives a **free school agenda**. The school agenda is an excellent resource book that contains important information about school procedures, such as the attendance policy, code of conduct, disciplinary action, exams, graduation requirements, ID Cards, important dates, telephone numbers, etc. This agenda also helps students stay organized, keep track of their important tasks and dates, and set personal goals.

**Please read the agenda thoroughly and refer to it regularly.**

## Guidance Department

### Know where to find assistance and support for academics and socio-emotional success.



The guidance department program provides students with guidance services to address their cognitive, social and interpersonal needs. It includes activities designed to develop the unique potential of each student. These activities help students acquire knowledge about themselves and others, to become lifelong learners, develop career plans and seek postsecondary opportunities. **It is very important that ALL secondary school students make an appointment with their counselor.** To schedule an appointment with your student's counselor, students and /or parent(s)/legal guardian(s) should contact the guidance department at his or her school. *-Contact information is listed on pages 5 and 6 of this handbook.*

On our guidance website, we also provide information about graduation requirements, scholarships, entrance exams to universities: PSAT, SAT, and ACT, and financial aid for post-secondary studies. Connecting to this website will help you find information and links so you and your child can explore sites about careers, vocational schools, colleges and universities. This site is updated annually to keep students informed about how to succeed in school and life. Please log on,. You will be glad you did! Simply click on the website:

[https://www.bufsd.org/departments/district\\_guidance/guidance\\_department](https://www.bufsd.org/departments/district_guidance/guidance_department)

#### Guidance Counselors/Social Workers/School Psychologists are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Be forthcoming with information concerning violations of the Code.

## ID-Identification Cards

Every student is issued a photo identification (ID) card at the beginning of the school year. It contains the student photograph, ID number, school name, and date of birth. This card must be visibly worn at school every day. IDs are required to buy breakfast, lunch, and use the library.

*If the ID is lost, the student must request a replacement. The cost is \$5.*

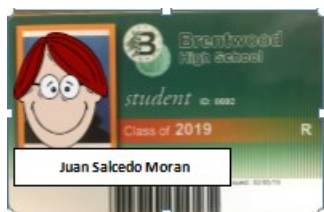
### Sample ID Card at Middle Schools and Freshman Center



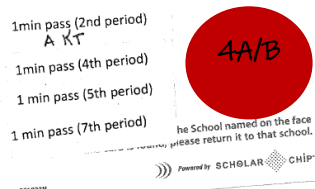
### Sample ID Card at the HS—it has two sides

#### What happens if my child does not have lunch listed in their schedule?

The high school ID card has two sides. Each student must scan the back of their ID on a machine to enter the school; it verifies the ID and student. If the student does not have lunch in their schedule, students have a colored sticker that specifies which period(s) they are allowed to get lunch from the cafeteria, then go to class. The teacher then allows them to eat in the classroom.



FRONT



BACK

## Cell Phone and Electronic Devices Use



Cell phones are not permitted to be used in classrooms, or hallways since they are a distraction. They are only permissible in the cafeteria during lunch and study hall. Any student who refuses to surrender the item upon the request of a staff member may be suspended for insubordination. At no time are electronic devices permitted in school during a Regents/state examinations. Any student found in possession of an electronic device during a state exam will have their exam invalidated pursuant to NYS guidelines.

### Dress Code

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall: 1. Be safe, appropriate and not disrupt or interfere with the educational process. 2. Reflect that extremely brief garments and see-through garments are not appropriate. 3. Ensure that underwear is completely covered with outer clothing. 4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. 5. Not include the wearing of hats or head coverings in the school building, except at building level discretion, or for a medical or religious purpose. 6. Not include items that are vulgar, obscene, or libelous or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability. 7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities. 8. NOT INCLUDE ANY COMBINATION OF CLOTHING, WHICH LAW ENFORCEMENT AGENCIES CURRENTLY CONSIDER GANG-RELATED. THESE ITEMS MAY CHANGE FROM TIME TO TIME. EXAMPLES INCLUDE BUT ARE NOT LIMITED TO: "KNOWN GANG COLORS, SYMBOLS, EMBLEMS AND PARAPHERNALIA"





## Bus Services

### Bus Service in Secondary Schools:

Bus transportation is available to all secondary school students who live within one (1) mile or more of the school. A bus pass is issued to all students approved for transportation. Your bus pass, along with your school ID card, may be required to board the bus.

### Early Dismissal:

Brentwood High School provides bus service during the day for students who have approved early dismissal on their schedule. There are three buses that depart during regular school hours. The departure times of the buses can be found in the main office.

