



**Brentwood  
Borough  
School  
District**

# SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH



In July, the Brentwood Borough School District embarked on a new journey with the adoption of the District Technology Plan. The planning process began in August 2016 and was a collaborative effort, representing the views of students, parents, teachers, administrators, and community members. As we navigated the process, we felt firmly that implementing a device plan was not our goal. Rather, we were looking to enhance learning by promoting global awareness in our students, transforming the vehicles of learning to achieve deeper levels of understanding, and creating personalized learning pathways.

Throughout the next five years, students will investigate and evaluate a wide variety of real world experiences made available with the implementation of our plan. It is no longer sufficient to have the teacher serve as the content master dispensing information to students. We recognize that students must be an active participant in the learning process. We are looking forward to expanding the pockets of digital learning experiences already taking place in our District to all grade levels and all subjects.

At the elementary level, initiatives such as Imagination Station for Innovation (IS4I), provide opportunities for students to explore project-based programming at the most basic levels. Students have used various tools and equipment to design houses, animals, and structures that create solutions or model concepts. IS4I has been showcased during ReMake Learning Days, where our students swapped with another district to collaborate and share in the learning process. Our intent is to offer a curriculum in which students use computing programs and languages to create innovative products in a way that relates to their understanding of the world.

Moreover, at the secondary level, we continue to evaluate courses of study in order to prepare students for college and careers. Our engineering and communications programs

epitomize STEAM learning. With the upcoming World Finals F1 competition in Kuala Lumpur, Malaysia, our students are able to explore the world and learn about countless career-paths and areas of study. In addition, we will be introducing a new computer science course, AP Computer Science Principles, which will give our students exposure to game design and fundamental programming which is essentially a global language.

In order to continue fostering this transformational learning shift, professional development must be available to the teaching staff. The skills and talents of each teacher vary and will require a wide range of options for furthering their expertise. The expectation will be to apply the newly acquired skills into daily lesson planning.

Over the next five years the design of the technology spaces will change dramatically as well. Historically, the students have traveled to a lab to work on desktop computers. Traditional computer labs will be phased out in favor of mobile digital resources. For the 2017-2018 school year the District will be receiving one new cart at each elementary building to compliment the devices already in use. At the middle school, three new carts containing 96 devices will be introduced. At the high school level, the newly added computer science course will receive a set of 32 new devices and 10 new computers for the TED room. As a result of the new devices, the annex computer lab will be decommissioned and the room will be repurposed. Finally, 11 convertible devices will be added to enable district administrators more mobility throughout the schools.

As with any new journey, there will be obstacles and challenges, but we are confident that through open communication and collaboration we will move the Brentwood Borough School District forward in the digital age.

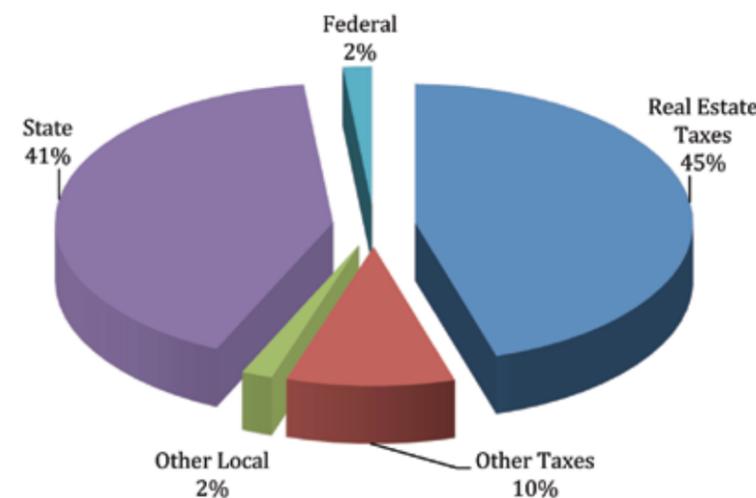
# BUSINESS MANAGER'S MESSAGE

SUBMITTED BY MRS. JENNIFER L. PESANKA, BUSINESS MANAGER

The Brentwood Borough School District approved the 2017-2018 General Fund Budget of \$23,196,475. This reflects a millage rate of 29.5332. Assessed values for the Borough dropped by approximately three million over the past year. This is reflected as a decrease in real estate revenue expected for the 2017-2018 fiscal year. The Board elected to not raise the tax millage rate this year since it has done so for the past three years.