### After School:

All secondary schools offer transportation services for those students who stay late participating in school activities. It is forbidden to stay after school hours unless it is to participate in academic assistance, in a club or in any of the various activities offered. To use the buses after school, students must obtain a bus pass from the teacher supervising the activity, or from an administrator before boarding the bus. Only those students who can verify the reason why they stayed after may have a pass for the late bus. Students who remain for sports or rehearsals and who wish to take the late bus will also be asked to have a sticker on their ID card indicating that they participated in a club or sport. The bus schedule for after school activities is as follows:

♦ <b>Middle Schools</b>	3:40 p.m.	5:00 pm
♦ <b>Freshman Center (Grade 9)</b>	3:00 p.m.	4:45 pm
♦ <b>High School (High School):</b>	3:00 p.m.	5:30 pm



## Bilingual & ENL Curriculum and Instruction Grades 6-8

### What is in place for the Bilingual and ENL Programs?

The following charts reflect the curriculum, by grade level.

- *REACH*—Grade 6 Bilingual and Integrated Classes
- *INSIDE* by National Geographic
- *SYSTEM 44*
- Rosetta Stone—Entering Level students and SIFE students
- Prentice Hall HLA, Santillana and Prentice Hall Alignment
- *Lectura / Escritura* MacMillan McGraw Hill
- *Santillana for HLA* (Grades 7-8)
- *Escalera* for HLA SIFE
- *Senderos* for Bilingual students (Grade 6)
- *STARS* for HLA
- iReady - AIS Classes
- Accelerated Writing Class for AIS LTELLs
- *GoMath* Grade 6
- *Online Math Program*
- *Elevate Science* (K-8)
- *Discovering Our Past* McGraw-Hill
- *American Journey*, Pearson

#### Assessments:

- NYSESLAT
- ENIL/IRLA (*Independent Reading Level Assessment*) for SIFE students
- Interim Assessments
- New York State English Language Arts Exam (Grades 6-8)
- New York State Mathematics Exam (Grades 6-8)
- New York State Science assessment (Grade 8)
- *INSIDE* Assessments
- Quarterly Math Exams
- On Demand Writing Samples
- Reading Inventory (Grades 6-8)
- PI Phonics Inventory (Grades 6-8)
- Writing Portfolio



## Bilingual & ENL Curriculum and Instruction Grades 9-12

### What is in place for the Bilingual and ENL Programs?

The following charts reflect the curriculum, by grade level.

- EDGE by National Geographic
- Pearson—Keystone, Keys to Learning
- Read 180
- BRIDGES Program for HS SIFE Students
- Guided Reading
- HLA *Santillana* and Curriculum Map
- Academic Writing Class for AIS LTELLs
- Rosetta Stone—for Entering Level students and SIFE students
- Naviance—college and career readiness software
- Turnitin
- Castle Learning
- NEWSELA
- Imagine Math
- Envision Algebra and Geometry by Pearson
- Earth Science/ Earth Science non-Regents
- Honors Biology
- Brain POP
- TED-Ed.com
- Kahn Academy
- Discovery Education
- phet.com-online physics, chemistry, biology, earth science
- PhET—<https://phet.colorado.edu/>
- Albert.io—Advanced Placement (AP) Test Preparation for students
- thecrashcourse.com

### Assessments:

- IRLA for SIFE Students
- ENIL (*Independent Reading Level Assessment*) for SIFE students
- NYSESLAT 9-12
- Comprehensive English
- Regents in U.S. History & Government
- Regents in Global History & Geography
- Physical Setting: Earth Science, Chemistry, Physics
- Integrated Algebra
- Algebra 2/ Trigonometry
- Geometry
- Writing Portfolio/Research Paper

\*The NYS content area exams are available in Chinese, Haitian Creole, Korean, Russian, and Spanish.



Why should I know my child's reading Lexile score? So that you and your child understand how they fare in real-world situations.

## College and Career Ready Proficiency Levels

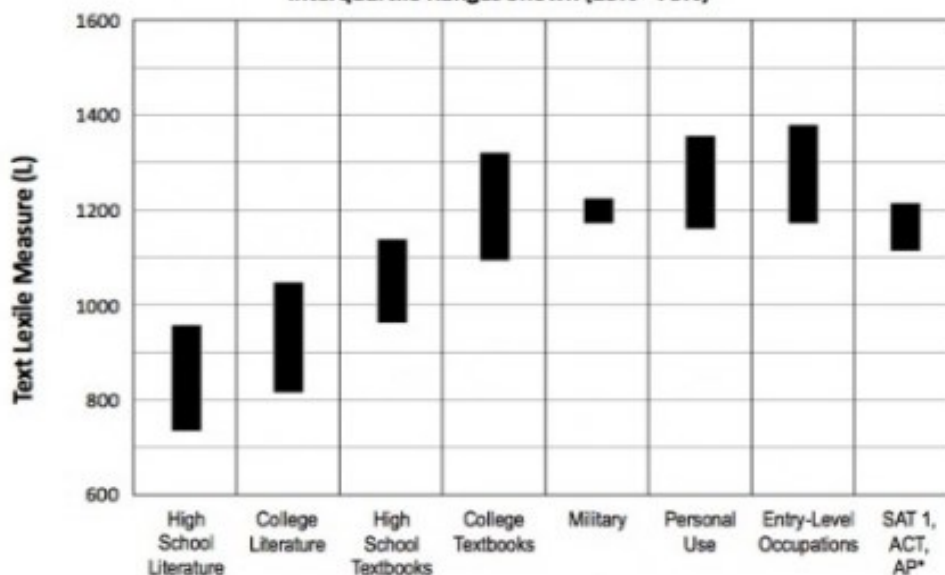
### Spring Proficiency Targets for Students to Meet Rigorous Demands

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

## Lexile Framework® for Reading Study

### Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



\* Source of National Test Data: MetaMetrics



## How to graduate?

New York State offers different ways to graduate or types of diplomas depending on the abilities and/or needs of the student.

**New York State Regents Diploma:** Students must accumulate a minimum of **22** credits:

4 years of English - 4 credits

4 years of Social Studies - 4 credits

3 years of Mathematics - 3 credits

3 years of Science - 3 credits

½ year of Health - ½ credit

4 years of Physical Education - 2 credits (students without this requirement **CANNOT** graduate)

1 year of LOTE (Other language other than English) -1 credit

1 art or music credit

Free courses - 3½ credits

\* Students must earn 65 or more in the following Regents exams: Mathematics A, Global History and Geography, Science, English Language Arts, US History and Government.

**Regents Diploma with an Advanced Designation:**

3 courses in one LOTE and a score of 65 on the accompanying local exam (Checkpoint B).

2 Science Regents exams (one in life science and one in physical science) with a score of 65.

3 Math exams with Regents grades of 65 or higher.

**Local Diploma:** This diploma indicates that the student has completed the required 22 approved credits, but has grades between 55 and 64 on one or more of the required Regents exams, as per their ninth grade cohort.

Individual Educational Plan (IEP) diplomas are awarded upon reaching the requirements stipulated in the student's IEP.

**Advanced Regents Diploma with Honors:** Students must achieve an average of 90 or better in all the following Regents exams: English, Global History and Geography, US History, two Sciences (one life science and another physical science), three Math and either a locally developed comprehensive exam in a World language with a score of 65 or a 5 credit sequence in either Art, Music, Business, Technology, or Family and Consumer Sciences.

**Advanced Regents Diploma with mastery in Mathematics and/or Science:** Students who first enter grade nine in September 2009 and thereafter who complete all course work and testing requirements for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

**IMPORTANT: In order to graduate, students MUST COMPLETE four years of Physical Education (GYM)! Students are required to change for gym.**

You **CANNOT** graduate without gym credits!

Students who can not participate due to medical restrictions must present an excuse authenticated by a doctor, and will be assigned to the limited or adapted physical education program to complete all requirements. In addition, according to School Board policy and in accordance with the Commissioner's Regulations, for each satisfactorily completed year in Physical Education, you will be awarded ½ credit.



## **BUFSD Student Checklist**

### Sophomore/Junior Planning Checklist

#### September/October

- ☐ Investigate college credit courses
- ☐ Register and take PSAT
- ☐ Attend a college fair
- ☐ Start your college search (Naviance)
- ☐ Focus on grades
- ☐ Volunteer and join clubs/sports
- ☐ Register at scholarship websites
- ☐ Take a Test Prep Course & get practice guides
- ☐ Utilize Method Test Prep
- ☐ Student Athletes register with NCAA

#### November/ December

- ☐ Check your PSAT score report online and get started on Khan Academy for test prep
- ☐ Find your Social Security Number for college apps
- ☐ Talk to adults about their college experiences

#### January/February/March

- ☐ Register for the ACT or SAT in the spring
- ☐ Schedule visits at local colleges
- ☐ Begin search for scholarships
- ☐ Register for the AP Exams
- ☐ Begin search for scholarships
- ☐ Update your list of extracurricular activities
- ☐ Visit colleges during spring break
- ☐ Attend college fair at the BHS
- ☐ Practice for admissions interviews

#### April/May

- ☐ Meet with Your Counselor
- ☐ Sign up for June SAT and/or ACT
- ☐ Start planning summer college visits
- ☐ Make sure your senior year schedule fulfills college requirements
- ☐ If you plan to play sports, send a letter of interest to prospective colleges
- ☐ Begin to write your personal statement/college
- ☐ Ask for letters of recommendation