The 2017-2018 District Budget reflects an unbalanced budget. The revenue budget totals \$21,820,262, leaving a shortfall of \$1,376,213. Primarily the main source of money at Brentwood Borough School District comes from real estate taxes and state funding. The money raised from local taxes remain in our schools to educate the children who live here. Local revenues total \$12,410,553 or 56.8% of the budget. State revenue total \$9,041,718 or 41.4% of the total budget. The 2017-2018 General Fund Budget reflects increases to state funding in basic education and special education.

## Where the Money Comes From



## The Elroy Buddy Bench

Mrs. Barbara Pagan

Recess is designed to provide opportunities for play, exercise and social contact. Most elementary age children also find that recess provides opportunities for peer conflict and social struggles. Perhaps it's because their friends just happen to be absent from school on a particular day or because they haven't yet developed the social skills to successfully navigate the playground. Unfortunately, in today's busy society, many children don't get the opportunities to independently hone spontaneous play and conflict management skills, and these children rely on adults to provide problem solving.

The first American Buddy Bench was placed after a boy named Christian saw a special bench on a German school playground. Children sat on the bench to indicate that they wanted someone to play with and classmates, seeing their peers on the bench, would invite them to play. Upon learning more about that bench, Christian realized that it would be a great solution to help friends in his own school who felt lonely or had trouble finding playmates at recess. He told his teacher and principal about his idea and Roundtown Elementary in Pennsylvania became the first state to offer a Buddy Bench in the fall of 2013.

Since the Roundtown Buddy Bench was unveiled, schools across the country started their own Buddy Bench projects and successfully included Buddy Benches on their playgrounds.

We try to give our children the tools they need to have successful friendships and to grow into compassionate adults – and the Buddy Bench is one more tool we can add to their kit; a visual reminder that sometimes we all just need a buddy.

All materials were donated by the Elroy PTA and our High School students have designed the Buddy Bench for our new playground at Elroy. Teachers will role play with the students on the purpose of the Buddy Bench during the fall semester. The bench will help our students to develop compassion, empathy, and an understanding of how other children feel and create a desire to help them.



Barbara Pagan





## Brentwood Borough School District

### Getting Back into the Swing of Things

Bonnie Betler, M.Ed.

It seems like just a few weeks ago summer break was just beginning. The adults and the children were having fun enjoying the longer days by playing in the parks and swimming in the pools. Then in what seems like the blink of an eye you started to see the crayons going on sale and all of the notebooks and new book bags displayed. Before we knew it, summer break was over; no more late nights, no more lemonade stands, no more mid-week sleepovers. School started!

How, then, do we transition back into school mode? Here are some suggestions to get the year off to a good start and to establish study habits that will get us to June. Start by easing back into a steady bedtime. The American Academy of Pediatrics recommends that elementary aged children get between 9 and 12 hours of sleep per day. Kindergarten aged children may need up to 13 hours of sleep per day. In addition, they also recommend that screens such as television, tablets, computers, and smart phones, go dark thirty minutes prior to bedtime.

Although it may just be a few months since they were getting to school, it is important to remind them about safety when walking to school. Children's Health recommends that students should cross at a crossing guard or crosswalks making sure to look both ways. It is sometimes tempting to cross in the middle of a street, especially to get to a car waiting on the other side, however it is very dangerous. Children should be encouraged to stay on sidewalks, even when they are busy with other pedestrians, jutting out onto the street to get around groups risks injury from passing cars- especially true on our narrow and parked up streets!

If there isn't time in the morning for a healthy breakfast, the school serves breakfast starting at 7:30 am. A balanced breakfast will give children the energy that they need to get to a wholesome lunch, either bought or packed. A new year brings about new teachers and new friends in class. Take some time to get to know your children's teachers at Open House. Open House for the elementary schools is scheduled for Thursday, September 14. If you are unable to make Open House, take advantage of the web-based communication services such as Classroom Dojo or email that teachers are using to keep parents and guardians up-to-date with classroom activities and pictures.



Bonnie Betler

Finally, homework is important for reinforcing skills that have been taught during the day. The amount of homework varies by grade and teacher. What is important is that children have a place where they can do their homework and practice their skills. Consider stocking that area with some school supplies so that when they sit down to complete their work they will not need to get up to get pencils, crayons, or paper.

The school year will fly by when good habits are in place. Take some time to enjoy the learning and friendships that develop this year. Get to know the teachers and other parents; you may even want to join the Parent Teacher Association (PTA) to get more involved with the school. The teachers and PTA have a lot of great things scheduled for the 2017 – 2018 school year but don't worry, winter break is just around the corner!



### Brentwood Borough Teachers and Administrators Participate in Laying the Foundations and College Readiness Programs

The Brentwood Borough School District entered into a three year agreement with the National Science Math and Science Institute (NMSI) to bring professional development opportunities and new materials to the district. As a part of the agreement teachers and administrators participated in the Laying the Foundations (LTF) Summer Institute which is a hands-on, discipline-specific workshops led by expert teachers that provide participants with tested content materials and research-based instructional strategies designed to improve academic rigor and student achievement. Training participants receive access to a full suite of classroom materials and resources including model lessons, formative assessments, and instructional videos. Another component of the agreement, NMSI's College Readiness Program (CRP) is ensuring that more students have access to the challenging classes that will prepare them for future success. Through a combination of student, teacher and schools supports, the three-year program dramatically increases the number of students taking and earning qualifying scores on Advanced Placement math, science and English exams and has a proven track record of improving results for traditionally underserved and female students. In addition, AP students who score a 3 or higher on AP exams are more likely to earn a college degree on time, which can save students and families both time and money.



### Open House and Conference Days for 2017-2018

The Brentwood Borough School District values the partnership between the school districts and the families of our students. This communication and cooperation is an essential part of a positive school experience. For your planning purposes we have scheduled our Open House dates and Parent/Teacher Conference Day for the 2017-2018 school year.

#### 2017-2018 Open House

Wednesday, September 13, 2017, Middle/High School, 6:00PM-8:00PM  
Thursday, September 14, 2017, Elroy and Moore Elementary, 6:00PM-8:00PM

#### 2017-2018 Parent Teacher Conference Day

Tuesday, November 7, 2017, Elroy Elementary, Moore Elementary and Brentwood Middle/High School, Noon – 6:00PM



## Brentwood Borough School District

### Impact of PA Truancy Legislation

In November of 2016, the Pennsylvania legislature passed Act 138, which is commonly referred to as the "Truancy Law". The provisions of this law are set to take effect during the upcoming 2017-2018 school year.

According to the law, the term "truant" is defined as "having three (3) or more school days of unexcused absences during a school year by a child subject to compulsory school attendance." The law requires that parents or guardians are informed in writing after their child's third unexcused absence. If the child continues to incur unexcused absences after the notice has been issued, the school district must offer a student attendance improvement conference. The goal of this conference is to examine the reasons for absences and develop a plan in an effort to improve attendance.



Need name

A second part of the law deals with students who are considered "habitually truant", which is defined as "having six (6) or more school days of unexcused absences during a school year by a child subject to compulsory school attendance." Once a child has become "habitually truant", the school district is required to follow a series of steps which may include:

- Referring the child to a school-based or community-based attendance improvement
- Referring the child to the county children and youth agency for services or possible disposition as a dependent child under the Juvenile Act.
- Filing a citation against the student or parent in a magisterial district court.

Consistent school attendance is essential in helping students to reach their greatest academic potential. Act 138

is designed to assist schools and families in working together to make sure that attendance is a top priority for all students.

If you have any questions regarding this new legislation, please feel free to contact your child's building principal.