#### June/ Summer

- ☐ Use Naviance Family Connection to compile a list of colleges that you wish to apply to in the fall
- ☐ Visit top colleges
- ☐ Ask teachers and counselors for letters of recommendation
- ☐ Register for September ACT

### Senior Planning Checklist

#### September

- ☐ Attend a financial Aid Night
- ☐ Polish your list of colleges
- ☐ Register at commonapp.org
- ☐ Start your applications
- ☐ Register for October SAT/ACT
- ☐ Meet with counselor; finalize college list on Naviance
- ☐ Family Connection, including safety, target, and reach schools
- ☐ Ask counselor for college app fee waiver (you will need to qualify for free or reduced lunch)
- ☐ Begin writing college essay if you haven't already
- ☐ Continue scholarship searches local and national
- ☐ Get student and parent FSA Id number for FAFSA
- ☐ Complete activity resume

#### October

- ☐ Decide if you are applying early action (EA) or early decision (ED)
- ☐ Get feedback on your college essay from teachers/counselors
- ☐ Polish your application essays
- ☐ Complete the FAFSA – Need prior year tax return

#### November

- ☐ Finish applications and essays
- ☐ Be sure to keep updating colleges on Naviance Family Connection
- ☐ Apply to colleges with rolling admissions, EA, and ED
- ☐ Submit student transcript request form to counselor
- ☐ Complete all final applications

#### December

- ☐ Apply for scholarships

#### January/February

- ☐ Contact colleges that all application materials have been received

#### March

- ☐ Begin receiving decisions from colleges – update Naviance Family Connection with results!

#### April

- ☐ Compare financial aid packages
- ☐ Make a final decision, accept the aid, mail a deposit check, and notify other colleges that you will not be attending. Tell the guidance office where you are going. **MUST BE COMPLETED BY MAY 1st**

#### May/June/Summer

- ☐ Send AP grades reports and final transcripts to college

☐ **Enjoy Graduation!**

Updated January 2019

## New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

### CREDIT REQUIREMENTS

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	MINIMUM NUMBER OF CREDITS
English	4
Social Studies (see note #6) <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages Other than English (LOTE)	1 (**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

(\*\*) Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

#### 1.) Pathways

A student must either:

- complete all the requirements for the CDO's Commencement Credential (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>), or
- pass an additional math Regents examination in a different course or Department approved alternative; or
- pass an additional science Regents examination in a different course or Department approved alternative; or
- pass an additional social studies Regents examination in a different course or Department approved alternative; or
- pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- pass a Department approved pathway assessment in the Arts; or
- pass a Department approved pathway assessment in a Language Other than English (LOTE)

See Multiple Pathways (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

See Department Approved Alternative Examinations (<http://www.p12.nysed.gov/assessment/nsgen/archive/list.pdf>).

#### 2.) Appeals

Appeals are subject to local district approval.

See information on an Appeal to Graduate with a Lower Score on a Regents Examination

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf>).

#### 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint B LOTE examination is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

#### 4.) Languages Other than English (LOTE) Exempt Students

Students with a disability may be excused from the required units of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the advanced diploma.

#### 5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. See Superintendent Determination Option for Graduation with a Local Diploma (<http://www.p12.nysed.gov/special/publications/superintendent-determination-option-august-2018.html>).

#### 6.) Social Studies Requirement for Students entering grade 9 prior to September 2016

All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in Participation in Government and one half unit of credit in Economics.

Updated January 2019

## EXAMINATION REQUIREMENTS

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	1	1	1	1	55 <sup>va</sup>	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above <sup>†</sup>
Math	1	65	1	1	1	1	1	55 <sup>va</sup>	1	
Science	1	65	1	1	1	1	1	55 <sup>va</sup>	1	
Social Studies	1	65	1	1	1	1	1	55 <sup>va</sup>	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS	1 Regents exam with a score of 65 or above	1 or CDOS	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above	1 or CDOS	55 <sup>va</sup> if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

### REGENTS DIPLOMA with ADVANCED DESIGNATION

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with Advanced Designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) or complete the requirements for the CDOS Commencement Credential = 7 (+CDOS) or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>†</sup> , 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B Exam or a 5-unit sequence in the arts or CTE.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

\* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See Diploma Requirements Chart: Local diploma for Students with Disabilities (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=4>).

† In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. See Information Related to Graduation Requirements for Students with Disabilities (<http://www.p12.nysed.gov/specialized/gradrequirements/home.html>).

English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. See Diploma Requirements Chart: Local Diploma: English Language Learners Only (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=6>).

† The 4<sup>th</sup> mathematics examination can be selected from the list of Department Approved Alternative Examinations (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

## FOUR YEAR HIGH SCHOOL GRADUATION PLAN

Cohort Year:

Promotion to next grade = 3 credits

Student Name: \_\_\_\_\_

Promotion to next grade: 9 cred

Student ID #:

Promotion to next grade: 15 cre

Credits required for Graduation : 22

Credits required for GraduationHigh School Credits Earned Prior to Grade 9

		WYS
Course	Credit	Regents

### Recommended Timeframes for taking

### College Entrance Examinations

PSAT - October of Grade 10 (optional); October of Grade 11

SAT - Fall or Spring of Grade 11 and/or Fall of Grade 12

ACT - Fall or Spring of Grade 11 and/or Fall of Grade 12

SAT (Subject Tests) - Additional entrance requirement at the majority

of the nation's "most selective" colleges/universities - Grades 9-12

as appropriate, or as required by college(s)

MYS Graduation Requirements		
English 4 credits	World Language 1 Credit	
Social Studies 4 Credits	Physical Education 2 Credits	
Science 3 Credits	Health 5	Minimum Required
Math 3 Credits	Electives 3.5 Credits	Total Credits 22

Regents Diploma Exam Requirement				
1 Math		1 Pathway i.e. additional Math, Science or Social Studies or CDO5		
1 ELA				
1 Social Studies				
1 Science				

Credits earned Prior to Grade 9	0.0
Projected Credits-total from Grades 9-12	22.5

Total Projected Credits	22.5
-------------------------	------

## Report Cards/Grades

### How is my child doing in school?



Report cards are aligned with the NYS learning standards, and are available to parents in English and Spanish, at the request of the parents.

Parents can view their student's academic history: report cards, absences, assessment scores, etc. via the internet on the **Parent Portal**: [https://www.bufsd.org/parent\\_guardian/e\\_school\\_data\\_parent\\_portal](https://www.bufsd.org/parent_guardian/e_school_data_parent_portal)

Your child has access as well on the *Student Portal*.

**Progress Reports** come out 4 times a year: October, December, March and May.

**Report Cards** come out 4 times a year: November, February, April and June.

Brentwood secondary schools rate their students' academic work on a scale of 100 points, where 65 is the minimum grade to pass.

### Annual course final grade calculation:

$(2 \times \text{Semester 1 } \underline{\hspace{1cm}}) + (2 \times \text{Semester 2 } \underline{\hspace{1cm}}) + (2 \times \text{Semester 3 } \underline{\hspace{1cm}}) + (2 \times \text{Semester 4 } \underline{\hspace{1cm}}) + \text{Final Exam } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \div 9 = \text{FINAL GRADE for the year}$

Step 1 - The student obtains a grade for each semester of the school year equivalent to 10 weeks.

Step 2 - Each grade is multiplied by 2 and added together.

Step 3 - The final exam grade is added.

Step 4- Finally, the total is divided by 9.

### Half-year course final grade calculation:

$(2 \times \text{Semester 1 } \underline{\hspace{1cm}}) + (2 \times \text{Semester 2 } \underline{\hspace{1cm}}) + \text{final exam score } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \div \text{by } 5 = \text{FINAL GRADE for the half-year course}$

Step 1– Each semester grade is multiplied by 2 and added together.

Step 2 - The final exam grade is added.

Step 3– Finally, the total is divided by 5.

\*It should be noted that the final decision regarding the grades will be made by the classroom teacher in cooperation with the administration of the building.

## Parent Portal : Access your child's grades, attendance, schedules...



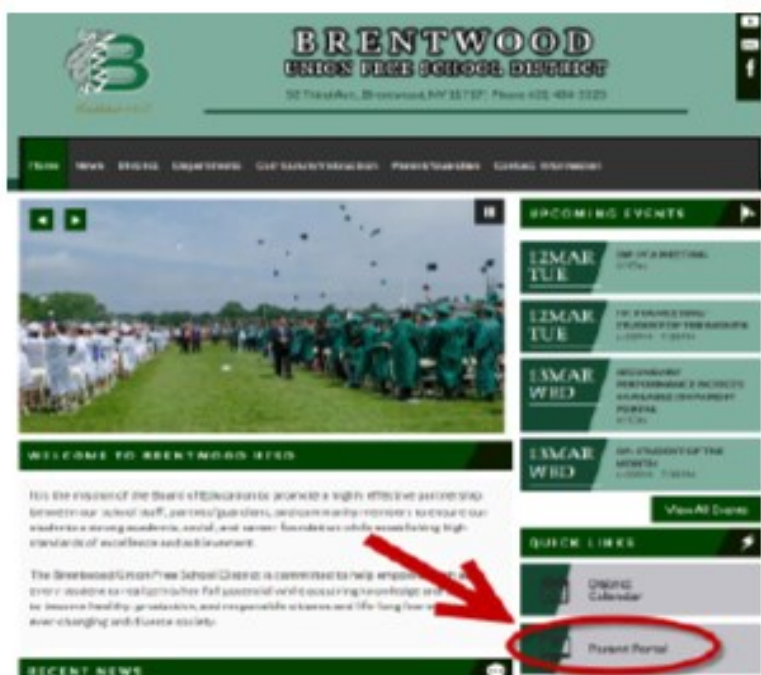
Brentwood Union Free School District  
Information Technology Department