### Student Information Release Opt-Out

Federal Public Law 114-95, Section 8528 of the Every Student Succeeds Act (ESSA) requires school districts to release student names, addresses and telephone numbers to military recruiters upon request. The law also requires school districts to notify students and parents of their right to "opt-out" of having this information released to military recruiters. If you would like to exercise your right to "opt-out," please submit this request in writing to your child's building principal as soon as possible.

### ESSA Notification Addressing Professional Qualifications

Under the Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA), parents have a right to request to review the professional qualifications of their children's teachers and paraprofessionals. Parents have the right to ask for the following information:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.



Need name

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

Please feel free to contact your child's building principal if you desire to further discuss this information.

### Updated Use of Facility Request Procedures



Joe Kozarian

The Brentwood School District is taking facilities request online to our community through **SchoolDude Facilities Request System**. Please visit the Brentwood Borough Website and select the Facilities Tab to locate the updated information. Once groups and organizations register online, requests for after school hours Facility Use may be entered. There are more helpful tips below and on our website. Please be sure to read the registration instructions and the school policy carefully. For further assistance, please contact Joe Kozarian Director of School Police & Facilities Management at 412-881-2227 x 2504 or at jkozarian@bb-sd.com.

### Golden Ager Card Available

Once again as in previous years, the "Golden Ager" card will be available to Brentwood residents 65 years of age or older. The card provides free admission to all events sponsored by the Brentwood Borough School District. The "Golden Ager" card is available at the district Administration Offices in the lower level of the middle/high school during regular office hours 8:00AM to 4:00PM, Monday through Friday.



Brentwood Borough School District NEWS

Brentwood Borough School District NEWS



## Brentwood Borough School District Paperless Report Cards 2017-2018

One of the countless benefits of Skyward is the immediacy of our reporting capabilities. Parents are able to receive on-going updates regarding progress of the students. Gone are the days of waiting for Report Cards, Progress Reports, or tests to be sent home. As teachers enter their assessment data into the Skyward system, parents and students are able to access the information immediately. Brentwood Borough School District's ability to communicate with our families continues to reflect 21st Century technological capabilities.

As we continue to strive for 21st Century efficiency, Brentwood Borough School District Administration is dedicated to responsible management of resources. All families that have access to electronic information will no longer receive a hard copy Progress Report or Report Card. However, we appreciate that certain members of the Brentwood family may choose to continue to receive paper reports.

If you would like to receive paper documents for Progress Reports (as necessary) and Report Cards please complete the form below. Return the form to the student's homeroom teacher.

The request will be in effect for the remainder of the current school year.

**School:**

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**Student's Name:**

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**Parent/Guardian(s) Name:**