### 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 Quick Links (see below).



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

## TIPS for Parent/Guardian—Teacher Conference

### What questions should I ask as a parent?

#### Academics:

- What is the best way to communicate with you?
- What is my child expected to learn at this grade level?
- How many years will my child remain in this program?
- What are major projects my child will be doing in your class this year?
- Throughout the year, how will I know if my child is meeting language and grade-level expectations?
- What areas do you think my child does well in?
- What does my child struggle with?
- If my child needs extra language supports or wants to learn more about a subject, what are the resources available to help my child learn outside the classroom?
- Does my child turn in homework on time?
- How much time should be spent on homework?
- Does my child participate in class discussions and activities?
- Are there ways that I can be involved in the classroom or at school?
- What can I do at home to support what you are doing in the classroom?
- Is there anything digitally available for our family to use at home?
- Are there any questions you may have for me?
- What day do you offer extra help?

#### 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?

#### School Engagement:

- Are there any clubs or after-school activities my child can join?
- Can you provide me with information about any clubs, after-school activities?

## TIPS for Parents/Guardians to ask about the road to GRADUATION, College or Career

### What questions should I ask as a parent?

**Your school counselor is one of your best resources as you plan your path to graduation and then move on to college or a career. Your counselor has information about admission tests, college preparation, and your education, and career options.**

Here are some basic questions to help get your conversation started:

1. What courses does my child need to take to be ready for graduation?
2. What courses does my child need to take to be ready for college?
3. How should we plan my child's schedule so he/she will complete them?
4. Which elective courses do you recommend?
5. Which AP courses should my child consider taking?
6. When is the PSAT/NMSQT going to be given?
7. How should my child study for the SAT, and is it given at this high school or do we need to go somewhere nearby?
8. Do you have any college planning sessions scheduled?
9. Do you have college handbooks or other guides that we can browse or borrow?
10. What activities can my child do at home and over the summer to get ready for graduation/college?
11. What kinds of grades do different colleges require?
12. Are there any college fairs at this school, or nearby?
13. What colleges do other kids from our school go to?
14. What are the requirements or standards for the honor society?
15. Can you put me in touch with recent grads who are going to the colleges on our wish list?
16. Do you have any information to help my child start exploring careers?
17. If the colleges need recommendations, how can I help my child?
18. Are there any special scholarships or awards that I should know about now, so we can work toward them?
19. Can I see my child's transcript as it stands now, to see if everything is as I think it should be?
20. What forms do we use to apply for financial aid and where can we find them online?

### DO NOT HESITATE TO ASK QUESTIONS

**Your school counselor may be juggling many students and barely know your child's name. So, remember that the person who has the biggest stake in your child's academics is you. It's up to you and your child to stay on top of opportunities and deadlines so you can take control of your child's future.**

## BOCES VOCATIONAL Programs

offered to High School Students

BOCES - Board of Cooperative Educational Services



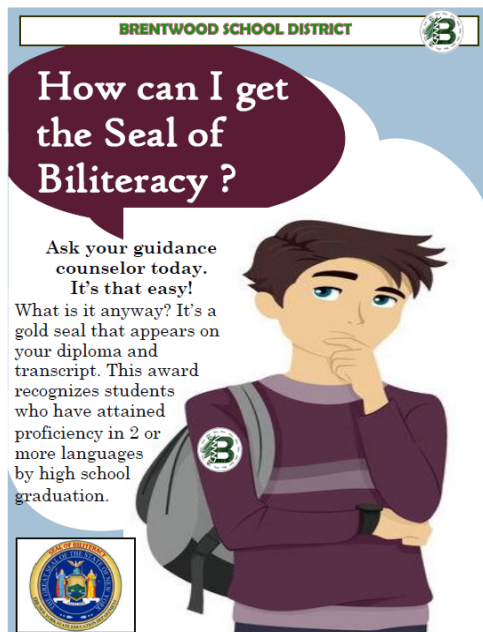
We also provide BUFSD high school students with the opportunity to attend BOCES Programs. These students attend Brentwood High School for part of the day and then attend the BOCES vocational training center for the remainder of the day. Four units of Regent credits can be earned for each successful year. There is a limited amount of vacancies available, therefore to be considered and accepted into these programs, students must maintain a strong attendance record, code of conduct and demonstrate good academic standing, making satisfactory progress towards graduation.