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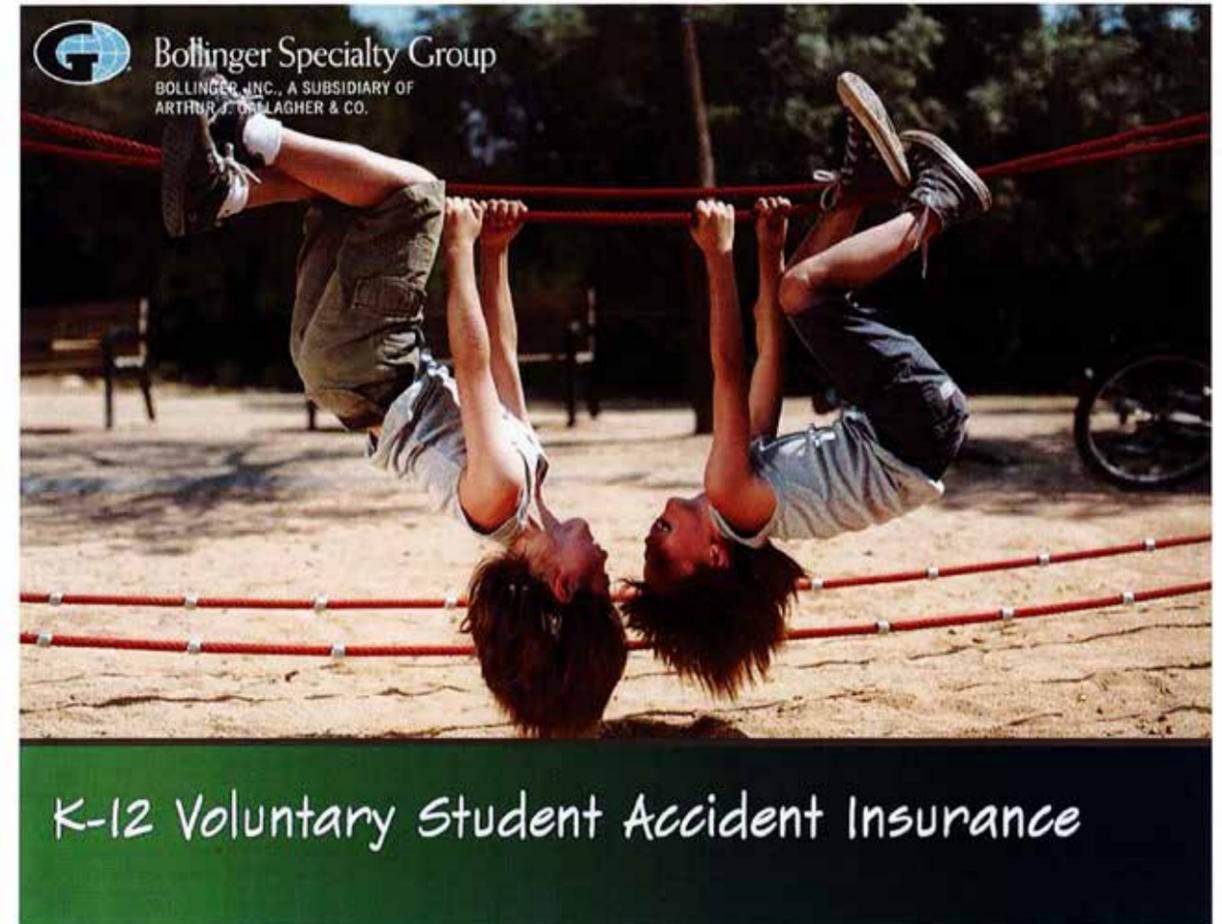


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**Grade:** \_\_\_\_\_ **Homeroom Teacher:** \_\_\_\_\_

## Voluntary Student Accident Insurance for Students K-12

Did you know that you can voluntarily purchase student accident insurance for your child in grades K-12? You can! The Brentwood Borough School District has partnered with Bollinger Specialty Group to provide a number of insurance options to offer coverage for your child. This is an affordable and reasonable option to insure your child and/or, add additional supplemental coverage for your child. Please visit [www.BollingerSchool.com](http://www.BollingerSchool.com) for plan options and pricing.



### Available Coverage Options

Depending on which program your school provides, some or all of the following voluntary insurance products are available for purchase on a voluntary basis:

- \$500,000 School Time Only Student Accident Insurance
- \$500,000 'Round The Clock – 24 Hour Accident Coverage
- \$10,000 Student Life Insurance
- \$5,000 Student Dental Accident Insurance

### Kids will be Kids!

1. Make sure your child is properly covered against unforeseen accidents.
2. Purchase coverage at your convenience from any computer.
3. Follow the easy step by step instructions and you're done in minutes!

These Voluntary Participation Student Accident Insurance Plans offered through your school can be purchased easily online at:

[www.BollingerSchools.com](http://www.BollingerSchools.com)

 **Bollinger Specialty Group**  
BOLLINGER, INC., A SUBSIDIARY OF  
ARTHUR J. GALLAGHER & CO.

Bollinger Specialty Group  
115 S Jefferson Rd, Bldg 200  
Whippany, NJ 07981

1 800.350.8005  
1 973.932.2876  
[www.BollingerSchools.com](http://www.BollingerSchools.com)

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## Brentwood Borough School District



Chris Winiarski

### ESL

## The Classroom as a Melting Pot

Dr. Chris Winiarski

Pluralism, ethnic diversity, multiculturalism, melting pot- all of these words are used to describe a society where many different cultures of people blend together as one. Communication between people is paramount in the success of that society, so how do we address the issue of different languages spoken?

With 40 million foreign-born residents currently living in the United States, English as a Second Language (ESL) programs are booming in public schools. The National Center for Education Statistics cites an increase in students speaking a language other than English at home, from 4.7 million in 1980 to 11.2 million in 2009.

Students who are learning to speak English are called English Language Learners and often referred to as ELs. Students who qualify for ESL programs are between three and 21 years of age, are enrolled in an elementary or secondary school, were born in another country and do not speak English as their native language. Their English proficiency skills prevent them from accessing the grade-level curriculum and performing well on standardized tests administered each year.

The Brentwood-Borough School District is committed to fostering diversity and inclusion throughout its entire campus- in the classrooms, in the lunch room, during extra-curricular activities, and in the community. There are more than 61,000 English Learners (ELs) speaking more than 200 different languages in Pennsylvania. The education of students whose dominant language is not English and who are English Language Learners is the responsibility of every district in

the Commonwealth. In Brentwood schools, we currently serve over 70 ELs who speak 10 languages other than English. The goal of ESL programs is to develop English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.

When foreign-born students first enter the school system, they are assessed for their current level of English language proficiency. Schools ask families to fill out a Home Language Survey to establish the child's native language and the language currently spoken at home. School staff also conduct an informal interview with the student and their family. A formal screening assessment is administered to determine the student's skills in the areas of reading, writing, listening, and speaking.

Brentwood currently utilizes three PA certified ESL teachers who teach the ELs in small groups. Students are grouped with other ELs who are of similar age, grade, and language proficiency levels and they are provided with daily instruction which is aligned to PC Core Standards, PA English Language Development Standards, and supported by a high quality, research-based acquisition curriculum.

There are many strategies teachers use to assist their students in learning English and familiarizing them with American culture. The use of visual cues is a tremendous support, as students may see the item or action being described. Technology has

grown ESL instruction by leaps and bounds, as students can watch videos, engage in online language games, and gain hands-on practice hearing, watching, and speaking the English language. ESL teachers work closely with other members of the school community to share their knowledge and to assist general education and special area teachers in fostering English language development in the classroom and throughout the school day.

Many ESL teachers also cite the importance of the home-to-school connection. Though many students learning English as a second language maintain their native language at home, it is important parents understand and be involved in their child's learning process.

Under federal civil rights laws, parents have the right to refuse to have their child participate in any specialized, separate ESL program or service.

Students are assessed annually with the WIDA ACCESS for ELs test to monitor growth in language proficiency and to determine the continued need for support with English language development. The amount and duration of the ESL pull-out instruction may decrease as student's language proficiency increases. Students have the opportunity to exit the ESL program annually and after students are exited from the pull-out instruction, the district continues to monitor their progress for a period of 4 years to make sure that their language development is not prohibiting their academic growth. Parents are informed of their child's progress in English language development through both grades on the district's report cards as well as the ESL supplemental report card that details the student's progress in the four domains of language.

The continuously growing field of ESL instruction has demanded national attention and has generated a great need for highly qualified educators in public schools across the country. With some estimates saying one in 10 students in classrooms today are English language learners, there is no doubt this group of students has changed the landscape of education in America. As education reform remains a prominent issue at both the local and national level, the topic of English as a Second Language instruction will continue to be part of the conversation.

### ATHLETICS

## Brentwood High School Sports Schedules

All schedules for middle school and high school athletics and activities can be found on the Brentwood Borough School District website <http://www.bb-sd.com>. Any other information may be obtained by contacting Mr. Rick Huffman at (412) 881-4940 Extension 2720, or by e-mailing at [huffmanr@bb-sd.com](mailto:huffmanr@bb-sd.com).

## Athletics

Senior wide receiver **Austin Veatch** was named to the 2017 Kennywood Pre-Season All-Star Team by the MSA Sports Network. Austin was recognized with the other members of the team during a ceremony held at Kennywood Park.