Transportation by bus is provided to all students enrolled in BOCES Programs. Students wishing to drive to BOCES must have written approval from the parent. No student may travel to or from BOCES as a passenger. There is no food available at BOCES. Students who do not have a class scheduled for period 5, may go to lunch at the school cafeteria if time permits after the arrival of the bus.



The **Seal of Biliteracy** is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

Requirements: <http://www.nysed.gov/common/nysed/files/criteria-for-nyssb-2017-18.pdf>



It is a gold seal that appears on a student's school transcript/records and on the student's high school diploma. Ask the guidance counselor for information.

## Evening High School / Summer School

### Evening High School

*at Sonderling*

**Principal Jerry Cheng**

The Brentwood **Evening High School** is a fully accredited school that can issue diplomas. It provides opportunities for students attending school during the day to also take additional courses in the evening. For more information call the guidance office.

### Summer School

**Summer School** is offered in July and August depending upon funding and prior approval. Students can enrich their education, make up work, and prepare for exams they previously failed or were unable to take during the school year. Registration forms are available at the guidance office.

## A large group of students and staff posing in costumes on a lawn. Costumes include Spider-Man, Captain America, Iron Man, Snow White, and various Disney princesses. A large dinosaur head prop is also visible.

December 17, 2018

F.R.I.E.N.D.S

After School Club Mondays and Fridays

Co-Presidents

Happy Holidays

Happy Holidays

SCIENCE AND RESEARCH CLUB

Maximum: 27 members

Lectures

Demonstrations

Topics

- Chemistry
- Biology
- Physics
- Environmental Science
- Biochemistry
- Neuroscience

Schedule

Group research



**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. At the secondary level, these are the programs offered:

**Title III Programs****Middle School Level**

Intermediate Education (Grades 6-8)  
Community Plaza/Community Plaza  
Developing Mathematics Skills (Grades 6-8)  
Developing Skills in Mathematics SIFE (Grades 6-7)  
Preparation for ELA and NYSESLAT (Grades 6-8) Enrichment in ENL/ELA/HLA and Mathematics for students entering Grades 6-7 Summer Program  
Enrichment in ENL/ELA/HLA/and Mathematics SIFE Grade 8 - Summer Program

**Secondary Education (Grades 9-12)**

Community Plaza/Community Plaza  
Preparation for NYSESLAT and Academic Content Enrichment-Freshman Center (Grade 9)  
BESARS Program (Grades 9-12)  
Mathematics Enrichment (Grades 9-12)  
Social Studies Enrichment (Grades 9-12)  
Bilingual Magazine- Find out! (Grades 9-12)  
ENL Magazine - "The Voice" (Grades 9-12)  
Writing for College and Career Preparation (Grades 9-12)  
Seal of Bilingual Knowledge of Literacy and Professional Success (Grades 9-12)  
Bilingual Mentor Program SIFE (Grades 9-12)  
"Dreamers" Program (9-12)  
Preparing for ELA Regents - Summer Program (Grades 9-12)  
SIFE Low Literacy Program - Summer Program (Grades 9-12)  
ENL Mentoring for Success

**District-Wide Level**

Parent Involvement Workshops  
Community Plaza  
DPAC— District Parent Advisory Council—PIQE

## NYS Testing Schedule and Testing Information



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

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

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

Testing Schedules: <http://www.p12.nysed.gov/assessment/schedules/schedule-hs.html>

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

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

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

## Middle School Schedule

### 2019–20 School Year

Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
<b>NYSAA English Language Arts, Mathematics, and Science</b>		Monday, March 9 – Friday, June 5	Make-ups must be given within the testing window	N/A	N/A
Grades 3-8 English Language Arts	<b>Paper - based</b>	Wednesday, March 25 – Friday, March 27	Monday, March 30 – Wednesday, April 1	Monday, March 30 – Thursday, April 9	Thursday, April 9
	<b>Computer -based</b>	Tuesday, March 24 – Tuesday, March 31*	Monday, March 30 – Friday, April 3	Monday, March 30 – Thursday, April 9	NA
Grades 3-8 Mathematics	<b>Paper - based</b>	Tuesday, April 21 – Thursday, April 23	Friday, April 24 – Tuesday, April 28	Friday, April 24 – Wednesday, May 6	Wednesday, May 6
	<b>Computer -based</b>	Monday, April 20 – Monday, April 27*	Friday, April 24 – Thursday, April 30	Friday, April 24 – Wednesday, May 6	NA