## 2016-2017 All Section Team Recognition

Outfielder **Austin Veatch** was named to the Class 2-A, Section 3 all-section team. Catcher **Abby Wolf** were named to the Class 2-A, Section 1 all-section team.

## Admission Fees Set for Athletic Events

The admission fees for various athletic events sponsored by the Brentwood Borough School District are as follows:

<b>Football</b>	Adult \$5.00	Senior Citizen \$4.00	Students \$3.00
<b>Basketball</b>	Adult \$5.00	Senior Citizen \$4.00	Students \$3.00
<b>Volleyball</b>	Adult \$3.00	Senior Citizen and Students \$2.00	
<b>Swimming</b>	Adult \$3.00	Senior Citizen and Students \$2.00	

In addition, active military personnel will be admitted free of charge with military ID. For any athletic events not noted above, admission is free.





## BEFORE & AFTER SCHOOL ENRICHMENT PROGRAMS

### BRENTWOOD SCHOOL DISTRICT

**SPENCER FAMILY YMCA**  
 305 Church Road  
 Bethel Park, PA 15102  
 412 833 5600

[ymcapgh.org](http://ymcapgh.org)

## HELLO

YMCA Afterschool provides more than just homework support and a healthy snack or dinner. The Y uses an evidence-based curriculum to create an environment where children can explore, challenge themselves and find comfort in our nurturing approach.

The Y's school age child care programs participate in the Keystone Stars Quality Initiative program, a state-wide initiative of the Office of Child Development and Early Learning to improve, support and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania.



## GROW, LEARN, THRIVE

- Increase self-esteem and self-reliance
- Build character
- Improve personal and family relationships
- Appreciate diversity
- Develop leadership skills



## EVERYONE IS WELCOME

We're committed to providing quality programs to everyone in the community regardless of their financial limitations. Through our Annual Campaign we're able to provide assistance based on demonstrated inability to pay, and the Y's funding capability.

All financial assistance information is kept confidential. Applications are available at the Welcome Center of the Y. Our school age care programs are registered with and accept payment from, Child Care Information Services of Allegheny County (CCIS).

**Serving Brentwood School District students in grades K-6 through our locations at:**

- Elroy Elementary
- Moore Elementary

**For more information, please visit the Welcome Center today or contact our Youth Development Director:**  
 Annamarie Casciato [acasciato@ymcapgh.org](mailto:acasciato@ymcapgh.org)

YMCA OF GREATER PITTSBURGH



## SPENCER FAMILY YMCA / BRENTWOOD SCHOOL DISTRICT BEFORE & AFTER SCHOOL ENRICHMENT REGISTRATION 2017 - 2018

We do not guarantee placement for the fall if registration is received in our office later than July 31, 2017.

Child's Name	Date of Birth	
Gender	Grade Level in the Fall	
Address		
City	State	Zip
Parent's Name	Parent's Date of Birth	
Phone	Cell	
Email		
Parent Address if Different From Child		
City	State	Zip
Emergency Contact (Other than Parent or Guardian)		
Authorized Pick-Up Other than Parent or Guardian		
Special Needs Considerations of the child		
List Allergies that May be Life Threatening		

Parent Signature		
<b>Membership:</b>		\$ _____
2 Adult Family with Kids	\$83/month	
1 Adult Family with Kids	\$66/month	
Single Adult	\$54/month	

**Registration:** (One-Year Fee) \$ 30.00  
**Tuition:** \$ \_\_\_\_\_

For children in grades K-6		Part Time 1-3 Days Weekly	Full Time 4-5 Days Weekly
<b>After School Care</b> 3:00pm - 6:00pm	Community Member	\$235	\$310
Prices are Total Monthly Fee	Facility Member	\$205	\$240

**School Attending** \_\_\_\_\_

**If part time, please check days that apply**  
 M  T  W  Th  F

**Total** \$ \_\_\_\_\_

**Initial Payment Information:**

Cash  
 Check (Payable to Spencer Family Y)  
 Credit (YMCA Business Office will contact you for further details)  
 Use Card on File

**To No cash, checks, or money orders will be accepted for tuition payments.**

**Draft Information:**  
 Payments for standard tuition plans are deducted on the 1st and 15th. CCIS copays are deducted on the 1st day of care each week.