## NYS Testing Schedule and Testing Information for Secondary Students



### EXAMINATION SCHEDULE: JANUARY 2020

*Students must verify with their schools the exact times that they are to report for their State examinations.*

JANUARY 21 TUESDAY	JANUARY 22 WEDNESDAY	JANUARY 23 THURSDAY	JANUARY 24 FRIDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.
English Language Arts	U.S. History & Government  Geometry	Transition Exam in Global History & Geography  Global History & Geography II (Framework)	Physical Setting/Earth Science  Physical Setting/Chemistry
1:15 p.m.	1:15 p.m.	1:15 p.m.	<b>Uniform Admission Deadlines</b>
Living Environment	Algebra I  Physical Setting/Physics*	Algebra II	Morning Examinations – 10:00 a.m.  Afternoon Examinations – 2:00 p.m.

### EXAMINATION SCHEDULE: JUNE 2020

*Students must verify with their schools the exact times that they are to report for their State examinations.*

June 2 TUESDAY	June 17 WEDNESDAY	June 18 THURSDAY	June 19 FRIDAY	June 22 MONDAY*	June 23 TUESDAY	June 24 WEDNESDAY	June 25 THURSDAY	June 26 FRIDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	<b>RATING DAY</b>
U.S. History & Government (Framework)*	English Language Arts	U.S. History & Government (Core Curriculum)	Global History & Geography II (Framework)	Transition Exam in Global History & Geography  * World Language Assessment suggested date/time: Locally developed Checkpoint A Exam	Algebra II	Geometry	Physical Setting/ Chemistry	
	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.		1:15 p.m.		<b>Uniform Admission Deadlines</b>  Morning Examinations: 10:00 a.m.  Afternoon Examinations: 2:00 p.m.
	Living Environment	Algebra I	Physical Setting/ Earth Science	* World Language Assessment suggested date/time: Locally developed Checkpoint B Exam		Physical Setting/ Physics		

## Extra Help for Students

**Extra help:** Teachers in the Brentwood school district offer extra help for students who need extra explanations, did not understand the lesson, need assistance developing projects, want to prepare better for the regents or simply want to clarify or improve understanding of the material. Extra help is offered after school until the first after school bus departs so that students can board it if they wish. Generally the extra help lasts one (1) hour. All students **should** attend the extra help, since it is proven that this significantly improves school performance.

## Language Support for Parent/Family Members

### Learn **ENGLISH** at home for **FREE** with ***Rosetta Stone Community Solution K-12***



The Brentwood Union Free School District continues to offer our students' family members the opportunity to learn English, by providing free access to ***Rosetta Stone Community Solution for K-12***. This language learning program allows anyone the flexibility to learn English on their schedule, with any device, from anywhere. Every chapter includes speaking, listening, reading and writing skills. 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.



### 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 re-views. 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>

### **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>

# 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 528B 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

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

<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.

**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-learnermultilingual-learners-new-york-state>
- **PRONTO:** ENL classes, GED classes, emergency supplies, food pantry, thrift center, Girl Scouts, bilingual assistance with government agencies (631) 231-8290
- **S.E.P.T.A. (Special Education Parent Teacher Association):** 631-435-2401

**Food Assistance:**

- **Island Harvest:** A Foodbank for Long Island 631-873-4775 <https://www.islandharvest.org/resources/food-locator/>
- **SNAP** The Supplemental Nutrition Assistance Program (formerly known as Food Stamps) Hotline: 516-805-1642
- **Soup Kitchens at Bethany Inn:** 631-275-8913
- **Soup Kitchen at Holy Church of Christ:** 631234-6799 They provide free food and hot meals.
- **The Commodity Supplemental Food Program (CSEP):** This program provides free food packages. The mobile vans make stops at over 70 locations here on Long Island: 631-491-4169/631-491-4156

**Health Services and Prescription Programs:**

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

**Mental Health Services:**


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

**Housing Assistance:**

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

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

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



**We are here  
to for you!**

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

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Karen Morgan, TOSA  
SIFE Liaison and Embedded  
Coach  
[kmorgan@bufsd.org](mailto:kmorgan@bufsd.org)

## Family Community Center



**NEW**

### Aymara Ortiz, Social Worker

[Aymara.ortiz@bufsd.org](mailto:Aymara.ortiz@bufsd.org)

**631.434. 2301**

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

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

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

**Visit Our Bilingual / ENL department Webpage:** [https://  
www.bufsd.org/departments/bilingual\\_and\\_enl/BILENL](https://www.bufsd.org/departments/bilingual_and_enl/BILENL)