Please use the above credit and information for my semi-monthly draft.

**Do you receive help paying for child care, not including the family?**

None  CCIS  CYF  YMCA Financial Assistance  
 Other \_\_\_\_\_

# SCHOOL VACCINATION REQUIREMENTS FOR ATTENDANCE IN PENNSYLVANIA SCHOOLS

## FOR ATTENDANCE IN ALL GRADES CHILDREN NEED THE FOLLOWING:



- 4 doses of tetanus, diphtheria, and acellular pertussis\* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)\*\*
- 2 doses of measles, mumps, rubella\*\*\*
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

\*Usually given as DTP or DTaP or if medically advisable, DT or Td  
 \*\* A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose  
 \*\*\*Usually given as MMR

### ON THE FIRST DAY OF SCHOOL, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.



### FOR ATTENDANCE IN 7TH GRADE:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade.
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade.

ON THE FIRST DAY OF 7TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

### FOR ATTENDANCE IN 12TH GRADE:

- 1 dose of MCV on the first day of 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

ON THE FIRST DAY OF 12TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

The vaccines required for entrance, 7th grade and 12th grade continue to be required in each succeeding school year.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

Pennsylvania's school immunization requirements can be found in 28 Pa.CODE CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.



## NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS BRENTWOOD-BOROUGH SCHOOL DISTRICT

### CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

Common Sense, the national nonprofit organization dedicated to helping kids and families thrive in a world of digital media and technology, has recognized Brentwood Borough School District as a Common Sense Certified District in Digital Citizenship.

Brentwood has demonstrated its commitment to preparing its students to use the immense power of digital media to explore, create, connect, and learn, while limiting the perils that exist in the online realm, such as plagiarism, loss of privacy, and cyberbullying.

"We applaud the faculty and staff of Brentwood for embracing digital citizenship as an important part of their students' education," said Jessica Lindl, Head of Common Sense Education. "Brentwood deserves high praise for giving its students the foundational skills they need to compete and succeed in the 21st-century workplace and participate ethically in society at large."

Brentwood has been using Common Sense Education's innovative and research-based digital citizenship resources, which were created in collaboration with Dr. Howard Gardner of the GoodPlay Project at the Harvard Graduate School of Education. The resources teach students, educators, and parents tangible skills related to Internet safety, protecting online reputations and personal privacy, managing online relationships, and respecting creative copyright. The free resources are currently used in more than 90,000 classrooms nationwide.

By preparing our students to use technology safely and responsibly, we are providing them unlimited opportunities to maximize and personalize their learning. For more information about Common Sense Education learning tools and resources to use at home, please visit [www.common sense media.org](http://www.common sense media.org).

### IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability (mental retardation), multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The Brentwood-Borough School District provides educational services for all eligible students either through district- operated classes, contracts with Intermediate Unit #3, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through district's Gifted Support programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

### CONFIDENTIALITY (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as student identification number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

## NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS BRENTWOOD-BOROUGH SCHOOL DISTRICT

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right

to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district has a right to charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the Brentwood-Borough School District collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education  
Bureau of Special Education  
Division of Compliance  
333 Market Street  
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, DC 20202-4605

The Brentwood-Borough School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact Dr. Christine Winiarski at (412) 881-4940 Ext 2215 or email [winiarskic@bb-sd.com](mailto:winiarskic@bb-sd.com).

### EARLY INTERVENTION IDENTIFICATION

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children

is available through the DART Program operated by Intermediate Unit #3. To schedule an appointment for screening call Dr. Susan Sams at 412-394-5816. For additional information, contact your local school district.

### POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY

(Requirement of Section 14.212(b))

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

**Adaptive** – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

**Personal-Social** – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults,

expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

**Communication** - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.

**Motor** - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

**Cognitive** - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

### OTHER FACTORS THAT COULD INDICATE A DISABILITY

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

### FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.